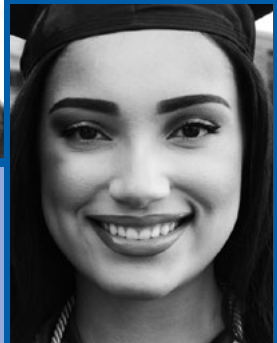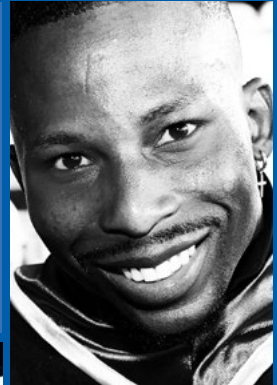# 2022-2023 CATALOG

BRONX COMMUNITY COLLEGE

www.bcc.cuny.edu

BRONX COMMUNITY COLLEGE

CUNY

NOTICE OF STUDENT RESPONSIBILITY

The policies, rules, and regulations found in this Catalog are binding on all students, as are those found in the BCC Academic Rules and Regulations, available on the College website. Students are responsible for reading, knowing, and acting in accord with these policies, rules, and regulations. Failure to read the Catalog and the Academic Rules and Regulations does not excuse the student from the policies, rules, and regulations in these documents.

Note that the College reserves the right to change policies, rules, and regulations when necessary. Updates will be posted to the BCC website (www.bcc.cuny.edu) and will be reflected in subsequent publishing of the Catalog.

BRONX COMMUNITY COLLEGE
CATALOG | 2022-2023

www.bcc.cuny.edu

October 4, 2022

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BRONX COMMUNITY COLLEGE

Introducing Bronx Community College

A MESSAGE FROM THE PRESIDENT

Welcome to Bronx Community College! Together we celebrate the beginning of a new year at BCC, filled with cautious optimism that the worst of the pandemic is behind us. I am so happy that our historic and beautiful campus is, once again, truly open to our students.

At the start of each semester, I stand at the campus gates to welcome you to campus. Of all my responsibilities as president of the College, this is one of my most cherished roles. As I greet you, I do so with the knowledge that you have chosen and will benefit from what we call the "BCC Value." Here at BCC, we believe that no one who aspires to higher education and is willing to do the work it requires should have their dream denied. The BCC Value promises affordable tuition and many opportunities for financial aid, scholarships and awards. It promises that the College will remain richly diverse in the thousands of students it serves each semester, preparing each individual to be a better world citizen. The BCC Value is guided by the spirit of creativity and discovery along with a belief in the possibilities of greatness for all. You bring the desire to learn and achieve, we will provide the resources and support to make it happen.

This catalog is a guide for students and those who assist students in planning for a program of study here at the College. We are proud to present the rich variety of courses and more than 40 academic programs described in this catalog, as well as a range of services and opportunities to support your academic and professional development. These pages will help you learn more about our many offerings and resources, starting you on your journey to graduation. I encourage you to use this catalog as the essential resource that it is.

I wish all of you a productive year.

Sincerely,

Thomas A. Isekenegbe, Ph. D

BRONX COMMUNITY COLLEGE STRATEGIC PLAN (2020-2025)
Prepare, Inspire, Empower

Guiding Principles: Accountability, Communication, Empowerment, Equity, Integrity, Respect

Mission: BCC prepares, inspires, and empowers our richly diverse student body with a quality educational experience that facilitates social mobility, lifelong learning, and engaged citizenship.

GOAL 1: FOSTER STUDENT SUCCESS

Objective 1.1: Promote Student Engagement and Success Behaviors

a. Restructure, consolidate, improve, and integrate student services to support, track, and develop student engagement and success behaviors.

b. Develop clear, consistent Growth Mindset and Intelligent Practice messaging, programming, and assessment across the campus.

c. Improve and coordinate all communications with and about students (including communication of policies, regulations, protocols, and procedures) in transparent and user-friendly formats.

d. Promote and reinforce both active teaching and learning for application.

Objective 1.2: Support Holistic Needs of All Students

a. Expand and improve efforts to provide financial supports and financial literacy training for students.

b. Support the physical, emotional, and mental well-being of students.

c. Develop expanded and integrated programming for specific populations (adults, online, Honors, at-risk,and international students) using best practices from what we have done and learned.

Objective 1.3: Facilitate Improvement through Assessment

a. Develop and maximize the utilization and impact of e-tools to support systematic tracking, reporting, and analysis of feedback, self-reflection, student actions, and outcomes.

b. Further develop the assessment program, including the use of formative assessment to inform improvements; the use of summative assessment to demonstrate learning/success outcomes; and the development of mechanisms to support, collect, and organize assessment results.

GOAL 2: ADVANCE ACADEMIC EXCELLENCE

Objective 2.1: Strengthen the Effectiveness of Curricula and Programs

a. Consistent with the Academic Master Plan (AMP), develop, implement, and accelerate efforts to support curricular and programmatic improvement in alignment with educational and employment trends and student needs.

b. Develop and implement an Integration Plan for basic and higher-order thinking (critical thinking, quantitative literacy, information literacy, visual literacy) skills across the curriculum.

c. Increase efforts to promote students' job readiness and career success.

d. Expand partnerships with industry, senior colleges, and international institutions.

Objective 2.2: Support Excellent Teaching, Scholarship of Teaching/Learning, and Faculty Diversity

a. Develop roadmaps of professional development and mentorship for all faculty built around student learning-centered pedagogies and assessment.

b. Increase faculty diversity and mentorship/retention of underrepresented faculty and staff.

Objective 2.3: Facilitate Improvement through Assessment

a. Further develop the Academic Assessment Program, including the use of formative assessment to inform improvements; the use of summative assessment to demonstrate learning/success outcomes; and the development of mechanisms to support, collect, and organize assessment results.

GOAL 3: STRENGTHEN INSTITUTIONAL EFFECTIVENESS

Objective 3.1: Increase Enrollment and Retention

a. Create a Strategic Enrollment Plan with corresponding structures, functions, accountabilities, and targets.

Objective 3.2: Improve College Operations and Facilitate Improvement through Assessment

a. Leverage technology to develop systems, structures, and communication vehicles to improve transparency, efficiency, and communication, including improvement and dissemination of budget/administrative reports.

b. Strengthen oversight and accountability processes, benchmarks, and dashboards, utilizing existing structures (annual and periodic reports and assessments, administrative council, senate committees) to: (1) further develop administrative assessment, review and improvement processes, (2) develop budget recommendations, priorities and decisions supporting the college's core functions and strategic priorities, and (3) inform emergency planning and recovery processes.

c. Create, update, and utilize policy and procedure manuals and documentation for all administrative processes.

Objective 3.3: Enhance the Campus Physical Environment

a. Improve the condition of facilities, including: (1) daily maintenance and cleaning; and (2) utilizing assessments of infrastructure systems and life cycle duration to inform actionable items and priorities as well as longer-term facilities planning.

Objective 3.4: Strengthen Campus Climate and Community Impact

a. Improve campus climate, through the development of campus traditions, recognition programs, equity initiatives and by defining campus principles in behavioral terms.

b. Develop and increase opportunities for faculty/staff professional development and growth.

c. Engage all faculty, students, and staff in active civic and community service.

d. Formalize orientation/professional development program for all new campus leaders (department chairs, senate members, committee chairs, student government, etc.).

ORGANIZATION OF THE COLLEGE

Office of the President

President Thomas A. Isekenegbe, Ph.D.

Contact: Amirah Cousins Melendez
Confidential Executive Assistant to the President
Language Hall [LH], Room 27 | 718.289.5155

The President is the Chief Executive Officer of the College and acts as an advisor and executive agent of the Chancellor and Board of Trustees of the City University of New York. The President exercises general superintendence over the facilities, concerns, officers, employees and students of the College while also having immediate supervision and full discretionary power to carry into effect the bylaws, resolutions and policies of the Board and the lawful resolutions of any board committees. The President is responsible for maintaining and enhancing the educational standards and general excellence of the College and fulfills these responsibilities by the general supervision of the Executive Cabinet, Executive Council, College Personnel, and Budget Committees. The Executive Cabinet consists of: the Vice President and Provost for Academic Affairs, the Vice President for Student Success, Vice President for Administration and Finance, Vice President for Advancement, Communication and External Relations, the Executive Legal Counsel and Deputy to the President, the Dean for Research, Planning and Assessment and the Dean of Workforce and Economic Development. In addition, the Chief Diversity Office and the Executive Director of the Bronx Economic Opportunity Center report directly to the President.

Division of Academic Affairs

Provost and Vice President for Academic Affairs
Lester Edgardo Sandres Rápalo, MBA, Ed.D.
Language Hall [LH], Room 11D | 718.289.5139

The principal goal of the division is to provide the resources necessary to promote students' academic success. We accomplish this goal by collaborating with our colleagues across the College to prepare students academically, professionally and personally. This includes the recruitment, development and retention of outstanding faculty and staff; building successful pipelines from our pre-college programs into more than 40 academic programs; and providing academic advising, coaching, tutoring and other support services that empower students to become lifelong learners.

Among our educational initiatives are the First-Year Program, which is an innovative approach to preparing first-year students for success in their academic journeys at the College, and ASAP (Accelerated Study in Associate Programs), which provides advising and financial support that helps students graduate on time with their associate degrees. We also pursue collaborations with other institutions and entities, from local high schools, regional colleges, community groups, and education providers, to non-US universities in nations such as India and Ecuador, bringing additional educational enrichment and opportunities to our students and graduates. We founded and host the Bronx Social Justice Matters International Film Festival, which features films from around the world devoted to a global culture of equality. BCC is an active participant in multiple CUNY-wide academic initiatives, including the Academic Momentum 2.0 campaign, which is focused on student transfer success after graduation with an associate degree. The BCC Division of Academic Affairs, led by the Provost, is committed to our students' academic success and excellence.

Division of Student Success

Vice President
Irene R. Delgado, Ph.D.
Loew Hall [LO], Room 201 | 718.289.5278

The Division of Student Success is committed to developing and supporting the whole student inside and outside the classroom. From our nationally accredited Early Childcare Center to our Food Pantry, from our Military Friendly gold level Veteran and Military Affairs office to our CUNY-Athletics champions, we match our students' desires and needs. We strive to create a welcoming and inclusive campus community for all students through our programming, services and spaces. "Broncos" are involved in student organization/government, clubs, sports, leadership and community service opportunities.

Division of Enrollment Management

Vice President
Bernard J. Gantt, Ph.D.
Colston Hall [CO], Room 508 | 718.289.5887

The Division of Enrollment Management includes the core enrollment management offices of Admissions, Financial Aid, Registrar, and Student Financial Services. The division also encompasses the enrollment pipeline offices of Adult Learner Program, Bronx Opportunity Network, Collaborative Programs, College Discovery, College Now, CUNY EDGE, Early College Initiatives, Future Now, Liberty Partnership, and Upward Bound. More recently, the division launched the Integrated Communication Center (ICC) whose director will oversee the Virtual Communication Center, the Virtual Chatbox AI technology, and the physical ICC Office.

The Vice President of Enrollment Management is responsible for providing strategic and innovative leadership in advancing and managing student enrollment strategies including plan implementation. The Vice President for Enrollment Management ensures that institutional policies and practices provide fair and equitable treatment of all applicants and students, as well as ensuring that all programs and services in the Division of Enrollment Management comply with relevant federal and state laws and City University of New York regulations and policies while executing the Division's mission.

The mission of the Division of Enrollment Management is to support the vision of the president; uphold the mission of Bronx Community College; strategically strengthen the competitiveness of BCC in achieving enrollment goals; and collaborate with campus partners to provide information and services to enhance student success. The offices within the Division provide the foundation of support and services for the academic infrastructure throughout the student lifecycle.

Division of Administration and Finance

Vice President
Kay W. Ellis
South Hall [SH], Room 211 | 718.289.5127

The Division of Administration and Finance oversees the financial, business, information technology, physical plant, human capital, safety, campus planning and campus service operations at Bronx Community College. Our team includes the people who design, maintain and clean the buildings and grounds, collect tuition, strategically align resources to academic programs and administrative initiatives, procure goods and services, manage human resources, operate computer systems, provide patrol, preparedness, emergency response and safety services to the campus community and support enhanced events, conferences and campus services. We are committed to superior service and stewardship, to providing leadership in effective and efficient resource management, to engaging in sound ethical policies and professional best practices, and to utilizing innovative skills and technology to support the overall mission of teaching, research and public service.

Division of Advancement, Communications and External Relations

Vice President
Eddy Bayardelle, Ph.D.
Philosophy Hall [PH], Room 26A | 718.289.5185

The Division of Advancement, Communications and External Relations is the bridge between Bronx Community College (BCC) and the world beyond its gates. The Division links academic programs to business and industry, alumni, foundations, corporations, government agencies, the media and community-based organizations. The Division is BCC's main philanthropic arm, creating partnerships with public and private donors to secure resources that support essential programs and services for students, faculty and the community. The Division is also responsible for enhancing the College's reputation through social media, the press and the development of effective marketing campaigns.

HISTORY OF BRONX COMMUNITY COLLEGE

Bronx Community College was established in 1957 to meet the growing demand for higher education in the borough. Classes began with 125 students on February 2, 1959 at Creston Avenue and 184th Street. With Dr. Morris Meister as its first president, the College soon developed into a much-acclaimed community college offering a broad range of academic programs. Dr. James A. Colston became the second president of Bronx Community College on August 1, 1966, following Dr. Meister's retirement. In 1973, the New York State Dormitory Authority acquired New York University's University Heights Campus for the use of BCC. That fall, the College opened its doors at those 45 acres overlooking the Harlem River.

Upon Dr. Colston's retirement in 1976, Dr. Morton Rosenstock was named acting president. On September 1, 1977, Dr. Roscoe C. Brown, Jr. became the College's third president. During his 17-year tenure, BCC increased its partnerships with business and industry that better ensured the success of graduates. New programs were developed in the expanding fields of health, technology and human services.

Dr. Leo A. Corbie was named acting president following Dr. Brown's retirement in June 1993.

Dr. Carolyn G. Williams became BCC's fourth president on August 26, 1996. During her 15-year tenure, national and international outreach programs were expanded. These included study abroad in Austria and South Africa.

Construction of North Hall and Library began in spring 2009. Spring 2011 saw the opening of The Children's Center building, an affordable, high quality, early childhood center serving students who are also parents.

On July 1, 2011, Dr. Carole M. Berotte Joseph became BCC's fifth president. Under her leadership, the new North Hall and Library was completed. Designed by Robert A.M. Stern Architects, the new library complements the original master plan by Stanford White for the New York University campus. In October 2012, the U.S. Department of the Interior designated the campus a National Historic Landmark, making it the first community college campus to earn such a distinction.

Dr. Eduardo J. Martí was named interim president in October 2014.

Dr. Thomas A. Isekenegbe became the sixth president of Bronx Community College on August 17, 2015. Prior to coming to BCC, President Isekenegbe had 30 years' experience at both two-year and four-year institutions of higher education in Nigeria and the United States — most recently as President of Cumberland County College in New Jersey.

Shortly after President Isekenegbe assumed the leadership of Bronx Community College, BCC was chosen to become the first college in The City University of New York to expand the highly effective student support initiative Accelerated Study in Associate Programs (ASAP). He launched the reorganization of the school administration to more effectively serve students and is overseeing the physical transformation of the BCC campus as well, from a major redesign of the central quadrangle to an effort to preserve the Stanford White-designed Gould Memorial Library. He is also leading the execution of BCC's Strategic Plan, which calls for building "A Community of Excellence."

In March of 2020, the COVID-19 pandemic forced BCC to close its campus. But the College continued its classes, services and activities online. That required everything from equipping all students and teachers with the technology for distance learning to holding virtual classes for those who needed training in teaching remotely.

The entire '20-'21 academic year was also conducted remotely, culminating in online Commencement ceremonies for the Classes of 2020 and 2021. But the new modalities of learning remain available. Fall '21 students have the option of taking classes on campus, online or in a "hybrid" version of the two.

Today, Bronx Community College offers a rich array of courses in the arts and humanities and ever-expanding programs in the STEM fields — science, technology, engineering and math — where the demand for well-trained specialists is high. With a student population of over 7,000, representing some 100 countries of origin, we are committed to providing all who seek to study at Bronx Community College with the tools for future success at a four-year institution or in a career of their choice.

ACCREDITATION

Bronx Community College is accredited by the Middle States Association of Colleges and Secondary Schools — Commission on Higher Education (3624 Market Street, Philadelphia, PA 19104-2680; 267.284.5000).
Website: http://www.msche.org/

The Automotive Technology Program is accredited by the ASE Education Foundation (1503 Edwards Ferry Rd., NE, Suite 401, Leesburg, VA 20176; 703-669-6650)
Website: http://www.aseeducation.org/

The programs in Business and Information Systems are accredited nationally by the Accreditation Council for Business Schools and Programs (ACBSP, 11520 West 119th Street, Overland Park, KS 66213; 913-339-9356).
Website: http://www.acbsp.org/

The Electronic Engineering Technology Program is accredited by the Engineering Technology Accreditation Commission of ABET (ABET, 111 Market Pl., Suite 1050, Baltimore, MD 21202-4012; 410.347.7700).
Website: http://www.abet.org/

The Medical Laboratory Technician program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS, 5600 N. River Road, Suite 720, Rosemont, IL 60018; (773) 714-8880).
Website: www.naacls.org

The Nuclear Medicine Technology Program is accredited by the Joint Review Committee on Education in Nuclear Medicine Technology (JRCNMT, 2000 W. Danforth Rd., Suite 130, No. 203, Edmond, OK 73003; 405-285-0546).
Website: http://jrcnmt.org/

The Paralegal Studies Program is approved by the American Bar Association (ABA, 321 North Clark St., Chicago, IL 60654-7598; 312-988-5000).
Website: http://www.americanbar.org/aba.html

The Radiologic Technology Program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT, 20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182; 312-704-5300).
Website: http://www.jrcert.org/

The RN Nursing Program is accredited by the Accreditation Commission for Education in Nursing (ACEN, 3343 Peachtree Road, NE, Suite 850, Atlanta, GA 30326; 404-975-5000).
Website: http://acenursing.org/

CHARTER

The New York State Board of Regents, through the Division of Higher Education of the New York State Department of Education, has chartered and approved all curricula and programs of Bronx Community College.

STATEMENT ON CUNY POLICY OF 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.

This policy covers prohibited harassment based on all protected characteristics other than sex. Sex-based harassment and sexual violence are covered by CUNY's Policy on Sexual Misconduct.

This Policy also prohibits retaliation for reporting or opposing discrimination, or cooperating with an investigation of a discrimination complaint.

As a public university system, CUNY adheres to federal, state and city laws and regulations regarding nondiscrimination 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.

GRIEVANCE PROCEDURES

Any student or employee of Bronx Community College who wishes to file a claim of discrimination or a violation of any affirmative action regulation may contact the Chief Diversity Officer for written procedures and information or The Office of Affirmative Action for complaint forms.

A student whose complaint is related to a handicap or disability condition may contact either:

- The Director of the Office of Disability Services
  Loew Hall [LO], Room 213
  718.289.5880

  or

- The Office of Affirmative Action
  Compliance and Diversity
  Language Hall [LH], Room 31
  718.289.5100, Ext. 3494

CAMPUS SERVICE CENTER

Roscoe Brown Student Center [BC], First Floor – 111B
718.289.5365

Launched last Fall 2018, the Campus Service Center provides customer service and support to the Campus Community. The Campus Service Center is conveniently located on the main floor of the Roscoe Brown Student Center and is designed to be the hub for all campus services, including the virtual bookstore book distribution, mail/ messenger, and parking permit issuance. This team also provides coordination and monitoring for third-party contract service providers, such as vending, cafeteria and copiers. The Center also administers the Bronco Card program and provides the associated customer service support. A key goal of Campus Services is to facilitate a top-tier, full-service "away" experience for our students and a compliant, self-sustaining and financially productive auxiliary service program.

IT SERVICE DESK (FORMERLY TSC)

Roscoe Brown Student Center [BC], Room 308
Students: 718.289.5970/Faculty: Ext. 5969

To support the rapid transition to online teaching and learning, the College has enhanced the mission of the IT Service Desk to provide a single point of support for your software and technology needs. Technicians are available by email, phone or by visiting the IT Service Desk on the 3rd floor of Roscoe Brown Service Center. Technicians can assist with password resets, software access, hardware and audio visual and classroom equipment needs.

MOBILE DEVICE/LAPTOP LOANER PROGRAM

In March 2020 as a result of the COVID-19 Pandemic, the College significantly expanded and centralized the long-term laptop loaner program for faculty, staff and students. Interested faculty, staff and student can visit the website for more information and to complete the laptop request form. The program is administered by the IT Service Desk and strives to ensure all members of the college community can fully participate in online teaching, learning and work.

BRONCO CARD PROGRAM

The Bronco Card Program provides cardholders with seamless/cashless access to on-campus services, products and discounts. All Faculty, Staff, Students and authorized persons who have an ID card are provided the opportunity to utilize a virtual Bronco Account, linked to their ID card and mobile ID. Faculty, students and staff can add value to their Bronco Account through the BCC mobile app, the online portal, or at one of the many Cash Management Stations located on campus. The card can currently be used for student print, cafeteria, café, bookstore, and in the Campus Service Center.

PUBLIC SAFETY

Public Safety provides comprehensive services to maintain a safe and secure campus environment that is conducive to learning, working and visiting. These services are dispatched from a central command, communications and surveillance center that operates 24 hours a day, 7 days a week. Services include patrols, escort, emergency response, transportation, investigation, identification and access services. Public Safety also coordinates space use and conference planning through the Events Management Team and employs an All-Hazard Preparedness model through coordination with the Office of Environmental Safety and Health. The Public Safety Communications and Surveillance Center can be reached at 718.289.5911 for emergencies and 718.289.5390 for information or non-emergencies. The Director of Public Safety can be reached at 718.289.5876. As per the Clery Act, an Annual Security Report including campus crime statistics is published yearly, a copy can be obtained from the College's website at https://www.bcc.cuny.edu/campus-resources/public-safety/. Copies may also be obtained at the Department of Public Safety and the Offices of Admissions, Human Resources and Workforce Development and Continuing Education. Information will include all of the statistics that the campus is required to ascertain under Title 20 of the United States Code, Section 1092(O).

CAMPUS FACILITIES

Bronx Community College is situated on a beautiful 45-acre campus, high above the Harlem River. The buildings originally housed the New York University undergraduate program and include several landmark structures, including the first "Hall of Fame" in the United States.

Points of Interest

- Hall of Great Americans
- Modern Art Installation at the University Gate
- Monument Hill
- Memorial Walk
- Quadrangle
- Meister Overhang

Auditoriums

The BCC campus has three major auditoriums. The largest is in Gould Memorial Library [GM]. Its capacity of 650 makes it an ideal venue for a variety of events including College convocations, cultural programs and community activities. The Hall of Fame Playhouse in the Roscoe Brown Student Center [BC], with a capacity of 350, is used as a theater for dramatic productions, musicals and concerts. Schwendler Auditorium in Meister Hall, which seats 186, is also used for concerts and community activities.

Gymnasium and Cardio–Pool and Fitness Center

The Pool, gymnasium, cardio–fitness center and weight training areas — located in Alumni Gym — are used by the College's Department of Health, Physical Education and Wellness classes. The facilities are also available for student, faculty, and staff recreational use during specified hours. A new outdoor fitness center is being installed adjacent to the track and field.

Bookstore

The College participates in the Akademos virtual bookstore, which provides easy access to all required and supplementary textbooks and supplies, college-branded memorabilia, sportswear and spiritwear. Visit the online store at www.bronxccbooks.com. Students may opt to have books delivered to the campus for pick-up at the Campus Service Center, located on the main floor of the Roscoe Brown Service Center. Akademos has a guaranteed online buyback and an enhanced return policy that allows new and used retail books to be returned up to 2-weeks after the start of the term or 30-days after an order was placed, whichever is longer. Akademos has 24/7 customer support to assist you.

Art Materials

The College online bookstore has partnered with BLICK U to make ordering your course supplies easier. When signing up for your course in CUNYfirst, and purchasing your books through the online bookstore, you can add the BLICK U Card to your cart for each Art Class that has required materials. After check-out, you will receive instructions for redeeming your card on the Blick.Com site.

To redeem your Blick U Card:

Visit the Blick.com site and follow the tab on the top left "For Educators". Once on that page, scroll down to the Services Section and click on the "Blick U" option, and then click on "Students Find Your Blick Course Supply List Here." You will be prompted to enter "New York" and "CUNY-Bronx Community College." You will then see the listing of courses that have prescribed materials lists. Click on your Course Name to view the list of required and recommended items for your course. Please note your Blick U card denomination will provide for required items only. Click on "Add to Cart" and follow the instructions to go to your cart for check out and to enter delivery instructions.

Food Services

The College strives to provide high-quality, fresh, healthy and varied food options at a reasonable cost. The main food service location is the cafeteria on the main floor of the Roscoe Brown Student Center [BC]. The College has also installed vending markets in the lobby of Meister Hall and also the lobby of Community Hall. Don't forget to use your Bronco Card for purchases. Student purchases are tax-free!

Self-Service Dining

The Cafeteria has microwaves for easy access and self-service.

Café: Visit the Café in North Hall that proudly serves Starbucks and light refreshment.

Vending: The College has installed snack and beverage vending machines conveniently across campus. You can use your Bronco Card at all machines and look for the Choice Plus, healthy options.

The BCC Staff Room located on the second floor of Roscoe Brown [BC], provides a quiet spot to meet or eat.

BRONX COMMUNITY COLLEGE ASSOCIATION, INC.

Chair: Dr. Irene R. Delgado, Vice President, Student Success
Loew Hall [LO], Room 201 | 718.289.5869

The Bronx Community College Association, Inc., is a chartered corporation with a Board of Directors comprised of students, faculty and administrators. Dr. Irene R. Delgado, Vice President of Student Success serves as Chair of the Association. The principle purpose for which the Association has been created is to fund extra-curricular programming and activities through Student Activities Fees and other authorized sources of income, including, but not limited to, publications and other media, social and cultural activities, assistance to registered student organizations, recreational and athletic programs, student government, community service programs, the Early Childhood Center, Health and other student services and enhancement of the College and University environment.

BRONX COMMUNITY COLLEGE AUXILIARY ENTERPRISE CORPORATION

Chair: Dr. Thomas Isekenegbe, President

The Bronx Community College Auxiliary Enterprise Corporation is a chartered corporation with a Board of Directors comprised of students, faculty and administrators. Dr. Thomas Isekenegbe serves as Chair of the Auxiliary. The Auxiliary provides support for campus and educational services to help ensure high-quality, reliable, customer service-oriented services to Bronx Community College students, faculty and staff by supporting campus services and contracts, such as dining, vending, print, bookstore, parking, shuttle, and campus card services. Funds from commissions and rentals are reinvested to enhance campus services, initiatives and programs including: Presidential Grants, local building improvement projects, healthy/sustainability and beautification initiatives and events and marketing efforts.

LIBRARY

Office: North Hall and Library [NL], Levels II and III

Chairperson and Chief Librarian: Professor Michael J. Miller

Professor: Michael J. Miller

Associate Professors: Jesus Sanabria, Cynthia Tobar

Assistant Professors: Jacob Adler, Emma Antobam-Ntekudzi, Carl Andrews, LaRoi Lawton, Nelson Santana, James Watson

Lecturer: Katherine Parsons

Instructor: Tokunbo Adeshina

Chief College Laboratory Technician: Erma Nieves

Senior College Laboratory Technicians: Joanne Canales, Martha Sanchez

CUNY Office Assistants: Darren Chase, Davy Kak, Jose Lora, Darryl Mundy, Sidney Sao, Ronise Springer

The BCC Library provides essential support for academic success. Come browse the collection at the library in North Hall [NL] and visit the Library website at http://www.bcc.cuny.edu/library. Collections include resources for every discipline taught at the College in diverse formats, including books, CDs, DVDs, videocassettes, periodicals, reference sources and full text digital delivered via licensed electronic databases. Copiers, computers and printers are available for student use.

The BCC Library offers students, faculty and staff privileges, including access to all CUNY Libraries' collections and remote access to BCC full text electronic resources. BCC Library also provides access to collections of other research libraries through resource–sharing initiatives.

Librarians have faculty rank and are dedicated to providing learning support for academic success. Students should seek out reference librarians, ask questions and learn about resources available to support their academic achievement.

Faculty may schedule library instruction classes for hands-on, customized instruction focusing on specific assignments. BCC faculty and librarians collaborate to empower students to master information literacy competencies to achieve lifelong learning and career goals. To schedule a class, contact the Head of Learning Services at 718.289.5348 or the Learning Services staff at 718.289.5347.

Faculty may place materials on reserve for student use. Call 718.289.5947 for assistance with reserve services. Research needs of faculty members are supported via inter-library loan, document delivery and cooperative agreements with other research libraries.

This is your library. Use it and learn about the resources and services available to you. Open six days a week during the fall and spring academic semesters, with many resources available 24/7, the BCC Library delivers essential access to technology, information sources and research tools.

We welcome your input. Please direct any questions to Professor Michael J. Miller, Chief Librarian, at 718.289.5439.

NEW YORK STATE REQUIREMENTS FOR DEGREE TYPES

Students who graduate from Bronx Community College fulfill New York State Education Department (SED) requirements for courses in the liberal arts and sciences in four subject areas: humanities, social sciences, mathematics and natural sciences. Each BCC program , typically requiring 60 total credits, meets the percentage of liberal arts and science credits that SED requires for associate degrees:

Associate in Arts (AA):
45 credits (3/4 of coursework)

Associate in Science (AS):
30 credits (1/2 of coursework)

Associate in Applied Science (AAS):
20 credits (1/3 of coursework)

Liberal arts and science credit is found in Pathways Common Core Requirements. Some programs also include liberal arts and science courses as major requirements.

GENERAL EDUCATION

General Education at BCC is defined by the CUNY-wide 30-credit Pathways core. Pathways provides a set of General Education Requirements that every student must complete as part of the coursework necessary to earn an Associate in Arts (AA) or Associate in Science (AS). Associate in Applied Sciences (AAS) degrees must include a minimum of 20 credits of the Pathways core.

The CUNY Pathways core includes the following areas as codified by CUNY Board of Trustees resolutions. (Consult with your advisor for guidance regarding core requirements specific to your degree at BCC.)

Required Common Core

- English Composition
- Mathematical and Quantitative Reasoning
- Life and Physical Sciences

Flexible Common Core

- World Cultures and Global Issues
- U.S. Experience in its Diversity
- Creative Expression
- Individual and Society
- Scientific World

Information on which BCC courses apply to the preceding Pathways areas can be found at www.bcc.cuny.edu/academics/academic-programs/cuny-pathways

Student learning outcomes in the Pathways core are as follows:

Required Common Core

English Composition

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.

Mathematical and Quantitative Reasoning

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.

Life and Physical Sciences

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.

Flexible Common Core

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.

The three previously mentioned student outcomes are required of all courses in the Flexible Common Core. All courses in the Flexible Common Core have an additional three student learning outcomes that vary within the guidelines of the Pathways area (e.g., World Cultures and Global Issues, U.S. Experience in its Diversity, etc.). Please see Appendix A for additional information about the flexible common core, including additional student learning outcomes in each flexible core area.

Note that 4-credit STEM Variant courses will be assessed using SLOs specific to the course that may be independent of Pathways.

More information on the Pathways core — including its history and policies — can be found at http://www2.cuny.edu/about/administration/offices/undergraduate-studies/pathways/

Admission to the College

OFFICE OF ADMISSIONS AND RECRUITMENT

Director: Joshua Perez

ASAP Admissions Recruitment Specialist:
Nathali Gil-Crotty

Admissions Specialist: Austin Rivera

Admissions Counselors:
Aneisha Scott, Anthony Campanico

Loew Hall [LO], Room 224 | 718.289.5895
www.bcc.cuny.edu/admissions

GENERAL ADMISSIONS INFORMATION

Bronx Community College accepts both entering freshman and transfer students. Students may attend Bronx Community College either full time or part time and may attend classes whenever they are in session.

All admissions inquiries and information requests should be sent to:

Office of Admissions and Recruitment

Bronx Community College
The City University of New York
ATTN: Office of Admissions and Recruitment
2155 University Avenue
Loew Hall [LO], Room 224
Bronx, NY 10453

The admissions office assists applicants in completing their application and obtaining academic advisement prior to registration. Prospective students are sent information about admission to the College upon request.

Requirements for Admission:

All applicants must fulfill the following admissions requirements to be accepted into the College:

- Official high school transcript, a copy of a diploma from an accredited high school or General Equivalency Diploma (GED) scores. A New York State Equivalency Diploma may be substituted for a high school diploma. A United States Armed Forces Institute (USAFI) Diploma must be converted to a New York State Equivalency Diploma.

- Students applying with a New York State Equivalency Diploma (GED) must submit:

   1. Copies of the Equivalency Diploma (total score of 2250 or higher) and General Educational Development Test Scores (with a minimum standard score of 410 on each content area test)

      AND

   2. Official copies of any high school or official transcripts from any college or university they may have attended.

NOTE:

1) As of January 2, 2014, New York State has implemented the Test Assessing Secondary Completion exam (TASC) to replace the General Education Development exam (GED). For more information regarding the TASC exam, please visit http://www.acces.nysed.gov/ged/.

2) Applicants must obtain and provide official transcripts. The Office of Admissions is unable to obtain transcripts on behalf of the applicant.

3) Bronx Community College does not accept high school certificates or Individualized Education Plan (IEP) diplomas.

Residence

The residency of students under 24 years of age is governed by the residence of their parents or legal guardian.

New York City Residency Requirements:

A student may be eligible for residency tuition rate if the student has continuously maintained his/her principal place of residence in the City of New York for:

- At least six consecutive months immediately preceding the first day of classes and

- At least 12 consecutive months in the State of New York immediately preceding the first day of classes.

New York State Residency Requirements:

To be eligible for the out-of-city New York State residency tuition rate, the student must have continuously maintained his/her principal place of residence in the State of New York for at least 12 consecutive months immediately preceding the first day of classes. All New York State residents who reside outside of New York City and plan to register at Bronx Community College must complete Residence Forms B80 and B81 before registration. The forms are available in the Bronx Community College Bursar's Office. Tuition for out–of–city New York State residents who have a valid Certificate of Residence on file, issued by their county of residence, will be charged the same tuition as New York City residents. Certificates of Residence are normally valid for one year from the date of issue and must be renewed each year.

Determination of Residency Rate Tuition for Non-Residents of New York State, including Undocumented and Out-of-Status Immigrants:

Chapter 327 of the New York State laws mandates that payment of tuition by any student who is not a resident of New York State, other than those in lawful non-immigration status, shall be at a rate no greater than that imposed for students who are residents of the state, provided that they meet one of the following conditions: (1) they have attended an approved New York high school for two or more years, graduated and applied to attend CUNY within five years of receiving the New York State diploma; (2) they have attended an approved New York State Program for General Equivalency Diploma (GED) exam preparation, received the GED issued within New York State and applied to attend CUNY within five years of receiving the New York State GED; (3) they were enrolled in CUNY in the Fall 2001 semester or quarter and were authorized by CUNY to pay tuition at the resident rate. Thus, a student who attended CUNY in the Fall 2001 semester and paid the resident rate does not have to satisfy either condition 1 or 2 above. *(It should be noted that any student meeting one of the three conditions set forth in the law does not need to prove residency in New York State.)*

Students without lawful immigration status must file a notarized affidavit with CUNY stating that they have filed an application to legalize their immigration status or will file an application as soon as they are eligible to do so.

APPLICATION PROCEDURE

How to Apply:

Applicants may complete the online application at https://www.cuny.edu/admissions/undergraduate/.

The Freshman Application

The City University of New York provides an application for undergraduate freshman admission that permits students to apply to as many as six City University schools on a single form. Even if the six programs are in six different CUNY colleges, only one application and one fee is necessary. The application includes a section for students who wish to be considered for SEEK or College Discovery. The following applicants should complete the regular freshman application:

- A student who has completed at least six semesters (11th year) of high school. High school graduation is required for enrollment.

- Students who have earned an Equivalency Diploma and passed the Test Assessing Secondary Completion exam (TASC).

- Students who graduated from high school and have never attended an institution of higher learning.

- Students with international education backgrounds who have had one year of secondary schooling or less outside the United States.

The Transfer Application

An applicant who has previously attended another college, university or postsecondary institution must report that fact in a transfer application. The applicant must also have the former institution(s) submit official transcript(s), including an official statement of the conditions of withdrawal, directly to UAPC, Box 359023, Bay Station, Brooklyn, NY 11235-9023. Even if attendance at such a college was for a short period of time and no grades are recorded, an official college transcript is required.

In addition, a student wishing to transfer to BCC who has been academically dismissed from his/her previous community college must wait one traditional (fall/spring) semester before being eligible for admission to BCC. This policy does not apply to student transferring from a 4-year college or university.

The International Student Application

International students who are neither U.S. citizens nor permanent residents must file the appropriate freshman or transfer student application and meet the corresponding admission requirements. Students who were educated in a language other than English are required to take an exam offered by an approved provider that evaluates English language skills. Approved exams and minimum scores needed for admission are as follows: Internet-Based TOEFL: 53; Paper-Based TOEFL: 475; IELTS Academic Level: 5.5; Pearson Academic: 41; Duolingo: 80. Once a student has been admitted to Bronx Community College by the University Admissions Processing Center (UAPC), they will be asked to submit financial information and other documents that will satisfy the requirements for the issuance of the I-20 form. Once an I-20 form is issued to the student, they can request an appointment at a United States Embassy in their home country to request a student visa. Inquiries regarding I-20 issuance and student visas may be directed to the International Advisor in the Registrar's Office, Colston Hall [CO], Room 513, 718.289.5892.

Non-Degree Student Application

The admission requirements for non-degree students are the same as the admissions requirements for matriculated students. Non-degree students (non-matriculated) must apply directly to the Bronx Community College Admissions Office.

Application Fee

All applicants are required to pay a $65 freshman application fee or $70 transfer fee. Applicants are encouraged to pay with a credit card. You may also mail your fee with a check or money order payable to CUNY UAPC Lockbox, Mail Code: 8770, P.O. Box 7247, Philadelphia, PA 19170-8770. Please write your name and CUNYfirst ID number on your check or money order. You can find your CUNYfirst ID number on your Application Summary. Please allow at least four to six weeks for processing when sending payment by mail. This fee is not refundable.

Deadline

The deadline date for fall and spring admission will be determined each semester by the CUNY Welcome Center. International applicants should apply at least six to ten months before the start of the semester in which he/she would like to attend. 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 childcare center on the campus.

CUNY Proficiency Requirements

Students can demonstrate that they meet the University's proficiency requirements in English and Math based on their SAT, ACT, or NY State Regents test scores:

English:

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

- SAT I Verbal score of 480 or higher or SAT Critical Reading score of 480 or higher or SAT Evidence-Based Reading and Writing (EBRW) section score of 480 or higher
- ACT English score of 20 or higher
- NY State English Regents score of 75 or higher

Mathematics:

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

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

Students who do not achieve the required scores on SAT, ACT, or New York State Regents Exams can satisfy the proficiency requirements based on scores on the CUNY Proficiency Index as follows:

- an English proficiency index score of 65 or higher
- a math proficiency index score of 60 or higher

Students may also demonstrate proficiency based on previous college/college-level learning, such as the following:

- completion of a 3-credit college-level English course with a grade of 'C' or better from an accredited college or university,
- completion of a 3-credit college-level math course with a grade of 'C' or better from an accredited college or university,
- a score of 3 or higher on an appropriate Advanced Placement exam in English/math.

For detailed information on the Proficiency Index and additional ways to demonstrate proficiency in English and math, please see https://www.cuny.edu/academics/testing/testing-faqs/

Math Placement for Proficient Students

For most majors, students who are proficient in mathematics should enroll in an introductory math course (e.g., MTH 21, MTH 23), in consultation with an advisor.

However, certain majors, particularly those in STEM (science, technology, engineering and mathematics) and the AS in Business Administration, require algebra-sequence math courses. For placement information for these courses, please refer to the Mathematics Course Placement page in this catalog, located in the Mathematics and Computer Science Department section. Please consult with your academic advisor with any question about which course is best for you.

BCC Placement Exams

Some applicants must take separate departmental placement tests in speech, a foreign language and chemistry, depending on their choice of curriculum. For more information about departmental exams, please contact the following departments:

Speech-General Orientation/Screening 718.289.5756

Modern Language-Oral/Written Assessment 718.289.5633

Chemistry Placement Test 718.289.5569

For further information visit: http://www.bcc.cuny.edu/academics/academic-departments/chemistry-and-chemical-technology-department/academic-advising-tutoring-support-services/

Health Requirements

Mandated New York State Immunization Requirements: Public Health Law 2165 (Measles Mumps Rubella) All college students born January 1, 1957 and after must show documented proof of immunity to measles, mumps and rubella. Acceptable proof of immunity includes: immunization cards from childhood, records from elementary school, high school or college or medical records from your primary care physician or clinic. Blood test (titers) for measles, mumps and rubella are also acceptable. Students with a medical condition that prohibits immunization are given medical waivers. The condition must be documented by the attending physician. Students with temporary medical conditions such as pregnancy must have a blood test (titers) to prove immunity.

The New York City Department of Health offers free MMR immunization. Call 311 for information for the closest clinic in your neighborhood.

Public Health Law 2167-Meningococcal Meningitis

This law requires that all students be informed of the disease meningococcal meningitis and the value of vaccination against this disease. At this time, immunization is not required but students must document that information was given by the school or provide proof of vaccination.

Physical examination records are required for all physical education classes and students participating in team sports.

COVID 19 Vaccination Policy

CUNY's vaccination policy requires all students to get COVID-19 vaccinated for all hybrid and in-person classes beginning with the Fall 2021 Semester.

As the COVID-19 Pandemic is ongoing and conditions change, please visit the following link for the most up-to-date information about vaccinations, exemptions, and exceptions: https://www.cuny.edu/coronavirus/

Advanced Standing Transfer Credit

College courses taken at accredited institutions meeting Bronx Community College standards may be considered for transfer credit. For courses from a CUNY college, any passing grade is acceptable for credit; from a nonCUNY college, a minimum C grade course is required. For a 60-credit associate degree, students are allowed a maximum of 30 credits advanced standing (transfer credits) in equivalent courses completed at accredited institutions of collegiate rank. The total number of credits allowed toward a 60-credit associate degree by BCC may not exceed 30, regardless of whether the courses were taken at other institutions before admission, during attendance at, or after leaving Bronx Community College. Students enrolled in an associate degree program requiring more than 60 credits (e.g., Medical Laboratory Technician), may be allowed more than 30 credits advanced standing. Students must complete a 30-credit BCC residency requirement, which allows the balance of the credits required for the degree program to be potentially transferred/granted as advanced standing. For example, if a student is enrolled in a degree program that requires 66 credits, the maximum credits transferred toward degree requirements is 36. Former BCC students are limited to a maximum of 15 credits transferred back to BCC to complete the BCC degree. Transferred courses may not be repeated by a student unless advised by their Academic Departments in accord with published policies.

Exceptions and clarifications to these rules may apply to programs such as Nursing, Radiologic Technology and other academic programs. Please see the BCC Academic Rules and Regulations as well as the program description in the "Academic Programs and Departments" section in this catalog for additional information.

For the codified BCC transfer credit policy, please see section 10 of the codification of BCC Academic Rules and Regulations on the College website.

Please see, as well, the Transfer Credit Evaluation web page with additional transfer credit information and guidelines: http://www.bcc.cuny.edu/registrar/transfer-credit-evaluation/

Credit for Prior Learning

Students enrolled in an academic program at BCC may receive credit for non-traditional college-level learning in a number of ways consistent with the CUNY Policy on Credit for Prior Learning (CPL) and/or section XX of the BCC Academic Rules and Regulations.

CPL comes in a number of forms, including college-level exams (e.g., AP, CLEP, DSST), as well as training evaluated by the American Council of Education (e.g., military training, police academy).

BCC has also established unique Prior Learning Pathways that students may use to receive credit toward specific degree programs. In some cases, these are based on industry certifications, in others portfolio review. Students must meet all specified criteria to receive credit. Please see BCC's Credit for Prior Learning webpage for more information on these pathways.

For additional information on AP and CLEP exams, please note the following.

Advanced Placement (AP)

At the time of matriculation, students who have completed Advanced Placement (AP) college–level courses while in high school may apply for college credit if they have taken the corresponding AP exam, which is administered by the College Entrance Examination Board (www.collegeboard.com). Students must apply to the Admissions and Recruitment Office in writing and arrange to have an official copy of their test scores sent to the Admissions and Recruitment Office.

CLEP Credit

The College Board administers the College Level Examination Program (CLEP), offering examinations in many college level subject areas. Consistent with CUNY policy, BCC may grant credit for CLEP exams with a score of 50 or higher. Students considering taking a CLEP exam after starting at BCC should contact the applicable academic department to confirm the course equivalency of the exam. For example, if a student is considering taking a CLEP exam in American history, the student should contact BCC's History Department.

Tuition and Other Fees

OFFICE OF THE BURSAR

Director: Stephen Cacace
Colston Hall [CO], Main Lobby | 718.289.5617/5618
bursar@bcc.cuny.edu
http://www.bcc.cuny.edu/Bursar/

Office hours: 9 a.m. - 4:45 p.m., Monday - Friday
Bursar Virtual Zoom Counter: 11 a.m. - 4 p.m., T/TH
https://us02web. zoom.us/j/82046378927?pwd=N3I4MG
hTdERiRWM0VXpUcGxhTjQ 1dz09

The mission of the Office of the Bursar is to maintain the financial records of business functions related to student activity. In addition, the Office of the Bursar has the direct responsibility to collect revenues related to Bronx Community College's business operations in accordance with professional standards and City University of New York policies and procedures.

Tuition is charged each semester/session and should be paid in full by the payment due date. All tuition and fees charges are subject to change at any time by action of The City University of New York (CUNY) Board of Trustees without prior notice. In the event of an increase in the tuition or fees charges, payment already made to the College will be treated as a partial payment and notification will be given of the additional amount due and the time and method for payment.

No cash payment or in-person payment is being accepted at this time as the office is temporarily closed due to the coronavirus (COVID-19). Please pay online or by mail with a money order or certified check only. Money orders and certified checks are to be made payable to Bronx Community College and mailed to:
Bronx Community College
2155 University Avenue
Bronx, NY 10453
Att: Office of the Bursar

The following are not accepted: personal checks, company checks, paychecks and third party checks.

Students interested in a payment plan can contact the office for information about the convenient payment plan that may be available to help students and their families spread out the cost of education over the semester.

All applications for financial aid grants or loans needed to cover the cost of tuition and fees must be completed in advance of registration. All grants and loans must be available to be used during registration.

The Office of the Bursar accepts Third Party vouchers from an outside agency, a union or job to pay for students'

tuition and fees based on the voucher guidelines. Third party vouchers are applicable only when the college is authorized to directly bill the company. Since the office is temporarily closed please email your voucher to Bursar@bcc.cuny.edu and mail the original to the Office of the Bursar.

Students can pay online using Electronic Check, Credit or Debit Card. Log into CUNYfirst, click on "Self Service" then "Student Center" and under the Finance tab, click on "Make a Payment."

Advisory: Enhanced Credit and Debit Card Payment Options for Tuition and fees.

This is to advise you that CUNY has made changes to the procedures for using a credit or debit card for tuition and fees payments. CUNY is committed to providing its students with the highest level of service. Therefore, CUNY has enhanced credit and debit card payment options for tuition and fees.

Previously, credit or debit card payments were limited to only those individuals participating in the Payment Plan. Effective August 2019, students now have the option to make one-time tuition and fees payments through CUNYfirst Self-Service (gateway). Electronic payment options for the gateway now include credit and debit card as well as eCheck. An eCheck is an electronic version of a personal check used to make payment online. Similar to a personal check, the funds are taken directly from the student's bank account.

CUNY has worked with Nelnet Campus Commerce (Nelnet) to provide you the option of paying by credit or debit card through CUNYfirst. American Express, Discover, Visa and MasterCard are accepted. Nelnet will charge a service fee of 2.65% for each card payment you make. The service fee is based on your tuition and fees payment amount. Nelnet will advise you of the service fee amount before you decide whether to use a credit or debit card to pay your tuition and fees. The service fee is in addition to the tuition and fees payment and will appear as a separate charge on your cardholder statement. CUNY receives no part of the service fee. Be sure to note the service fee amount before initiating your credit or debit card payment. Where tuition charges are reduced by place of residence, legal proof of such is required to establish eligibility. All students who are not residents of New York City but who are residents of New York State are required to have a Certificate of Residence on file in the Office of the Bursar prior to registration. Certificates of Residence is valid from the first day of the semester to the following August and must be renewed each year prior to the fall registration and Spring registration period. Application forms may be

obtained from the Office of the Chief Fiscal Officer of the county in which the applicant resides.

Those who qualify will be granted a Certificate of Residence issued by the county.

PAYMENT PLAN FOR TUITION AND FEES

Payment plans are available to pay tuition and fees in installments. Payment plans are administered by Nelnet Campus Commerce. To sign-up for a payment plan, log in to CUNYfirst > HR Campus Solutions > Self Service > Student Center and under the Finance tab select "Enroll/Manage Payment Plan" then follow the prompts to signup for the plan.

The enrollment fee is $25 and you can link your payments to your checking/savings account via eCheck, which will automatically deduct from your account on a schedule or you can link your payments to a credit or debit card (American Express, Discover, Visa and MasterCard). Students who pay with a credit or debit card will be charged a 2.65% service fee in addition to the enrollment fee.

The enrollment fee will be added to your first payment. There will be a $30 return payment fee charged for each return payment.

Any change in your obligation to the college will change the total payment plan balance and remaining monthly payment amounts

For Nelnet Campus Commerce customer service, call 888.470.6014.

- The plans are not available for the winter session.

- Enrollment for the payment plans can only be accessed through CUNYfirst.

- For students who sign up for a Payment Plan and receive financial aid, which covers the entire balance or part of the balance, Nelnet Campus Commerce will adjust the payment plan to show the correct balance.

TUITION FEES[1]

Full-Time Degree Students | $2,400 per semester
New York City resident or New York State resident with a Certificate of Residence

Non-New York State resident, including international (foreign) students $320 per credit/hour and New York State residents not eligible for a Certificate of Residence

Part-Time Degree Students | $210 per credit/hour
(fewer than 12 credit weight)

New York City resident or New York State resident with Certificate of Residence

Non-degree Students | $265 per credit/hour[2]
New York City resident

Non-degree Students
Non-resident, including international student
$420 per credit/hour[3]

Courses where tuition is based on hours rather than credits:

Remedial courses at the College are charged based on the number of contact hours - not credits (except CHM 2*) — that the courses are scheduled to meet.

Developmental courses are also calculated based on the number of contact hours that the course is scheduled to meet. There are six developmental courses currently offered at the college:

- ENG 100 is a three-credit course for which tuition is calculated based on five contact hours. (ENG 100 also has a 6th non-billable conference hour.)

- ENG 110 is a three-credit course, for which tuition is calculated based on five contact hours. (ENG 110 also has a 6th non-billable conference hour.)

- HIS 11 is a three-credit course for which tuition is calculated based on four contact hours.

- MTH 21.5 is a three-credit course approved on an experimental basis for which tuition is calculated based on five contact hours.

- MTH 23.5 is a three-credit course for which tuition is calculated based on five contact hours.

- MTH 28.5 is a three-credit course for which tuition is calculated based on five contact hours. (MTH 28.5 also has a 6th non-billable compensatory hour.)

*CHM 2 is a five-hour remedial course. The tuition charged for CHM 2 is calculated based on four hours not five, as this remedial course has a lab component.

STUDENT ACTIVITY FEES[4]

The student activity fee must be paid by all students, matriculated and non-degree. This fee is nonrefundable and subject to change.

Full-time students: $77.60 per semester
(12 or more credits/hours) includes CUNY Consolidated Fee of $15 and Student Senate Fee of $1.45

Part-time students: $52.60 per semester
(fewer than 12 credits/hours) includes CUNY Consolidated Fee of $15 and Student Senate Fee of $1.45

TECHNOLOGY FEE[4]

The technology fee must be paid by all students, matriculated and non-degree. This fee is non-refundable

Full-time students: $125.00 per semester
(12 or more credits/hours)

Part-time students: $62.50 per semester
(fewer than 12 credits/hours)

SENIOR CITIZEN FEES

Residents of New York State sixty years of age or older can enroll and audit undergraduate courses as non-matriculated students without tuition charge and without credit, on a space-available basis. Individuals who enroll shall be charged a Senior Citizen Tuition Fee of $65 plus the CUNY consolidated fee of $15 per semester/session (fees are non- refundable) as well as any other fees they may incur (i.e. change of program or late registration fee). Senior citizens are not charged a student activity fee or application fee. Individuals must satisfy New York City / State residency requirement. Interested individual must present proof of age at the time of admission and specify that they wish to participate in the program.

Please note that senior citizens may enroll in degree programs identically to any other student and will be charged the applicable tuition and fees.

AUDITING COURSES

A student may audit a course only with official approval. Audit request forms are available in the Registrar's Office. Approval of the department chairperson is required. Students must register for an audit class in the same manner prescribed for regular classes. Students must also pay the required tuition and fees as if registering for credit in the course. Once registration is completed as an auditor, no credit for that course can be granted retroactively. Auditors are required to observe attendance regulations of the College and must participate in class to the extent deemed reasonable, desirable and necessary by the instructor

NON-INSTRUCTIONAL FEES

These non refundable fees are subject to change:

a. Application for Admission

Freshman Student[6]	$65.00	
Transfer Student[6]	$70.00	
Non-Degree Student[7]	$70.00	

b. Transcript — $7.00
(There is no charge for transcripts sent to other CUNY college)

c. Make-up and special examinations

First examination per semester	$25.00
Each additional examination	$5.00

d. Commitment Deposit — $100.00
New students

e. Late registration — $25.00

f. Late payment — $15.00

g. Change of program — $18.00

(Charged after the 1st day of classes for adding a course or changing from one course to another course; changing from one section of a course to another section of the same course. Charged per occurrence per day, but no more than once per day)

h. Duplicate ID card — $10.00

i. Senior Citizen Fee — $80.00
(Senior Citizen Tuition Fee of $65 plus CUNY Consolidated Fee of $15)

j. Duplicate Record — $1.00
(i.e., grade report, registration receipt)

k. Duplicate Bursar's Receipt — $5.00

l. Readmission application — $20.00

m. Diploma — $30.00

n. Return check — $20.00

[1] City University of New York reserves the right to make changes or increases to the tuition and fees as set forth in this publication, without advance notice to students.

[2] There is no maximum tuition for non-resident and non-degree students in these categories.

[3] See "Registration and Student Records" section of this catalog for definition of non-degree student [6] Money order payable to Bronx Community College

[4] Subject to change.

[5] This includes the CUNY $15 Consolidated Fee, Student Senate fee of $1.45 which are required of all students each semester in addition to tuition. These fees are non-refundable.

[7] Money order payable to Bronx Community College

REFUNDING[4]

All refunds are subject to the policies of the City University of New York.

Tuition will be refunded 100% for those courses which are canceled by the College.

In accordance with City University of New York (CUNY) policy, no refund will be processed until after all enrollment and change of program activities are completed.

Students who pay their tuition bill and then officially drop their classes during the first three weeks of school will have their refund or liability calculated according to the tuition refund schedule below:

Refund Schedule for Fall and Spring Semesters	Tuition Refund	Tuition Obligations
Drop course(s) before 1 Official Day of the Semester	100%	-0-
Drop course(s) within 7 calendar days of opening date	75%	25%
Drop course(s) between 8 & 14 calendar days of opening date	50%	50%
Drop course(s) between 15 & 21 calendar days of opening date	25%	75%
Drop course(s) beyond 21 calendar days after opening date	None	100%

For summer and winter session(s), the refund period is the first 20% of the total days (including Saturday, Sunday & Holidays) in the session. The refund period is divided into two equal segments corresponding to a 50% and 25% refund period. BCC has multiple summer sessions. Please check with the Office of the Bursar for the refund dates related to each term/session.

Refunds for credit card online payments (via the Nelnet payment plans) will be processed on the credit card that was used to pay the tuition. There is no refund of the credit card convenience fees.

Failure to attend class, either by merely giving notice to the instructor or stop attending, is not considered officially dropping classes.

Refunds are mailed from the University's Central Office directly to student's home address that is on file with the college or students may sign-up for direct deposit to their bank account or Scholar Card. No cash refunds are given at the Bursar's Office.

REFUND FOR PERMIT STUDENTS

Bronx Community College students, on permit to other colleges, who have classes canceled or are otherwise not able to complete registration, must obtain a written statement from the Registrar's Office at the permit college stating what course they are registered for or not registered for at that college. Upon obtaining this information, submit all registration receipts to Bronx Community College Office of the Registrar so your records will be updated which will initiate the process for a refund if eligible.

MILITARY REFUND

Special military refund regulations apply to students who enlist or are called to serve in the military service of the United States of America.

- Any refund request for U.S. Military, Peace Corps or VISTA service must be documented in order to process it.

- In the case of the U.S. Military, a copy of induction or military orders is required. In order to obtain a grade, a student must have attended class regularly for approximately 13 weeks (5 weeks for Summer Session) or 85% of the term's work through acceleration may be given full credit for each course in which he or she has a grade of C or better.

- The student must follow their college's policy on incompletes, and sign an incomplete contract with the instructor. The normal regulations apply, and grades will be recorded as failures if courses are not completed.

- Faculty makes the decision regarding eligibility for a grade.

- 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 enlist in the U.S. Military, the Peace Corps, or VISTA and do not attend class for a sufficient time to qualify for a grade but continue to attend class within 2 weeks of induction, a refund of tuition and all other fees except application fees will be made in accordance with the following:

- 100% refund for students who withdrawal before the beginning of the 5th calendar week (3rd calendar week for Summer Session) after the scheduled opening date of the session.

- 50% refund for students who withdraw after the beginning of the 5th calendar week (3rd calendar week for Summer Session/Winter Session) after the scheduled opening date of the session.

[4] Subject to change.

[5] This includes the CUNY $15 Consolidated Fee, Student Senate fee of $1.45 which are required of all students each semester in addition to tuition. These fees are non-refundable.

Financial Aid and Scholarships

OFFICE OF FINANCIAL AID

Interim Director: Wilma Rosario
Colston Hall [CO], Room 504 | Phone: 718.289.5700
http://www.bcc.cuny.edu/Financial-Aid/

The Office of Financial Aid administers federal, state and college funded aid programs and all students are encouraged to apply for assistance.

Each applicant should complete the Free Application for Federal Student Aid (FAFSA) by April 15th of each year.

Please use the FAFSA link at https://fafsa.ed.gov/ to file your FAFSA online each year.

The six-digit federal code for Bronx Community College is 002692.

You can contact the Financial Aid Office by calling 718.289.5700, emailing financial aid@bcc.cuny.edu with any questions you may have, or stop by our office, which is located in Colston Hall [CO], Room 504.

We encourage all students to apply early in order to maximize their eligibility for financial aid. All students must reapply for financial aid every academic year. Please note that if your FAFSA data has changed from the prior year, you will need to update your information to reflect the specified tax year.

Once the FAFSA application has been processed, you will receive an email from the federal processor and from CUNYFirst. The information reported on the FAFSA is subject to verification by the Financial Aid Office in any given year. If you have been chosen for verification, your financial aid cannot be processed until documentation has been submitted for additional review. The Financial Aid Office will contact you via email and in CUNYFirst Self-Service, you will have tasks in the "To Do List" with the required documentation you may need to submit for review.

WHO IS ELIGIBLE FOR FINANCIAL AID?

Financial Aid Eligibility

In order to be eligible for federal and state aid, students must meet the following criteria:

- Be a U.S. citizen, permanent resident or eligible non-citizen

- Meet the Satisfactory Academic Progress (SAP) standard for federal and state student aid programs

- Have a valid Social Security Number

- Have a high school diploma or have a high school equivalency diploma (GED) or are a state-approved home school graduate

- Not be convicted of possessing or selling illegal drugs while receiving financial aid

- Be registered for Selective Service if you are a male between the ages of 18 and 25

- Not be in default of a Federal loan or owe an overpayment on a federal grant or Federal Perkins Loan

SATISFACTORY ACADEMIC PROGRESS (SAP) REQUIREMENTS

Students should aim to maintain Satisfactory Academic Progress by keeping the following GPA Requirements:

- Less than 12 Credits = minimum of 1.5 GPA

- Less than 24 Credits = minimum of 1.75 GPA

- 25 Credits (or 4 semesters) = minimum of 2.0 GPA

Pace of Progress

You must make satisfactory academic progress in your program of study to continue receiving federal financial aid at BCC.

There are 3 parts to the college's federal satisfactory academic progress standard:

1. **Minimum GPA** — You must have the GPA needed to meet the college's minimum retention standard (that is, you cannot be on academic probation, special probation or academic dismissal).

2. **Maximum Time-frame** — You may not attempt more than 150% of the credits normally required to earn your degree (that is, you cannot attempt more than 90 credits to earn 60).

3. **Pace of Progression** — You must successfully complete a certain percentage of the total number of credits that you attempt according to the following table:

Credits Attempted	Credits Earned
12	0
18	2
24	4
30	6
36	13
42	19
48	23
54	27
60	33
66	39
72	44
78	49
84	55
90	61

If you require a Financial Aid (SAP) appeal, the student would have been notified by the Office of Financial Aid. When a Financial Aid (SAP) Appeal is required, this means that the student did not meet Satisfactory Academic Progress.

In order for Financial Aid to be reinstated, the student must file a Financial Aid (SAP) Appeal. The student MUST also file a FAFSA application and complete any checklist items on your record to receive financial aid if your appeal is granted. Additionally, if your Financial Aid (SAP) appeal is granted, the student must adhere to the guidelines that were placed on their Academic Plan.

Please note, filing a SAP appeal does not guarantee an automatic approval and reinstatement of financial aid. When a student submits an SAP Appeal, the following documents are needed:

- A completed SAP Web Form
- Personal statement explaining past performance and indicating a change in the circumstances
- Supporting Documentation
- Realistic (C+ predictive) academic plan

If you need assistance with submitting a Financial Aid (SAP) Appeal, you should contact your academic advisor. For questions regarding the Financial Aid (SAP) Appeal process you may contact the Office of Financial Aid at 718.289.5700 or via e-mail at SAPAppealsagent@bcc.cuny.edu

Federal Title IV Financial Aid Appeal Process

Students must be making Satisfactory Academic Progress (SAP) towards completing an Associate Degree or a federally aid approved certificate program in order to remain eligible for Federal Financial Aid. The following is a list of all the SAP requirements:

- Minimum GPA
- Pace of Progress
- Maximum Time Frame

Reasons for Appeal

Appeals will be evaluated to determine if events are beyond a student's control. The following is a list of some unforeseen circumstances:

- Situation resulting from personal illness or injury
- Death in the family
- Loss of employment
- Changes in student academic program

In addition, the student's academic history will be considered to determine if there is a reasonable expectation that the student can meet the standard.

Submitting an Appeal

In accordance with Federal Title IV regulations, students may appeal their eligibility for Title IV funds by submitting an appeal with supporting documentation to the College Committee on Financial Aid Standing (CCFAS) by the specified deadline date. A student's appeal must include:

Appeal Statement: A typed explanation for not meeting Satisfactory Academic Progress (SAP) and what has changed in your situation to allow you to meet the appropriate progress standard in a future evaluation.

Supporting Documentation: To validate the students typed appeal statement.

Academic Plan: A prepared plan by an academic advisor to ensure a student will achieve completion of degree or certificate program requirements or will make substantial progress toward program completion for the terms.

Completed Appeal Web Form: If you meet the stated guidelines for appeal, complete the Federal Title IV Financial Aid Eligibility Appeal Web Form and upload your academic plan and supporting documents via CUNYFirst and Student Forms.

Appeal Granted

An approved appeal would result in the granting of a one-semester probation period for you to improve your academic record to meet the appropriate standard for the degree program in which you are enrolled.

At the end of the probationary semester, the College Committee on Financial Aid Standing must review the student's academic progress to determine whether the student has met the SAP standard and has fulfilled the requirements specified in the student's academic plan.

Once academic progress has been met after each term, the student will continue to receive Title IV assistance until the next scheduled SAP evaluation – end of Spring semester.

Appeal Denied

If you choose to remain enrolled without the receipt of Title IV Federal student assistance, you may request a review of your academic record at the end of the following semester to determine whether you have met the appropriate SAP standard.

Students will be measured against all three components of the SAP standard as stated above in order to meet the requirements for Satisfactory Academic Progress. This will be done on an annual basis, at the end of the spring term, to determine eligibility for the receipt of Federal Title IV Student Financial Assistance for the upcoming academic year.

Readmitted students - based on their prior academic performance, will need to appeal if they are not meeting Satisfactory Academic Progress (SAP) upon readmission to the College.

EFFECTS OF WITHDRAWAL ON FINANCIAL AID

Federal Pell Grant

The Pell award amounts are based on whether a student enrolled full time – 12 or more equated units (credits), three-quarter (3/4) time - 9-11 equated units (credits), halftime - 6-8 equated units (credits), or less than halftime - 1-5 equated unit (credits) by the Financial Aid "Census Date" – the seventh day of the term.

If you drop from one or more of your classes after the first week of classes but before the official withdrawal date listed on the college academic calendar you will receive a grade of WD and if attended the course(s) and remain with at least 1.0 tuition unit through 5.5 tuition units, the amount of Pell funds you receive for the term/ session may be recalculated. If this amount is less than the amount you are charged or credited towards tuition/ fees and a book advance, you will immediately have to pay the difference to the college.

Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Perkins Loan (FPL), Federal Work Study (FWS)

If the class or classes you withdraw from by the official withdrawal date reduce(s) your enrollment status to less than half-time status (check the Academic Calendar for withdrawal date) you will not receive any funds for the term from these programs. If you work in the Federal Work Study Program, you must stop working the day you withdraw, officially or unofficially or dropped below half-time status.

Federal Direct Loan Program (FDL)

You must maintain at least a half-time enrollment status throughout the semester to be considered for Federal Direct Loan programs. If you drop to less than half-time status, you immediately start using your grace period and must go online to www.studentloans.gov to complete the Exit Counseling and contact your loan servicer about your repayment options.

Tuition Assistance Program (TAP)

If you withdraw from part or all of your classes after the first day of classes but before the last day of the tuition refund period (check the Academic Calendar for all important dates), your TAP award will be recalculated based on the amount of tuition liability. You will use a semester's worth of TAP eligibility and you may lose TAP eligibility for future semesters depending on New York State's standards for Progress and Pursuit.

If you withdraw from part or all of your classes after the last day of the tuition refund period (check the Academic Calendar for all important dates) you will receive your full TAP award credited towards tuition for the semester, but you may lose TAP eligibility for future semesters depending on New York State's standards for Progress and Pursuit.

College Discovery Program

Entering First-time freshmen can be permitted to register as a Special Programs students prior to the documentation of their eligibility, but cannot receive Special Programs funds until program eligibility is confirmed.

Special Program economic eligibility review applies only to first-time incoming freshmen. Once admitted to College Discovery, students may continue to receive services in subsequent years as needed, regardless of changes in the family's income. However, to receive and to continue to receive College Discovery funding, students must demonstrate need by filing FAFSA and NYS TAP applications appropriate to the academic year for which funding is desired.

Students are required to be enrolled as full-time. However, there are exceptions. College Discovery Director may give written approval for students to carry only courses needed for graduation in the student's last semester of enrollment, even if it is less than full time and for students who have other extenuating circumstances.

Total Withdrawals and the Return of Title IV Funds

Students earn their Financial Aid based on the period of time they remain enrolled.

- Any student attending Bronx Community College who totally withdraws either officially or unofficially during the first 60% of the term/session and is receiving Federal Title IV Funds (Pell, SEOG, Federal Loans, etc.) will be subject to federal regulations regarding the amount of their financial aid entitlement. If students enrolled for the summer or winter session(s) do not complete ALL sessions, their financial aid eligibility will be affected as well.

- The percentage of federal financial aid granted is based on the official date of withdrawal from class and is calculated based on a formula mandated by the federal government. If a student unofficially withdraws and attended courses he or she will earn 50% of their federal aid.

Students will owe the college if:

- Any portion of their tuition and fees, book advance and/or loan is not paid by financial aid.

- They are no longer eligible for the Financial Aid they received in advance due to registration changes or non-attendance.

Students who remain enrolled beyond the 60% point of the term are considered to have earned all their aid and do not have to return any Title IV funds.

NEW YORK STATE PROGRAMS

A. Tuition Assistance Program (TAP)

The New York State Higher Education Services Corporation (HESC) provides grants to full-time students to assist them in paying tuition in the form of a TAP (Tuition Assistance Program) award.

Bronx Community College's TAP school code is 1400.

What is the Application Process?

Students may apply for TAP by first completing the Free Application for Federal Student Aid (FAFSA). New York State (NYS) residents attending NYS schools can link directly to the TAP application from the FAFSA submission confirmation page. The TAP application deadline is June 30 of the academic year for which aid is sought.

What Are the Eligibility Requirements?

- Be a United States citizen or eligible non-citizen

- Be a legal resident of New York State for 12 continuous months

- Have graduated from high school in the United States, earned a high school equivalency diploma by passing a Test Assessing Secondary Completion (TASC) formally known as a GED, or passed a federally approved "Ability to Benefit" (ATB) test as defined by the Commissioner of the State Education Department; The ATB tests must be passed by the 21st day of the term for which the award is sought

- Be matriculated in an approved program of study at Bronx Community College

- Be enrolled as a full-time student taking at least twelve credits per semester, which must be applied towards the program of study (In their 1st TAP semester, a student must enroll in at least 3-degree credits as part of their full-time course load; after the 1st TAP semester, a student must enroll in at least 6-degree credits as part of their full-time load)

- Be in good academic standing for New York State financial aid by meeting Satisfactory Academic Progress standards

- Not be in default on any state or federal student loans and not be in default on any repayment of State awards

- Be in compliance with the terms of any service condition imposed by a NYS award; and

- Meet any other requirements as determined by New York State

New York State – Good Academic Standing

Good Academic Standing consists of making satisfactory academic progress and pursuit towards completing an associate's degree at Bronx Community College.

Progress is evaluated by a student's cumulative GPA and total credits earned in comparison with the number of TAP payment points they have used. Pursuit is evaluated by the number of credits a student completes with a grade of A, B, C, D, F, S, R, CR or NC in their last TAP payment semester in comparison with the number of TAP payment points they have used.

NOTE: New York state requirements for satisfactory academic progress differ from those established for federal financial aid.

What are TAP Payment Points?

- A point value is assigned each time a student receives an award from New York State;
- A full-time award utilizes 6 payment points;
- A part-time award utilizes between 3 – 5.5 payment points; and
- A student may use up to 36 payment points at a two-year institution.

Academic Progress and Pursuit

Program Pursuit Chart For All Students

Program Pursuit is determined each time a NYS award is received. After every payment, a student must complete a minimum number of credits as follows:

To be eligible for TAP Payment Number:	1	2	3	4	5	6
Minimum Credits/Equated Credits completed with grades A, B, C, D, F, S, R, CR or NC prior semester must be:	0	6	6	9	9	12

Academic Progress Chart from 2007 - 2010

For associate degree students who receive their first award in the 2007-08 through the 2009-10 academic years or Meet the NYS definition of remedial students

To be certified for payment #. This refers to the number of semester(s)	1	2	3	4	5	6
Payment points to be accrued	6	12	18	24	30	36
At the end of the prior semester, students must have earned this # of credits	0	3	9	18	30	45
With at least this GPA	0	0.5	0.75	1.3	2.0	2.0

Academic Progress Chart Prior to 2006 – 2007 Academic year

For associate degree students who receive their first award prior to the 2006-07 academic year.

To be certified for payment #. This is referring to the number of semester(s)	1	2	3	4	5	6
Payment points to be accrued	6	12	18	24	30	36
At the end of the prior semester, students must have earned this # of credits	0	0	6	18	31	45
With at least this GPA	0	0	1.0	1.2	2.0	2.0

Academic Progress Chart as of Fall 2010

For associate degree students who receive their first award in the 2010-11 academic year and thereafter or do not meet the NYS definition of remedial student.

To be certified for payment #. This is referring to the number of semester(s)	1	2	3	4	5	6
Payment points to be accrued	6	12	18	24	30	36
At the end of the prior semester, students must have earned this # of credits	0	6	15	27	39	51
With at least this GPA	0	1.3	1.5	1.8	2.0	2.0

ADA Academic Progress Chart as of Fall 2015

To be certified for payment # This is referring to the number of semester(s)	1st	2nd	3rd	4th	5th	6th	7th	8th
At the end of the prior semester, students must have earned this # of credits	0	3	9	18	30	42	51	60
With at Least This GPA	0	1.3	1.5	1.8	2.0	2.0	2.0	2.0

1. **New York State financial aid will ONLY pay for a repeated course in which a student received a prior grade of "F" or "R", or if the major requires a higher grade in a particular course to satisfy the degree requirements.**

2. **You cannot receive TAP if you are enrolled in only remedial courses. For your first TAP payment, you must be full-time, carry at least twelve (12) "contributory" credits, of which three (3) must be non-remedial credits. For the second TAP through to the sixth TAP payment, you must be full-time and carry at least six (6) non-remedial credits.**

Failure to Make Satisfactory Academic Progress

Students who fail to meet the above-mentioned Good Academic Standing requirements for academic progress and pursuit may apply for a TAP waiver in "exceptional or extraordinary cases".

In submitting a TAP appeal, a student will be considered for a one-time waiver or a C-GPA waiver. A student may only receive one NYS TAP Waiver in their undergraduate career and two C-GPA waivers at Bronx Community College.

Note: A student must be enrolled full-time (12 credits or more) to be eligible for TAP and must complete the number of credits per semester as stated in the above charts.

The appeal is filed by completing a TAP Waiver Application for the semester if the student is not in compliance with the academic regulations. The "waiver" application form with supporting documentation is then submitted to the Financial Aid Office in the Colston Hall Building, Room 504 for consideration by the TAP Waiver Committee. If the "waiver" is approved, the student will regain TAP eligibility for the semester for which the waiver is granted. The TAP Waiver application form is available via the BCC Financial Aid web page.

B. Aid for Part-time Study (APTS)

Aid for Part-time Study (APTS) is a grant from New York State for students pursuing a degree as a part-time undergraduate student. The amount of the grant is determined by CUNY and is based upon the availability of funds from New York State.

Application Process

- To apply, a student must first complete the FAFSA then the TAP application.
- Second, complete a CUNY Supplement form. Log on to CUNYfirst>>HR/Campus Solutions>>Self-Service>>Student Center>>Finances>>Supplement Form link.

Eligibility Requirements

- Meet all of TAP eligibility requirements;
- Be enrolled part-time in a minimum of 3 but fewer than 12 semester hours with at least 3 of these being degree credits;
- Have a cumulative grade point average of 2.0 or higher;

- Meet the program income limits: Students claimed by parents as a tax exemption or students who claim dependents of their own must have a New York State net taxable income below $50,501. Students not eligible to be claimed by parents as a tax exemption or who are single with no tax dependents must have a net taxable income below $34, 251; and
- Not have used up Tuition Assistance Program (TAP) eligibility.

C. Part-Time TAP (PTAP)

Part-time TAP helps eligible New York residents attending in-state postsecondary institutions on a part-time basis pay for tuition. Part-time TAP is a grant and does not have to be paid back. Part-time TAP is not the same as Aid for Part-Time Study. To apply students must first complete a FAFSA and a TAP application.

Eligibility Requirements

- Meet all of TAP eligibility requirements;
- Earn 12 credits or more in each of two consecutive semesters (for a total of 24 credits earned);

D. Excelsior Scholarship

The Excelsior Scholarship, in combination with other student financial aid programs, allows students to attend a SUNY or CUNY college tuition-free.

The maximum award is $5,500 or actual tuition, whichever is less. The Excelsior Scholarship will be reduced by the amount of certain other financial aid awards that an applicant has or will receive for the academic year, including an NYS Tuition Assistance Program (TAP) award and /or Federal Pell grant. Award payments cannot exceed more than two years of full-time undergraduate study in a program leading to an associate's degree.

Application Process

The Excelsior Scholarship deadline will be announced prior to every semester.

New Excelsior Scholarships applicants complete the initial HESC Excelsior application as well as the FAFSA and TAP payment application.

To receive payments each subsequent year (after the initial application year) Excelsior recipients must annually complete the FAFSA and TAP payment application.

Frequently asked questions as well as updates on deadline dates for the Excelsior Scholarship will be published via the HESC website at www.hesc.ny.gov.

Eligibility

An applicant must:

- be a resident of NYS and have resided in NYS for 12 continuous months prior to the beginning of the term;

- be a U.S. citizen or eligible non-citizen;

- have either graduated from high school in the United States, earned a high school equivalency diploma, or passed a federally approved "Ability to Benefit" test, as defined by the Commissioner of the State Education Department;

- have a combined federal adjusted gross income of $125,000 or less for the 2022-2023 academic year;

- be pursuing an undergraduate degree at a SUNY or CUNY college, including community colleges and the statutory colleges at Cornell University and Alfred University;

- if attended college prior to the 2022-23 academic year, have earned at least 30 credits each year (successively), that are applicable toward his or her degree program prior to applying for an Excelsior Scholarship;

- be in a non-default status on a student loan made under any NYS or federal education loan program or on the repayment of any NYS award;

- be in compliance with the terms of the service condition(s) imposed by a NYS award that you have previously received; and

- execute a Contract agreeing to reside in NYS for the length of time the award was received, and, if employed during such time, be employed in NYS.

E. College Discovery (CD)

College Discovery (CD) is a special program funded by New York City for financially and educationally disadvantaged students who are New York City residents. Students who are in the CD program may receive money for books and fees. These funds are grants and do not have to be repaid as long as you begin attendance as a full-time student. CD students also receive additional counseling and tutorial services through the Division of Academic and Student Success.

Selection for the program

You must indicate on your freshman admissions application that you want to be considered for the CD program when you first apply to the College. Once you receive your notification of acceptance to Bronx Community College, you will also be notified whether or not you have been selected for the CD program.

In order to establish your eligibility for CD financial aid, you must file the following applications:

- Free Application for Federal Student Aid (FAFSA)

- New York State Tuition Assistance Program (TAP)

You must also meet the following criteria to qualify for this program:

- New York City resident for 12 consecutive months

- Academically and economically disadvantaged according to the Board of Regents guidelines

- Admitted freshman applicant to a CUNY associate degree program

There may be additional documentation you will have to submit to the Financial Aid Office to finalize your eligibility.

FEDERAL FINANCIAL AID PROGRAMS

- Federal Pell Grant Program

- Federal Supplemental Educational Opportunity Grant Program (FSEOG)

- Federal Work-Study Program

- Federal Direct Student Loan Programs

A. Federal Pell Grant

- A Federal Pell Grant is money awarded by the federal government that can be used to pay students tuition, or if tuition is covered by other means, help to buy books and supplies, or pay for transportation costs.

- Pell is available only to students who have not earned a bachelor's degree or professional certificate.

- Students must be in satisfactory academic progress (SAP) towards completing a degree or federally aid approved certificate program.

- The amount of your Federal Pell Grant depends on your cost of attendance, expected family contribution (EFC), enrollment status and whether you attend school for a full academic year or less.

- Students may not be in default on a previous student loan or owe the federal government a refund of financial aid previously received.

- If a student is selected for verification by the Central Processing Center, the student and/or parent(s) must be willing to verify the information provided on the FAFSA.

- If you are male between 18 and 25 years of age you must register with Selective Service.

- Pell Grant Program will be limited to a maximum of 12 full-time equivalent semesters or 600% (100% per academic year) of Pell Grant eligibility per student.

To learn more visit general Student Eligibility requirements at www.cuny.edu

BRONX COMMUNITY COLLEGE

Year-Round Pell

Students can receive an additional bonus Pell (50% more) for an additional term within the academic year. This can allow students to stay on track for graduation or even to complete their degree early. However, to earn the bonus Pell you have to be registered for at least 6 credits (for example summer this can be 3 credits in summer session I and 3 credits in summer session II) within the additional term.

Application Process

The FAFSA is the application that is used for federal government grants. Bronx Community College School Federal Code is 002692.

Remedial Courses

The federal government restricts the use of Federal Aid/ Loans for students to take up to 30 hours of non-credit remedial course work. After the student has reached the 30 hour limit on remedial course work, the student may not receive Pell or other forms of federal student aid/ loans for any additional remedial hours.

B. Financial Aid Advance Payments

Advance Payments are available for eligible students at the beginning of the Fall and Spring semesters. Advance payments are intended to give students a portion of their award at the beginning of the semester to help purchase books and supplies.

- In order to provide advance payment, students must have filed early, finalize their FAFSA information and settle their semester tuition bill.
- Students may choose direct deposit method to receive financial aid refund via CUNYFirst Self Service. If not the default is a paper check.
- Advance payments do not represent any additional financial aid. If a student receives an advance payment, the amount of this payment will be deducted from their regular Federal Pell/SEOG Grant disbursement.

NOTE: Students who receive a Financial Aid Advance but do not begin attendance in classes, must return the payment immediately to the college.

C. Federal Supplemental Educational Opportunity Grant (FSEOG)

A Federal Supplemental Educational Opportunity Grant (FSEOG) is an award given to undergraduate students who show exceptional financial need.

Eligibility Requirements

- To receive FSEOG, students must meet the Student Eligibility requirements for federal financial aid.
- Students must be enrolled in at least a half-time status.
- Be eligible for Pell.
- The Award is awarded on a first-come, first-serve basis.

Note: Students Who Receive An SEOG Payment But Do Not Begin Attendance In Class, Must Return The Payment Immediately To the College.

Application Process

Apply for FSEOG by filing a Free Application for Federal Student Aid (FAFSA).

Award notification for FSEOG

Students will receive an award notice via email from the college via CUNYfirst indicating whether or not FSEOG has been awarded. Check your financial aid awards by logging into the CUNYfirst

Note: CUNY automatically considers a student for this award if his/her FAFSA application indicates Federal Work Study. File your FAFSA early. FSEOG college funding is limited.

D. Federal Work Study

Federal Work-Study (FWS) is campus-based federal Title IV financial aid that comes in the form of employment. The FWS program provides students with an opportunity to be placed in a part-time job that accommodates their academic schedule. If you have questions about the Federal Work Study Program at BCC, you can email us at federalworkstudy@bcc.cuny.edu

Application Process:

Students that are interested must first complete their Free Application for Federal Student Aid (FAFSA).

Eligibility Requirements:

- Students must enroll in a matriculated course of study and register for at least six credits.
- Students receive FWS funds according to the number of hours worked. The rate of pay is at least minimum wage.
- Students are encouraged to choose job placements with an eye towards community service and/or future vocational interests.
- FWS funds are limited and are awarded to students on a first come, first served basis. File early for the best possibility of receiving FWS funds.

E. Federal Perkins Loan:

The Perkins Loan program funding ended on September 30, 2017.

F. Federal Direct Loan Program

The Federal Direct Loan Program provides federally insured, low-interest, long-term loans to help you and your parents cover the costs of attending college. The federal government is your lender though most of the contact will be with the loan servicer (assigned by the Department) not a bank or other lending institution. The loans are made directly to you or your parents through the college. The college determines your eligibility, calculates the loan amount and disburses the money. Once the loan is made, it is managed and collected by the U.S. Department of

Education. Your direct loan is money that is borrowed and must be repaid with interest after you leave school.

Application Procedures

A student is required to first file a FAFSA and receive a valid response, with an official EFC (Expected Family Contribution) from the federal government.

Eligibility Requirements

- Be a U.S. Citizen or eligible non-citizen
- Be enrolled in a degree program at Bronx Community College
- Be enrolled at least half-time (6 units) in the semester
- Meet Satisfactory Academic Progress

Loan Disbursement

Before a loan check can be disbursed, a student must complete a Direct Loan Entrance Counseling. A student must also sign a Direct Loan Master Promissory Note. A Master Promissory Note is a binding legal document that lists the terms and conditions under which you are borrowing and agreeing to pay back the money. The student will be required to complete an Exit counseling if he or she drops below half-time status, leave college, transfer to another institution, withdraw from college or graduate.

G. Federal Direct Subsidized Loan

- Eligibility for this loan is based on financial need, as determined by the federal government once a student completes a FAFSA. No interest is charged while a student is in college at least half-time, during the grace period, and during deferment periods.
- Direct Subsidized and Unsubsidized loans made to undergraduate students have different fixed interest rates depending on the date the first loan was disbursed.

Federal Direct Unsubsidized Loan

- Allows you to borrow money in addition to any subsidized loan amounts for which you may be eligible. You will be charged interest from the time an unsubsidized loan is disbursed until you pay the loan in full.
- The fixed interest rate on an unsubsidized loan is subject to change every year beginning on July 1st.
- Interest accrues and is charged during all periods, including grace and deferment periods

Federal Direct PLUS Loan

- Direct PLUS Loan allows the parents of dependent students to borrow up to the cost of attendance less any other financial aid received. PLUS Loan borrowers cannot have an adverse credit history. An authorization to check the parent's credit must be submitted to the Financial Aid Office when applying for a PLUS Loan.

- Direct Loan Interest Rate For Federal Direct PLUS Loans for Parents of Undergraduate is subject to change every year beginning on July 1st.
- The federal government charges your parent(s) interest from the date of the first disbursement until the loan is paid in full. Although there is no grace period you may defer repayment of the loan while the student is enrolled at least half-time and for an additional six months after the student drops below half-time.
- Your parent will have the option of paying the interest that accrues on a Direct Plus Loan while you are in school and during all periods (for example, during periods of deferment or forbearance). If your parent does not pay the interest that is charged on a PLUS Loan, the federal government will add it to the unpaid principal amount of the loan. This is called "Capitalization".
- The Direct Loan Servicer assigned to monitor the PLUS Loan will send a statement to the borrower specifying how much interest has accrued on the loan(s) and the options for paying the interest accumulated.

Loan Fees

An origination fee will be charged by the Department on Direct Subsidized Loans, Direct Unsubsidized Loans, and Direct PLUS Loans. The loan fee is a percentage of the amount of each loan you receive and is subtracted proportionately from each loan disbursement. This means the money you will receive will be less than the amount borrowed. The loan fee varies depending on the first disbursement date of the loan.

Students who are delinquent and/or in default on a federal loan or owe a repayment on a refund or federal grant, are not eligible to receive additional Federal Aid until the default, overpayment and/or the delinquent issues are resolved.

SCHOLARSHIPS AND AWARDS

The Scholarship Office assists students of all socioeconomic backgrounds and levels of financial need to apply for scholarships and assists students in finding financial assistance for paying the cost of higher education.

Bronx Community College Based Scholarships

Many CUNY colleges have scholarship programs that are available for their students. Information about these scholarships can be found in the Scholarship Office, located in Colston Hall, room 504; on the BCC website; and in the campus offices of Admissions and Financial Aid. The BCC Scholarship application can be found at http://www.bcc.cuny.edu/admission-financial-aid/financial-aid/scholarships/ or email us at scholarships@bcc.cuny.edu for more information.

Prestigious External Scholarships

**Jack Kent Cooke
Undergraduate Transfer Scholarship Program**

To be eligible, a student must either be currently enrolled at an accredited U.S. community college or two-year institution with sophomore status or a recent graduate. The student:

- Must have a cumulative GPA of 3.5 or better
- Plan to transfer to a four-year college or university to begin studies in the fall
- Be nominated by his/her two-year institution

Kaplan Leadership Foundation Program

To be eligible, a student must:

- Be enrolled in an accredited associate degree program in the New York City area
- Have a minimum GPA of 3.5 (on a 4.0 scale)
- Be a U.S. citizen or permanent resident
- Be a current recipient of federal and/state financial aid
- Be a member of an under-served or underrepresented population
- Plan to transfer to a bachelor's program immediately upon completion of an associate degree

College Awards

Listed below are some awards for which students can apply to or nominate themselves if they meet the criteria. These scholarships usually are at or above $300. Applications are available for each scholarship on the College's website or with Financial Aid's Scholarship Manager in Colston Hall, room 528. A Scholarship Committee reviews all applications and selects the student(s) who meet(s) the criteria. All awards are subject to change based on funding.

Presidential Academic Excellence Scholarship

Presented to the valedictorian and salutatorian of the graduating class. No nomination forms required. Students are selected by the Registrar's Office based on grade point average. $500-$1,000.

Bronx CUNY Scholars Award

Preference is given to students with a GPA of 3.0 or better, with financial need and who have at least 6-degree credits. Must be eligible for and receiving Financial aid. Awards up to $500 but vary depending on budget.

Carl J. Polowczyk Memorial Scholarship

Presented to a student in science who will transfer to a senior college and plans to major in a scientific field.

Dr. James A. Colston Memorial Award

Given to a student with a superior academic record who intends to pursue a career in higher education.

Wayne D. Cooper Memorial Award

Awarded to a student who has exhibited a concern for others and who inspires in others academic and social progress, excellence in scholarship and high moral character. Self-nominations accepted.

Harry Lesser Memorial Award

Given to a student who is a resident of the Bronx who has demonstrated outstanding service to the College community, has a GPA of 2.5 or better, and demonstrates financial need.

Virgil H. Logan, Jr., Memorial Award

Presented to a student who has demonstrated superior scholarship and outstanding service to the College community.

The Dr. Joe Louis Rempson Scholarship

Presented by Unity and Strength Minority Faculty and Staff Association to students exhibiting academic excellence, high moral character, and leadership ability.

Mel Winter Memorial Award

Presented to a student who has shown outstanding qualities of leadership in an official position in student government and/or in a chartered student organization.

Association of Latino Faculty and Staff Scholarship

Given to a student of Hispanic or Latino origin who has excelled academically in his or her chosen major at BCC, and has made a contribution to the College or the community.

Bronx Rotary Scholarship

Given to four students who have made a contribution to BCC or the Bronx with a GPA of 3.0 or better and 30-degree credits.

Barnes and Noble Scholarship

Awarded to a student with financial need and a 2.7 GPA with 15-20 degree credits. It is to be used for books and other educational expenses.

Mavis and Ephraim Hawthorne
Golden Krust Scholarship

Awarded to a student of Caribbean descent. Majoring in liberal arts or business with a GPA of 3.5 or better with at least 15-degree credits. Two to four scholarships from $500- $1,000 are awarded.

DEPARTMENTAL AND CURRICULA AWARDS AND SCHOLARSHIPS

The following scholarships and/or awards are awarded annually to graduating students. Most are departmental awards that are based upon recommendations by the chairperson of the department and academic achievement. The amounts vary from year to year. Some awards do not have a monetary value, and all monetary awards are subject to change based on funding. Contact the Scholarship office at scholarships@bcc.cuny.edu for details regarding these scholarships and awards.

Art and Music
Harvey L. and Ruth Bass Memorial Scholarship

J. Kling Scholarship

Art Award

Music Award

Biological Sciences
Bernard Bates Memorial Scholarship

Biology Faculty Memorial Scholarship

Dr. and Mrs. Israel Gottesman Memorial Scholarship

Business and Information Systems
Accounting Award

Business Administration Award

Programming and Systems Award

Marketing, Management, Sales Award

Benjamin Cutler Memorial Scholarship

Marilyn Flood Memorial Scholarship

Office Administration and Technology and Medical Assistant Programs Awards

Stella H. Kubis Memorial Scholarship

Edith White Rosenfeld Memorial Scholarship

Paralegal Studies Award

Peter Morganti Paralegal Studies Scholarship

Chemistry, Earth Sciences and Environmental Sciences
Chemistry Award

Pre-Pharmacy Award

Patricia Babnis Memorial Award

William Hodge Scholarship

Communication Arts and Sciences
Communication Arts and Sciences Award

Media Technology Award

Performing Arts Award

Education and Academic Literacy
Education Associate Award

Mary and Ika Goodwin Memorial Scholarship

Engineering, Physics and Technology
Electrical Technology Award

Engineering Award

Automotive Technology Award

Lewis Carlin Memorial Award

Morris Meister Memorial Award

Telecommunications Technology Award

Nuclear Medicine Award

Yonny Segel Memorial Award

Union Carbide Mechanical Scholarship

English
English Award

Eleanor Corrigan-Gosselin Memorial Award

Marsha Cummins Award

Health, Physical Education and Recreation
Health, Education and Recreation Award

Physical Education and Recreation Award

History
Mark D. Hirsch Award

Mathematics and Computer Science
Michael E. Bennett Memorial Scholarship

Irving Handel Memorial Scholarship

Gerald S. Lieblich Memorial Scholarship

Nursing and Allied Health Sciences
Spirit of Nursing Award

Gertrude L. Dourdounas Certificate of Achievement

Radiologic Technology Faculty Award

Nursing and Allied Health Sciences Award

Allstate Excellence in Nursing Scholarship

Maxine Church Memorial Scholarship

Beatrice Perlmutter Memorial Scholarship

Lincoln Fund and Rudin Fund

Social Sciences
Human Services Award

Psychology Award

Economics Award

David M. Gordon Memorial Award

William Wahlin Memorial Scholarship

Student Development

Dr. Warren Baron Memorial Scholarship

Rosario Santa Rita Memorial Scholarship

World Languages and Cultures

Professor John E. D'Andrea Award

French Award

Italian Award

Registration and Student Records

OFFICE OF THE REGISTRAR

Registrar: Karen Thomas
Colston Hall [CO], Room 513 | 718.289.5710
www.bcc.cuny.edu/Registrar/

The Registrar's Office supplies information to students about registration, grades, scholastic indexes and requirements for graduation.

Our office supports the college's overall mission of excellence by providing the following quality services, resources, and processes for the college community:

- READMISSION
- REGISTRATION
  - Auditing Classes
  - Requests to Take Courses at Other Colleges
  - Students on Permit from Other Colleges
  - Program Allowances and Course Loads
- MATRICULATION
  - Classification and Categories (Definitions)
  - Senior Citizens
  - Change of Curriculum Plan
- WITHDRAWAL FROM COLLEGE
  - Withdrawal Procedure
  - Medical Emergencies
  - Military Leave
  - Transcripts
- ACCESS TO STUDENT RECORDS

READMISSION

After one or more semesters (fall and/or spring) of absence from the College, a student must apply for readmission. Readmission applications are available within the Registrar's Office and on the web page. Students must pay a $20 non-refundable readmit fee to the Bursar's Office. Deadlines for the receipt of applications for readmission are Fall Semester, August 15; Spring Semester, January 15; Summer Session, May 15. Readmitted students who have been away from the College for more than a year must prove residency.

REGISTRATION

All students must register for courses during the official registration period each semester. Students may register using CUNYfirst at the time designated for their classification, beginning with the Early Registration period (late March and late October). The Schedule of Classes Search function and Registration Guide are available online before the announced registration period. Prior to and during registration each semester, students must meet with their Success Coach or advisor in order to register. Late registrants will be charged a late registration fee. The College reserves the right to cancel late registration.

NOTE: Registration is not complete until satisfactory payment arrangements have been made with the Bursar's Office.

Auditing Classes

A student may audit a course only with official approval. Audit request forms are available in the Registrar's Office. Approval of the department chairperson is required. Students must register for an audit class in the same manner prescribed for regular classes. Students must also pay the required tuition and fees as if registering for credit in the course. Audited courses are not covered by financial aid. Once registration is completed as an auditor, no credit for that course can be granted retroactively. Auditors are required to observe attendance regulations of the College and must participate in class to the extent deemed reasonable, desirable and necessary by the instructor.

Requests to Take Courses at Other Colleges

E-permit facilitates the process of CUNY students obtaining permission to register for courses offered at other CUNY colleges. Prior to taking courses at another institution, a student should inquire at the Host College for registration dates and procedures governing permit students. Please note that submission of an e-permit does not automatically register a student for a course nor does issuance of an e-permit guarantee enrollment at the Host College. Once you have enrolled at the Host College, cancellation of an e-permit does not delete your course registration at the Host College. These are student responsibilities in regards to applying for an E-Permit:

Eligibility:

- A matriculated student currently in attendance at a CUNY college (Home college)

- Undergraduate students with a minimum cumulative GPA of at least 2.00

- A student cannot have any holds on his/her record by Bursar, Library, Advisement, etc.

- A student must meet all Home College registration requirements, such as a completed immunization

- Courses taken on permit must meet a specific degree requirement

- Non degree BCC students cannot take a course on permit

- First semester students / Transfer students are not eligible to take courses on permit their first semester at BCC

Make sure you apply for e-permit before the deadline. E-permit forms submitted after the deadline will not be processed. The deadline to submit a permit is the day before the semester begins. Courses and grades on permit cannot be used towards the "F" policy. Courses must be taken at the same institution that the "F" grade was given. Please allow ten business days for the processing of your e-permit. Please make sure there is a valid email address on your permit request.

Once your permit has been approved and processed, a student granted approval to take courses on permit must check their CUNY First Student Center for the registration appointment time from the Host College. Note that an e-permit approval only grants permission to take a course at another CUNY college and does not enroll a student or guarantee a seat in a course. The student with the Host institution should then follow normal registration procedures. The student with the Host institution must register for the course approved on the permit form. If you want to register for another course, you need to cancel the course you do not want and submit another e-permit for approval.

Courses will be transferred to the Home College, recorded with the grade assigned by the Host College and included in the cumulative GPA. The number of credits transferred for each course will be the value assigned by the Host College and not the Home College. The approved permit will show on your schedule as PERM 11 to 18 (one to eight credits) Courses that do not have the same number of credits will not be approved (e.g., ACC 111 is a four credit course at BCC. ACC 101 is a three-credit course at Lehman College. This course will not approved because it

is one credit short of the required credit at BCC.) A student may cancel his/her e-permit request at any time prior to registering at the Host College. An email must be sent to epermit@bcc.cuny.edu for the course to be removed from your course schedule. Since this course is by permission, students do not have access to drop the course from their schedule. If a student enrolls in a course at the selected Host College and decides not to attend the course, it is the student's responsibility to drop the course registration at both the home and host campuses as well as canceling the e-permit request. The student must notify his/her Home College of the cancellation before classes begin to avoid a tuition liability and to prevent any academic consequences. E-permit course cancellation adheres to the CUNY refund policy dates and deadlines published in the academic calendar.

Students must complete a minimum number of credits at their Home institution, including a minimum of the major courses, to satisfy the courses in residence requirement to be eligible for graduation. Permit credits are coded as transfer credits since the courses are taken outside of BCC. Please note that there is a 30 credit maximum for transfer credit. Any questions, please email epermit@bcc.cuny.edu

Program Allowances and Course Loads

A matriculated student may apply to the Provost or designee for permission to exceed the maximum permissible student load of 18 credits/equated credits per semester after consulting with his or her adviser.

Enrolled Student: A student who has paid all tuition and fees or has a payment plan through Nelnet and is attending classes is considered enrolled. The College will bar from classes any student who has never attended during the first three weeks of the traditional fall/spring semester (and analogous dates in summer/winter). The student will be given a grade of "WN" without academic penalty for the course, though tuition/fee charges still apply. (See "Class Attendance" and "Administrative Grades" in the "Academic Policies and Procedures" section of this catalog.) A student maintains standing at the College as long as he or she is enrolled. A student on probation is considered to be warned that they are compiling a record that could lead to loss of matriculation and/or suspension. Students on probation have standing with the College.

MATRICULATION

Upon admission to the College, a student is designated as matriculant or non-degree. Matriculation status determines the course load a student may carry during a semester and the order of priority in registration. Official determination of scholastic index and certification of matriculation status of students already in attendance are made by the Registrar's Office in accordance with standards set by the College's Committee on Academic Standing.

Classification and Categories (Definitions)

Matriculated Student: A student who is a candidate for an associate degree or certificate and has met the basic college admission requirements is classified as a matriculant. A matriculant may carry a full or part-time program of courses leading to a degree. A matriculant may register for day and/or evening classes, according to choice and the availability of class space. A full-time course load is a minimum of 12 credits or equated credits. To graduate in four semesters, a minimum of 15 credits is to be taken and passed in each semester, on average. For purposes of Selective Service, state scholarships and foreign student visa status, a student must carry a full-time load or its equivalent. Students taking fewer than 12 credits, or the equivalent, are not considered full time for purposes of Scholar Incentive Awards, Selective Service or U.S. Immigration Service.

Non-degree Student: A non-degree student is one who is not admitted into a degree-granting program. A non-degree student may apply for matriculated status.

Senior Citizens

Residents of New York City, 60 years and older, may enroll in undergraduate courses on a space-available basis, tuition-free at any unit of the University. Individuals seeking this waiver must present proof of age at the time of Admission and specify that they wish to participate in this program to receive the CUNY senior citizen rate. They are charged $65 per semester and a $15 City University consolidated fee, as well as any penalty fees that may incur (e.g., late registration payment, reprocessing fees, library fines). They are not charged any other regular fees. The $80 is non-refundable and considered a non-instructional fee. Students enrolled at the senior citizen rate do not earn college credit.

Change of Curriculum Plan

For a change of curriculum major (plan) and/or option (subplan), a student must contact the Registrar's Office and complete a Change of Major (plan) and Option (subplan) form. This form can also be downloaded from the Bronx Community College website. A student may change a curriculum no later than the 21st day of each semester. Once the change has been approved, a student must meet the prescribed requirements for the new curriculum. Credits taken and earned in the student's former curriculum may not necessarily be applicable to the new curriculum.

A determination of the transferability of credits from one curriculum to another rests with the new Curriculum Coordinator, in accordance with appropriate policies.

It is strongly recommended that students consult with a Financial Aid Counselor regarding TAP eligibility and conduct a preliminary degree audit (DegreeWorks) to understand the impact of the change in curriculum.

WITHDRAWAL FROM COLLEGE

Students officially withdrawing from the College during the refund liability period may do so online using their CUNYfirst account. Students withdrawing for medical reasons may do so by mail or in person. All written documentation submitted within the refund liability period will be reviewed by the Registrar's Office. All written documentation submitted after the refund liability period should be forwarded to the Office of the Registrar in Colston Hall [CO], Room 513. The date of the medical withdrawal will be determined by the date specified on the documentation submitted. The letter should include:

- The reason for withdrawal
- A listing of the student's courses and section numbers
- Any supporting documentation

To avoid academic penalty, students should be certain to receive and keep written acknowledgment of their withdrawal. Students are urged to seek guidance before withdrawing from the College. Counseling and advisement prior to the final decision to withdraw may make it feasible to remain in College. If a student does not withdraw officially, there may be financial and academic penalties (see "Withdrawal Procedure"). Under special circumstances, if withdrawal is made within the third week after opening of classes, proportional refunds of tuition fees only may be made according to a schedule prescribed by the Board of Trustees. An application for a refund of tuition fees should be made to the Registrar.

Withdrawal Procedure

Students wishing to officially withdraw from any course they are registered for may do so at any time through the final regular class session (this excludes the final exam period). During the regular 15-week Fall/Spring semester, the W grade procedure is as follows. No grade will be assigned if the student withdraws during the first week of class. If the student withdraws during the second or third week of class, a grade of "WD" will be assigned. After the third week of classes, a student will be assigned a "W" grade indicating that they officially withdrew from the course. In order to be eligible for a grade of "W," a student must initiate the official withdrawal process online through their CUNYfirst account. Official withdrawals will not be processed after the official withdrawal period has ended.

Medical Emergencies

A student who experiences a medical emergency during the semester should consider discussing alternatives with a counselor regarding current and future academic plans. Some of these alternatives are continuation of attendance, a leave of absence, or a program adjustment. A recommendation from a physician will help in determining what options are feasible. This recommendation, which is filed in the Health Services Office, is useful information to the College and beneficial to the student should the student require any medical services while on campus.

Military Leave

Students who enlist in the armed forces or who are inducted or recalled into service must present and place on file at the College a copy of the official induction notice indicating the exact date on which they must report for duty. Additional information regarding special provisions for students in the military can be found in Appendix C.

Transcripts

Transcripts may be requested in the Registrar's Office or through the College's website at http://www.bcc.cuny.edu/registrar/transcripts/. Transcripts sent to colleges within The City University of New York are forwarded free of charge if ordered in-person and for $2 if ordered online. For all other requests, there is a standard fee of $7 if ordered in-person and $9 for online orders. For faster service, all transcripts (official and unofficial) may be ordered online using "Credentials Solutions Incorporated." A link is available from the Registrar's Office webpage. Official transcripts bear the College seal and the signature of the Registrar. Official transcripts sent to other institutions or agencies are sent at the request of the student. A student may print unofficial transcripts free of charge for personal use through CUNYfirst.

Change of Student Address/Contact Information

Each student is responsible for ensuring the College has the most recent contact information (address, phone numbers and preferred email address) on record. To update any part of your contact information you can log into CUNYFirst and click on Student Center, and then the Profile tab, and edit accordingly. Students can also visit in person the Registrar's office located in Colston Hall [CO], Room 513.

ACCESS TO STUDENT RECORDS

The Federal Education Rights and Privacy Act of 1974 and regulations grant students the right to be advised of:

- The types of student records and the information contained therein which are maintained by the College

- The name and position of the official responsible for the maintenance of each type of record, the persons who have access to those records and the purposes for which they have access

- The policies of the College for reviewing and expunging those records

- The procedures for granting students access rights to their student records

- The procedures for challenging the content of their student records

- The cost, if any, which will be charged to students for reproducing copies of their records

A student must file a Directory Information Non-Disclosure Form with the Registrar's Office to prevent the disclosure of directory information such as name, address, telephone number, etc.

College Preparation, Precollege and Support Programs

ACADEMIC SUCCESS CENTER (ASC)

Academic Advisement
Manager: Cheryl Walker
Nichols Hall [NI], Room 105 | 718.289.5401

The ASC serves sophomores and senior students who are not participating in ASAP or College Discovery. ASC advisors collaborate closely with academic program faculty, ASAP, the First Year Program, College Discovery and other academic and student support areas. The mission of ASC is to help students to the finish line and beyond by creating strong connections with academic departments, transfer services and student supports.

ACCELERATED STUDY IN ASSOCIATE PROGRAMS (ASAP)

Nichols Hall [NI], Room 118 | 718.289.5166
http://www.bcc.cuny.edu/academics/college-success-programs/accelerated-study-in-associate-programs/join-asap/

Accelerated Study in Associate Programs (ASAP) is a comprehensive program designed to help associate degree-seeking students earn their degrees as quickly as possible, with a goal of graduating at least 50% of students within three years. Due to a variety of stresses and responsibilities, many students are not able to complete their associate degrees in a timely manner. ASAP helps to eliminate these stresses by providing students with the academic, social and financial support they need to graduate with an Associate in Arts, Associate in Science or Associate in Applied Science degree in no more than three years. ASAP features include individualized course schedules, required full-time study, and comprehensive and personalized advisement and career development services. Thanks to the program's enhanced academic structure and financial support, ASAP students can graduate from Bronx Community College within two to three years.

ASAP students receive a variety of supports to ensure their success, including:

- A free unlimited MetroCard
- A Textbook assistance to reduce (or eliminate) the cost of textbooks
- A tuition waiver for any gap between full-time tuition and fees and financial aid awards (for students in receipt of financial aid)

- One-on-one support from a dedicated ASAP adviser
- Early registration options and consolidated schedules
- Classes with fellow ASAP students to foster community
- Enhanced career development and academic support services

Selection Criteria:

Students may be eligible for ASAP at BCC if they:

- Qualify for New York City resident tuition
- Agree to enter into a full-time associate degree program in an ASAP at BCC-approved major
- Are fully skills proficient or have no more than two outstanding developmental course needs in English and math.

NOTE: Students entering a STEM program must enter ASAP fully proficient

- Have zero to no more than 30 college credits earned and for continuing students a minimum GPA of 2.0
- Students may not participate in both SEEK/College Discovery and ASAP.

Eligible Majors:

ASAP at BCC accepts most majors in the following degree types:

- Associate in Arts Degree (AA)
- Associate in Science Degree (AS)
- Associate in Applied Sciences Degree (AAS)

ASAP at BCC does not accept students pursuing certificate programs or the following majors:

- Nuclear Medicine Technology AAS
- Radiologic Technology AAS

COLLEGE DISCOVERY

Director: Cynthia Suarez-Espinal
Loew Hall [LO], Room 406 | 718.289.5882
Website: www.bcc.cuny.edu/academics/student-success-programs/college-discovery/

The College Discovery (CD) Program has been a part of the City University since 1964 when it was established by February 1964 resolution of the CUNY Board of Trustees. The program began as a five-year experiment, which sought to demonstrate that with the proper supportive services, students who were being excluded from the University because of existing admissions criteria could attain a college degree. In 1969, the Program was extended beyond its experimental phase and became a permanent University vehicle in the community colleges for developing college potential among disadvantaged students. The success of College Discovery is reflected in the performance of its students. Retention and graduation rates consistently exceed those of regularly admitted students.

To be eligible for CD, you must:

- be a legal resident of New York City for at least one year prior to entering college;
- be a high school graduate or recipient of a state-approved equivalency diploma;
- have a college admissions average of less than 80;
- be a first year student; and
- have a gross family income that meets the New York State guidelines.

CD Students receive a wide variety of support to be successful, including:

Counseling Support

CD students are assigned to a CD counselor who is available throughout their stay at the college to provide:

- One-on-one academic, personal and career counseling
- Help with course selection and registration
- Help with deciding on a major and transferring to a four-year college
- Peer Mentor support and leadership opportunities
- Workshop series, social events and activities held every semester for CD students to meet, learn and have fun. Events include general meetings, celebrations of student accomplishments and the Chi Alpha Epsilon Honor Society

Academic Support

CD students are offered a variety of academic support services aimed at strengthening their basic skills, bolstering their academic success in all upper level college courses, and maximizing their retention and persistence through to graduation. Services included are:

- Small group tutoring where the tutor can provide individual attention in-person and virtually when needed
- Online academic support resources
- A lending library system established to assist students who have difficulty paying for textbooks
- Dedicated master tutors who work with students through midterms and finals and help monitor progress throughout the semester

Financial Assistance

In addition to the grants students receive from Pell and TAP each semester, College Discovery provides:

- Stipends to help students pay for books and school supplies.
- Monthly MetroCard
- Students receive extra semesters of TAP to complete their studies.
- The program waives student activities fees

CUNY EDGE

Director: Denise Comara
Loew Hall [LO], Room 113 | 718.289.5100, Ext. 5047

The CUNY EDGE Program is a student resource program where our values are about supporting students personally, academically and professionally.

CUNY EDGE's mission is to help CUNY students who are receiving public assistance achieve academic excellence, graduate on time, and find employment.

CUNY EDGE is a partnership between the New York City Human Resources Administration (HRA) and the University. Matriculated CUNY undergraduate students who receive cash assistance from HRA are automatically enrolled in the program. Students can also participate in other CUNY Programs such as ASAP, College Discovery, and Seek.

CUNY EDGE, formerly known as the COPE program, provides students with a range of services, benefits and supports.

CUNY EDGE Academic Supports

CUNY EDGE staff can assist students in obtaining additional academic support, including:

- Priority registration and e-permits to get into classes needed to graduate on time.
- Tutoring sessions with the CUNY EDGE tutor
- Tuition Assistance
- Financial Incentives
- The CUNY EDGE Fellowship Program

NYC Human Resources Administration (HRA) Fellowship Program

The HRA Fellowship Program provides a limited number of paid work opportunities for CUNY EDGE students.

Student Eligibility

- HRA determines eligibility and the number of hours each student is assigned.

Fellowship Site Placement

- CUNY EDGE staff identify available work opportunities on campus.
- CUNY EDGE screen and match students to appropriate sites, taking into consideration their majors, interest and experience.
- Students gain invaluable professional experience and build their resumes.
- Students are able to work up to 19 hours per week.

FIRST YEAR PROGRAM

Associate Director: Tica Frazer
Nichols Hall [NI], Room 105 | 718.289.5120

The First Year Program (FYP) provides innovative learning opportunities and coordinated support for first year students at BCC. FYP consists of the First Year Seminar (FYS 11), Peer Mentoring, FYP First Year Advising, The First Year Connection Club(FYC) and Faculty Development Programs.

At the center of the First Year Program is FYS 11, a one-credit, two-hour course that integrates three dimensions: development of academic skills with a focus on critical thinking, orientation to college life, and student development. The purpose of the course is not only to provide an academic experience, in which college success topics are interwoven but to support students' success in other courses. This is achieved through both the classroom experience as well as through out-of-classroom support systems embedded into the First Year Program.

In the FYP, academic advisors work closely with FYS faculty and staff, embedded peer mentors, as well as student resource programs across the campus to monitor students' academic progress and social integration. The FYP aims to foster student engagement, confidence, and academic success by:

- creating a sense of community for students, as they transition to BCC,
- empowering students to independently utilize services and develop a deeper understanding of their responsibilities for individual success,
- providing opportunities for students to develop and practice the following general education skills: critical thinking, research, and information literacy,
- promoting the use of effective and innovative teaching, and
- serving as a model for peer-to-peer mentoring at all levels (faculty, student, and staff).

The FYC is a student club for students by students. Our mission is to offer an engaging and supportive experience for all first semester students who enter the BCC community. The club goals is to support first year students in collaboration with the First Year Program by building connections within the BCC Community in order to establish a strong academic foundation, explore civic engagement, develop a professional network and build leadership skills during their time at BCC.

BRONX COMMUNITY COLLEGE

FUTURE NOW

Director: Elizabeth Payamps
Gould Hall [GH], Room 417 | 718.289.5320
Website: https://www.bcc.cuny.edu/Future-Now

The mission of Future Now is to help empower out-of-school and formerly incarcerated youth by assisting them with earning their high school credentials, transitioning into post-secondary education and graduating in a timely manner with a college degree. The program's purpose is to ensure that all students become self-sufficient leaders and powerful role models for the next cohort of students, their families and their communities.

Future Now offers the following services:
- Free HSE (GED) Preparation Classes
- Academic Tutoring Classes
- College Preparation Classes
- College Enrollment, Advising, and Retention Services
- Connection to internship and job resources
- Peer Mentoring Support Services

CUNY START

Associate Director: Pamela Eatman-Skinner
Program Coordinator: Norma Valenzuela
Brown Annex [BA], Room 101 | 718.289.5100, Ext. 3141

Program Overview

CUNY Start is an innovative CUNY program that helps associate degree-seeking CUNY students get a Strong Start in College. The goal of the program is to help students prepare for college-level coursework and to meet CUNY's proficiency milestones prior to starting credit-bearing courses.

1. Students can enroll in full-time or part-time classes
2. Low cost – $75 (all fees include materials)
3. Provides specially trained teachers and advisors to help you reduce or eliminate the need for developmental instruction and to support your long-term college success
4. Saves tuition and financial aid dollars for-credit courses that count toward your degree
5. Provides a well-defined next-step pathway to CUNY's ASAP, a program that provides academic, financial, and social supports once you begin taking credit courses, and keeps on track to graduate on time.

CUNY Start/Math Start in 90 seconds
https://www.youtube.com/watch?v=RcgcPOoKRxQ&t=5s

CUNY Start/Math Start Online
https://www.youtube.com/watch?v=0DD5lVrDE7E

CUNY LANGUAGE IMMERSION PROGRAM (CLIP)

Associate Director: Jason Davis
Loew Hall [LO], Room 336 | 718.289.5207
www.bcc.cuny.edu/academics/student-success-programs/cuny-language-immersion-program-clip/

The CUNY Language Immersion Program (CLIP) provides English language learners who plan to matriculate in a CUNY college with intensive instruction in academic English. Classes meet five hours a day, five days a week, in day or evening sessions. Students who have been accepted to any CUNY college can spend up to one year in the program.

CLIP is a content-based program where students learn English through studying topics in American history, literature, environmental studies and more. This method enables students to build knowledge and academic skills as they develop their English language skills.

CLIP is a low-cost program. Most students pay a fee of $180 for a 15-week semester with 25 hours of instruction per week. Students do not use their financial aid while in CLIP. Instead, they save their financial aid for subsequent college coursework.

CLIP students enter college prepared to write compositions, analyze texts, make presentations and use computers for academic purposes.

COLLEGE NOW

Director: Susana Rivera
Assistant Director: Paola Liriano
Butler Hall [BU], Room 307 | 718.289.5950

Website: http://www.bcc.cuny.edu/academics/student-success-programs/college-now/

The College Now program is an initiative designed to prepare students for post-secondary education success while they are still enrolled in high school. It does so through an array of courses in the humanities, social sciences, the arts and STEM, all with an eye towards helping them develop the academic and technical skills necessary to survive and thrive at the college level. Through its informational, programming and support networks, College Now helps students understand what a two- or four-year college or university will expect from them as readers, writers and learners and what they can expect from any institution of higher learning. In the process, the Program helps students understand and stave off many of the remedial needs that preclude postsecondary success.

ADULT EDUCATION AND TRAINING PROGRAM

Gould Hall [GH], Room 410 | 718.289.5834

The Adult Education and Training Program provides free services to adults who are seeking to improve their English language skills — English as a Second Language (ESOL), get a High School Diploma (HSE) and anyone who is displaced because of loss of income.

Coming Fall 2022:

Free Home Health Training and ESL

A collaboration with the Bronx Educational Opportunity Center (EOC)

The HHA program is generally one month, 5 days a week from 9:00 am to 5:00 pm. (Subject to change) Requirements:

- TABE Scores required are: Reading 6.0 - Math 5.0.
- No High School Diploma or equivalent required.
- Only for ESL students (advanced level)
- Eligible to work in the US

Please call 718.289.5834/5835 for an appointment.

Advising

ACADEMIC ADVISING

www.bcc.cuny.edu/academics/academic-advising/

Academic advising is an important educational activity that works best when done early and regularly throughout the semester. Advising is a partnership between students, professional advisors and faculty, with the common goal of helping students get the most out of their college experience.

BCC integrates academic advisement within student support programs to maximize effectiveness. BCC students are assigned professional advisors and the expectation is that students and assigned advisors will keep in regular contact throughout the semester. Academic Advisors

Academic Advisors

- assist students formulate sound and sensible long-range educational plans that are consistent with each student's personal and professional aspirations,
- inform students about college and program policies and opportunities,
- partner with students in exploring career and transfer options,
- anticipate problems that may hinder student academic and personal success,
- help students immerse in the life of the campus.

Faculty advisors also play an essential role in mentoring students through their personal and academic journey, and creating coordinated interventions with professional advisors and other student support areas.

Pre-collegiate programs such as CUNY Start, Math Start, Future Now, or CLIP follow the highest advisement standards and work collaboratively with college programs to help students transition successfully to credited programs.

New students who are not participating in ASAP or CD are assigned to the First Year Program. Afterwards, new students may transition to ASAP or the Academic Success Center.

CAREER DEVELOPMENT

Director: Alán Fuentes, LCSW-R
Sage Hall [SA], 2nd Floor | 718.289.5177
Email: careerdevelopment@bcc.cuny.edu
www.bcc.cuny.edu/services/career-development/

The purpose of this office is to provide all Bronx Community College students with quality career-building services to prepare them for internships and employment opportunities in their fields of study. The goal of the Career Development Team is to prepare students for the world of work through in-person and/or remote job readiness skills training, career-related information sessions, as well as mentorship, internship, fellowship, and/or volunteer opportunities.

Students in need of immediate employment can receive assistance by going to https://bcc-cuny-csm.symplicity.com/students/, claiming their Symplicity account, and then scheduling an appointment with a career specialist. To qualify and be recommended for major-related opportunities, students must meet with a career specialist to assess their level of career readiness and receive the necessary assistance and/or preparation to become competitive applicants.

Some of the highlights of the Office of Career Development include:

- Self-assessments to determine a "major in line with your career interests and goals via an online system called "Focus 2"
- Resume and cover letter writing made easy through online programs and workshops
- Big Interview, an online system you can record your interviews for personal review and improvement
- On and off-Campus job preparation events to inform you about career and employment expectations, how to network in specific career fields, and how to obtain a job related to your major
- Job Readiness Groups to prepare you for recruitment events representing diverse fields for internships and employment opportunities.

If you want to make sure that you have chosen the right major or can graduate with experience in your major, schedule an appointment with your career specialist by calling, 718.289.5177, or emailing us at CareerDevelopment@bcc.cuny.edu; your career specialist will get you started on your career path. Any questions or concerns can be directed to the department director at CareerDevelopment@bcc.cuny.edu as well.

TRANSFER SERVICES

Academic and Transfer Resources
Coordinator: Edwin Roman
Sage Hall [SA], Room 102 | 718.289.5459

Transfer Specialist: Thomas Bracken
Loew Hall [LO], Room 313 | 718.289.5871

www.bcc.cuny.edu/services/transfer-services/

Bronx Community College Transfer Services provides students with services to inform and facilitate transfer to appropriate senior colleges. Transfer Services can help you:

- Understand educational pathways that will move you toward your intended career

- Ensure that your degree program is consistent with your objectives

- Select courses to maximize the number of credits transferred

- Take charge of your planning for transfer by teaching you how to conduct research

- Understand the benefit of articulation agreements

Transfer Services addresses student needs via advisement, coordination of the transfer fair, the *Transfer Talk* newsletter, videos and workshops.

It is never too early to start planning for transfer.

Academic Enrichment

HONORS PROGRAM

Co-Coordinator: Dr. Benjamin Yarmolinsky
Guggenheim Hall [GU], Room 203 | 718.289.5100, Ext. 5254

Co-Coordinator: Dr. Anthony Durante
Meister Hall [ME], Room 707 | 718.289.5100, Ext. 5542
http://www.bcc.cuny.edu/academics/college-success-programs/honors-program/

The Honors Program at Bronx Community College offers academically enriching and enhanced experiences to highly motivated and qualified students. Students can take designated honors courses, honors contracts in regular courses and enroll in the Honors Scholars Program.

Honors Courses: Students can enroll in a designated honors course. Honors courses are for self-motivated students who are interested in challenging themselves academically. These courses are highly interactive and emphasize critical thinking and strong writing skills.

To qualify, a 3.0 or higher GPA and a minimum of nine college credits is required for current students. Current students who have not yet earned 9 credits but have a 3.0 or higher cumulative GPA are eligible with the recommendation of an advisor in consultation with the Honors Program Coordinators. New students with no GPA and no remedial needs are also eligible with the recommendation of an advisor in consultation with the Honors Program Coordinators. For students to receive an honors credit notation on their official college transcript, the honors course must be completed with a B+ or higher.

Honors Contracts: Students enrolled in a non-honors course may opt for an honors contract in many of the courses offered at BCC. Upon approval from the instructor, students will enter into an honors contract that enables them to earn honors credit in a non-honors course. The contract is online at the Honors Program web page on the BCC website. The honors contract is an agreement between the student and the instructor that specifies the honors level objectives and tasks to be completed by the student in addition to those of the normal class.

To qualify, a 3.2 or higher GPA and a minimum of nine college credits are required for current students. In exceptional circumstances, a student who does not meet these guidelines may, in consultation with the Honors Program Coordinators and the instructor, be approved for an honors contract. For students to receive an honors credit notation on their official college transcript, the course associated with the honors contract must be completed with a B+ or higher.

Honors Program Scholars: Students who have earned a 3.4 or higher GPA and have completed or are currently enrolled in at least one honors course or honors contract qualify to apply to become an Honors Program Scholar Candidate. The application process includes an online form, essay and an interview. Students accepted to be an Honors Program Scholar Candidate must then maintain a 3.4 or higher GPA, complete four or more honors courses or honors contracts with a grade of B+ or higher, complete a community engagement project, complete an Honors Program Scholar ePortfolio and meet regularly with the Honors Program Coordinators. Students who complete all the above requirements earn the special recognition to graduate as a BCC Honors Program Scholar. Interested students can apply to become an Honors Program Scholar Candidate at the start of the fall or spring semesters. Applications are due by the 4th week of the semester.

HONOR SOCIETIES

Presently four honor societies are active at BCC.

Alpha Beta Gamma (Kappa Gamma Chapter)
Advisor: Prof. Thomas D'Arrigo

Alpha Beta Gamma™ is the International Business Society recognizing scholarship among community college Honor Society students. To be eligible for membership with the BCC chapter, students must be enrolled as a Business and Information Systems Department major, have completed 15 credit hours with at least 12 credit hours taken in courses leading to a business degree and attained a 3.0 or higher GPA. Induction ceremonies are conducted each spring.

Alpha Beta Gamma is an honor society established by business professors in 1970 to recognize and encourage scholarship among business and professional students enrolled at two-year degree granting institutions. The society is a member of the Association of College Honor Societies and has initiated more than 80,000 members.

The society exists to recognize and reward academic excellence among business honor students and to recognize the contribution to learning by professors and business professionals.

Alpha Beta Gamma is the sole business honor society for accredited junior, community and technical two-year colleges.

The society exists to recognize and reward academic excellence among business honor students and to recognize the contribution to learning and to business by business students and professionals.

Phi Theta Kappa (Lambda Nu Chapter)

Advisors: Professor Andrew Rowan,
Dr. Yvonne Erazo-Davila, Tiffany Dubon-Yard
ptklambdanubcc@gmail.com

Phi Theta Kappa (PTK) is the International Honors organization of two-year colleges. Membership is offered to students who have earned a minimum of 12 degree credits at the College and have achieved a cumulative GPA of 3.5 or higher. The purpose of Phi Theta Kappa is to recognize and encourage scholarship among two-year college students. To achieve this purpose, Phi Theta Kappa provides opportunity for:

- The development of leadership and service
- An intellectual climate for exchange of ideas and ideals
- Lively fellowship for scholars
- Stimulation of interest in continuing academic excellence

Phi Theta Kappa's mission is two-fold:

1. Recognize and encourage the academic achievement of two-year college students and;
2. Provide opportunities for individual growth and development through participation in honors, leadership, service and fellowship programming.

Phi Theta Kappa offers a variety of opportunities for student involvement and partakes in community service activities. The Chapter currently holds an induction ceremony each semester, one in the fall and one in the spring. Below are just some of the benefits of membership:

- $37 million in scholarship opportunities for members only
- Enrollment in CollegeFish.org, a transfer and college completion planning tool
- Opportunity to be published in Phi Theta Kappa's anthology, Nota Bene
- Opportunities to develop research and leadership skills by participating in Honors in Action programming in local chapter
- Opportunity to become part of a network of nearly 3 million fellow scholars and servant leaders on more than 1,285 campuses worldwide
- Personalized letters of recommendation for scholarships and employment

Tau Alpha Pi

Advisor: Dr. Ajaz Sana

Tau Alpha Pi is the National Honor Society recognizing students enrolled in science and technology programs at two-year colleges. To be eligible for membership, students must have earned at least 24 credit hours with a cumulative GPA of at least 3.5. The organization holds an induction ceremony each year during the spring semester. Tau Alpha Pi is a member of the Association of College Honor Societies.

Why Join Tau Alpha Pi?

Recognition

Membership of Tau Alpha Pi is for life, and the society's selective criteria for membership guarantee that your academic achievements and good character receive public recognition.

Members of Tau Alpha Pi receive a certificate and a pin along with their membership, and have the option to acquire an honor cord to identify their honor society membership at graduation.

Connections

Becoming a member of Tau Alpha Pi puts you in touch with like-minded people and can establish connections that will continue throughout your life and career.

Participation

Chapter activities provide an opportunity to become involved in your local community.

As chapters are student-led, membership can also provide opportunities for leadership and additional responsibility.

Employment

Membership in Tau Alpha Pi enhances a resume and signals your academic credentials and character to employers.

Membership in a national honor society – such as Tau Alpha Pi – meets one of the requirements for entrance at the GS-7 level in numerous professional and technical occupations in the Federal service.

Chi Alpha Epsilon

Advisor: Nathan Aiken

Chi Alpha Epsilon is the National Honor Society recognizing the academic achievements of students enrolled in opportunity programs, such as SEEK and College Discovery. Membership is offered to students who have earned at least 12 credit hours with a cumulative GPA of at least 3.0 for two consecutive full-time semesters.

DEAN'S AND PRESIDENT'S LISTS

Coordinator: Edwin Roman
Sage Hall [SA], Room 102 | 718.289.5459

Bronx Community College recognizes and honors the academic accomplishments of our students each term by awarding placement on the Dean's List and the President's List. High achieving students, as indicated by grade point averages (GPA), are placed on the Dean's or the President's List according to the criteria established by the Committee on Academic Standing and approved by the College Senate.

DEAN'S LIST

Students are eligible for the Dean's List if they have earned 12 or more college credits during a spring and/or fall semester with a GPA of 3.3 or higher. A student with a grade of F, WU, FIN, or WF is not eligible. An INC or PEN grade must be completed before the start of the following spring and/or fall semester for a student to be considered. A student with a Z grade shall not be considered. Transfer credits and e-permit courses are not applicable.

PART-TIME DEAN'S LIST

Students enrolled part-time are eligible for the Part-Time Dean's List if they have earned 6-11 college credits during a spring and/or fall semester with an average of 3.3 or higher. A student with a grade of F, WU, FIN, or WF is not eligible. An INC or PEN grade must be completed before the start of the following spring and/or fall semester for a student to be considered. A student with a Z grade shall not be considered. Transfer credits and e-permit courses are not applicable.

PRESIDENT'S LIST

Students are eligible for the President's List if they have earned 12 or more college credits during a spring and/or fall semester with a GPA of 3.7 or higher. A student with a grade of F, WU, FIN, or WF is not eligible. An INC or PEN grade must be completed before the start of the following spring and/or fall semester for a student to be considered. A student with a Z grade shall not be considered. Transfer credits and e-permit courses are not applicable.

PART-TIME PRESIDENT'S LIST

Students enrolled part-time are eligible for the Part-Time President's List if they have earned 6-11 college credits during a spring and/or fall semester with an average of 3.7 or higher. A student with a grade of F, WU, FIN, or WF is not eligible. An INC or PEN grade must be completed before the start of the following spring and/or fall semester for a student to be considered. A student with a Z grade shall not be considered. Transfer credits and e-permit courses are not applicable.

Student Activities and Services

STUDENT ACTIVITIES AND SERVICES

Bronx Community College (BCC) offers many services and activities designed to support your overall development and college success. Please read the following sections and contact the staff in these areas to learn more about the services available to you. Many graduates of BCC find that their engagement with the various services and activities enhanced their college experiences. We would like to support you as well – feel free to read below and contact us.

ATHLETICS

Director: Kelly R. Pelloquin
Alumni Gym Building [AG], Room 403 | 718.289.5289

Athletics at Bronx Community College competes regionally against some of the top competition among two-year colleges in the Northeast. Broncos men's intercollegiate varsity teams include baseball, basketball and soccer. Women's intercollegiate teams include basketball and volleyball. All teams play on campus in Alumni Gym or on Ohio Field.

Teams compete as members of the National Junior College Athletic Association (NJCAA Region XV) and the City University of New York Athletic Conference (CUNYAC). In recent years, teams have won CUNYAC Championships including the 2019 CUNYAC baseball regular season and postseason titles and numerous student-athletes have continued their playing careers after BCC at the four-year level.

Participation on our teams fosters the values of discipline, teamwork, collaboration and an understanding of how to work with others for the achievement of individual and group success. Student-athletes develop confidence, leadership abilities and time management skills through team and individual achievements.

Recreation and Intramurals

Athletics also offers a variety of recreation and intramural opportunities for our students, faculty and staff. Recreation opportunities include the use of the cardio room, weight training areas, basketball gymnasium and pool. Available hours vary based on academic and athletics schedules. Additionally, co-ed club opportunities exist on campus in sports such as tennis, track and swimming.

For more information about our intercollegiate or intramural programming or to join a team, email director of athletics Kelly R. Pelloquin at kelly.pelloquin@bcc.cuny.edu.

BEHAVIORAL INTERVENTION TEAM (BIT)

Bronx Community College strives to maintain a healthy and safe environment for all students, faculty and staff. The Behavioral Intervention Team (BIT) was established to identify, assess and monitor students who display moderate to elevated levels of distress, disruption and/or behavioral dysregulation.

Faculty, staff and fellow students are often among the first to notice when another member of the Bronx Community College community is overly stressed or behaving in a dangerous or disruptive manner. Disruption of academic progress, personal relationships and daily behavior may be signs that a person is in distress. To maintain safety and order on campus, the Bronx Community College BIT identifies, responds and ensures appropriate intervention when individual behavior causes concern to other members of the campus community.

To contact a BIT representative, email BIT@bcc.cuny.edu or call 718.289.5630

In case of an immediate emergency, at any time, contact the Department of Public Safety at once 718.289.5911.

COUNSELING AND RESOURCES FOR EMERGENCY SUPPORT (CARES)

Director: Dawn Daniels, LCSW
Loew Hall [LO], Room 436 | 718.289.5100, Ext. 3222

The CARES office provides comprehensive social services and mental health support that can assist BCC students prevent or overcome problems such as depression, anxiety, limited access to health care, financial counseling, housing instability and food insecurity. CARES staff are compassionate professionals who will support your personal and academic success. CARES integrates services from both the BCC Access Resource Center and the BCC Personal Counseling Office. To contact a CARES representative, email: bcc.arc@bcc.cuny.edu; personal.counseling@bcc.cuny.edu or call 718.289.5223.

Access Resource Center (ARC)

Manager: Dedra Y. Polite
Loew Hall [LO], Room 125 | 718.289.5179

The mission of Bronx Community College Access Resource Center is to provide a holistic approach to social service and economic resources for students and their immediate family members by offering a suite of comprehensive services that supports and promotes student success. The Academic Resource Center provides services and resources to help students address barriers that prevent them from attending and completing school. The Access Resource Center provides these services in collaboration with both internal and external partners. All services offered at the Access Resource Center are FREE!

Assessment Screening

The assessment screening process takes you through a series of questions to see which public benefits you qualify for. We will discuss the options that are best for you, help you complete the appropriate application(s), and then help you prepare for the application process.

Financial Counseling

Meet with a financial expert and learn lifelong strategies that will help you save money, build assets, and manage debt. We can also help you get your free credit report, establish credit if you have none, and improve your credit scores. Financial counseling will help you establish and achieve your financial goals. Financial counseling is available Monday-Friday. Contact us at bcc.arc@bcc.cuny.edu to schedule an appointment.

Food Pantry

The Food Pantry provides eligible CUNY students with free food for their households. The Food Pantry is funded in part by BCC's Office of Advancement, Communications and External Relations in cooperation with Food Bank for New York City. The Food Bank for New York City has partnered with The City University of New York to open similar pantries at other CUNY campuses. The BCC Food Pantry also accepts donations from faculty, staff and the general public.

Legal Aid

If you have questions about divorce, child support, employment, housing, debt collection, public assistance or any other legal question, email us at bcc.arc@bcc.cuny.edu to schedule a free and completely confidential consultation with an attorney.

Personal Counseling Office

Counselors: Esther Levy, Solomon M. Picou, Estefania Diaz
Loew Hall [LO], Room 430 | 718.289.5223
http://www.bcc.cuny.edu/Personal-Counseling/

The mission of the Office of Personal Counseling is to assist students with emotional, developmental or psychological concerns that may be interfering with their personal and academic growth. We provide free, confidential, short-term counseling to help students find healthy ways to cope with college and life stressors in order to enhance their personal growth and support their academic focus at Bronx Community College. All students are treated with respect and are seen as individuals with unique strengths. Our services are free and confidential. We are also a liaison to the community, linking appropriate students to more intensive and longer term services as needed. We are committed to supporting the faculty and staff in the identification of students who may benefit from our services and then providing support to those students in need. We provide educational programming to the campus community and work to emphasize wellness and prevention in our outreach efforts including:

- Anger Management
- Anxiety
- Depression
- Group Therapy
- Substance Misuse-Addiction
- Suicidal Thoughts/Attempts

Petrie Student Emergency Grant Fund

The Carroll and Milton Petrie Student Emergency Grant Fund has been awarded to BCC for the purpose of providing quick-response emergency grants to matriculated students in good academic standing who are facing short-term financial emergencies. Learn more about the Petrie Student Emergency Fund.

Tax Preparation

Get free tax preparation assistance and e-file your forms utilizing our special IRS approved program. Certified tax preparers are available to assist you from February through the second week of April.

DISABILITY SERVICES

Director: Maria J. Pantoja
Loew Hall [LO], Room 215 | 718.289.5880
http://www.bcc.cuny.edu/Disability-Services

Our mission is to provide access and equal educational opportunity to students with disabilities, as mandated by the Americans With Disabilities Act (ADA, 1990), Americans With Disabilities Act Amendments (ADAA, 2008), and Sections 504 and 508 of the Rehabilitation Act (1973). Services are not automatically guaranteed; if a student wants services, he/she must come to the office, self-identify, apply for services, and provide documentation (e.g., IEP, letter for a Psychologist/ Psychiatrist/Licensed Clinical Social Worker, Psychoeducational Evaluation, 504 Plan). A counselor will then meet with the student to determine reasonable accommodations and appropriate academic adjustments. Disability Services will act as a liaison between students, faculty, and staff to ensure accommodations and adjustments are implemented in a timely and proper manner.

Accommodations may include:

- Exams administered and proctored in a less distractive environment

- Extended time on exams

- Use of assistive technology, (e.g., Smart Pen or Recording Device for class notes, Screen Reading software to have exam questions read aloud, Portable Magnifiers for students with low vision)

- Alternative Format for course materials and exams (e.g., Enlarged Print or Braille for students with visual disabilities)

- Assistance with securing and coordinating supplemental staff (e.g., Sign Language Interpreters for deaf/hard of hearing students)

Students who register with Disability Services automatically qualify for CUNY LEADS (Linking Employment, Academics, and Disability Services). CUNY LEADS is a unique, individualized program established to facilitate successful academic and career outcomes for students with disabilities. CUNY LEADS is free of charge and available across all 18 CUNY campuses. Additionally, Bronx Community College is one of 5 CUNY colleges to host the CUNY LEADS Plus program. CUNY LEADS Plus is a specialized program for CUNY LEADS participants who are registered with ACCES-VR and identify as neurodiverse. For more information, visit: https://www.cuny.edu/current-students/student-affairs/student-services/disability/cuny-leads/

Tutoring is available to students struggling with remedial math and with writing-intensive courses.

Disability Services is an official New York State Voter Registration site. Individuals who visit our office are given the opportunity to register as New York State voters. Assistance is available to complete Voter Registration.

EARLY CHILDHOOD CENTER

Director: Jitinder Walia
The Children's Center [CC], Room 221 | 718.289.5461

The mission of the ECC is to provide and promote the delivery of developmentally appropriate, quality early care and education for the children of Bronx Community College students in a safe and nurturing environment. The Center provides a multicultural, educational, social, recreational and nutritional program to children between 2 years to 12 years of age. One of the first childcare centers within The City University of New York, it has been committed to offering excellent childcare since its founding in 1972. The Center offers affordable service to children of BCC students only. With such services, students can continue their studies with peace of mind, knowing their young ones are in a safe and secure environment.

The Early Childhood Program is licensed to service 114 preschool children between the ages of two and five years. We offer 4K (UPK) and 3K, funded by the NYC Department of Education, for 6-1/2 hours a day as well as extended day 2K .

We offer evening childcare for preschool and school age children during the Spring and Fall semester for Monday-Thursday from 3 p.m. – 8 p.m.

Enrollment is on a first-come, first-served basis.

HEALTH SERVICES

Community Hall [CH], Main Floor – Room 2020
718.289.5858

It is the mission of the Office of Health Services at Bronx Community College of the City University of New York to identify, address and provide accessible health care to BCC's underserved students and to improve the health care status of the student body, as well as the surrounding community. This will support the college's mission and improve academic outcomes and subsequent professional outcomes.

The Office of Health Services provides health education and wellness activities to BCC's diverse campus community. Services for BCC students are provided on a walk-in basis and include: physical assessments, treatment of minor injuries and illnesses along with referrals or emergency triage, as well as referrals to community-based healthcare providers. Over-the-counter medications are available upon request.

COVID Vaccination Mandate

All students registering for a fully in-person or hybrid class for the 2022/2023 academic year and thereafter must have up-to-date vaccinations, which includes a booster shot once eligible, unless they have been granted a religious exception or medical exemption to the vaccine. Requests for religious exceptions or medical exemptions must be submitted via the CUNYfirst Vaccination Verification Form.

Measles, Mumps, Rubella/ Meningitis

All Bronx Community College students must comply with New York State Public Health Law requirements regarding immunizations. Students taking six credits (or its equivalent) or more regardless of degree or non-degree status are required to submit proof of immunity to measles, mumps, and rubella. Also, all students must complete the on-line Meningitis Acknowledgment Form. Note: The final grade of WA (administrative withdrawal) is the administrative action taken due to non-compliance with State and University immunization or vaccination requirements. Students are financially liable for courses in which they receive a grade of WA.

IT SERVICE DESK

Technology support services to students, faculty and staff are provided through the IT Service Desk unit. This support unit is committed to delivering quality customer service and technical solutions in support of campus-wide technology. Support includes, but is not limited to: email setup, WiFi access, technical support for hardware or software incidents, device loaner distribution, service requests such as password resets (including CUNYfirst or OSSES issues), change requests such as having new software installed, advice on buying new hardware, advice on choosing software for a new task, telecoms issues such as phone movements and voicemail questions. The IT Service Desk is located in The Roscoe Brown Student Center [BC], Room 308 and its staff may be reached at Ext. 5970 or by email at tsc@bcc.cuny.edu.

LGBTQI+ RESOURCE ROOM

Faculty Coordinator: Dr. Emalinda McSpadden
Roscoe Brown Student Center [BC], Room 301
718.289.5713
http://www.bcc.cuny.edu/campus-life/student-life/campus-diversity/lgbtqi-resource-room/

The LGBTQI+ Resource Room at Bronx Community College works to foster an inclusive, safe, and welcoming environment for students, faculty, and staff of all sexual orientations, gender identities, and gender expressions. The Resource Room aims to sustain visibility and a sense of community by providing LGBTQI+ education, programming, and support services on campus.

The LGBTQI+ Resource Room fulfills its mission through varied programming that includes the Safe Space Program, the LGBTQI+ Support Group, as well as the *Loud!* newsletter.

SHUTTLE BUS

A free shuttle bus service provides evening students with transportation from campus to several subway and bus lines. The hours of operation are 5:30-10:30 p.m. during the fall and spring semesters when classes are in session. The shuttle bus picks up passengers in front of Meister Hall [ME], every 30 minutes. Please be prepared to show your BCC identification card upon entering the shuttle.

NOTE: The BCC Shuttle Bus may run on a reduced schedule or may be canceled during the fall term pending modality of course delivery.

SEXUAL & INTER-PERSONAL VIOLENCE PREVENTION AND RESPONSE COURSE (SPARC)

All students are required to complete the free online SPARC course one time at the beginning of their tenure at CUNY/BCC. However, if you are a BCC athlete, student leader (SGA and IOC members), doing a study abroad program and/or participating in overnight travel, you must complete SPARC every year. The purpose of SPARC is to educate CUNY and BCC's community on policies pertaining to sexual misconduct, how to report incidents and provide available resources.

STUDENT LIFE OFFICE

Roscoe Brown Student Center [BC], Room 302
718.289.5194

The Office of Student Life includes a variety of activities, special programs, college-wide organizations and clubs that are an integral part of college life. The purpose of this office is to engage students as active members of the college community and to enhance the overall student experience through exposure to diverse perspectives, leadership development, service learning, co-curricular programming and volunteer service. Student Life, the Student Government Association (SGA), the Inter-Organizational Council (IOC) and the Leadership and Success Office work collaboratively for the benefit of students and the campus community.

The Student Activities Committee, a Senate sub-committee, is comprised of students, faculty and administrators. This body serves in an Advisory capacity to the Office of Student Life. They review and approve clubs and college-wide organizations and provide direction for campus-wide programs and activities. Visit http://www.bcc.cuny.edu/Student-Life/ for more information.

Clubs and Organizations

The Inter-Organizational Council (IOC) is the representative body that deals with the welfare and governance of all student clubs and college-wide organizations, except the Student Government Association. The IOC is comprised of one student from each chartered club, organization and honor society at Bronx Community College.

There are over 30 student clubs and organizations at BCC with academic, cultural and social themes. BCC students can join an existing club or start a new club with other BCC students of similar interests. Joining a BCC club is an excellent way to enhance the academic experience at BCC. Students who participate in BCC clubs can explore academic programs and majors, develop leadership skills, practice teamwork, build cross-cultural appreciation and provide community service.

For more information, visit the IOC Office in Roscoe C. Brown Student Center [BC], Room 309; call 718.289.5201; or visit our website at http://www.bcc.cuny.edu/Student-Life/

Commencement Ceremony

The BCC Commencement Ceremony is an annual event at Bronx Community College when graduates, faculty, employees and loved ones celebrate graduates academic success. Students must be eligible to graduate to participate in the commencement ceremony. Commencement ceremonies generally are held at BCC's beautiful landmark campus.

M.E.N. - Male Empowerment Network Program

Manager: Clifford L. Marshall, II
Roscoe Brown Student Center [BC], Room 101, 102 & 103
718.289.5713

M.E.N. is part of CUNY's BMI (Black Male Initiative). As a university-wide initiative, CUNY BMI's mission is to encourage, increase and support the inclusion and educational success of students from groups that are severely underrepresented in higher education, in particular African, African-American/Black, Caribbean and Latino/Hispanic males. CUNY BMI projects are open to all academically eligible students, faculty and staff, without regard for race, gender or national origin. BCC's M.E.N. is one of more than 30 projects funded by CUNY BMI.

Goals

M.E.N. at BCC seeks to:

- Recruit, enroll, retain and improve the degree completion/transfer rates of Black and Latino male students from various social and economic backgrounds

- Provide a support structure that encourages Black and Latino male students to take advantage of our academic services, student services, career and transfer services and other resources that can enhance their educational experience

- Provide mentoring opportunities that teach leadership skills though positive faculty, staff and peer mentoring relationships

- Encourage Black and Latino male students to become MEN of IMPACT by providing them with Information, Motivation, Preparation, Affirmation, Cultivation, which should lead to their Transformation

- Foster a college environment and culture of success where all of our male students can celebrate who they are and develop a true sense of belonging and connection to the college community at large

New Student and Transfer Orientation

Make a smooth transition into college life at Bronx Community College (BCC) by participating in New Student Orientation! The goal of our NSO program is to provide you with all of our essential college information to provide you with the tools that you need to be successful at Bronx Community College.

Through New Student Orientation you will discover new opportunities and gain insight on:

- Financial Aid and Paying for College
- Our Student Life and Engagement Opportunities
- Understand BCC's Community Standards
- Gain insight on BCC's Technology
- Get tips and strategies on Becoming an Effective College Student and more!

Roscoe C. Brown Student Center

The Roscoe C. Brown Student Center is dedicated to serving the social, cultural and recreational needs of Bronx Community College students and provides a variety of services and educational experiences. The facility includes a cafeteria, theatre, club programming space, meeting rooms and the Campus Service Center. For information regarding use of the facilities for programs, meetings or conferences, contact the Events Management office at 718.289.5942.

Student Government Association (SGA)

The Student Government Association is comprised of 15 senators elected by the student body each spring semester. An internal election is conducted for executive positions. As a body, SGA provides direction and guidance on all student-related matters, including student activities and campus programming. SGA members participate fully in the College Senate and its many sub-committees.

VETERAN AND MILITARY RESOURCES

Coordinator: John Rosa
Loew Hall [LO], Room 328 | 718.289.5447

The Office of Veteran and Military Resources provides services to veterans, current service members and dependents enrolled at Bronx Community College. From application to graduation, the Office of Veteran and Military Resources takes a proactive approach to the educational process and helps students connect with the necessary resources on and off-campus. This Office assists veterans, service members and dependents with Department of Veteran Affairs educational benefits, academic advisement, and withdrawals due to active duty recalls.

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans

Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

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

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

- Produce the Certificate of Eligibility by the first day of class;
- Provide written request to be certified;

Provide additional information needed to properly certify the enrollment as described in other institutional policies.

Bronx Community College Reimbursement schedule for Military Tuition Assistance (TA):

For 15-week courses (fall and spring semesters) the return of unearned TA funds to the government is as follows:

15 week Course Withdraw submitted

Before week 1 100% return to the government

During week 1 and before week 2 100% return to the government During week 3 and before week 4 100% return to the government During week 4 and before week 5 100% return to the government During weeks 5-8 100% return to the government

During week 9 (60% of course completed) 100% return to the government

During weeks 10 to Course completion at week 15 (Greater than 60% of course completion) 0% return to the government

For 4-week courses (winter and Summer 1 semesters) the return of unearned TA funds to the government is as follows:

4-week Course Withdraw submitted, the 60% of course completed at 2.4 weeks (Total of 28 days) Before week 1 100% return to the government

Day 1 of course 100% return to the government

Day 4 of course 100% return to the government

Day 8 (30% of course completed) 100% return to the government

Day 16 (60% of course completed) 100% return to the government

Day 17 to the end of course (Greater than 60% of course completed) 0% return to the government

For 5-week courses (Summer II semester) the return of unearned TA funds to the government is as follows:

5-week Course Withdraw submitted, the 60% of course completed at 3 weeks (Total of 35 days) Before week 1 100% return to the government

Before day 5 of course 100% return to the government

Before day 8 of course 100% return to the government

Day 10 (30% of course completed) 100% return to the government

Day 21 (60% of course completed) 100% return to the government

Day 22 to the end of course (Greater than 60% of course completed) 0% return to the government

Bronx Community College Tuition Assistance Policy:

Return of Tuition Assistance: Military Tuition Assistance (TA) is awarded to a student under the assumption the student will attend school for the entire period for which the assistance is rewarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded.

To comply with the new Department of Defense policy, CUNY/Bronx Community College will return any unearned TA funds on a prorate basis through at least the 60% portion of the period for which the funds are provided. TA funds are earned proportionally during enrollment period, with unearned funds returned based upon when a student stopped attending. These funds are returned to the military service branch.

Instances when a service member stops attending due to a military service obligation, the educational institution will work with the affected service member to identify solutions that will not result in student debt for the returned portion.

WOMXN UP!

Faculty Coordinator: Professor Gloria Rodriguez
Roscoe Brown Student Center [BC], Room 301
718.289.5713

Womxn Up! A space to ReSource – Bronx Community College (cuny.edu)

Womxn Up! is a welcoming, safe, supportive and inclusive space that serves the needs of Womxn in the BCC Community. We are a home for connection, community, reflection, relaxation and sisterhood (not just sisterhood).

We offer:

- Empowerment Program
- Mental Health & Wellness Workshops
- Sister Support Groups
- Feminist Leadership Development
- Campus Coalitions/Collaborations to end Domestic & Sexual Violence
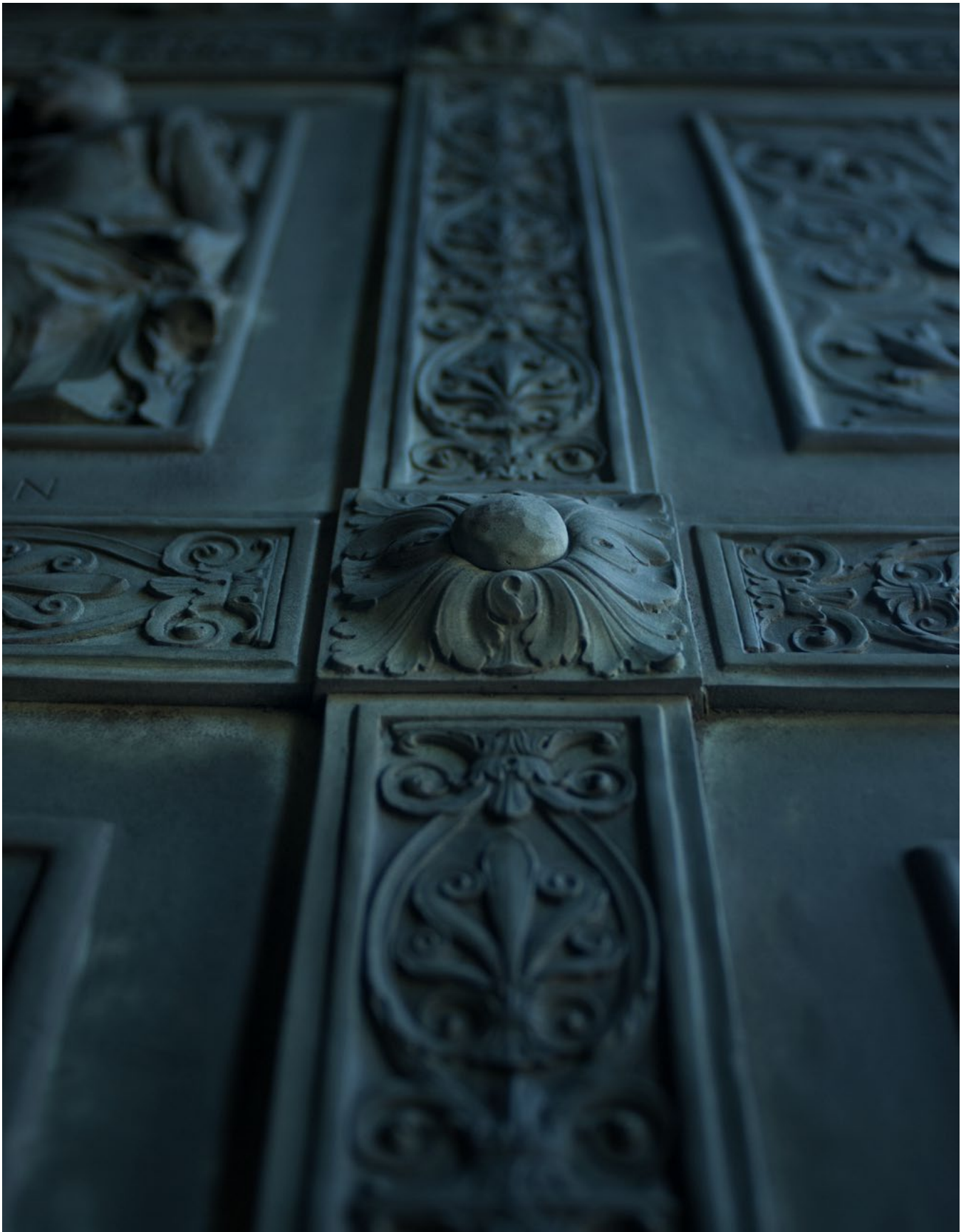
Campus Policies and Procedures

OFFICE OF JUDICIAL AFFAIRS

Associate Director: Ana S. Molenaar
Loew Hall [LO], Room 418 | 718.289.5100, Ext. 3146

The Office of Judicial Affairs falls under the jurisdiction of the Vice President of Student Success. This Office serves as the primary recipient of complaints filed by faculty, staff and/or students against a fellow student or students who have violated the Student Code of Conduct or the Rules and Regulations for the Maintenance of Public Order on Campuses of the City University - Pursuant to Article 129A of the Education Law. This law is also known as the "Henderson Rules" (For more information about these rules, please refer to the Campus Policies and Procedures section on this catalog). The Office of Judicial Affairs provides the Associate Dean of Student Development and the Vice President for Student Success with recommended courses of action to adjudicate complaints received. In addition, the Office of Judicial Affairs oversees the Behavioral Intervention Team, an interdisciplinary team charged with coordinating the campus response to concerns in the areas of health and safety.

CAMPUS BEHAVIOR CODE

To ensure the continuance and enhancement of the positive image and reputation of all members of the College community, in the interest of promoting student and faculty welfare at the College and the safety and security of our entire College community, the following Code of Behavior is in effect:

Gambling and the sale and possession of drugs are illegal under New York State law. Violators will be subject to disciplinary action and/or referral to outside authorities.

Any student who does not show his or her ID card upon a legitimate request will be considered a trespasser.

Any form of cheating is prohibited.

Any student charged with, accused of, or alleged to have violated the Code of Behavior or any law or regulation established by the College and by the City, State or Federal Government shall be subject to disciplinary procedures as outlined in Articles 15.4 to 15.5 of the Board of Trustees Bylaws and to sanctions as listed in the Board of Trustees Bylaws and Article 129A of the Education Law.

A preliminary investigation will be conducted to determine whether disciplinary charges should be preferred. If there is sufficient basis for the allegation, the matter may be referred to mediation or formal disciplinary charges may be preferred. The procedures for mediation conferences and for Faculty-Student Disciplinary Committee hearings are outlined in Articles 15.4 to 15.5 of the Board of Trustees Bylaws. Copies of the pertinent articles can be obtained from the Office of the Vice President for Student Success.

PUBLIC ORDER (EDUCATION LAW)

Rules and Regulations for the Maintenance of Public Order on Campuses of the City University 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 the sanctuary lies in the protection of intellectual freedoms: the right 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.

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 Trustees of The City University of New York.

The president, with respect to his or her educational unit, shall:

"(A) Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his or her jurisdiction;

"(B) Be the advisor and executive agent to the Board and of his or her respective College Committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the bylaws, resolutions and policies of the Board, the lawful resolutions of any of its committees and the policies, programs and lawful resolutions of the several facilities;

"(C) Exercise general superintendence over the concerns, officers, employees and students of the educational unit."

Rules

1. A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall he or she interfere with the institution's educational process 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 or her position without having to fear abuse, physical, verbal, or otherwise, from others supporting conflicting points of view. Members of the academic community and other persons on the college grounds shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against or spectators.

6. Action may be taken against any and all persons who have no legitimate reason for their presence on 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 possession any other dangerous instrument or material that can be used to inflict bodily harm on an individual or damage upon a building or the ground 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 days after such conviction.

11. The unlawful possession, use, or distribution of alcohol by students or employees on University/college premises or as part of any University/college activities is prohibited.

Penalties

1. Any student engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to the following range of sanctions as hereafter defined in the Appendix: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, ejection and/or arrest by the civil authorities.

2. Any tenured or non-tenured faculty member, or other member of the instructional staff, or member of the classified staff engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of The City University of New York or suspension with/without pay pending a hearing before an appropriate college authority, dismissal after a hearing, ejection and/or arrest by the civil authorities and, for engaging in any manner in conduct prohibited under substantive Rule 10, may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. A tenured or non-tenured faculty member, or other member of the instructional staff, or member of the classified staff charged with engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be entitled to be treated in accordance with applicable provisions of the Education Law or the Civil Service Law, or the applicable collective bargaining agreement, or the Bylaws or written policies of The City University of New York.

3. Any visitor, licensee, or invitee, engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to ejection and/or arrest by the civil authorities.

4. Any organization which authorizes 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 note 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.

Adopted by the Board of Higher Education June 23, 1969, Calendar No. 3(b). Amended October 27, 1980; May 22, 1989; and June 25, 1990.

SECTION 15.4. STUDENT DISCIPLINARY PROCEDURES

Complaint Procedures:

a. A University student, employee, organization, department or visitor who believes she/he/it is the victim of a student's misconduct (hereinafter "complainant") may make a charge, accusation, or allegation against a student (hereinafter "respondent") which if proved, may subject the respondent to disciplinary action. Such charge, accusation, or allegation must be communicated to the chief student affairs officer of the college the respondent attends.

b. The chief student affairs officer of the college or her or his designee shall conduct a preliminary investigation in order to determine whether disciplinary charges should be preferred. The chief student affairs officer or her or his designee shall advise the respondent of the allegation against her or him, explain to the respondent and the complainant their rights, consult with other parties who may be involved or who have information regarding the incident, and review other relevant evidence. The preliminary investigation shall be concluded within thirty (30) calendar days of the filing of the complaint, unless: (i) said complaint involves two or more complainants or respondents; or (ii) said complaint involves a matter that is also under investigation by law enforcement authorities. In those cases, the preliminary investigation shall be completed within sixty (60) calendar days. Further, if the matter has been previously investigated pursuant to the CUNY Policy on Sexual Misconduct, the chief student affairs officer shall dispense with a preliminary investigation and rely on the report completed by the Title IX Coordinator. Following the completion of the preliminary investigation, the chief student affairs officer or designee shall take one of the following actions:

   1. Dismiss the matter if there is no basis for the allegation(s) or the allegation(s) does not warrant disciplinary action. The individuals involved shall be notified that the complaint has been dismissed;

   2. Refer the matter to mediation (except in cases involving allegations of sexual assault, stalking or other forms of sexual violence); or

   3. Prefer formal disciplinary charges.

c. In cases involving the CUNY Policy on Sexual Misconduct, both the Complainant and Respondent may be accompanied by an advisor of their choice (including an attorney) who may assist and advise throughout the entire process, including all meetings and hearings. Advisors may represent a party and fully participate at a hearing, but may not give testimony as a witness.

d. In the event that a respondent withdraws from the college after a charge, accusation or allegation against a respondent has been made, and the college prefers formal disciplinary charges, the respondent is required to participate in the disciplinary hearing or otherwise to resolve the pending charges and shall be barred from attending any other unit of the university until a decision on the charges is made or the charges are otherwise resolved. Immediately following the respondent's withdrawal, the college must place a notation on her/his transcript that she/he "withdrew with conduct charges pending." If the respondent fails to appear, the college may proceed with the disciplinary hearing in absentia, and any decision and sanction shall be binding, and the transcript notation, if any, resulting from that decision and penalty shall replace the notation referred to above.

Mediation Conference:

e. The college may offer the respondent and the complainant the opportunity to participate in a mediation conference prior to the time the disciplinary hearing takes place in an effort to resolve the matter by mutual agreement (except in cases involving sexual assault, stalking and other forms of sexual violence). The conference shall be conducted by a qualified staff or faculty member designated by the chief student affairs officer. The following procedures shall be in effect at this conference:

   1. An effort shall be made to resolve the matter by mutual agreement through such process as the mediator deems most appropriate; provided, however, that the complainant must be notified of her/his right to end the mediation at any time.

   2. If an agreement is reached, the faculty or staff member conducting the conference shall report her/his recommendation to the chief student affairs officer for approval and, if approved, the complainant and the respondent shall be notified, and a written memorandum shall be created memorializing the resolution and any consequences for non-compliance.

3. If no agreement is reached within a reasonable time, or if the respondent fails to appear, the faculty or staff member conducting the conference shall refer the matter back to the chief student affairs officer who may prefer disciplinary charges, or, if charges have been preferred, proceed to a disciplinary hearing.

4. The faculty or staff member conducting the mediation conference is precluded from testifying at a college hearing regarding information received during the mediation conference, or presenting the case on behalf of the college.

Notice of Charges and Hearing:

f. Notice of the charge(s) and of the time and place of the hearing shall be personally delivered to the respondent, or sent by certified or overnight mail and email to the address appearing on the records of the college. Notice shall also be sent in a similar manner to the complainant to the extent the charges relate to her/him/it. The chief student affairs officer is also encouraged to send the notice of charges to any other e-mail address that he or she may have for the respondent and the complainant. The hearing shall be scheduled within a reasonable time following the filing of the charges or the mediation conference. Notice of at least seven (7) calendar days shall be given to the respondent in advance of the hearing unless the respondent consents to an earlier hearing. The respondent is permitted one (1) adjournment as of right. Additional requests for an adjournment must be made at least five (5) calendar days prior to the hearing date, and shall be granted or denied at the discretion of the chairperson of the faculty-student disciplinary committee. If the respondent fails to respond to the notice, appear on the adjourned date, or request an extension, the college may proceed in absentia, and any decision and sanction shall be binding.

g. The notice shall contain the following:

1. A complete and itemized statement of the charge(s) being brought against the respondent including the rule, bylaw or regulation she/he is charged with violating, and the possible penalties for such violation.

2. A statement that the respondent and the complainant have the right to attend and participate fully in the hearing including the right:

   (i) to present their side of the story;

   (ii) to present witnesses and evidence on their behalf;

   (iii) to cross-examine witnesses presenting evidence;

   (iv) to remain silent without assumption of guilt; and

   (v) to be assisted or represented by an advisor or legal counsel at their expense; if the respondent or the complainant requests it, the college shall assist in finding a legal counsel or adviser.

3. A warning that anything the respondent says may be used against her/him at a non-college hearing.

Pre-Hearing Document Inspection:

h. At least five (5) calendar days prior to the commencement of a student disciplinary hearing, the college shall provide the respondent and the complainant and/or their designated representative, with similar and timely access to review any documents or other tangible evidence that the college intends to use at the disciplinary hearing, consistent with the restrictions imposed by Family Education Rights and Privacy Act ("FERPA"). Should the college seek to introduce additional documents or other tangible evidence during, or some time prior to, the disciplinary hearing, the respondent and the complainant shall be afforded the opportunity to review the additional documents or tangible evidence. If during the hearing the complainant or the respondent submits documentary evidence, the chairperson may, at the request of any other party grant an adjournment of the hearing as may be necessary in the interest of fairness to permit the requesting party time to review the newly produced evidence.

Admission and Acceptance of Penalty Without Hearing:

i. At any time after receiving the notice of charges and hearing but prior to the commencement of a disciplinary hearing, the respondent may admit to the charges and accept the penalty that the chief student affairs officer or designee determines to be appropriate to address the misconduct. This agreed upon penalty shall be placed on the respondent's transcript consistent with subparagraphs q(19) and (20) herein. Before resolving a complaint in this manner, the chief student affairs officer must first consult with the complainant and provide the complainant an opportunity to object to the proposed resolution, orally and/or in writing. If a resolution is reached over the complainant's objection, the chief student affairs officer or designee shall provide the complainant with a written statement of the reasons supporting such resolution, and the complainant may appeal the decision to enter into the resolution to the president.

Emergency Suspension:

j. The president or her/his designee may in emergency or extraordinary circumstances, temporarily suspend a student pending an early hearing as provided in this bylaw section 15.4. to take place within not more than twelve (12) calendar days, unless the student requests an adjournment. Such suspension shall be for conduct which impedes, obstructs, impairs or interferes with the orderly and continuous administration and operation of any college, school, or unit of the university in the use of its facilities or in the achievement of its purposes as an educational institution. Prior to the commencement of a temporary suspension of a student, the college shall give the student oral notice (which shall be confirmed via email to the address appearing on the records of the college) or written notice of the charges against her/him and, if she/he denies them, the college shall forthwith give the student an informal oral explanation of the evidence supporting the charges and the student may present informally her/his explanation or theory of the matter. When a student's presence poses a continuing danger to person or property or an ongoing threat of disrupting the academic process, notice and opportunity for denial and explanation may follow suspension, but shall be given as soon as feasible thereafter. The complainant shall be notified in the event that an emergency suspension is imposed against a student, and/or when the suspension is subsequently lifted to the extent that the suspension involves the complainant in the same manner notice is given to the student.

Faculty-Student Disciplinary Committee Structure:

k. Each faculty-student disciplinary committee shall consist of two (2) faculty members or one (1) faculty member and one (1) member of the Higher Education Officer series (HEO), and two (2) student members and a chairperson, who shall be a faculty member. A quorum shall consist of the chairperson and any two (2) members, one of whom must be a student. Hearings shall be scheduled promptly (including during the summers) at a convenient time and efforts shall be made to insure full student and faculty representation.

l. The president shall select in consultation with the head of the appropriate campus governance body or where the president is the head of the governance body, its executive committee, three (3) members of the faculty of that college to receive training upon appointment and to serve in rotation as chairperson of the disciplinary committee. The following schools shall be required to select two (2) chairpersons:, CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism. If none of the chairpersons appointed from the campus can serve, the president, at her/his

discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons appointed by other colleges. The chairperson shall preside at all meetings of the faculty-student disciplinary committee and decide and make all rulings for the committee. She/he shall not be a voting member of the committee but shall vote in the event of a tie.

m. The faculty members shall be selected by lot from a panel of six (6) elected biennially by the appropriate faculty body from among the persons having faculty rank or faculty status. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) faculty members. The HEO members shall be selected by lot from a panel of six (6) HEO appointed biennially by the president. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) HEO's. The student members shall be selected by lot from a panel of six (6) elected annually in an election in which all students registered at the college shall be eligible to vote. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) students. In the event that the student or faculty panel or both are not elected, or if more panel members are needed, the president shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve on the panel for more than four (4) consecutive years. Notwithstanding the above, in cases of sexual assault, stalking and other forms of sexual violence, the president shall designate from the panels one (1) chairperson, two (2) faculty/ HEO members, and two (2) students, who shall be specially trained on an annual basis, and who shall constitute the faculty-student disciplinary committee in all such cases.

n. In the event that the chairperson cannot continue, the president shall appoint another chairperson. In the event that a seat becomes vacant and it is necessary to fill the seat to continue the hearing, the seat shall be filled from the respective faculty, HEO, or student panel by lottery.

o. Each academic year, the chief student affairs officer, and her or his designee, shall appoint/identify one or more college employees to serve as presenters for the hearings. This list shall be forwarded to the Office of the Vice Chancellor for Student Affairs, and the Office of the General Counsel and Sr. Vice Chancellor for Legal Affairs prior to the first day of the academic year.

p. Persons who are to be participants in the hearings as witnesses or have been involved in preferring the charges or who may participate in the appeals procedures or any other person having a direct interest in the outcome of the hearing shall be disqualified from serving on the committee.

Faculty-Student Disciplinary Committee Procedures:

q. The following procedures shall apply to faculty-student disciplinary proceedings:

Hearing:

1. The chairperson shall preside at the hearing. The chairperson shall inform the respondent of the charges, the hearing procedures and her or his rights.

2. All faculty student disciplinary committee hearings are closed hearings unless the respondent requests an open public hearing. Notwithstanding such requests, the chairperson shall not permit an open hearing in cases involving allegations of sexual assault, stalking, or other forms of sexual violence. Furthermore, the chairperson has the right to deny the request and hold a closed hearing when an open public hearing would adversely affect and be disruptive to the committee's normal operations. In the event of an open hearing, the respondent must sign a written waiver acknowledging that those present will hear the evidence introduced at the hearing.

3. After informing the respondent of the charges, the hearing procedures, and her or his rights, the chairperson shall ask the respondent to respond. If the respondent admits the conduct charged, the respondent shall be given an opportunity to explain her/his actions before the committee and the college shall be given an opportunity to respond and present evidence regarding the appropriate penalty. If the respondent denies the conduct charged, the college shall present its case. At the conclusion of the college's case, the respondent may move to dismiss the charges. If the motion is denied by the committee, the respondent shall be given an opportunity to present her or his defense.

4. Prior to accepting testimony at the hearing, the chairperson shall rule on any motions questioning the impartiality of any committee member or the adequacy of the notice of the charge(s). Subsequent thereto, the chairperson may rule on the admissibility of the evidence and may exclude irrelevant, unreliable or unduly repetitive evidence. In addition, if any party wishes to question the impartiality of a committee member on the basis of evidence which was not previously available at the inception of the hearing, the chairperson may rule on such a motion. The

chairperson shall exclude from the hearing room all persons who are to appear as witnesses, except the respondent and the complainant.

5. The college shall make a record of each fact-finding hearing by some means such as a stenographic transcript, an audio recording or the equivalent. The college must assign a staff member for each hearing, with the sole responsibility of ensuring that the hearing is recorded in its entirety. No other recording of the proceedings may be permitted. A respondent who has been found to have committed the conduct charged after a hearing is entitled upon request to a copy of such a record without cost upon the condition that it is not to be disseminated except to the respondent's representative or attorney. In the event of an appeal, both the respondent and the complainant are entitled upon request to a copy of such a record without cost, upon the condition that it is not to be disseminated except to their representatives or attorneys.

6. The college bears the burden of proving the charge(s) by a preponderance of the evidence.

7. The role of the faculty-student disciplinary committee is to listen to the testimony, ask questions of the witnesses, review the testimony and evidence presented at the hearing and the papers filed by the parties and render a determination. In the event the respondent is found to have committed the conduct charged, the committee shall then determine the penalty to be imposed.

8. The college, the respondent and the complainant are permitted to have lawyers or other representatives or Advisors act on their behalf during the pendency of a disciplinary action, which shall include the calling and examining of witnesses, and presenting other evidence. Any party intending to appear with an attorney shall give the other party 5 (five) calendar days' notice of such representation.

9. The chairperson of the faculty-student disciplinary committee retains discretion to limit the number of witnesses and the time of testimony for the presentations by any party and/or their representative.

10. In the event that the respondent is charged with a sexual assault, stalking or other forms of sexual misconduct, neither the respondent nor the complainant shall be permitted to cross-examine the other directly. Rather, if they wish to, the respondent and the complainant may cross-examine each other only through a representative. If either or both of them do not have a representative, the college shall work with them to find a representative to conduct such cross-examination. In the alternative, the complainant and respondent may provide written questions to the chairperson to be posed to the witness.

11. In a case involving the CUNY Policy on Sexual Misconduct:

   a) Evidence of the mental health diagnosis and/or treatment of a party may not be introduced.

   b) Evidence of either party's prior sexual history may not be introduced except that (i) evidence of prior sexual history between complainant and respondent is admissible at any stage of the hearing, and (ii) past findings of domestic violence, dating violence, stalking, or sexual assault may be admissible in the stage of that hearing related to penalty.

Penalty Phase:

12. If the respondent has been found responsible, then all parties may introduce evidence related to the respondent's character including any past findings of a respondents' responsibility for domestic violence, stalking, or sexual assault or any other sexual violence. The College may introduce a copy of the respondent's previous disciplinary record; including records from any CUNY institution the respondent has attended, where applicable, provided the respondent was shown a copy of the record prior to the commencement of the hearing. The previous disciplinary record shall be submitted to the committee in a sealed envelope, bearing the respondent's signature across the seal, and shall only be opened if the respondent has been found to have committed the conduct charged. The previous disciplinary records, as well as documents and character evidence introduced by the respondent, the complainant, and the college shall be opened and used by the committee for dispositional purposes, i.e., to determine an appropriate penalty if the charges are sustained. The complainant and respondent may also provide or make an impact statement. Such evidence and impact statements shall be used by the committee only for the purpose of determining an appropriate penalty if the charges are sustained.

Decision:

13. The committee shall deliberate in closed session. The committee shall issue a written decision, which shall be based solely on the testimony and evidence presented at the hearing and the papers filed by the parties.

14. The respondent shall be sent a copy of the faculty-student disciplinary committee's decision within seven (7) calendar days of the conclusion of the hearing, by regular mail and e-mail to the address appearing on the records of the college. In cases involving two or more complainants or respondents, the respondent shall be sent a copy of faculty-student disciplinary committee's decision within fourteen (14) calendar days of the conclusion of the hearing. The chief student affairs officer is also encouraged to send the decision to any other e-mail address that he or she may have for the respondent. The decision shall be final subject to any appeal. In cases involving a crime of violence or a non-forcible sex offense, as set forth in FERPA, the complainant shall simultaneously receive notice of the outcome of the faculty-student disciplinary committee's decision as it relates to the offense(s) committed against the complainant, in the same manner as notice is given to the respondent.

15. When a disciplinary hearing results in a penalty of dismissal or suspension for one term or more, the decision is a university-wide penalty and the respondent shall be barred from admission to, or attendance at, any other unit of the university while the penalty is being served.

Appeals:

16. A respondent or a complainant may appeal a decision of the faculty-student disciplinary committee to the president on the following grounds: (i) procedural error, (ii) newly discovered evidence that was not reasonably available at the time of the hearing, or (iii) the disproportionate nature of the penalty. The president may remand for a new hearing or may modify the penalty either by decreasing it (on an appeal by the respondent) or increasing it (on an appeal by the complainant). If the president is a party to the dispute, her/his functions with respect to an appeal shall be discharged by an official of the university to be appointed by the chancellor or her or his designee. If the penalty after appeal to the president is one of dismissal or suspension for one term or more, a respondent or a complainant may appeal to the board committee on student affairs and special programs. The board may dispose of the appeal in the same manner as the president.

17. An appeal under this section shall be made in writing within fifteen (15) calendar days after the delivery of the decision appealed from. This requirement may be waived in a particular case for good cause by the president or the board committee as the case may be. Within three (3) calendar days of the receipt of any appeal, either to the president or the board committee on student affairs and special programs, the non-appealing party shall be sent a written notice of the other party's appeal. In addition, the respondent and/or the complainant shall have the opportunity to submit a written opposition to the other party's appeal within fifteen (15) calendar days of the delivery of the notice of receipt of such appeal.

18. The president shall decide and issue a decision within fifteen (15) calendar days of receiving the appeal or within fifteen (15) calendar days of receiving papers in opposition to the appeal, whichever is longer. The board committee shall decide and issue a decision within five (5) calendar days of the meeting at which it hears the appeal.

Notations on Transcripts:

19. In cases in which a respondent has been found responsible for a Clery Act reportable crime of violence, the college must place a notation on her/his transcript stating that she/he was suspended or expelled after a finding of responsibility for a code of conduct violation. In all other cases, the college must place a notation of the findings and penalty on a respondent's transcript unless a mediation agreement under subparagraph e(2) herein, the determination of the chief student affairs officer or designee under subparagraph i herein, the committee's decision under subparagraph q(13) herein, or the decision on any appeal under subparagraphs q(16) - (18) herein expressly indicate otherwise.

20. A notation of expulsion after a respondent has been found responsible for a Clery Act reportable crime of violence shall not be removed. In all other cases, a notation of expulsion, suspension or any lesser disciplinary penalty shall be removed, as a matter of right, upon the request of the respondent to the Chief Student Affairs Officer made, four years after the conclusion of the disciplinary proceeding or one year after the conclusion of any suspension, whichever is longer. If a finding of responsibility for any violation is vacated for any reason, any such notation shall be removed.

SECTION 15.5. ACTION BY THE BOARD OF TRUSTEES.

Notwithstanding the foregoing provisions of this article, the board of trustees reserves full power to suspend or take other appropriate action against a student or a student organization for conduct which impedes, obstructs, or interferes with the orderly and continuous administration and operation of any college, school, or units of the university in the use of its facilities or in the achievement of its purposes as an educational institution in accordance with procedures established by the board of trustees.

COMPUTER RESOURCES ACCEPTABLE USE POLICY

This policy incorporates and supplements the CUNY Computer User Responsibilities found at https://www2.cuny.edu/about/administration/offices/cis/it-policies/. As part of the physical and social learning infrastructure, Bronx Community College and The City University of New York acquire, develop and maintain computers, computer systems and networks. At the College these computer resources are intended for College-related purposes, including direct and indirect support of the College's education, research and public service missions; of College administrative functions; of student and College life activities; and of the free exchange of ideas among members of the College community and between the College community and other communities. This policy applies to all users of College computing resources, whether affiliated with the College or not and to all uses of those resources, whether on campus or from remote locations.

Principles of Acceptable Use

Users of College computer resources are required:
To respect the privacy of other users; for example, users shall not intentionally seek information on, obtain copies of, or modify files or data belonging to other users, unless explicit permission to do so has been obtained.

To respect the legal protection provided to programs and data by copyright and license.

To protect data from unauthorized use or disclosure as required by state and federal laws and College and CUNY regulations.

To respect the integrity of computing systems: for example, users shall not use or develop programs that harass other users or infiltrate a computer or computing system and/or damage or alter the software components of a computer or computing system.

To safeguard their accounts and passwords. Any user changes of password must follow published guidelines for good passwords. Accounts and passwords are normally assigned to single users and are not to be shared with any other person without authorization. Users are expected to report any observations of attempted security violations.

Policy Violations

It is not acceptable to use Bronx Community College computer resources:

- For activities inconsistent with the College's mission

- For activities unrelated to official assignments, job responsibilities or role at the College

- For any illegal purpose

- To transmit threatening, obscene, intimidating or harassing materials or correspondence

- For unauthorized distribution of College data and information

- To interfere with or disrupt network users, services or equipment

- For private commercial purposes such as marketing or business transactions

- In violation of copyrights, patent protections or license agreements, including using pirated or unlicensed software

- For unauthorized not-for-profit business activities

- For private advertising of products or services

- For any activity meant to foster personal gain

- Furthermore, users are prohibited from taking College computer hardware or software from College facilities for any purpose without prior approval.

Security and Privacy

Users should be aware that their uses of College computer resources are not completely private. While the College does not routinely monitor individual usage of its computer resources, the normal operation and maintenance of the College's computer resources require the backup and caching of data and communications, the logging of activity, the monitoring of general usage patterns and other such activities that are necessary to render service. The College may also specifically monitor the activity and accounts of individual users of College computer resources, including individual login sessions and communications, without notice, when: the user has voluntarily made them accessible to the public, as by posting to Usenet or a web page; there is a reasonable basis to believe that this policy or federal, state or local law has been violated; to diagnose and resolve technical problems involving system hardware, software, or communications; or as otherwise required or permitted by law.

The College, in its discretion, may disclose the results of any such general or individual monitoring to appropriate College or CUNY personnel or law enforcement agencies and the results may be used in College disciplinary proceedings or discovery proceedings in legal actions. In addition, communications made by means of College computer resources in conjunction with College or CUNY business may be releasable to the public under the New York State Freedom of Information Law.

College Rights

The College assumes no responsibility or liability for files deleted by College computer resources personnel due to a user's violation of file server space allotments.

The College reserves the right to suspend or terminate a user's access to College computer resources when this policy is violated.

The College is not responsible for damages caused by unauthorized access to College computer resources or for data loss or other damages resulting from delays, non-deliveries, or service interruptions, whether or not resulting from circumstances under the College's control.

Use of any information obtained through College computer resources is at the user's risk. The College makes no warranties (expressed or implied) with respect to Internet services and it specifically assumes no responsibility for the content of any advice or information received by a user through use of the College computer resources, or for any costs or charges incurred by the user as a result of seeking or accepting such advice.

The College reserves the right to change its policies and rules at any time.

Enforcement and Violations

This policy is intended to be illustrative of the range of acceptable and unacceptable uses of College computer resources and is not necessarily exhaustive. This policy recognizes and supports the CUNY Libraries Internet Guidelines found at www2.cuny.edu/about/administration/offices/library-services/policies/internet-access/

Questions about specific uses related to security issues not enumerated in this policy and reports of specific unacceptable uses should be directed to the Chief Information Officer. Other questions about appropriate use should be directed to your instructor or supervisor.

The College will review alleged violations of this policy on a case-by-case basis. Clear violations of this policy, which are not promptly remedied, will result in termination of access to the relevant computer resources for the person(s) at fault and referral for disciplinary actions as appropriate.

COLLEGE EMAIL POLICY

Purpose and Goals

Email is one of Bronx Community College's core internal and external communication methods. The purpose of this policy is to ensure that email systems used by College students, faculty and staff support the College's education, research and public service missions to the fullest extent. This policy advises all users of the College email system of their responsibilities and provides guidance in managing information communicated by email. This policy incorporates and supplements the CUNY Computer User Responsibilities found at https://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/cis/it-policies/ComputerUsePolicy1.pdf

Use of Email

The College provides email services for its students, faculty, staff and other authorized persons for their use when engaging in activities related to their roles at the College. Access to email is a valuable tool in the pursuit of excellence at the College and is a privilege with certain accompanying responsibilities. The same standards of conduct that are expected of College students, faculty and staff regarding the use of other College facilities, services and resources apply to the use of email.

Users may not use the College email system for illegal or unethical purposes, for personal commercial use or personal financial or other gain, or for any other purpose that would jeopardize the legitimate interests of the College. Use of the College email system by outside organizations not authorized to use College facilities is also prohibited. Email users are prohibited from accessing another user's email without permission.

Incidental personal use of College email is permitted when such use does not interfere with College operations, does not compromise functioning of CUNY or College computer resources, does not interfere with the user's employment or other obligations to the College and is otherwise in compliance with this policy.

Privacy and Access

College email system administrators will not routinely monitor an individual's email and will take reasonable precautions to protect the privacy of email. However, email is not completely confidential and private. College email system administrators and/or other authorized persons may access email:

When there is a reasonable basis to believe that this policy or federal, state or local law has been violated;

To diagnose and resolve technical problems involving system hardware, software, or communications; and as otherwise required or permitted by law. In addition, email messages sent or received in conjunction with College or CUNY business may be releasable to the public under the New York State Freedom of Information Law. All email messages, including personal communications, may be subject to discovery proceedings in legal actions.

Security

Email security is a joint responsibility of College email system administrators and email users. Users are responsible for taking all reasonable precautions, including safeguarding and changing passwords to protect the email account and prevent use by unauthorized individuals.

Management and Retention of Email Communications

Applicable to all email messages and attachments, since email is a communications system, messages should not be retained for extended periods of time. If a user needs to retain information in an email message for an extended period, he or she should transfer it from the email system to an appropriate electronic or other filing system. College email system administrators are authorized to remove any information retained in the email system that is more than 90 days old. Backup of email messages is not required of the email system technical staff. If a user loses current messages due to a system failure, the College will restore the email with empty folders.

Enforcement

Violation of this policy may result in suspension and/or termination of an individual's email account, disciplinary action by appropriate College and/or CUNY authorities, referral to law enforcement authorities for criminal prosecution and/or other legal action, including action to recover civil damages and penalties.

All email users should:

- Be courteous and follow accepted standards of etiquette

- Protect others' privacy and confidentiality

- Refrain from using the College email system for personal commercial purposes or other gain

- Protect their passwords

- Remove personal messages, transient records and reference copies in a timely manner

- Comply with College and CUNY policies, procedures, rules and regulations

CUNY POLICY ON SEXUAL MISCONDUCT

I. POLICY STATEMENT

CUNY students, employees and visitors deserve the opportunity to live, learn and work free from Sexual Misconduct. Accordingly, CUNY is committed to:

1. Defining conduct that constitutes Sexual Misconduct;

2. Providing clear guidelines for students, employees and visitors on how to report incidents of Sexual Misconduct;

3. Providing ongoing assistance and support to all parties after allegations of Sexual Misconduct have been made;

4. Promptly and respectfully responding to and investigating allegations of Sexual Misconduct, pursuing disciplinary action when appropriate and taking action to investigate and address any allegations of retaliation;

5. Providing awareness and prevention information on Sexual Misconduct, including widely disseminating this Policy, as well as a "Students' Bill of Rights" and implementing training and educational programs on Sexual Misconduct to college constituencies;

6. Gathering and analyzing information and data that will be reviewed in order to improve safety, reporting, responsiveness and the resolution of allegations of Sexual Misconduct;

7. Distinguishing between the specific conduct defined as Title IX Sexual Harassment by the USDOE and the broader definition of Sexual Misconduct prohibited by this Policy; and

8. Ensuring compliance with the federal regulations under Title IX, and other federal, state and local laws.

This is CUNY's sole policy to address Sexual Misconduct and it is applicable at all CUNY colleges and units. This Policy will be interpreted in accordance with the principles of academic freedom adopted by CUNY's Board of Trustees.

SCOPE OF THIS POLICY

This Policy governs the conduct of CUNY students, employees and visitors. Visitors may report a violation of this Policy and may also be subject to restrictions for failing to comply with this Policy.

This Policy prohibits Sexual Misconduct that occurs on CUNY property and conduct that occurs off CUNY property but has a reasonable connection to CUNY.

PROHIBITED CONDUCT AND DEFINITIONS

The following behaviors constitute Sexual Misconduct prohibited under this Policy:

a) Dating Violence is violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. Dating violence can be a single act or a pattern of behavior, based on the frequency, nature, and severity of the conduct. Dating violence includes the threat of sexual assault or physical abuse. The existence of such a relationship is determined based on a consideration of the following factors: (1) The length of the relationship; (2) The type of relationship and (3) The frequency of interaction between the persons involved in the relationship. A relationship may be romantic or intimate regardless of whether the relationship was sexual in nature.

b) Domestic Violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim by a person with whom the victim shares a child, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under applicable domestic or family violence laws, or by any other person against an adult or youth victim who is protected from that person's acts under applicable domestic or family violence laws. Domestic violence can be a single act or a pattern of behavior, based on the frequency, nature, and severity of the conduct.

c) Sexual Assault: Contact is any sexual contact, including sexual touching for the purpose of sexual gratification of either party or degrading or abusing such person, without a person's consent. Sexual touching includes contact under or over clothing with another person's anus, breasts, buttocks, genitals, groin or inner thigh; touching another person anywhere with any of these body parts; making another person touch any of these body parts under or over clothing; or the emission of ejaculate on the clothing or body of another person.

d) Sexual Assault: Penetration is any form of vaginal, anal, or oral penetration or attempted penetration, however slight, by a penis, object, tongue, or finger without a person's consent. This term includes incest and statutory rape.

e) Sexual Harassment is unwelcome verbal or physical behavior based on a person's sex (including sexual orientation, gender, gender expression and gender identity, including transgender status). Conduct is considered "unwelcome" if the individual did not request or invite it and considered the conduct to be undesirable or offensive. This includes unwelcome conduct when: (1) a CUNY employee conditions the provision of an aid, benefit, or service of CUNY on an individual's participation in unwelcome sexual conduct (quid pro quo); and/or (2) such conduct alters the conditions of, or has the effect of interfering with, an individual's educational or work experience by creating an intimidating, hostile or offensive environment (hostile environment). The effect will be evaluated based on the perspective of a reasonable person in the position of a complainant. While it is not possible to list all circumstances that might constitute Sexual Harassment, the following are some examples of conduct that might constitute such harassment:

   i. Suggestive body language or inappropriate or unwelcome physical contact that does not qualify as Sexual Assault: Contact;

   ii. Verbal abuse or offensive comments of a sexual nature, including sexual slurs, persistent or pervasive sexually explicit statements, questions, jokes or anecdotes, degrading words regarding sexuality or gender, suggestive or obscene letters, notes, or invitations;

   iii. Making lewd or sexual comments about an individual's appearance, body, or clothing;

   iv. Visual displays or distribution of sexually explicit drawings, pictures, or written materials;

   v. Undue and unwanted attention, such as repeated inappropriate flirting, staring, or making sexually suggestive gestures; or

   vi. Offensive comments regarding a person's sexual orientation, gender identity or gender expression, such as persistent mocking or disparagement of a person based on a perceived lack of stereotypical masculinity or femininity.

f) Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (1) fear for their safety or the safety of others or (2) suffer substantial emotional distress. This Policy addresses stalking that is based on sex (including sexual orientation, gender, gender expression and gender identity, including transgender status). All other stalking will be addressed under other applicable policies.

g) Title IX Sexual Harassment is a subset of the broader definition of Sexual Harassment above. It is defined by the USDOE to mean conduct on the basis of sex that occurs in CUNY's education program or activity against a person in the United States and that satisfies one or more of the following: (1) a CUNY employee conditioning the provision of an aid, benefit, or service of CUNY on an individual's participation in unwelcome sexual conduct; (2) unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to CUNY's education program or activity; or (3) Sexual Assault, Dating Violence, Domestic Violence, or Stalking as defined in this Policy

h) Voyeurism is unlawful surveillance and includes acts that violate a person's right to privacy in connection with their body and/or sexual activity such as:

   i. Viewing another person's sexual activity, intimate body parts, or nakedness in a place where that person would have a reasonable expectation of privacy, without that person's consent.

   ii. Recording images (e.g. video, photograph) or audio of another person's sexual activity, intimate body parts, or nakedness where that person would have a reasonable expectation of privacy, without that person's consent;

   iii. Disseminating images (e.g. video, photograph) or audio of another person's sexual activity, intimate body parts, or nakedness where that person would have a reasonable expectation of privacy, if the individual distributing the images or audio knows or should have known that the person depicted in the images or audio did not consent to such disclosure; or

   iv. Using or installing, or permitting the use or installation of a device for the purpose of recording another person's sexual activity, intimate body parts or nakedness in a place where the person would have a reasonable expectation of privacy without that person's consent.

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.

a. 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.

b. In order to give consent, one must be of legal age (17 years or older in New York).

c. Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.

d. 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.

e. Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.

f. Consent may be initially given but withdrawn at any time. When consent is withdrawn or can no longer be given, sexual activity must stop.

IV. 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, 20 U.S.C. chapter 38, which prohibits sex discrimination in education programs (including Title IX Sexual Harassment as it is defined above), New York State Law Article 129-B ("Enough is Enough") and other federal, state and local laws pertaining to sex discrimination and sexual misconduct. The Title IX Coordinator has overall responsibility for implementing this Policy, including overseeing the investigation of allegations of Sexual Misconduct at their college or unit (including Title IX Sexual Harassment matters and Non-Title IX Sexual Misconduct matters) and carrying out the other functions of that position set forth in this Policy.

All Title IX Coordinators will receive annual training as required by Title IX, the Clery Act, Enough is Enough, and other civil rights laws.

RESOURCES AND INFORMATION FOR INDIVIDUALS AFFECTED BY SEXUAL MISCONDUCT

A. Reporting to Outside Law Enforcement

Students, employees and other community members may choose to report Sexual Misconduct to local law enforcement and/or state police ("outside law enforcement"). However, CUNY does not require that a complainant report Sexual Misconduct to outside law enforcement; nor will CUNY do so without the complainant's agreement, except in exceptional circumstances. The college may report Sexual Misconduct to outside law enforcement without the complainant's consent when the college determines that the respondent poses a serious continuing threat to the physical safety of the complainant or another person.

If a student, employee or other community member chooses to report Sexual Misconduct to outside law enforcement, CUNY will provide assistance. Each college Public Safety office must have an appropriately trained employee available at all times to provide the complainant with information regarding options to proceed, including information regarding the criminal justice process and the preservation of evidence. Campus Public Safety officers can also assist the complainant with reporting allegations both on and off-campus and in obtaining immediate medical attention and other services.

Individuals who feel that they have been subjected to Sexual Misconduct have the right to avail themselves of any and all of their rights under law, including but not limited to filing complaints with one or more of the outside agencies listed below:

a. U.S. Department of Education, Office for Civil Rights

b. U.S. Equal Employment Opportunity Commission

c. New York State Division of Human Rights

d. New York City Commission on Human Rights

B. Differences between CUNY's Process and Procedures and Those of Outside Law Enforcement

In cases where the complainant reports allegations to outside law enforcement authorities as well as to the college, the college must determine what actions to take based on its own investigation. The college may coordinate with outside law enforcement authorities in order to avoid interfering with their activities and, where possible, to obtain information regarding their investigation. Neither a law enforcement determination whether to prosecute a respondent, nor the outcome of any criminal prosecution, is dispositive of whether the respondent has committed a violation of this Policy.

Students, employees and other community members should be aware that CUNY procedures and standards differ from those of criminal law. When CUNY investigates allegations of Sexual Misconduct or brings disciplinary proceedings for violations of this Policy, the issue is whether the respondent violated CUNY policy. The standard applied in making this determination is whether the preponderance of the evidence supports a finding of responsibility, or, stated another way, whether it is more likely than not that the alleged conduct occurred. An individual found to have violated this Policy may be sanctioned by the college and CUNY. In the criminal justice system, on the other hand, the issue is whether the accused violated criminal law. The standard applied is proof beyond a reasonable doubt and an individual found guilty of a crime is subject to criminal penalties, such as incarceration, probation and fines.

C. Obtaining Immediate Medical Attention and Emotional Support

CUNY encourages anyone who has experienced Sexual Assault, Domestic Violence or Dating Violence to seek medical attention as soon as possible. Medical resources can provide treatment for injuries, preventative treatment for sexually transmitted diseases, emergency contraception and other health services. They can also assist in preserving evidence or documenting any injuries. Taking these steps promptly after an incident can be helpful if an individual later decides to pursue criminal charges or a protective order.

Individuals who have experienced or witnessed Sexual Assault, Domestic Violence or Dating Violence are also encouraged to seek emotional support, either on or off-campus.

On campus resources may include nurses and/or nurse practitioners at campus health offices and counselors at campus counseling centers. Counselors are trained to provide crisis intervention and provide referrals for longer-term care as necessary

Contact Persons

All members of the Title IX Team are trained to handle complaints. In case of a complaint, you may contact any one of the following:

Jessenia Paoli
Chief Diversity Officer
Location: Language Hall [LH], Room 31
718.289.5288
jessenia.paoli@bcc.cuny.edu

Irene R. Delgado
Vice President for Student Success and Deputy Title IX Coordinator
Location: Loew Hall [LO], Room 201
718.289.5864
irene.delgado@bcc.cuny.edu

Saul Fraguada
Director
Department of Public Safety
Location: Loew Hall [LO], Room 505A
718.289.5923
saul.fraguada@bcc.cuny.edu

Lester Sandres Rápalo, Ed.D.
Provost and Vice President of Academic Affairs
Location: Language Hall [LH], Room 11D
718.289.5496
Lester.SandresRapalo@bcc.cuny.edu

Ana S. Molenaar
Associate Director, Judicial Affairs
Location: Loew Hall [LO], Room 416
718.289.5100, Ext. 5630
ana.molenaar@bcc.cuny.edu

For employees and visitors, you may contact any one of the following:

Jessenia Paoli
Title IX Coordinator – Chief Diversity Officer
Location: Language Hall [LH], Room 31
718.289.5288
jessenia.paoli@bcc.cuny.edu

Saul Fraguada
Director
Department of Public Safety
Location: Loew Hall [LO], Room 505A
718.289.5923
saul.fraguada@bcc.cuny.edu

For more information on the CUNY Policy on Sexual Misconduct, please view the policy link at: https://www1.cuny.edu/sites/title-ix/campus-websites/cuny-policies/

THE CUNY WORKPLACE VIOLENCE POLICY AND PROCEDURES

The City University of New York has a policy to address the issue of potential workplace violence in our community, prevent workplace violence from occurring to the fullest extent possible and set for procedures to be followed when such violence has occurred. (See Appendix for provisions.)

STUDENT OMBUDSPERSON

Dr. Stephen Powers
Colston Hall [CO], Room 431 | 718.289.5469
stephen.powers@bcc.cuny.edu

The Student Ombudsperson serves the College as an exceptional channel of assistance for students when the normal administrative channels do not adequately respond. The Ombudsperson receives, investigates, and attempts to resolve those student complaints that have not been resolved by the appropriate College agencies; in particular, complaints alleging unfairness, discourtesy, undue delay, or other malfunctioning in the process of the College.

BRONX
COMMUNITY
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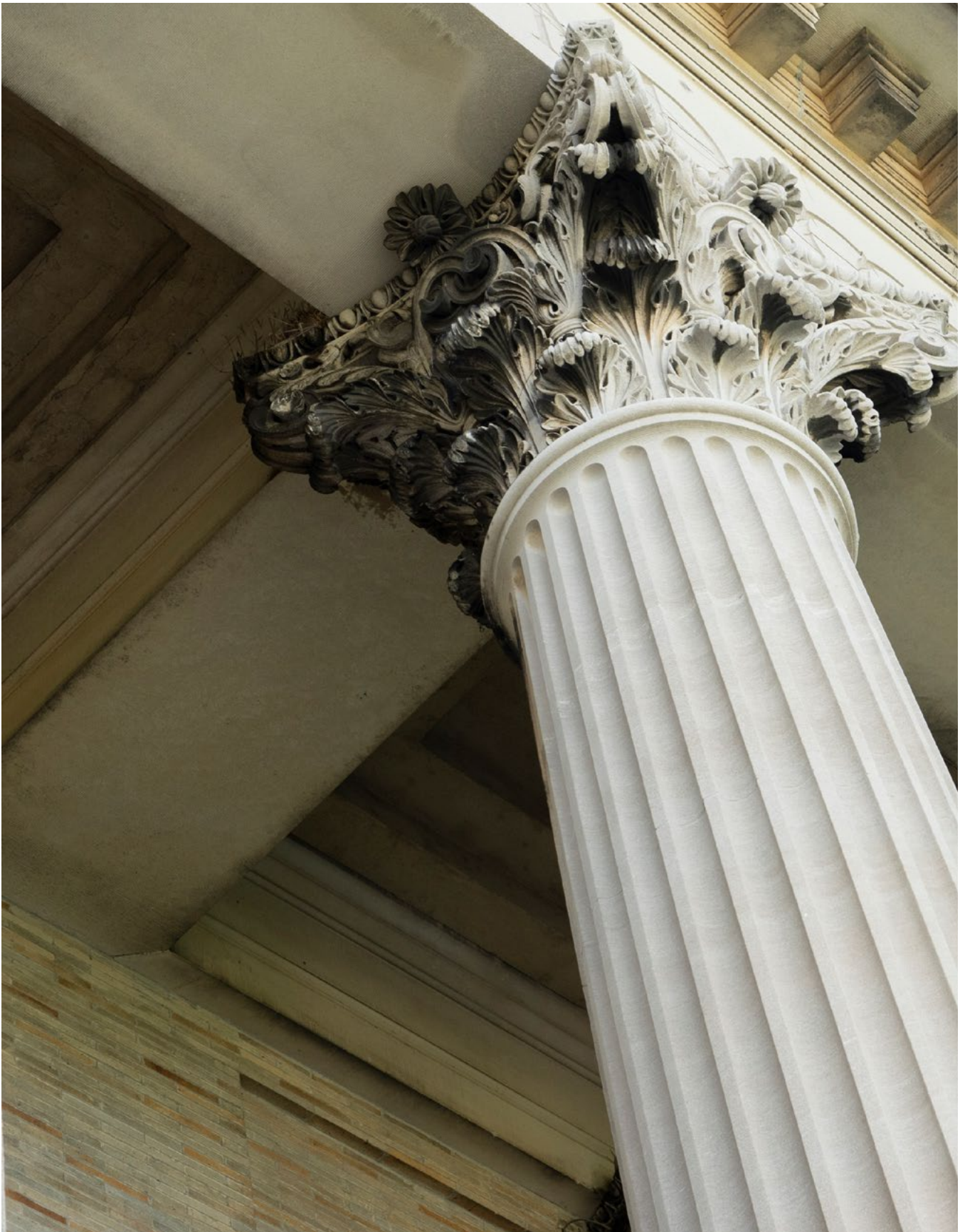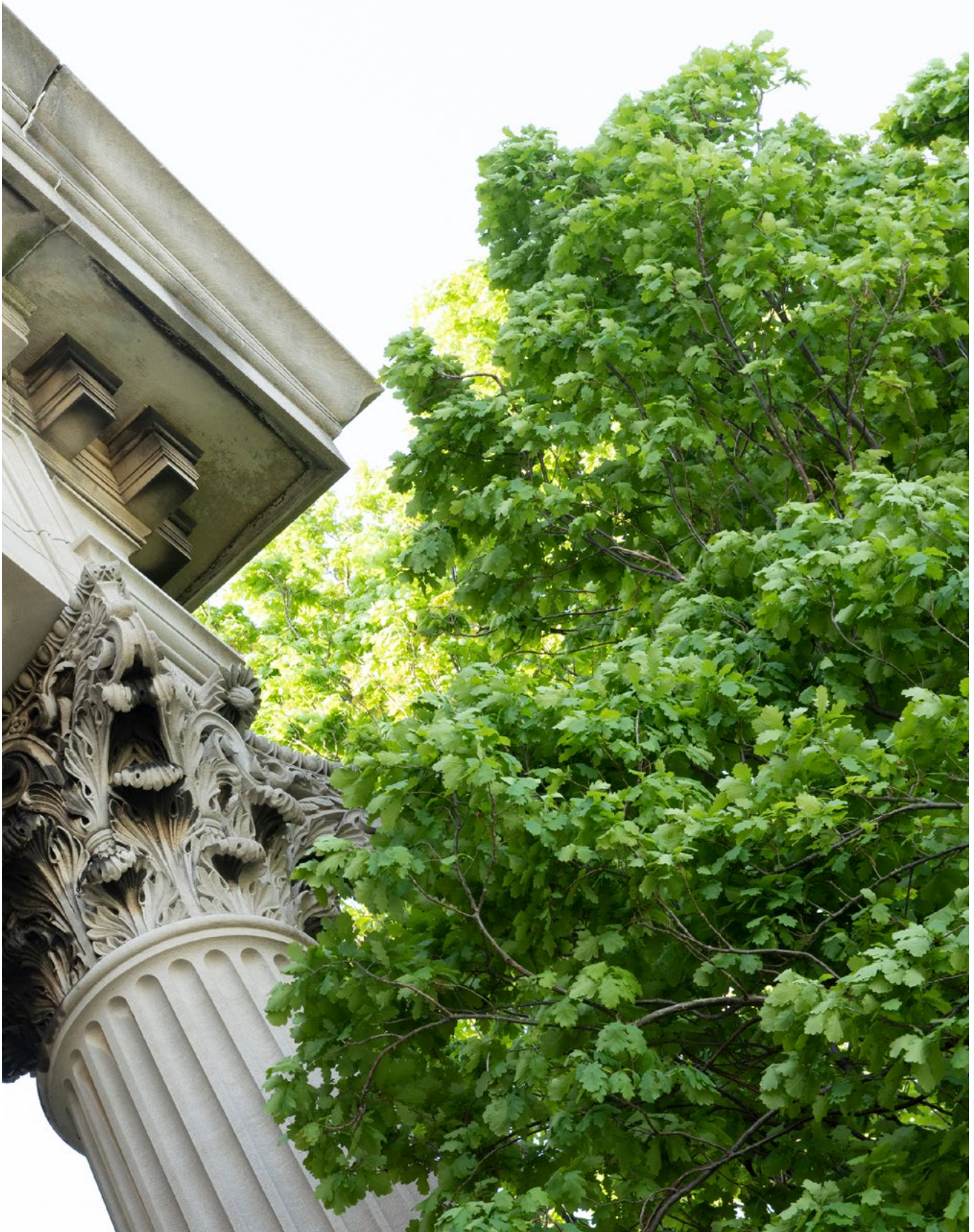
Academic Policies and Procedures

PLEASE NOTE: Academic policies described in this section are those most commonly referenced by students, faculty, and staff. For the full codification of BCC academic policies, please consult the BCC Academic Rules and Regulations at on the College website.

CLASS ATTENDANCE

Class attendance and participation are significant components of the learning process and play a major role in determining overall student academic achievement. Therefore, students are strongly encouraged to attend and participate in all class sessions of the courses in which they are registered. For further details, please refer to course syllabi.

In the event of excessive absences, faculty have the option to lower the grade, request completion of additional assignments, or assign a failing grade.

Through the Verification of Enrollment (VOE) process, faculty members will submit their completed rosters indicating those students who have never attended any of the classes since the beginning of the term nor are otherwise active and participating in the course (e.g., by submitting assignments, attending a required study group, academic conference or tutorial). The VOE process begins immediately following the program adjustment period, with faculty members required to submit completed rosters within seven (7) days.

Afterwards, faculty are encouraged to monitor class participation in order to facilitate and support the College's student retention efforts.

LATENESS

Classes begin promptly at the times indicated in the Schedule of Classes. Arrival in class after the scheduled starting time constitutes lateness.

GRADING POLICY

Midterm and Final Grades

Instructors assign and inform students of midterm and final grades during a period designated in the Academic Calendar.

The following grades may be assigned by instructors:

Grade	%Equivalent	Achievement	Value Point
A+	97—100	Exceptional	4.00
A	93—96.9	Excellent	4.00
A-	90—92.9	Very Good	3.70
B+	87—89.9	Very Good	3.30
B	83—86.9	Good	3.00
B-	80—82.9	Good	2.70
C+	77—79.9	Above Average	2.30
C	73—76.9	Average	2.00
C-	70—72.9	Below Average*	1.70
D+	67—69.9	Below Average*	1.30
D	63—66.9	Below Average*	1.00
D-	60—62.9	Below Average*	0.70
P**		Pass	-
CR		Credit Earned	-
NC**		No credit	-
F***	0—59.9	Failing	0.00
R†		Repeat	0.00

* Students should be aware that although these grades are considered passing, they have the effect of lowering the GPA below the level necessary for graduation. Consistent performance at this grade level will result in probation and subsequent dismissal from the College.

**For policy governing P and NC grades, please refer to the Academic Rules and Regulations on the BCC website.

*** See "F Grade Policy" later in this section for more information.

† Issued only in remediation courses (equated credit skills improvement courses). Students receiving the grade of R are required to repeat the course or the department's equivalent in the particular skill development area.

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Grade Appeals

Students have the right to appeal a final course grade with which they disagree. The full policy governing grade appeals is outlined in the BCC Academic Rules and Regulations (section 8.8.3), available on the BCC website. Before taking the step to file a formal appeal, it is typically best for a student with a question about a course grade to first contact their professor to better understand how it was calculated. If a student still has a question about or objects to the grade after speaking to the professor, the next step is to contact the academic department chairperson.

F Grade Policy

When a student receives the grade of "F" or an administrative failing grade and that student subsequently retakes that course and receives a grade of "C" or better, the initial grade will no longer be computed into the Grade Point Average. The original grade will remain on the transcript with the notation Exclude Credit and GPA. The number of failing credits that can be deleted from the Grade Point Average is limited to 16 for the duration of the student's undergraduate enrollment in The City University of New York. All 16 credits may be used at the associate degree level, but once used, they are unavailable at the CUNY senior college level. For this reason, students should be advised of the desirability of holding some or all of the credit bank for later studies at the senior college. Once a student earns a C or better in a previously failed course, the first failing grade is automatically removed from the GPA. If a student has failed the course more than once, the student should make a written request for such exclusions to the Registrar who is responsible for informing students of their rights with regard to this regulation. This policy is effective Sept. 1, 1990, at all colleges of CUNY. For additional information, contact the Registrar's Office.

First-Year Freshmen Forgiveness Policy

On the basis of authority granted by CUNY, BCC has instituted a "First-Year Freshmen Forgiveness Policy." The BCC policy limits students to 12 credits of F, WU, FIN grades that may be forgiven (converted to a non-GPA "NC" grade) for a First-Year Freshmen in their first year at the college level. This forgiveness is not automatic: It must be requested of the Committee on Academic Standing with appropriate documentation of an academic plan completed by an advisor or faculty member. Note that this policy is available only for courses taken in Fall 2019 or later.

Pass/No Pass Policy

This BCC policy allows for course-level, pass/no pass grading: An earned letter grade of A, B, C, D is recorded as a "P" and a failing F grade is recorded as an "NC" (no credit). With a P grade, a student earns credit for the course, but with no effect on GPA. With an NC grade, a student does not earn credit, but there is also no effect on GPA. There are limitations on this policy, including (1) professor and student agreeing to this grading and filing the appropriate form with Registrar by the last day to

withdraw from classes, (2) certain courses are excluded due to minimum grade and/or accreditation requirements, and (3) the policy can be used a maximum of two times by each student at BCC.

Temporary Grades

An instructor may assign a temporary grade at the end of the semester only for one of the reasons given below:

Grade	Explanation
INC	Incomplete Work in course incomplete (but student otherwise passing in course). Absent from the final exam (but student otherwise passing in course). No impact on GPA. May resolve to A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F or FIN. This grade should be given by the instructor in consultation with the student. (Refer to Regulations below.)
PEN	Grade Pending The final grade requires further evaluation. PEN is also used to facilitate the implementation of the Procedures for Imposition of Sanctions whereby the college must hold a student's grade in abeyance pending the outcome of the academic review process.

Administrative Grades

During the semester and under circumstances described below, the following special grades may be assigned:

Grade	Explanation
*AUD	Audit - Course not taken for credit or grade.
W	Withdrew Officially—Student initiated grade. Received when students officially withdraw from a course in which they have participated in an academically related activity. This action is possible beginning with the end of the registration period and up until the last day of classes, as listed in the academic calendar, for a particular semester. This excludes final exam week. No impact on GPA.
WA	Administrative Withdrawal—non-punitive grade assigned to students who had registered for classes at the beginning of the term but did not provide proof of immunization by compliance date. No impact on GPA.
WD	Withdrew Drop - Assigned by the Registrar's office for Drops after financial aid certification date during the program adjustment period. Student participated in an academically related activity at least once. No impact on GPA.
WN	Withdrew / Never Attended-Assigned to students who register for courses but do not attend. No impact on GPA.
WU	Withdrew Unofficially. To be assigned to students who participated in an academically related activity at least once, and completely stopped participating in any academically related activities any time before the culminating academic experience of the course, i.e., final exam, final paper, etc. No impact on GPA (effective Fall 2021).

* AUD - Once classes have begun, students cannot change a course from audit status to credit status or from credit status to audit status. Credits in audited courses are not counted for financial aid but do carry full tuition and fee charges.

Please note that students are responsible for tuition/fees for courses even when Withdrawal grades listed in the preceding table (W, WA, WD, WN, and WU) are assigned.

Registration in subsequent level courses: A student with the grade of INC or PEN in any course may not register for the subsequent level course in a sequence without written permission to do so from the Chairperson of the Department in which the course is given.

The deadline for a student to resolve a temporary grade (INC) by completing coursework shall be the end of the semester immediately following the one in which the grade was given (Exclusive of Summer Term).

The INC grade will automatically convert from INC to FIN (Failing from Incomplete) at the end of the semester immediately following the one in which the grade was given. The student or instructor may appeal this administrative action. An FIN grade counts as a failure and will impact the GPA.

The PEN grade will not lapse to F. Final determination of a grade will depend on final evaluation by the instructor or the outcome of college's academic review process.

ACADEMIC STANDING

CUNY Board of Trustees policy requires that all students must achieve the following minimum cumulative Grade Point Average (GPA) standards to be considered in good academic standing.

Credits Attempted	Minimum Cumulative GPA
.5-12	1.5
13-24	1.75
25-Higher	2.0

PROBATION/DISMISSAL

Students are placed on academic probation for the following semester if they do not meet the minimum GPA listed in the above chart. Students who are unable to bring their GPA to the required standards while on probation will be dismissed and must be separated from the University for at least one semester. Students who have been dismissed twice may not be readmitted at BCC.

At-Risk Academic Standing Chart

Credits Attempted	Probation must be assigned if cumulative index is lower than that listed.	Dismissal if cumulative index is lower than that listed and the student has been on probation*
.5-12	1.50	1.50
13-24	1.75	1.75
25 - upward	2.00	**2.00**

*See Section 4.5 of the Academic Rules and Regulations for detailed policy on probation and dismissal.

ACADEMIC APPEALS

Students may appeal their probationary or dismissal status to the Appeals Agent of the Committee on Academic Standing (CAS). Students should contact the Appeals Agent at AppealsAgent@bcc.cuny.edu or speak to their advisor. Appeals are intended for students who can recover in one or two semesters, who have WU's from prior to Fall 2021 that could be converted to W's, or for students who have poor academic grades that are older than seven years and who have shown academic progress seven years after those grades were earned. FIN grades are resolved with the instructor who issued the grades. Usually, a student has 10 weeks into the semester following the semester in which the grade was given to resolve the INC grade, but an instructor may file an extension form to allow a student more time to complete the coursework.

Committee on Academic Standing

The Committee on Academic Standing formulates policy on matters regarding the maintenance of matriculation, grading structure, satisfaction of requirements for degrees and certificates and advanced standing. It adjudicates and takes final action on waivers of dismissal, statute of limitation and administrative grade appeals. Communications with the Committee should be made through the Registrar, who serves as its Executive Secretary. The College Community may review a copy of the Codification of Academic Rules and Regulations on the College website.

GRADUATION

Graduation Requirements

To be considered for graduation at Bronx Community College, students must meet five requirements. They must have:

- Completed all the required courses in the curriculum.
- Met program-specific academic requirements, if applicable.
- Earned an overall academic index of at least C (2.0).
- Completed the minimum degree credits required, including 30 credits in residency at BCC for an associate degree.
- Completed two designated Writing Intensive (WI) courses (students who entered BCC in Fall 2004 or later).

To Apply for Graduation

Students are required to apply for graduation via the CUNYfirst Self-Service at the beginning of their final semester. Applying for graduation is not a guarantee that degree or certificate requirements are met. Students who fail to apply for graduation may not be evaluated for graduation purposes.

If all requirements are not met by the end of the final semester of attendance, the student must reapply for graduation in order to be considered for a subsequent semester.

In addition, the diploma will be dated the semester that the degree is conferred, not necessarily the semester that the coursework was completed.

It is strongly recommended that students periodically review their DegreeWorks - Online Advisement System degree audit and meet with their Advisors regarding degree requirements and academic progress.

Multiple Degrees

An applicant for a second degree must complete a minimum of fifteen (15) additional credits required by the second degree at BCC. The 15 additional credits required by the second degree can be completed either before or after the awarding of the first degree. A student may earn only one Associate in Arts (AA) degrees. However, a student may earn multiple Associate in Science (AS) degrees, or multiple Associate in Applied Sciences (AAS) degrees where the curricula is distinct.

Course requirements for the second degree are those curriculum requirements in effect when application for the second degree is approved. For more information, consult the Codification of Academic Rules and Regulations available on the College website.

BCC PREAMBLE TO CUNY ACADEMIC INTEGRITY POLICY

Academic dishonesty includes cheating, plagiarizing (e.g., paraphrasing or copying from the internet without attribution), obtaining unfair advantage (e.g., gaining early access to exam materials), falsifying records and official documents (e.g., changing an exam/assignment grade), or deceiving a professor or evaluator for academic gain (e.g., using unauthorized assistance with the intent of deceiving a professor or evaluator, including but not limited to plagiarism, fabrication, cheating, and sabotage). Academic dishonesty is prohibited by The City University of New York and violates the ethical and academic standards of Bronx Community College (BCC). Students will be held responsible for acts of academic dishonesty, even when unintentional. Academic dishonesty is punishable by penalties ranging from a grade of "F" on a given test, research paper, or assignment, to an "F" in the course, or even suspension or expulsion from the College.

Faculty members at BCC believe that developing students' abilities to think through issues and problems by themselves is central to the educational process. To avoid unintended violations of academic integrity, students should consult with their instructors and advisors as to how to avoid committing acts of academic dishonesty. Further information and guidelines on this subject can be obtained from the BCC Library (http://www.bcc.cuny.edu/library/library-services/) and the BCC Writing Center (http://www.bcc.cuny.edu/services/writing-center/).

Since academic integrity is vital to BCC as an institution of learning, faculty members will uphold the "CUNY Policy on Academic Integrity", which can be found following this preamble. BCC Faculty and all relevant administrative offices will act in accordance with the CUNY Policy and all applicable bylaws (see Article 15.4 of the Bylaws of the CUNY Board of Trustees). For questions about the BCC implementation of the CUNY Policy on Academic Integrity, please contact the Office of Academic Affairs at 718.289.5139.

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. Example 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 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
Example 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 Orientation sessions for all new faculty (full and part-time) and students shall incorporate a discussion of academic integrity. 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. These packets also shall be posted on each college's website.

2.2 All college catalogs, student 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, who 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, 4.21, 4.22, 4.3 and 4.4.

3.2 Faculty members shall report all incidents they consider to be academic dishonesty 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. 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 possible prior to making a determination triggering submission of a Faculty Report Form. 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, the date of the incident, an explanation 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 they exonerate the

student, 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 college and, if so, shall request and be given access to the academic integrity file, if any, at such other CUNY college.

The Academic Integrity Officer should seek disciplinary sanctions only if (i) there is a substantial violation; (ii) the student has previously violated the Policy; or (iii) academic sanctions may not be imposed because the student has timely withdrawn from the applicable course. Examples of substantial violations include infractions that are similar to criminal activity (such as forging a grade form; stealing an examination from a professor or a university office; or forging a transcript); having a substitute take an examination or taking an examination for someone else; sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment; 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. 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. The Committee may request the testimony of any witness and may permit any such witness to be questioned by

the student and the administrator presenting the case. Academic Integrity Committees 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 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 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.

RELIGIOUS BELIEFS AND CLASS ATTENDANCE

Education Law Section 224-a.

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 attend classes or to participate in any examination, study or work requirements on a particular day or days.

Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination, any study or work requirements.

It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his or her religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which 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.

If classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on a Saturday, similar or make-up classes, examinations, study or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.

In effectuating the provisions of this section, it shall be the duty of the faculty and of the administration 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.

Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his or her rights under this section.

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.

B. 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 State University 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.

Academic Programs and Departments

EXPLANATION OF DEGREE AND CERTIFICATE REQUIREMENTS

Each student is responsible for completing all requirements as prescribed by the College. With the exception of some programs that require additional credits, due to accreditation, a minimum number of 60 credits is required to complete an Associate degree (most Certificate programs require 30 credits).

Degree requirements prior to the implementation of Pathways are indicated according to three categories:

- Core Requirements
- Required Areas of Study
- Specialization Requirements

Degree requirements under Pathways are also indicated according to three categories:

- Required Core
- Flexible Core
- Major Requirements (which sometimes include options)

In addition, to be eligible for an associate degree or certificate, students must maintain a cumulative GPA of 2.0. Please note that some programs have higher cumulative GPA requirements. Refer to graduation requirements specific to your program for additional information.

Additionally, associate degree students must complete two Writing Intensive courses. Each semester a list of Writing Intensive courses is published in the Schedule of Classes in CUNYfirst.

Remedial courses (RDL 1 or ENG 2, for example) taken at BCC to remove deficiencies in preparatory work do not have academic credits and do not fulfill degree requirements. Courses required or recommended as a result of placement examinations that are not part of the degree course requirements in a particular curriculum will not count toward fulfilling the requirements of the degree in that curriculum.

At the start of their final semester, students must APPLY FOR GRADUATION (under the "other academic…" menu) in CUNY First to be evaluated for graduation. Students will receive a notice of completion of requirements or a checklist of what remains to be fulfilled. Candidates for the degree must be approved by the faculty for presentation to the president and the Board of Trustees as worthy, meritorious and deserving.

IMPORTANT NOTICE OF POSSIBLE CHANGES

The City University of New York reserves the right, because of changing conditions, to make modifications of any nature in the academic programs and requirements of the University and its constituent colleges without notice. Tuition and fees set forth in this publication (or on this website) 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.

Dated: June 22, 2004

WRITING INTENSIVE COURSES

To help students develop writing proficiency, all associate degree students are required to take two Writing Intensive (WI) courses, including courses in the major or area of specialization that use writing to advance learning. WI courses are taught by faculty who have special training in Writing Across the Curriculum teaching techniques and view writing as both an important tool for learning and a product for communication. A key goal is to introduce students to the different forms of writing and habits of thinking that are prominent in academic subjects and professional career areas. WI courses provide students with opportunities for drafting and revision, with individual feedback on work–in–progress. Students in WI courses also have opportunities to work closely with Writing Fellows, who serve as writing consultants and work with WI courses across the disciplines.

A course section designated as WI has both informal (for example, reading logs) and graded formal writing assignments, with writing intensive objectives incorporated into the course syllabus or outline. Students write papers of 12 pages (approximately 3,000 words) or more. Formal writing assignments may include some short papers and/or a longer assignment, which is staged into smaller parts. WI course grades are based in significant part on written assignments, such as response papers, lab reports, book reviews or research papers. At least one quarter of the course assignments that count toward the final grade involve writing.

A course section designated as Writing Intensive is a section of a course, given in a department other than English (with the exception of 3-credit, 3-hour literature courses).

English courses focused on writing are not considered as fulfilling the WI requirement, but English literature courses do fulfill the WI requirement. Therefore, any ENG course may fulfill the WI requirement except for the following courses: ENG 9, ENG 110, ENG 111, ENG 112, ENG 113, ENG 114, ENG 115, ENG 116 and ENG 223. All other ENG courses will fulfill the writing intensive requirement. Each semester, a list of courses that fulfill the WI requirement is published in CUNYfirst. This list may include English literature courses, as well as courses in other departments, including courses in the major.

The prerequisites and/or co-requisites for WI sections are identical to the prerequisites and/or co-requisites for non-WI sections of such courses, as listed in the BCC Catalog. Students may take any designated WI course as their first selection. However, it is recommended that WI courses have at least a prerequisite or co-requisite of ENG 110. Further, it is recommended that students take their second WI course after completing or while taking English 111.

CUNY PATHWAYS

Starting in Fall 2013, CUNY implemented the Pathways initiative across its undergraduate colleges. Pathways establishes a new system of general education requirements and new transfer guidelines across CUNY—and by doing so reinforces CUNY's educational excellence while easing student transfer between CUNY colleges.

Students are advised to check the BCC Pathways website for course and degree program updates. http://www.bcc.cuny.edu/academics/cuny-pathways/

GENERAL EDUCATION REQUIREMENTS

CUNY's new general education framework is a central feature of Pathways. It lays out requirements that undergraduate students across CUNY must meet. Importantly, it also guarantees that general education requirements fulfilled at one CUNY college will be carry over seamlessly if a student transfers to another CUNY college.

Through the three elements of this framework—the Required Common Core, the Flexible Common Core, and, for students in bachelor's degree programs, the College Option Requirement—CUNY seeks to provide 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 students live today, and the ability to help society create a fresh and enlightened future. The framework allows students to explore knowledge from various perspectives and to develop their critical abilities to read, write, and use language and symbol systems effectively. It also develops students' intellectual curiosity and commitment to lifelong learning.

The flexibility of the Common Core framework enables each CUNY college to maintain its distinctive character. So, too, does the College Option, which allows colleges to specify 6-12 additional credits of general education coursework that bachelor's degree students must complete.

GATEWAY COURSES INTO MAJORS

Faculty committees representing several popular transfer majors at CUNY have designated a minimum of three common and transferable courses that will be required of all students in those majors. Students anticipating majors in these fields can begin their coursework at any CUNY college with the assurance that if they transfer to another CUNY college, their prior coursework will count toward their continued pursuit of that major. http://www.bcc.cuny.edu/academics/cuny-pathways/

How Credits Transfer

By creating a general education framework that applies to all CUNY undergraduates, and by establishing gateway courses into several popular majors, the Pathways initiative will significantly improve the ease and efficiency of student transfer between CUNY colleges. Courses taken for general education credit, major credit, and elective credit are guaranteed to transfer.

Does Pathways Apply to You?

- If you began studying at BCC in or after Fall 2013, then Pathways applies.

- If you returned to BCC after an absence of more than one semester, then Pathways applies.

- If you are a continuing student who began studying at BCC before Fall 2013, then the choice is yours. You may choose to continue your current academic plan or OPT IN to Pathways. Check with your advisor because changing to Pathways may impact your time to graduation.

DEGREE AND CERTIFICATE PROGRAMS OFFERED

BY DEGREE TYPE

Associate in Arts Degree (AA)

Transfer Programs

- Criminal Justice
- English
- Liberal Arts and Sciences
- Liberal Arts and Sciences: Black and Latinx Studies
- Liberal Arts and Sciences: Early Childhood and Childhood Education
- Liberal Arts and Sciences: History
- Liberal Arts and Sciences: Human Services
- Liberal Arts and Sciences: Media Studies
- Liberal Arts and Sciences: Performing Arts
- Liberal Arts and Sciences: Political Science
- Liberal Arts and Sciences: Psychology
- Liberal Arts and Sciences: Secondary Education
- Liberal Arts and Sciences: Sociology
- Liberal Arts and Sciences: Spanish
- Liberal Arts and Sciences: Speech Pathology
- Liberal Arts and Sciences: Studio Art

Associate in Science Degree (AS)

Transfer Programs

- Biotechnology
- Business Administration: Accounting
- Business Administration: Computer Programming
- Business Administration: Management
- Business Administration: Marketing
- Computer Science
- Dietetics and Nutrition Science
- Education: Early Childhood
- Education: Childhood
- Engineering Science
- Exercise Science and Kinesiology
- Mathematics
- Media and Digital Film Production
- Public Health
- Science: Biology
- Science: Chemistry
- Science: Earth Systems and Environmental Science
- Science: Physics
- Science For Forensics
- Therapeutic Recreation

Associate in Applied Science Degree (AAS)

Career Programs

- Accounting
- Automotive Technology
- Automotive Technology: Diesel Technology*
- Computer Information Systems
- Cybersecurity and Networking
- Digital Design
- Electronic Engineering Technology
- Horticulture*
- Human Services
- Marketing
- Medical Laboratory Technician
- Medical Office Assistant
- Nuclear Medicine Technology
- Nursing
- Office Administration and Technology*
- Paralegal and Legal Studies
- Paralegal and Legal Studies: Lay Advocate
- Radiologic Technology

Certificate Programs (CERT)

- Animal Care and Management
- Assistant of Children with Special Needs
- Automotive Technician
- Bilingual Early Childhood Assistant
- Cybersecurity and Networking
- Early Childhood Assistant
- Licensed Practical Nursing (L.P.N.)
- Paralegal Studies

*Not currently accepting new students.

PLEASE NOTE: This listing of programs includes "options" within degree programs. When an option is offered in a degree program, it is found to the right of the colon. For example, an AA in Liberal Arts and Sciences: History is a degree program in Liberal Arts and Sciences with an option in History. Please be aware that an option does not appear on the graduate's diploma, though it does appear on the transcript.

BY DEPARTMENT

Art and Music
- Digital Design (AAS)
- Liberal Arts and Sciences: Studio Art (AA)

Biological Sciences
- Animal Care and Management (CERT)
- Biotechnology (AS)
- Horticulture (AAS)*
- Medical Laboratory Technician (AAS)
- Science: Biology (AS)

Business and Information Systems
- Accounting (AAS)
- Business Administration: Accounting (AS)
- Business Administration: Computer Programming (AS)
- Business Administration: Management (AS)
- Business Administration: Marketing (AS)
- Computer Information Systems (AAS)
- Marketing (AAS)
- Medical Office Assistant (AAS)
- Office Administration and Technology (AAS)*
- Paralegal Studies (CERT)
- Paralegal and Legal Studies (AAS)
- Paralegal and Legal Studies: Lay Advocate (AAS)

Chemistry, Earth Sciences, and Environmental Sciences
- Science: Chemistry (AS)
- Science: Earth Systems and Environmental Science (AS)
- Science For Forensics (AS)

Communication Arts and Sciences
- Liberal Arts and Sciences: Media Studies (AA)
- Liberal Arts and Sciences: Performing Arts (AA)
- Liberal Arts and Sciences: Speech Pathology (AA)
- Media and Digital Film Production (AS)

Education and Academic Literacy
- Assistant of Children with Special Needs (CERT)
- Bilingual Early Childhood Assistant (CERT)
- Early Childhood Assistant (CERT)
- Education: Early Childhood (AS)
- Education: Childhood (AS)
- Liberal Arts and Sciences: Early Childhood and Childhood Education (AA)
- Liberal Arts and Sciences: Secondary Education (AA)

Engineering, Physics and Technology
- Automotive Technician (CERT)
- Automotive Technology (AAS)
- Automotive Technology: Diesel Technology (AAS)*
- Cybersecurity and Networking (AAS)
- Cybersecurity and Networking (CERT)
- Electronic Engineering Technology (AAS)
- Engineering Science (AS)
- Nuclear Medicine Technology (AAS)
- Science: Physics (AS)

English
- English (AA)

Health, Physical Education and Recreation
- Dietetics and Nutrition Science (AS)
- Exercise Science and Kinesiology (AS)
- Public Health (AS)
- Therapeutic Recreation (AS)

History
- Liberal Arts and Sciences: History (AA)

Mathematics and Computer Science
- Computer Science (AS)
- Mathematics (AS)

Multidisciplinary
- Liberal Arts and Sciences (AA)
- Liberal Arts and Sciences: Black and Latinx Studies (AA)

Nursing and Allied Health Sciences
- Licensed Practical Nursing (L.P.N.) (CERT)
- Nursing (AAS)
- Radiologic Technology (AAS)

Social Sciences
- Criminal Justice (AA)
- Human Services (AAS)
- Liberal Arts and Sciences: Human Services (AA)
- Liberal Arts and Sciences: Political Science (AA)
- Liberal Arts and Sciences: Psychology (AA)
- Liberal Arts and Sciences: Sociology (AA)

World Languages and Culture
- Liberal Arts and Sciences: Spanish (AA)

*Not currently accepting new students.

ACCOUNTING

Associate in Applied Science Degree | Career Program
Department of Business and Information Systems

Program Description

Accountants are indispensable in modern business organizations. Their basic responsibilities include the recording and summarizing of financial transactions. Accountants are called upon to analyze, interpret and prepare business records. They are often asked to make recommendations for more efficient operations. Accounting graduates may enter the field in such positions as bookkeepers, cost accounting clerks, junior accountants and tax examiners for government agencies. After further study, graduates may continue their education to acquire the baccalaureate degree and become business managers, budget directors, private accountants or controllers. With further appropriate education and experience, graduates may qualify for certification as Certified Public Accountants or as teachers of accounting and related subjects. A Cooperative Work Experience course during their senior year allows students to gain valuable business experience in a supervised setting. Students are advised that there is an AS degree offered in the same discipline. The accounting program articulates with SUNY Empire State College, Business, Management and Economics and Interdisciplinary Studies baccalaureate programs (see the Transfer Planning website for more details).

Learning Outcomes

Upon successful completion of the Accounting program requirements, students will be able to:

1. Discuss general knowledge of topics such as accounting, marketing, business ethics, forms of business entities and global business as they relate to the business environment.

2. Demonstrate the ability to successfully engage in business research, information gathering and reporting in an individual and/or group setting.

3. Prepare and analyze financial statements for internal and external decision-making.

4. Demonstrate accounting skills on an intermediate level.

5. Utilize and incorporate basic business technology to produce business documents, spreadsheets and databases.

6. Demonstrate proficiency in performing basic mathematical calculations required in a business setting.

ACCOUNTING CURRICULUM (PATHWAYS)
Curriculum Coordinator: Professor Paul Jaijairam

Required Core

A. English Composition

- ENG 110 English Composition I: Fundamentals of Writing and Rhetoric *OR* ENG 111 English Composition I: Writing and Rhetoric (3 Credits)

- ENG 112 English Composition II: Writing and Rhetoric *OR* ENG 114 English Composition II: Writing about Fiction *OR* ENG 115 English Composition II: Writing about Drama *OR* ENG 116 English Composition II: Writing about Poetry (3 Credits)

B. Mathematical and Quantitative Reasoning

- MTH 21[1] Survey of Mathematics I *OR* MTH 23 Probability and and Statistics (3 Credits)

C. Life and Physical Sciences

- SCIENCE[2] AST 111, BIO 11, CHM 17, CHM 110, ENV 11, ESE 11, ESE 12, ESE 13, PHY 11 *OR* PHY 110 (3-4 Credits)

Flexible Core

A. World Cultures and Global Issues

- HIS 10 History of the Modern World *OR* HIS 11 Introduction to the Modern World (3 Credits)

B. U.S. Experience in its Diversity *OR*

D. Individual and Society

- ECO 12 Macroeconomics *OR* ECO 11 Microeconomics (3 Credits)

Choose one course from Flexible Core A-E[3]

SUBTOTAL 21-22

Major Requirements

- ACC 111 Principles of Accounting I (4 Credits)

- ACC 112 Principles of Accounting II (4 Credits)

- ACC 113 Principles of Intermediate Accounting (4 Credits)

- ACC 115 Accounting Information Systems (3 Credits)

- BUS 110 Introduction to Business Fundamentals (3 Credits)

- BUS 111[4] Applications of Mathematics for Business (3 Credits)

- **COMM 12** Voice and Diction: Business and Professional Speech (2 Credits)
- **CWE 31**[5] Cooperative Work Experience (2 Credits)
- **DAT 10** Computer Fundamentals and Applications (3 Credits)
- **DAT 36** Microcomputer Spreadsheet Applications (3 Credits)
- **FIN 31** Principles of Finance (3 Credits)
- **FYS 11**[6] First Year Seminar (0-1 Credit)
- **KEY 10** Keyboarding for Computers (1 Credit)
- **Lab Science Credit**[2] (0-1 Credit)
- **LAW 41** Business Law (3 Credits)

SUBTOTAL 38-40

TOTAL 60-61 Credits required for AAS Degree[7]

[1] Students planning to transfer to a four-year college should take MTH 30 or 31.

[2] Students may select either a 4-credit or a 3-credit science course. Students selecting a 3-credit course must also complete an additional 1-credit lab course to fulfill graduation requirements.

[3] In an effort to provide students with a well-rounded liberal learning experience, students are encouraged to fulfill this requirement by selecting courses from Flexible Core Areas B, C or E as these areas are not already required by this program.

[4] Students who have completed MTH 06 (or three years high school mathematics) and intend to transfer to a four-year college may take BUS 41 instead of BUS 111.

[5] CWE 31 is a two (2) credit course. Students should enroll in CWE 31 one year before graduating or when they have completed 30 credits towards their degree. Students should see the CWE 31 Coordinator in the Department of Business and Information Systems, during their second semester. Students who are employed full-time are not required to complete the internship portion of CWE 31, provided their employer agrees to participate in course-related surveys. Permission must be obtained from the CWE 31 Coordinator or Department Chairperson by submitting documentation of current full-time employment. College Work-Study assignments within CUNY may not be used as substitutes for the CWE internship.

[6] Students must take FYS 11 prior to earning 24 degree or equated credits. Students who have earned 24 or more degree or equated credits are permitted to use the one credit as a free elective. It is highly recommended that students take FYS 11 in their first or second semester. This requirement will be waived for students who have earned 24 or more degree or equated credits at BCC or another college and transfer into this program.

[7] Students transferring into the program with 24 or more degree or equated credits will be exempt from FYS 11 and only required to complete 60 credits to graduate.

ANIMAL CARE AND MANAGEMENT

Certificate Program | Department of Biological Sciences

Program Description

The purpose of the Certificate Program in Animal Care and Management is to provide access to a career path in the veterinary care of primarily domesticated animals. To accomplish this, partnerships have been established between Bronx Community College and various veterinary clinics and animal hospitals in New York City to enable students to intern at those sites. In preparation for the internship, students in the Animal Care and Management Program will learn techniques for working in a veterinary clinic, including how to properly use and care for the instruments in a laboratory, particularly sterilization techniques, and how to analyze blood and urine samples. As a veterinary assistant, students support veterinarians in their daily tasks, including the restraining and handling of animals, feeding and exercising them, examining them for signs of illness, disease, or injury, cleaning and disinfecting cages and work areas, and sterilizing laboratory and surgical equipment.

This intensive, hands-on program provides BCC students with the technical skills and experience necessary to be competitive in obtaining veterinary assistant jobs in animal hospitals, animal control facilities, veterinary clinics, pet stores and animal rescue facilities. This curriculum also provides a foundation for those who would like to continue their education for an AS or BS as a veterinary technician or a DVM as a veterinarian. The Certificate Program also fully articulates with Mercy College's B.S. in Veterinary Technology. A copy of the articulation agreement may be found on the BCC Transfer Planning website.

Please note the following regarding minimum academic standards for Animal Care and Management students. To be eligible for admission into Animal Care and Management courses, a student must achieve the following in addition to the listed course prerequisites:

- a minimum grade of "C" or higher in BIO 11 General Biology I prior to attempting BIO 15 Zoology. BIO 11 can be repeated only once to achieve the minimum required "C" grade needed to take BIO 15.

- a minimum grade of "C+" or higher in BIO 15 prior to attempting ACM 90 Animal Care and Management Internship. BIO 15 can be repeated only once to achieve the minimum required "C+" grade needed to take ACM 90.

A grade of "W" will not be counted in a student's two attempts in BIO 11 or BIO 15 to meet the minimum grade requirement. If a student repeats either BIO 11 or BIO 15, the higher of the two grades will determine eligibility. Students are permitted to transfer BIO 11 credits from other institutions that are grades of "C" or better.

Learning Outcomes

Upon successful completion of the Animal Care and Management program requirements, students will be able to:

1. Demonstrate understanding of basic animal anatomy, physiology, behaviors, and genetics.

2. Demonstrate a comprehensive understanding of the techniques for working in a veterinary clinic, including how to properly use and care for laboratory instruments, particularly sterilization techniques, and how to analyze blood and urine samples.

3. Support veterinarians in their daily tasks, including the restraining and handling of animals, feeding and exercising them, examining them for signs of illness, disease, or injury, cleaning and disinfecting cages and work areas, sterilizing laboratory and surgical equipment.

4. Demonstrate and practice safe, efficient and effective veterinary office management and administration.

5. Demonstrate the skills, knowledge and competency to qualify for employment in a veterinary office, clinical/hospital setting.

ANIMAL CARE AND MANAGEMENT CURRICULUM

30 Credits required for Certificate
Curriculum Coordinator: Prof. Rebeca Araya

Major Requirements

- **ACM 90** Animal Care and Management Internship (6 Credits)
- **BIO 11** General Biology I (4 Credits)
- **BIO 15** Zoology (4 Credits)
- **BIO 47** Clinical Techniques for Medical Personnel II (2 Credits)
- **COMM 11** Fundamentals of Interpersonal Communication (3 Credits)
- **DAT 33** Microcomputer Applications (2 Credits)
- **ENG 110** English Composition I: Fundamentals of Writing and Rhetoric *OR* **ENG 111** English Composition I: Writing and Rhetoric (3 Credits)
- **MTH 12** Introduction to Mathematical Thought *OR* **MTH 21** Survey of Mathematics I (3 Credits)
- **PSY 11** Introduction to Psychology *OR* **SOC 11** Sociology (3 Credits)
- **TOTAL 30**

The following link details information on gainful employment: http://www.bcc.cuny.edu/Gainful-Employment-Disclosure/?page2=GedtACM

ASSISTANT OF CHILDREN WITH SPECIAL NEEDS

Certificate Program | Department of Education and Academic Literacy

Program Description

This certificate program responds to the current demand for trained practitioners at learning centers and public schools that serve children who have special needs. The population served includes children with behavior management needs, limited mobility, physical impairments, diagnosed learning disabilities, and/or children waiting for a very restrictive service. BCC students will learn the characteristics and needs of children with special needs in order to provide age-appropriate strategies in all aspects of their work with these children. Students will acquire skills in designing and planning activities that are developmentally appropriate experiences for children with special needs. Upon successful completion of the program, students may choose to continue their studies in Bronx Community College's Education AS Degree Program.

Learning Outcomes

Upon successful completion of the Assistant of Children with Special Needs program requirements, students will be able to:

1. Demonstrate knowledge of theory in early childhood/childhood and adolescent development.

2. Apply observational skills to assess early childhood, childhood development.

3. Communicate effectively through oral, written, and/or technological means to support teaching and effective partnerships with families and school communities.

4. Identify environments that support a safe, healthy learning environment for all children.

5. Apply developmentally appropriate pedagogical techniques and classroom management strategies to meet the needs of all learners in any of the following: reading, writing, technology, meeting the needs of exceptional learners, English Language Learners, bilingual learners, and/or creative experiences in early childhood/childhood learning environments.

ASSISTANT OF CHILDREN WITH SPECIAL NEEDS

30 Credits required for Certificate
Curriculum Coordinator: Dr. Tonya Johnson

Semester I

- **PSY 11** Introduction to Psychology (3 Credits)
- **ENG 110** English Composition I: Fundamentals of Writing and Rhetoric *OR* **ENG 111** English Composition I: Writing and Rhetoric (3 Credits)
- **HLT 91** Critical Issues in Health (2 Credits)
- **EDU 10** Child Study - Birth to Grade 6 (3 Credits)
- **EDU 30** Introduction to Special Needs, Schools and Society (3 Credits)
- **Free Elective** (1 Credit)

  TOTAL 15

Semester II

- **COMM 11** Fundamentals of Interpersonal Communication (3 Credits)
- **PSY 41** Psychology of Infancy and Childhood (3 Credits)
- **EDU 26** Human Relations in Urban Schools (3 Credits)
- **EDU 31** Introduction to Learning Disabilities and Inclusive Education (3 Credits)
- **EDU 40** Field Work Seminar (3 Credits)

  TOTAL 15

Information on gainful employment may be found at http://www.bcc.cuny.edu/Gainful-Employment-Disclosure/.

AUTOMOTIVE TECHNICIAN

Certificate Program | Department of Engineering, Physics and Technology

Program Description

The Automotive Technician program is designed to develop basic automotive skills required for entry-level position in most automotive repair shops. The program integrates automotive theory with an emphasis on shop experience. Upon successful completion of this program, students receive a certificate and are encouraged to complete the requirements for the AAS degree in Automotive Technology.

The Automotive Technician Certificate program is accredited by the ASE Education Foundation (http://www.aseeducation.org/).

Learning Outcomes

Upon successful completion of the Automotive Technician program requirements, students will be able to:

1. Demonstrate proper safety procedures, accident prevention and shop procedures in an active garage.

2. Demonstrate understanding of fundamental internal combustion engines and be able to perform basic mechanical diagnosis and repair.

3. Calculate hydraulic pressures within a drum and disc brake system.

4. Demonstrate proficiency in the use of computer diagnostic equipment, such as proper use of a scan tool and oscilloscope.

5. Calculate gear ratios and for the purposes of understanding torque multiplication in transmissions.

6. Explain how alignment angles can affect a vehicle's handling performance and tire wear.

7. Demonstrate a working knowledge of manifold gauge set readings, and how they relate to air conditioning performance.

8. Use wiring schematics and electrical test equipment to diagnose electrical problems.

9. Diagnose proper automatic transmission issues including torque converter operation.

10. Recognize the different configurations of hybrid vehicles, and how to interact with them safely.

11. Demonstrate emissions diagnostics by utilizing knowledge of 5 gas analyzation, stoichiometry, and interaction with the OBD2 system.

AUTOMOTIVE TECHNICIAN CURRICULUM

30 Credits required for Certificate
Curriculum Coordinator: Clement Drummond

Certificate Requirements

- ACS 10 Introduction to Automotive Technology (1 Credit)

- ACS 11 Engine Repair (4 Credits)

- ACS 12 Brake Systems (3 Credits)

- ACS 13 Engine Performance (3 Credits)

- ACS 21 Steering and Suspension (3 Credits)

- ACS 25 Automatic/Manual Transmission and Drive Trains *OR*
  ACS 38 Advanced Vehicle Diagnostics (4 Credits)

- ACS 23 Heating and Air-Conditioning (3 Credits)

- ACS 24 Electrical Systems (3 Credits)

- ACS 35 Alternate Fuel Technology *OR*
  ACS 36 Hybrid/Electric Vehicles (3 Credits)

- ACS 45 Diesel Technology (3 Credits)

For information regarding gainful employment, please visit: http://www.bcc.cuny.edu/Gainful-Employment-Disclosure/?page2=GedtAM

AUTOMOTIVE TECHNOLOGY

Associate in Applied Science Degree | Career Program
Department of Engineering, Physics and Technology

Program Description

The Automotive Technology curriculum, the only one of its kind in the City University of New York, prepares the student for a career as an automotive technician. This curriculum develops understanding of operational principles, service sequences and diagnostic techniques for the automobile. Upon completion of this curriculum, the graduate is prepared for entry-level positions in various areas of the automotive industry dealing with development, testing, diagnosis and service of mechanical, hydraulic, electrical and thermodynamic automotive systems.

Automotive Technology graduates are employed in a variety of automotive-oriented positions including test technician, diagnostician, equipment sales and service, independent business administrator, dealership service manager, service writer, engine machinist, fuel injection, automatic transmission and engine management specialist, as well as general service technician.

Further training and education can lead to careers in technical education, engineering, insurance appraisal, accident investigation and other specialties. The program articulates with SUNY Empire State College. See the Transfer Planning web site for more information.

The Automotive Technology associate degree program is accredited by the ASE Education Foundation (http://www. aseeducation.org/).

Learning Outcomes

Upon successful completion of the Automotive Technology program requirements, students will be able to:

1. Demonstrate proper safety procedures, accident prevention and shop procedures in an active garage.
2. Demonstrate understanding of fundamental internal combustion engines and be able to perform basic mechanical diagnosis and repair.
3. Calculate hydraulic pressures within a drum and disc brake system.
4. Demonstrate proficiency in the use of computer diagnostic equipment, such as proper use of a scan tool and oscilloscope.
5. Calculate gear ratios and demonstrate understanding of torque multiplication in transmissions.
6. Explain how alignment angles can affect a vehicle's handling performance and tire wear.

7. Demonstrate a working knowledge of manifold gauge set readings and how they relate to air conditioning performance.
8. Use wiring schematics and electrical test equipment to diagnose electrical problems.
9. Diagnose automatic transmission issues including torque converter operation.

Upon successful completion of the Automotive Technology Option requirements, students will be able to:

1. Recognize different configurations of hybrid vehicles, and how to interact with them safely.
2. Demonstrate emissions diagnostics by utilizing knowledge of 5 gas analyzation, stoichiometry, and interaction with the OBD2 system.

Upon successful completion of the Diesel Technology Option requirements, students will be able to:

1. Demonstrate understanding of the environmental issues concerning diesel fuel emissions.
2. Demonstrate the understanding of basic fuel delivery of diesel engines.
3. Locate and identify the components of an air brake system.

AUTOMOTIVE TECHNOLOGY CURRICULUM (PATHWAYS)
60 Credits required for AAS Degree
Curriculum Coordinator: Clement Drummond

Required Core

A. English Composition

- **ENG 110** English Composition I: Fundamentals of Writing and Rhetoric *OR* **ENG 111** English Composition I: Writing and Rhetoric (3 Credits)
- **ENG 112** English Composition II: Writing and Rhetoric

B. Mathematical and Quantitative Reasoning

- **MTH 28** College Algebra and Elementary Trigonometry (3 Credits)

C. Life and Physical Sciences

- **CHM 11** General Chemistry I *OR* **CHM 17** Fundamentals of General Chemistry I (4 Credits)

Flexible Core

   A. World Cultures and Global Issues

    • HIS 10 History of the Modern World *OR*
     HIS 11 Introduction to the Modern World (3 Credits)

   D. Individual and Society

    • COMM 11 Fundamentals of Interpersonal Communication (3 Credits)

   E. Scientific World

    • PHY 11 College Physics I (4 Credits)

   B, C. 3 credits of Humanities Restricted Electives[1]

     SUBTOTAL 26

Major Requirements

    • ACS 10 Introduction to Automotive Technology (1 Credits)

    • ACS 11 Engine Repair (4 Credits)

    • ACS 12 Brake Systems (3 Credits)

    • ACS 23 Heating and Air-Conditioning (3 Credits)

    • ACS 24 Electrical Systems (3 Credits)

    • ACS 25 Automatic/Manual Transmission and Drive Trains *OR*
     ACS 38 Advanced Vehicle Diagnostics (4 Credits)

    • ACS 35 Alternate Fuel Systems *OR*
     ACS 36 Hybrid / Electric Vehicles (3 Credits)

    • ART 10 Art Survey *OR*
     MUS 10 Music Survey *OR*
     ACS 50 Automotive Technology Internship (1 Credit)

    • ELC 15 Computer Applications in Technology (2 Credits)

    • PEA Physical Education Activity Course *OR*
     WFA 10 Workplace First Aid (1 Credit)

   Automotive Technology Option Requirements

    • ACS 13 Engine Performance (3 Credits)

     ACS 45 Diesel Technology (3 Credits)

    • ACS 21 Steering and Suspension Systems (3 Credits)

   Diesel Technology Option Requirements*

    • ACS 45 Diesel Technology (3 Credits)

    • ACS 46 Diesel Engine Performance (3 Credits)

    • ACS 47 Air Brakes and Suspension (3 Credits)

     SUBTOTAL 34

[1] Three credits of Humanities Restricted Electives must be selected to fulfill Pathways Flexible Core Areas B or C. In order to get the broadest college experience, it is advised that the Humanities elective be chosen from disciplines OTHER THAN COMM, MEST, or HIS.

*NOTE: The Diesel Technology Option is not admitting new students at this time.

BILINGUAL EARLY CHILDHOOD ASSISTANT

Certificate Program | Department of Education and Academic Literacy

Program Description

This certificate program responds to the current demand for trained practitioners at bilingual early childhood learning centers that is due to the increasing number of non-English speaking families using these centers. Students enrolled in this program will acquire skills in planning and designing activities that are developmentally appropriate learning experiences for young children learning a second language. Upon successful completion of the program students will be able to continue their studies in Bronx Community College's Education Associate AAS Degree Program, and all of the certificate course credits will be accepted for this AAS degree.

This program also prepares students to qualify for the Child Development Associate (CDA) credential offered by the Council for Professional Recognition. Additional requirements must be met to obtain the CDA. For more information, students should contact the BCC Career Path Program at 718-289-5691.

Learning Outcomes

Upon successful completion of the Bilingual Early Childhood Assistant program requirements, students will be able to:

1. Demonstrate knowledge of theory in early childhood/childhood and adolescent development.

2. Apply observational skills to assess early childhood, childhood development.

3. Communicate effectively through oral, written, and/or technological means to support teaching and effective partnerships with families and school communities.

4. Identify environments that support a safe, healthy learning environment for all children.

5. Apply developmentally appropriate pedagogical techniques and classroom management strategies to meet the needs of all learners in any of the following: reading, writing, technology, meeting the needs of exceptional learners, English Language Learners, bilingual learners, and/or creative experiences in early childhood/childhood learning environments.

BILINGUAL EARLY CHILDHOOD ASSISTANT

30 Credits required for Certificate
Curriculum Coordinator: Dr. Tonya Johnson

Semester I

- **PSY 11** Introduction to Psychology (3 Credits)
- **ENG 110** English Composition I: Fundamentals of Writing and Rhetoric *OR* **ENG 111** English Composition I: Writing and Rhetoric (3 Credits)
- **HLT 91** Critical Issues in Health (2 Credits)
- **EDU 10** Child Study - Birth to Grade 6 (3 Credits)
- **EDU 15** Reading and Other Language Arts for the Early Childhood and Elementary Years, **EDU 16** Literacy in Early Childhood Education *OR* **EDU 17** Literacy in Childhood Education (3 Credits)
- **Free Elective** (1 Credit)

  TOTAL 15

Semester II

- **COMM 11** Fundamentals of Interpersonal Communication (3 Credits)
- **PSY 41** Psychology of Infancy and Childhood (3 Credits)
- **EDU 18** Literacy in a Bilingual/Dual Language Early Childhood Classroom (3 Credits)
- **EDU 30** Introduction to Special Needs, Schools and Society (3 Credits)
- **EDU 40** Field Work Seminar (3 Credits)

  TOTAL 15

BIOTECHNOLOGY

Associate in Science Degree | Joint Degree Program | Department of Biological Sciences

Program Description

Biotechnology can be broadly defined as the use of living organisms in the design of useful products as well as the exploration of the genetic and biomedical basis of how living organisms function. Some of the fields in which biotechnology plays an important role are:

- Forensic Science;
- Medical research involving genetic diseases, cancer, screening and treatment and embryological development;
- Design of novel drugs aimed at specific biological targets;
- Crop design and genetically modified organisms;
- Production of relevant biologicals such as insulin for treatment of disease; and
- Basic research in areas like, genetics, biochemistry, evolution, etc.

Biotechnological techniques allow genes to be isolated, amplified, and expressed in different organisms completely chemically characterized (sequenced). These techniques also allow for insight into the normal as well as pathological regulation of genes. This is a rapidly expanding field and trained individuals are needed.

The Biotechnology Program is a joint degree program with the City College of New York (CCNY) leading to a B.S. degree.

The first 60 credits, resulting in the AS Degree, are taken at BCC. To graduate from the AS Degree program, students must satisfy course requirements as well as college-wide requirements. For admission to the CCNY BS program, students are advised to complete their AS degree in Biotechnology at BCC with a minimum of a 3.0 cumulative GPA in math and science.

Learning Outcomes

Upon successful completion of the Biotechnology program requirements, students will be able to:

1. Describe how genetic and chemical processes underlie all of biological function and can be manipulated for product development.

2. Demonstrate proficiency in standard laboratory techniques and the ability to implement standard safety protocols in the laboratory.

3. Demonstrate proficiency in the use of bioinformatics, statistical and instrumental applications for the analysis and comparison of nucleic acids and proteins.

4. Plan, execute, and interpret an experiment following the scientific method and demonstrate critical thinking skills for problem solving.

5. Qualify for transfer to a four year college with the necessary foundation in biology for further study in a wide variety of disciplines.

BIOTECHNOLOGY CURRICULUM
60 Credits required for AS Degree
Curriculum Coordinators: Dr. Yasmin Edwards and Dr. Raffaella Diotti

Required Core

A. English Composition (6 Credits)

B. Mathematical and Quantitative Reasoning
- MTH 28 College Algebra and Elementary Trigonometry (3 Credits)

C. Life and Physical Science
- BIO 11 General Biology I (4 Credits)

SUBTOTAL 13

Flexible Core

A. World Cultures and Global Issues (3 Credits)

B. U.S. Experience in its Diversity (3 Credits)

C. Creative Expression (3 Credits)

D. Individual and Society (3 Credits)

E. Scientific World
- BIO 12 General Biology II (4 Credits)
- MTH 30 Pre-calculus Mathematics (4 Credits)

SUBTOTAL 20

Major Requirements

- BIO 55 Genetics (3 Credits)
- BIO 56 Cell and Molecular Biology with an Introduction to Biotechnology (4 Credits)
- CHM 11 General College Chemistry I (4 Credits)
- CHM 12 General College Chemistry II (4 Credits)
- Free Elective[1] (3-4 Credits)
- MTH 31[1] Analytic Geometry and Calculus (0-4 Credits)
- MTH 37 Elements of Calculus and Statistics (4 Credits)
- PHY 11[2] College Physics I *OR* CHM 31 Organic Chemistry I (4-5 Credits)

SUBTOTAL 27

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[1] Only students who place out of MTH 28 will have free electives.

[2] Students who place out of MTH 28 can use one elective credit toward CHM 31. Students who do not place out of MTH 28 should select PHY 11 so as not to exceed the 60 credit limit for the program.

BRONX COMMUNITY COLLEGE

BUSINESS ADMINISTRATION

Associate in Science Degree | Transfer Degree | Department of Business and Information Systems

Program Description

The Business Administration curriculum provides a broad academic foundation so that graduates may transfer to the third year of a senior college or pursue immediate employment. Students must select one option from among the Accounting, Computer Programming, Management and Marketing options.

Learning Outcomes

Upon successful completion of the Business Administration program requirements, students will be able to:

1. Demonstrate the ability to discuss business organizations and management functions in written and oral forms.

2. Prepare and analyze financial statements for internal and external decision-making.

3. Demonstrate proficiency in performing statistical calculations required in a business setting.

BUSINESS ADMINISTRATION CURRICULUM (PATHWAYS)

Curriculum Coordinator: Professor Howard A. Clampman

Required Core

A. English Composition (6 Credits)

B. Mathematical and Quantitative Reasoning[1] (3 Credits)

C. Life and Physical Sciences[2] (3-4 Credits)

> **SUBTOTAL 12-13**

Flexible Core

A. World Cultures and Global Issues[3] (3 Credits)

B. U.S. Experience in its Diversity[3] (3 Credits)

C. Creative Expression (3 Credits)

D. Individual and Society[3] (3 Credits)

E. Scientific World (3 Credits)

Restricted Elective Select one course from Areas A-E. (3 Credits)

> **SUBTOTAL 19**

Major Requirements

- ACC 111 Principles of Accounting I (4 Credits)
- BUS 41 Business Statistics (3 Credits)
- BUS 51 Principles of Management (3 Credits)
- DAT 10[4] Computer Fundamentals and Applications *OR* DAT 30[5] Introduction to Computer Applications and Programming (3 Credits)
- FYS 11[6] First Year Seminar (0-1 Credit)
- LAB SCIENCE[2] Credit (0-1 Credit)
- LAW 41 Business Law (3 Credits)

DEGREE OPTIONS

Student must choose an option to graduate: Accounting, Computer Programming, Management or Marketing (12 Credits)

Accounting Option Description:

This option prepares students with fundamental courses in business and accounting. The option also provides the background for transfer to a senior college and completion of the baccalaureate degree. Students who wish to pursue a career in finance should select this option. Upon completion of further appropriate education and training and with experience, the student may qualify by state examination as a Certified Public Accountant or as a teacher.

Learning Outcomes

Upon successful completion of the Accounting Option requirements, students will be able to:

1. Demonstrate accounting skills on an intermediate level.

2. Utilize and incorporate basic business technology to produce business documents, spreadsheets and databases.

Requirements:

- ACC 112 Principles of Accounting II (4 Credits)
- ACC 113 Principles of Intermediate Accounting (4 Credits)
- ACC 115 Accounting Information Systems (3 Credits)
- KEY 10 Keyboarding for Computers (1 Credit)

Students are advised that there is an AAS degree offered in the same discipline.

Computer Programming Option Description:

This option provides a range of computer programming courses designed to provide the necessary foundation for employment and/or transfer to a senior college.

Learning Outcomes

Upon successful completion of the Computer Programming Option requirements, students will be able to:

1. Prepare computer programs using current business programming languages.

2. Discuss the uses of various computer operating systems.

Requirements

- **BIS 13** Website Development (3 Credits)
- **DAT 47** JAVA Programming (3 Credits)
- **DAT 49** Linux Operating System (3 Credits)
- **DAT 51** Web Programming with Python (3 Credits)

Students are advised that there is an AAS degree offered in the same discipline.

Management Option Description:

This option provides the student with skills needed to be a successful manager. Students are prepared to enter management training programs leading to middle-management positions. The option is also broad enough to allow students to pursue any business major at a senior college.

Learning Outcomes

Upon successful completion of the Management Option requirements, students will be able to:

1. Critically analyze and discuss topics including organizational behavior, finance & international business.

2. Utilize and incorporate basic business technology to produce business documents, spreadsheets and databases.

Requirements

- **MKT 11** Principles of Marketing (3 Credits)
- **FIN 31** Principles of Finance (3 Credits)
- Choose two of the following three courses: (6 credits)
  BUS 52 Organizational Behavior
  BUS 53 International Management
  BUS 54 Entrepreneurship

Marketing Option Description:

This option provides basic courses for those students interested in a career in Marketing Management and for those who intend to transfer to a senior college.

Learning Outcomes

Upon successful completion of the Marketing Management Option requirements, students will be able to:

1. Critically analyze and discuss topics including marketing ethics, the four P's of marketing, and global/domestic marketing strategies.

2. Utilize and incorporate basic business technology to produce business documents, spreadsheets and databases.

Requirements:

- **MKT 11** Principles of Marketing (3 Credits)
- **MKT 18** Consumer Behavior *OR*
  MKT 47 E-Marketing (3 Credits)
- **MKT 43** Principles of Advertising (3 Credits)
- **MKT 48** Marketing Management (3 Credits)

SUBTOTAL 28-30

TOTAL: 60-61 Credits required for AS Degree[7]

[1] In order to comply with transfer requirement at Senior Colleges, students are required to complete MTH 28 College Algebra and Elementary Trigonometry in Required Core B and MTH 30 Precalculus to fulfill Flexible Core E. Students who place out of MTH 28 should complete MTH 30 in Required Core B and may select another course to fulfill Flexible Core E.

[2] Students may select either a 4-credit STEM Variant science course or a 3-credit science course to fulfill Required Core C. Students selecting a 3-credit course must also complete an additional 1-credit lab course to fulfill graduation requirements.

[3] In an effort to select courses which can be accepted as transfer credits at Senior Colleges and give students the breadth of knowledge required nationally of Business Majors, students are strongly recommended to complete HIS 10 or HIS 11 and/or COMM 34 to fulfill Flexible Core A; ECO 12 to fulfill Flexible Core B; and COMM 11 and/or ECO 11 to fulfill Flexible Core D.

[4] DAT 10 is for students enrolled in the Accounting; Management; and Marketing Management options.

[5] DAT 30 is for students enrolled in the Computer Programming Option only.

[6] Students must take FYS 11 prior to earning 24 degree or equated credits. Students who have earned 24 or more degree or equated credits are permitted to use the one credit as a free elective. It is highly recommended that students take FYS 11 in their first or second semester. This requirement will be waived for students who have earned 24 or more degree or equated credits at BCC or another college and transfer into this program.

[7] Students transferring into the program with 24 or more degree or equated credits will be exempt from FYS 11 and only required to complete 60 credits to graduate.

Students interested in transferring to Lehman College, School of Professional Studies, SUNY Maritime, SUNY Potsdam, and Baruch College should visit the articulation agreement section of the Transfer Planning web site for recommended courses at: https://www.bcc.cuny.edu/campus-resources/transfer-services/transfer-agreements/

COMPUTER INFORMATION SYSTEMS

Associate in Applied Science Degree | Career Program | Department of Business and Information Systems

Program Description

The field of computer information systems is rich in career opportunities with excellent starting salaries for qualified personnel. Corporations, government agencies, financial institutions, marketing and retail organizations and small firms require the services of computer applications specialists, computer programmers and information technology technicians. The Computer Information Systems Curriculum, based upon your interests, prepares you for various entry-level positions including junior computer programmer, computer operator, computer support specialist, application user specialist, data-entry operator, web page designer and desktop publishing specialist.

Graduates may transfer to related programs offered by four-year colleges. A Cooperative Work Experience course allows students to gain valuable business experience in a supervised setting.

Students interested in the Business Administration Computer Programming Option (AS Degree) in the Business and Information Systems Department should see the Business Administration curriculum information in the college catalog. Students interested in Computer Science (AS Degree) in the Mathematics and Computer Science Department should see the Computer Science curriculum information elsewhere in this college catalog.

Learning Outcomes

Upon successful completion of the Computer Information Systems program requirements, students will be able to:

1. Discuss general knowledge of topics such as accounting, marketing, business ethics, forms of business entities and global business as they relate to the business environment.

2. Prepare and analyze financial statements for internal and external decision-making.

3. Prepare computer programs using current business programming languages.

4. Discuss the uses of various computer operating systems.

5. Demonstrate the ability to successfully engage in business research, information gathering and reporting in an individual and/or group setting.

6. Demonstrate proficiency in performing basic mathematical calculations required in a business setting.

7. Utilize and incorporate basic business technology to produce business documents, spreadsheets and databases.

COMPUTER INFORMATION SYSTEMS CURRICULUM (PATHWAYS)

Curriculum Coordinator: Tanweer Haroon

Required Core

A. English Composition

- **ENG 110** English Composition I: Fundamentals of Writing and Rhetoric *OR* **ENG 111** English Composition I: Writing and Rhetoric (3 Credits)

- **ENG 112** English Composition II: Writing and Rhetoric *OR* **ENG 114** English Composition II: Writing about Fiction *OR* **ENG 115** English Composition II: Writing about Drama *OR* **ENG 116** English Composition II: Writing about Poetry (3 Credits)

B. Mathematical and Quantitative Reasoning

- **MTH 21**[1] Survey of Mathematics I *OR* **MTH 23** Probability and Statistics (3 Credits)

C. Life and Physical Science

- **SCIENCE**[2] AST 111, BIO 11, CHM 17, CHM 111, ENV 11, ESE 11, ESE 12, ESE 13, PHY 11 OR PHY 110 (3-4 Credits)

Flexible Core

A. World Cultures and Global Issues

- **HIS 10** History of the Modern World *OR* **HIS 11** Introduction to the Modern World (3 Credits)

B. U.S. Experience in its Diversity *OR*

D. Individual and Society

- **ECO 12** Macroeconomics *OR* **ECO 11** Microeconomics (3 Credits)

Choose one course from Flexible Core A-E[3]

SUBTOTAL 21-22

BRONX COMMUNITY COLLEGE

Major Requirements

- ACC 111 Principles of Accounting I (4 Credits)
- BIS 13 Web Development (3 Credits)
- BIS 23 Client-Side Programming (3 Credits)
- BIS 31 Server-Side Programming (3 Credits)
- BUS 110 Introduction to Business Fundamentals (3 Credits)
- BUS 111[4] Applications of Mathematics for Business (3 Credits)
- COMM 12 Voice and Diction: Business and Professional Speech (2 Credits)
- CWE 31[5] Cooperative Work Experience (2 Credits)
- DAT 30 Intro to Computer Fundamentals and Programming (3 Credits)
- DAT 33 Microcomputer Applications (2 Credits)
- DAT 47 Java Programming (3 Credits)
- DAT 49 Linux Operating System (3 Credits)
- DAT 51 Web Programming with Python (3 Credits)
- KEY 10 Keyboarding for Computers (1 Credit)
- Lab Science credit[2] (0-1 Credit)
- FYS 11[6] First Year Seminar (0-1Credit)

    SUBTOTAL 38-40

    TOTAL 60-61 Credits required for the AAS Degree[7]

[1] Students planning to transfer to a four-year college should take MTH 30 or 31.

[2] Students may select either a 4-credit or a 3-credit science course. Students selecting a 3-credit course must also complete an additional 1-credit lab course to fulfill graduation requirements.

[3] In an effort to provide students with a well-rounded liberal learning experience, students are encouraged to fulfill this requirement by selecting courses from Flexible Core Areas B, C or E as these areas are not already required by this program.

[4] Students who have completed MTH 6 (or three years high school mathematics) and intend to transfer to a four-year college may take BUS 41 instead of BUS 111.

[5] CWE 31 is a two (2) credit course. Students should enroll in CWE 31 one year before graduating or when they have completed 30 credits towards their degree. Students should see the CWE 31 Coordinator in the Department of Business and Information Systems,during their second semester. Students who are employed full-time are not required to complete the internship portion of CWE 31, provided their employer agrees to participate in course-related surveys. Permission must be obtained from the CWE 31 Coordinator or Department Chairperson by submitting documentation of current full-time employment. College Work-Study assignments within CUNY may not be used as substitutes for the CWE internship.

[6] Students must take FYS 11 prior to earning 24 degree or equated credits. Students who have earned 24 or more degree or equated credits are permitted to use the one credit as a free elective. It is highly recommended that students take FYS 11 in their first or second semester. This requirement will be waived for students who have earned 24 or more degree or equated credits at BCC or another college and transfer into this program.

[7] Students transferring into the program with 24 or more degree or equated credits will be exempt from FYS 11 and only required to complete 60 credits to graduate.

All options articulate with SUNY Empire State College, Business, Management and Economics and Interdisciplinary Studies baccalaureate programs.

COMPUTER SCIENCE

Associate in Science Degree | Transfer Degree | Department of Mathematics and Computer Science

Program Description

The Computer Science curriculum provides an introduction to the field of computer science to ensure successful transfer to a senior college Computer Science program. Students learn to construct, verify and implement algorithms by writing and running programs in standard programming languages. The curriculum provides a broad background in science and the humanities, as well as a thorough grounding in discrete and continuous mathematics. The Computer Science AS program articulates with the Computer Science BS program at Lehman College and the BS In Computer Science and Information Security at John Jay College. BCC Computer Science graduates have successfully transferred to City College, Polytechnic University, Rensselaer Polytechnic Institute, Clarkson University, Pace University and others.

Learning Outcomes

Upon successful completion of the Computer Science program requirements, students will be able to:

1. Demonstrate the ability to apply knowledge of computing and mathematics appropriate to the discipline.
2. Demonstrate the ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.
3. Demonstrate the ability to choose and use current techniques, skills, and tools necessary for computing practices.
4. Demonstrate the ability to apply mathematical foundations, algorithmic principles, and computer science theory in modeling and design of computer-based systems.
5. Demonstrate the ability to analyze the local and global impact of computing on individuals, organizations and society.

COMPUTER SCIENCE CURRICULUM (PATHWAYS)

60 Credits required for AS Degree
Curriculum Coordinator: Dr. Sharon Persinger

Required Core

A. English Composition (6 Credits)

B. Mathematical and Quantitative Reasoning
  - MTH 31[1] Calculus and Analytic Geometry I (4 Credits)

C. Life and Physical Sciences
  - SCIENCE I[2] BIO 11 General Biology I, *OR* CHM 11 General College Chemistry I, *OR* PHY 11 College Physics I, *OR* PHY 31 Physics I (4 Credits)

    SUBTOTAL 14

Flexible Core

A. World Cultures and Global Issues (3 Credits)

B. U.S. Experience in its Diversity (3 Credits)

C. Creative Expression (3 Credits)

D. Individual and Society (3 Credits)

E. Scientific World
  - CSI 30[1] Discrete Mathematics I (3 Credits)

Additional course from the Flexible Core E
  - SCIENCE II[2] BIO 12 General Biology II, *OR* CHM 12 General College Chemistry II, *OR* PHY 12 College Physics II, *OR* PHY 32 Physics II (4 Credits)

    SUBTOTAL 19

Major Requirements

- MTH 32 Analytic Geometry and Calculus II (4 Credits)
- MTH 33 Analytic Geometry and Calculus III (4 Credits)
- CSI 31 Introduction to Computer Programming I (3 Credits)
- CSI 32 Introduction to Computer Programming II (3 Credits)
- CSI 35 Discrete Mathematics II (3 Credits)
- CSI 33 Data Structures (3 Credits)

Free Electives (0-7 Credits)[3]

    SUBTOTAL 27

[1] If a student is required to take MTH 28 College Algebra and Elementary Trigonometry or MTH 30 Precalculus, then the following applies:

  - If MTH 28 is required, then MTH 28 applies to Required Core B; MTH 30 applies to Scientific World; and CSI 30 and MTH 31 will be required in the major courses. Free electives reduced to 0.

  - If student is exempted from MTH 28 but MTH 30 is required, then MTH 30 applies to Required Core B and MTH 31 will be required in the major courses. Free electives reduced to 3.

[2] SCI I and II must form a sequence, e.g., BIO 11 and 12.

[3] Free electives are available only to students who start the math sequence with MTH 30 or 31. See note #1.

NOTES: The program has been given a waiver to require specific STEM/STEM Variant courses in Required Area B, Required Area C and Flexible Area E. If students transferring into this program complete different courses in these areas, they will be certified as having completed the Common Core requirements, but it may not be possible for them to finish their degree within the regular number (60) of credits. Students who plan to transfer from this program should consult the requirements of the senior college of their choice, including any language requirements. All BCC associate degree students must take two courses designated as "writing intensive."

BRONX COMMUNITY COLLEGE

CRIMINAL JUSTICE

Associate in Arts Degree | Joint Degree Program | Department of Social Sciences

Program Description

This program is for students who have an interest in the field of criminal justice. It is a joint degree program with John Jay College of Criminal Justice, in which students receive an Associate in Arts degree at Bronx Community College and a Bachelor of Arts degree in Criminal Justice at John Jay College. BCC graduates of the associate program are automatically accepted into John Jay's program provided that they meet the academic and grade requirements (2.0 or better GPA) to continue with a Bachelor of Arts degree in Criminal Justice at John Jay College. Criminal Justice is a growing field of study that provides intellectual stimulation and practical experience for students with an interest in police science, law, security management and other fields that incorporate supporting the infrastructure of the law, as well as working with people.

Learning Outcomes

Upon successful completion of the Criminal Justice program requirements, students will be able to:

1. Describe from a historical and systemic perspective criminal justice institutions (cops, courts, corrections) and how they relate to each other.

2. Identify and explain the mechanism, dynamics, and situational context of crime and criminal behavior, and methods of prevention and treatment.

3. Apply theories related to the policy and practice of the criminal justice system.

4. Demonstrate the ability to assess, conduct, interpret, and apply criminal justice research.

CRIMINAL JUSTICE CURRICULUM (PATHWAYS)

60 Credits required for AA Degree
Curriculum Coordinator: Prof. Marjaline Vizcarrondo

Required Core

A. English Composition (6 Credits)

B. Mathematical and Quantitative Reasoning[1] (3 Credits)

C. Life and Physical Science[2] (3-4 Credits)

SUBTOTAL 12-13

Flexible Core

A. World Cultures and Global Issues (6 Credits)

B. U.S. Experience in its Diversity (3 Credits)

C. Creative Expression (3 Credits)

D. Individual and Society (3 Credits)

E. Scientific World (3 Credits)

SUBTOTAL 18

Major Requirements

Students will complete a minimum of 12 credits of these requirements within the Flexible Core. Transfer students who have completed Common Core requirements at a previous institution will not be required to complete credits in excess of the 60-credit requirement.

- ART 11 Introduction to Art History *OR*
ART 12 Introduction to Art History: Africa, the Americas, Asia and the Middle East *OR*
MUS 11 Introduction to Music *OR*
MUS 12 Introduction to Music: A Multi-Cultural Survey of World Music (0-3 Credits)

- COMM 11 Fundamentals of Interpersonal Communication *OR*
COMM 20 Public Speaking and Critical Listening (0-3 Credits)

- ENG[3] English Elective (0-3 Credits)

- HISTORY[4] Select ONE from History, Geography, *OR* Philosophy (0-3 Credits)

- HIS 20 American Nation (0-3 Credits)

- POL 11 American National Government (0-3 Credits)

- SOC 11 Sociology (0-3 Credits)

- SOC 31 Race and Ethnic Relations *OR*
SOC 37 Social Inequality (0-3 Credits)

- PSY 11 Introduction to Psychology (0-3 Credits)

BRONX COMMUNITY COLLEGE

Additional Major Requirements

- SCIENCE LAB[1] Science Laboratory (0-1 Credits)
- PEA Physical Education *OR*
  CPR 10 Cardiopulmonary Resuscitation (1 Credit)
- Free Electives (1-4 Credits)

Criminal Justice Requirements

- CRJ 11 Introduction to Criminal Justice (0-3 Credits)
- CRJ 21 Introduction to Criminology (3 Credits)
- CRJ 22 Introduction to Policing (3 Credits)
- CRJ 23 Introduction to Corrections *OR*
  LAW 65 Criminal Law and Procedures (3 Credits)

SUBTOTAL 29-30

[1] Students who take or transfer with MTH 30 or MTH 31 will have fulfilled Required Core B and will reduce free elective credits by one.

[2] This requirement is satisfied if a student takes a 4-credit STEM variant course in Required Area C or Flexible Core E.

[3] Choose any ENG course from ENG 120-199.

[4] Choose from GEO, PHL or any HIS course other than HIS 20.

CYBERSECURITY AND NETWORKING

Associate in Applied Science Degree | Career Program
Department of Engineering, Physics and Technology

Program Description

Cybersecurity presents a unique challenge in this era, stimulated by the multifaceted technological boom expressed in accelerated globalization, digital transformation, the cloud, mobile access apps and the Internet of Things (IoT)—where more and more everyday devices are connected to the internet.

As the use of new Internet-based technologies increase so does the risk of theft and misuse of sensitive information. This demands the awareness of cyber-criminality and the need for cyber hygiene in corporations, small businesses, and government.

Therefore, the Department of Engineering, Physics and Technology of Bronx Community College offers an A.A.S. in Cybersecurity and Networking. This A.A.S. program will graduate students who will be employable as entry-level networking technicians with introductory skills in cybersecurity. Moreover, the graduates will have the opportunity to earn industry certifications during the course of the degree program, or earn college credit for those they may already hold. Graduates will also attain the academic foundation necessary to advance to a baccalaureate degree. The Cybersecurity and Networking A.A.S Degree articulates with the Bachelor of Technology in Computer Systems at New York City College of Technology.

Program Goals

The goals of the AAS in Cybersecurity and Networking are:

- To provide students with conceptual and practical aspects of cybersecurity.
- To deliver the essential techniques to identify the security issues within a given network and secure the network from the cyber threats.
- To provide an opportunity to obtain industry certifications (e.g., A+, Security+, etc.) en route to obtaining the A.A.S. Degree in Cybersecurity and Networking.
- To provide students with career counseling and exploration in cybersecurity and networking technology, as well as related fields.
- To provide guidance and transfer opportunities in cybersecurity, as well as related fields, to four-year colleges.

Learning Outcomes

Upon successful completion of the Cybersecurity and Networking program requirements, students will be able to:

1. Plan, install, and configure computer hardware, firewalls, networking software and operating system software.
2. Read and interpret technical literature and convey technical information through verbal and written communication.
3. Analyze and solve real-world security issues while understanding the legal and ethical concerns.
4. Demonstrate security awareness in order to react to new developments in their field.
5. Perform user accounts management and implement security groups.
6. Utilize critical thinking skills to collect, analyze and interpret technical data collected through investigation and experimentation.

CYBERSECURITY AND NETWORKING CURRICULUM (PATHWAYS)

60 Credits required for AAS Degree
Curriculum Coordinator: Dr. Syed Rashid Zaidi

Required Core

A. English Composition (6 credits)

B. Mathematical and Quantitative Reasoning (3 Credits)
- MTH 28 College Algebra and Elementary Trigonometry

C. Life and Physical Sciences (4 Credits)
- PHY 11[2] College Physics I

Flexible Core

D. Individual and Society
- COMM 11[1] Fundamentals of Interpersonal Communications (3 Credits)

E. Scientific World
- PHY 12 College Physics II (4 Credits)

A-E: Select one course from flex core areas A, B, C, D, or E
- Strongly Recommended: **HIS 10** History of the Modern World *OR* **HIS 11** Introduction to the Modern World (3 Credits)

SUBTOTAL 23

Major Requirements

- **ART 10** Art Survey *OR*
  MUS 10 Music Survey (1 Credit)
- **FYS 11** First Year Seminar[2] (1 Credit)
- **PEA** Physical Education Activity Course (1 Credit)

Networking/Cybersecurity Requirements

- **CSN 100** Introduction to Cybersecurity (3 Credits)
- **CSN 105** Computer Hardware and Software (3 Credits)
- **CSN 110** Network Fundamentals (3 Credits)
- **CSN 120** Network Switching and Routing (3 Credits)
- **CSN 130** Network Operating Systems I (3 Credits)
- **CSN 132** Network Operating Systems II (3 Credits)
- **CSN 140** Network Scripting (4 Credits)
- **CSN 150** Cybersecurity (4 Credits)
- **CSN 160** Ethical Hacking and Network Penetration Testing (3 Credits)
- **CSN 170** Internet and Cloud Computing (3 Credits)
- **CSN 190** Cybersecurity Project (1 Credits)

SUBTOTAL 36

Free Electives
- **Free Elective** (1 Credit)

TOTAL 60

[1] Students who are planning to transfer to senior college programs in Cybersecurity/Networking and similar may complete MTH 30 Pre Calculus Mathematics in place of PHY 12. It is recommended that students consult with their advisor and review senior college program requirements to determine the best course to take to optimize transfer credit.

[2] Students must take FYS 11 prior to earning 24 equated or degree credits. Students who have earned 24 or more equated or degree credits are permitted to use the one credit as a free elective. It is highly recommended that students take FYS 11 in their first or second semester.

CYBERSECURITY AND NETWORKING

Certificate | Career Program | Department of Engineering, Physics and Technology

Program Description

The certificate program addresses a growing challenge in private industry and government: cybersecurity. Students who complete this certificate will be educated in the basics of software/hardware, networking, system administration and network/data protection techniques. This is a hands-on program that will give students the opportunity to earn marketable industry certifications and will prepare students for entry-level positions in the field.

Learning Outcomes

Upon successful completion of the Cybersecurity and Networking program requirements, students will be able to:

1. Plan, install, and configure computer hardware, firewalls, networking software and operating system software.

2. Read and interpret technical literature and convey technical information through verbal and written communication.

3. Analyze the legal and ethical concerns of real-world security issues.

4. Perform user accounts management and implement security groups.

5. Troubleshoot, diagnose and solve common network security issues.

CYBERSECURITY AND NETWORKING CURRICULUM

30 credits required for Certificate
Curriculum Coordinator: Dr. Syed Rashid Zaidi

Certificate Requirements

First Semester

ENG 110 English Composition I: Fundamentals of Writing and Rhetoric *OR* **ENG 111** English Composition I: Writing and Rhetoric (3 Credits)

CSN 100 Introduction to Cybersecurity (3 credits)

CSN 105 Computer Hardware and Software (3 credits)

CSN 110 Network Fundamentals (3 credits)

CSN 130 Network Operating Systems I (3 credits)

Second Semester

COMM 11 Fundamentals of Interpersonal Communication (3 credits)

CSN 132 Network Operating Systems II (3 credits)

CSN 140 Network Scripting (4 credits)

CSN 150 Cybersecurity (4 credits)

CSN 190 Cybersecurity Project (1 credit)

DIETETICS AND NUTRITION SCIENCE

Associate in Science Degree | Joint Degree Program
Department of Health, Physical Education and Recreation

The mission of the Dietetics and Nutrition Science program is to prepare students for transfer to a baccalaureate degree program at a 4-year university or college by providing them with introductory level coursework in health and human nutrition, including the role of food choices as well as food policy in preventing disease and promoting optimal health.

Dietetics and Nutrition Science specialists are employed in health and human services settings such as hospitals, nursing homes, adult care facilities, youth agencies, schools and food service establishments. This is a rewarding career for those who are interested in preventing disease and treating illness in individuals and communities through promotion of healthy eating habits.

The Dietetics and Nutrition Science Associate in Science (AS) degree program is a dual/joint degree program with Lehman College's B.S. degree program in Dietetics, Foods and Nutrition. However, please note the conditions below.

Upon successful completion of the curriculum at Bronx Community College, students will have two options in Lehman College's Dietetics, Foods and Nutrition Program:

OPTION I: Dietetics, Foods and Nutrition. This option is for students who wish to become a Registered Dietitian/Nutritionist. Students MUST have a 3.0 GPA or higher and a grade of at least a "B" in the major courses to apply for the program. Students who complete this program can apply for an ADA-accredited dietetic internship. Completion of the internship enables the student to become eligible to take the registration examination in dietetics to become a Registered Dietitian (RD). Be aware that, as of January 1, 2024, a master's degree will be the minimum requirement to take the RD registration exam.

OPTION II: Food Service and Nutrition. Students can transfer to this program with a GPA of 2.5 and above. Students will be required to repeat any major course in which they earned a grade of D.

Please note that all students begin at Lehman in Option II and can apply to Option I after completing one semester, passing a written exam, and meeting all other admission criteria.

This program concentrates in foods, food service and nutrition for students interested in serving the needs of the food service industry. These professionals may be involved in restaurant catering, community food service and corporate food service.

Learning Outcomes

Upon successful completion of the Dietetics and Nutrition Science degree program requirements, students will be able to:

1. Identify and analyze strategies for promoting health and preventing disease through nutrition and other lifestyle choices.

2. Examine the physical, psychological, social, and cultural influences on food choices and other health behaviors.

3. Locate, analyze and evaluate current health/nutrition information for accuracy and reliability.

4. Effectively communicate health/nutrition information through written assignments and oral presentations.

5. Describe the impact of economic, social and physical factors in contributing to health disparities in the US or in comparison to other countries.

DIETETICS AND NUTRITION SCIENCE CURRICULUM (PATHWAYS)

60 Credits required for AS Degree
Curriculum Coordinator: Professor Charmaine Aleong

Required Core

A. English Composition (6 Credits)

B. Mathematical and Quantitative Reasoning[1] (3 Credits)

C. Life and Physical Sciences[2]
  • BIO 23 Human Anatomy and Physiology I (4 Credits)

SUBTOTAL 13

Flexible Core

A. World Cultures and Global Issues (3 Credits)

B. U.S. Experience in its Diversity (3 Credits)

C. Creative Expression (3 Credits)

D. Individual and Society (3 Credits)

E. Scientific World
  • BIO 24 Human Anatomy and Physiology II (4 Credits)

Select one course from Area A-E (3 Credits)

SUBTOTAL 19

Major Requirements

- CHM 17 Fundamentals of
  General Chemistry I (0-4 Credits)

- CPR 10 Cardiopulmonary Resuscitation *OR*
  WFA 10 Workplace First Aid Training (1 Credit)

- DAT 10 Computer Fundamentals
  and Applications (3 Credits)

- Free Electives (2-11 Credits)

- HLT 91 Critical Issues in Health (2 Credits)

- HLT 94 Human Nutrition (3 Credits)

- HLT 99 Health of the Nation (2 Credits)

- HCM 11 The U.S. Health Care Delivery System (3 Credits)

- PEA 51 Stress Management (2 Credits)

- PSY 11[3] Introduction to Psychology (0-3 Credits)

- SOC 11[3] Sociology (0-3 Credits)

  SUBTOTAL 28

[1] Students in this curriculum are strongly advised to take MTH 23 to fulfill required Core Area B.

[2] The program has been given a waiver to require its students to take BIO 23 to fulfill Required Area C and BIO 24 to fulfill Flexible Area E in the Flexible Core.

[3] If this course satisfies a Flexible Core Area, free elective credits may be taken.

NOTE: At least two courses must be taken from a list designated as "Writing Intensive."

DIGITAL DESIGN

Associate in Applied Science Degree | Career Program | Department of Art and Music

Program Description

This program seeks to prepare students for the dynamic field of digital design by providing a basic career-oriented education. Through intensive training in visual foundations and state-of-the-art technology, students gain aesthetic awareness, problem-solving skills and the technical proficiency necessary to pursue an entry-level position in the visual communication industry in positions such as graphic design, web design, computer animation, 3D graphic visualization, motion graphics design and interactive multimedia design.

The Digital Design program articulates with Mercy College (B.F.A. in Computer Arts and Design); New York City College of Technology (BTech in Communication Design), SUNY FIT (BFA Graphic Design, and BFA Spatial Experience Design), and SUNY Empire State (The Arts and Cultural Studies). Students are encouraged to read these articulation agreements on the Transfer Planning web site.

Graduates may also transfer to Lehman College (B.A. in Art, Specialization in Studio Art; or BS in Computer Graphics and Imaging) and to City College (B.A. in Art, Digital Design Option).

Learning Outcomes

Upon successful completion of the Digital Design program requirements, students will be able to:

1. Demonstrate an understanding of the principles of design and their application in addressing ideas, both symbolically and expressively.

2. Develop hands-on studio, production and presentation skills and competency in the use of traditional art tools and techniques.

3. Demonstrate an understanding of the principles of typography.

4. Demonstrate the ability to evaluate and place works of art and design in a historical context.

5. Demonstrate an understanding of the influence of history and culture on the creative process.

6. Demonstrate an understanding of the process involved in the planning, execution and design of visual communications.

7. Demonstrate the ability to articulate a design concept using relevant terminology.

8. Demonstrate competence in the use of software packages utilized in digital design.

DIGITAL DESIGN CURRICULUM
60 Credits required for AAS Degree
Program Director: Professor Lisa Amowitz

Required Core

A. English Composition

- ENG 110 English Composition I: Fundamentals of Writing and Rhetoric *OR* ENG 111 English Composition I: Writing and Rhetoric (3 Credits)

- ENG 112 English Composition II: Writing and Rhetoric *OR* ENG 113 English Composition II: Writing about Literature *OR* ENG 114 English Composition II: Writing about Fiction *OR* ENG 115 English Composition II: Writing about Drama *OR* ENG 116 English Composition II: Writing about Poetry (3 Credits)

B. Mathematical and Quantitative Reasoning

- MTH 21 Survey of Mathematics I *OR* MTH 23 Probability and Statistics (3 Credits)

C. Life and Physical Science

- SCIENCE Select one course from Required Core C *OR* Flexible Core E (3-4 Credits)

Flexible Core

A. World Cultures and Global Issues

- HIS 10 History of the Modern World *OR* HIS 11 Introduction to the Modern World (3 Credits)

C. Creative Expression

- ART 11 Introduction to Art History *OR* ART 12 Intro to Art History: Africa, the Americas, Asia and the Middle East (3 Credits)

D. Individual and Society

- COMM 11 Fundamentals of Interpersonal Communication (3 Credits)

A-D - Select one from Flexible Core A, B, C, or D.

SUBTOTAL 24-25

Major Requirements

- ART 15 Design Basics (2 Credits)
- ART 21 Drawing (2 Credits)
- ART 22 Painting (2 Credits)
- ART 55 Modern Art (3 Credits)[1]
- ART 56 Graphic and Digital Design History (3 Credits)[1]
- ART 79 Typographic Design (2 Credits)
- ART 81 Typography and Layout (2 credits)
- ART 82 Illustration (2 Credits)
- ART 84 Digital Imaging (2 Credits)
- ART 86 Digital Illustration (2 Credits)
- ART 87 User Interface Design (2 Credits)
- ART 88 Web Interactivity (2 Credits)
- ART 90 Graphic Design Project (2 Credits)
- ART 91 Design Portfolio (2 Credits)
- ART 32 Printmaking *OR*
  ART 72 Digital Photography *OR*
  ART 89 Publication Design *OR*
  ART 95 Intro to 3D Graphics and Animation (2 Credits)
- Free Elective (0-2 Credits)
- FYS 11 First Year Seminar (1 Credit)
- PEA Physical Education activity course *OR*
  HLT 91 Critical Issues in Health (1-2 Credits)

SUBTOTAL 35-36

[1] If either ART 55 or ART 56 is taken toward the Humanities Elective area, students must complete 3 additional elective credits.

EARLY CHILDHOOD ASSISTANT

Certificate Program | Department of Education and Academic Literacy

Program Description

This certificate program responds to the current need for trained practitioners in infant through early childhood learning centers due to the increased demand for childcare among a growing number of families. It provides the educational foundation for a person who seeks to become a home childcare provider. Upon successful completion of the Early Childhood Care Assistant Certificate Program, students may choose to continue their studies in Bronx Community College's Education AS Degree Program degree.

Learning Outcomes

Upon successful completion of the Early Childhood Assistant program requirements, students will be able to:

1. Demonstrate knowledge of theory in early childhood/childhood and adolescent development.

2. Apply observational skills to assess early childhood, childhood development.

3. Communicate effectively through oral, written, and/or technological means to support teaching and effective partnerships with families and school communities.

4. Identify environments that support a safe, healthy learning environment for all children.

5. Apply developmentally appropriate pedagogical techniques and classroom management strategies to meet the needs of all learners in any of the following: reading, writing, technology, meeting the needs of exceptional learners, English Language Learners, bilingual learners, and/or creative experiences in early childhood/childhood learning environments.

EARLY CHILDHOOD ASSISTANT
30 Credits required for Certificate
Curriculum Coordinator: Dr. Tonya Johnson

Semester I

- **PSY 11** Introduction to Psychology (3 Credits)
- **ENG 110** English Composition I: Fundamentals of Writing and Rhetoric *OR* **ENG 111** English Composition I: Writing and Rhetoric (3 Credits)
- **HLT 91** Critical Issues in Health (2 Credits)
- **EDU 10** Child Study - Birth to Grade 6 (3 Credits)
- **EDU 24** Pre-school Seminar I (3 Credits)
- **Free Elective** (1 Credit)
- **TOTAL 15**

Semester II

- **COMM 11** Fundamentals of Interpersonal Communication (3 Credits)
- **PSY 41** Psychology of Infancy and Childhood (3 Credits)
- **EDU 25** Pre-school Seminar II (3 Credits)
- **EDU 30** Introduction to Special Needs, Schools and Society (3 Credits)
- **EDU 40** Field Work Seminar (3 Credits)
- **TOTAL 15**

Information on gainful employment may be found at http://www.bcc.cuny.edu/Gainful-Employment-Disclosure/.

EDUCATION

Program Description

The Department of Education and Academic Literacy offers two degree paths for students choosing a career in the field of education: the AS in Education and the AA in Liberal Arts and Sciences (AA LAS) with options in Education. The AS in Education requires more education courses than does the AA LAS degree, as well as offering internship experiences in New York City Public Schools. Both degrees allow students to transfer to a senior college, upon graduation, to pursue a bachelor's degree and teacher certification. Students interested in teaching in high school (as opposed to childhood and early childhood) are advised to enroll in the AA LAS with an option in Adolescent Education. The AS in Education can also prepare students for paraprofessional, assistant teacher, and 3K/pre-K roles immediately upon graduation with the associate degree.

Learning Outcomes

Upon successful completion of the AS Education program requirements, students will be able to:

1. Demonstrate knowledge of theory in early childhood/childhood development.

2. Apply observational skills to assess early childhood, childhood development.

3. Communicate effectively through oral, written, and/or technological means to support teaching and effective partnerships with families and school communities.

4. Identify environments that support a safe, healthy learning environment for all children.

5. Apply developmentally appropriate pedagogical techniques and classroom management strategies to meet the needs of all learners in any of the following: reading, writing, technology, meeting the needs of exceptional learners, English Language Learners, bilingual learners, and/or creative experiences in early childhood/childhood learning environments.

EDUCATION CURRICULUM (PATHWAYS)

60 Credits required for AS Degree
Curriculum Coordinator: Dr. T. Johnson

Required Core

A. English Composition (6 Credits)
B. Mathematical and Quantitative Reasoning (3 Credits)
C. Life and Physical Science[1] (3-4 Credits)
   SUBTOTAL 12-13

Flexible Core

A. World Cultures and Global Issues[2] (3 Credits)
B. US Experience and Diversity[3] (3 Credits)
C. Creative Expression[4] (3 Credits)
D. Individual and Society[5] (3 Credits)
E. Scientific World[8] (3 Credits)
F. Choose one additional course from Flex Areas A-E[6] (3 Credits)
   SUBTOTAL 18

Major Requirements

- EDU 10 Child Study Birth to Grade 6 (3 Credits)
- EDU 12 *OR* EDU 26 Contemporary Urban Education Birth to Grade 6 *OR* Human Relations in Urban Schools (3 Credits)
- EDU 30 Introduction to Special Needs, Schools & Society (3 Credits)
- EDU 40 Field Work Seminar (3 Credits)
- EDU 50 Creativity and the Arts for the Early Childhood and Childhood Years (3 Credits)
- PSY 11 Introduction to Psychology (3 Credits)
- FYS 11[7] First Year Seminar (1 Credit)
- Any PEA or CPR 10 (1 Credit)
- SCI LAB (0-1 Credits)

Options: Choose one of the following Options and complete all requirements

Early Childhood Option (9 Credits)

- EDU 16 Literacy in Early Childhood Education (Birth to Grade 2) (3 Credits)
- EDU 24 Pre-School Seminar I (3 Credits)
- EDU 25 Pre-School Seminar II (3 Credits)

Childhood Option (9 Credits)

- EDU 17 Literacy in Childhood Education – Grades 1-6 (3 Credits) *OR* EDU 18 Literacy in a Bilingual/Dual Language Early Childhood Classroom (3 Credits)
- EDU 31 Introduction to Learning Disabilities/Inclusive Education (3 Credits)
- PSY 41 Psychology of Infancy and Childhood (3 Credit)
   SUBTOTAL 30

[1] Students may select either a 4-credit or a 3-credit science course. Students selecting a 3-credit course must also complete an additional 1-credit lab course to fulfill graduation requirements.

[2] It is recommended that students take a course from World Languages and Cultures for Flex Core Area.

[3] It is recommended that students take HIS 20 for Flex Area B.

[4] It is recommended that students take ART 11 or 12, or MUS 11 or 12, for Flex Area C.

[5] It is recommended that students take COMM 11 for Flex Area D.

[6] It is recommended that students take an additional course (same language) from World Languages and Cultures in Flexible Core Area A.

[7] Students must take FYS 11 prior to earning 24 degree or equated credits. Students who have earned 24 or more degree or equated credits are permitted to use the one credit as a free elective. It is recommended that students take FYS 11 in their first or second semester. This requirement will be waived for students who have earned 24 or more degree or equated credits at BCC or another college and transfer into this program.

[8] Students taking a 4-credit course in this area will graduate with 61 credits.

ELECTRONIC ENGINEERING TECHNOLOGY

Associate in Applied Science Degree | Career Program
Department of Engineering, Physics and Technology

Program Description

Electrical and electronic technicians build, test and maintain complex electronic equipment such as computers, control systems, communication networks, power systems and medical devices. The Electronic Engineering Technology (EET) program at Bronx Community College prepares graduates to join the workforce as technical professionals in a variety of industries and services or to transfer to a four-year baccalaureate program in engineering technology.

The technical curriculum is combined with a program of general education to assure that graduates of the EET program have the prerequisite skills in reading, writing and communication that are necessary to function effectively in the workplace. The Electronic Engineering Technology program is accredited by the Engineering Technology Accreditation Commission of ABET, http://www.abet.org.

Electronic Engineering Technology students who plan to continue their studies may transfer directly to New York City College of Technology or other colleges offering the baccalaureate degree in Engineering Technology. Graduates' transfer credits for technology courses taken at BCC will be evaluated by each college.

Program Objectives

Within two or more years after graduation from Bronx Community College students in the Electronic Technology Program are expected to be

- graduates of a four-year baccalaureate program in Engineering Technology or pursuing additional formal education;
- gainfully employed as engineering technologists;
- attaining increasing levels of responsibility in their chosen career; and
- respectful of cultural diversity and practicing the profession in an ethical manner.

Learning Outcomes

Upon successful completion of the Electronic Engineering Technology program requirements, students will be able to:

1. Analyze and interpret technical data.

2. Use mathematics to solve problems in electronics.

3. Conduct standard tests and measurements.

4. Conduct, analyze and interpret experiments.

5. Identify, analyze, and solve engineering technology problems.

6. Design and build prototype electronic systems such as power supply, counters, AM & FM radio, Microprocessor Control Systems, and optical fiber transmitter and receiver.

7. Read circuit schematics, select electronic components.

8. Solder and assemble circuits and printed circuit boards (PCBs).

9. Simulate electronic circuits.

10. Work effectively in a team environment.

Annual student enrollment and graduation data for students in the Electronic Engineering Technology program

Semester and Year	Enrollment	Academic Year	Graduates
Fall 2017	148	2016-2017	20
Fall 2018	148	2017-2018	29
Fall 2019	102	2018-2019	24
Fall 2020	95	2019-2020	20
Fall 2021	93	2020-2021	16

ELECTRONIC ENGINEERING TECHNOLOGY CURRICULUM (PATHWAYS)

66 Credits required for AAS Degree
Curriculum Coordinator: Dr. Syed Rashid Zaidi

Required Core

A. English Composition

- ENG 110 English Composition I: Fundamentals of Writing and Rhetoric *OR* ENG 111 English Composition I: Writing and Rhetoric (3 Credits)
- ENG 112 English Composition II: Writing and Rhetoric

B. Mathematical and Quantitative Reasoning

- MTH 28 College Algebra and Elementary Trigonometry[1] (3 Credits)

C. Life and Physical Sciences

- PHY 11 College Physics I (4 Credits)

Flexible Core

A. World Cultures and Global Issues

- HIS 10 History of the Modern World *OR* HIS 11 Introduction to the Modern World (3 Credits)

D. Individual and Society

- COMM 11 Fundamentals of Interpersonal Communications (3 Credits)

E. Scientific World

- PHY 12 College Physics II (4 Credits)

   SUBTOTAL 23

Major Requirements

- ELC 11 DC Circuit Analysis (4 Credits)
- ELC 15 Computer Applications in Technology (2 Credits)
- ELC 18 Computer Programming for Engineering Technology (2 Credits)
- ELC 21 AC Circuit Analysis (4 Credits)
- ELC 25 Electronics I (4 Credits)
- ELC 35 Electronics II (4 Credits)
- ELC 51 Electronics Controls (3 Credits)
- ELC 81 Electronics Communications (3 Credits)
- ELC 94 Laser and Fiber Optic Communications (4 Credits)
- ELC 96 Digital Systems I (4 Credits)
- FYS 11[1] First Year Seminar (1 Credit)
- MTH 30[1] Pre-Calculus Mathematics (4 Credits)
- MTH 31 Calculus and Analytical Geometry I (4 Credits)

   SUBTOTAL 43

[1] Students who place out of MTH 28 will apply MTH 30 to Required Core B and must take 3 elective credits.

[2] Students must take FYS 11 prior to earning 24 equated or degree credits. Students who have earned 24 or more equated or degree credits are permitted to use the one credit as a free elective. It is highly recommended that students take FYS 11 in their first or second semester.

ENGINEERING SCIENCE

Associate in Science Degree | Transfer Degree | Department of Engineering, Physics and Technology

Program Description

The Engineering Science curriculum is designed for students with a special interest in engineering and provides a thorough preparation in mathematics and physical science.

Graduates of this program may transfer to a senior college to continue their education in engineering and earn a baccalaureate degree in engineering.

Learning Outcomes

Upon successful completion of the Engineering Science program requirements, students will be able to:

1. Students will solve problems using principles of mathematics and science applied to engineering problems.

2. Students will begin to understand concepts within Chemical, Mechanical and Biomedical Engineering.

3. Students will demonstrate their ability to solve a variety of mathematical and engineering problems using MATLAB.

4. Students will deduce and solve differential equations for RC, RL or RLC circuits.

5. Students will demonstrate a working knowledge of the circuit-voltage relations for resistors, capacitors and inductors.

6. Students will show proficiency in using programming language to solve a variety of engineering problems.

7. Students will show understanding of configurations and principles of basic electronic circuits and master the circuit calculation theories.

8. Students will design and implement an electronic circuit that can generate, modulate and transmit a signal.

9. Students will demonstrate how to analyze digital system electrical diagrams.

ENGINEERING SCIENCE CURRICULUM (PATHWAYS)

60 Credits required for AS Degree
Curriculum Coordinator: Ajaz Sana

Required Core

A. English Composition (6 Credits)

B. Mathematical and Quantitative Reasoning[1]

- MTH 28 College Algebra and Elementary Trigonometry[2,4] (3 Credits)

C. Life and Physical Science[1]

- PHY 31 Physics I (4 Credits)

SUBTOTAL 13

Flexible Core

A. World Cultures and Global Issues[3] (3 Credits)

B. U.S. Experience in its Diversity[3] (3 Credits)

C. Creative Expression[3] (3 Credits)

D. Individual and Society[3] (3 Credits)

E. Scientific World[1]

- PHY 32 Physics II (4 Credits) AND
- CHM 11 General Chemistry I (4 Credits)

SUBTOTAL 20

Major Requirements

- EGR 11 Introduction to Engineering Design (1 Credit)
- EGR 21 Analysis Tools for Engineers *OR* EGR 31 Circuit Analysis (2-3 Credits)[4]
- MTH 30 Pre Calculus Mathematics[2] (4 Credits)
- MTH 31 Analytic Geometry and Calculus I (4 Credits)
- MTH 32 Analytic Geometry and Calculus II (4 Credits)
- MTH 33 Analytical Geometry and Calculus III (4 Credits)
- MTH 34 Differential Equations and Selected Topics in Advanced Calculus (4 Credits)
- PHY 33 Physics III (4 Credits)
- Restricted Electives[4] (4 Credits)

SUBTOTAL 27

[1] This program has received a waiver to require students to take specific STEM/STEM Variant courses in Required Area B, Required Area C and Flexible Area E. If students transferring into this program complete different courses in these areas, they will be certified as having completed the Common Core requirements, but it may not be possible for them to finish their degree within the regular number (60) of credits.

[2] Select from the following to reach 60 credits (available only if student places out of MTH 28 and/or MTH 30):
• CHM 12 General Chemistry II (4 Credits)
• CHM 31 Organic Chemistry I (5 Credits)
• EGR 21 Analysis Tools for Engineers (2 Credits)

• EGR 31 Circuit Analysis (3 Credits)
• ENG 223 Scientific and Technical Writing (3 Credits)
• ELC 96 Digital Systems I (4 Credits)

[3] In choosing courses to fulfill Pathways Flexible Core requirements for Areas A, B, C and D, students are strongly advised to select courses from no fewer than three (3) different departments.

[4] Students who place out of MTH 28 can use one elective credit toward EGR 31. Students who do not place out of MTH 28 should select EGR 21 so as to not exceed the 60-credit limit for the program.

ENGLISH

Associate in Arts Degree | Transfer Degree | Department of English

Program Description

An interdisciplinary program designed for students who wish to major or minor in English at four-year colleges and seek career opportunities in diverse fields — such as creative, professional and/or institutional writing — that require strong verbal and writing skills. Focus will be on reading literary texts from various periods and developing critical skills required to analyze and write about these texts.

Learning Outcomes

Upon successful completion of the English degree program requirements, students will be able to:

1. Write thesis-driven, textually supported essays of critical analysis and demonstrate in those essays knowledge of established critical approaches to literature.

2. Write essays in clear expository prose, with fluent and varied sentences that are well-organized and grammatically correct.

3. Apply key critical and literary concepts in written essays of literary interpretation using primary and secondary sources.

4. Demonstrate research skills using appropriate academic online sources and/or traditional library resources, including gathering, evaluating, interpreting, and synthesizing primary and secondary sources.

ENGLISH (PATHWAYS)
60 Credits required for AA Degree
Curriculum Coordinator: Dr. Joseph Donica

Required Core

A. English Composition[1] (6 Credits)

B. Mathematical and Quantitative Reasoning (3 Credits)

C. Life and Physical Sciences (3-4 Credits)

SUBTOTAL 12-13

Flexible Core[2]

A. World Cultures and Global Issues (3 Credits)

B. U.S. Experience in Its Diversity (3 Credits)

C. Creative Expression (3 Credits)

D. Individual and Society (3 Credits)

E. Scientific World (3 Credits)

Restricted Elective: Select one additional course from Area A-E (3 Credits)

SUBTOTAL 18

Major Requirements

NOTE: Students will complete a minimum of three credits of these requirements within the Flexible Core. Transfer students who have completed Common Core requirements at a previous institution will not be required to complete credits in excess of the 60 credit requirement.

- ART 11 Introduction to Art *OR*
ART 12 Introduction to Art History: Africa, the Americas, Asia and the Middle East *OR*
MUS 11 Introduction to Music *OR*
MUS 12 Introduction to Music: A Multi-Cultural Survey of World Music (0-3 Credits)

- COMM 11 Fundamentals of Interpersonal Communication (0-3 Credits)

- HISTORY: Select one course from history (0-3 Credits)

- MODERN LANGUAGES: Select TWO from the same language at the appropriate level (0-6 Credits)

- SOCIAL SCIENCE: Select ONE from ANT, CRJ, ECO, POL, PSY, SOC (0-3 Credits)

Additional Major Requirements

- Free Electives (0-13 Credits)

- LAB[3] Science Laboratory (0-1 Credit)

- PEA Physical Education *OR*
HLT 91 Critical Issues in Health (1-2 Credits)

English Requirements

- ENG 155 Introduction to Literary Studies (3 Credits)
- ENG[4] Choose any THREE from the following courses: (0-9)
  ENG 121 Introduction to Creative Writing
  ENG 124 Great Writers of English Literature I
  ENG 125 Great Writers of English Literature II
  ENG 133 Modern American Short Story
  ENG 140 Folklore
  ENG 141 History of the English Language
  ENG 147 Latino Literature
  ENG 148 Afro-Caribbean Literature
  ENG 150 U.S. Literature and Thought I
  ENG 151 U.S. Literature and Thought II
  ENG 153 The Black Writer in American Literature
  ENG 154 Black Poetry
  ENG 156 Children's Literature
  ENG 157 Introduction to Women's Literature
  ENG 161 Shakespeare
  ENG 172 The Bible as Literature

SUBTOTAL 29-30

[1] English majors will be advised to take ENG 113, Writing About Literature, as their second composition course. However, the following courses will be accepted as fulfilling this requirement as well: ENG 112 Composition and Rhetoric II; ENG 114 Written Composition and Prose Fiction; ENG 115 Written Composition and Drama; or ENG 116 Written Composition and Poetry.

[2] Students planning to transfer to John Jay College are advised to take one of their ENG electives in the flexible core.

EXERCISE SCIENCE AND KINESIOLOGY

Associate in Science Degree | Transfer Degree | Department of Health, Physical Education and Recreation

Program Description

The mission of the Exercise Science and Kinesiology program is to prepare students for transfer to a baccalaureate degree program at a 4-year university or college in exercise science, kinesiology or related fields. The program will provide students with foundational coursework related to the role of exercise in health maintenance, disease prevention and behavioral change.

Exercise science and kinesiology is based on the science of human movement and the relationship of physical activity with health maintenance, disease prevention and therapy. This growing field offers opportunities for challenging and exciting placements in medical settings, community settings, governmental agencies, workplace, schools and in the health and fitness industry. Exercise science specialists are skilled in evaluating health behaviors and risk factors, conducting fitness assessments, writing appropriate exercise prescriptions and motivating individuals to modify negative health habits. Future trends indicate that the exercise professional needs to be a member of an interdisciplinary team who understands not only individual health behaviors but also the social determinants of health that impact health status.

The Associate Degree in Exercise Science and Kinesiology is designed to transfer to Bachelor Degree programs in exercise science within the City University of New York (CUNY) system as well as to other four year colleges.

Learning Outcomes

Upon successful completion of the Exercise Science and Kinesiology degree program requirements, students will be able to:

1. Identify core concepts from the fields of health, biology and the behavioral sciences and explain their impact on fitness and human health.
2. Design safe and effective exercise programs for diverse populations.
3. Perform fitness testing and interpret results correctly based on current scientific evidence.
4. Locate, interpret, and evaluate health and fitness information for its reliability and accuracy.
5. Demonstrate professional competence in leading individual and group exercise sessions in a variety of dynamic environments.

EXERCISE SCIENCE AND KINESIOLOGY (PATHWAYS)

60 Credits required for AS Degree
Curriculum Coordinator: Dr. Ulana Lysniak

Required Core

A. English Composition (6 Credits)

B. Mathematical and Quantitative Reasoning[1] (3 Credits)

C. Life and Physical Sciences[2]
- BIO 23 Human Anatomy and Physiology I (4 Credits)

SUBTOTAL 13

Flexible Core

A. World Cultures and Global Issues (3 Credits)

B. U.S. Experience in its Diversity (3 Credits)

C. Creative Expression (3 Credits)

D. Individual and Society (3 Credits)

E. Scientific World
- BIO 24 Human Anatomy and Physiology II (4 Credits)
  Select one course from Area A-E[3] (3 Credits)

SUBTOTAL 19

Major Requirements

- COMM 20[4] Public Speaking and Critical Listening (0-3 credits)
- CPR 10 Cardiopulmonary Resuscitation *OR* WFA 10 Workplace First Aid Training (1 Credit)
- EXS 100 Introduction to Exercise Science and Kinesiology (3 credits)
- EXS 102 Behavioral Aspects of Physical Activity (3 credits)
- Free Electives (0-9 Credits)
- HLT 91 Critical Issues in Health (2 Credits)
- HLT 94 Human Nutrition (3 Credits)
- PEA 12 Elementary Hatha Yoga *OR* PEA 16 Strength and Flexibility Training through Pilates (1 credit)
- PEA 11 Fitness for Life (1 credit)
- PEA 51 Stress Management (2 Credits)
- PEA 101 Introduction to Personal Training (3 credits)
- PSY 11[4] Introduction to Psychology (0-3 Credits)
- PSY 35 Dynamics of Human Motivation (3 Credits)

SUBTOTAL 28

[1] Students in this curriculum are strongly advised to take MTH 23 to fulfill required Core Area B.

[2] **NOTE: The program has been given a waiver to require its students to take a STEM variant course in Required Core Area C and Flexible Core Area E.**

[3] Restricted Elective: must select one course from Flexible Core A-E. No more than two courses in any discipline or interdisciplinary field.

[4] If this course is completed as part of the Flexible Core, an equivalent number of free electives must be completed.

HORTICULTURE

Associate in Applied Science Degree | Career Program | Department of Biological Sciences

Program Description

Horticulturists are skilled in the cultivation of plants and the care of gardens. They may work in public parks and gardens; they may design, install and maintain the interior landscapes in public buildings and corporate headquarters; or they may work as florists, arranging plants and flowers for special occasions.

Recognizing the need for trained horticulturists, Bronx Community College and The New York Botanical Garden (NYBG) have established a joint program in Horticulture. Students study liberal arts and sciences at the BCC campus. At the NYBG students study both academic courses and field experience in aspects of horticulture.

Graduates earn an AAS degree Horticulture from BCC.

NYBG courses are open only to Horticulture (AAS) students and must be approved by both the Program Director at BCC and the Director of Education at NYBG. Students may take horticulture classes at NYBG only after completion of BIO 11, BIO 12, and CHM 17 at BCC. Additionally, students can begin horticulture classes at NYBG in the summer or fall only. Substitution of Horticulture courses must have the written approval of the BCC Program Director.

The Horticulture program fully articulates with SUNY Empire State College. A copy of the articulation agreement is available on line at the BCC Transfer Planning website.

NOTE: That the Horticulture program is not currently accepting new students.

Learning Outcomes

Upon successful completion of the Horticulture program requirements, students will be able to:

1. Demonstrate the basic principles of plant growth and apply basic horticultural knowledge and the principles of soil science as they relate to plant growth and plant nutrition.

2. Compare and contrast basic theories, concepts and terminology of plant science in order to apply sustainable horticulture practices and techniques.

3. Demonstrate critical thinking skills when applying basic horticultural knowledge to specific field of study in ornamental horticulture such as gardening, landscaping and greenhouse management.

4. Demonstrate an understanding of business principles as they apply to working in the horticulture

industry such as gardening stores, landscaping and greenhouse businesses and institutions.

5. Demonstrate the safe and efficient use of garden, greenhouse, and landscape tools, equipment and materials.

HORTICULTURE CURRICULUM (PATHWAYS)

60 Credits required for AAS Degree
Curriculum Coordinator: Dr. Adijat Adebola

Required Core

A. English Composition

- ENG 110 Fundamentals of Composition and Rhetoric *OR* ENG 111 Composition and Rhetoric I (3 Credits)

C. Life and Physical Sciences

- BIO 11 General Biology I (4 Credits)

Flexible Core

A. World Cultures and Global Issues

- HIS 10 History of the Modern World *OR* HIS 11 Introduction to the Modern World (3 Credits)

D. Individual and Society

- COMM 11 Fundamentals of Interpersonal Communication (3 Credits)

E. Scientific World

- BIO 12 General Biology II (4 Credits)

Additional Flexible Core Requirement – Area E

- CHM 17 Fundamentals of General Chemistry I (4 Credits)

    SUBTOTAL 21

Major Requirements

- ART 10 Art Survey *OR* MUS 10 Music Survey (1 Credit)
- BUS 111 Business Mathematics (3 Credits)
- BUS 51 Business Organization and Management (3 Credits)
- PSY 11 Introduction to Psychology *OR* SOC 11 Introduction to Sociology (3 Credits)
- PEA Physical Education- one activity course (1 Credit)

    SUBTOTAL 11

Major Requirements
NYBG Core Requirements[1]

- BOT 11 Basic Botany (1 Credit)
- BOT 12 Plant Form and Function (1 Credit)
- BOT 13 Plant Physiology (1 Credit)
- BOT 41 Entomology (1 Credit)
- GAR 11 Horticultural Techniques I (1 Credit)
- GAR 12 Horticultural Techniques II (1 Credit)
- GAR 13 Pruning (1 Credit)
- GAR 21 Soil Science I (1 Credit)
- GAR 24 Soil Science II (1 Credit)
- GAR 31 Preparation for Pesticide Applicator Certification (2 Credits)
- GAR 32 Diseases of Ornamental Plants (1 Credit)

TOTAL 12

Major Requirements
General Horticulture Specialization[1]

- BOT 61 Woody Plant Identification: Fall Trees and Shrubs (1 Credit)
- BOT 64 Woody Plant Identification: Spring Trees and Shrubs (1 Credit)

- GAR 41 Plant Propagation I (1 Credit)
- GAR 51 Turf and Grounds Maintenance (1 Credit)
- GAR 81 Plants for Landscaping (1 Credit)
- HRT 13 Turf and Grounds Management I (2 Credits)
- HRT 14 Arboriculture I (2 Credits)
- HRT 15 Perennials and Flower Borders I (2 Credits)
- HRT 16 Greenhouse Operations I (2 Credits)
- HRT[2] Horticulture Field Exp. Electives (1 Credit)
- LND 11 Landscape Design Theory (1 Credit)
- LND 12 Graphics (1 Credit)

TOTAL 16

NOTE: At least two courses must be taken from a list designated as "Writing Intensive" as published each semester in the Registration Guide and Schedule of Classes.

[1] These core and specialization requirements are given at The New York Botanical Garden.

[2] To be chosen from Horticulture with approval of department.

NOTE: Course numbers are different in the BCC catalog and the NYBG Catalog.

BRONX COMMUNITY COLLEGE

HUMAN SERVICES

Associate in Applied Sciences Degree | Career Program | Department of Social Sciences

Program Description

The Human Services curriculum prepares students with the entry-level knowledge, values, and skills necessary for career exploration in a variety of helping professions that comprise the multifaceted nature of the human services. Students seeking a general overview of the human services should see the program description for the Human Services Option of the AA in Liberal Arts and Sciences.

The AAS degree offers a greater degree of specialization. Students are prepared for employment as mental health aides, group residence workers, neighborhood outreach workers, social case work assistants, geriatric counselors, assistant probation officers and other similar positions. Employment opportunities exist in such areas as day care, mental health, social services, aging, rehabilitation of the disabled, and group and community work at the public and private level.

Graduates are prepared to pursue further education at senior colleges leading to a baccalaureate degree in several professional areas including social work, gerontology, juvenile justice, psychology, sociology, education and counseling. Human Services students are required to participate in two Human Services field work internships which provide supervised learning experiences in work situations. Students learn to apply theoretical material from the classroom and test career choices in the real world.

The degree articulates with several four-year colleges. Students are encouraged to visit the Transfer Planning website for more information.

Learning Outcomes

Upon successful completion of the Human Services program requirements, students will be able to:

1. Demonstrate basic intervention process skills, which include the beginning ability to establish empathic relationships while providing direct service to individuals, families, groups and communities.

2. Demonstrate generalist planning skills, which include the ability to analyze client's needs, develop and implement a treatment plan, and determine the effectiveness of service.

3. Demonstrate information management skills, which include the ability to gather and assess client data, prepare and maintain adequate service records, and utilize resources in order to address client needs.

4. Demonstrate self-awareness and self-assessment skills, which include techniques that promote ongoing personal and professional development necessary to be an effective and non-judgmental human service worker.

HUMAN SERVICES CURRICULUM (PATHWAYS)

60 Credits required for AAS Degree

Required Core

A. English Composition

- ENG 110 English Composition I: Fundamentals of Writing and Rhetoric *OR* ENG 111 English Composition I: Writing and Rhetoric (3 Credits)

- ENG 112 English Composition II: Writing and Rhetoric *OR* ENG 114 English Composition II: Writing about Fiction *OR* ENG 115 English Composition II: Writing about Drama *OR* ENG 116 English Composition II: Writing about Poetry (3 Credits)

B. Mathematical and Quantitative Reasoning

- MTH 21 Survey of Mathematics I *OR* MTH 23 Probability and Statistics (3 Credits)

C. Life and Physical Sciences
- BIO 21 The Human Body (4 Credits)

  SUBTOTAL 13

Flexible Core

A. World Cultures and Global Issues

- SOC 11 Sociology (3 Credits)

- HIS 10 or History of the Modern World *OR* HIS 11 Introduction to the Modern World (3 Credits)

B. U.S. Experience in its Diversity

- POL 11 American National Government (3 Credits)

C. Creative Expression

- ART 11 Introduction to Art History *OR* ART 12 Introduction to Art History: Africa, the Americas, Asia and the Middle East *OR* MUS 11 Introduction to Music *OR* MUS 12 Introduction to Music: A Multi-Cultural Survey of World Music (3 Credits)

D. Individual and Society

- PSY 11 Introduction to Psychology (3 Credits)

  SUBTOTAL 15

Major Requirements

- **COMM 11** Fundamentals of Interpersonal Communication *OR*
  COMM 20 Public Speaking and Critical Listening (3 Credits)

- **HLT 91** Critical Issues in Health (2 Credits)

- **HSC 10** Human Services and Social Welfare Institutions (3 Credits)

- **HSC 11** Case Management (3 Credits)

- **HSC 12** Human Services Skills and Methods (3 Credits)

- **HSC 91** Fieldwork and Seminar in Human Services I (3 Credits)

- **HSC 92** Fieldwork and Seminar in Human Services II (3 Credits)

- **PSY 31** Abnormal Psychology (3 Credits)

- **PSY 40** Life Span Development (3 Credits)

- **SOC 35** Introduction to Social Work (3 Credits)

- **SOC 37** Social Inequity (3 Credits)

  SUBTOTAL 32

Liberal Arts and Sciences, AA, and Options

ABOUT THE PROGRAM

The Liberal Arts and Sciences curriculum prepares a student to be an accomplished and productive human being. A liberal arts degree opens doors to a world of knowledge and to rewarding and responsible careers. Future teachers, lawyers and influencers, for example, develop themselves as well-rounded individuals, in addition to completing their pre-professional work. The academic experiences in liberal arts and sciences provide the foundation for later specialization, graduate study and professional school.

The general Associate in Arts (AA) provides a well-rounded background and the opportunity to explore a variety of subject areas so that graduates may transfer to the third year of a senior college. Those who wish to pursue a program that allows a greater degree of specialization in the first two years of college may select one of the following options: Early Childhood and Childhood Education; History; Human Services; Media Studies; Performing Arts; Political Science; Psychology; Secondary Education; Sociology; Spanish; Speech Pathology; Studio Art. Please note that AA curricular requirements and option descriptions immediately follow this page.

The AA Liberal Arts and Sciences program is available for students in the traditional, in-person format as well as partially or fully online.

Note that while the program can be completed fully online, more course options are available to students in-person than online.

Learning Outcomes

Upon successful completion of the AA Liberal Arts and Sciences program requirements, students will be able to:

1. Demonstrate a broad knowledge base from the humanities, social sciences and natural sciences.

2. Evaluate and analyze a range of artistic, historical, literary and philosophical works.

3. Examine the formation of individual and group behavior, and social institutions and processes.

4. Develop an ability and a cultural context for communication in a language other than English.

5. Communicate effectively through written and oral forms.

6. Demonstrate informed critical thinking.

7. Engage in quantitative reasoning and scientific inquiry.

8. Demonstrate an awareness of diverse cultures.

LIBERAL ARTS AND SCIENCES

Associate in Arts Degree | Transfer Degree Program

LIBERAL ARTS AND SCIENCES CURRICULUM (PATHWAYS)

60 Credits required for AA Degree
Curriculum Coordinator: Dr. Debra Gonsher

Required Core

A. English Composition (6 Credits)

B. Mathematical and Quantitative Reasoning (3 Credits)

C. Life and Physical Sciences[1] (3-4 Credits)

SUBTOTAL 12-13

Flexible Core

A. World Cultures and Global Issues (6 Credits)

B. U.S. Experience in Diversity (3 Credits)

C. Creative Expression (3 Credits)

D. Individual and Society (3 Credits)

E. Scientific World (3 Credits)

SUBTOTAL 18

Major Requirements

NOTE: Students will complete a minimum of six credits of these requirements within the Flexible Core. Transfer students who have completed Common Core requirements at a previous institution will not be required to complete credits in excess of the 60 credit requirement.

- ART 11 Introduction to Art History *OR*
  ART 12 Introduction to Art History: Africa, the Americas, Asia and the Middle East (0-3 Credits)

- MUS 11 Introduction to Music *OR*
  MUS 12 Introduction to Music: A Multi-Cultural Survey of World Music (0-3 Credits)

- COMM 11 Fundamentals of Interpersonal Communication (0-3 Credits)

- COMMUNICATION Select ONE from COMM, THEA, FILM, MEST (0-3 Credits)

- ENGLISH English Elective[2] (0-3 Credits)

- HIS 10 History of the Modern World *OR*
  HIS 11 Introduction to the Modern World (0-3 Credits)

- HISTORY Select ONE from HIS, GEO, PHL (0-3 Credits)

- MODERN LANGUAGE Select TWO from the same language (0-6 Credits)

- SOCIAL SCIENCE Select TWO courses from ANT, CRJ, ECO, HSC, POL, PSY and SOC (0-6 Credits)

Additional Major Requirements

- PEA Physical Education *OR*
  HLT 91 Critical Issues in Health (1-2 Credits)

- Lab Science[1] (0-1 Credit)

- Free Electives (0-10 Credits)

SUBTOTAL 29-30

[1] This requirement is satisfied if a student takes a 4-credit STEM variant course in Required Area C.

[2] Choose any ENG course from ENG 120-199.

LIBERAL ARTS AND SCIENCES

Associate in Arts Degree | Transfer Degree

Program Description

Liberal Arts and Sciences: Black and Latinx Studies Option

The Liberal Arts and Sciences curriculum prepares a student to be an accomplished and productive human being. A liberal arts degree opens doors to the professions and to rewarding and responsible careers. Future physicians, teachers, scientists, lawyers, and business people, for example, develop themselves as well-rounded individuals, in addition to completing their pre-professional work. The academic experiences in liberal arts and sciences provide the foundation for later specialization, graduate study, and professional school.

The option in Black/Latinx Studies offers a greater degree of cultural/racial/historical specialization in Liberal Arts. This option is suitable for students who are interested in specializing in Black/Latinx cultural and historical aspects of law, business, science, teaching, creative writing, literature, medical, and other fields. The program gives students the opportunity to understand historical and cultural movements that directly impact the fields they choose to enter.

Learning Outcomes

Upon successful completion of the Liberal Arts and Sciences program requirements, students will be able to:

1. Demonstrate a broad knowledge base from the humanities, social sciences and natural sciences.

2. Evaluate and analyze a range of artistic, historical, literary and philosophical works.

3. Examine the formation of individual and group behavior, and social institutions and processes.

4. Develop an ability and a cultural context for communication in a language other than English.

5. Communicate effectively through written and oral forms.

6. Demonstrate informed critical thinking.

7. Engage in quantitative reasoning and scientific inquiry.

8. Demonstrate an awareness of diverse cultures.

Upon successful completion of the Black and Latinx Studies Option requirements, students will be able to:

1. Identify and discuss key historical and cultural issues in Black and Latinx Studies.

2. Analyze the relationship between individuals, contemporary Black and Latinx communities, and the social, political, and economic forces that affect them.

3. Critically examine texts, narratives, and discourses produced by Black and Latinx people throughout the world.

LIBERAL ARTS AND SCIENCES CURRICULUM (PATHWAYS)

60 Credits required for AA Degree
Curriculum Coordinators: Dr. Grisel Acosta

Required Common Core

A. English Composition (6 Credits)

B. Mathematical and Quantitative Reasoning (3 Credits)

C. Life and Physical Sciences (3-4 Credits)

SUBTOTAL 12-13

Flexible Common Core

A. World Cultures and Global Issues (6 Credits)

B. U.S. Experience in Diversity (3 Credits)

C. Creative Expression (3 Credits)

D. Individual and Society (3 Credits)

E. Scientific World (3 Credits)

SUBTOTAL 18

Major Requirements

NOTE: Students will complete a minimum of six credits of these requirements within the Flexible Core. Transfer students who have completed Common Core requirements at a previous institution will not be required to complete credits in excess of the 60-credit requirement.

- ART and MUSIC:
ART 11 Introduction to Art History *OR*
ART 12 Introduction to Art History: Africa, the Americas, Asia and the Middle East *OR*
MUS 11 Introduction to Music *OR*
MUS 12 Introduction to Music: A Multi-Cultural Survey of World Music
Recommended: ART 12 OR MUS 12
(0-3 credits)

- COMMUNICATIONS: Select ONE from COMM, THEA, FILM, MEST
Recommended: COMM 28 African American and Puerto Rican Rhetoric
(0-3 Credits)

- **HISTORY:** Select one from HIS
  Recommended: HIS 31 Latin American History;
  HIS 35 African History;
  HIS 37 African American History;
  HIS 39 History of the Caribbean;
  HIS 51 History of New York City
  (0-3 Credits)

- **SOCIAL SCIENCE:** Select ONE from **ANT, CRJ, POL, PSY,** and **SOC**
  See recommended courses in Restricted Electives
  (0-3 Credits)

- **WORLD LANGUAGES:** Select TWO from the same language:
  Recommended: FRN, POR, SPN, ARB
  (0-6 Credits)

Black and Latinx Studies Option Requirements

- **ENGLISH:** Select ONE from
  ENG 147 Latino Literature;
  ENG 148 Afro-Caribbean Literature;
  ENG 153 The Black Writer in American Literature;
  ENG 154 Black Poetry
  (0-3 Credits)

- **HISTORY:** Select ONE from
  HIS 31 Latin American History;
  HIS 35 African History;
  HIS 37 African American History;
  HIS 39 History of the Caribbean;
  HIS 51 History of New York City
  (0-3 Credits)

- **SOCIAL SCIENCE:** Select ONE from
  ANT 11 Introduction to Anthropology;
  CRJ 11 Introduction to Criminal Justice;
  POL 41 Civil Rights in America Since 1954;
  POL 51 Urban Politics;
  POL 61 Solving Social Problems through the Political Process[3];
  POL 71 Politics of Developing Areas;
  POL 72 International Politics;
  PSY 22 Social Psychology[3];
  PSY 40 Life Span Development[3];
  PSY 44 Psychology of Women[3];
  SOC 31 Race and Ethnic Relations[3];
  SOC 32 Urban Sociology[3];
  SOC 37 Social Inequality[3]
  (0-3 Credits)

- **RESTRICTED ELECTIVE:** Select ONE of the following:
  ANT 11, COMM 28, COMM 34, CRJ 11, ENG 147, ENG 148, ENG 153, ENG 154, EDU 12, FRN 123, HIS 20, HIS 31, HIS 35, HIS 37, HIS 39, HIS 51, MUS 18, POL 41, POL 51, POL 61, POL 71, POL 72, PSY 22, PSY 40, PSY 44, SOC 31, SOC 32, SOC 37, POR 111, SPN 130, SPN 131, SPN 122 (0-3 Credits)

Additional Major Requirements

- PEA Physical Education[2] *OR*
  HLT 91 Critical Issues in Health (1-2 Credits)

- Lab Science[1] (0-1 Credits)

- Free Electives (0-10 Credits)

  SUBTOTAL: 29-30

[1]Students may select either a 4-credit STEM variant science course or a 3-credit science course to fulfill Required Core C. Students selecting a 3-credit course must also complete an additional 1-credit lab course to fulfill graduation requirements.

[2]Recommended: **PEA 46**: African, Caribbean and Black Dance Forms or **PEA 47**: Beginning Salsa

[3] This course has a pre-requisite in the subject; see CUNYfirst or the BCC College Catalog for details.

LIBERAL ARTS AND SCIENCES

Associate in Arts Degree | Transfer Degree | Department of Education and Academic Literacy

Program Description

Liberal Arts and Sciences: Early Childhood and Childhood Education Option

The Liberal Arts and Sciences curriculum prepares a student to be an accomplished and productive human being. A liberal arts degree opens doors to the professions and to rewarding and responsible careers. Future physicians, teachers, scientists, lawyers, and business people, for example, develop themselves as well-rounded individuals, in addition to completing their pre-professional work. The academic experiences in liberal arts and sciences provide the foundation for later specialization, graduate study, and professional school.

The Early Childhood and Childhood Education Option offers a greater degree of specialization. This degree program is for students who seek transfer to a senior college in CUNY, upon graduation, to pursue a baccalaureate degree and teacher certification.

Learning Outcomes

Upon successful completion of the Liberal Arts and Sciences program requirements, students will be able to:

1. Demonstrate a broad knowledge base from the humanities, social sciences and natural sciences.

2. Evaluate and analyze a range of artistic, historical, literary and philosophical works.

3. Examine the formation of individual and group behavior, and social institutions and processes.

4. Develop an ability and a cultural context for communication in a language other than English.

5. Communicate effectively through written and oral forms.

6. Demonstrate informed critical thinking.

7. Engage in quantitative reasoning and scientific inquiry.

8. Demonstrate an awareness of diverse cultures.

Upon successful completion of the Early Childhood and Childhood Education Option requirements, students will be able to:

1. Demonstrate knowledge of historical, sociological, and philosophical developments in American education research and theory.

2. Apply observational skills and reflective practice to assess child development in appropriate learning environments for all children.

3. Effectively communicate and demonstrate knowledge and skills that support effective partnerships in schools, with families and in communities.

4. Identify pedagogical techniques, multiple measures of assessment, appropriate technologies and classroom management strategies to meet the needs of all learners in early childhood and childhood learning environments.

LIBERAL ARTS AND SCIENCES CURRICULUM (PATHWAYS)

60 Credits required for AA Degree
Curriculum Coordinators: Dr. S. Powers

Required Common Core

A. English Composition (6 Credits)

B. Mathematical and Quantitative Reasoning (3 Credits)

C. Life and Physical Sciences[1] (3-4 Credits)

SUBTOTAL 12-13

Flexible Common Core

No more than two courses in any discipline or interdisciplinary field.

A. World Cultures and Global Issues (3 Credits)

B. U.S. Experience in its Diversity (3 Credits)

C. Creative Expression (3 Credits)

D. Individual and Society (3 Credits)

E. Scientific World (3 Credits)

Restricted Elective: Select ONE course from Area A. World Cultures and Global Issues (3 Credits)

SUBTOTAL 18

Major Requirements

- ART 11 Introduction to Art History *OR*
  ART 12 Introduction to Art History: Africa, the Americas, Asia, and the Middle East *OR*
  MUS 11 Introduction to Music *OR*
  MUS 12 Introduction to Music: A Multicultural Survey of World Music (0-3 Credits)

- COMM 11[2] Fundamentals of Interpersonal Communication *OR*
  COMM 20 Public Speaking and Critical Listening (0-3 Credits)

- HIS 10 History of the Modern World *OR*
  HIS 11 Introduction to the Modern World (0-3 Credits)

- MODERN LANGUAGES Choose from **FRN, ITL, POR,** *OR* **SPN** (0-3 Credits)

- PSY 11 Introduction to Psychology (0-3 Credits)

Additional Major Requirements

- Free Elective[3]

- Lab Sciences[3] (0- 1 Credit)

- PEA Select any Physical Education course *OR* HLT 91 Critical Issues in Health (1-2 Credits)

Early Childhood and Childhood Education Option Requirements

- EDU 10 Child Study- Birth to Grade 6 (3 Credits)

- EDU 12 Contemporary Urban Education – Birth to Grade 6 (3 Credits)

- EDU 40 Field Work Seminar (3 Credits)

- EDU 26[4] Human Relations in Urban Schools *OR*
  EDU 30[5] Introduction to Special Needs (3 Credits)

SUBTOTAL 29-30

[1] Students may select either a 4-credit STEM variant science course or a 3-credit science course to fulfill Required Core C. Students selecting a 3-credit course must also complete an additional 1-credit lab course to fulfill graduation requirements.

[2] It is recommended that students planning to transfer to City College take COMM 20.

[3] It is recommended that students take a second course in the same language if they have elective credits. It is also recommended that students who fulfill the Flexible Core with courses from the Required Area of Study select courses from the Liberal Arts and Sciences disciplines.

[4] It is recommended that students planning to transfer to Lehman College's Early Childhood/Childhood Education Program take EDU 26.

[5] NYS Education Department requires teacher education candidates to complete a three-credit course designed to meet the needs of all students in an inclusive classroom (EDU 30). After May 2014, teacher candidates will be required to take an examination-Educating All Students.

NOTE: Bronx Community College and Lehman College have established an articulation agreement for those students entering Lehman College's Early Childhood/Childhood Education Program. There is also an articulation agreement with SUNY Empire State College.

LIBERAL ARTS AND SCIENCES

Associate in Arts Degree | Transfer Degree | Department of History

Program Description

Liberal Arts and Sciences: History Option

The Liberal Arts and Sciences curriculum prepares a student to be an accomplished and productive human being. A liberal arts degree opens doors to the professions and to rewarding and responsible careers. Future physicians, teachers, scientists, lawyers, journalists and businesspeople, for example, develop themselves as well-rounded individuals, in addition to completing their pre-professional work. The academic experiences in liberal arts and sciences provide the foundation for later specialization, graduate study, and professional school. The History Option offers a greater degree of specialization. The option allows students to explore a greater variety of history topics and areas than they would in the general Liberal Arts AA degree.

Learning Outcomes

Upon successful completion of the Liberal Arts and Sciences program requirements, students will be able to:

1. Demonstrate a broad knowledge base from the humanities, social sciences and natural sciences.

2. Evaluate and analyze a range of artistic, historical, literary and philosophical works.

3. Examine the formation of individual and group behavior, and social institutions and processes.

4. Develop an ability and a cultural context for communication in a language other than English.

5. Communicate effectively through written and oral forms.

6. Demonstrate informed critical thinking.

7. Engage in quantitative reasoning and scientific inquiry.

8. Demonstrate an awareness of diverse cultures.

Upon successful completion of the History Option requirements, students will be able to:

1. Gather, interpret, and evaluate evidence from a variety of historical and contemporary sources and points of view, and produce well-reasoned arguments using this evidence to support conclusions.

2. Evaluate primary and secondary sources in analyzing key historical topics.

3. Examine and analyze the development of societies in different periods and regions, including the roles of ethnicity, gender, language, sexual orientation, and belief.

LIBERAL ARTS AND SCIENCES CURRICULUM (PATHWAYS)

60 Credits required for AA Degree
Faculty Advisor: Mara Lazda

Required Core

A. English Composition (6 Credits)

B. Mathematical and Quantitative Reasoning (3 Credits)

C. Life and Physical Sciences[1] (3-4 Credits)

SUBTOTAL 12-13

Flexible Core

A. World Cultures and Global Issues (6 Credits)

B. U.S. Experience in its Diversity (3 Credits)

C. Creative Expression (3 Credits)

D. Individual and Society (3 Credits)

E. Scientific World (3 Credits)

SUBTOTAL 18

Major Requirements

NOTE: Students will complete a minimum of six credits of these requirements within the Flexible Core. Transfer students who have completed Common Core requirements at a previous institution will not be required to complete credits in excess of the 60 credit requirement.

- **ART 11** Introduction to Art History *OR*
  ART 12 Introduction to Art History: Africa, the Americas, Asia and the Middle East *OR*
  MUS 11 Introduction to Music *OR*
  MUS 12 Introduction to Music: A Multi-Cultural Survey of World Music (0-3 Credits)

- **COMM 11** Fundamentals of Interpersonal Communication *OR* Select ONE from **COMM, THEA, FILM, MEST** (0-3 Credits)

- **ENG**[2] English Elective (0-3 Credits)

- **HIS 10** History of the Modern World *OR*
  HIS 11 Introduction to the Modern World (0-3 Credits)

- **MODERN LANGUAGES** Select a sequence of two courses from the same Modern Language (0-6 Credits)

- **SOCIAL SCIENCE** Select one course from **ANT, ECO, POL, PSY, SOC** (0-3 Credits)

Additional Major Requirements

- Free Electives (0-10 Credits)
- **LAB** Lab Science[1] (0-1 Credit)
- **PEA** Physical Education *OR*
  HLT 91 Critical Issues in Health (1-2 Credits)

History Option Requirements

- **HIS 20** The American Nation (0- 3 Credits)
- **HIS** Select TWO additional **HIS** courses (6 Credits)
- **RESTRICTED ELECTIVE** Select one of the following: **ANT; ART 11** *OR* **12; ART 55; ECO; ENG 141, 148, 150, 151, 153, 156, 157** *OR* **161; FILM 61 or 91; FRN 22; GEO; ITL 23; MUS 11** *OR* **12; PHL; POL; SOC; SPN 21, 22, 24, 25, 30** *OR* **31; THEA 70** (3 Credits)

SUBTOTAL 29-30

[1] Students may select either a 4-credit STEM variant science course or a 3-credit science course to fulfill Required Core C. Students selecting a 3-credit course must also complete an additional 1-credit lab course to fulfill graduation requirements

[2] Choose any ENG course from ENG 120-199.

LIBERAL ARTS AND SCIENCES

Associate in Arts Degree | Transfer Degree | Department of Social Sciences

Program Description

Liberal Arts and Sciences: Human Services Option

The Liberal Arts and Sciences curriculum prepares a student to be an accomplished and productive human being. A liberal arts degree opens doors to the professions and to rewarding and responsible careers. Future physicians, teachers, scientists, lawyers and businesspeople, for example, develop themselves as well-rounded individuals, in addition to completing their pre-professional work. The academic experiences in liberal arts and sciences provide the foundation for later specialization, graduate study and professional school. The Human Services Option offers students a general overview of the human services.

Learning Outcomes

Upon successful completion of the Liberal Arts and Sciences program requirements, students will be able to:

1. Demonstrate a broad knowledge base from the humanities, social sciences and natural sciences.

2. Evaluate and analyze a range of artistic, historical, literary and philosophical works.

3. Examine the formation of individual and group behavior, and social institutions and processes.

4. Develop an ability and a cultural context for communication in a language other than English.

5. Communicate effectively through written and oral forms.

6. Demonstrate informed critical thinking.

7. Engage in quantitative reasoning and scientific inquiry.

8. Demonstrate an awareness of diverse cultures.

Upon successful completion of the Human Services Option requirements, students will be able to:

1. Use basic intervention process skills, which include the beginning ability to establish empathic relationships while providing direct services to individuals, families, groups and communities.

2. Use generalist planning skills, which include the ability to analyze client's needs, develop and implement a treatment plan, as well as to determine the effectiveness of service(s) provided.

3. Use information management skills, which include the ability to gather, asses client data, prepare and maintain adequate services records, and to utilize resources in order to address client needs.

4. Using self-awareness and self-assessment skills, which include techniques that promote the ongoing personal and professional development necessary to be an effective and non-judgmental human services worker.

LIBERAL ARTS AND SCIENCES CURRICULUM (PATHWAYS)
60 Credits required for AA Degree

Required Core

A. English Composition (6 Credits)

B. Mathematical and Quantitative Reasoning (3 Credits)

C. Life and Physical Sciences[1] (3-4 Credits)

   SUBTOTAL 12-13

Flexible Core

A. World Cultures and Global Issues (6 Credits)

B. U.S. Experience in its Diversity (3 Credits)

C. Creative Expression (3 Credits)

D. Individual and Society (3 Credits)

E. Scientific World[2] (3 Credits)

   SUBTOTAL 18

Major Requirements

NOTE: Students will complete a minimum of six credits of these requirements within the Flexible Core. Transfer students who have completed Common Core requirements at a previous institution will not be required to complete credits in excess of the 60-credit requirement.

- ART 11 Introduction to Art History *OR*
  ART 11 the Americas,Asia and the Middle East *OR*
  MUS 11 Introduction to Music *OR*
  MUS 12 Introduction to Music: A Multi-Cultural Survey of World Music (0-3 Credits)

- COMMUNICATIONS COMM, THEA, FILM, MEST (0-3 Credits)

- ENGLISH[3] (0-3 Credits)

- HISTORY Select ONE from HIS, GEO, PHL (0-3 Credits)

- MODERN LANGUAGES Select TWO from the same language at the appropriate level (0-6 Credits)

- SOCIAL SCIENCE Select ONE from ANT, CRJ, ECO, POL, PSY, SOC (0-3 Credits)

Additional Major Requirements

- Free Electives (0-10 Credits)
- PEA Physical Education *OR*
  HLT 91 Critical Issues in Health (1-2 Credits)
- Science Lab[1] Science Laboratory (0-1 Credit)

Human Services Option Requirements

- HSC 10 Social Welfare Institutions (0-3 Credits)
- PSY 11 Introduction to Psychology (0-3 Credits)
- SOC 11 Sociology (0-3 Credits)
- SOC 35 Introduction to Social Work (3 Credits)

SUBTOTAL 29-30

[1] Students may select either a 4-credit STEM variant science course or a 3-credit science course to fulfill Required Core C. Students selecting a 3-credit course must also complete an additional 1-credit lab course to fulfill graduation requirements.

[2] It is recommended that Human Services students take at least ONE course in Biology.

[3] Choose any ENG course from ENG 120-199.

BRONX COMMUNITY COLLEGE

LIBERAL ARTS AND SCIENCES

Associate in Arts Degree | Transfer Degree | Department of Communication Arts and Sciences

Program Description

Liberal Arts and Sciences: Media Studies Option

The Liberal Arts and Sciences curriculum offers a well-rounded education that prepares students for a wide range of career options. Students take courses in a diverse set of disciplines that provides a foundation for later specialization. The Media Studies option allows students interested in communication, mass media, and film and video studies or production to transfer to a senior college. Students who graduate with an AA Liberal Arts and Sciences: Media Studies option can pursue a variety of careers including television and/or film producer or director, screenwriter, corporate communications specialist, media analyst, and others.

Learning Outcomes

Upon successful completion of the Liberal Arts and Sciences program requirements, students will be able to:

1. Demonstrate a broad knowledge base from the humanities, social sciences and natural sciences.

2. Evaluate and analyze a range of artistic, historical, literary and philosophical works.

3. Examine the formation of individual and group behavior, and social institutions and processes.

4. Develop an ability and a cultural context for communication in a language other than English.

5. Communicate effectively through written and oral forms.

6. Demonstrate informed critical thinking.

7. Engage in quantitative reasoning and scientific inquiry.

8. Demonstrate an awareness of diverse cultures.

Upon successful completion of the Media Studies Option requirements, students will be able to:

1. Examine examples from television, film, newspapers, radio, and websites and, in written and/or oral presentations, analyze how these mass communication vehicles portray and influence US audiences of varying races, ethnicities, and genders.

2. Assess how the standpoints of characters in TV programs are affected by societal mores and values.

3. Interpret how filmmakers use lighting, audio, directing, set design, and mise en scene to create meaning in the minds of viewers.

LIBERAL ARTS AND SCIENCES CURRICULUM (PATHWAYS)

60 Credits required for AA Degree
Curriculum Coordinator: Dr. Laurence Brenner

Required Core

A. English Composition[1] (6 Credits)

B. Mathematical and Quantitative Reasoning (3 Credits)

C. Life and Physical Sciences[2] (3-4 Credits)

SUBTOTAL 12-13

Flexible Core

A. World Cultures and Global Issues (6 Credits)

B. U.S. Experience in Diversity (3 Credits)

C. Creative Expression (3 Credits)

D. Individual and Society (3 Credits)

E. Scientific World (3-4 Credits)

SUBTOTAL 18-19

Major Requirements

NOTE: Students will complete a minimum of six credits of these requirements within the Flexible Core. Transfer students who have completed Common Core requirements at a previous institution will not be required to complete credits in excess of the 60 credit requirement.

- **ART 11** Introduction to Art *OR*
  ART 12 Introduction to Art History: Africa, the Americas, Asia and the Middle East *OR*
  MUS 11 Introduction to Music *OR*
  MUS 12 Introduction to World Music (0-3 Credits)

- **COMM 11** Fundamentals of Interpersonal Communication (0-3 Credits)

- **ENGLISH** English Elective[3] (0-3 Credits)

- **HIS 10** History of the Modern World *OR*
  HIS 11 Introduction to the Modern World (0-3 Credits)

- **MODERN LANGUAGES**[4] Select one course from **ARB, FRN, ITL, JPN, POR,** or **SPN** (0-3 Credits)

- **SOCIAL SCIENCE** Select one course from **ANT, ECO, POL, PSY, SOC** (0-3 Credits)

Additional Major Requirements

- **PEA** Physical Education *OR*
  HLT 91 Critical Issues in Health (1-2 Credits)

- **LAB**[2] Lab Science (0-1 Credit)

- **Free Electives**[4, 5] to complete 60 credits (3-16 Credits)

Media Studies Option Requirements

- **MEST 60** Introduction to Mass Communication (0-3 Credits)
- **MEST 64** Social Media Communication (0-3 Credits)
- **MEST 96** Television, Society, and the Individual (0-3 Credits)

Choose one of the following two **FILM** courses:

- **FILM 61** Introduction to Film (0-3 Credits)
- **FILM 91** World Cinema (0-3 Credits)

SUBTOTAL 29-30

[1] ENG 110/111 plus one course from ENG 112, 114, 115, and 116. It is recommended that students choose ENG 115.

[2] Students may select either a 3 credit science course plus a lab course (1 cr.) or 4-credit STEM variant science course to fulfill Required Core C. Students selecting a 3-credit course in this area will have to take a 4-credit STEM variant science course in Flexible Area E in order to fulfill the lab requirement.

[3] Choose any ENG course from ENG 120-199.

[4] Select from any World Languages and Cultures listed at appropriate level with the exception of ITL 23.

[5] It is recommended that students use free elective credits to take an additional FILM course and/or MEDP 18. Select additional free electives in consultation with Media Studies adviser.

NOTE: The media studies option articulates with Lehman College. See the Transfer Planning web site for more details.

LIBERAL ARTS AND SCIENCES

Associate in Arts Degree | Transfer Degree | Department of Communication Arts and Sciences

Program Description

Liberal Arts and Sciences: Performing Arts Option

The Liberal Arts and Sciences curriculum offers a well-rounded education that prepares students for a wide range of career options. Students take courses in a diverse set of disciplines that provides a foundation for later specialization. The Performing Arts option allows students interested in theatre, dance, or music to transfer to a senior college. Students who graduate with an AA Liberal Arts and Sciences: Performing Arts option can pursue a career in the arts, including actor, musician, dancer, producer, director, teacher, arts administrator, arts journalist, promoter, grant writer, and others.

Learning Outcomes

Upon successful completion of the Liberal Arts and Sciences program requirements, students will be able to:

1. Demonstrate a broad knowledge base from the humanities, social sciences and natural sciences.

2. Evaluate and analyze a range of artistic, historical, literary and philosophical works.

3. Examine the formation of individual and group behavior, and social institutions and processes.

4. Develop an ability and a cultural context for communication in a language other than English.

5. Communicate effectively through written and oral forms.

6. Demonstrate informed critical thinking.

7. Engage in quantitative reasoning and scientific inquiry.

8. Demonstrate an awareness of diverse cultures.

Upon successful completion of the Performing Arts Option requirements, students will be able to:

1. Write a paper that requires critical analysis of a theatrical performance. Additionally, students will analyze a play within its social, political, and historical context.

2. Select, read, compare, and contrast different acting techniques including Stanislavski, Artaud, Method, and Meisner.

3. Analyze, in writing, narrative, poetic, dramatic, or prose texts in terms of voice, structure, plot, figurative language, imagery, and other stylistic elements.

LIBERAL ARTS AND SCIENCES CURRICULUM (PATHWAYS)

60 Credits required for AA Degree
Curriculum Coordinator: Dr. Sara Brady

Required Core

A. English Composition[1] (6 Credits)

B. Mathematical and Quantitative Reasoning[2] (3 Credits)

C. Life and Physical Sciences (3-4 Credits)

SUBTOTAL 12-13

Flexible Core

A. World Cultures and Global Issues (6 Credits)

B. U.S. Experience in its Diversity (3 Credits)

C. Creative Expression (3 Credits)

D. Individual and Society (3 Credits)

E. Scientific World (3-4 Credits)

SUBTOTAL 18-19

Major Requirements

- **ART 11** Introduction to Art *OR*
  ART 12 Introduction to Art History: Africa, the Americas, Asia and the Middle East *OR*
  MUS 11 Introduction to Music *OR*
  MUS 12 Introduction to World Music (0-3 Credits)

- **COMM 11** Introduction to Communication *OR*
  COMM 20 Public Speaking and Critical Listening (0-3 Credits)

- **HIS 10** History of the Modern World *OR*
  HIS 11 Introduction to the Modern World (0-3 Credits)

- **MODERN LANGUAGES** Select one course from **FRN, ITL, POR,** *OR* **SPN** (0-3 Credits)

- **SOCIAL SCIENCE** Select one course from **ANT, ECO, POL, PSY,** *OR* **SOC** (0-3 Credits)

Additional Major Requirements

- **PEA** Physical Education *OR*
  HLT 91 Critical Issues in Health (1-2 Credits)

- **LAB**[3] Lab Science (0-1 Credit)

- **Free Electives**[4, 5] to complete 60 credits (0-16 Credits)

Performing Arts Option Requirements

- THEA 70 Introduction to Theatre (0-3 Credits)
- THEA 75 Introduction to Acting (0-3 Credits)
- ENG 140 Folklore (3 Credits) *OR*
  ENG 161 Shakespeare (0-3 Credits)
- PERFORMING ARTS
  Choose 3 Credits From:

  COMM 26 Oral Interpretation of Literature
  (0-3 Credits)
  FILM 61 Introduction to Film (0-3 Credits)
  FILM 91 World Cinema (0-3 Credits)
  MUS 14 Creative Computer Music (3 Credits)
  MUS 21 Choral Performance 1 (1 Credit)
  MUS 22 Choral Performance 2 (1 Credit)
  MUS 23 Choral Performance 3 (1 Credit)
  MUS 24 Choral Performance 4 (1 Credit)
  MEST 60 Introduction to
  Mass Communication (0-3 Credits)
  PEA 41 Techniques of Jazz Dance (1 Credit) *OR*
  PEA 46 African, Caribbean and
  Black Dance Forms (1 Credit) *OR*
  PEA 47 Beginning Salsa (1 Credit)

SUBTOTAL 29-30

[1] ENG 110/111 plus one course from ENG 112, 114, 115, and 116. ENG 115 is recommended for this option.

[2] MTH 21 or 23 is recommended in Required Core B.

[3] Select appropriate lab course, if needed, to match lecture course.

[4] Students should see the language requirements at the senior college to which they are planning to transfer and consult with an advisor about using free elective credits to complete a two-semester modern language sequence, if needed.

[5] Select additional free electives in consultation with Performing Arts adviser.

NOTE: The Performing Arts option articulates with SUNY Empire State College. See the Transfer Planning web site for more details.

LIBERAL ARTS AND SCIENCES

Associate in Arts Degree | Transfer Degree | Department of Social Sciences

Program Description

Liberal Arts and Sciences: Political Science Option

The Liberal Arts and Sciences curriculum prepares a student to be an accomplished and productive human being. A liberal arts degree opens doors to the professions and to rewarding and responsible careers. Future physicians, teachers, scientists, lawyers and businesspeople, for example, develop themselves as well-rounded individuals, in addition to completing their pre-professional work. The academic experiences in liberal arts and sciences provide the foundation for later specialization, graduate study and professional school. The Political Science Option offers a greater degree of specialization.

Learning Outcomes

Upon successful completion of the Liberal Arts and Sciences program requirements, students will be able to:

1. Demonstrate a broad knowledge base from the humanities, social sciences and natural sciences.

2. Evaluate and analyze a range of artistic, historical, literary and philosophical works.

3. Examine the formation of individual and group behavior, and social institutions and processes.

4. Develop an ability and a cultural context for communication in a language other than English.

5. Communicate effectively through written and oral forms.

6. Demonstrate informed critical thinking.

7. Engage in quantitative reasoning and scientific inquiry.

8. Demonstrate an awareness of diverse cultures.

Upon successful completion of the Political Science Option requirements, students will be able to:

1. Apply political science concepts to understand the status, from historical and contemporary perspectives, of political events at local, national and/or international levels.

2. Write clearly on issues of international and domestic politics and public policy issues, using traditional and electronic resources for research and present results.

3. Analyze political/policy issues and formulate policy options and participate as civically engaged members of society.

4. Succeed at answering multiple choice, short answer and essay questions and participate in class discussion and group projects in describing national and/or international politics, institutions, structures and/or processes.

LIBERAL ARTS AND SCIENCES CURRICULUM (PATHWAYS)

60 Credits required for AA Degree
Curriculum Coordinator: Dr. Peter Kolozi and Dr. Hisseine Faradj

Required Core

A. English Composition (6 Credits)

B. Mathematical and Quantitative Reasoning (3 Credits)

C. Life and Physical Sciences[1] (3-4 Credits)

SUBTOTAL 12-13

Flexible Core

A. World Cultures and Global Issues (6 Credits)

B. U.S. Experience in its Diversity (3 Credits)

C. Creative Expression (3 Credits)

D. Individual and Society (3 Credits)

E. Scientific World (3 Credits)

SUBTOTAL 18

Major Requirements

NOTE: Students will complete a minimum of six credits of these requirements within the Flexible Core. Transfer students who have completed Common Core requirements at a previous institution will not be required to complete credits in excess of the 60-credit requirement.

- ART and MUSIC
  ART 11 Introduction to Art History *OR*
  ART 12 Introduction to Art History: Africa, the Americas, Asia and the Middle East *OR*
  MUS 11 Introduction to Music *OR*
  MUS 12 Introduction to Music: A Multi-Cultural Survey of World Music (0-3 Credits)

- COMMUNICATIONS
  COMM, THEA, FILM, MEST (0-3 Credits)

- ENGLISH[2] (0-3 Credits)

- HISTORY Select ONE from HIS, GEO, PHL (0-3 Credits)

- MODERN LANGUAGES Select TWO from the same language at the appropriate level (0-6 Credits)
- SOCIAL SCIENCE Select ONE from ANT, CRJ, ECO, HSC, PSY, SOC (0-3 Credits)

Additional Major Requirements

- Free Electives (0-10 Credits)
- PEA Physical Education *OR* HLT 91 Critical Issues in Health (1-2 Credits)
- Science Lab[1] Science Laboratory (0-1 Credit)

Political Science Option Requirements

- POL 11 American National Government (0-3 Credits)
- POLITICAL SCIENCE Choose any THREE from POL 21, POL 31, POL 41, POL 42, POL 51, POL 61, POL 69, POL 71, POL 72, POL 81 (0-9 Credits)

SUBTOTAL 29-30

[1] Students may select either a 4-credit STEM variant science course or a 3-credit science course to fulfill Required Core C. Students selecting a 3-credit course must also complete an additional 1-credit lab course to fulfill graduation requirements.

[2] Choose any ENG course from ENG 120-199.

The Political Science option is fully articulated with Lehman's B.A. in Political Science and with SUNY Empire State College. Students should review the articulation agreement available on the Transfer Planning website.

LIBERAL ARTS AND SCIENCES

Associate in Arts Degree | Transfer Degree | Department of Social Sciences

Program Description

Liberal Arts and Sciences: Psychology Option

The Liberal Arts and Sciences curriculum prepares a student to be an accomplished and productive human being. A liberal arts degree opens doors to the professions and to rewarding and responsible careers. Future physicians, teachers, scientists, lawyers and businesspeople, for example, develop themselves as well-rounded individuals, in addition to completing their pre-professional work. The academic experiences in liberal arts and sciences provide the foundation for later specialization, graduate study and professional school. The Psychology Option offers a greater degree of specialization.

Learning outcomes

Upon successful completion of the Liberal Arts and Sciences program requirements, students will be able to:

1. Demonstrate a broad knowledge base from the humanities, social sciences and natural sciences.

2. Evaluate and analyze a range of artistic, historical, literary and philosophical works.

3. Examine the formation of individual and group behavior, and social institutions and processes.

4. Develop an ability and a cultural context for communication in a language other than English.

5. Communicate effectively through written and oral forms.

6. Demonstrate informed critical thinking.

7. Engage in quantitative reasoning and scientific inquiry.

8. Demonstrate an awareness of diverse cultures.

Upon successful completion of the Psychology Option requirements, students will be able to:

1. Apply critical thinking through a psychological lens; this includes evaluating fact-based evidence, engaging in inductive and deductive reasoning, identifying and considering multiple points of view, and applying these processes to problem-solving.

2. Demonstrate understanding of basic and advanced psychological theories, principles, and concepts in the areas of human development, social interaction, psychopathology, cognition, and biological roots of behavior.

3. Explore connections between published research findings and their real-world applications, allowing students to apply psychological concepts to their own lives and experiences.

4. Evaluate hypotheses, research designs, research findings, theories, and research ethics, allowing students to not only understand the nature of psychological research, but to also become informed media consumers and apply scientific understanding to media reports about psychology.

5. Apply psychological concepts and principles to understanding social, political, and cultural phenomena, including but not limited to race, ethnicity, gender, sexual orientation, and disability.

LIBERAL ARTS AND SCIENCES CURRICULUM (PATHWAYS)

60 Credits required for AA Degree
Curriculum Coordinator: Dr. Rafael Mendez and Dr. Marjorie Garrido

Required Core

A. English Composition (6 Credits)

B. Mathematical and Quantitative Reasoning (3 Credits)

C. Life and Physical Sciences[1] (3-4 Credits)

SUBTOTAL 12-13

Flexible Core

A. World Cultures and Global Issues (6 Credits)

B. U.S. Experience in its Diversity (3 Credits)

C. Creative Expression (3 Credits)

D. Individual and Society (3 Credits)

E. Scientific World (3 Credits)

SUBTOTAL 18

BRONX COMMUNITY COLLEGE

Major Requirements

NOTE: Students will complete a minimum of six credits of these requirements within the Flexible Core. Transfer students who have completed Common Core requirements at a previous institution will not be required to complete credits in excess of the 60-credit requirement.

- **ART** and **MUSIC**
  ART 11 Introduction to Art History *OR*
  ART 12 Introduction to Art History: Africa, the Americas, Asia and the Middle East *OR*
  MUS 11 Introduction to Music *OR*
  MUS 12 Introduction to Music: A Multi-Cultural Survey of World Music (0-3 Credits)

- **COMMUNICATIONS COMM, THEA, FILM, MEST** (0-3 Credits)

- **ENGLISH**[2] (0-3 Credits)

- **HISTORY** Select ONE from **HIS, GEO, PHL** (0-3 Credits)

- **MODERN LANGUAGES** Select TWO from the same language at the appropriate level (0-6 Credits)

- **SOCIAL SCIENCE** Select ONE from **ANT, CRJ, ECO, HSC, POL, SOC** (0-3 Credits)

Additional Major Requirements

- **Free Electives** (0-10 Credits)

- **PEA** Physical Education *OR*
  HLT 91 Critical Issues in Health (1-2 Credits)

- **Science Lab**[1] Science Laboratory (0-1 Credit)

Psychology Option Requirements

- **PSY 11** Introduction to Psychology (0-3 Credits)

- **PSYCHOLOGY** Choose any THREE from **PSY 22, PSY 23, PSY 27, PSY 31, PSY 35, PSY 40, PSY 41, PSY 42, PSY 43, PSY 44, PSY 51, PSY 71, PSY 72** (9 Credits)

SUBTOTAL: 29-30

[1] Students may select either a 4-credit STEM variant science course or a 3-credit science course to fulfill Required Core C. Students selecting a 3-credit course must also complete an additional 1-credit lab course to fulfill graduation requirements.

[2] Choose any ENG course from ENG 120-199.

NOTE: The Psychology Option articulates with Lehman College, The College of New Rochelle, SUNY Stony Brook and SUNY Empire State. Visit the Transfer Planning website for more information.

LIBERAL ARTS AND SCIENCES

Associate in Arts Degree | Transfer Degree | Department of Education and Academic Literacy

Program Description

Liberal Arts and Sciences: Secondary Education Option

The Liberal Arts and Sciences curriculum prepares a student to be an accomplished and productive human being. A liberal arts degree opens doors to the professions and to rewarding and responsible careers. Future physicians, teachers, scientists, lawyers, and business people, for example, develop themselves as well-rounded individuals, in addition to completing their pre-professional work. The academic experiences in liberal arts and sciences provide the foundation for later specialization, graduate study, and professional school. The Secondary Education Option offers a greater degree of specialization. This degree program is for students who seek transfer to a senior college in CUNY, upon graduation, to pursue a baccalaureate degree and teacher certification.

Learning Outcomes

Upon successful completion of the Liberal Arts and Sciences program requirements, students will be able to:

1. Demonstrate a broad knowledge base from the humanities, social sciences and natural sciences.

2. Evaluate and analyze a range of artistic, historical, literary and philosophical works.

3. Examine the formation of individual and group behavior, and social institutions and processes.

4. Develop an ability and a cultural context for communication in a language other than English.

5. Communicate effectively through written and oral forms.

6. Demonstrate informed critical thinking.

7. Engage in quantitative reasoning and scientific inquiry.

8. Demonstrate an awareness of diverse cultures.

Upon successful completion of the Secondary Education Option requirements, students will be able to:

1. Demonstrate knowledge of historical, sociological, and philosophical developments in American education research and theory.

2. Apply observational skills and reflective practice to assess child development in appropriate learning environments for all adolescents.

3. Effectively communicate and demonstrate knowledge and skills that support effective partnerships in schools, with families and in communities.

4. Identify pedagogical techniques, multiple measures of assessment, appropriate technologies and classroom management strategies to meet the needs of all learners in adolescent learning environments.

LIBERAL ARTS AND SCIENCES CURRICULUM (PATHWAYS)

60 Credits required for AA Degree
Curriculum Coordinators: Dr. E. Langan & Dr. J. Todaro

Required Common Core

A. English Composition (6 Credits)

B. Mathematical and Quantitative Reasoning (3 Credits)

C. Life and Physical Sciences (3-4 Credits)

SUBTOTAL 12-13

Flexible Core

A. World Cultures and Global Issues (6 Credits)

B. U.S. Experience in its Diversity (3 Credits)

C. Creative Expression (3 Credits)

D. Individual and Society (3 Credits)

E. Scientific World (3 Credits)

SUBTOTAL 18

BRONX COMMUNITY COLLEGE

Major Requirements

NOTE: Students will complete a minimum of six credits of these requirements within the Flexible Core. Transfer students who have completed Common Core requirements at a previous institution will not be required to complete credits in excess of the 60-credit requirement.

- ART 11 Introduction to Art History *OR*
  ART 12 Introduction to Art History: Africa, the Americas, Asia and the Middle East *OR*
  MUS 11 Introduction to Music *OR*
  MUS 12 Introduction to Music: A Multi-Cultural Survey of World Music (0-3 Credits)

- COMM 11 Fundamentals of Interpersonal Communication *OR*
  COMM 20 Public Speaking and Critical Listening (0-3 Credits)

- HIS 10 History of the Modern World *OR*
  HIS 11 Introduction to the Modern World (0-3 Credits)

- MODERN LANGUAGES Choose from **FRN, ITL, POR,** *OR* **SPN** (0-3 Credits)

- PSY 11 Introduction to Psychology (0-3 Credits)

Additional Major Requirements

- PEA Select any Physical Education course *OR* HLT 91 Critical Issues in Health (1-2 Credits)

- LAB[1] Lab Science (0-1 Credits)

- Free electives (4-13 Credits)

Secondary Education Option

- EDU 70 Educational Foundations of Middle and High School (3 Credits)

- EDU 71 Multicultural Perspectives of Middle and High School (3 Credits)

- Restricted Elective* (6-8 Credits)

SUBTOTAL 29-30

[1] This requirement is satisfied if a student takes 4-credit STEM variant course in Required Area C.

*Consult with the department to discuss which courses apply towards teacher preparation to obtain certification to teach in the disciplines relevant to middle and high schools.

LIBERAL ARTS AND SCIENCES

Associate in Arts Degree | Transfer Degree | Department of Social Sciences

Program Description

Liberal Arts and Sciences: Sociology Option

The Liberal Arts and Sciences curriculum prepares a student to be an accomplished and productive human being. A liberal arts degree opens doors to the professions and to rewarding and responsible careers. Future physicians, teachers, scientists, lawyers and businesspeople, for example, develop themselves as well-rounded individuals, in addition to completing their pre-professional work. The academic experiences in liberal arts and sciences provide the foundation for later specialization, graduate study and professional school. The Sociology Option offers a greater degree of specialization.

Learning Outcomes

Upon successful completion of the Liberal Arts and Sciences program requirements, students will be able to:

1. Demonstrate a broad knowledge base from the humanities, social sciences and natural sciences.

2. Evaluate and analyze a range of artistic, historical, literary and philosophical works.

3. Examine the formation of individual and group behavior, and social institutions and processes.

4. Develop an ability and a cultural context for communication in a language other than English.

5. Communicate effectively through written and oral forms.

6. Demonstrate informed critical thinking.

7. Engage in quantitative reasoning and scientific inquiry.

8. Demonstrate an awareness of diverse cultures.

Upon successful completion of the Sociology Option requirements, students will be able to:

1. Demonstrate an understanding of and an ability to apply to different social contexts the concept of the Sociological Imagination.

2. Identify inequalities of social class, race, ethnicity, gender, sexuality, gender identity, age and disability and apply this knowledge to an analysis of different social contexts.

3. Describe and compare different social scientific theories.

4. Recognize and implement quantitative and qualitative research methods in the social sciences.

LIBERAL ARTS AND SCIENCES CURRICULUM (PATHWAYS)

60 Credits required for AA Degree
Curriculum Coordinator: Dr. Jawied Nawabi

Required Core

A. English Composition (6 Credits)

B. Mathematical and Quantitative Reasoning (3 Credits)

C. Life and Physical Sciences[1] (3-4 Credits)

SUBTOTAL 12-13

Flexible Core

A. World Cultures and Global Issues (6 Credits)

B. U.S. Experience in its Diversity (3 Credits)

C. Creative Expression (3 Credits)

D. Individual and Society (3 Credits)

E. Scientific World (3 Credits)

SUBTOTAL 18

Major Requirements

NOTE: Students will complete a minimum of six credits of these requirements within the Flexible Core. Transfer students who have completed Common Core requirements at a previous institution will not be required to complete credits in excess of the 60-credit requirement.

- ART and MUSIC
  ART 11 Introduction to Art History *OR*
  ART 12 Introduction to Art History: Africa, the Americas, Asia and the Middle East *OR*
  MUS 11 Introduction to Music *OR*
  MUS 12 Introduction to Music: A Multi-Cultural Survey of World Music (0-3 Credits)

- COMMUNICATIONS COMM, THEA, FILM, MEST (0-3 Credits)

- ENGLISH[2] (0-3 Credits)

- HISTORY Select ONE from HIS, GEO, PHL (0-3 Credits)

- MODERN LANGUAGES Select TWO from the same language at the appropriate level (0-6 Credits)

- SOCIAL SCIENCE Select ONE from ANT, CRJ, ECO, HSC, POL, PSY (0-3 Credits)

Additional Major Requirements

- Free Electives (0-10 Credits)
- PEA Physical Education *OR*
  HLT 91 Critical Issues in Health (1-2 Credits)
- Science Lab[1] Science Laboratory (0-1 Credit)

Sociology Option Requirements

- SOC 11 Sociology (0-3 Credits)
- SOCIOLOGY Select Three Upper Level SOC
  courses from SOC 31- 92[3] (9 Credits)

  SUBTOTAL 29-30

[1] Students may select either a 4-credit STEM variant science course or a 3-credit science course to fulfill Required Core C. Students selecting a 3-credit course must also complete an additional 1-credit lab course to fulfill graduation requirements.

[2] Choose any ENG course from ENG 120-199.

[3] Students planning to transfer to Lehman College to major in Sociology should not take SOC 35.

NOTE: The Sociology Option articulates with Lehman College and SUNY Empire State. Visit the Transfer Planning website for more information.

LIBERAL ARTS AND SCIENCES

Associate in Arts Degree | Transfer Degree | World Languages and Cultures

Program Description

Liberal Arts and Sciences: Spanish Option

The Liberal Arts and Sciences curriculum prepares a student to be an accomplished and productive human being. A liberal arts degree opens doors to the professions and to rewarding and responsible careers. Future physicians, teachers, scientists, lawyers, and businesspeople, for example, develop themselves as well-rounded individuals, in addition to completing their pre-professional work. The academic experiences in liberal arts and sciences provide the foundation for later specialization, graduate study, and professional school. The Spanish Option offers a greater degree of specialization.

Learning Outcomes

Upon successful completion of the Liberal Arts and Sciences program requirements, students will be able to:

1. Demonstrate a broad knowledge base from the humanities, social sciences and natural sciences.

2. Evaluate and analyze a range of artistic, historical, literary and philosophical works.

3. Examine the formation of individual and group behavior, and social institutions and processes.

4. Develop an ability and a cultural context for communication in a language other than English.

5. Communicate effectively through written and oral forms.

6. Demonstrate informed critical thinking.

7. Engage in quantitative reasoning and scientific inquiry.

8. Demonstrate an awareness of diverse cultures.

Upon successful completion of the Spanish Option requirements, students will be able to:

1. Understand, speak, read, and write appropriate level discourse in Spanish on a range of salient topics, demonstrating control and understanding of syntax and grammar.

2. Read historical, anthropological, philosophical, and literary texts critically and evaluate the works of key Hispanic writers and their place in world history and culture.

3. Reflect on Hispanic culture and history by referencing literary movements that shaped the Spanish-speaking world, as well as the pertinent issues raised by revered Hispanic writers.

4. Perform research and produce well-written, well-supported papers about the Spanish-speaking world.

5. Analyze, compare and contrast several practices and products of Hispanic societies to those of the United States and/or other cultures, using a variety of sources and points of view.

LIBERAL ARTS AND SCIENCES CURRICULUM (PATHWAYS)
60 Credits required for AA Degree
Curriculum Coordinator: Dr. Alexander Lamazares

Required Core

A. English Composition (6 Credits)

B. Mathematical and Quantitative Reasoning (3 Credits)

C. Life and Physical Sciences[1] (3-4 Credits)

SUBTOTAL 12-13

Flexible Core

A. World Cultures and Global Issues (6 Credits)

B. U.S. Experience in its Diversity (3 Credits)

C. Creative Expression (3 Credits)

D. Individual and Society (3 Credits)

E. Scientific World (3 Credits)

SUBTOTAL 18

Major Requirements

NOTE: Students will complete a minimum of six credits of these requirements within the Flexible Core. Transfer students who have completed Common Core requirements at a previous institution will not be required to complete credits in excess of the 60 credit requirement.

- ART 11 Introduction to Art *OR*
  ART 12 Introduction to Art History: Africa, the Americas, Asia and the Middle East *OR*
  MUS 11 Introduction to Music *OR*
  MUS 12 Introduction to World Music (0-3 Credits)

- COMM 11 Introduction to Communication *OR* Select ONE from **COMM, THEA, FILM, MEST** (0-3 Credits)

- ENG[2] English Elective (0-3 Credits)

- **HIS 10** History of the Modern World *OR*
  HIS 11 Introduction to the Modern World *OR*
  Select ONE from **GEO, PHL** (0-3 Credits)
- **MOD LAN** Select from any Modern Language course except Spanish at the appropriate level (0-3 Credits)
- **SOCIAL SCIENCES** Select one course from **ANT, CRJ, ECO, HSC, POL, PSY, SOC** (0-3 Credits)

Additional Major Requirements

- **LAB**[1] Lab Science (0-1 Credit)
- **PEA** Physical Education *OR*
  HLT 91 Critical Issues in Health (1-2 Credits)
  ELEC[3] **Free Electives** to complete 60 credits (3-10 Credits)

Spanish Option Requirements[4]
(Choose four based on initial placement in Spanish)

- **SPN 110** Introductory Spanish for Heritage Speakers (0-3 Credits)
- **SPN 111** Beginning Spanish I (3 Credits)
- **SPN 112** Beginning Spanish II (3 Credits)
- **SPN 113** Intermediate Spanish Language and Culture (3 Credits)
- **SPN 124** Don Quijote and Other Cervantes Masterpieces (3 Credits)
- **SPN 26** Spanish for Business Communication (3 Credits)
- **SPN 117** Advanced Spanish Composition (3 Credits)

- **SPN 120** Advanced Spanish Grammar (3 Credits)
- **SPN 121** Spanish Language and Culture (3 Credits)
- **SPN 122** Latin American Language and Culture (3 Credits)
- **SPN 125** Generation of 1898 (3 credits)
- **SPN 130** Literature and Culture of Puerto Rico (3 Credits)
- **SPN 131** Literature and Culture of the Spanish Caribbean (3 Credits)

SUBTOTAL 29-30

[1] Students may select either a 4-credit STEM variant science course or a 3-credit science course to fulfill Required Core C. Students selecting a 3-credit course must also complete an additional 1-credit lab course to fulfill graduation requirements.

[2] Choose any ENG course from ENG 120-199. ENG 47 Latino Literature and ENG 48 Afro-Caribbean Literature are recommended courses.

[3] HIS 31 Latin American History and HIS 39 History of the Caribbean are recommended electives.

[4] Students must take the Spanish Placement exam prior to enrolling in their first Spanish course. Placement scores will determine the first sequence of Spanish courses. See Modern Language Department to schedule the placement exam.

The program articulates with Lehman College and SUNY Empire State College. See the Transfer Planning web site for more information.

LIBERAL ARTS AND SCIENCES

Associate in Arts Degree | Transfer Degree | Department of Communication Arts and Sciences

Program Description

Liberal Arts and Sciences: Speech Pathology Option

The Liberal Arts and Sciences curriculum offers a well-rounded education that prepares students for a wide range of career options. Students take courses in a diverse set of disciplines that provides a foundation for later specialization. The Speech Pathology option is for students who want to help children and adults overcome speech problems such as fluency (stuttering), language problems such as aphasia, and related medical problems such as dysphagia (swallowing difficulties) in a wide variety of settings including hospitals, schools, and private practice. Students who have the sensitivity, personal warmth, and empathy to interact with a person who has a communication problem, along with scientific aptitude, patience, and persistence are ideal candidates for this program. Students who graduate with an AA Liberal Arts and Sciences: Speech Pathology option can transfer to a four-year program in preparation for a career as a certified Speech-Language Pathologist.

Learning Outcomes

Upon successful completion of the Liberal Arts and Sciences program requirements, students will be able to:

1. Demonstrate a broad knowledge base from the humanities, social sciences and natural sciences.

2. Evaluate and analyze a range of artistic, historical, literary and philosophical works.

3. Examine the formation of individual and group behavior, and social institutions and processes.

4. Develop an ability and a cultural context for communication in a language other than English.

5. Communicate effectively through written and oral forms.

6. Demonstrate informed critical thinking.

7. Engage in quantitative reasoning and scientific inquiry.

8. Demonstrate an awareness of diverse cultures.

Upon successful completion of the Speech Pathology Option requirements, students will be able to:

1. Exhibit a fundamental knowledge of the speech-language pathology profession, including the scope of its practice.

2. Describe typical communicative development behavior in infancy, childhood, and adolescence.

3. Explain how anatomy and physiology contribute to speech, voice, and swallowing.

LIBERAL ARTS AND SCIENCES CURRICULUM (PATHWAYS)

60 Credits required for AA Degree
Curriculum Coordinator: Dr. Joël Magloire

Required Core

A. English Composition[1] (6 Credits)

B. Mathematical and Quantitative Reasoning[2] (3 Credits)

C. Life and Physical Sciences[3] (3-4 Credits)

SUBTOTAL 12-13

Flexible Core

A. World Cultures and Global Issues (6 Credits)

B. U.S. Experience in its Diversity (3 Credits)

C. Creative Expression (3 Credits)

D. Individual and Society (3 Credits)

E. Scientific World (3-4 Credits)

SUBTOTAL 18-19

Major Requirements

NOTE: Students will complete a minimum of six credits of these requirements within the Flexible Core. Transfer students who have completed Common Core requirements at a previous institution will not be required to complete credits in excess of the 60 credit requirement.

- ART 11 Introduction to Art *OR*
  ART 12 Introduction to Art History: Africa, the Americas, Asia and the Middle East *OR*
  MUS 11 Introduction to Music *OR*
  MUS 12 Introduction to World Music (0-3 Credits)

- COMM 11 Fundamentals of Interpersonal Communication *OR*
  Select ONE from **MEST, FILM** *OR* **THEA** (0-3 Credits)

- **ENG**[4] English Elective (0-3 Credits)

- HIS 10 History of the Modern World *OR*
  HIS 11 Introduction to the Modern World *OR* Select ONE from **GEO, PHL** (0-3 Credits)

- **MODERN LANGUAGES**[5] Select one course from F**RN, ITL, POR,** or **SPN** (0-3 Credits)

- **SOCIAL SCIENCES**[6] Select one course from **ANT, ECO, POL, PSY, SOC** (0-3 Credits)

Additional Major Requirements

- **PEA** Physical Education *OR*
  HLT 91 Critical Issues in Health (1-2 Credits)
- **LAB**[7] Lab Science (0-1 Credit)
- **Free Electives**[8] (3-16 Credits)

Speech Pathology Option Requirements

- **BIO 21** The Human Body (0-4 Credits)
- **COMM 20** Public Speaking and Critical Listening (0-3 Credits)
- **COMM 41** The Theory of Language Development (3 Credits)
- **COMM 42** Anatomy and Physiology of the Speech Mechanism (3 Credits)

SUBTOTAL 29-30

[1] ENG 110/111 plus one course from ENG 112, 114, 115, and 116.

[2] MTH 23 is recommended in Required Core B.

[3] BIO 21 is recommended in Required Core C.

[4] Choose any ENG course from ENG 120-199.

[5] Select from any Modern Language listed above at appropriate level with the exception of ITL 23.

[6] It is recommended that students take PSY 11 in this area.

[7] This requirement is satisfied if a student takes a 4-credit STEM variant course in Required Area C. BIO 21 is recommended.

[8] Select additional free electives in consultation with Speech Pathology adviser. PSY 11 is recommended for students who have not taken it to fulfill their Social Science requirement.

NOTE: The Speech Pathology option articulates with Lehman College. See the Transfer Planning web site for more details.

LIBERAL ARTS AND SCIENCES

Associate in Arts Degree | Transfer Degree | Department of Art and Music

Program Description

Liberal Arts and Sciences: Studio Art Option

The Liberal Arts and Sciences curriculum prepares a student to be an accomplished and productive human being. A liberal arts degree opens doors to the professions and to rewarding and responsible careers. Future physicians, teachers, scientists, lawyers, and businesspeople, for example, develop themselves as well-rounded individuals, in addition to completing their pre-professional work. The academic experiences in liberal arts and sciences provide the foundation for later specialization, graduate study, and professional school. The option in Studio Art offers a greater degree of specialization. This option is suitable for students interested in the visual arts, art education, and a variety of other art related majors. The program gives students the opportunity to experience an assortment of hands-on art courses along with the general Liberal Arts curriculum.

Learning Outcomes

Upon successful completion of the Liberal Arts and Sciences program requirements, students will be able to:

1. Demonstrate a broad knowledge base from the humanities, social sciences and natural sciences.
2. Evaluate and analyze a range of artistic, historical, literary and philosophical works.
3. Examine the formation of individual and group behavior, and social institutions and processes.
4. Develop an ability and a cultural context for communication in a language other than English.
5. Communicate effectively through written and oral forms.
6. Demonstrate informed critical thinking.
7. Engage in quantitative reasoning and scientific inquiry.
8. Demonstrate an awareness of diverse cultures.

Upon successful completion of the Studio Art Option requirements, students will be able to:

1. Demonstrate an understanding of the process of making art.
2. Develop hands-on studio skills and competency in the use of traditional art tools and techniques.

LIBERAL ARTS AND SCIENCES CURRICULUM (PATHWAYS)

60 Credits required for AA Degree
Curriculum Coordinator: Professor Roni Ben-Nun

Required Core

A. English Composition (6 Credits)

B. Mathematical and Quantitative Reasoning (3 Credits)

C. Life and Physical Sciences[1] (3-4 Credits)

SUBTOTAL: 12-13

Flexible Core

A. World Cultures and Global Issues (6 Credits)

B. U.S. Experience in Diversity (3 Credits)

C. Creative Expression (3 Credits)

D. Individual and Society (3 Credits)

E. Scientific World (3 Credits)

SUBTOTAL: 18

Major Requirements

NOTE: Students will complete a minimum of six credits of these requirements within the Flexible Core. Transfer students who have completed Common Core requirements at a previous institution will not be required to complete credits in excess of the 60 credit requirement.

- ART 11 Introduction to Art History *OR*
  ART 12 Introduction to Art History: Africa, the Americas, Asia and the Middle East (0-3 Credits)
- COMM 11 Fundamentals of Interpersonal Communication (0-3 Credits)
- ENG English Elective[2] (0-3 Credits)
- HIS 10 History of the Modern World *OR*
  HIS 11 Introduction to the Modern World (0-3 Credits)
- MOD LAN Select ONE from **ARB, FRN, ITL, POR**, and **SPN** (0-3 Credits)
- SOC SCI Select ONE courses from **ANT, CRJ, ECO, HSC, POL, PSY,** and **SOC** (0-3 Credits)

Additional Major Requirements

- PEA Physical Education (1 Credit) *AND*
  Free Elective (1 Credit) *OR*
  HLT 91 Critical Issues in Health (2 Credit)
- Lab Science[1] (0-1 Credit)
- FYS 11 First Year Seminar[3] (1 Credit)
- Liberal Arts Electives[4] (2-11 Credits)

Studio Art Option Requirements

- ART 15 Design Basics (2 Credits)
- ART 21 Drawing (2 Credits)
- ART 22 Painting (2 Credits)
- ART Elective choose THREE of the following: (6 Credits)
  ART 24 Drawing II,
  ART 26 Painting II,
  ART 32 Printmaking,
  ART 41 Ceramics: Handbuilding,
  ART 42 Ceramics: Wheel Throwing,
  ART 72 Digital Photography,
  ART 82 Illustration,
  ART 84 Digital Imaging

SUBTOTAL 29-30

[1] This requirement is satisfied if a student takes a 4-credit STEM variant course in Required Area C.

[2] Choose any ENG course from ENG 120-199.

[3] Students must take FYS 11 prior to earning 24 equated or degree credits. Students who have earned 24 or more equated or degree credits are permitted to use the one credit as a free elective. It is highly recommended that students take FYS 11 in their first or second semester.

[4] As mandated by the New York State Department of Education, an Associate in Arts requires 45 credits from Liberal Arts offerings. Since Studio Art courses are not considered Liberal Arts, these electives must be selected from the Liberal Arts. For more details, please visit the Art and Music department.

BRONX COMMUNITY COLLEGE

LICENSED PRACTICAL NURSING

Certificate Program | Department of Nursing and Allied Health Sciences

Program Description

The Licensed Practical Nursing Program (L.P.N.), a program within the Department of Nursing and Allied Health Sciences, is an evening and weekend 45-credit certificate program. Upon successful completion of the required coursework, students are eligible to sit for the New York State National Council Licensure Examination for Practical Nurses (N.C.L.E.X.P.N.).

Learning Outcomes

Upon successful completion of the Licensed Practical Nursing program requirements, students will be able to:

1. Promote the dignity, integrity, self-determination, and personal growth of diverse patients/clients, their families, and oneself to provide individualized, culturally appropriate, patient-centered nursing care.

2. Through collaboration with health care team members, utilize evidence, tradition, and patient/client preferences in predictable patient/client care situations to promote optimal health status.

3. Articulate a unique role as a member of the health care team, committed to evidence-based practice, caring, advocacy, and safe quality care, to provide optimal health care for diverse patients/clients and their families.

4. Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care for diverse patients/clients and their families in collaboration with the health care team.

To be eligible for progression into practical nursing course work (PNR designated courses), students must meet the following criteria:

- A cumulative GPA of 2.7 must be obtained, with minimum grades in specified preclinical courses as follows. A minimum grade of "C" or better is required in ENG 100, 110 or 111, PSY 11, and PHM 10. These courses may be repeated once to achieve a grade of C or better. Additionally, a "C+" or better is required in BIO 23. BIO 23 may be repeated once to achieve a grade of "C+" or better. For these courses, withdrawal grades count as an attempt only for PHM 10. This policy also applies to students who transfer into BCC's L.P.N. from other institutions.

- A minimum score of 41.3% ("Basic level") will be required on each of the four sections of the TEAS V exam (English, Reading, Science, and Math), as well as an overall score of at 50%. The TEAS Examination may be repeated only once within the past two years. TEAS V Scores from another institution are not accepted. TEAS V exams must be less than two years old.

- Transfer students who were enrolled in but did not complete a nursing program at a previous school may be considered for admission if they meet all criteria. However, these students must also provide a statement explaining the reasons for failure to complete the program. The Nursing Committee on Admission reserves the right to deny admission after review of statement and circumstances of failure to complete the program.

In the case in which the number of qualified LPN students exceeds the number of available LPN clinical placements, the LPN program will prioritize clinical placements for students with the highest cumulative college GPA.

Minimum Acceptable Grade and Time Limitations

- While in the clinical phase of the program, students must maintain a grade of "C+" in each PNR course and earn a minimum of C in BIO 24.

- An LPN student who earns a grade of "C" or lower on PNR 101 may not repeat the course. An LPN student with a grade of "C" or lower on a PNR course other than PNR 101 may repeat the course, on a space-available basis, one time to achieve a C+ or better. (This may occur for only two PNR courses.) An LPN student with a grade of "C-" or lower on BIO 24 may repeat the course one time to achieve a C or better. Note that withdrawal grades of W and WU count as an attempt in PNR courses.

- All PNR courses required for graduation must be taken within three years from the date the student began PNR 101.

Additional Documentation and Requirements

Documentation Requirement for Applicants

Per CUNY policy, BCC will consider applicants for admission who are eligible for licensing in New York under the regulations of the New York State Education Department. The regulation provides eligibility for citizens and non-citizens who are "not unlawfully present," including those with Deferred Action for

Childhood Arrivals (DACA) and those permanently residing in the United States under color of law (PRUCOL).

Applicants may demonstrate eligibility through documents that verify that they meet the required criteria. The most common documents include:

1. Proof of U.S. citizenship through a birth certificate, U.S. passport, naturalization certificate, or a certificate of citizenship.

2. Proof of legal permanent resident status with what is known as a "Green Card".

3. Proof of various eligible categories, listed below, generally through an employment authorization document (EAD) or other satisfactory documentation.

Eligible immigration categories:

1. International student with F-1 status
2. Asylee
3. Refugee
4. Temporary Protected Status (TPS)
5. Deferred Action for Childhood Arrivals (DACA)
6. Individuals paroled into the United States whose parole has not expired
7. Persons residing in the U.S. pursuant to an Order of Supervision
8. Persons granted a stay of deportation/removal
9. Persons granted an indefinite voluntary departure
10. Persons on whose behalf an immediate relative petition has been approved
11. Persons who have filed an application for adjustment of status to permanent resident
12. Persons granted Deferred Action Status
13. Persons who entered and have continuous residency in the U.S. before 01/01/1972
14. Persons granted suspension of deportation or cancellation of removal
15. Cuban/Haitian entrants
16. Persons with a pending application for asylum, withholding of removal or deportation, protection under the Convention Against Torture (CAT), cancellation of removal, or TPS
17. Persons in T or U non-immigrant status
18. Self-petitioner under the Violence Against Women Act
19. Other persons living in the U.S. who are not unlawfully present

In addition to College tuition, fees and book costs the student is required to:

1. Be medically cleared through the College's Health Services Office.

2. Have completed Basic Cardiac Life Support (BCLS).

3. Purchase malpractice insurance through the College.

4. Be prepared to pay the cost for taking competency exams at the end of each clinical semester and the cost of the New York State Board N.C.L.E.X.-P.N. Examination at the completion of the program for NYS Licensure (cost is approximately $335.00).

5. Be aware that non-academic factors (e.g., criminal record, health conditions, and drug use) can impact whether a student may be admitted to, continue in, or successfully complete the LPN program and achieve licensure. Please refer to the LPN handbook for additional information and/or contact the LPN program director.

LICENSED PRACTICAL NURSING CURRICULUM
45 Credits required for Certificate

Pre-Clinical Sequence
- **ENG 110** English Composition I: Fundamentals of Writing and Rhetoric OR **ENG 111** English Composition I: Writing and Rhetoric (3 Credits)
- **BIO 23** Human Anatomy and Physiology I (4 Credits)
- **PSY 11** Introduction to Psychology (3 Credits)
- **PHM 10** Pharmacology Computations (2 Credits)
  TOTAL 12

First Semester (Spring)
- **BIO 24** Human Anatomy and Physiology II (4 Credits)
- **PNR 101** Fundamental Concepts of Practical Nursing (6 credits)
  SUBTOTAL 10

Second Semester (Fall)
- **PNR 201** Concepts of Family-Centered Care for the Practical Nurse (7 Credits)
- **PNR 301** Concepts of Adult Health for the Practical Nurse I (7 Credits)
  SUBTOTAL 14

Third Semester (Spring)
- **PNR 401** Concepts of Adult Health for the Practical Nurse II (7 credits)
- **PNR 501** Transition to Practical Nursing Practice (2 credits)
  SUBTOTAL 12
  TOTAL 45

MARKETING

Program Description

Marketing facilitates the flow of goods and services from producers to consumers. In today's marketing driven society, organizations need college graduates with knowledge of marketing functions, including advertising, personal selling, wholesaling, retailing and marketing research. A Cooperative Work Experience course allows students to gain valuable experience in a supervised setting. Graduates are equipped to assume entry-level positions and to pursue self-employment opportunities. Students are advised that there is an AS degree offered in the same discipline. The program articulates with SUNY Empire State College, Business, Management and Economics and Interdisciplinary Studies baccalaureate programs.

Learning Outcomes

Upon successful completion of the Marketing program requirements, students will be able to:

1. Discuss general knowledge of topics such as accounting, marketing, business ethics, forms of business entities and global business as they relate to the business environment.

2. Demonstrate the ability to successfully engage in business research, information gathering and reporting in an individual and group setting.

3. Critically analyze and discuss topics including marketing ethics, the four P's of marketing and global/domestic marketing strategies.

4. Utilize and incorporate basic business technology to produce business documents, spreadsheets and databases.

5. Demonstrate proficiency in performing basic mathematical calculations required in a business setting.

MARKETING CURRICULUM (PATHWAYS)

Curriculum Coordinator: Professor Howard A. Clampman

Required Core

A. English Composition

- ENG 110 English Composition I: Fundamentals of Writing and Rhetoric *OR* ENG 111 English Composition I: Writing and Rhetoric (3 Credits)

- ENG 112 English Composition II: Writing and Rhetoric *OR* ENG 114 English Composition II: Writing about Fiction *OR* ENG 115 English Composition II: Writing about Drama *OR* ENG 116 English Composition II: Writing about Poetry (3 Credits)

B. Mathematical and Quantitative Reasoning

- MTH 21[1] Survey of Mathematics I *OR* MTH 23[1] Probability and Statistics (3 Credits)

C. Life and Physical Science

- SCIENCE[2] AST 111, BIO 11, CHM 17, CHM 110, ENV 11, ESE 11, ESE 12, ESE 13, PHY 11 *OR* PHY 110 (3-4 Credits)

Flexible Core

A. World Cultures and Global Issues
- HIS 10 History of the Modern World *OR* HIS 11 Introduction to the Modern World (3 Credits)

D. Individual and Society
- ECO 12 Macroeconomics *OR* ECO 11 Microeconomics (3 Credits)

Choose one course from Flexible Core A-E[3]

SUBTOTAL 21-22

Major Requirements

- ACC 111 Principles of Accounting I (4 Credits)
- BUS 110 Introduction to Business Fundamentals (3 Credits)
- BUS 111[4] Applications of Mathematics for Business (3 Credits)
- COMM 12 Voice and Diction: Business and Professional Speech (2 Credits)
- CWE 31[5] Cooperative Work Experience (2 Credits)
- DAT 10 Computer Fundamentals and Applications (3 Credits)
- DAT 36 Microcomputer Spreadsheet Applications (3 Credits)
- FIN 31 Principles of Finance (3 Credits)
- FYS 11[6] First Year Seminar (0-1 Credit)
- LAB SCIENCE credit[2] (0-1 Credit)
- LAW 41 Business Law (3 Credits)
- MKT 11 Principles of Marketing (3 Credits)
- MKT 18 Consumer Behavior *OR* MKT 47 E-Marketing (3 Credits)
- MKT 48 Marketing Management (3 Credits)
- MKT 43 Principles of Advertising (3 Credits)

SUBTOTAL 38-40

TOTAL 60-61 Credits required for AAS Degree[7]

1 Students planning to transfer to a four-year college should take MTH 30 or 31.

2 Students may select either a 4-credit or a 3-credit science course. Students selecting a 3-credit course must also complete an additional 1-credit lab course to fulfill graduation requirements.

3 In an effort to provide students with a well-rounded liberal learning experience, students are encouraged to fulfill this requirement by selecting courses from Flexible Core Areas B, C or E as these areas are not already required by this program.

4 Students who have completed MTH 06 (or three years high school mathematics) and intend to transfer to a four-year college may take BUS 41 instead of BUS 111.

5 CWE 31 is a two (2) credit course. Students should enroll in CWE 31 one year before graduating or when they have completed 30 credits towards their degree. Students should see the CWE 31 Coordinator in the Department of Business and Information Systems, during their second semester. Students who are employed full-time are not required to complete the internship portion of CWE 31, provided their employer agrees to participate in course-related surveys. Permission must be obtained from the CWE 31 Coordinator or Department Chairperson by submitting documentation of current full-time employment. College Work-Study assignments within CUNY may not be used as substitutes for the CWE internship.

6 Students must take FYS 11 prior to earning 24 degree or equated credits. Students who have earned 24 or more degree or equated credits are permitted to use the one credit as a free elective. It is highly recommended that students take FYS 11 in their first or second semester. This requirement will be waived for students who have earned 24 or more degree or equated credits at BCC or another college and transfer into this program.

7 Students transferring into the program with 24 or more degree or equated credits will be exempt from FYS 11 and only required to complete 60 credits to graduate.

MATHEMATICS

Associate in Science Degree | Transfer Degree | Department of Mathematics and Computer Science

Program Description

The Mathematics curriculum provides a broad background in science and the humanities as well as a thorough grounding in higher mathematics, particularly calculus and its applications. In addition to computational techniques, students learn the rudiments of rigorous mathematical argument and proof. Problem-solving and reasoning skills learned in the course of studying mathematics not only provide a solid base for transfer to a senior college, but also assist in a wide variety of career options and disciplines such as physical and biological sciences, computer science, education, economics, business, finance, health, human services and social science.

Learning Outcomes

Upon successful completion of the Mathematics program requirements, students will be able to:

1. Perform numerical, symbolic and algebraic computations

2. Demonstrate understanding of the relationship between the graphical and the algebraic presentations of functions.

3. Correctly manipulate abstract concepts to construct and reproduce proofs in calculus and in more advanced mathematics courses.

4. Construct and present clear and rigorous mathematical arguments in calculus and linear algebra using mathematically appropriate language and notation.

5. Demonstrate a progression of critical thinking and problem solving skills within the sequence of mathematics courses.

6. Demonstrate the ability to appropriately apply mathematical techniques to model and address problems in a variety of scientific and other fields.

MATHEMATICS CURRICULUM (PATHWAYS)

60 Credits required for AS Degree
Curriculum Coordinator: Dr. Maria Psarelli

Required Core

A. English Composition (6 Credits)

B. Mathematical and Quantitative Reasoning
 • MTH 31[1] Calculus and Analytic Geometry I (4 Credits)

C. Life and Physical Sciences
 • SCIENCE I[2] BIO 11, *OR* CHM 11, *OR* PHY 11, *OR* PHY 31 (4 Credits)

  SUBTOTAL 14

Flexible Core

A. World Cultures and Global Issues (3 Credits)

B. U.S. Experience in its Diversity (3 Credits)

C. Creative Expression (3 Credits)

D. Individual and Society (3 Credits)

E. Scientific World
 • SCIENCE II[2] BIO 12, *OR* CHM 12, *OR* PHY 12, *OR* PHY 32 (4 Credits)

Restricted Elective Select one course from Area A-E. (3 Credits)[1]

  SUBTOTAL 19

Major Requirements

 • MTH 32 Analytic Geometry and Calculus II (4 Credits)

 • MTH 33 Analytic Geometry and Calculus III (4 Credits)

 • MTH 42 Linear Algebra (4 Credits)

 • MTH *OR* CSI (Two chosen from MTH 34, 35, 44, 46, 48, CSI 35)[3] (7-8 Credits)

 • Free Elective[1,3] (3-8 Credits)

  SUBTOTAL 27

[1] If a student is required to take MTH 28 College Algebra and Elementary Trigonometry or MTH 30 Precalculus, then the following applies.

 • If MTH 28 is required, then MTH 28 applies to Required Core B; MTH 30 applies to Scientific World/Restricted Electives; and MTH 31 will be required in the major courses. Free electives reduced to 3-4.

 • If student is exempted from MTH 28 but MTH 30 is required, then MTH 30 applies to Scientific World Restricted Electives.

[2] SCI I and II must form a sequence, e.g., BIO 11 and 12.

[3] CSI 35 has as prerequisite CSI 30, for which a student will need to use free elective credits.

NOTES: The program has been given a waiver to require its students to require specific STEM/STEM Variant courses in Required Area B, Required Area C and Flexible Area E. If students transferring into this program complete different courses in these areas, they will be certified as having completed the Common Core requirements, but it may not be possible for them to finish their degree within the regular number (60) of credits. Students who plan to transfer from this program should consult the requirements of the senior college of their choice, including any language requirements. All BCC associate degree students must take two courses designated as "writing intensive."

MEDIA AND DIGITAL FILM PRODUCTION

Associate in Science Degree | Transfer Degree | Department of Communication Arts and Sciences

Program Description

The Media and Digital Film Production AS degree program provides students with a broad foundation in digital production to prepare for a career in television, film, video, which makes up only a fraction of the possibilities for trained media specialists. Major corporations, government agencies, businesses, hospitals, and educational institutions use media to train, educate, and communicate information. Students in the Media and Digital Film Production AS degree program acquire a diverse skill set through various media courses and hands-on experiences in studio and sound production, field production, camera operation, lighting, audio recording, digital graphics and animation, editing as well as the narrative. All degree candidates complete a final, short digital media project. In the last semester of study, students have the opportunity to do further work in the industry through a supervised internship program. The AS degree offers students the option to enter the industry upon graduation or to transfer to a four-year program.

Readmission Requirements

Due to the rapidly changing nature of the field and courses, a student returning after an absence of three or more years from the program may need to retake MEDP/CMT courses. For full details on policies related to admission and readmission to the program, please see the BCC Codification of Academic Rules and Regulations.

Learning Outcomes

Upon successful completion of the Media and Digital Film Production program requirements, students will be able to:

1. Students will create treatments and storyboards for visual media stories using digital software.

2. Demonstrate basic skills involved in production and post-production exemplified in a student creation of a five-minute media project.

3. Create treatments and storyboards for visual media stories using digital software.

4. Edit using non-linear computer editing software and output video for distribution.

5. Perform entry-level professional skills after working in a supervised internship in the digital media industry.

MEDIA AND DIGITAL FILM PRODUCTION CURRICULUM (PATHWAYS)
60 Credits required for AS Degree
Curriculum Coordinator: Professor Jeffrey Wisotsky

Required Core
  A. English Composition (6 Credits)
  B. Mathematical and Quantitative Reasoning (3 Credits)
  C. Life and Physical Sciences (3 Credits)
    SUBTOTAL 12

Flexible Core
  A. World Cultures and Global Issues (3 Credits)
  B. U.S. Experience in its Diversity[1] (3 Credits)
  C. Creative Expression[2] (3 Credits)
  D. Individual and Society (3 Credits)
  E. Scientific World[3] (3 Credits)
  Select one course from Flexible Core A, B, C, D OR E (3 Credits)
    SUBTOTAL 18

Major Requirements
- MEDP 10 Introduction to Media and Digital Film Production (3 Credits)
- MEDP 12 Digital Studio Production (3 Credits)
- MEDP 14 Digital Animation and VFX *OR* MEDP 31 Digital Audio Production and Post Production (3 Credits)
- MEDP 18 Introduction to Visual Storytelling (3 Credits)
- MEDP 23 Digital Video Field Production (3 Credits)
- MEDP 33 Digital Video Editing I (3 Credits)
- MEDP 35 Digital Video Editing II (3 Credits)
- MEDP 36 Media and Digital Film Projects (3 Credits)
- MEDP 51 Media and Digital Film Internship (3 Credits)
- MEST 60[1] Introduction to Mass Communications (3 Credits)
- Free Electives[4] to complete 60 credits (0-3 Credits)
    SUBTOTAL 30

[1] It is recommended that students take MEST 60 in Flex. Area B

[2] It is recommended that students take FILM 61 in Flex. Area C.

[3] It is recommended that students take PHY 14 in Flex. Area E.

[4] If a student takes MEST 60 in flexible core area B, then the student will have 3 free elective credits.

NOTE: This program articulates with Brooklyn College's B.A. in Television and Radio. Please visit the Transfer Planning web site for more information.

MEDICAL LABORATORY TECHNICIAN

Associate in Applied Science Degree | Career Program | Department of Biological Sciences

Program Description

The Medical Laboratory Technician (MLT) curriculum is a career program in which the student earns the AAS degree. In addition to taking general core courses, certain liberal arts and science requirements, and specialized medical laboratory technician courses, the student has a requirement to train in state-of-the-art hospital laboratories. Upon completion, students will to sit for the Medical Laboratory Technician exam through the American Society for Clinical Pathology. Upon passing the exam graduates will become nationally certified and earn the NYS Clinical Laboratory Technician license.

All students wishing to enter the Medical Laboratory Technician curriculum must complete the following pre-MLT sequence with a minimum index of 2.0: BIO 11, ENG 110/111, CHM 17, MTH 13. Additionally, students must complete an MLT application form and be interviewed by the program director for acceptance into MLT. For a description of all admission requirements for the MLT curriculum, please consult the BCC Academic Rules and Regulations, available on the BCC website.

To be retained in the program, students must earn a minimum grade of "C" (73-76.9) in each Medical Laboratory Technician course (MLT 81, MLT 82, MLT 83, MLT 85, MLT 86, MLT 87, MLT 88, MLT 89, MLT 90). Any grade below a "C" (C minus, D plus, D, D minus or F) requires that the student repeat the course. No Medical Laboratory Technician course may be taken more than twice.

Students must maintain an overall GPA of 2.0 (on a 4.0 scale) to enroll in MLT 90 (Clinical Internship) and to graduate from BCC.

The MLT courses are integrated and sequenced in a specific manner to enable students to attain program competencies. All required courses must be passed each semester in order to advance to the following semester.

Any two failures (grade below a "C") in any of the required MLT courses will result in dismissal from the Medical Laboratory Technician program. Because of the critical nature of the profession, deviations from professional conduct may adversely affect the patient's well-being.

Therefore, the MLT Program Director, BCC faculty and Clinical Coordinators reserve the right to immediately remove the student from didactic, laboratory and clinical course work and/or dismiss that student from the program if it is determined that the student has acted in an unprofessional manner or if the student is unable to provide safe laboratory practices.

For a description of all academic standards for the MLT curriculum, please consult the BCC Academic Rules and Regulations available on the College website.

Accreditation and Licensure:

Medical Laboratory Technician (A.A.S.): The A.A.S in Medical Laboratory Technician is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

Address: 5600 N. River Road, Suite 720, Rosemont, IL 60018; Telephone #: (773) 714-8880; Website: www.naacls.org

The program is approved by the New York State Education Department, Office of the Professions.

Address: PO Box 22063, Albany, NY 12201

NOTE: Completion of a NAACLS-accredited & NYS approved program allows for certification by the American Society for Clinical Pathology (ASCP) and licensure with NYS. Please note that certification and licensing agencies may change the qualifying requirements; it is the student's obligation to meet those requirements.

Learning Outcomes

Upon successful completion of the Medical Laboratory Technician program requirements, students will be able to:

1. Accurately perform analytical testing on identified patient samples using appropriate reagents, method calibrators, controls, instruments, and diagnostic analyzers.

2. Differentiate between normal and abnormal cells and results, determine necessary follow up testing, carry out additional testing, as needed.

3. Adhere to strict safety and privacy requirements in the academic and professional setting.

4. Demonstrate critical thinking skills for problem solving in laboratory and clinical settings.

5. Demonstrate professionalism in the classroom and workplace and qualify for potential employment as a technician or technologist in a medical laboratory facility.

BRONX COMMUNITY COLLEGE

MEDICAL LABORATORY TECHNICIAN CURRICULUM (PATHWAYS)

66 Credits required for AAS Degree

Program Director: Dr. Diane Price Banks MPH, MLS (ASCP)[CM]

Required Core

A. English Composition

- ENG 110 English Composition I: Fundamentals of Writing and Rhetoric *OR* **ENG 111** English Composition I: Writing and Rhetoric (3 Credits)

B. Mathematical and Quantitative Reasoning

- MTH 23 Probability and Statistics (3 Credits)

C. Life and Physical Sciences

- BIO 11 General Biology I (4 Credits)

Flexible Core

A. World Cultures and Global Issues

- HIS 10 History of the Modern World *OR* HIS 11 Introduction to the Modern World (3 Credits)

D. Individual and Society

- COMM 11 Fundamentals of Interpersonal Communication (3 Credits)

E. Scientific World

- BIO 12 General Biology II (4 Credits)

Additional Flexible Core Requirement – Area E

- CHM 17 Fundamentals of General Chemistry I (4 Credits)

  SUBTOTAL 24

Major Requirements

- ART 10 Art Survey *OR* MUS 10 Music Survey (1 Credit)
- BIO 22 Medical Terminology (2 Credits)
- CHM 18 Fundamentals of General Chemistry II (4 Credits)
- MLT 81 Introduction to Medical Laboratory Technology (2 Credits)
- MLT 82 Clinical Hematology and Coagulation (4 Credits)
- MLT 83 Clinical Chemistry (4 Credits)
- MLT 85 Immunology / Serology (2 Credits)
- MLT 86 Immunohematology (3 Credits)
- MLT 87 Urinalysis and Body Fluids (2 Credits)
- MLT 88 Introduction to Clinical Microbiology (4 Credits)
- MLT 89 Diagnostic Microbiology (4 Credits)
- MLT 90 Clinical Internship (4 Credits)
- MTH 28 College Algebra and Elementary Trigonometry (3 Credits)
- PSY 11 Introduction to Psychology *OR* SOC 11 Introduction to Sociology (3 Credits)

  SUBTOTAL 42

*For incoming transfer students or those who change majors to Medical Laboratory Technician, the following substitutions will be made: BIO 23/24 for BIO 11/12; CHM 11/12 for CHM 17/18; and COMM 20 for COMM 11.

MEDICAL OFFICE ASSISTANT

Associate in Applied Science Degree | Career Program | Department of Business and Information Systems

Program Description

This curriculum is designed for students who would like to become Medical Office Assistants. They may work in physicians' offices, hospitals, laboratories and other health-related facilities. Students in the program are trained to transcribe recorded dictation of medical correspondence and case histories; complete computerized medical forms; maintain physicians' financial, medical and office records; prepare patients for medical examinations; perform basic clinical laboratory tests; and manage a medical office.

Learning Outcomes

Upon successful completion of the Medical Office Assistant program requirements, students will be able to:

1. Demonstrate effective business related written and oral communication skills.
2. Demonstrate proficiency in performing statistical calculations required in a business setting.
3. Utilize and incorporate business technology to produce advanced business documents and spreadsheets and databases.
4. Demonstrate the ability to efficiently perform medical laboratory procedures.

MEDICAL OFFICE ASSISTANT CURRICULUM (PATHWAYS)

Curriculum Coordinator: Dr. Kwi Park-Kim

Required Core

A. English Composition

- ENG 110 English Composition I: Fundamentals of Writing and Rhetoric *OR* ENG 111 English Composition I: Writing and Rhetoric (3 Credits)

B. Mathematical and Quantitative Reasoning

- MTH 21 Survey of Mathematics I *OR* MTH 23 Probability and Statistics (3 Credits)

C. Life and Physical Science

- BIO 21 The Human Body (4 Credits)

Flexible Core

A. World Cultures and Global Issues

- HIS 10 History of the Modern World *OR* HIS 11 Introduction to the Modern World (3 Credits)

D. Individual and Society

- COMM 11 Fundamentals of Interpersonal Communication (3 Credits)

Choose two courses from Flexible Core A-E[1] (6 Credits)

SUBTOTAL 22

Major Requirements

- BIO 22 Medical Terminology (2 Credits)
- BIO 46 Clinical Techniques I (2 Credits)
- BIO 47 Clinical Techniques II (2 Credits)
- BUS 111[2] Applications of Mathematics for Business (3 Credits)
- COM 31 Business Communications (3 Credits)
- DAT 33 Microcomputer Applications (2 Credits)
- DAT 36 Microcomputer Spreadsheet Applications (3 Credits)
- FYS 11[4] First Year Seminar (1 credit)
- HLT 91 Critical Issues In Health (2 Credits)
- KEY 10 Keyboarding for Computers (1 Credit)
- KEY 11 Document Formatting and Speed Development (2 Credits)
- LAW 45 Medical Law (3 Credits)
- NMT 78[3] EKG – Interpretations and Techniques (2 Credits)
- NMT 79[3] Phlebotomy (2 Credits)
- SEC 35 Medical Office Procedures and Management (2 Credits)
- WPR 11 Transcription for Business (3 Credits)
- WPR 21 Word Processing Applications (3 Credits)

SUBTOTAL 38

TOTAL 60 Credits required for AAS Degree

[1] Students must select two 3-credit courses that fulfill Flexible Core A-E (no more than one course in each Core area). In an effort to provide students with a well-rounded liberal learning experience, students are encouraged to fulfill this requirement by selecting courses from Flexible Core Areas B, C or E as these areas are not already required by this program.

[2] Students who have completed MTH 06 (or three years high school mathematics) and intend to transfer to a four-year college may take BUS 41 instead of BUS 111.

[3] Completion of BIO 22 and BIO 22 is required prior to registering for these courses as well as permission of the Medical Office Assistant Program Curriculum Coordinator.

[4] Students must take FYS 11 prior to earning 24 equated or degree credits. Students who have earned 24 or more equated or degree credits are permitted to use the one credit as a free elective. It is highly recommended that students take FYS 11 in their first or second semester.

NOTE: The program articulates with SUNY Empire State College, Business, Management and Economics and Interdisciplinary Studies baccalaureate programs.

NUCLEAR MEDICINE TECHNOLOGY

Associate in Applied Science Degree | Career Program
Department of Engineering, Physics and Technology

Program Description

Affiliated with Montefiore The University Hospital for the Albert Einstein College of Medicine.

This rewarding technology field involves collaboration and interactions with highly specialized people, the operation of sophisticated instruments, and excellent salaries. Nuclear Medicine is a branch of medical imaging that uses radioactive isotopes for the diagnosis and treatment of certain diseases.

The Nuclear Medicine Technologist prepares and administers the correct radioisotope doses, positions the patients under the gamma camera and produces images that are then interpreted by a physician.

BCC's affiliated clinical sites include Montefiore Medical Center, Mount Sinai Medical Center, New York Presbyterian, St. Barnabas Hospital and Memorial Sloan Kettering Cancer Center. Under supervision, students perform a variety of scans on select organs, cells, and molecules within the body. In addition, several sites perform Position Emission Tomography. The Nuclear Medicine Technology program is accredited by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT), nationally recognized by the Council for Higher Education Accreditation (CHEA).

To be eligible for admission to NMT, students must have successfully completed all the Math, Biology, Chemistry, Physics, and English pre-requisites (ENG 100/110/111, BIO 23, BIO 24, CHM 17, MTH 28/28.5, & PHY 24). Students must also have a minimum grade point average of B- (2.7) after completing the prerequisite courses. Be aware that admission to the program is competitive, and a GPA of higher than 2.7 may be needed to be admitted to the clinical program and enrolled in NMT courses. In cases where the program capacity is lower than the number of qualified students, students with the highest GPA will be admitted first. For students transferring from another college, grades received from transferred courses will be used in the calculation of their effective index. Transferred courses may not include NMT designated courses. Those students who have been at BCC waiting for admission to the Program will have preference over new transfer students.

Note, as well, that non academic factors (e.g., criminal record, health conditions, and drug use) can impact whether a student may be admitted or continue in the NMT program. Please refer to the NMT handbook for additional information and/or contact the NMT program director.

Once students have been accepted to the Nuclear Medicine Program, students must pass each didactic NMT class with a C+ or better and each clinical class with a B- or better. If students do not receive the required minimum grade, they are subject to program dismissal. For full academic policies on NMT program admission, retention, and graduation, please consult the BCC Codification of Academic Rules and Regulations available on the BCC website.

Upon the completion of the program at Bronx Community College, students are required to pass one of two national registry examinations to become identified as a Registered Nuclear Medicine Technologist and to practice as a Nuclear Medicine Technologist. Further study in this field is possible in institutions offering a baccalaureate degree in Nuclear Medicine Technology. The program articulates with New York City College of Technology and SUNY Empire State College. Visit the Transfer Planning web site for more information.

Learning Outcomes

Upon successful completion of the Nuclear Medicine Technology program requirements, students will be able to:

1. Demonstrate knowledge of Nuclear Medicine procedures and core concepts through assessment provided by Mock Certification Exam.

2. Demonstrate competence in a variety of routine Nuclear Medicine procedures.

3. Demonstrate proficiency of radiation safety including: radiation physics, radiation biology, instrumentation, quality control, and principles of ALARA.

4. Exhibit skills in patient care including: interpersonal communication, obtaining pertinent medical history, basic skills in EKG and phlebotomy.

5. Display a working knowledge of radiopharmaceuticals including: dosage administration, pediatric considerations, and decay principles.

Nuclear Medicine Graduate Achievement Data

Graduate achievement data is an indicator of program effectiveness, demonstrating the extent to which a program achieves its goals. The current report on graduate achievement data, identified by program, is available on the JRCNMT website by clicking on the following link: http://www.jrcnmt.org/students/program-graduate-outcomes/

NUCLEAR MEDICINE TECHNOLOGY CURRICULUM (PATHWAYS)

63 Credits required for AAS Degree
Program Director: Professor Grace Tursi

Required Core

A. English Composition

- **ENG 110** English Composition I: Fundamentals of Writing and Rhetoric *OR* **ENG 111** English Composition I: Writing and Rhetoric (3 Credits)

B. Mathematical and Quantitative Reasoning

- **MTH 28** College Algebra and Elementary Trigonometry (3 Credits)

C. Life and Physical Sciences

- **BIO 23** Human Anatomy and Physiology I (4 Credits)

Flexible Core

A. World Cultures and Global Issues

- **HIS 10** History of the Modern World *OR* **HIS 11** Introduction to the Modern World (3 Credits)

D. Individual and Society

- **COMM 11** Fundamentals of Interpersonal Communication (3 Credits)

E. Scientific World

- **BIO 24** Human Anatomy and Physiology II (4 Credits)

Additional Flexible Core course

- **CHM 17** Fundamentals of General Chemistry I (4 Credits)

    SUBTOTAL 24

Major Requirements

- **ART 10** Art Survey *OR* **MUS 10** Music Survey (1 Credit)
- **BIO 22** Medical Terminology (2 Credits)
- **LAW 45** Medical Law (3 Credits)
- **NMT 78**[1] EKG – Interpretation and Techniques (2 Credits)
- **NMT 79**[1] Phlebotomy (2 Credits)
- **NMT 71** Nuclear Medicine Laboratory (1 Credit)
- **NMT 81** Orientation to Nuclear Medicine (3 Credits)
- **NMT 82** Radio-Pharmaceutical Chemistry (3 Credits)
- **NMT 83**[1] Radiation Physics and Dosimetry (3 Credits)
- **NMT 84** Radiation Biology (2 Credits)
- **NMT 85**[1] Nuclear Medicine Procedures (2 Credits)
- **NMT 86** Didactic Nuclear Medicine (2 Credit)
- **NMT 87**[1] Clinical Nuclear Medicine I (3 Credits)
- **NMT 88** Senior NMT Seminar (3 Credits)
- **NMT 90**[1] Clinical Nuclear Medicine II (3 Credits)
- **PHY 24** Principles of General Physics (4 Credits)

    SUBTOTAL 39

[1] Parts or all of these courses are taught at Montefiore Medical Center including NMT 78, 79. NMT 71 and 81-88 are taught sequentially, although listed concurrently. These instructional hours for NMT 81-84 generally extend from January through May, just prior to the start of clinical training. Students may not register for any NMT course without permission of the program director.

NURSING

Associate in Applied Science Degree | Career Program | Department of Nursing and Allied Health Sciences

The AAS nursing degree program is registered by the New York State Department of Education and is a member of the National League for Nursing.

The nursing program offers both didactic (traditional classroom), laboratory, and clinical instruction. Didactic and laboratory instruction occur at the BCC campus. The clinical experience occurs in a variety of hospitals, healthcare facilities and community agencies in the Bronx and easily accessible areas in other boroughs.

The clinical sequence is run as a day program. We do, however, often offer some of the nursing courses during the evening based on an assessment of students' needs. The need is reviewed every semester. There is no guarantee that courses will be offered every semester during the evening.

Learning Outcomes

Upon successful completion of the Nursing program requirements, students will be able to:

1. Provide safe, competent and compassionate patient-centered care for patients and families/support person(s) across the life span based on current evidence-based practices.

2. Assimilate leadership and management principles in practice as a professional nurse.

3. Demonstrate integrity and accountability when applying professional nursing standards in practice within the ethical and legal framework of nursing.

4. Participate in collaboration and teamwork with members of the inter-professional team, the patient, and the patient's support person/family.

5. Utilize informatics and patient technologies to communicate, manage knowledge, mitigate error and support decision-making.

6. Participate in quality/performance improvement activities to promote optimal patient outcomes.

7. Engage in clinical reasoning/nursing-judgment to make patient-centered care decisions, and to function within the complex healthcare environment.

Accreditation, Approval, and Membership Information

The associate nursing program at Bronx Community College - CUNY located in Bronx, NY, is accredited by the: Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the associate nursing program is continuing accreditation.

View the public information disclosed by the ACEN regarding this program at http://www.acenursing.us/accreditedprograms/programSearch.htm

Academic Requirements

Academic requirements for all students who want to apply for entry into the Registered Nursing (R.N.) Program include:

- A cumulative GPA of 2.70, with a minimum grade of "C" or better in the pre-clinical sequence of **COMM 11**, **ENG 100**, **110** or **111**, **PSY 11**) and a "C+" or better in **BIO 23** and **PHM 10**. These courses can only be repeated once to achieve the required minimum grade. (For these courses, withdrawal grades count as an attempt only for **PHM 10**.) This policy also applies to students who transfer into BCC's RN program from other institutions.

TEAS V Examination

To be considered for admission into the BCC R.N. Nursing Program, applicants must obtain an individual score within the "Proficient "range on the TEAS V Admissions Examination. The TEAS V examination may be repeated one time only within the past two years. It is highly recommended that the applicant participates in the Assessment Technologies Institute (ATI) testing remediation program before repeating the TEAS V examination. The initial testing must be completed at Bronx Community College. TEAS V Scores from another institution are not accepted. TEAS V exams must be less than two years old.

The TEAS V examination is a multiple-choice test that evaluates essential academic skills: Math, Science, Reading and English. It is recommended that applicants review Biology, Chemistry and Math content in preparation for taking the TEAS V examination. Assessment Technologies Institute, INC. (ATI) testing, the author of the TEAS V examination, has study materials and programs available for interested students.

The test will take approximately 3½ hours to complete. Testing fees are not refundable. Information about ATI is available at: https://atitesting.com/Home.aspx

The testing schedule will be published each semester. The initial testing must be completed at Bronx Community College. TEAS V Scores from another institution are not accepted.

Additional Admission Information

Admission into the R.N. Program's nursing (NUR) courses is based on the approved priority list posted in the Nursing Department. Admissions are competitive and meeting the above requirement is not a guarantee of admission. When the number of applicants exceeds the number of available clinical spots in the program, cumulative GPA will be used to determine which candidates are admitted. (Transfer students see the following item.) Requirements for admission must be met by mid-November for admission into the following spring semester and mid-May for admission into the following fall semester. Candidates for admission must contact the Admissions Coordinator for the R.N. Program in the Nursing Department and declare intent to be admitted.

Returning Students

Students who have withdrawn from the program and wish to return to the clinical sequence must:

- be in good academic standing;

- be able to complete the clinical program within five years from the date of entry into the clinical sequence and meet current progression criteria; and

- have completed **BIO 23, BIO 24, BIO 28** and **PHM 10** within seven years of the date of re-admission into the clinical sequence.

- BCC students absent for one year or more will be held to the new standards.

A returning student who cannot meet the time requirements as stated above must reapply to the program and be subject to the current admission criteria.

Transfer Students

Transfer students who were enrolled in but did not complete a nursing program at a previous school may be considered for admission if they meet all criteria. However, these students must also provide a statement explaining the reason for failure to complete the program. The Nursing Committee on Admission reserves the right to deny admission after review of statement and circumstances of failure to complete the program.

The nursing program does not accept transfer credits for nursing or pharmacology courses taken at other colleges.

In addition, Biology courses that are seven or more years old will not be accepted by the nursing program. Transfer grades are not posted on the BCC transcript and must be provided at the student's request to the College's Office of Admission and sent to the nursing program for entry into the nursing student's file.

Any student transferring in credits from another accredited college cannot receive a combined total of more than 30 credits of advanced standing and/or examination.

Documentation Requirement for Applicants

Per CUNY policy, BCC will consider applicants for admission who are eligible for licensing in New York under the regulations of the New York State Education Department. The regulation provides eligibility for citizens and non-citizens who are "not unlawfully present," including those with Deferred Action for Childhood Arrivals (DACA) and those permanently residing in the United States under color of law (PRUCOL).

Applicants may demonstrate eligibility through documents that verify that they meet the required criteria. The most common documents include:

1. Proof of U.S. citizenship through a birth certificate, U.S. passport, naturalization certificate, or a certificate of citizenship.

2. Proof of legal permanent resident status with what is known as a "Green Card".

3. Proof of various eligible categories, listed below, generally through an employment authorization document (EAD) or other satisfactory documentation.

Eligible immigration categories:

1. International student with F-1 status
2. Asylee
3. Refugee
4. Temporary Protected Status (TPS)
5. Deferred Action for Childhood Arrivals (DACA)
6. Individuals paroled into the United States whose parole has not expired
7. Persons residing in the U.S. pursuant to an Order of Supervision
8. Persons granted a stay of deportation/removal
9. Persons granted an indefinite voluntary departure
10. Persons on whose behalf an immediate relative petition has been approved
11. Persons who have filed an application for adjustment of status to permanent resident
12. Persons granted Deferred Action Status

13. Persons who entered and have continuously residency in the U.S. before 01/01/1972

14. Persons granted suspension of deportation or cancellation of removal

15. Cuban/Haitian entrants

16. Persons with a pending application for asylum, withholding of removal or deportation, protection under the Convention Against Torture (CAT), cancellation of removal, or TPS

17. Persons in T or U non-immigrant status

18. Self-petitioner under the Violence Against Women Act

19. Other persons living in the U.S. who are not unlawfully present

Criminal Background Checks

Current laws generally permit a state licensing board or agency to deny a license to practice nursing if the applicant has been convicted of a felony or other specified crime. Like many state licensing boards, the Office of the Professions of the New York State Education Department requires that a criminal background check be conducted prior to granting a license to practice nursing.

The Department of Nursing and Allied Health Sciences at Bronx Community College does not require a criminal background check for admittance, but the department's educational requirements include placement at one or more hospitals or other off-campus clinical training sites. These sites frequently require a student to undergo a criminal background check before the student can be placed for clinical training. If, based upon the results of a criminal background check, the site determines that a student's participation in its clinical training program would not be in the best interest of the site, the site may deny that student admission to the training program. Even if the student has already begun the placement when the results are received, the site may elect to dismiss the student, regardless of the student's performance while in the training program. Each clinical training site that requires a criminal background check sets its own standards and procedures and you may be asked by the site to pay the cost of the background check. Please note that if a clinical training site determines that you may not take part in its training program based on the results of a criminal background check, you may be unable to complete your course requirements and to continue in the nursing program. It is important for you to consider this before you enroll in the nursing program. Bronx Community College has no obligation to refund your tuition or fees or to otherwise accommodate you in the event you are ineligible to complete your course requirements based on the results of a criminal background check, or if you are denied a license to practice nursing.

Please note that some of the facilities used by the nursing department may require screening for substance abuse. If this is a mandate of the clinical facility the student must comply. Failure to comply or a positive finding will result in the student having to withdraw from the nursing courses they are registered in at the time of the finding. No alternate clinical placement will be done.

Legal Limitations for State Licensure

A student who has charges pending or has ever been convicted of a felony or misdemeanor and/or has been found guilty of professional misconduct, unprofessional conduct or negligence may enter the nursing program. The student may sit for the professional licensing examination after completing the program. However, the student may or may not be rendered a permit to practice and/or receive the registered professional nurse license following review of the student's Application for License and First Registration by the Regents of the University of the State of New York.

Basic Life Support (BLS)

Certification by the American Heart Association is required of all nursing students and must remain current. Health clearance for Nursing must be completed each semester.

Health Requirements

The nursing program requires a specific detailed physical examination that exceeds the college requirements for physical examination and immunizations. These requirements comply with the New York State Department of Health regulations and must include immunization papers. The physical examination form is available in the Nursing Department.

Students who become ill, disabled or pregnant during clinical enrollment must provide current medical clearance before continuing the clinical portion of the program.

Students with disabilities must notify the disAbilities Services Office in Loew Hall, room 215, before any accommodation in a specific nursing course can be considered.

All nursing students must meet special health requirements to practice in clinical agencies.

Progression Requirements

- PHM 10, BIO 23, BIO 24 and BIO 28 must be taken within seven (7) years of the clinical sequence.

- All nursing (NUR) courses required for graduation must be passed with a grade of "C+" or better within five years of entry into the clinical sequence.

- Students must obtain a grade of C or better in supporting BIO courses (BIO 24, BIO 28), Students may repeat BIO 24 and BIO 28 once to attain a grade of C or better.

- NUR 101 may not be repeated. Students who do not earn a "C+" or better may not continue in the program.

- The following courses must be passed with a grade of "C+" or better: **NUR 100, NUR 101, NUR 201, NUR 301, NUR 401**, and **NUR 402**. A student may repeat, on a space-available basis, one of these courses a maximum of one time in order to earn a "C+" or better. Note that withdrawal grades of W and WU count as an attempt in NUR courses.

- When a student receives a grade of "C", "C-","D+", "D", "D-", "F", "WU" or "FIN" in **NUR 100, NUR 101, NUR 201, NUR 301, NUR 401,** or **NUR 402** and repeats the course and earns a grade of "C+" or better, the first grade will be converted to an "NC" ("No Credit"). This policy may only be applied once.

NCLEX-R.N. Examination

Graduates of the Nursing program are eligible to take the R.N. Licensure Examination (NCLEX-R.N.) given by the State of New York. Nursing students are required to pay for the NCLEX-R.N. Examination. The cost is approximately $335.

Additional Requirements

Substance abuse screening and a criminal background check may be required of students by certain clinical agencies. Positive findings will result in dismissal of the student from that agency and, as a result, the student must withdraw from the associated clinical course. The student must resolve the matter in a satisfactory manner before re-registering in the clinical course would be possible.

Transfer and Articulation

The Nursing AAS degree program articulates with SUNY Empire State College, Lehman College, Mercy College, and CUNY School of Professional Studies (SPS). Eligible graduates may also transfer credits to other senior colleges in The City University of New York or enroll in other colleges to continue study for baccalaureate and higher degrees.

NURSING CURRICULUM (PATHWAYS)
67 Credits required for AAS Degree
Program Director: Prof. Shanell Rawls

Required Core

A. English Composition

- **ENG 110** English Composition I: Fundamentals of Writing and Rhetoric *OR* **ENG 111** English Composition I: Writing and Rhetoric (3 Credits)

B. Mathematical and Quantitative Reasoning

- **MTH 23** Probability and Statistics (3 Credits)

C. Life and Physical Sciences

- **BIO 23** Human Anatomy and Physiology I (4 Credits)

Flexible Core

A. World Cultures and Global Issues

- **SOC 11** Sociology (3 Credits)

C. Creative Expression

- **ART 11** Introduction to Art History *OR* **MUS 11** Introduction to Music (3 Credits)

D. Individual and Society

- **COMM 11** Fundamentals of Interpersonal Communication (3 Credits)

E. Scientific World

- **BIO 24** Human Anatomy and Physiology II (4 Credits)

- **CHM 17** Fundamentals of General Chemistry I (4 Credits)

   SUBTOTAL 27

Major Requirements

- **BIO 28** Microbiology and Infection Control (4 Credits)

- **NUR 100** Gerontological Nursing (2 Credits)

- **NUR 101** Nursing Care Across the Life Span Level I (7 Credits)

- **NUR 201** Nursing Care Across the Life Span Level II (7 Credits)

- **NUR 301** Nursing Care Across the Life Span Level III (7Credits)

- **NUR 401** Nursing Across the Life Span Level IV (5 Credits)

- **NUR 402** Transition Into Nursing Practice (2 Credits)

- **PEA** Physical Education-one activity course (1 Credit)

- **PHM 10** Pharmacology Computations (2 Credits)

- **PSY 11** Introduction to Psychology (3 Credits)

   SUBTOTAL 40

NOTE: At least two courses must be taken from a list designated as "Writing Intensive" as published each semester in the Registration Guide and Schedule of Classes.

NOTE: All Nursing (NUR) courses required for graduation must be successfully completed within a five-year time span. The minimum acceptable grade in Nursing (NUR) courses is "C+." A nursing student may repeat one Nursing (NUR) course, excluding Level I Courses (Gerontological Nursing and Nursing Care Across the Lifespan I). Nursing students who do not achieve a "C"+ or better in two Nursing (NUR) courses Nursing Care Across the Lifespan level II-IV) may not continue in the program.

BRONX COMMUNITY COLLEGE

OFFICE ADMINISTRATION AND TECHNOLOGY

Program Description

Numerous employment opportunities for college trained administrative assistants with office information systems skills exist in a wide variety of offices—business, professional and governmental organizations. The Department is equipped with the latest technology and computer facilities are available for students to enhance their skills. Students learn machine transcription, office procedures, computer systems and applications including a variety of software programs, Internet, e-mail, multimedia, web page development and composition of business correspondence. The program articulates with SUNY Empire State College, Business, Management and Economics and Interdisciplinary Studies baccalaureate programs.

NOTE: The Office Administration and Technology program is not currently accepting new students.

Learning Outcomes

Upon successful completion of the Office Administration and Technology program requirements, students will be able to:

1. Discuss general knowledge of topics such as accounting, marketing, business ethics, forms of business entities and global business as they relate to the business environment.

2. Demonstrate the ability to successfully engage in business research, information gathering and reporting in an individual and group setting.

3. Demonstrate effective business related written and oral communication skills.

4. Utilize and incorporate business technology to produce basic and advanced business documents, spreadsheets and databases.

OFFICE ADMINISTRATION AND TECHNOLOGY CURRICULUM (PATHWAYS)
Curriculum Coordinator: Dr. Kwi Park-Kim

Required Core

A. English Composition

- **ENG 110** English Composition I: Fundamentals of Writing and Rhetoric *OR* **ENG 111** English Composition I: Writing and Rhetoric (3 Credits)

B. Mathematical and Quantitative Reasoning[1]

- **MTH 21** Survey of Mathematics I *OR* **MTH 23** Probability and Statistics (3 Credits)

C. Life and Physical Science[2]

- **SCIENCE AST 111, BIO 11, CHM 17, CHM 110, ENV 11, ESE 11, ESE 12, ESE 13, PHY 11** *OR* **PHY 110** (3-4 Credits)

Flexible Core

A. World Cultures and Global Issues

- **HIS 10** History of the Modern World *OR* **HIS 11** Introduction to the Modern World (3 Credits)

D. Individual and Society

- **COMM 11** Fundamentals of Interpersonal Communication (3 Credits)

Choose two courses from Flexible Core A-E[3] (6 Credits)

SUBTOTAL 21-22

Major Requirements

- **BUS 110** Introduction to Business Fundamentals (3 Credits)
- **BUS 111**[4] Applications of Mathematics for Business (3 Credits)
- **BUS 51** Principles of Management (3 credits)
- **BIS 13** Web Development (3 Credits)
- **COM 31** Business Communications (3 Credits)
- **CWE 31**[5] Cooperative Work Experience (2 Credits)
- **DAT 10** Computer Fundamentals and Applications (3 Credits)
- **DAT 36** Microcomputer Spreadsheet Applications (3 Credits)
- **FYS 11**[7] First Year Seminar (0-1 Credit)
- **Free Elective** (1 credit)
- **KEY 10** Keyboarding for Computers (1 Credit)
- **KEY 11** Document Formatting and Speed Development (2 Credits)
- **SEC 35** Medical Office Procedures and Management (2 Credits)
- **Lab Science Credit**[2] (0-1 Credit)
- **WPR 11** Transcription for Business (3 Credits)
- **WPR 21** Word Processing Applications (3 Credits)
- **WPR 24**[6] Presentation for Business (3 Credits)

SUBTOTAL 38-40

TOTAL 60-61 Credits required for AAS Degree[8]

BRONX COMMUNITY COLLEGE

[1] Students planning to transfer to a four-year college should take MTH 30 or 31.

[2] Students may select either a 4-credit or a 3-credit science course. Students selecting a 3-credit course must also complete an additional 1-credit lab course to fulfill graduation requirements.

[3] Student must select two 3-credit courses that fulfill Pathways Flexible Core A-E (no more than one in each Core area). In an effort to provide students with a well-rounded liberal learning experience, students are encouraged to fulfill this requirement by selecting courses from Flexible Core Areas B, C or E as these areas are not already required by this program.

[4] Students who have completed MTH 06 (or three years high school mathematics) and intend to transfer to a four-year college may take BUS 41 instead of BUS 111.

[5] CWE 31 is a two (2) credit course.   Students should enroll in CWE 31 one year before graduating or when they have completed 30 credits towards their degree. Students should see the CWE 31 Coordinator in the Department of Business and Information Systems, during their second semester.

Students who are employed full-time are not required to complete the internship portion of CWE 31, provided their employer agrees to participate in course-related surveys. Permission must be obtained from the CWE 31 Coordinator or Department Chairperson by submitting documentation of current full-time employment. College Work-Study assignments within CUNY may not be used as substitutes for the CWE internship.

[6] WPR 24 is offered in the fall semester only (day section in even years and evening section in odd years).

[7] Students must take FYS 11 prior to earning 24 degree or equated credits. Students who have earned 24 or more degree or equated credits are permitted to use the one credit as a free elective. It is highly recommended that students take FYS 11 in their first or second semester. This requirement will be waived for students who have earned 24 or more degree or equated credits at BCC or another college and transfer into this program.

[8] Students transferring into the program with 24 or more degree or equated credits will be exempt from FYS 11 and only required to complete 60 credits to graduate.

PARALEGAL AND LEGAL STUDIES

Associate in Applied Sciences Degree | Career Program | Department of Business and Information Systems

The Paralegal and Legal Studies Curriculum was developed according to guidelines provided by the American Bar Association's Standing Committee on Paralegals. It offers students a background in the legal fundamentals, appropriate skills and practical experience necessary for professional employment. The paralegal can perform tasks delegated by a lawyer as long as the lawyer is responsible to the client and assumes full professional responsibility for the work. A paralegal cannot give legal advice, appear in court or set fees. Paralegals may not provide legal services directly to the public, except permitted by law.

There is an increasingly wide range of paralegal job opportunities in both the private and public sectors. Law firms, banks, accounting firms, insurance companies, brokerage houses, the court system, schools, hospitals, welfare centers, public program law offices, neighborhood legal centers, legal aid offices and national, state and city government agencies all employ paralegals. Federal, New York State and New York City civil service systems have paralegal job classifications. The paralegal program gives the student a broad range of employment opportunities.

A paralegal education can prove to be a good background for an executive career in professions other than law and for the law profession itself. One can apply earned credits towards a law-related bachelor's degree. The program has a large liberal arts component, which enables students to continue their education after completion of the AAS Paralegal and Legal Studies Degree.

The Paralegal and Legal Studies curriculum emphasizes business and law courses that prepare students for employment that includes research, writing and other tasks commonly assigned by law firms to paralegals. The curriculum features a 75-100 hour internship (CWE 31) component in which students work in a legal setting. This exposes students to the legal profession and makes them further aware of their ethical and professional responsibilities.

The goals and objectives of the program are:

- To acquire an Associate in Applied Science Paralegal and Legal Studies degree or a Paralegal Certificate.
- To provide the students with a background in the legal fundamentals, appropriate skills and practical experience necessary for professional employment.
- To give students a broader range of employment opportunities, the curriculum offers a wide variety of business, law and liberal arts courses.

- To give students the opportunity to continue their education after completion of the AAS Paralegal degree. This is met by the curriculum's large liberal arts core. We presently have an articulation agreement with New York City Technical College as well as with SUNY Canton and SUNY Empire State.
- To expose our students to the legal profession in which they will be employed. This is met by a 210 hour working internship in a law related facility.
- To provide students with knowledge of the ethical responsibilities and the legal restrictions placed on legal assistants.

Learning Outcomes

Upon successful completion of the Paralegal and Legal Studies program requirements, students will be able to:

1. Students will demonstrate competency in the preparation of the following legal documents: summons and complaint, discovery questions and legal memorandum, cover letters for possible employment

2. Students will demonstrate competency in conducting legal research to create a legal memorandum.

3. Students will demonstrate growth in ethical behavior in accordance with professional standards.

4. Students will demonstrate preparedness to seek employment within the legal profession.*

*NOTE: not applicable to the Lay Advocate Option.

The **Lay Advocate Option** prepares students for service to people and institutions that are concerned with the criminal system, family law, the poor, the mentally and physically handicapped and the elderly.

Approved by the American Bar Association

Credit requirements for the Paralegal and Legal Students AAS degree

- Students must complete at least 50% of their Legal Specialty credits while in residence at BCC.
- Students must complete at least nine of their Legal Specialty credits through synchronous instruction.

PARALEGAL AND LEGAL STUDIES CURRICULUM (PATHWAYS)

Curriculum Coordinator: Professor Nikole Knight

Required Core

A. English Composition

- ENG 110 English Composition I: Fundamentals of Writing and Rhetoric *OR* ENG 111 English Composition I: Writing and Rhetoric (3 Credits)

- ENG 112 Composition and Rhetoric II
  ENG 114 Written Composition and Prose Fiction *OR*
  ENG 115 Written Composition and Drama *OR*
  ENG 116 Written Composition and Poetry (3 Credits)

B. Mathematical and Quantitative Reasoning

- MTH 21 Survey of Mathematics I *OR*
  MTH 23 Probability and Statistics (3 Credits)

- SCI[1] Choose any 3-credit course from Required Core C or Flexible Core E

Flexible Core

A. World Cultures and Global Issues

- HIS 10 History of the Modern World *OR*
  HIS 11 Introduction to the Modern World (3 Credits)

D. Individual and Society

- COMM 11 Fundamentals of Interpersonal Communication (3 Credits)

  Additional Flexible Core Requirement (Area A)

- SOC 11 Introduction to Sociology (3 Credits)

  SUBTOTAL 21-22

Major Requirements

- CWE 31[2] Cooperative Work Experience (2 Credits)
- DAT 33 Microcomputer Applications (3 Credits)
- FYS 11[3] First Year Seminar (0-1 Credit)
- LAW 17 Introduction to Paralegal Studies (3 Credits)
- LAW 19 Introduction to Law Office Management and Computers (3 Credits)
- LAW 41 Business Law (3 Credits)
- LAW 47 Civil Procedures (3 Credits)
- LAW 95 Legal Research and Writing (3 Credits)
- LAW 96 Advanced Legal Research and Writing (3 Credits)
- POL 11 American National Government *OR* SOC 35 Introduction to Social Work (3 Credits)

  SUBTOTAL 26-27

Restricted Electives

Choose one of the following three courses:

- ACC 111 Principles of Accounting I (4 Credits)
- BUS 111 Applications of Mathematics for Business (3 Credits)
- TAX 11 Introduction to Taxation (3 Credits)

Choose three of the following nine courses:

- LAW 52 Business Organizations (3 Credits)
- LAW 62 Family Law (3 Credits)
- LAW 64 Constitutional Law (3 Credits)
- LAW 65 Criminal Law and Procedures (3 Credits)
- LAW 72 Real Property (3 Credits)
- LAW 77 Immigration Law (3 Credits)
- LAW 82 Insurance and Torts (3 Credits)
- LAW 92 Estates, Trusts and Wills (3 Credits)
- LAW 91[+] Landlord Tenant Advocacy (3 Credits)
- Free Electives to complete the 60 credit requirement (0-1 Credit)

  SUBTOTAL 38-40

  TOTAL 60-61 Credits required for AAS Degree[3]

Lay Advocate Option

Students selecting the Lay Advocate option should replace 9 credits of the Paralegal and Legal Studies curriculum restricted electives and CWE 31 in the specialization requirements with the following:

- HLT 97# Field Work in Community Health Resources (3 Credits)
- LAW 62 Family Law (3 Credits)
- LAW 65 Criminal Law and Procedures (3 Credits)
- LAW 89 Legal Advocacy (3 Credits)

SUBTOTAL 12

[1] Students must choose one science course. This course may be selected from any 3-credit courses included in Required Core C or Flexible Core E. Completion of a 4-credit science course will fulfill this requirement, but is not mandatory. This may result in students exceeding 60 total degree credits.

[2] CWE 31 is a two (2) credit course. Students should enroll in CWE 31 one year before graduating or when they have completed 30 credits towards their degree. Students should see the CWE 31 Coordinator in the Department of Business and Information Systems, during their second semester. Students who are employed full-time are not required to complete the internship portion of CWE 31, provided their employer agrees to participate in course-related surveys. Permission must be obtained from the CWE 31 Coordinator or Department Chairperson by submitting documentation of current full-time employment. College Work- Study assignments within CUNY may not be used as substitutes for the CWE internship.

[3] Students must take FYS 11 prior to earning 24 degree or equated credits. Students who have earned 24 or more degree or equated credits are permitted to use the one credit as a free elective. It is highly recommended that students take FYS 11 in their first or second semester. This requirement will be waived for students who have earned 24 or more degree or equated credits at BCC or another college and transfer into this program.

[4] Students enrolled in the Lay Advocate option must choose from BUS 111 and TAX 11.

[5] Students transferring into the program with 24 or more degree or equated credits will be exempt from FYS 11 and only required to complete 60 credits to graduate.

[+] Department permission required

[#] HLT 97 is in lieu of CWE 31

PARALEGAL STUDIES

Certificate Program | Department of Business and Information Systems

Program Description

This certificate course of study is designed for advanced students who do not wish to enroll in the Paralegal and Legal Studies AAS Degree program. Minimum entrance requirements are 60 college credits or a two-year degree. Students entering with 60 credits should have completed courses in the following areas: English, Communication, Social Science, History, Music or Art, Science and Mathematics. Please see additional admission and credit requirements below.

Learning Outcomes

Upon successful completion of the Paralegal Studies Certificate requirements, students will be able to:

1. Students will demonstrate competency in the preparation of the following legal documents: summons and complaint, discovery questions and legal memorandum, cover letters for possible employment

2. Students will demonstrate competency in conducting legal research to create a legal memorandum.

3. Students will demonstrate growth in ethical behavior in accordance with professional standards.

4. Students will demonstrate preparedness to seek employment within the legal profession.

Admission to the Paralegal Certificate Program

1. Students must possess 18 semester credits or the equivalent of general education course work.

2. Students must have completed courses in at least three disciplines, such as social sciences, natural sciences, mathematics, humanities, foreign language, and English.

Credit requirements for the Paralegal Studies Certificate Program

1. Students must complete at least 50% of their Legal Specialty credits while in residence at BCC.

2. Students must complete at least nine of their Legal Specialty credits through synchronous instruction.

PARALEGAL CERTIFICATE CURRICULUM
Curriculum Coordinator: Professor Nikole Knight

- **DAT 10** Computer Fundamentals and Applications (3 Credits)
- **LAW 17** Introduction to Paralegal Studies (3 Credits)
- **LAW 19** Introduction to Law Office Management and Computers (3 Credits)
- **LAW 41** Business Law (3 Credits)
- **LAW 47** Civil Procedure (3 Credits)
- **LAW 95** Legal Research and Writing (3 Credits)
- **LAW 96** Advanced Legal Research and Writing (3 Credits)
- **LAW 52*** Business Organizations (3 Credits)
- **LAW 62*** Family Law (3 Credits)
- **LAW 65*** Criminal Law and Procedures (3 Credits)
- **LAW 72*** Real Property (3 Credits)
- **LAW 77*** Immigration Law (3 Credits)
- **LAW 82*** Insurance and Torts (3 Credits)
- **LAW 91*** Landlord/Tenant Advocacy (3 Credits)
- **LAW 92*** Estates, Trusts and Wills (3 Credits)
- **ACC 111*** Principles of Accounting I (4 Credits)
- **BUS 111*** Applications of Mathematics for Business (3 Credits)
- **TAX 11*** Introduction to Taxation (3 Credits)

TOTAL 30-31 Credits required for Certificate

*Choose 2 of these 8 law courses.

**Choose 1 of these 3 law courses.

NOTE: Students who may later transfer to a four-year college should consult an advisor for possible replacement courses.

For information on Gainful Employment, please visit http://www.bcc.cuny.edu/Gainful-Employment-Disclosure/?page2=GedtPCP

PUBLIC HEALTH

Associate in Science Degree | Transfer Degree | Department of Health, Physical Education and Recreation

Program Description

The mission of the Public Health program is to prepare students to transfer to a baccalaureate degree program at a 4-year university or college by providing them with introductory level coursework related to the content, concepts and skills essential to promoting and protecting health in diverse communities and populations.

In Public Health, the emphasis is on improving the health of entire populations, not just individuals. Professionals in this field perform many essential functions such as identifying and monitoring health issues that arise in the community, encouraging healthy behaviors through educational programs and media campaigns, as well as advocating to improve health equity for the most vulnerable members of society. Public Health workers also focus on the environmental and social factors that affect the health of the community. This is an exciting and rewarding career path for those who want to make a difference in the lives of others by creating a safer and healthier world. The Associate Degree in Public Health is designated to transfer to Bachelor Degree programs in public health within the City University of New York (CUNY) system as well as to other 4-year colleges.

Learning Outcomes

Upon successful completion of the Public Health degree program requirements, students will be able to:

1. Identify strategies used by public health professionals for promoting health and reducing disease in individuals and communities.

2. Discuss how past and present public health policies and government initiatives have improved health and quality of life in the US.

3. Identify the differences between the key determinants of health (behavioral, environmental, social and cultural) and explain their roles in the development of major diseases and health concerns affecting the US.

4. Locate, access, and evaluate current, reliable health information from appropriate medical, governmental, and voluntary health agencies integral to the US healthcare system.

5. Demonstrate an ability to communicate health information accurately and effectively in both oral and written forms.

6. Examine health disparities that exist between different populations within the US based on race, ethnicity, gender, and socio-economic status.

PUBLIC HEALTH CURRICULUM (PATHWAYS)

60 Credits required for AS Degree
Curriculum Coordinator: Prof. Elyse Gruttadauria

Required Core

A. English Composition (6 Credits)

B. Mathematical and Quantitative Reasoning[1] (3 Credits)

C. Life and Physical Sciences[2]
- BIO 21 The Human Body (4 Credits)

SUBTOTAL 13

Flexible Core[3]

A. World Cultures and Global Issues (3 Credits)

B. U.S. Experience in its Diversity (3 Credits)

C. Creative Expression (3 Credits)

D. Individual and Society (3 Credits)

E. Scientific World[2]
- ENV 11 Introduction to Environmental Health (4 Credits)

A-E Select one course from Areas A- E (3 Credits)

SUBTOTAL 19

Major Requirements

- CPR 10 Cardiopulmonary Resuscitation *OR* WFA 10 Workplace First Aid Training (1 Credit)

- HLT 91 Critical Issues in Health (2 Credits)

- HLT 101 Introduction to Public Health (3 Credits)

- PEA[4] Physical Education (1 Credit)

- PEA 12 Elementary Hatha Yoga *OR* PEA 82 Introduction to Tai Chi Chuan (1 Credit)

- Select 2 courses from the following:
  HLT 20[6] Aspects of Human Sexuality *OR*
  HLT 93 Human Sexuality
  HLT 88 Fundamentals of Community Health Work
  HLT 89 HIV/AIDS
  HLT 90 Health and Aging
  HLT 92 Drugs, Society and Human Behavior
  HLT 94 Human Nutrition
  HLT 96 Health Education for Parenting
  HLT 97[5] Field Work in Community Health Resources (3-6 Credits)

- PSY 11[6] Introduction to Psychology (0-3 Credits)

BRONX COMMUNITY COLLEGE

- Restricted Elective[6] COMM 20 Public Speaking *AND* PSY 35 Dynamics of Human Motivation *OR* MODERN LANGUAGE Select two from the same language (0-6 Credits)
- SOC 11[6] Introduction to Sociology (0-3 Credits)
- Free Electives (2-14 Credits)

SUBTOTAL 28

[1] Students in the curriculum are strongly advised to take MTH 23 to fulfill Required Core Area B.

[2] This program has obtained a waiver to require its students to take BIO 21 to fulfill Required Core Area C and ENV 11 to fulfill Flexible Core Area E.

[3] Students can complete no more than two courses from any one discipline or interdisciplinary field in the Flexible Core.

[4] Select any physical education course except PEA 12 and PEA 82.

[5] Students who are not planning on transferring to a 4 year program in Community Health are encouraged to take this course.

[6] If any of these courses satisfies a Flexible Core Area, free electives may be taken.

RADIOLOGIC TECHNOLOGY

Associate in Applied Science Degree | Career Program
Department of Nursing and Allied Health Sciences

Program Description

A radiologic technologist is a skilled professional who provides a specialized health care service. This rewarding profession involves the operation of sophisticated equipment in a rapidly expanding field. The Radiologic Technology Program in the Department of Nursing and Allied Health Sciences at Bronx Community College prepares students as entry-level qualified licensed and registered radiographers.

The term "diagnostic radiography" is used to describe a variety of radiographic or x-ray examinations. Most people are familiar with chest x-rays and also x-rays to diagnose broken bones. The radiographer performs these procedures as well as those which require the use of contrast agents that make it possible to study organs that otherwise cannot be seen.

Students receive their clinical education at Montefiore Medical Center, Jacobi Medical Center, New York Presbyterian Hospital, or Montefiore Wakefield Division. All facilities are accessible by public transportation.

Upon successful completion of the program, students are eligible for the national and state certifying examinations. Graduates may go on to earn a higher degree in radiological health sciences.

Graduates have a wide selection of clinical settings to choose from, including hospitals and medical centers, out-patient imaging facilities, public health institutions and government and private research institutes that require radiographers.

Mission Statement

The Mission of the Bronx Community College Radiologic Technology Program is to prepare its students for careers in the Diagnostic Imaging Sciences through a challenging, progressive academic and clinical environment. The faculty of the Radiologic Technology Program is committed to graduating competent, compassionate Radiographers with strong communication and patient care skills.

Goals and Student Learning Outcomes of the Radiologic Technology Program

Goal # 1: Graduates will demonstrate clinical competency in radiologic technology.

SLO # 1.1: Students will demonstrate accurate positioning skills to produce diagnostic images.

SLO # 1.2: Students will demonstrate effective patient-care skills.

SLO # 1.3: Students will compute appropriate technical factors and practice principles of ALARA.

SLO # 1.4: Students will utilize principles of radiation protection.

Goal # 2: Graduates will demonstrate effective communication skills.

SLO # 2.1: Students will demonstrate proficiency in written communication skills.

SLO # 2.2: Students will demonstrate effective oral communication skills in the clinical aspect of the program.

Goal # 3: Graduates will demonstrate critical thinking and problem-solving skills.

SLO # 3.1: Students will apply alternate methodologies for imaging trauma patients.

SLO # 3.2: Students will recognize the quality of diagnostic radiographic images.

SLO # 3.3: Students will demonstrate ability to modify and improve image quality.

Goal # 4: Graduates will demonstrate professionalism.

SLO # 4.1: Students will conduct themselves according to professional standards.

SLO # 4.2: Students will demonstrate understanding of the Code of Ethics.

SLO # 4.3: Students will demonstrate professional development by advancing in the field of radiologic technology and medical imaging.

Admission requirements for Radiologic Technology curriculum include:

- Achieve a minimum grade of C+ in **BIO 23** and B- in **MTH 28/28.5** by the conclusion of the fall semester prior to entry. The Radiologic Technology Program only accepts students once a year for the subsequent fall semester.

- Be CUNY English proficient, either by meeting CUNY criteria (e.g., Regent's Score, English Proficiency Index >64, etc) or by successfully completing **ENG 100/110**. Note that completing **ENG 100/110** is equivalent to **ENG 111**.

- A minimum cumulative GPA of 2.8, including all prior non-BCC college coursework, if applicable. (Students may be required to provide official transcripts for non-BCC coursework, upon request.) As the program is competitive, a GPA of 2.8 does not guarantee that the student will be

accepted into the program. Seats are limited based on clinical placement capacity. Students will be selected based on highest to lowest GPA until the available seats have been filled.

- It is recommended that ENG 100/110/111, HIS 10/11, COMM 11, PSY 11, BIO 24, and PEA be completed prior to entry to the Radiologic Technology coursework (RAD and CLE designated courses). Students who have completed ENG 100/110/111, HIS 10/11, COMM 11, PSY 11, and PEA courses at another college will have to submit their transcripts. Pre-radiologic technology students are allowed two attempts to achieve a C+ in BIO 23 (Human Anatomy and Physiology I) and B- in MTH 28 or MTH 28.5 (College Algebra and Elementary Trigonometry). A grade of "W/WU" will count as an attempt in these two courses. The Radiologic Technology Program's Committee on Admissions and Waivers has the right to allow the student an additional attempt when there is evidence of extenuating circumstances. Extenuating circumstances need to have legal and/or official documentation and must be presented to the Committee on Admissions and Waivers before a waiver will be granted.

- Students must have completed BIO 23, MTH 28 or MTH 28.5 (or equivalent for transferred students) within seven years of the date of admission into the Radiologic Technology Program.

For a detailed listing of Radiologic Technology admission requirements and academic standards, please see BCC's Academic Rules and Regulations available on the BCC website.

PLEASE NOTE: For admission to the Radiologic Technology program (and enrollment in RAD/CLE courses), students must file an application with the program. Please contact the Radiologic Technology program for more information.

Program Accreditation:

The Radiologic Technology Program is accredited by the Joint Review Committee on Education in Radiologic Technology and the New York State Department of Health. In 2016, the Joint Review Committee on Education in Radiologic Technology awarded the Radiologic Technology program 8-year accreditation.

Complaints may be addressed to the JRCERT at the following address.

Joint Review Committee on Education in Radiologic Technology
20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182
Phone: 312.704.5300 | Fax: 312.704.5304
http://www.jrcert.org/

Ethical Standards, Criminal Background Checks, and Drug Screening

Radiologic science professionals must meet high ethical standards given their essential role in the health care system and the close contact they have with patients. If you are a student who has been charged with or convicted of a misdemeanor or felony (including a conviction of a similar offense in a military court-martial), the Radiology program recommends completing an "Ethics Review Application" that can be obtained from the American Registry of Radiologic Technologist (ARRT). This application can help identify issues that may make a student ineligible for certification and registration. It is a student's responsibility to identify and address any potential issues early, before a student has pursued coursework toward the Radiologic Technology degree.

While the Department of Nursing and Allied Health Sciences at Bronx Community College does not require a criminal background check for admittance to degree programs, the department's educational requirements include placement at one or more hospitals or other off-campus clinical training sites. These sites do frequently require a student to undergo a criminal background check before the student can be placed for clinical training. If based upon the results of a criminal background check, the site determines that a student's participation in its clinical training program would not be in the best interest of the site, the site may deny that student admission to the training program. Even if the student has already begun the placement when the results are received, the site may elect to dismiss the student, regardless of the student's performance while in the training program. Each clinical training site that requires a criminal background check sets its standards and procedures, and you may be asked by the site to pay the cost of the background check. Please note that if a clinical training site determines that you may not take part in its training program based on the results of a criminal background check, you may be unable to complete your course requirements and to continue in the Radiology program. It is essential for you to consider this before you enroll in the Radiology program. Bronx Community College has no obligation to refund your tuition or fees or to otherwise accommodate you in the event you are ineligible to complete your course requirements based on the results of a criminal background check, or if you are denied a license to practice Radiologic Science.

Please note that some of the clinical affiliates require screening for substance abuse. If this is a mandate of the clinical facility, the student must comply with and is responsible for the expense. Failure to comply or a positive

finding will result in the student having to withdraw from the Radiology program at the time of the finding. No alternate clinical placement will be accommodated.

Once accepted to the Radiology Program the Program Director will provide students with a handbook, which provides detail information regarding the process and cost of the background check and drug testing.

RADIOLOGIC TECHNOLOGY CURRICULUM (PATHWAYS)

65 Credits required for AAS Degree
Program Director: Professor Manish Sharma

Required Core

A. English Composition

- **ENG 110** English Composition I: Fundamentals of Writing and Rhetoric *OR* **ENG 111** English Composition I: Writing and Rhetoric (3 Credits)

B. Mathematical and Quantitative Reasoning

- **MTH 28** College Algebra and Elementary Trigonometry (3 Credits)

C. Life and Physical Sciences

- **BIO 23** Human Anatomy and Physiology I (4 Credits)

Flexible Core

A. World Cultures and Global Issues

- **HIS 10** History of the Modern World *OR* **HIS 11** Introduction to the Modern World (3 Credits)

D. Individual and Society

- **COMM 11** Fundamentals of Interpersonal Communication (3 Credits)

E. Scientific World

- **BIO 24** Human Anatomy and Physiology II (4 Credits)

Additional Flexible Core Requirement – Area D

- **PSY 11** Introduction to Psychology (3 Credits)

  SUBTOTAL 23

Major Requirements

- **CLE 11** Clinical Radiography Fundamentals (0.5 Credit)
- **CLE 15** Clinical Radiography I (0.5 Credit)
- **CLE 21** Clinical Radiography II (1 Credit)
- **CLE 31** Clinical Radiography III (1 Credit)
- **CLE 41** Clinical Radiography IV (1.5 Credit)
- **CLE 45** Clinical Radiography V (0.5 Credit)
- **CLE 51** Clinical Radiography VI (1.5 Credit)
- **CLE 61** Clinical Radiography VII/ Senior Seminar (1 Credit)
- **PEA** Physical Education activity course (1 Credit)
- **RAD 11** Fundamentals of Radiologic Sciences and Health Care (3.5 Credits)
- **RAD 12** Radiographic Exposure I (2.5 Credits)
- **RAD 13** Radiographic Procedures I (3 Credits)
- **RAD 15** Radiographic Anatomy I (2 Credits)
- **RAD 16** Patient Care and Pharmacology in Radiologic Sciences (2.5 Credits)
- **RAD 22** Radiographic Exposure II (2.5 Credits)
- **RAD 23** Radiographic Procedures II (3 Credits)
- **RAD 24** Radiation Protection (2 Credits)
- **RAD 25** Radiographic Anatomy II (1 Credit)
- **RAD 32** Imaging Modalities (2 Credits)
- **RAD 33** Radiographic Procedures III and Cross Sectional Anatomy (2 Credits)
- **RAD 34** Radiographic Pathology (2 Credits)
- **RAD 42** Radiation Biology (2 Credits)
- **RAD 43** Quality Assessment/Management (1 Credit)
- **RAD 71** Radiation Physics (2.5 Credits)

  SUBTOTAL 42

Basic Life Support and Basic First Aid — All radiologic technology students are required to be certified in cardiopulmonary resuscitation and basic first aid by December 15 of their first clinical year. Proof of certification must be submitted to the Program Director. The student is responsible for the cost of the CPR class.

Health Requirements — All radiologic technology students must meet special health requirements to practice in clinical agencies.

Students will be accepted and assigned to clinical experiences and otherwise treated without regard to sex, sexual orientation, race, creed, color, national origin, age, marital or veteran status in accordance with the laws of the city, state and nation.

Science, AS, and Options

ABOUT THE PROGRAM

The AS in Science provides the math and science foundation necessary to pursue later specialization, graduate study, and professional schools. All students in the AS in Science must choose one of four options: Biology, Chemistry, Earth Systems and Environmental Science, or Physics. Each option prepares students for transfer to a complementary four-year degree program. Students in the Biology, Chemistry, or Earth Systems and Environmental Science options transfer to four-year science programs (biochemistry, biology, chemistry, earth and environmental science, etc.), teacher education programs, pharmacy schools, or engineering programs (biomedical, chemical, environmental). Students in the Physics option usually transfer to colleges offering bachelor's degrees in engineering (civil, electrical, mechanical, etc.) or in the physical sciences. Enrichment programs are offered to encourage students to continue their education beyond the bachelor degree by attending graduate or other professional programs (e.g., medical school, physical assistant programs, physical therapy programs).

NOTE: This degree program was previously called the AS in Liberal Arts and Sciences.

Learning Outcomes

Upon successful completion of the Science program requirements, students will be able to:

1. Identify and apply the fundamental concepts and methods of a life or physical science.

2. Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.

3. Interpret and draw appropriate inferences from quantitative representation such as formulas, graphs, or tables and represent quantitative problems expressed in natural language in a mathematical format.

4. Use algebraic, numerical, graphical, or statistical methods to solve mathematical problems and to apply mathematical methods in a scientific field.

BRONX COMMUNITY COLLEGE

SCIENCE

Associate in Science Degree | Transfer Degree | Department of Biological Sciences

Program Description

Science: Biology Option

A student interested in the AS degree in Science has to choose one of four options that includes Biology. The option prepares students for transfer to a complementary four-year degree program. Students in the Biology option transfer to four-year science programs (biochemistry, biology, chemistry, earth and environmental science, etc.), teacher education programs, pharmacy schools, or engineering programs (biomedical, chemical, environmental). Enrichment programs are offered to encourage students to continue their education beyond the bachelor degree by attending graduate or other professional programs (e.g., medical school, physician assistant programs, physical therapy programs).

Learning Outcomes

Upon successful completion of the Science program requirements, students will be able to:

1. Identify and apply the fundamental concepts and methods of a life or physical science.

2. Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.

3. Interpret and draw appropriate inferences from quantitative representation such as formulas, graphs, or tables and represent quantitative problems expressed in natural language in a mathematical format.

4. Use algebraic, numerical, graphical, or statistical methods to solve mathematical problems and to apply mathematical methods in a scientific field.

Upon successful completion of the Biology option requirements, students will be able to:

1. Exhibit basic mastery of biological content such as the primary principles and processes underlying natural systems, such as atoms and molecules and cells and organisms.

2. Demonstrate basic scientific skills, evaluate information scientifically, and distinguish between the scientific method and other human endeavors.

3. Demonstrate an understanding of theoretical principles across a broad range of sub-disciplines in the biological sciences and evaluate the quality/credibility of information from various kinds of sources (academic, journalistic, popular media).

4. Apply the principles of math as they pertain to the study of biological sciences.

SCIENCE CURRICULUM (PATHWAYS)

60 Credits required for AS Degree
Curriculum Coordinator: Dr. Charles Maliti

Required Core

A. English Composition (6 Credits)

B. Mathematical and Quantitative Reasoning

- MTH 28[1,2] College Algebra and Elementary Trigonometry (3 Credits)

C. Life and Physical Science

- CHM 11[1] General College Chemistry I (4 Credits)

Flexible Core

A. World Cultures and Global Issues (3 Credits)

B. U.S. Experience in its Diversity (3 Credits)

C. Creative Expression (3 Credits)

D. Individual and Society (3 Credits)

E. Scientific World

- CHM 12[1] General College Chemistry II (4 Credits)
- MTH 30[1,2] Pre-Calculus Mathematics (4 Credits)

   SUBTOTAL 33

Major Requirements

- MTH 31[3] Analytic Geometry and Calculus I (4 Credits)
- MTH 32 Analytic Geometry and Calculus II (4 Credits)
- Free Electives[2] (0 - 7 Credits)
- FYS 11[3] First Year Seminar (1 credit)

Biology Option Requirements

- BIO 11 General Biology I (4 Credits)
- BIO 12 General Biology II (4 Credits)
- CHM 31 Organic Chemistry I (5 Credits)
- CHM 32 Organic Chemistry II (5 Credits)

SUBTOTAL 27

[1] This program has obtained a waiver to require STEM variant courses in Required Core Area B and Area C and Flexible Core Area E. If students transferring into this program complete different courses in these areas, they will be certified as having completed the Common Core requirements, but it may not be possible for them to finish their degree within the regular number (60) of credits.

[2] Students who place out of MTH 28 and/or MTH 30 will take elective course(s) to complete 60 total degree credits. In such cases, major/option courses can be used to satisfy appropriate core requirements.

[3] Students transferring into the program with 24 or more degree or equated credits will be exempt from FYS 11, and can take 1 credit of elective to satisfy this requirement.

The Biology Option fully articulates with Lehman's B.S. in Physical Anthropology and B.A. in Biology. The Biology Option also articulates with SUNY Empire State College. Copies of these agreements may be found on the BCC Transfer Planning website.

SCIENCE

Associate in Science Degree | Transfer Degree
Department of Chemistry, Earth Sciences, and Environmental Sciences

Program Description
Science: Chemistry Option

A student interested in the AS in Science has to choose one of four options: Biology, Chemistry, Earth Systems and Environmental Science, or Physics. Each option prepares students for transfer to a complementary four-year degree program. Students in the Chemistry and the Earth Systems and Environmental Science options transfer to four-year science programs (biochemistry, biology, chemistry, earth and environmental science, etc.), teacher education programs, pharmacy schools, or engineering programs (biomedical, chemical, environmental). Enrichment programs are offered to encourage students to continue their education beyond the bachelor degree by attending graduate or other professional programs (e.g., medical school, physician assistant programs, physical therapy programs).

Learning Outcomes

Upon successful completion of the Science program requirements, students will be able to:

1. Identify and apply the fundamental concepts and methods of a life or physical science.

2. Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.

3. Interpret and draw appropriate inferences from quantitative representation such as formulas, graphs, or tables and represent quantitative problems expressed in natural language in a mathematical format.

4. Use algebraic, numerical, graphical, or statistical methods to solve mathematical problems and to apply mathematical methods in a scientific field.

Upon successful completion of the Chemistry option requirements, students will be able to:

1. Demonstrate their knowledge in general, organic and analytical chemistry by identifying, analyzing, and solving the problems.

2. Interpret experimental outcomes, carry out organic syntheses, interpret instrumental analysis data and possess working knowledge of lab safety.

3. Write lab reports using the experimental data, perform computations, analyze graphs and utilize software programs such as "Chem Draw".

4. Apply chemistry principles by participating with faculty on research projects, by gaining industrial experience through department administered internships, or by giving oral presentations at STEM conferences.

5. Gain experience in operating the following instrumentation: FT-IR, NMR, GC/MS, and HPLC, Ion Chromatograph, Spectrophotometer, UV/Vis Spectrophotometer, 3D printers.

SCIENCE CURRICULUM (PATHWAYS)
60 Credits required for AS Degree
Curriculum Coordinator: Dr. Soosairaj Therese and Dr. Sunej Hans

Required Core

A. English Composition (6 Credits)

B. Mathematical and Quantitative Reasoning

- MTH 28[1,2] College Algebra and Elementary Trigonometry (3 Credits)

C. Life and Physical Science

- CHM 11[1] General College Chemistry I (4 Credits)

SUBTOTAL 14

Flexible Core

A. World Cultures and Global Issues (3 Credits)

B. U.S. Experience in its Diversity (3 Credits)

C. Creative Expression (3 Credits)

D. Individual and Society (3 Credits)

E. Scientific World

- CHM 12[1] General College Chemistry II (4 Credits)
- MTH 30[1,2] Pre-Calculus Mathematics (4 Credits)

Restricted Elective Select one course from Area A-E.[2] (3 Credits)

SUBTOTAL 19

Major Requirements

- MTH 31 Analytic Geometry and Calculus I (4 Credits)
- MTH 32 Analytical Geometry and Calculus II (5 Credits)
- FYS 11[3] First Year Seminar (1 credit)
- Free Electives[2] (0 - 7 Credits)

Chemistry Option Requirements

- CHM 31 Organic Chemistry I (5 Credits)
- CHM 32 Organic Chemistry II (5 Credits)
- Choose two of the five courses below:
  BIO 11 General Biology I AND/*OR*
  BIO 34 /CHM 34 Biofuels and Bioproducts
  AND/*OR* CHM 21 Introduction to Chemical
  Processes AND/*OR* CHM 33 Quantitative
  Analysis AND/*OR* PHY 11 Physics I (8 Credits)

TOTAL 27

[1] This program has obtained a waiver to require STEM variant courses in Required Core Area B and Area C and Flexible Core Area E. If students transferring into this program complete different courses in these areas, they will be certified as having completed the Common Core requirements, but it may not be possible for them to finish their degree within the regular number (60) of credits.

[2] Students who place out of MTH 28 and/or MTH 30 will take elective course(s) to complete 60 total degree credits. In such cases, major/option courses can be used to satisfy appropriate core requirements.

[3] Students transferring into the program with 24 or more degree or equated credits will be exempt from FYS 11, and can take 1 credit of elective to satisfy this requirement.

Students are encouraged to check the Transfer Planning website for information on articulation agreements.

SCIENCE

Associate in Science Degree | Transfer Degree
Department of Chemistry, Earth Sciences, and Environmental Sciences

Program Description

Science: Earth Systems and Environmental Science Option

A student interested in the AS in Science has to choose one of four options: Biology, Chemistry, Earth Systems and Environmental Science, or Physics. Each option prepares students for transfer to a complementary four-year degree program. Students in the Chemistry and the Earth Systems and Environmental Science options transfer to four-year science programs (biochemistry, biology, chemistry, earth and environmental science, etc.), teacher education programs, pharmacy schools, or engineering programs (biomedical, chemical, environmental). Enrichment programs are offered to encourage students to continue their education beyond the bachelor degree by attending graduate or other professional programs (e.g., medical school, physician assistant programs, physical therapy programs).

Learning Outcomes

Upon successful completion of the Science program requirements, students will be able to:

1. Identify and apply the fundamental concepts and methods of a life or physical science.

2. Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.

3. Interpret and draw appropriate inferences from quantitative representation such as formulas, graphs, or tables and represent quantitative problems expressed in natural language in a mathematical format.

4. Use algebraic, numerical, graphical, or statistical methods to solve mathematical problems and to apply mathematical methods in a scientific field.

Upon successful completion of the Earth Systems and Environmental Science option requirements, students will be able to:

1. Demonstrate knowledge of research and theory of plate tectonics.

2. Apply research skills to successfully classify rock samples or unknown chemicals.

3. Write an essay to clearly explain discipline-specific ideas.

SCIENCE CURRICULUM (PATHWAYS)

60 Credits required for AS Degree
Curriculum Coordinator: Dr. Sheldon Skaggs

Required Core

A. English Composition (6 Credits)

B. Mathematical and Quantitative Reasoning

- MTH 28[1,2] College Algebra and Elementary Trigonometry (3 Credits)

C. Life and Physical Science

- CHM 11[1] General College Chemistry I (4 Credits)

   SUBTOTAL 14

Flexible Core

A. World Cultures and Global Issues (3 Credits)

B. U.S. Experience in its Diversity (3 Credits)

C. Creative Expression (3 Credits)

D. Individual and Society (3 Credits)

E. Scientific World

- CHM 12[1] General College Chemistry II (4 Credits)
- MTH 30[1,2] Pre-Calculus Mathematics (4 Credits)

Restricted Elective Select one course from Area A-E.[2] (3 Credits)

   SUBTOTAL 19

Major Requirements

- MTH 31 Analytic Geometry and Calculus I (0 - 4 Credits)
- MTH 32 Analytic Geometry and Calculus II (5 Credits)
- FYS 11[3] First Year Seminar (1 credit)
- Free Electives[2] (0-7 Credits)

Earth Systems and Environmental Science Option Requirements

- CHM 27 Principles of Laboratory Safety (2 Credits)
- CHM 33 Quantitative Analysis (4 Credits)
- Choose two of the three courses below:
  ESE 11 Earth Systems Science: The Earth *OR* ESE 12 Earth Systems Science: The Atmosphere *OR* ESE 13 Earth Systems Science: The Ocean (8 Credits)
- ESE 21 Earth Systems Science: The Environment (4 Credits)

   TOTAL 27

[1] This program has obtained a waiver to require STEM variant courses in Required Core Area B and Area C and Flexible Core Area E. If students transferring into this program complete different courses in these areas, they will be certified as having completed the Common Core requirements, but it may not be possible for them to finish their degree within the regular number (60) of credits.

[2] Students who place out of MTH 28 and/or MTH 30 will take elective course(s) to complete 60 total degree credits. (Students in the Earth Systems and Environmental Science Option are recommended to take either GIS 11 or GIS 12 to fulfill free elective credits.) In such cases, major/option courses can be used to satisfy appropriate core requirements.

[3] Students transferring into the program with 24 or more degree or equated credits will be exempt from FYS 11, and can take 1 credit of elective to satisfy this requirement.

[4] It is recommended that students take either GIS 11 or GIS 12 to fulfill free elective credits.

Students are encouraged to check the Transfer Planning website for information on articulation agreements.
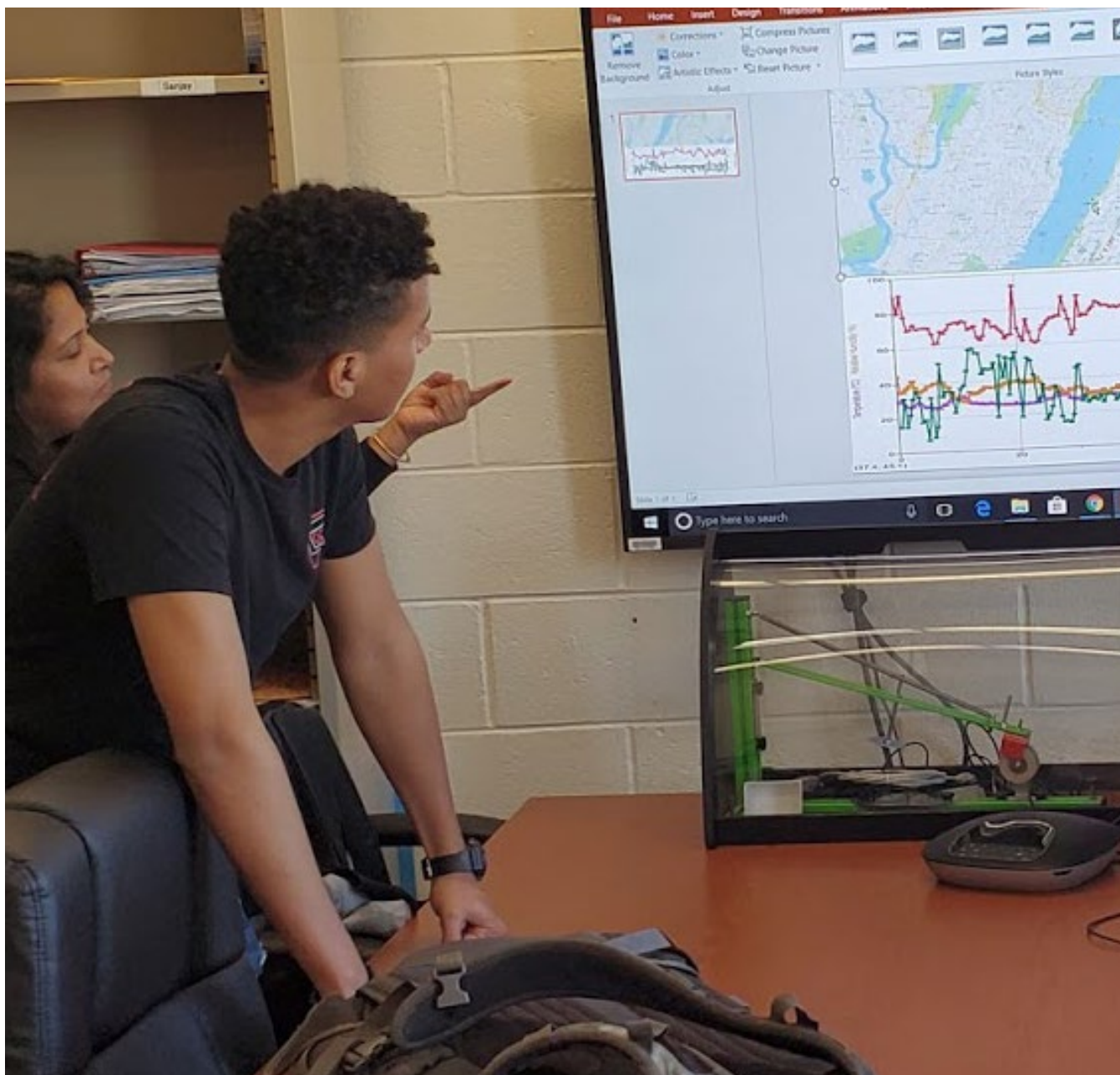
SCIENCE

Associate in Science Degree | Transfer Degree | Department of Engineering, Physics and Technology

Program Description

Science: Physics Option

A student interested in the AS in Science has to choose one of four options: Biology, Chemistry, Earth Systems and Environmental Science, or Physics. Each option prepares students for transfer to a complementary four-year degree program. Students in the Physics option usually transfer to colleges offering bachelor's degrees in engineering (civil, electrical, mechanical, etc.) or in the physical sciences. Enrichment programs are offered to encourage students to continue their education beyond the bachelor degree by attending graduate or other professional programs (e.g., medical school, physician assistant programs, physical therapy programs). Please note that the option articulates with SUNY Empire State College. Please visit the Transfer Planning web site for more details.

Learning Outcomes

Upon successful completion of the Science program requirements, students will be able to:

1. Identify and apply the fundamental concepts and methods of a life or physical science.

2. Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.

3. Interpret and draw appropriate inferences from quantitative representation such as formulas, graphs, or tables and represent quantitative problems expressed in natural language in a mathematical format.

4. Use algebraic, numerical, graphical, or statistical methods to solve mathematical problems and to apply mathematical methods in a scientific field.

Upon successful completion of the Physics option requirements, students will be able to:

1. Students will demonstrate a conceptual understanding of Physics principles, including those in Newtonian Mechanics, Electricity, Fluid Dynamics, and Magnetism.

2. Students will show mastery of a variety of experimental techniques, data analysis, scientific writing, and presentation skills.

3. Students will demonstrate the ability to use analytical and / or computational methods to solve Physics problems.

SCIENCE CURRICULUM (PATHWAYS)
60 Credits required for AS Degree

Required Core

A. English Composition (6 Credits)

B. Mathematical and Quantitative Reasoning

- MTH 28[1,2] College Algebra and Elementary Trigonometry (3 Credits)

C. Life and Physical Science

- CHM 11[1] General Chemistry I (4 Credits)

SUBTOTAL 13

Flexible Core

A. World Cultures and Global Issues (3 Credits)

B. U.S. Experience in its Diversity (3 Credits)

C. Creative Expression (3 Credits)

D. Individual and Society (3 Credits)

E. Scientific World

F. CHM 12[1] General Chemistry II (4 Credits)

- MTH 30[1,2] Pre-Calculus Mathematics (4 Credits)

Restricted Elective* Select one course from Area A-E. (3 Credits)

SUBTOTAL 19

Major Requirements

- MTH 31 Analytic Geometry and Calculus I (0 - 4 Credits)
- MTH 32 Analytical Geometry and Calculus II (4 Credits)
- Free Electives (0-7 Credits)
- FYS 11[3] First Year Seminar (1 credit)

Physics Option Requirements

- MTH 33 Analytic Geometry and Calculus III (4 Credits)
- PHY 31 General Physics I (4 Credits)
- PHY 32 General Physics II (4 Credits)
- PHY 33 General Physics III (4 Credits)
- Free Electives (2 Credits)

SUBTOTAL 27

[1] This program has obtained a waiver to require STEM variant courses in Required Core Area B and Area C and Flexible Core Area E. If students transferring into this program complete different courses in these areas, they will be certified as having completed the Common Core requirements, but it may not be possible for them to finish their degree within the regular number (60) of credits.

[2] Students who place out of MTH 28 and/or MTH 30 will take elective course(s) to complete 60 total degree credits. In such cases, major/option courses can be used to satisfy appropriate core requirements.

[3] Students transferring into the program with 24 or more degree or equated credits will be exempt from FYS 11, and can take 1 credit of elective to satisfy this requirement.

SCIENCE FOR FORENSICS

Associate in Science Degree | Joint Degree Program
Department of Chemistry, Earth Sciences, and Environmental Sciences

Program Description

The Science for Forensics (SFF) Associate in Science (AS) degree program is part of a joint program between Bronx Community College and John Jay College of Criminal Justice for students with a strong interest in science, law and public service. BCC graduates of the Science for Forensics AS program will continue their studies at John Jay College where they will earn a Bachelor of Science in Forensic Science. To enter the Forensic Science program at John Jay, BCC graduates must have a 2.5 or better GPA in foundation coursework. Creation of this 2 + 2 partnership in forensic science opens up a new opportunity for New York City area students to receive an excellent education leading to exciting career paths. The SFF program provides future forensic scientists with the necessary scientific foundation and technical training in general chemistry, organic chemistry, physics, biology, mathematics, data collection and analysis, oral and written communication skills, teamwork and hands-on experience for successful, productive and rewarding careers in local, regional and national forensic science and chemistry based laboratories, major research centers, university facilities, government testing labs and public utilities.

Learning Outcomes

Upon successful completion of the Science for Forensics program requirements, students will be able to:

1. Demonstrate chemical knowledge to identify, analyze and evaluate chemical components of an unknown specimen.

2. Compare scientific data utilizing learned critical thinking skills and strong science fundamentals in biology, chemistry and physics.

3. Demonstrate the necessary knowledge, laboratory skills and interpersonal skills required of entry-level Forensic Science technicians and general science technicians in related fields in the public and private sectors of commercial and governmental research, institutional, and commercial enterprises.

SCIENCE FOR FORENSICS CURRICULUM (PATHWAYS)

60 Credits required for AS Degree
Curriculum Coordinator: Dr. John Molina

Required Core

A. English Composition (6 Credits)

B. Mathematical and Quantitative Reasoning[1]

- MTH 31 Calculus and Analytical Geometry (4 Credits)

- MTH 28[1,2] College Algebra and Elementary Trigonometry (3 Credits)

C. Life and Physical Sciences[1]

- CHM 11 General College Chemistry I (4 Credits)

SUBTOTAL 13

Flexible Core

Select two courses from any of the following areas (Flexible Core A-D)[3], with no more than one course in any area and no more than one course in any discipline or interdisciplinary field (6 Credits):

A. World Cultures and Global Issues (0-3 Credits)

B. U.S. Experience in its Diversity (0-3 Credits)

C. Creative Expression (0-3 Credits)

D. Individual and Society (0-3 Credits)

The following courses are required:

E. Scientific World[1]

- CHM 12 General College Chemistry II (4 Credits)
- PHY 31 Physics I (4 Credits)

SUBTOTAL 14

Major Requirements

- BIO 11 General Biology I (4 Credits)
- BIO 12 General Biology II (4 Credits)
- CHM 31 Organic Chemistry I (5 Credits)
- CHM 32 Organic Chemistry II (5 Credits)
- CHM 33 Quantitative Analysis (4 Credits)
- MTH 30[2] Pre-Calculus Mathematics (4 Credits)
- MTH 31 Analytic Geometry and Calculus I (4 Credits)
- Restricted Electives[2] (3-10 credits)

SUBTOTAL 33

[1] This program has received a waiver to require students to complete specific STEM/STEM Variant courses in Required Area B, Required Area C and Flexible Area E.

[2] Students who place out of MTH 28 shall complete MTH 32 Analytic Geometry and Calculus II in Restricted Electives. Students who place out of MTH 30 as well shall complete PHY 32 Physics II in Restricted Electives. Students who place out of neither may take a 3-credit flex core course. Note that both MTH 32 and PHY 32 are required in the John Jay Science for Forensics degree.

[3] To fulfill the two-year degree requirements of this Joint Degree with John Jay College, this program has received an additional waiver to allow students to complete a portion of the Common Core requirements prior to transfer and complete the remaining requirements upon transfer.

THERAPEUTIC RECREATION

Associate in Science Degree | Joint Degree Program
Department of Health, Physical Education and Recreation

Program Description

The mission of the Therapeutic Recreation program is to prepare students for the workplace, or for further education leading to a baccalaureate degree, by providing the core information and skills necessary to improve leisure time functioning and quality of life for individuals living with a wide range of chronic health conditions or disabilities.

Therapeutic Recreation Specialists are employed in health and human services settings such as hospitals, nursing homes, adult day care facilities, youth agencies, drug treatment centers and homeless shelters. This is a rewarding career for those interested in improving the quality of lives for people with health conditions and disabilities. The Therapeutic Recreation Associate of Science (AS) degree program is a joint degree program with Lehman College's B.S. program in Therapeutic Recreation.

Upon completion of the curriculum at Bronx Community College students will automatically be accepted into Lehman College's Recreation Education Program. At Lehman, students can continue in the specialization of Therapeutic Recreation or Administration. Upon graduation from Lehman College students in Therapeutic Recreation are eligible to take the National Certification Examination for Certified Therapeutic Recreation Specialist (CTRS) administered by the National Council for Therapeutic Recreation Certification. Students in the administration specialization are employed in public parks and recreation agencies, not-for-profit organizations such as P.A.L. and the YMCA, health and fitness centers, camps and sports associations. Upon graduation from Lehman College, students can sit for the national certifying examination for Certified Leisure Professional (CLP) administered by the National Recreation and Park Association.

Learning Outcomes

Upon successful completion of the Therapeutic Recreation degree program requirements, students will be able to:

1. Identify and differentiate the health/Therapeutic Recreation needs of unique and diverse populations.

2. Locate, analyze and evaluate health information for accuracy and reliability.

3. Compare the similarities and differences between Therapeutic Recreation versus leisure and recreation in the US and other countries.

4. Demonstrate the ability to effectively lead group Therapeutic Recreation activities for a variety of populations.

5. Identify the role of the Therapeutic Recreation specialist within an interdisciplinary team.

6. Examine and analyze attitudes towards individuals with disabilities.

THERAPEUTIC RECREATION CURRICULUM (PATHWAYS)

60 Credits required for AS Degree
Curriculum Coordinator: Prof. Tiquana Gatlin

Required Core

A. English Composition (6 Credits)

B. Mathematical and Quantitative Reasoning[1] **(3 Credits)**

C. Life and Physical Sciences[2]

- BIO 23 Human Anatomy and Physiology I (4 Credits)

   SUBTOTAL 13

Flexible Core

No more than two courses in any discipline or interdisciplinary field.

A. World Cultures and Global Issues (3 Credits)

B. U.S. Experience in its Diversity (3 Credits)

C. Creative Expression (3 Credits)

D. Individual and Society (3 Credits)

E. Scientific World[2]

- BIO 24 Human Anatomy and Physiology II *OR* any 4 credit science course (4 Credits)

Restricted Elective Select one course from Flexible Core A-E (3 Credits)

   SUBTOTAL 19

Specialization Requirements

- CPR 10 Cardiopulmonary Resuscitation *OR* WFA 10 Workplace First Aid Training (1 Credit)

- Free Electives (2-5 Credits)

- HLT 91 Critical Issues in Health (2 Credits)

- HLT 99 Health of the Nation (2 Credits)

- HCM 11 The U.S. Health Care Delivery System (3 Credits)

- PEA Select any Course (1 Credit)

- PEA 51 Stress Management (2 Credits)

- PSY 11[3] Introduction to Psychology (0-3 Credits)
- REC 93 Introduction to Therapeutic Recreation (3 Credits)
- REC 94 Recreation: Historical and Philosophical Perspective (3 Credits)
- REC 95 Program Planning and Leadership in Recreation (3 Credits)
- Restricted Electives[4] (3 Credits)

SUBTOTAL 28

[1] Students in this curriculum are strongly advised to take MTH 23.

[2] The curriculum has obtained a waiver to require its students to take BIO 23 and BIO 24 in the required and flexible Common Core Areas C and E. Students planning on continuing their education in Therapeutic Recreation may opt to take any 4 credit Flexible E science course in place of BIO 24.

[3] If this course satisfies a flexible core area, free electives may be taken.

[4] Select from REC 96, any 3 credit HLT, or PEA courses totaling 3 credits.

Art and Music

MISSION STATEMENT

The Department of Art and Music provides a foundation for a Liberal Arts education and offers two degree programs: a Digital Design Associate in Applied Science and a Liberal Arts and Sciences, Studio Art Option, Associate in Arts. The department offers a variety of courses in art history, studio art, graphic and web design, music history, music technology and performance, that are designed to enhance critical thinking, develop creative problem-solving skills and encourage lifelong learning and appreciation of art and music. Our degree programs seek to cultivate students' ability to see, think, and respond in a visually creative manner in preparation for a professional career in the field of design and other art related fields or to continue their education at a four-year institution. The department also manages the Hall of Fame Art Gallery and enriches the cultural life of the College by presenting art exhibitions, concerts, and lectures throughout the year.

Office: Bliss Hall [BL], Room 303
Phone: 718.289.5341
Website: http://www.bcc.cuny.edu/Art-Music/

Associate Professor and Chairperson: Prof. Roni Ben-Nun

Professors: L. Amowitz, M. Ben-Nun, T. Cipullo, B. Yarmolinsky

Associate Professors: R. Briggs, A. Gatto, D. Lewittes, A. Ortuno, A. Vuagniaux, F. Tanaka-Kuwashima

Assistant Professors: F. Blanchard

Lecturer: P. Cazorla

Senior CLT: C. Rivera

Approximately 30 adjuncts per semester

DEGREE PROGRAM
Digital Arts, AAS (NYS Program code: 87112)

Liberal Arts and Sciences, AA, Studio Art Option (NYS Program Code: 00378)

COURSES OFFERED
Art (ART)
Music (MUS)

Biological Sciences

MISSION STATEMENT

The Department of Biological Sciences has as its highest goal providing to our students the basis for a lifetime of intellectual appreciation and development. We aim to foster an environment where our students can learn to examine the world scientifically and apply this knowledge in a manner that is beneficial to both the individual and society. In pursuit of this aim, we create an intellectually stimulating atmosphere and provide our students with a quality education in the biological sciences, including theoretical and practical analysis of the most current questions in the field.

The goals of the Department of Biological Sciences are:

- To provide high-quality education in the biological sciences

- To challenge students to examine the world scientifically and apply their acquired knowledge in their examinations

- To foster an environment where students feel intellectually challenged

- To respond to educational and employment needs with the community and region

- To provide individuals with the opportunity to prepare for careers requiring a background in biology

All curricula have been designed to provide a quality education directed to prepare students for their chosen career area and/or the pursuit of a four-year degree.

Office: Meister Hall [ME], Room 415
Phone: 718.289.5512
Website: http://www.bcc.cuny.edu/Biology/

Professor and Chairperson: Dr. Chris Robinson

Professors: A. Abdullahi, S. Akkaraju, S. Atamturktur, A. Gilman, S. Khan, C. Maliti, E. Shang, L. Somenarain, A. Wolf

Associate Professors: A. Adebola, M. Agovic, L. Broughton, R. Diotti, Y. Edwards, R. Gharbaran, K. Lee, N. McDaniel, G. Sherr, R. Tian

Assistant Professors: D. Banks

Lecturers: R. Allen, R. Araya, M. Bell-Gam, C. Liachovitzky

Chief CLT: L. Rosario

Senior CLTs: J. Batiz, B. Paulino, A. Robert

CLTs: A. Aguessy, O. Littlehawk

Approximately 25-30 adjuncts per semester

DEGREE PROGRAMS

Biotechnology, AS (NYS Program Code: 36008)

Horticulture, AAS (NYS Program Code: 83501)

Medical Laboratory Technician, AAS
(NYS Program Code: 00387)

Science, Biology Option, AS
(NYS Program Code: 00378)

CERTIFICATE PROGRAM

Animal Care and Management
(NYS Program Code: 27001)

COURSES

Animal Care and Management (ACM) *

Biology (BIO)

Botany (BOT) **

Gardening (GAR) **

Horticulture (HRT) **

Landscape Design (LND) **

Medical Laboratory Technician (MLT) ***

* Limited to students in the Animal Care and Management program.

** Limited to students in the Horticulture program. Offered at the New York Botanical Garden.

***Limited to students in the Medical Laboratory Technician program.

Business and Information Systems

MISSION STATEMENT

The Department of Business and Information Systems provides a strong content-specific education for students majoring in business administration (with options in accounting, computer programming, management and marketing), accounting, marketing, computer information systems, paralegal studies, office administration and technology, and medical office assistant. The Department provides foundation courses that will assist students to continue their education at four-year institutions and to be successful in their chosen vocations.

The goals of the Business and Information Systems Department are:

- To provide students with a high-quality foundation in basic areas such as accounting, information technology, management, marketing, office administration and quantitative skills.

- To provide students with the necessary knowledge base in their chosen area of concentration to be qualified to enter the workforce or pursue a four-year degree.

- To provide practical work experiences through cooperative work programs.

- To develop well-rounded graduates in each business curriculum through exposure to the liberal arts and science courses.

- To enhance the students' problem solving and critical thinking skills.

- To create an educational environment where students grow intellectually and attain their career goals.

- To sponsor activities that enhance students' professional and social development.

All programs in business and information systems have been nationally accredited by the Accreditation Council for Business Schools and Programs.

The Paralegal and Legal Studies Program gives the student a broad range of employment opportunities. There is an increasingly wide range of paralegal job opportunities in both the private and public sectors. Law firms, banks, accounting firms, the court system and national, state and city government agencies all employ Paralegals. The Paralegal Programs are approved by the American Bar Association (ABA).

Office: Meister Hall [ME], Room G-20
Phone: 718.289.5594
Website: http://www.bcc.cuny.edu/Business-Information-Systems/

Professor and Chairperson: H. Clampman

Professors: I. Ghafoor, N. Knight, P. Jaijairam

Associate Professors: H. Mittal, K. Park-Kim

Assistant Professors: N. Hwang, F. Moore

Lecturers: E. Ayikoye, S. Chatman, T. D'Arrigo, T. Haroon, H. Irby, Jr., D. Lazarus, J. Simpson

Approximately 30 adjuncts per semester

DEGREE PROGRAMS

Accounting, AAS (NYS Program Code: 00380)

Business Administration, AS (NYS Program Code: 00376) with Options in

- Accounting
- Computer Programming
- Management
- Marketing

Computer Information Systems, AAS
(NYS Program Code: 00386)

Marketing, AAS (NYS Program Code: 00381)

Medical Office Assistant, AAS (NYS Program Code: 00390)

Office Administration and Technology, AAS
(NYS Program Code: 00382)

Paralegal and Legal Studies, AAS (NYS Program Code: 80363)

CERTIFICATE PROGRAM

Paralegal Studies (NYS Program Code: 82068)

COURSES

Accounting (ACC)

Web Page Development (BIS)

Business (BUS)

Business Communications (COM)

Computer Literacy (CPL)

Computer Applications and Programming (DAT)

Finance (FIN)

Keyboarding (KEY)

Law (LAW)

Marketing (MKT)

Office Procedures (SEC)

Taxation (TAX)

Word Processing and Desktop Publishing (WPR)

BUSINESS AND INFORMATION SYSTEMS ADVISORY BOARD MEMBERS

Mr. Guillermo Fisher, Operations Manager
Krasdale Foods Inc.

Mr. J. Michael Kirkland, CPA, CGMA
Retired President and Board of Governors Member
The Accountants Club of America

Mr. Robert Nesmith, Chief Contracting Officer
Battery Park City Authority

Mr. Lemar Swinney, Partner - Retired
KPMG

Ms. Nadia-Maria Matthie, Partner
WithumSmith+ Brown, PC

Mr. Ronald Taylor, EVP, Head of Diversity, Equity and Inclusion
Natixis Investment Managers

Dr. Rosemary Quinn, Professor and Chairperson Emeritus
Business and Information Systems
Bronx Community College

Prof. Howard A. Clampman, Professor and Chairperson
Business and Information Systems
Bronx Community College

Prof. Paul Jaijairam, Professor and Deputy Chairperson
Business and Information Systems
Bronx Community College

PARALEGAL ADVISORY BOARD MEMBERS

Mr. Robert Nesmith, Paralegal Advisory Board Chairperson, Chief Contracting Officer
Battery Park City Authority

Ms. Shantalle Christie, Esq., Assistant District Attorney
Bronx County District Attorney, BCC Alumni

Mr. Ben Rivera, Esq., Attorney at Law
Former BCC Adjunct Faculty

Ms. Kinanda Williams-Murray, Esq.
Principal Court Attorney

Ms. Mirtha Camile Sabio, Esq.
General Counsel Office of Bronx Borough President

Ms. Lori Ann Lorino, Legal Assistant
Spiegel & Barbato, LLP

Ms. Julissa Medina, Paralegal
Bronx Count District Attorney's Office

Ms. Jenesha M. Tai, Esq.
Assistant District Attorney

Ms. Maliyaha Graham, Paralegal
Bronx Count Civil Court

Prof. Nikole Knight, Director of Paralegal and Legal Studies Program
Business and Information Systems Department
Bronx Community College

Prof. Howard Clampman, Chairperson
Business and Information Systems Department
Bronx Community College

Prof. Franklin Moore, Faculty Paralegal and Legal Studies
Business and Information Systems Department
Bronx Community College

Prof. Raymond Canals, Adjunct Faculty and Former Director Paralegal and Legal Studies
Business and Information Systems Department
Bronx Community College

Chemistry, Earth Sciences and Environmental Sciences

MISSION STATEMENT

The Department of Chemistry, Earth Sciences, and Environmental Sciences provides courses in the forms of lectures and labs that fulfill the science requirements for CUNY's general education mandates, and offers programs and extracurricular activities such as internships and field work that prepare students for transfer to baccalaureate and higher degree programs in Chemistry, Pharmacy, Forensic Science, Medical programs, Engineering and Earth and Environmental Science.

The specific goals of the Department of Chemistry, Earth Sciences, and Environmental Sciences

- Develop transfer and career programs to respond to education and employment needs of the community that we serve.

- Develop and maintain modern and competitive chemistry courses to serve the science and non-science students of the college.

- Maintain a high level of instructional excellence through an experienced and dedicated technical staff.

Students in science, technology and health care fields who need to take a course in chemistry, must take either General College Chemistry I (CHM 11) or Fundamentals of General Chemistry I (CHM 17). A prerequisite for these courses is a chemistry placement test, consisting of 40 multiple choice questions, based on a broad range of topics from high school or other basic chemistry courses. The test helps the BCC Chemistry Department faculty place students into the right chemistry classes.

Office: Meister Hall [ME], Room 813
Phone: 718.289.5569
Website: http://www.bcc.cuny.edu/Chemistry/

Professor and Chairperson: Dr. Neal Phillip

Professors: S. Bhaskaran, S. Hans, K. Ismail, E. Passer, S. Therese

Associate Professors: A. Durante, J. Molina, S. Skaggs, D. St. Hilaire

Assistant Professors: C. Cullen, J. Garay, D.

Lecturers: R. Lupo, P. Sen, A. Shale, A. Sodeman

Chief College Laboratory Technician: C. Rodriguez

Senior College Laboratory Technician: M. Fields

College Laboratory Technicians: A. Emmanuel, S. Jahalal

Approximately 30 adjuncts per semester

DEGREE PROGRAMS

Science: Chemistry, AS
(NYS Program Code: 00378)

Science: Earth Systems and Environmental Science, AS
(NYS Program Code: 00378)

Science for Forensics, AS (NYS Program Code: 32346)

COURSES

Chemistry (CHM)

Earth Systems and Environmental Science (ESE)

Environmental Technology (ENV)

Geospatial Technology (GIS)

Science (SCI)

Communication Arts and Sciences

MISSION STATEMENT

The Department of Communication Arts and Sciences' fundamental commitment is to help students pursue their educational goals and, in particular, assist them in developing the communication skills they will need in their professional and personal lives. Faculty prepare students to continue study in a variety of fields including: speech pathology, media and film studies, media and digital film production, and theatre. The department also supports students through co-curricular activities including the Theatre Workshop, the Speech, Drama, and Debate Team, the Media and Digital Film Club, and the Film Society.

Office: Colston Hall [CO], Room 701
Phone: 718.289.5756
Website: http://www.bcc.cuny.edu/communication/

Professor and Chairperson: Dr. Sara Brady

Professors: D. Gonsher, J. Wisotsky

Associate Professors: T. Fisher, S. Hanssen, J. Magloire, E. Mareneck, E. Nelson, T. Smalec, J. Socas

Assistant Professors: K. Bozelka, L. Brenner, C. Cruz, C. Meyers, M. Oshin-Martin, C. Seymour, J. Webb

Lecturers: E. Carlson

College Office Assistant: D. Beans

Approximately 10 adjuncts per semester

DEGREE PROGRAMS

Liberal Arts and Sciences, AA
(NYS Program Code: 00379)

Media Studies Option

Performing Arts Option

Speech Pathology Option

Media and Digital Film Production, AS
(NYS Program Code: 81071)

COURSES

Prior to Fall 2013, all communication courses were listed as CMS or CMT courses. The CMS courses encompass four disciplines and are now being listed by discipline: Communications (COMM), Film Studies (FILM), Media Studies (MEST), and Theater (THEA). In Fall 2013, CMT courses were replaced by Media and Digital Film Production courses, which have the appellation MEDP.

Communication (COMM)

Film Studies (FILM)

Media Studies (MEST)

Media and Digital Film Production (MEDP)

Theatre (THEA)

Education and Academic Literacy

MISSION STATEMENT

The Department of Education and Academic Literacy offers both Education programs and Academic Literacy coursework.

Our Education programs prepare prospective teachers and teacher assistants with knowledge and understanding of cognitive, personal and social development from birth through teen years; developmentally appropriate curriculum; pedagogical techniques; and multiple measures of assessment that promote positive development and education for all students. The programs will remain concurrent with 21st Century competencies demanded of educators in support of inter-generational socio-economic mobility in diverse communities.

Our Academic Literacy courses strengthen students' academic literacy and critical thinking required for success in diverse disciplines and careers.

Office: Colston Hall [CO], Room 401
Phone: 718.289.5679
Website: http://www.bcc.cuny.edu/Education-Reading/

Associate Professor and Chairperson: Dr. Tonya Johnson

Professors: T. Ingram, S. Powers

Associate Professors: T. Johnson, E. Langan, E. Lehner, J. Todaro

Assistant Professors: M. Choi, B. Flores-Caballero,

CLT/Tutor Coordinator: B. Bah

CLT: G. Jean-Charles

Approximately 30 adjuncts per semester

DEGREE PROGRAMS

Education, AS (NYS Program Code: 00156)

Liberal Arts and Sciences, Early Childhood and Childhood Education Option, AA
(NYS Program Code: 00379)

Liberal Arts and Sciences, Secondary Education Option, AA (NYS Program Code: 00379)

CERTIFICATE PROGRAMS

Assistant of Children with Special Needs
(NYS Program Code: 27387)

Bilingual Early Childhood Assistant
(NYS Program Code: 27385)

Early Childhood Assistant (NYS Program Code: 27386)

COURSES

Education (EDU)

Learning to Learn (LTL)

Reading (RDL)

Engineering, Physics and Technology

MISSION STATEMENT

The Department of Engineering, Physics and Technology is committed to preparing students who are interested in careers in technical fields as well as students who wish to continue their education in the physical sciences and all branches of engineering. We stress academic excellence and value our role as an educational leader, embracing change and responding to the complex needs of the community we serve. To this end, we strive to maintain the relevance of our programs by creating partnerships with industry and updating our curricular offerings so that our students are well-positioned to begin their professional careers upon graduation.

Office: Carl Polowczyk Hall, Room 118
Phone: 718.289.5381
Website: www.bcc.cuny.edu/Physics-Technology/

Professor and Chairperson: Dr. Jalil Moghaddasi

Professors: J. Malinsky

Associate Professors: B. Grossman, A. Lal, E. Mananga, S. Zaidi

Assistant Professors: A. Kamruzzaman, G. Patchoros, A. Sana, G. Tursi

Lecturers: H. Carranza, H. Khan, V. Montero, V. Rigaglia, A. Szabo

Higher Education Officer: C. Drummond

Senior College Laboratory Technicians: R. Troise

College Laboratory Technicians: C. Bernardo, P. Dubicki, J. Perez

Approximately 38 adjuncts per semester

DEGREE PROGRAMS

Automotive Technology, AAS (NYS Program Code: 19075)
> Automotive Technology Option
>
> Diesel Technology Option

Cybersecurity and Networking, AAS
(NYS Program Code: 39293)

Electronic Engineering Technology, AAS
(NYS Program Code: 00394)

Engineering Science, AS (NYS Program Code: 00377)

Nuclear Medicine Technology, AAS
(NYS Program Code: 81315)

Science: Physics Option, AS
(NYS Program Code: 00378)

CERTIFICATE PROGRAM

Automotive Technician, Certificate
(NYS Program Code: 79429)

Cybersecurity and Networking, Certificate
(NYS Program Code: 39294)

COURSES

Astronomy (AST)

Automotive Technology (ACS)

Cybersecurity and Networking (CSN)

Electronic Engineering Technology (ELC)

Engineering (EGR)

Nuclear Medicine Technology (NMT)

Physics (PHY)

AUTOMOTIVE TECHNOLOGY ADVISORY COMMITTEES

ASE Education Foundation Advisory Board Members

Joseph Ambrosio, General Manager
Unique Technical Services LLC

Spiro Kattan, Supervisor of Mechanics
NYC Department of Sanitation

Keith Kerman, Deputy Commissioner
Department of Citywide Administrative Services

John Loira, Field Technical Specialist
Toyota Motor Sales USA, New York Region

Joel Goldschmitt, Field Technical Specialist
Toyota Motor Sales USA, New York Region

John Daly, District Manager Aftersales
Chevrolet NYC/NY/CT

Robert J. Koulakjain,
Senior Master Field Service Engineer,
Ford Motor Company, New York District

Michael Ianelli, President & General Manager
Toyota City

Michelle Johnson, Senior Manager, Aftersales Training
Nissan Technician Training Academy Program

Samuel Frank, Manager, Dealer & Field Training
Nissan Technician Training Academy Program

Michael Natoli, Fleet Manager
National Grid

Luciano Caffera, Vice President of Service
White Plains Chrysler

Henry Soeker, Service Manager
White Plains Chrysler

Suraj Hariprashad, Automotive Shop Teacher
Alfred E. Smith High School

Grace Claudio, Technician
BMW of Manhattan

Clement E. Drummond, Director
BCC Automotive Technology Program

Robert Troise, Senior College Laboratory Technician
BCC Automotive Technology Program

Vincenzo Rigaglia, Lecturer
BCC Automotive Technology Program

George Patchoros, Assistant Professor
BCC Automotive Technology Program

Alin Szabo, Lecturer
BCC Automotive Technology Program

Internship/Employer Advisory Board Members

N. Angelo Angieri, Automotive Fleet Manager,
North Atlantic Fleet Manager, UPS

Matthew J. Brennan, Service Manager, East Region
Cummins Sales and Service

Michael Ianelli, President & General Manager
Toyota City

Michelle Johnson, Senior Manager, Aftersales Training
Nissan Technician Training Academy Program

Samuel Frank, Manager, Dealer & Field Training
Nissan Technician Training Academy Program

John Loira, Field Technical Specialist
Toyota Motor Sales USA, New York Region

Michael Porcelli, Consortium For Automotive Education
Auto-Lab Radio show

Clement E. Drummond, Director
BCC Automotive Technology Program

Robert Troise, Senior College Laboratory Technician
BCC Automotive Technology Program

Vincenzo Rigaglia, Lecturer
BCC Automotive Technology Program

George Patchoros, Assistant Professor
BCC Automotive Technology Program

Alin Szabo, Lecturer
BCC Automotive Technology Program

Vicente Montero, Lecturer
BCC Automotive Technology Program

Industrial Advisory Committee

Mutasem Awwad, Assistant Prof.
DeVry University

Aparicio Carranza, Associate Prof.
NYC College of Technology

Donovan Corke (BCC Alumnus), Inspector
NYC Transit Authority

Travers M. Dennis, Engineering Supervisor,
Distribution Engineering
Consolidated Edison Co. of New York, Inc.

Sododji Djabirisam
NYC Department of Environmental Protection

Maria Duran (BCC Alumna)
Deputy Chief Health and Safety
NYC Department of Environmental Protection

Hasan Erkan, Principal Member of Technical Staff
AT&T

Shahab Hussain, Senior Staff Member
Nokia

Peter Pianelli
New York City Department of Environmetal Protection

Mohammad Razani, Professor and Chairperson,
Department of Electrical and Telecommunications
Engineering Technology, New York City College of
Technology

Yamil Santo, Department of Environmental Protection

Isbocet Tavares (BCC Alumnus), Field Engineer
Technician, Emerson Process

Viviana Vladutescu, Associate Professor,
New York City College of Technology

Julian Waller, Principal Engineer, TDI Power

Nuclear Medicine Advisory Committee

Irina Agrest, B.S., R.T.(N), CNMT
Department of Nuclear Medicine and Ultrasound
NY Presbyterian Medical Center

Angelina Almonte-Rivera, M.S., R.T.(N), CNMT
Department of Nuclear Medicine
Brooklyn Hospital Center

Charito Love, M.D., Program Medical Advisor, Attending
Department of Nuclear Medicine
Montefiore Medical Center

Man Yu Chen, M.S., RSO
Program Administrative Coordinator
Department of Environmental Safety
Montefiore Medical Center

Mario DiDea, B.S., R.T.(N), CNMT
Program Clinical Coordinator
Department of Nuclear Medicine
Montefiore Medical Center

Margaret Doonan, M.S., R.T.(N), CNMT
Regional Manager
Nuclear Diagnostic Products

Amelia Enriquez, R.T.(N), CNMT
Department of Nuclear Medicine
Montefiore Medical Center

Virginia Mishkin, M.S., R.T.(R)(M)(QM)
Associate Professor

Jalil Moghaddasi, Ph.D., Chairperson
BCC Physics and Technology

Alexander Ott, Ed.D., Associate Dean
Academic Affairs, BCC

Alfred Romito, M.S., R.T.(N), CNMT, Adjunct Assistant Professor
BCC Nuclear Medicine Technology

Ted Rubel, B.S., R.T.(N), CNMT, President and CEO
JRT Associates

Grace Tursi, B.S., R.T.(N), CNMT
Program Director and Assistant Professor
BCC Nuclear Medicine Technology Program

English

MISSION STATEMENT

The Department of English supports BCC's mission of providing students "the foundation and tools for success in their educational and/or professional plans" through course offerings aimed at building English language mastery. Our classes in Composition, Literature, and English as a Second Language share the common goal of developing students' facility with language, as well as enhancing their critical and analytical skills.

Office: Colston Hall [CO], Room 601
Phone: 718.289.5731/ 5754
Website: http://www.bcc.cuny.edu/English/

Professor and Chairperson: Dr. Kathleen Urda

Professors: G. Acosta, S. Amper, J. Athanasourelis, L. Barberan-Reinares, R. Beuka, K. Di Tommaso, D. Kessler-Eng, S. Kim, A. Parmegiani, M. Pita, J. Rodas, C. Sassi-Lehner, T. Sedore, H. E. Smith, M. Treglia, S. Utakis, T. Wodajo

Associate Professors: J. Bolt, M. Coss, C. Groth, J. Hess, J. Donica, J. Katz, S. Mukherjee, D. Puglia, J. Scott, S. Tarlin, J. Ziegler

Assistant Professors: J. Harris, L. Hurley, N. Jampol

Lecturers: M. Barnhill, F. DiSalvo, N. Gear, A. Rowan

Higher Education Assistant: J. Robertson

DEGREE PROGRAM:

English, AA (NYS Program Code: 38125)

COURSES:

English (ENG)
English as a Second Language (ESL)

Health, Physical Education and Recreation

DEPARTMENT MISSION

The Department of Health, Physical Education and Recreation prepares students to pursue careers in a variety of health-related fields by helping them develop the foundational knowledge and skills that promote health, improve quality of life and prevent disease in individuals, communities and populations. The Department seeks to enhance the health and well-being of all BCC students by offering elective courses in Health and Physical Education.

Office: Alumni Gymnasium [AG], Room 300
Phone: 718.289.5268
Website: www.bcc.cuny.edu/Physical-Education/

Chairperson and Professor: Dr. S. Reader

Deputy Chairperson and Professor: Dr. U. Lysniak

Professors: C. Aleong, J. Heller

Associate Professor: K. Cooper

Assistant Professor: M. Hodges

Lecturers: T. Gatlin, E. Gruttadauria, M. McNichol

Senior College Laboratory Technician: A. DeJesus

College Laboratory Technician: L. Cortorreal , P. John

DEGREE PROGRAMS

Dietetics and Nutrition Science, AS
(NYS Program Code: 30915)

Exercise Science and Kinesiology, AS
(NYS Program Code: 38126)

Public Health, AS (NYS Program Code: 20558)

Therapeutic Recreation, AS (NYS Program Code: 24873)

COURSES

Cardiopulmonary Resuscitation (CPR)

Exercise Science (EXS)

Health (HLT)

Health Care Management (HCM)

Physical Education (PEA)

Recreation (REC)

Workplace First Aid Training (WFA)

CLUBS

Dance Workshop: Prof. Kelvin Cooper

Food and Garden Club: Prof. Charmaine Aleong

MISSION STATEMENT

The Department of History supports the primary mission of Bronx Community College to provide students academic foundations and skills for their educational and professional futures and to encourage students to value informed civic engagement. The department offers courses in history, geography, and philosophy that contribute both to transfer curricula and to career programs. We are committed to fostering critical thinking, a broad liberal arts education, and preparing students to engage with life within diverse, democratic societies and globalized communities.

Office: Colston Hall [CO], Room 301
Phone: 718.289.5653
Website: http://www.bcc.cuny.edu/History/

Professor and Chairperson:
Dr. Tamar Rothenberg

Professors: K. Culkin, N. S. Davis, J. Getman-Eraso, D. Gordon, C. Grenda, W. deJong-Lambert, M. Lazda, W. Roczniak

Associate Professors: S. Duncan, E. Hardman, P. Kanakamedala, S. Offenbach, A. Reid

Assistant Professors: R. Otheguy

Lecturer: S. Mhlaba

Approximately 15 adjuncts per semester

DEGREE PROGRAMS

Liberal Arts and Sciences, AA, History Option
(NYS Program Code: 00378)

COURSES

Geography (GEO)

History (HIS)

Philosophy (PHL)

Mathematics and Computer Science

MISSION STATEMENT

The Department of Mathematics and Computer Science prepares students to be productive members of the global community through developing problem solving and critical thinking skills. Mathematics and Computer Science are disciplines vital to both the liberal arts curricula and to research in the natural and social sciences. The department offers AS degrees in both Mathematics and Computer Science.

Office: Carl Polowczyk Hall [CPH], Room 315
Phone: 718.289.5411 or 718.289.5412
Website: www.bcc.cuny.edu/academics/academic-departments/mathematics-and-computer-science-department/

Assistant Professor and Chairperson:
Dr. Evangelia Antonakos

Professors: Q. Fang, L. Fernandez, U. Iyer, M. Messaoudene, C. O'Sullivan, I. Petrovic, M. Psarelli, P. Rothmaler, K. Taylor, Z. Wang, A. Weaver, P. Yom,

Associate Professors: N. Apostolakis, K. Dias, R. Gouraige, I. Horozov, Y. Hu, M. Lejmi, K. Ojakian, S. Persinger, I. Petrovic, J. Pineiro, A. Togha

Assistant Professors: N. Novak

Lecturers: J. Kim, H. Wann, S. Zybert

More than 50 adjuncts per semester

DEGREE PROGRAMS

Computer Science, AS (NYS Program Code: 91111)
Mathematics, AS (NYS Program Code: 19875)

COURSES

Computer Science (CSI)

Mathematics (MTH)

MATHEMATICS COURSE PLACEMENT

Effective in the Spring 2020 semester, CUNY is no longer administering placement exams for incoming students. Instead, students who are not exempted by Regents/SAT scores will receive a Math Proficiency Index (MPI) based on previous academic performance, such as high school grades. Please see the following link for more information about exemption and the proficiency index: https://www.cuny.edu/academics/testing/testing-faqs/

For the 2022-2023 Academic Year, course placement based on the MPI is reflected in the tables below.

NONALGEBRA SEQUENCE MAJOR*

Math Proficiency Index:	Course Placement:
59 or lower	MTH 23.5 or MTH 21.5**
60 or higher (or exempt)	MTH 23.5 or MTH 21.5**

*Majors with "open" Required B Mathematics (MTH 21 or 23), such as AA Liberal Arts, AA Criminal Justice, etc.

**Students with significant math skills need should consider CUNY Start/Math Start.

ALGEBRA SEQUENCE MAJOR⁺

Math Proficiency Index:	Course Placement:
59 or lower	MTH 28.5++
60 or higher (or exempt)	MTH 28.5 or MTH 28+++

⁺Majors that require at least one of the following: MTH 28, MTH 30, MTH 31 (e.g., AS Science, AS Business, etc.)

++Students with significant math skills need should consider CUNY Start/Math Start.

+++CUNY Math Proficient students must meet a more restrictive MTH 28 requisite standard in order to enroll in MTH 28. That is, a student must be CUNY Math Proficient and meet one of the following criteria: (1) Mathematics high school GPA of at least 70 and successful completion of a course beyond Algebra 1; or (2) New York State Regents Trigonometry Score of at least 65, or (3) New York State Regents Common Core Algebra 2 Score of at least 65. Students who do not meet one of these criteria must enroll in MTH 28.5. If a student meets the MTH 28 standard, higher placement is possible as follows:

(1) A student is eligible to enroll in **pre-Calculus** (MTH 13 or 30) if ANY of the following conditions are met: (a) Math high school GPA of at least 85 and successful completion of at least Algebra 2; (b) New York State Regents Trigonometry Score of at least 70; (c) New York State Regents Common Core Algebra 2 Score of at least 70.

(2) A student is eligible to enroll in **Calculus** (MTH 14 or 31) if ANY of the following conditions are met: (a) Math high school GPA of at least 94 and successful completion of a course beyond Algebra 2; (b) New York State Regents Trigonometry Score of at least 85; (c) New York State Regents Common Core Algebra 2 Score of at least 80.

EXEMPTIONS

CUNY Math Proficiency may be demonstrated by one of the following exemptions. All students with exemptions should meet with an advisor.

- **SAT** Math Section score of 530 or higher (exam date March 2016 and thereafter)

  Math score of 500 or higher (exams taken prior to March 2016)

- **ACT** Math score of 21 or higher

- **NY State Regents**
  - Common Core Regents[1]:
    - Algebra I score of 70 or higher *OR*
    - Geometry score of 70 or higher *OR*
    - Algebra 2 score of 65 or higher
  - Non-Common Core Regents[1]:
    - Integrated Algebra score of 80 or higher *OR*
    - Geometry score of 80 or higher *OR*
    - Algebra 2/Trigonometry score of 80 or higher
  - Score of 75 or higher in
    - Math A or Math B *OR*
    - Sequential II or Sequential III

- **Prior College-Level Work**
  - Students who transfer in math college credit are CUNY Math Proficient.
  - AP Exams scores of 4 or 5 have the following course equivalencies:
    - Calculus AB = MTH 31
    - Calculus BC = MTH 32
    - Statistics = MTH 23

[1] Common-Core and Non-Common-Core Regents are distinguished in CUNYFirst. Names of Common-Core Regents end with 'CC' (such as ALGCC, GEOCC and TRGCC), while names of Non-Common Core Regents do not end in 'CC' such as ALGEB, GEOM and TRIG).

Exemption Examinations

Qualified students may take exemption examinations for all courses offered by the Mathematics and Computer Science Department upon application to the department. A grade of C or better will qualify for exemption.

Nursing and Allied Health Sciences

MISSION STATEMENT

The Department of Nursing and Allied Health Sciences prepares students to pursue professional careers in the fields of Nursing, Practical Nursing and Radiologic Technology. Our graduates are prepared to think critically, provide safe and competent care, and work collaboratively as members of the healthcare team.

Office: Carl Polowczyk Hall [CP], Room 413
Phone: 718.289.5425
Website: http://www.bcc.cuny.edu/Nursing/

Professor and Chairperson: Prof. Annette Ortiz

Associate Professors: R. Panettieri

Assistant Professors: N. Cano, P. Lopez, V. McPherson-White, B. Morrison, S. Rawls, V. Rodriquez, M. Sharma

Lecturer: K. Cunningham, C. Hodge

Nursing Advisor: Alicia Hernandez

Approximately 26 adjuncts per semester

DEGREE PROGRAMS

Nursing, AAS (NYS Program Code: 00388)

Radiologic Technology, AAS (NYS Program Code: 91331)

CERTIFICATE PROGRAM

Licensed Practical Nursing (NYS Program Code: 91041)

COURSES

Clinical Education (CLE)

Nursing (NUR)

Nutrition (NTR)

Pharmacology (PHM)

Practical Nursing (PNR)

Radiologic Technology (RAD)

REGISTERED NURSING PROGRAM ADVISORY COMMITTEE

Shanell Rawls, RNC, MSN, *Program Director*
Bronx Community College

Kenya Harris, Ed.D., RN, *Former Chairperson*
Bronx Community College

Helen Papas-Kavalis, MA, RN, *Deputy Chairperson*
Bronx Community College

Lois Augustus, MA, RN, Professor Emeritus
Bronx Community College

Manuela Bonnesen, *Manager*
Career and Student Programs
Montefiore

Nancy Lacen, MS, N.Ed, CRRN, BSN, RN
Staff Development, Nurse Educator
V.A. Hospital

Grace Ng, MS, CNM, RNC-OB, C-EFM
Associate Nursing Director
NY SIM Center

Margaret J. Riley, DNS, APRN, CNE
Academic Director of Nursing
CUNY School of Professional Studies

Noreen Rosselli, RN-BC, MSN
Department of Nursing Education
and Professional Development
St. Barnabas Hospital

Richardaenea Theodore, PHMCS-BC, MPA, MA, RN
NTWK Director of Nursing Education
Jacobi Hospital

Jitinder Walia, *Director*
Early Childhood Education
Bronx Community College

Justina Onwubu-Amadife MSN
Assistant Director of Nursing
Lincoln Hospital

Frank Druse III, MSN,MHA,RN,CEN,CPEN,CLNC
Program Coordinator, Clinical Assistant Professor
Pace University

Ruthann Kelman, RN, MSN, NE-BC
Director or Nursing Education and Research
Bronx Lebanon Hospital

Deborah Morris, MA, RN
Retired Professor and Chairperson
Bronx Community College

Isatu Kakay-Diallo, RN, FNP-C, *Alumna*

Thomas Isekenegbe, Ph.D., *President*
Bronx Community College

Alexander Ott, Ed.D. *Associate Dean,* Academic Affairs
Bronx Community College

LICENSED PRACTICAL NURSING CERTIFICATE PROGRAM ADVISORY BOARD

Kenya Harris, Ed.D., RN, *Former Chairperson*
Bronx Community College

Helen Papas-Kavalis, MA, RN, *Deputy Chairperson*
Bronx Community College

Katherine Acevedo-Coppa, *Special Projects Manager*
Bronx Community College

Charlene Bethel, MSH, RN, *Former Adjunct*
Bronx Community College

Josephine Cagara, MSN-Ed, RN, *Nurse Educator*
Henry J. Carter Specialty Hospital

Thomas Isekenegbe, Ph.D., *President*
Bronx Community College

Nancy Lacen, MS, RN, CCRN, BSN,
Nursing School Affiliations Coordinator
V.A. Hospital

Hyacinth Martin, *Professor of Nursing*
Borough of Manhattan Community College

Wanda Mayo, BSN, RN, *LPN Alumna*

Cindy Meetoo Jones, LPN, *LPN Alumna*
Bronx Community College Alumna

Alexander Ott, Ed.D., *Associate Dean. Academic Affairs*
Bronx Community College

Jitinder Walia, *Early Childhood Center Director*
Bronx Community College

Vincent Walker
Social Sciences, Bronx Community College

RADIOLOGIC TECHNOLOGY ADVISORY COMMITTEE

Manish Sharma, *Program Director*
Radiologic Technology Program, Bronx Community College

Stephanie Bartuccelli, *Clinical Adjunct*
Radiologic Technology Program, Bronx Community College

Deen Adewole, *Coordinating Manager*
Radiology Department, Jacobi Medical Center

Kevin Brinson, *Radiology Administrator*
Jacobi Medical Center, New York Health and Hospital Corp.

Natasha Beyde, *Assistant Director*
Radiology Department, Montefiore Medical Center

Tracey Duffy, *Radiology Supervisor*
Radiology Department, New York-Presbyterian/Columbia

Myra Cardona, *Assistant Director of Radiology*
Radiology Department, Montefiore Medical Center

Peter Gonzalez, *Administrator*
Mt. Sinai, Radiology Department

Lamar Duncan, *Chief Technologist*
Radiology Department, Moses Campus
Montefiore Medical Center

Hamlet Jaquez, *Chief Technologist*
Radiology Department, Montefiore Medical Center

Cynthia Jasquez, *Junior Student Representative*
Radiologic Technology Program, Bronx Community College

Sean Kiernan, *President & CEO,* Alpha Medical Equipment

Debbie Kerr-Harrigan, *Lead Technologist*
Montefiore Medical Center Wakefield Campus
Radiology Department

Rayna Lugo, *Radiographer*
Mt. Sinai, Radiology Department

Junior Student Representative
Radiologic Technology Program, Bronx Community College

Eduardo J. Nororis, *Lead Technologist*
Montefiore Medical Center

Luis Montenegro, *Dean, Academic Affairs,*
Bronx Community College

Alexander Ott, *Associate Dean for Curriculum Matters and Academic Programs*, Bronx Community College

Annette Ortiz, *Chairperson, Nursing and Allied Health Sciences; Radiologic Technology Faculty*
Bronx Community College

Regina Panettieri, *Radiologic Technology Faculty*
Bronx Community College

Senior Student Representative
Radiologic Technology Program
Bronx Community College

Grace Tursi, *Program Director*
Nuclear Medicine Program, Bronx Community College

Vivian Rodriguez, *Clinical Coordinator*
Radiologic Technology Program, Bronx Community College

Social Sciences

MISSION STATEMENT

The Department of Social Sciences is dedicated to the development of well-rounded students through the promotion of abstract reasoning, analysis and scientific method. We focus on how underlying concepts, theories, principles and laws affect human behavior, social justice, societal systems and institutions.

Our social science courses expose students to the disciplines of Anthropology, Criminal Justice, Economics, Human Services, Political Science, Psychology, and Sociology. By gaining insight into the social sciences, a student can confidently assume the responsibilities of global citizenship and enhance personal growth in his or her chosen career.

Office: Colston Hall [CO], Room 312/314
Phone: 718.289.5662 or 718-289-5660
Website: http://www.bcc.cuny.edu/academics/academic-departments/social-sciences-department/

Chairperson and Associate Professor:
Dr. Gilbert Marzan

Professors: J. Asimakopoulous, M. Garrido, P. Kolozi, B. Rima, N. Reynoso

Associate Professors: H. Faradj, M. Guishard, J. Jimenez-Polanco, F. Kaighobadi, M. Liu, E. McSpadden, R. Mendez, R. Shane, G. Weber

Assistant Professors: G. Cobb, J. Eugene, L. Gadsden, D. Mangiante, D. Molina, J. Nawabi, C. Rodriguez, B. Somerville, V. Thomas, L. Ticke, V. Walker

Lecturers: A. Aquino, L. Battista, C. Bellabe, B. Bosworth, K. David, K. Nyarko, G. Rodriguez, S. Stoute, M. Vizcarrondo

CUNY Office Assistants: M. Arrington, C. Ramirez

College Assistant: L. Dennis, S. Gutierrez

Approximately 40 adjuncts per semester

DEGREE PROGRAMS

Criminal Justice, AA (NYS Program Code: 32357)

Human Services, AAS (NYS Program Code: 84421)

Liberal Arts and Sciences, AA (NYS Program Code: 00379)
  Human Services Option
  Political Science Option
  Psychology Option
  Sociology Option

COURSES

Anthropology (ANT)

Criminal Justice (CRJ)

Economics (ECO)

Human Services (HSC)

Political Science (POL)

Psychology (PSY)

Sociology (SOC)

World Languages and Cultures

MISSION STATEMENT

The Department of World Languages and Cultures offers dynamic, engaging language classes in Arabic, French, Italian, Japanese, Portuguese, and Spanish. Classes introduce, develop, and reinforce language skills through classroom work, the College's language laboratory and tutoring resources. Emphasis is placed on practical application of language for effective communication, as well as fostering appreciation of the cultural and literary works associated with the language under study.

The goals of the Department of World Languages and Cultures are:

- To instill humanistic values and enhance career options.
- To introduce, develop, and reinforce language skills through classroom work, the language laboratory, and the tutoring resources of the department.
- To focus students' learning experience on the cultural aspects of the courses offered in the department, and thus foster not only self-awareness but also appreciation of one's own culture and of other cultures.
- To encourage students to be active in the college community, the larger community, and as global citizens through participation in clubs, volunteer activities, and study abroad.

Office: Colston Hall [CO], Room 201
Phone: 718.289.5633
Language Lab: Sage Hall [SA], Room 100
Website: http://www.bcc.cuny.edu/Modern-Languages/

Professor and Chairperson:
Dr. Alexander Lamazares

Professors: A. Bralove-Ramírez, G. Guarnieri, C. Rivera

Associate Professors: L. Cummins, W. T. Guerrier, K. Viner

Assistant Professors: B. Betancur, S. Carlorosi

College Laboratory Technician: Z. Ingram

Approximately 16 adjuncts per semester

DEGREE PROGRAM

Liberal Arts and Sciences, AA, Spanish Option
(NYS Program Code: 378)

COURSES

Arabic (ARB)

French (FRN)

Italian (ITL)

Japanese (JPN)

Portuguese (POR)

Spanish (SPN)

Dr. Silvia Carlorosi
Italian Language Coordinator

Dr. Wedsly Guerrier
French Language Coordinator

Dr. Alexander Lamazares
Portuguese Language Coordinator

Dr. Bryan Betancur
Spanish Language Coordinator

PLACEMENT INFORMATION

The World Languages and Cultures Department will consider exemption requests for students who present appropriate evidence that they have completed full-time study at a college or university outside of the United States in which the language of instruction was other than English. These students will be exempted from a foreign language requirement at Bronx Community College.

Regents Examination: The Department of World Languages and Cultures does not grant exemption or college credit for the Regents examination, regardless of score.

CLEP (College Level Examination Program): The BCC Department of World Languages and Cultures will follow the CUNY wide Council on Foreign Language Study policy of not granting college credit or exempting the students from the instituted language requirement.

AP (Advanced Placement): The BCC Department of World Languages and Cultures will grant college credit to students who score a three or higher in foreign language or literature on the College Board Advanced Placement Exam. These students are also exempt from any foreign language requirement at Bronx Community College.

Course Descriptions

EXPLANATION OF CREDIT

The allocation of credits to courses is based on New York State Department of Education regulations in higher education. Generally, the formula is that one semester-hour of credit is awarded for each 15 hours of course time (lecture or recitation hours) in classes for which considerable out-of-class preparation is required. In classes which do not require the same level of out-of-class preparation such as laboratory or studio hours/classes, clinic hours/classes, or physical or health education classes, a unit of two or three hours may equal one semester-hour.

- **rec (recitation)** — the traditional recitation-discussion-seminar form

- **lect (lecture)** — several sections have been combined into a single group in which the presentation is sometimes accompanied by a demonstration and audiovisual material

- **lab (laboratory)** — the class meets in a specially equipped area where students may do individualized work in experimentation with instruments, tools and similar equipment

- **clin (clinic)** — supervised, individualized clinical experience in a hospital setting including group and individual instruction

- **studio (studio)** — supervised and individualized art studio experience in a group and individual instruction

Prerequisites and Corequisites

Prerequisites must be completed with a passing grade before the subsequent course may be taken.

Corequisites must be taken simultaneously or before a given course.

The College reserves the right to limit the number of students registered in any course, or to cancel any course for which there is insufficient enrollment, or to make any changes in prerequisites, corequisites, course descriptions, credit allocations, schedule and section offering in the academic year as it may deem necessary for the proper and efficient functioning of the College.

Students who place in ENG 1 and RDL 1 are allowed to register only for the following credit-bearing courses:

ELC 11 (corequisite MTH 6; recommended for Electronic Engineering Technology students only)

ELC 15 (corequisite MTH 5; recommended for Electronic Engineering Technology students only)

HLT 91 and Physical Education courses except PEA 41 and PEA 101

KEY 10

KEY 11

COMM 10 (entry into course dependent upon speech screening)

COMM 12 (not open to students simultaneously registered for any ESL courses)

Art studio courses

Music performance courses

Language courses (Level 112 or above, by placement)

Students who place in ENG 2 or RDL 2 may also register for the following credit-bearing courses:

ART 10
ART 11
ART 12
DAT 30
ECO 11
ECO 12
HIS 11
MUS 10
MUS 11
MUS 12
PEA (activity courses)
POL 11
PSY 11
SOC 11

Students who place out of ENG 1 and RDL 1 and meet the corequisite of ENG 2 or RDL 2 may also register for the following credit-bearing courses:

COMM 11
COMM 20
COMM 22
GEO 10
MEDP 10
MEST 60
PHL 11

BRONX COMMUNITY COLLEGE

Accounting
Business and Information Systems

ACC 111   4 rec 4 cr

Principles of Accounting I

This course examines the fundamental principles of accounting theory and practice, including the analysis of assets, liabilities and owners' equity accounts; allocation, estimation and accrual procedures for financial statement preparation.

Corequisite: MTH 23.5 or MTH 28.5, if required
Corequisite: ENG 110, if required

NOTE: This course replaces ACC 11.

ACC 112   4 rec 4 cr

Principles of Accounting II

The overall purpose of this course is to apply fundamental accounting principles to the corporate and partnership forms of business organizations. These will include an introduction to the fundamental accounting concepts relating to accounting for property, plant and equipment (plant assets), accounting for long term liabilities, partnerships, equity transactions for corporations, statement of cash flows and financial statement analysis.

Prerequisite: ACC 11 or ACC 111
Corequisite: ENG 110, if required

NOTE: This course replaces ACC 12.

ACC 113   4 rec 4 cr

Principles of Intermediate Accounting

This course builds on the foundations of the prior two Accounting Principles courses to provide an in−depth study and understanding of applied accounting theories and practices. The course examines the conceptual framework for accounting, the examination of the process for developing accounting standards, the fundamental principles of accounting theory and practice, including the analysis of assets, liabilities and stockholders' equity accounts; and the allocation, estimation and accrual procedures for financial statement preparation.

Prerequisite: ACC 12 or ACC 112
Corequisite: ENG 110, if required

NOTE: This course replaces ACC 13.

ACC 115   3 rec 3 cr

Accounting Information Systems

This course introduces students to Accounting Information Systems and their relationship to the accounting function. Emphasis will be placed on interaction of accounting and information systems, application of information systems to financial/accounting management decisions, and control of these systems. A computerized accounting information package will be explored.

Prerequisite: ACC 112

NOTE: This course replaces ACC 15.

Animal Care and Management
Biological Sciences

ACM 90   6 cr

Animal Care and Management Internship

This will be a 500-hour hands-on experience for students who successfully complete the prerequisite courses. The internship will provide valuable opportunities through which students will be able to put into action the practices that they learned in the classroom. Students will focus on procedures and specific applications relating to basic veterinary care, feeding and nutrition, animal handling, animal housing and sanitation procedures.

Prerequisite: BIO 15 and BIO 47; See Animal Care and Management program description for additional eligibility requirements.

Anthropology
Social Sciences

ANT 11   3 rec 3 cr

Introduction to Anthropology

Development of human societies and cultures from early origins to present day. Touches all major fields of anthropology, such as physical anthropology, linguistics and archeology; but focuses on cultural anthropology. Issues of economics, politics, family structure and religion from an anthropological point of view.

Corequisite: ENG 110, if required
Flexible Core - World Cultures and Global Issues

Arabic
World Languages and Cultures

ARB 111   3 rec, 1 conf/rec 3 cr

Beginning Arabic I

This introductory language course is designed for beginners of Arabic. This course is not for native or heritage speakers of Arabic. Students will develop their Arabic listening, speaking, reading and writing skills. Introducing Arabic letters and basic vocabulary of daily communication will be the major focus at this stage. The course also focuses on the cultural aspects of the Arab world in context with language learning. Students will be given opportunities to explore the cultural side of the Arab world through different activities, presentations and contacts with native Arabic speakers and Arabic organizations in the United States.

Flexible Core - World Cultures and Global Issues

ARB 112   3 rec, 1 conf/rec 3 cr
Beginning Arabic II

This course is continuation of Arabic 111. At this level, students will continue building the skills they acquired as beginners and will move to a higher level where they can listen, read, comprehend and speak about various topics of personal interest, such as culture, religion, work, studies, travel, daily activities and economics. In addition to the textbook this course also relies on the use of authentic materials, such as newspapers, Arabic media products, guests from Arabic speaking countries, Arabic menus, trips and extra-curricular activities in Arabic settings (North African and Middle Eastern restaurants, Arabic cultural centers, etc.).

Prerequisites: ARB 11 or 111 or Placement
Flexible Core - World Cultures and Global Issues

Art
Art and Music

ART 10   2 rec 1 cr
Art Survey

Survey of art in selected historical periods of Western civilization.

NOTE: Not open to students taking ART 11 or ART 12
Corequisite: ENG 100 or ENG 110, if required

ART 11   3 rec 3 cr
Introduction to Art History

This course surveys architecture, painting and sculpture, from prehistory to the present, with emphasis on the development of Western art. Students learn to analyze artworks from different periods and movements, including Ancient Egypt, the Italian Renaissance, Impressionism and Pop Art and how they relate to the society that produced them. A key component of the course is a formal paper based on students experience of viewing artworks at museums, galleries, or monuments in New York City.

Corequisite: ENG 100 or ENG 110, if required
Flexible Core - Creative Expression

ART 12   3 rec 3 cr

Introduction to Art History: Africa, the Americas, Asia and the Middle East

This course covers the art and architecture of these regions from ancient times to the present. It examines a wide range of media from many different cultures, including African masks, Aztec pyramids, Asian ceramics and Islamic mosaics. Students learn to analyze artworks and how they relate to the culture that produced them. A key component of the course is a formal paper based on students' experience of viewing artworks at museums, galleries, or monuments in New York City.

Corequisite: ENG 100 or ENG 110, if required
Flexible Core - Creative Expression

ART 15   4 studio 2 cr
Design Basics

Studio course introducing the principles of two-dimensional design and color. Experiments in line, value, texture, space and illusions of volume and their applications to creative and dynamic composition are applied to conceptual thinking and the development of problem solving skills for graphic design projects of increasing complexity.

ART 21   4 studio 2 cr
Drawing

Studio course introducing basic skills and concepts in drawing. Studies in drawing anatomy, landscape, portraiture and still life. Use of different media and techniques including fundamentals of line, form, composition, and perspective. Professional models employed in some sessions.

BRONX COMMUNITY COLLEGE

ART 22   4 studio 2 cr

Painting

Studio course introducing basic skills and concepts in painting in oil and acrylics. Topics include fundamentals of form, color, texture, and composition as applied to still life, landscape, portraiture, figure studies and abstraction.

ART 24   4 studio 2 cr

Drawing II

Studio course that expands upon skills learned in basic drawing. Focused studies in drawing the figure, landscape, perspective, portraiture and still life. Use of a variety of media and techniques while exploring different concepts in drawing. Develop finished drawings that can be used in a portfolio. Professional models employed in some sessions.

Prerequisites: ART 21 – Drawing, or Departmental permission

ART 26   4 studio 2 cr

Painting II

Studio course broadening the development of skills and understanding of concepts in oil and acrylic painting. Topics include use of form, color, texture, and composition as applied to still life, landscape, portraiture, figure studies and abstraction. Apply painting skills to independent work and to the development of student's personal style. Develop finished paintings that can be used in a portfolio. Professional models employed in some sessions.

Prerequisites: ART 22 – Painting, or Departmental permission

ART 32   4 studio 2 cr

Printmaking

Practical studio course in silkscreen printing and intaglio/relief printing. Basic printmaking techniques are covered with an emphasis on proper use and care of equipment. Students are introduced to graphic arts printing techniques including transparency of ink, separations, registration and editioning. The course covers developments in printmaking of both the past and present. Portfolio presentation is explained including proper mounting and matting methods and the care of prints. **This course is not given every semester.**

ART 41   4 studio 2 cr

Ceramics: Handbuilding

Hands-on course covering fundamental hand building techniques of pottery and ceramics through pinch, coil and slab construction. Emphasis on standards of design and development of craftsmanship.

ART 42   4 studio 2 cr

Ceramics: Wheel Throwing

Hands-on course exploring basic wheel-throwing techniques used to create functional and sculptural projects. Building, decorating, and glazing techniques are explored. Emphasis on three-dimensional design and craftsmanship.

ART 55   3 rec 3 cr

Modern Art

This course covers the important movements in Modern Art, including Impressionism, Post-Impressionism, Expressionism, Cubism, Dada, Surrealism, Abstract Expressionism, Pop Art, Minimal Art, Conceptual Art and Modern Architecture. Coursework includes lectures, films and visits to museums, art galleries and monuments.

Prerequisite: ART 11 or ART 12 or by departmental permission
Flexible Core - Creative Expression

ART 56   3 rec 3 cr

Graphic and Digital Design History

This course covers the development of graphic design from the Industrial Revolution to the 21st Century. New digital art forms such as web design, computer animation, motion graphics, interactive multimedia and 3-D graphics are also examined. Coursework will include exams, written reports, online research and museum visits.

Prerequisite: ART 11 or ART 12 or by departmental permission
Flexible Core - Creative Expression

ART 71   4 studio 2 cr

Photography

Basic photographic techniques as a creative medium; emphasis on composition and lighting; developing, printing and enlarging. Students provide their own cameras and materials.

ART 72   4 studio 2 cr

Digital Photography and Motion Graphics

This course will emphasize the basics of composition, lighting, color correction and output. Students will study composition and lighting both in the field and in a commercial studio setting. Students will also examine various methods of digital image presentation including the use of graphic and audio elements in time-based media. This course requires students to have access to a digital camera.

ART 79   4 studio 2 cr

Typographic Design

Hands-on typography survey covering history of type, from the stone-age to the electronic age. Coursework will focus on creative exercises that will reinforce the understanding of type; its style, structure, measurement; and its design applications. Students will use current page layout software as applied to typographic studies.

Pre/Corequisite: ART 15 or by departmental permission

ART 81   4 studio 2 cr

Typography and Layout

Employing typographic and imaging skills, students will strive to create effective page layouts for print design. Conceptual and professional production skills will be emphasized utilizing current layout software.

Prerequisite: ART 79 or by departmental permission

ART 82   4 studio 2 cr

Illustration

Advanced studio course investigating the making of illustrations and the direct relationship between technique, concept and execution. Practical aesthetic problems involved in illustrating work done in class can be used in a portfolio. Students prepare comps and finished artwork ready for reproduction. Assignments teach the student to solve problems of interpretation for children's books, fiction and non-fiction, newspapers and magazine articles. Students are helped to develop their own styles.

Prerequisite: ART 21 or by departmental permission

ART 83   4 studio 2 cr

Graphic Design Principles

The application of 2D design and typography skills applied to problem-solving in visual communications scenarios. From symbol-making, logo design, print ads and posters and signage systems, students will produce hand and computer generated professional quality work. Emphasis will be placed on the creative process. Studio skills as well as presentation skills will be explored.

ART 84   4 studio 2 cr

Digital Imaging

A course concerned with Digital Imaging for Print, the World Wide Web and Multimedia. Students will experiment with scanned and self-generated images using industry-standard (currently Photoshop) imaging software. Integration with other applications will be a goal. The software programs' prodigious versatility will be applied to the merging and transformation of photographic images in creative and unexpected ways. Professional level skills in this area, vital to a graphic design professional, will be emphasized.

ART 86   4 studio 2 cr

Digital Illustration

Computer-based instruction exploring advanced topics in illustration using current industry standard drawing programs. Emphasis on conceptualization through finish and technical excellence. Finished class assignments will provide portfolio samples.

ART 87   4 studio 2 cr

User Interface Design

This course focuses on the aesthetic design of user interfaces for web and mobile. Students learn the process of planning and designing interactive systems, creating flowcharts and mockups, and are introduced to professional Web Design software. Projects include various graphics for the Web, UI (User Interface) Design, HTML templates, and more.

Prerequisite: ART 84 or by departmental permission

ART 88   4 studio 2 cr

Web Interactivity

This course introduces the principles of interactive design for the Web. It focuses on developing a basic understanding of the design process, proper coding and styling of web pages, and animation, exploring concepts of interactivity, and designing projects for Internet delivery. Projects range from web ads and menu design to the production of fully functional web pages utilizing the latest technology.

Prerequisites: ART 84 or by departmental permission
Corequisite: ART 87 or by departmental permission.

ART 89   4 studio 2 cr

Publication Design

This course explores the application of typographic design to a multiple page format. The challenges presented by designing for an extended publication will foster the development of greater typographic and conceptual skills. Working with narrative, students will create a book that combines personal artistic expression and hands on skills with advanced digital layout techniques, thereby strengthening their ability to analyze and interpret raw information and place it into a meaningful context.

Corerequisite: ART 81

ART 90   4 studio 2 cr

Graphic Design Project

This course encompasses both the development of a multifaceted graphic design project and the production procedures necessary for projects to be printed professionally. Design projects will explore the creation of identity programs that will include multiple components. The interaction of design and production will be emphasized. Topics will include project management, understanding font utility programs and file preparation. How to produce reliable digital color proofs, create color separations and understanding color calibration will be covered.

Prerequisite: ART 86 or by departmental permission
Corequisite: ART 81 or by departmental permission

ART 91   4 studio 2 cr

Design Portfolio

A project based seminar wherein the development of professional portfolios, print and/or multimedia is the goal, along with job-seeking skills.

Corequisite: ART 90 or by departmental permission

ART 93   4 studio 2 cr

Web Design Project

This course explores the creative and technical process involved in the development of a web design project, including information architecture, interactivity and menu design. It is conceptual in nature and employs a disciplined and systematic approach to the development of web sites and other Internet related projects. The course takes a comprehensive look at how web sites are developed and deployed and looks into common technologies used for web design. Students will develop fully functional web sites from the ground up.

Prerequisite: ART 87 and ART 88 or by departmental permission

ART 95   4 studio 2 cr

Introduction to 3D Graphics and Animation

This course provides introductory studio experience in 3D computer graphics and animation. Topics include 3D modeling, texture mapping, virtual lighting, virtual lens, virtual camera and 3D animation. Through lectures, viewings, tutorials and projects, students develop a multi-purpose skill set that can be used for innovative content creation, product visualization, space planning, virtual object animation and multimedia integration.

Prerequisite: ART 86 or by departmental permission

ART 97   4 studio 2 cr

Web Portfolio

This is an advanced class in interactive web design, offering supervised career planning and a chance for students to explore different web design approaches. Aesthetic input and training in appropriate technical skills will be provided to help individual students improve their existing artworks and construct an effective, artistic web portfolio.

Prerequisite: ART 87 and ART 88 or by departmental permission

Astronomy
Engineering, Physics and Technology

AST 101   3 hr 1 cr

Laboratory Exercises in Stellar Astronomy

This course is the laboratory component of AST 111. Experiments are designed to explore the major discoveries in astronomy including the laws of planetary motion, the nature of light, telescopes, the internal dynamics of the sun, classification and evolution of stars, the Milky Way and external galaxies; and the evolution of the universe.

AST 111   2 lect 1 rec 3 cr

Stellar Astronomy

This course covers early astronomy; astronomical coordinate systems; structure and evolution of the sun, stars and stellar systems; spectroscopy; the Milky Way and external galaxies; and cosmological models and implications.

Prerequisite: CUNY Math Proficiency; or MTH 23.5 or 28.5, if required
Corequisite: ENG 110 if required
Required Core - Life and Physical Sciences

AST 112   2 lect 1 rec 3 cr

Planetary Astronomy

History of astronomy; ground-based observation and space exploration; physical processes in the solar system including the sun, planets and minor bodies; architecture of the solar system with emphasis on orbital motions, planetary surfaces, atmospheres and internal structures; formation and evolution of the solar system.

Prerequisite: CUNY Math Proficiency; or MTH 23.5 or 28.5 , if required
Corequisite: ENG 110 if required
Flexible Core - Scientific World

Automotive Technology
Engineering, Physics and Technology

ACS 10   3 lab 1 cr

Introduction to Automotive Technology

This course will introduce students to career choices in and basic skills related to, the automotive industry. Topics covered include basic shop safety, overview of electrical principles and automotive systems and proper use of tools and diagnostic instrumentation.

Corequisite: ENG 110, if required
Corequisite: MTH 28.5, if required

ACS 11   2 rec 4 lab 4 cr

Engine Repair

A study of the modern internal combustion gasoline engine including basic principles of design and operation. This course covers disassembly, inspection and precision measuring and continues with reassembly including fitting and reconditioning parts. It also includes material covering engine support systems including cooling, lubrication and basic ignition system fundamentals and engine lubricants.

Corequisite: ACS 10

ACS 12   1 rec 4 lab 3 cr

Brake Systems

This course will study the design, operation and maintenance of the automotive brake system including diagnostics and servicing of rotors and drums, measuring and resurfacing. Anti-lock brake systems, traction control systems and front wheel drive axle shaft service are also covered.

Corequisite: ACS 10

ACS 13   2 rec 2 lab 3 cr

Engine Performance

This course begins with engine operation including conventional ignition systems and focuses on modern ignition techniques, engine, transmission and body control systems and other computer control systems. It explores modern diagnostic test techniques, equipment and procedures and provides a thorough understanding of modern vehicle fuel control systems.

Prerequisites: ACS 11, ACS 24

ACS 14   1 rec 4 lab 3 cr

Manual Drive Train and Axle

This course covers both conventional rear-drive systems and front-drive configurations. It concentrates on transmission maintenance, service and repair and includes drive line service and repair of clutch, ring gear and pinion, differential case assembly, drive shaft, half shaft and four wheel drive systems.

Prerequisites: ACS 11, ACS 24

ACS 21   2 rec 3 lab 3 cr

Steering and Suspension Systems

A study of the design, operating principles and service of automotive suspension and steering systems including McPherson strut and multi-link designs, solid axle and independent systems. Tire construction, wear diagnosis and service are covered and emphasis is placed on wheel alignment procedures, including computerized four-wheel alignment. New technologies are covered including four-wheel steering, electronic steering and computerized suspension systems.

Prerequisites: ACS 10, ACS 24

ACS 22   1 rec 6 lab 4 cr

Automatic Transmission and Transaxle

This course begins with the basics of hydraulics and how they are applied to traditional automatic transmissions with rear drive vehicles and focuses on modern computer controlled transaxle applications. It includes in-car and out-of-vehicle service, maintenance, repair and adjustment using modern diagnostic techniques and equipment.

Prerequisites: ACS 11, ACS 24

ACS 23   2 rec 3 lab 3 cr

Heating and Air Conditioning

A study of vehicle climate control systems including heating and air conditioning. Includes theory, operational specifics, test procedures and service of factory and aftermarket equipment. It touches briefly on R12 system service and upgrades and focuses on 134A systems including testing, diagnosis, parts replacement and charging of A/C systems and troubleshooting electrical, electronic and mechanical heating and cooling system controls.

Prerequisites: ACS 10, ACS 24

ACS 24   2 rec 2 lab 3 cr

Electrical Systems

This course begins with the basics of electrical theory and advances through the operation of all 12 Volt systems used in the modern automobile including: storage batteries, alternator/charging systems, starter circuitry, wiring harnesses lighting and body accessories. The course places emphasis on the use of both DVOM technology and computer based diagnostics.

Corequisite: ACS 10

ACS 25   3 rec, 3 Lab 4 cr

Automatic/Manual Transmission and Drivetrains

This course covers both the conventional rear drivetrain systems and front drivetrain configurations. It concentrates on transmission maintenance, service and repair, and includes drivetrain service and repair of clutch, ring gear and pinion, differential case assembly, drive shaft, half shaft and four-wheel drive systems. In addition, it covers automatic transmission systems such as: hydraulic system and torque converters, planetary gear sets, and electronic controlled transmission and transaxle.

Prerequisites: ACS 24, ACS 11, ACS 10

ACS 35   2 rec 3 lab 3 cr

Alternative Fuel Technology

This course will overview alternative fuels: ethanol, methanol, compressed natural gas (CNG), liquid natural gas (LNG), propane (LPG), hydrogen, electricity (including hybrids) and fuel cells. It will explain the sources and processing of alternative fuel. It will discuss alternative fuels currently in use and under development and compare the benefits and drawbacks of each. It will explain lean burn technology, how combustion is different with a gaseous fuel and major policies and regulations pertaining to the installation, operation and inspection of alternate fuel vehicles.

Prerequisites: ACS 11 and AVS 24

ACS 36   2 rec 3 lab 3 cr

Hybrid / Electric Vehicles

This course begins with the introduction of Hybrid vehicles and their impact on the environment. It explores the different kind of hybrid vehicles and their configurations. The course also focuses on modern battery technology, the safety concerns associated with high voltage components and a thorough understanding of regenerative braking systems. The course also includes a review of electric motors and charging system and a review of first responder procedures.

Prerequisites: ACS 11, ACS 24

ACS 38   2 rec 4 lab 4 cr

Advanced Vehicle Diagnostics

This course begins with a review of electrical theory and scan tool operation. Students then focus on the modern diagnostic techniques with extensive hands-on practice using electronic diagnostic tools. In addition, the course will focus on wiring diagram interpretation, circuit analysis, as well as pinpoint testing. The student will be taken deep into the use of a scan tool, computer protocols, and data interpretation to arrive at a logical repair conclusion.

Prerequisites: ACS 10, ACS 24
Corequisite: ACS 13

ACS 45   2 rec 2 lab 3 cr

Diesel Technology

This course introduces the student to diesel technology theory and operation starting with early designs and construction but focuses mostly on modern diesel engine design and controls. It explores modern diagnostic test techniques and provides a thorough understanding of the importance of maintenance procedures and modern diesel engine control systems.

Prerequisites: ACS 11, ACS 24

ACS 46   2 rec 2 lab 3 cr

Diesel Engine Performance

This course begins with engine operation, including conventional diesel injection, but focuses on modern common rail injection techniques. The course will explore the GM Duramax system, the Ford Powerstroke Systems, the Cummins PT and common rail systems, as well as Bosh Systems used by several manufacturers. The course explores modern diagnostic and test techniques, equipment and procedures and provides a thorough exposure to modern diesel electronic control systems.

Prerequisite or Corequisite: ACS 13, ACS 45

ACS 47   2 rec 2 lab 3 cr

Air Brakes and Suspension

This course begins with the introduction of compressed air systems for the activation of brakes and suspension on trucks and trailers. It explores the different components for the production and storage of air under pressure as well as the various control valves. The course also focuses on dehumidifiers, air driers and foundation brake components for both tractors and trailers, as well as ABS and traction control systems. The course also looks at the rules and regulations from DOT concerning air brakes specification and safety for heavy duty trucks.

Prerequisites: ACS 10 and ACS 12

ACS 50   rec 7.5 hours; Internship: 50 hours 1 Cr.

Automotive Technology Internship

This course is designed to allow qualifying students to apply the skills they have learned in the classroom by interning at a dealership service center or at a local repair shop in the community. The first three weeks of the course will take place on campus and will address shop safety, setting expectations for placement in internship sites and scheduling. Students will then report to their host repair facilities to perform tasks typically done in a real automotive shop environment, which include, but are not limited to, interpreting and writing repair orders, use of service information systems, general automotive repairs and customer service. Periodic evaluations for student progress will take place on site by a designated faculty or staff member, and those evaluations will be factored into the mid-term and final evaluations of the course. This internship is considered to be an excellent practical experience for preparation for the Automotive Service Excellence (ASE) G1 exam. The internship will consist of 50 hours of in-shop work, spread over a 12 week period. (This one credit course can replace either the Music or Art requirement for the Automotive Program.)

Prerequisites: ACS 10, ACS 11, ACS 12, ACS 21, ACS 24, Driver's License

Biology
Biological Sciences

BIO 11   2 lect 4 lab 4 cr

General Biology I

Chemical basis of life; cellular structure, function and reproduction; photosynthesis and cell respiration; human anatomy and physiology; plant structure and function.

Prerequisites: CUNY English proficiency; or ENG 100 or 110, if required; and CUNY Math Proficiency; or MTH 23.5 or 28.5, if required
Required Core - Life and Physical Sciences
Flexible Core - Scientific World

BIO 12   2 lect 4 lab 4 cr

General Biology II

Continuation of BIO 11 with emphasis on plant and animal development; Mendelian and molecular genetics; evolution; animal and plant diversity; and ecology.

Prerequisite: BIO 11
Flexible Core - Scientific World

BIO 15   2 lect 4 lab 4 cr

Zoology

The diversity of the animal kingdom with emphasis on ecology, behavior and phylogeny with medical and economic implications for humanity

Prerequisite: BIO 11

BIO 16   3 lab 1 cr

Laboratory Concepts in Biology

This course covers basic biology laboratory skills and concepts. Skills covered will include measurement, record keeping, graphical analysis, microscope use and dissecting techniques. Topics covered will include the scientific method; the biochemical basis of life; cellular structure, function and reproduction; and biodiversity. This course is intended to be taken with one of the 3-credit biology classes to fulfill the 1-credit laboratory requirement for the Liberal Arts AA major, although it may be taken in a subsequent semester.

Prerequisites: CUNY English proficiency; or ENG 100 or 110, if required; and CUNY Math Proficiency; or MTH 23.5 or 28.5, if required
Corequisites: BIO 19 or BIO 150 or BIO 27/PSY 27 or HLT 20/BIO 20 or with departmental approval

BIO 18   4 lect 4 cr

Human Biology

A physiological study of the skeletal, muscular, integumentary, digestive, nervous, circulatory, excretory, respiratory, endocrine and reproductive systems of the human body; special senses.

Prerequisites: CUNY English proficiency; or ENG 100 or 110, if required

BIO 19   2 lect 2 lab 3 cr

Food, Sex and Death

This course is designed for non-biology majors. Topics covered will include the chemical basis of life; cellular structure, function and reproduction; photosynthesis and cellular respiration; nutrition and human health; reproduction; evolution; biodiversity; and ecology.

Prerequisites: CUNY English proficiency; or ENG 100 or 110, if required; and CUNY Math Proficiency or MTH 23.5 or 28.5, if required
Required Core - Life and Physical Sciences

BIO 20 / HLT 20   3 lect 3 cr

Aspects of Human Sexuality

This course teaches students about physical, sociological and psychological aspects of human sexuality. Scientific research on gender, sexual arousal, sexual orientation, sexually transmitted infections and contraception will be explored. Students will examine cross cultural factors and ethical issues surrounding human sexuality.

Corequisite: ENG 110, if required
Flexible Core - Scientific World

BIO 21   3 lect 3 lab 4 cr

The Human Body

This is an integrated one-semester lecture and laboratory course that covers the anatomy and physiology of all eleven human body systems. The course is recommended for students whose program requires, or is satisfied by, a one semester overview of the human body. It does not substitute for either semester of a two semester human anatomy and physiology course.

Prerequisites: CUNY English proficiency; or ENG 100 or 110, if required
Required Core - Life and Physical Sciences

BIO 22   2 lect 2 cr

Medical Terminology

Acquaintance with medical concepts, medical terms and scientific principles; various ailments and diseases; tests used in their analyses; treatments and therapeutic techniques for alleviation and cure.

Prerequisites: CUNY English proficiency; or ENG 100 or 110, if required

BIO 23   3 lect 3 lab 4 cr

Human Anatomy and Physiology I

An integrated lab-lecture method for the study of the structure and function of the human organism. Includes basic chemistry, cellular anatomy and physiology, tissues, integumentary, skeletal, muscular, nervous and endocrine systems.

Prerequisites: CUNY English proficiency; or ENG 100 or 110, if required; and CUNY Math Proficiency or MTH 23.5 or 28.5, if required
Required Core - Life and Physical Sciences
Flexible Core - Scientific World

BIO 24   3 lect 3 lab 4 cr

Human Anatomy and Physiology II

An integrated lab-lecture method for the study of the structure and function of the human organism. Includes cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems.

Prerequisite: BIO 23
Flexible Core - Scientific World

BIO 27/PSY 27   3 lect 3 cr

Introduction to Behavioral Neuroscience

This course is a survey of the field of Neuroscience including an introduction to the structures and functions of the nervous systems; understanding sensation, perception and movement; sleep and dreaming; learning and memory; and neurological disorders.

Prerequisite: PSY 11 or BIO 11
Flexible Core - Scientific World

BIO 28   3 lect 3 lab 4 cr

Microbiology and Infection Control

Introduction to microbial structure, function and reproduction. Introduces the medical aspects of bacteriology, mycology, parasitology, virology, serology, immunology, epidemiology and infection control.

Prerequisites: BIO 11 and BIO 12 or BIO 23 and BIO 24

BIO 34 / CHM 34   2 lec 1 rec 3 lab 4 cr

Biofuels and Bioproducts

This course covers the chemistry behind the production of sugars from plants, and the biology of converting these sugars into commodity molecules. Specific attention will be paid to biosynthetic pathways, plant cell wall architecture, microbial metabolism, biofuels, and valorization of by-product streams. A hands-on laboratory component for the course will introduce students to chemical and biological reactors to teach skill sets required for these transformations via microbial cell culture and modern analytical chemistry methods. Applications of biofuels and bioproducts will be examined within the context of their commercial success and viability.

Prerequisite: CHM 31

BIO 46   1 lect 3 lab 2 cr

Clinical Techniques for Medical Personnel I

Introduction to the physician's office, medical records, measurement of vital signs, electrocardiograph, preparation of the exam room and medical instruments, x-ray and radiograph methods.

Prerequisites: BIO 18 or BIO 21 and BIO 22

BIO 47   1 lect 3 lab 2 cr

Clinical Techniques for Medical Personnel II

Clinical laboratory techniques for a medical office laboratory including sterilization and disinfection techniques, analysis of blood, urine and microbiology specimens. Use and care of the microscope and other laboratory instruments.

Prerequisites: BIO 18 and BIO 22; or BIO 21 and BIO 22; or BIO 11

BIO 55   3 lect 3 cr

Genetics

A survey of the major principles and concepts of the science of heredity. The course reviews classical Mendelian and non-Mendelian genetics. It covers modern genetics including the molecular basis of heredity, gene regulation, developmental genetics, population genetics and biotechnology.

Prerequisites: BIO 12

BIO 56   2 lect 4 lab 4 cr

Cell and Molecular Biology with an Introduction to Biotechnology

The study of living organisms at the cellular and molecular level concerning the structure and functions of organelles, metabolism, cell signaling, gene structures and function, DNA replication, transcription, translation and control of gene expression. The laboratory portion will focus on basic skills and concepts necessary for the techniques of Biotechnology. These include methods for isolation and characterization of macromolecules (DNA, RNA, Proteins), agarose and polyacrylamide electrophoresis, restriction digests and restriction mapping, PCR, cloning, cell transformations and hybridization reactions.

Prerequisite: BIO 55

BIO 92   1 rec 4 lab 3 cr

Laboratory Experience in Biological Research Techniques

Specialized instruction, training and practical experience in current techniques used in Biological research. Students will perform research and learn laboratory techniques under the supervision of BCC faculty. Research experience may be offered within BCC or in research laboratories in other institutions. Availability is limited and admission to the course is competitive. Intended for students seriously considering a future career in biological or biomedical research.

Prerequisite: Departmental permission required.

BIO/CHM/PHY 100   3 lect 3 cr

Sustainability, Energy and the Green Economy

BIO 100 introduces students to the foundations of the sustainability movement and connects them with real world applications. The course will explore the relationships between society, the environment and the modern economy.

Corequisites: ENG 110, if required; and MTH 23.5 or 28.5, if required.
Flexible Core - Scientific World

BIO 150   3 lect 3 cr

Biology, Bioethics and Law

Basic concepts on structure and function of the human body in conjunction with legal definitions and decisions and ethical interpretations concerning biological/medical technology. Course includes material on contraception and sterilization, abortion, genetics, DNA manipulations, artificial insemination, in vitro fertilization, surrogate motherhood, death and dying, human experimentation, organ transplantation.

Prerequisites: CUNY English proficiency; or ENG 100 or 110, if required.
Flexible Core - Scientific World

Botany
Biological Sciences

Enrollment in Botany (BOT) is limited to students in the Horticulture curriculum or with special permission of the department. Offered at the New York Botanical Garden. Students should contact the program director.

Business
Business and Information Systems

BIS 12   4 rec 3 cr

Multimedia Theory and Applications for Business

Provides a theoretical understanding of multimedia technologies and fundamentals of multimedia software design and development. Students produce multimedia packages in business applications and their areas of specialization.

Corequisites: ENG 110, if required; KEY 10 or equivalent skill level with permission of the department.

BIS 13   4 rec 3 cr

Website Development

This course offers an introduction to HTML, CSS, and responsive web design techniques. Topics include the fundamentals of how to plan and organize the webpages for a new website; two fundamental webpage technologies – HTML for structure and CSS for style and layout; and responsive web design and mobile-first design strategies. Students utilize the skills learned to create a business-oriented web site project.

Corequisite: ENG 100, if required
Prerequisite: KEY 10 or equivalent skill level with permission of the department.

BIS 23   2 rec 2 lab 3 cr

Client-Side Programming

This course introduces the basic tools and concepts involved in designing and developing an interactive web site using JavaScript and its JQuery library. Programming concepts include JQuery (actions, targeting, fades, style changes, element selection, variables, chaining, animation, measurements, delays, and children selection) and JavaScript (functions, methods and objects, decisions and loops).

Prerequisites: ENG 100, ENG 110, or ENG 111 and BIS 13 and KEY 10 or equivalent skill level with departmental permission.

BIS 31   2 lec 2 lab 3 cr

Server-Side Programming

This course is structured to provide an understanding of the complexities of server-side programming. Students will learn to code and design a server web-based application and interact with a database. This course is ideal for Website developers, IT professionals, business owners, and individuals who are interested in advancing their E-Commerce solutions and building a server web application that communicates with a database system.

Prerequisites: BIS 13 and BUS 10

BUS 41   3 rec 1 lab 3 cr

Business Statistics

Introduction to statistical methods as a basis for decision-making and operations control in business, utilizing principles of probability, sampling error, estimation and the descriptive methods of frequency distribution correlation, index number and time series analysis. Application to data pertinent to business and economic problems in such areas as accounting controls, production and marketing.

Prerequisite: CUNY Math Proficiency or MTH 28.5, if required
Corequisite: ENG 110, if required

BUS 51   3 rec 3 cr

Principles of Management

An introduction to basic managerial concepts and practices. The nature of organizations and their relationships with external forces (social, economic, legal/political, competitive, technological and global) are explored. Key management functions, including decision-making, planning, organizing, directing and controlling are examined. Analytical and hands-on skills are further developed by introducing students to the application of mathematical models in the solution of managerial problems.

Corequisite: ENG 110, if required; and MTH 23.5 or MTH 28.5, if required

BUS 52   3 rec 3 cr

Organizational Behavior

This course explores the impact of individuals, groups, organizational structure and the external environment on human behavior within organizations. A managerial perspective is established by examining how organizational behavior concepts are applied to improve performance in the workplace. Topics discussed include organizational design, corporate culture, motivation and reward systems, leadership, group dynamics and decision-making.

Prerequisite: BUS 51

BUS 53   3 rec 3 cr

International Management

This course introduces the student to concepts and techniques employed in managing multinational organizations. It provides a basic understanding of the challenges confronted by management and the knowledge needed to operate successfully in global markets. The impact of rapidly changing cultural, political, legal, technological and competitive forces on key managerial functions is also examined.

Prerequisite: BUS 51

BUS 54   3 rec 3 cr

Entrepreneurship

This course is a practical guide to the entrepreneurial process that leads to starting a new business. It is a hands-on, team-based course that will challenge students to apply principles, concepts and frameworks to real world situations. The course activities will include evaluating commercial potential of business ideas and opportunities, researching markets and competition, understanding the importance of patents and copyrights, developing a business plan, learning the process of acquiring resources, avoiding pitfalls, and financing the start-up.

Prerequisite: BUS 51

BUS 110   2 lecture, 2 lab 3 cr

Introduction to Business Fundamentals

This is an introductory survey course designed to acquaint students with business as a field of study. It analyzes the ethical role of business in society with emphasis on how the business system operates. It provides students with business communication and quantitative analysis skills (including the application of spreadsheets) required in the corporate world. It introduces students to various areas of business including accounting, business law, ethics, finance, global markets, information systems, management, and marketing.

Corequisite: ENG 110, if required; MTH 23.5 or MTH 28.5, if required; and DAT 10 or DAT 33

BUS 111   3 rec 3 cr

Applications of Mathematics for Business

This course examines the application of mathematics to business. Topics include problems of interest, bank discounts, purchase discounts, installment sales, payrolls, depreciation, profit distribution, taxes and insurance.

Corequisite: MTH 23.5 or MTH 28.5, if required
NOTE: This course replaces BUS 11.

Cardiopulmonary Resuscitation
Health, Physical Education and Recreation

CPR 10   1 lab 1 cr

Cardiopulmonary Resuscitation
(Does not fulfill PEA requirement)

This course discusses emergency action principles, cardio-pulmonary resuscitation skills, and breathing emergencies for adults, children, and infants. The use of an AED machine, bag valve mask, and two person rescue skills will also be presented. Students may qualify for American Heart Association - Basic Life Support for Health Care Provider certification.

Chemistry
Chemistry, Earth Sciences, and Environmental Sciences

CHM 2   1 rec 2 lect 2 lab 0 cr

Introduction to Chemistry*

Introduction to types of matter, elements, compound, formulas, equations, use of arithmetic for chemical problem-solving, nomenclature, atomic structure and chemical bonding. Basic laboratory skills.

Corequisites: ENG 110, if required; and MTH 23.5 or 28.5, if required or department approval

CHM 11   1 rec 2 lect 3 lab 4 cr

General College Chemistry I*

Fundamental principles and theories of chemistry, aspects of atomic structure and bonding, chemical calculations, states of matter, solutions. Laboratory: chemical techniques and principles.

Prerequisites: Placement Exam or CHM 2; and MTH 28 or 28.5
Corerequisites: ENG 110, if required
Required Core - Life and Physical Sciences
Flexible Core - Scientific World

CHM 12   1 rec 2 lect 3 lab 4 cr

General College Chemistry II

Solutions, kinetics, equilibria, electrochemistry, properties of non-metallic and metallic elements, nuclear chemistry, organic chemistry. Laboratory: chemical techniques and principles and qualitative analysis. (Chemistry and other science majors should take CHM 22 in the second semester. Engineering Science majors may choose either CHM 12 or CHM 22 in the second semester.)

Prerequisite: CHM 11
Flexible Core - Scientific World

CHM 13   3 rec 3 cr

Chemistry and the Environment

CHM 13 is a 3 credit course for non-science majors. The course focuses on understanding the chemistry of the environment in relation to air quality, water quality, global climate change, nuclear energy, the chemistry of plastics and the environmental issues associated with it, etc. Lab activities are included to reinforce lecture concepts.

Prerequisites: CUNY English Proficiency; or ENG 100 or 110, if required; and CUNY Math Proficiency; or MTH 23.5 or 28.5, if required
Required Core - Life and Physical Sciences

CHM 17   1 rec 2 lect 3 lab 4 cr

Fundamentals of General Chemistry I*

Introductory course in general chemistry, atomic theory, formulas and equations, electron configurations, periodic table, chemical bonding, molecular structure, calculations, gas, liquid and solid states, solutions. Laboratory: illustrates the principles of course and laboratory techniques.

Prerequisites: CUNY English Proficiency; or ENG 100 or 110, if required; and Placement exam or CHM 2; and CUNY Math Proficiency; or MTH 23.5 or 28.5, if required
Required Core - Life and Physical Sciences
Flexible Core - Scientific World

* Students in science, technology and health care fields, who need to take a course in chemistry, must take either CHM 11 or CHM 17. A prerequisite for these courses is CHM 2 or achieving a score of 25 out of 40 on a chemistry placement exam. For more information, see the Department of Chemistry and Chemical Technology.

CHM 18   1 rec 2 lect 3 lab 4 cr

Fundamentals of General Chemistry II

Continuation of CHM 17. Ionic reactions; acid-base theories, pH, chemical equilibria, structure, nomenclature and properties of hydrocarbons, alcohols, ethers, carbonyl compounds, amine and amides, acids, esters, fats, lipids, amino acids, proteins and carbohydrates.

Prerequisite: CHM 17
Flexible Core - Scientific World

CHM 20   1 rec, 2 lec, 3 lab, 4 cr

Introduction to Nanoscience

The course will give students an introduction to nanoscience, synthesis of nanomaterials, the tools to determine the mechanical properties and characterize these materials (for example, Electron Microscopy (SEM/TEM), Atomic Force Microscopy (AFM)), nanoscale modeling and societal impacts of nanomaterials/technology (such as, ethical, legal, environmental implications). Students will chose a nanomaterial of interest and also do a term paper and presentation. Laboratory demonstrations will illustrate principles of the course and laboratory techniques.

Prerequisites: CHM 11 or CHM 17
Flexible Core - Scientific World

CHM 21   2 lec 1 rec 3 lab

Introduction to Chemical Processes

This course will teach students how to solve problems and perform experiments related to chemical processes at the industrial scale. Students will learn how to measure common physical properties and how to analyze their data using Excel. Basic data processing skills will include graphing, error analysis and linear regression analysis. Students will learn these skills by performing common laboratory techniques such as basic reactor set-up, instrument calibration, solution preparation and dilution. Though most of the chemicals used in lab are non-toxic, a large emphasis will be placed on proper lab safety techniques. Students will also learn the basics of chemical processes calculations, including how to write and solve heat and mass balance problems. Lastly, students will solve these problems in the context of biotechnology and renewable energy.

Prerequisites: MTH 28 or 28.5; and CHM 11

CHM 27   2 lect 2 cr

Principles of Laboratory Safety

Presents the basic concepts of laboratory safety. Topics include legal issues, chemical and biological hazards, storage, laboratory design and emergency responses.

Prerequisite: CHM 11 or CHM 17

CHM 31   1 rec 3 lect 4 lab 5 cr

Organic Chemistry I

Structure, nomenclature, properties and reactions of organic compounds including electronic theory and mechanisms. Laboratory: preparation, purification and identification of representative organic compounds.

Prerequisites: CHM 12, CHM 18 or CHM 22

CHM 32   1 rec 3 lect 4 lab 5 cr

Organic Chemistry II

Organic spectroscopy (IR, NMR, UV) and mass spectrometry; molecular orbital theory applied to conjugated and aromatic systems; physical, chemical properties and major reactions of the main classes of organic molecules; aromatics, alcohols, aldehydes and ketones, carboxylic acids, carboxylic acid derivatives, amines, amides, peptides, carbohydrates as well as carbonyl ∫-substitution reactions and carbonyl condensation reactions.

Prerequisite: CHM 31

CHM 33   2 lect 6 lab 4 cr

Quantitative Analysis

Theory and laboratory methods of quantitative chemical analysis with laboratory determinations employing gravimetric and titrimetric (volumetric) methods, including acid-base, precipitation and oxidation-reduction reactions; use of chelating agents and analytical instruments

Prerequisite: CHM 12

CHM/BIO 34   2 lec 1 rec 3 lab 4 cr

Biofuels and Bioproducts

This course covers the chemistry behind the production of sugars from plants, and the biology of converting these sugars into commodity molecules. Specific attention will be paid to biosynthetic pathways, plant cell wall architecture, microbial metabolism, biofuels, and valorization of by-product streams. A hands-on laboratory component for the course will introduce students to chemical and biological reactors to teach skill sets required for these transformations via microbial cell culture and modern analytical chemistry methods. Applications of biofuels and bioproducts will be examined within the context of their commercial success and viability.

Prerequisite: CHM 31

CHM/BIO/PHY 100   3 lect 3 cr

Sustainability, Energy and the Green Economy

CHM 100 introduces students to the foundations of the sustainability movement and connects them with real world applications. The course will explore the relationships between society, the environment and the modern economy.

Corequisites: ENG 110, if required; and MTH 23.5 or 28.5, if required

Flexible Core - Scientific World

CHM 101   3 lab 1 cr

Contemporary Chemistry Laboratory

CHM 101, Contemporary Chemistry Laboratory, is a 1-credit, 3-hour laboratory course designed to teach non-science majors the fundamentals of working with laboratory equipment, data gathering, analysis and reporting. Laboratory exercises are included to illustrate the principles of general chemistry and to provide practical examples of chemistry in our everyday lives, as in foods, cosmetics and personal care and household products. The laboratory exercises incorporates the use of modern chemical instrumentation available in the Department of Chemistry and Chemical Technology.

Prerequisites / Corequisite: CHM 10 or CHM 110

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CHM 110   2 lect 1 rec 3 cr
Contemporary Chemistry

CHM 110 is an elementary course for Liberal Arts and other non-science students which provide students with a basic knowledge of General and Organic Chemistry and their application in understanding drugs, energy and the environment. In addition to this, laboratory activities to enhance student interests and skills are included: measurements, testing the pH of the household products and beverages, measuring sugars in beverages, monitoring ambient levels of carbon dioxide, etc.

Prerequisites: CUNY English Proficiency; or ENG 100 or 110, if required; and CUNY Math Proficiency; or MTH 23.5 or 28.5, if required
Required Core - Life and Physical Sciences

Communication
Communication Arts and Sciences

COMM 09   1 rec 0 cr
Speech Clinic

Clinical program of speech therapy for organic and functional disorders such as lisp, stuttering and related articulatory difficulties. Students are assigned on the basis of Speech Placement Screening, diagnostic interview, or referral by department faculty. Required course for students where evaluation indicates need.

COMM 10   3 rec 3 cr
Phonetics

Study of contemporary American English through phonetic analysis; practice in broad and narrow transcription, using the International Phonetic Alphabet; and exercises designed to develop auditory and kinesthetic sensitivity to phonetic distinctions.

COMM 11   3 rec 3 cr
Fundamentals of Interpersonal Communication

Dynamics of communication through examination of theory and discussion. Designed to provide understanding of communicative processes; opportunities for each student to experiment with personal communicative activity.

Corequisite: ENG 110, if required
Flexible Core - Individual and Society

COMM 12   2 rec 2 cr
Voice and Diction: Business and Professional Speech

Study of voice and articulatory factors in effective speech communication, with special attention to individual needs through speech diagnosis, development of auditory, discrimination and exercises geared to individual and group needs. Designed for the student who needs more effective speech communication for business and professional environments.

Corequisite: ENG 100, if required

COMM 20   3 rec 3 cr
Public Speaking and Critical Listening

Analysis and evaluation of how U.S. historical and contemporary speeches have shaped public communication; theoretical principles and practice of contemporary forms of informative and persuasive public speech communication; principles of critical and evaluative listening.

Corequisite: ENG 110, if required
Flexible Core - U.S. Experience in its Diversity

COMM 22   3 rec 3 cr
Small Group Communication: Theory and Practice

This course explores the core principles and techniques of small group theory in relationship to both the individual who communicates in social groups and the diverse social contexts in which small group communication occurs. Students will use assigned readings and outside research (e.g., scholarly articles, social media and observation) to assess the impact of factors such as diversity, leadership, conflict, problem-solving methodologies and spatial ecology on small group dynamics.

Corequisite: ENG 110, if required
Flexible Core - Individual and Society

COMM 26   3 rec 3 cr
Oral Interpretation of Literature

This course emphasizes oral performance of prose, poetry, drama, essays and historical speeches. Emphasis is on expression, interpretation and delivery skills involved in interpretive oral presentation to an audience. Selection and analysis of appropriate literary forms used in performance will also be included.

Corequisite: ENG 110, if required
Flexible Core - Creative Expression

COMM 28   3 rec 3 cr

African American and Caribbean Rhetoric

The historical and philosophical relevance of African American and Caribbean Rhetoric throughout the diaspora will be studied. Specifically, this course will focus on the rhetorical patterns of members of the diaspora, African Americans, and Caribbean historical figures such as politicians, revolutionaries, abolitionists, performers, musicians, poets, writers, and religious leaders.

Corequisite: ENG 110, if required
Flexible Core - World Cultures and Global Issues

COMM 34   3 rec 3 cr

Intercultural Communication

This course explores issues of culture and communication within the context of the global environment. Students will examine the impact of factors such as perception, attitudes, values, etiquette, customs and oral and written patterns on communication in national and international settings.

Corequisite: ENG 110, if required
Flexible Core - World Cultures and Global Issues

COMM 41   3 rec 3 cr

The Theory of Language Development

This course in the theory of language development includes study of phonological, morphological, semantic, syntactic and pragmatic sequences and processes in speech and language acquisition as well as multicultural and multilinguistic language acquisition.

Prerequisite: COMM 11

COMM 42   3 rec 3 cr

The Anatomy and Physiology of the Speech Mechanism

This course in the anatomy and physiology of the speech mechanism includes study of the anatomy and physiology of respiration, phonation, articulation, hearing, a discussion of speech acoustics and an introduction to the nervous system.

Prerequisite: COMM 11

Computer Applications and Programming
Business and Information Systems

DAT 10   2 rec 2 lab 3 cr

Computer Fundamentals and Applications

Introduction to computers and their use in information processing. Topics include hardware and software concepts, elements of system analysis, system design and management information systems. Emphasis on computer usage, programming skills and use of application programs involving word processing, spreadsheets and data base management.

Corequisites: ENG 100, if required; and MTH 23.5 or 28.5, if required

DAT 30   2 lect 2 lab 3 cr

Introduction to Computer Fundamentals and Programming

Introduction to data processing equipment and operation; basic elements of electronic data processing, input, processing, storage and output; flow-charting, numbering systems and business programming applications. Introduction to BASIC language programming in both a lecture and laboratory setting.

Corequisites: ENG 100, if required; and MTH 23.5 or 28.5, if required

DAT 33   1 lect 2 lab 2 cr

Microcomputer Applications

Provides "hands-on" experience with microcomputers through use of an integrated software system with word processing, spreadsheet analysis, database management and graphics components.

Corequisites: ENG 100, if required; and MTH 23.5 or 28.5, if required

DAT 35   2 lect 2 lab 3 cr

Visual Basic Programming

This course will provide a foundation for writing Windows based application programs that are event-driven with Graphical User Interface (GUI). Topics will include dialogs, menus, controls, scope of variables, data types, selection and iteration structures, objects and instances, MIDI, fonts and graphics, plus file I/O. Students will write and debug several programs using different business applications.

Prerequisites: DAT 10 or DAT 30 or departmental approval

DAT 36   2 lect 2 lab 3 cr

Microcomputer Spreadsheet Applications

The course introduces the advanced uses of Microsoft Spreadsheet Applications. The lab portion involves "hands-on" training to design and implement financial and other applications. Includes development of personalized menus, use of MACRO capabilities, functions and graphics. The lecture portion involves the business use of spreadsheets. Illustrations of business uses as well as case work will be addressed.

Prerequisites: DAT 10 or DAT 30 or DAT 33 or departmental approval

DAT 38   2 lect 2 lab 3 cr

Microcomputer Database Applications

The course introduces the advanced uses of Microsoft Database Applications. The lab portion involves converting file design, simple and complex data entry, like sorting and indexing, editing and modifying databases and report generation. The lecture portion involves the business of databases. Illustrations of business uses as well as case work will be addressed.

Prerequisites: DAT 10 or DAT 30 or DAT 33 or departmental approval

DAT 47   2 lec 2 lab 3 cr

JAVA Programming

An introduction to Web-based application programming, using JAVA language, which is based in C/C++, but completely object-oriented and platform-independent, to create interactive/dynamic Web pages. Students familiar with the format and syntax of a programming language will develop applets designed to be executed over the Internet within Web browsers, as well as stand-alone applications.

Prerequisite: DAT 10 or DAT 30 or departmental approval

DAT 48   2 rec 2 lab 3 cr

Advanced JAVA Programming

This course is a continuation of JAVA Programming (DAT 47). The Fundamentals of JAVA such as Syntax, Primitive Data Types and Operations, Control Structures, Methods and Arrays will be reviewed. Classes and Objected Strings, Class Inheritance and Interfaces, GUI Programming Applets, Exception Handling, Input/Output Multithreading are studied in detail and Data Structures are introduced.

Prerequisite: DAT 47 or departmental approval

DAT 49   2 rec 2 lab 3 cr

Linux Operating System

This course is an introduction to operating systems with particular emphasis on the use, management and operation of the Linux operating system. Students will learn how to effectively integrate Linux utilities and user commands within a networked multi-user environment. Utilize Linux shell to develop shell scripts and C/C++ programs.

Prerequisite: DAT 30 or departmental approval

DAT 51   2 lect 2 lab 3 cr

Web Programming with Python

This course offers an introduction to the business aspects of designing and implementing Web applications using Python and SQL. Topics include basic strategies for problem solving, constructs which control the flow of program execution and the use of data types such as lists, strings and dictionaries in problem representation. Students will learn to apply basic Object Oriented Programming (OOP) skills to write and debug programs and build business applications in Python through hands-on lab projects; design, implement, manipulate databases using SQL and Python; and build Web applications using Flask.

Prerequisites: BIS 13 and DAT 30, or Departmental Permission

Computer Science
Mathematics and Computer Science

CSI 30   3 rec 3 cr

Discrete Mathematics I

Introduction to mathematical methods in computer science. Topics include basic concepts of mathematical logic, set theory, elementary number theory, counting methods and probability and informal proof.

Prerequisite: MTH 28 or 28.5
Corequisites: ENG 110, if required
Flexible Core - Scientific World

CSI 31   2 lect 2 lab 3 cr

Introduction to Computer Programming I

Introduction to computer systems and computer logic; techniques of structured programming; data representation; basic algorithm design and implementation in a modern structured language; computer solutions to problems taken from engineering, science, physics, mathematics, business and other applications.

**Prerequisites: Prerequisites: CSI 30; and CUNY English Proficiency; or ENG 100 or 110, if required
Corequisite: MTH 31**

CSI 32   2 rec 2 lab 3 cr

Introduction to Computer Programming II

Continuation of CSI 31. Introduction to object-oriented programming including encapsulation, polymorphism and inheritance; class templates; recursion and recursive analysis; analysis of algorithms; program style; documentation of programs; debugging; development of major projects.

Prerequisites: CSI 31; and CUNY English Proficiency; or ENG 100 or 110, if required

CSI 33   2 rec 2 lab 3 cr

Data Structures

Introduction to data structures and algorithms for developing solutions to various computational problems for sorting and searching large collections of data. Topics include container classes, pointers and dynamic arrays, linked lists, stacks, queues and trees.

Prerequisites: CSI 32 and CSI 35; and CUNY English Proficiency; or ENG 100 or 110, if required

CSI 35   2 rec 2 lab 3 cr

Discrete Mathematics II

Introduction to the theory and application of abstract mathematical structures, the design and analysis of algorithms modeling mathematics and other disciplines. Topics selected from relations, partial orderings, graphs and trees, mathematical reasoning and methods of proof.

Prerequisites: CSI 30 and MTH 31 ; and CUNY English Proficiency; or ENG 100 or 110, if required

Cooperative Work Experience

Business and Information Systems

CWE 31   2 lab; 75 hours minimum total internship; 2 cr

Cooperative Work Experience

This course provides students with practical business experience corresponding with their academic goals by placement in various work settings. The coursework provides students with important job acquisition skills (resume writing, interviewing, etc.) and serves to help students clarify their career goals. The internship experience utilizes skills obtained during the students' academic career and permits students to practice and perfect those skills in an everyday work environment.

Prerequisite: BUS 110 or LAW 17, and 30 degree credits with an overall GPA of 2.00, or departmental permission.

CWE 41   1 rec; 140-160 apprenticeship hours; 3 cr

Apprenticeship I

Students will participate in a paid apprenticeship. The apprenticeship placements will be based on students' AAS discipline, their completion of the majority of their major requirements, invitation by the department to apply, participation in pre-apprenticeship skills bootcamp, and successful completion of the interview process. Upon acceptance, students will be become an active team member in an industry-leading company and utilize the knowledge and skills learned in their coursework. Students who successfully complete the apprenticeship and excel in their positions may be offered permanent full-time positions by the apprenticeship company. This is the first course in a multiple-course apprenticeship sequence. Depending upon the length of the apprenticeship opportunity and number of credits needed, students will be required to enroll in CWE 41, CWE 42, and/or CWE 43.

CWE 42   1 rec; 140-160 apprenticeship hours; 3 cr

Apprenticeship II

This is a continuation of CWE 41 and the second course in a multiple-course apprenticeship sequence. Students accepted into an apprenticeship of six credits or more must enroll in this course in addition to CWE 41.

Corequisite: CWE 41

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CWE 43 1 rec; 140-160 apprenticeship hours; 3 cr

Apprenticeship III

This is a continuation of CWE 41 and CWE 42, and the third course in a multiple-course apprenticeship sequence. Students accepted into an apprenticeship of nine credits must enroll in this course in addition to CWE 41 and CWE 42.

Corequisite: CWE 42

NOTE: CWE 41, 42, 43 are currently approved on an experimental basis through BCC College Governance. They are, however, official courses that carry full college credit.

Criminal Justice
Social Sciences

CRJ 11 3 lect 3 cr

Introduction to Criminal Justice

This course familiarizes students with the American criminal justice system. The course introduces students to the theories, concepts, and ways to measure crime. It introduces students to the three main institutions of the criminal justice system: the police, the courts, and corrections. Emphasis is placed on the criminal justice process and how the various institutions of criminal justice interact.

Corequisite: ENG 110, if required
Flexible Core - U.S. Experience in its Diversity

CRJ 21 3 lect 3 cr

Introduction to Criminology

This course introduces students to the subject of criminology by discussing the main theoretical perspectives and issues in this field. It explores theories and empirical research used to understand deviant and criminal behavior. It focuses on the problems associated with the definition and measurement of criminal and deviant behavior. Applications of these theories to practice and in policy are discussed.

Prerequisite: SOC 11, CRJ 11
Corequisite: ENG 110, if required

CRJ 22 3 lect 3 cr

Introduction to Policing

This course examines the role of policing in American society, including the study of the historical evolution of the concepts and methods of policing. It analyzes the effectiveness of law enforcement techniques to control crime and disorder. This course also examines police field behavior, issues that police departments encounter today, and accountability measures taken to address such issues.

Prerequisite: CRJ 11
Corequisite: ENG 110, if required

CRJ 23 3 rec 3 cr

Introduction to Corrections

The aim of this course is to familiarize students with the American corrections system. The course will introduce students to an overview of current institutional practices, policies, theories and legal issues. This course focuses on the field of corrections including a review of the historical development of crime and corrections, sentencing, jails, prisons, correctional policies, agencies, prison life and challenges facing correctional populations. It will further explore the principles and practices of treatment accorded to offenders in various types of correctional settings.

Prerequisite: CRJ 11

Cybersecurity and Networking
Engineering, Physics and Technology

CSN 100 2 rec 3 lab 3 cr

Introduction to Cybersecurity

This course is an introduction to the concepts and applications of cybersecurity. It presents an overall picture of the cybersecurity principles. It also introduces basic networking, assessing and handling of security risks, hardware components, and basic computer troubleshooting used in computer systems.

Corequisite: MTH 28.5, if required
Corequisite: ENG 110, if required

CSN 105   2 rec 3 lab 3 cr

Computer Hardware and Software

This course is an introduction to computer hardware like motherboard, RAM, CPU, disk drives, printers, scanners, storage devices, and keyboards. This course will also introduce students to computer software. The topics covered will include installation, configuration, maintenance and troubleshooting of the operating system and other software. Students will review binary, octal, hexadecimal numbering systems used in computer systems.

Corequisite: ENG 110, if required
Corequisite: MTH 28.5, if required

CSN 110   2 rec 3 lab 3 cr

Network Fundamentals

This course introduces the foundations of Network elements. It provides a basic understanding of data communication systems and practical examples of communications networks. Topics include ISO model, Network Topology, core network concepts, structured cabling, physical layer propagation, a small Ethernet PC network, other LAN technologies and network protocols.

Corequisites: CSN 105, MTH 28.5, if required

CSN 120   2 rec 3 lab 3 cr

Network Switching and Routing

Students are introduced to the switching devices, switching protocols, routers, routing protocols, static and dynamic IP addressing and VLAN. Students will also learn how to build a network by interconnecting switches and routers and their configuration.

Corequisite: CSN 110, MTH 28.5, if required

CSN 130   2 rec 3 lab 3 cr

Network Operating Systems I

This is an introductory system administration course to emphasize the principles and ideas of system administration common to various Network Operating Systems. It provides students with an understanding of the Windows 2003 Server Operating System. Network administration concepts are reinforced using Windows 2003 Server: installation, and configuration, Active Directory, users and group's management, establishing basic security, configuring and managing data storage, system monitoring and troubleshooting are covered.

Corequisites: CSN 110, MTH 28.5, if required

CSN 132   2 rec 3 lab 3 cr

Network Operating Systems II

This course introduces the Unix/Linux operating system with special emphasis on the creation, organization, and maintenance of the file system. Network administration concepts are demonstrated using Linux installation and configuration, shell commands and programming, users and groups management, establishing basic security, configuring and managing data storage, system monitoring and troubleshooting. Moreover, this course is an introduction to the fundamental networking administration concepts and to the principles of system administration common to various Network Operating Systems.

Prerequisites: CSN 130

CSN 140   3 rec 3 lab 4 cr

Network Scripting

This course is an introduction to the advanced topics and concepts of LINUX/UNIX in networking, security, shell script programming and automation tasks using Python. This course also introduces to the C Programming Language and advanced UNIX Utilities.

Prerequisites: CSN 130
Co-Requisites: CSN 132

CSN 150   3 rec 3 lab 4 cr

Cybersecurity

This course provides a fundamental overview of Network Security. It covers authentication methods, common network attacks and how to safeguard against them. It also covers important security aspects related to the use of remote access, the Web, directory and file transfer, and wireless data. Moreover firewalls, routers, switches, and other network hardware in security are examined. Network Security Topologies and Network Operating System vulnerabilities are also examined.

Corequisites: CSN 132

CSN 160   2 rec 3 lab 3 cr

Ethical Hacking and Network Penetration Testing

This course describes the tools and penetration testing methodologies used by ethical hackers. It discusses the role of an ethical hacker and their importance in protecting corporate and government data and networks from cyber-attacks. Students will learn to identify new vulnerabilities and innovative methods to protect networks. Moreover this course also introduces students to the latest Federal and State computer crime laws, as well as changes in penalties for illegal computer hacking.

Corequisites: CSN 140

CSN 170   2 rec 3 lab 3 cr

Internet and Cloud Computing

This course introduces students to provision and support cloud computing. Topics include software as a service (SaaS), platform as a service (PaaS), infrastructure as a service (IaaS), data storage, RAID systems, big data, network attached storage (NAS), storage area networks (SAN), cloud computing, hypervisors, business continuity, replication, virtualization, virtual machines, physical to virtual conversion and live migration.

Corequisites: CSN 140

CSN 190   0 rec 3 lab 1 cr

Cybersecurity Project

The sole purpose of this course is that the students can apply the concepts and knowledge learned in the Cybersecurity program in the form of an applied project. After selection of the project the students will work to show their weekly progress to their faculty mentor. The students will be encouraged to work in teams and perform research, analyze and provide justifiable conclusion in the form of a term paper. The project would require meaningful solutions to the well-documented problems.

Corequisites: CSN 150

Earth Systems and Environmental Science

Chemistry, Earth Sciences, and Environmental Sciences

ESE 11   2 lec 1 rec 3 lab 4 cr

Earth Systems Science: The Earth

This course presents the scientific method and basic concepts in geology. Topics include materials, structures and surface features of the earth, oceans and the processes that have produced them.

Prerequisites: CUNY English proficiency; or ENG 100 or 110, if required
Corequisite: MTH 23.5 or 28.5, if required
Flexible Core - Scientific World
Required Core - Life and Physical Sciences

ESE 12   2 lec 1 rec 3 lab 4 cr

Earth Systems Science: The Atmosphere

An introduction to the processes and phenomena of our atmosphere. Topics include clouds, sky color, storms, climates, the Ice Ages and the greenhouse effect. Students will also be introduced to the science of weather forecasting using the BCC weather station.

Prerequisites: CUNY English proficiency; or ENG 100 or 110, if required
Corequisite: MTH 23.5 or 28.5, if required
Flexible Core - Scientific World
Required Core - Life and Physical Sciences

ESE 13   2 lec 1 rec 3 lab 4 cr

Earth Systems Science: The Ocean

This course presents the scientific method in oceanography and basic concepts of ocean studies. Topics include the ocean in the earth system, properties of ocean water, ocean currents, the dynamic coast and the ocean and climate change. In the laboratory, students are introduced to the dynamic ocean by working with current (Internet) and archived oceanographic data coordinated with learning investigations keyed to current ocean activities and products. The course examines the world ocean with an Earth system perspective.

Prerequisites: CUNY English proficiency; or ENG 100 or 110, if required
Corequisite: MTH 23.5 or 28.5, if required
Flexible Core - Scientific World

ESE 21   2 lec 1 rec 3 lab 4 cr

Earth Systems Science: The Environment

This course provides a look at the earth system as a whole. Emphasis will be on the interrelation among biological, geological, climatological and human systems on continental and global scales. The links among these systems will be illustrated by present day processes and by the geologic record of scaled events in Earth system history. The course will include computer-based exercises and will also rely on Internet resources. Projects, papers and presentations will be required.

Prerequisites: Choice of two out of three courses from ESE 11, ESE 12 and ESE 13

Economics

Social Sciences

ECO 11   3 rec 3 cr

Microeconomics

Nature of the market system via supply and demand; analysis of prices, costs and profits for various firms and markets. Applying economic theory to policy issues such as wage determination, discrimination, education, unionization, government intervention, rent control and employment of resources. (May be taken before or with ECO 12.)

Corequisite: ENG 110, if required
Flexible Core - Individual and Society

ECO 12   3 rec 3 cr

Macroeconomics

Analysis of economic growth and determination of domestic output, employment and income; examining GDP, price index, the business cycle, unemployment and theories/effects of inflation. Exploring differences between Classical and Keynesian Economics via consumption, savings, investment and the interest rate. Evaluating government fiscal policy and monetary policy. Studying Federal Reserve System and role of money and banking. (May be taken before or with ECO 11.)

Corequisite: ENG 110, if required
Flexible Core - U.S. Experience in its Diversity

ECO 15   3 rec 3 cr

History of Economic Thought

Study of evolution of economic ideas; basic problems of economics: factor allocation, distribution and growth. Major schools of economic thought [primitive, feudal, classical, marginalist, Keynesian, Neo-classical synthesis, modern socialism) are emphasized.

Corequisite: ENG 110, if required
Flexible Core - World Cultures and Global Issues

ECO 20   3 rec 3 cr

Consumer Economics

Consumer Economics prepares students to manage their current and future economic affairs while providing a solid understanding of the concepts, techniques and principles necessary to successfully manage such affairs and avoid economic pitfalls. The course will be seen through the prism of a market-based economy where the role of government is explored in detail. Such details include fiscal policy and monetary policy; government spending, taxation, borrowing and subsidies; determination of interest rates and the necessity of government bonds; government regulation of financial markets and the promotion of economic stability and growth. Topics to be covered include: economic/financial planning; tax policies/strategies; consumer credit; identity theft; financial instruments including savings, insurance, home purchasing, stocks, bonds, mutual funds; retirement planning and estate planning.

Corequisite: ENG 110, if required
Flexible Core - Individual and Society

ECO 31   3 rec 3 cr

Economics of Labor

Study of all labor resources; their utilization, allocation and compensation; unionism; government regulation and other factors affecting the labor resource.

Corequisite: ENG 110, if required
Flexible Core - Individual and Society

ECO 71   3 rec 3 cr

Economics of Developing Areas

This course introduces students to basic principles and current problems of economic growth and development in developing and underdeveloped nations in Africa, Asia, Central and South America.

Corequisite: ENG 110, if required
Flexible Core - World Cultures and Global Issues

Education

Education and Academic Literacy

All EDU courses are knowledge and competency based, providing future educators the opportunity to integrate theory and practice.

EDU 10   3 rec 3 cr

Child Study–Birth to Grade 6

Designed to provide opportunities to analyze and apply theories and research findings to all educational aspects of development from birth through childhood; to examine multicultural, multilingual, inclusive settings and classroom management techniques; to plan educational activities for diverse populations and contrasting social and economic environments based on child study and learning theories; and to write and present a child case study. The use of technology is introduced as appropriate. Requires visits to early childhood and childhood learning settings with diverse socioeconomic populations in order to apply systematic observation techniques. The case study will be part of each student's academic portfolio.

Corequisite: ENG 110, if required
Prerequisite or Corequisite: PSY 11

EDU 12   3 rec 3 cr

Contemporary Urban Education–Birth to Grade 6

Designed to study the structure of the American public education system with special emphasis on the bilingual, multicultural and special educational aspects of contemporary urban education at early childhood and childhood levels. Course includes historical overview of public education; topics focusing on reducing the widening achievement gap among diverse urban school populations; promoting equitable educational opportunities for minorities and school populations-at-risk with an emphasis on the structure of schools; and factors that promote more effective teaching and effective schools. The use of technology is introduced as appropriate. Requires visits to early childhood and childhood classrooms with diverse socioeconomic populations and contributions to each student's academic portfolio.

Corequisite: ENG 110, if required

EDU 15   3 rec 3 cr

Reading and Other Language Arts for the Early Childhood and Elementary Years

Understanding how children acquire and develop reading and language skills; knowledge of language arts literature; understanding of psychological principles underlying language arts instruction; knowledge of instructional technologies for application to the elementary reading and language arts classroom.

Prerequisite: EDU 10

EDU 16   3 rec 3 cr

Literacy in Early Childhood Education– Birth to Grade 2

This course is designed to give students both theoretical and practical grounding in English Language Arts and Literacy. This course examines how children acquire and develop reading and language skills. Emphasis will be on children's language and literacy development in multicultural, multilingual home and educational settings. Includes the study of language development for children with special needs. The course includes 10 hours of field work in home and educational settings with diverse populations and contrasting social and economic environments. Students will complete research and explore theories of the relationship between language acquisition and emergent/early literacy development in children.

Prerequisite or Corequisite: EDU 10

EDU 17   3 rec 3 cr

Literacy in Childhood Education–Grades 1-6

Designed to provide an understanding of the multiple ways children develop language and literacy; to review the psychological principles underlying current models in literacy instruction; to plan literacy activities to engage the learner in the use of word study, comprehension and problem solving strategies; to understand the interconnection of the family and the learning environment; and to develop an awareness of the various genres and the reading interests of children. Projects related to assessment of language and literacy development are assigned. The use of technology is introduced as appropriate. Requires visits to early childhood and childhood learning environments with diverse socioeconomic populations and contributions to each student's academic portfolio.

Prerequisite or Corequisite: EDU 10

EDU 18   3 rec 3 cr
Literacy In a Bilingual/Dual Language Early Childhood Classroom

This course will introduce students to the theory and research related to bilingual instruction in a school setting. Students will explore second language acquisition theories, examine various models of bilingual instruction and analyze how literature impacts English Language Learners. They will assess how the Common Core Standards are developed in different lessons and settings, and apply these standards as they create their own units geared to English Language Learners.

Prerequisite or Corequisite: EDU 10

EDU 24   3 rec 3 cr
Pre-school Seminar I*

Interaction among parents, staff and children; historical and philosophical background; planning an educational program; physical environment of the classroom; instructional materials and activities; child and parent adjustment to a new school situation; handling negative child behavior.

Required for students interested in Child Care.

Prerequisite or Corequisite: EDU 10
*Offered Fall Semester only.

EDU 25   3 rec 3 cr
Pre-school Seminar II**

Continuation of **EDU 24**. Play activities; devising activities to meet children's growth needs; involving parents in the school program; planning and conducting parent conferences and meetings; working as part of a group; evaluation of own performance and of class performance; child care services and resources; and knowledge of useful references.

Recommended for students interested in early childhood learning environments.

Prerequisite: EDU 24
**Offered Spring Semester only.

EDU 26   3 rec 3 cr
Human Relations in Urban Schools

This course provides future teachers (educators) with a deeper knowledge and understanding of attitudes and behavioral patterns that affect human relations in the urban school and community. The course emphasizes the development of future teachers' professional and personal awareness and knowledge of diverse ethnic, racial, social and cultural patterns of interaction encountered in the urban setting. It expands students' grasp of positive strategies for interacting and mediating when those differences are present in the school environment. Group dynamics such as role-play, conflict resolution and cross-cultural interactions are used to teach effective applications of these strategies. The course is designed to prepare future teachers and teacher assistants to interact effectively with peers, administrators, teacher aides, special education personnel and student personnel services specialists such as counselors, school psychologists and school social workers.

Prerequisite or Corequisite: EDU 10

EDU 30   3 rec 3 cr
Introduction to Special Needs, Schools and Society*

Designed to provide an understanding of the topics of critical importance to the intersection of persons with special needs, schools and society. This course will address a wide range of topics that include, without limitation: special needs legislation; special needs categories; special needs policy; adaptive technology; local and national inclusion policies; medical, psychological and sociological factors for persons with special needs; available services and resources for persons with special needs. Requires visits to childhood learning environments, with diverse socioeconomic needs, in a special needs setting. The use of technology is introduced as appropriate.

Prerequisite or Corequisite: EDU 10
*Offered Fall Semester only.

EDU 31 — 3 rec 3 cr

Introduction to Learning Disabilities and Inclusive Education**

Designed to provide an understanding of topics of critical importance to the local and national meanings of learning disabilities and inclusion. This course will address a wide range of topics that include, without limitation: definitions of learning disabilities; diagnostic-prescriptive support; an overview of inclusive education; student characteristics; organization and management of the inclusionary learning environment; diverse approaches to pedagogical practice; models of collaboration, including collaborative team teaching (CTT); classroom management; and assessment and utilization of assistive instructional technologies. Requires visits to childhood learning environments, with diverse socioeconomic needs in an inclusionary educational setting. The use of technology is introduced as appropriate.

Prerequisite: EDU 30
**Offered Spring Semester only.

EDU 40 — 3 rec 3 cr

Field Work Seminar

Individual and small-group teaching experiences under professional supervision in an accredited school or agency. Periodic meetings with BCC faculty supervisor. Students must demonstrate competencies pertaining to general knowledge expected of those who completed the Education sequence; and be able to plan educational activities for culturally diverse populations and children with special needs. Students' dispositions and instructional strategies will be assessed. The use of technology is introduced as appropriate. Students will make contributions to their academic portfolio.

Prerequisites: EDU 10 or EDU 70

EDU 46 — 3 rec 3 cr

Student Mentoring

A field-based high school drop-out prevention course. Students enrolled are mentors paired with high school students, the protégés. The role of mentors, interpersonal skills, basic teaching-learning principles, techniques and strategies for helping protégés develop positive attitudes towards education. Minimum of two-hour weekly meeting with protégé outside of class.

Prerequisite: CUNY English proficiency; or ENG 100, or 110 if required

EDU 50 — 3 rec 3 cr

Creativity and the Arts for the Early Childhood and Childhood Years

Designed to provide an understanding of the relationship between the growth of creativity in young children and the major theories of child development. Emphasis on the role of imagination, play, sensorial learning and aesthetic experiences in classroom activities. Projects related to the implementation of instructional and assessment strategies are assigned. The use of technology is introduced as appropriate. Requires visits to early childhood and childhood classrooms with diverse socioeconomic populations and contributions to each student's academic portfolio. Other field experiences may include visits to children's museums and/or other cultural arts venues in the New York Metropolitan area.

Prerequisite or Corequisite: EDU 10

EDU 70 — 3 rec 3 cr

Educational Foundations of Middle and High School

This course covers theories and research findings related to various domains of human development (cognitive, social, emotional, and physical) from childhood through adolescence; learning theory, strategies promoting independent, self-regulated learning; multiple measures of assessment and evaluation; practices and policies related to the inclusion of special student populations, and the use of relevant technology and software. Theories and research findings will be discussed in relation to classroom observations. There are fifteen (15) hours of fieldwork observation.

Prerequisites: ENG 111
Corequisite: ENG 112 and COMM 11

EDU 71 — 3 rec 3 cr

Multicultural Perspectives of Middle and High School

Study of the historical development of education and schools within the context of various communities and families; emphasis is on understanding the school as a sociocultural institution; explores issues related to the widening achievement gap, the contributions of racial and ethnic groups and service to special student populations in the multicultural schools of New York City, and provides for use of relevant technology and software. 15 hours of fieldwork observation.

Prerequisites: ENG 111
Co-Requisites: ENG 112 and COMM 11

Electrical Technology
Engineering, Physics and Technology

ELC 11   4 rec 3 lab 4 cr

DC Circuit Analysis

Resistance: Ohm's Law, Kirchhoff's laws, networks with DC current and voltage sources, branch-current analysis, mesh and nodal analysis, superposition. Thevenin's, Norton's maximum power theorems, capacitance and inductance. Use of basic test instruments.

Corequisite: ENG 100, if required; and MTH 28 or MTH 28.5, if required

ELC 13   2 lect 2 lab 3 cr
Computer Applications in Telecommunications
Introductory course in basic computer orientation and implementation of hardware and software applications in telecommunications. Students use various software packages to create documents, spreadsheets, graphs, databases and presentations with lectures, interactive learning and demonstrations. Laboratory exercises required.

Corequisite: MTH 10

ELC 15   1 lect 2 lab 2 cr

Computer Applications in Technology

Introductory course in basic computer orientation and implementation of hardware and software applications in technology. Students will use various software packages to create documents, spreadsheets, graphs, databases and presentations. Students will utilize this knowledge to solve problems and transfer information via electronic media. Lectures, interactive learning and demonstrations will be employed. Laboratory exercises will be required.

Corequisite: MTH 28.5, if required

ELC 18   1 lect 2 lab 2 cr
**Computer Programming
for Engineering Technology**

Introduction to computer programming using a visual programming language. The student is introduced to the concepts of application development, user interface design, program development methodology, structured programming and object-oriented programming. Projects relevant to electrical and electronic circuits are developed to emphasize areas of problem-solving methods, modeling, data analysis and graphing and interfacing.

**Prerequisite: ELC 15
Corequisite: MTH 28 or 28.5, if required**

ELC 21   3 rec 3 lab 4 cr
AC Circuit Analysis
Sinusoidal waveform, phasor quantities, impedance, Kirchhoff's laws, network theorems, power, frequency response of RC and RL circuits and resonance. Laboratory hours complement class work.

**Prerequisite: ELC 11
Corequisite: ENG 110, if required, and MTH 30**

ELC 25   3 rec 3 lab 4 cr
Electronics I
In this course students are taught the characteristics of amplifiers using op-amps with respect to amplification, dB frequency response and input and output impedance. Op-amp applications are introduced with emphasis on the uses of these devices in the telecommunications industry. Electro-optical devices, power supplies and switches are studied. The frequency response of passive networks and amplifiers is measured. Analysis by computer simulations is stressed.

Prerequisite: ELC 11 or ELC 31

ELC 26   3 rec 3 lab 4 cr

Electronic Systems for Telecommunications I

Students practice the analysis and application of advanced electronic circuits as applied to the telecommunications industry. Topics include frequency response of filters, op-amps, oscillators, amplitude modulation, noise and LC circuits. Troubleshooting and analysis by computer simulation software is stressed throughout.

Prerequisites: ELC 31, PHY 21

ELC 31   3 rec 3 lab 4 cr

Electric Circuits

In this course students learn to analyze DC and AC passive circuits using Ohm's Law, Kirchhoff's laws and superposition. RC and RL circuits are analyzed for impedance and phase angles. Troubleshooting, analysis by simulation software and telecommunications applications are stressed throughout.

Prerequisites: MTH 11, ELC 13

ELC 35   3 rec 3 lab 4 cr

Electronics II

Students practice the analysis and application of advanced electronic circuits as applied to the electronics and telecommunications industry. Topics include frequency response of active filters and oscillators; amplitude modulation, frequency modulations, phase locked loops; pulse modulation concepts; introduction to television; theoretical and hands-on trouble-shooting of test circuits; and analysis by computer simulation.

Prerequisite: ELC 25

ELC 36   3 rec 3 lab 4 cr

Electronic Systems for Telecommunications II

Students practice the analysis and application of advanced electronic circuits as applied to the telecommunications industry. Topics include frequency modulation, communication techniques: digital, wired and wireless, transmission lines, antennas and fiber optics. Troubleshooting and analysis by computer simulation software is stressed throughout.

Prerequisites: ELC 26

ELC 51   2 rec 3 lab 3cr

Electronic Controls

The course introduces discrete and continuous control systems. Open and closed loop systems are analyzed. The use of semi-conductor devices, operational amplifiers, programmable logic controllers and other topics are discussed.

Prerequisites: ELC 35, ELC 96

ELC 81   2 rec 3 lab 3 cr

Electronic Communications

Generation and processing of signals, including modulation, frequency conversation, bandwidth, oscillators and noise. Amplitude, frequency, phase modulators, demodulators, phase-locked loops transmission, digital communications and phase-shift keying. Laboratory hours complement class work.

Prerequisite: ELC 35
Corequisites: ELC 18, PHY 12, MTH 31

ELC 94   3 rec 3 lab 4 cr

Laser and Fiber Optic Communications

Trains students to understand fiber optic technology and to provide the necessary skill for handling, installing and maintaining complete optical communication systems. Topics include principles of light and lasers, optical fiber and its properties, fiber fabrication and cable design, optical sources and the injection laser diode, photo detectors, modulation schemes for fiber optics, practical optical transmitters and receivers, installation and testing of fiber systems, troubleshooting of test circuits and analysis by computer simulation.

Prerequisites: PHY 12, ELC 35, ELC 81
Corequisite: ELC 81

ELC 96   3 lect/rec 3 lab 4 cr

Digital Systems I

This course presents topics in hardware and systems as used in the electronics and telecommunications industry. Electrical and digital circuits are explored. Binary codes and logic systems are discussed as they apply to electronic and telecommunications equipment. Students will explore hardware to the modular level. Students will simulate and demonstrate digital circuits.

Prerequisite: ELC 13 or ELC 15, or EGR 11
Corequisite: MTH 10 or MTH 13 or MTH 30

ELC 97   3 lect/rec 3 lab 4 cr

Digital Systems II

Students will work with hardware and software installation and be introduced to personal computer fundamentals. Students will connect a personal computer to a network and install and setup a printer. The course will cover managing and supporting Windows; configuring user related issues and customization; and learning how to maintain a computer and troubleshooting fundamentals.

Prerequisites: ELC 96

Engineering Science
Engineering, Physics and Technology

EGR 11   3 lab 1 cr

Introduction to Engineering Design

An introduction to the major engineering disciplines. Basic concepts in engineering are covered in an integrated manner to: illustrate basic concepts in the context of real applications; illustrate a logical way of thinking about problems and their solutions; and convey the excitement of the profession. These goals are attained through analysis, construction and testing of various projects that incorporate concepts from a broad range of areas within major engineering fields.

Corequisite: MTH 30

EGR 21   1 rec 2 lab 2 cr

Analysis Tools for Engineers

An introduction to analysis techniques necessary for the solution of engineering problems such as the design of electrical systems. Concepts that are suited to computational solutions are introduced through short lectures and are examined thoroughly during workstation-based workshops in computer labs. Practical technical examples and problems within the engineering disciplines are covered. Among the topics studied are: functions of real variables and their graphs, complex numbers, difference equations, numerical integration and an introduction to system analysis.

Prerequisite: MTH 31

EGR 31   2 lect 2 lab 3 cr

Circuit Analysis

This is a study of basic circuit laws: Ohm's law and Kirchhoff's law. Methods of circuit analysis. Circuit theorems. Operational amplifiers. Capacitors and inductors. Sinusoids and phasors. Sinusoidal steady state analysis. Introduction to digital circuits.

Corequisites: MTH 33, PHY 33

English
English

All courses offered by the English Department include composition. In courses providing a fourth conf/rec hour, the teacher will use the fourth hour for instructional purposes.

PLEASE NOTE: Effective in the Spring 2020 semester, CUNY is no longer administering placement exams for incoming students. Instead, students who are not exempted by Regents/SAT scores will receive an English Proficiency Index (EPI) based on previous academic performance, such as high school grades. Please see the following link for more information about exemption and the proficiency index: https://www.cuny.edu/academics/testing/testing-faqs/

For the 2022-2023 Academic Year, course placement for the English Proficiency Index is as follows: Students with an EPI of 65 or higher may enroll in ENG 111. Students with an EPI of 50 – 64 may enroll in ENG 110. Students with an EPI of 49 or lower may register for ENG 100. Successful completion of either ENG 100 or 110 is equivalent to completing ENG 111.

ENG 9   4 rec 0 cr

Writers' Workshop for ESL Students

Intensive review and practice of English. Development of increased proficiency in academic writing; paragraph and essay structure and grammar. In-depth reading program to enhance vocabulary and comprehension skills.

Prerequisite: ESL 3, or placement on the ENG 9 level Successful completion of this course is equivalent to successful completion of ENG 1.

ENG 100   5 rec, 1 conf/rec, 3 cr

English Composition I: Integrated Reading and Writing

This course integrates the reading and writing skills students need to comprehend and analyze college-level texts and to produce college-level writing. Reading instruction focuses on the development of literal and critical comprehension as well as the analysis of ideas encountered in course readings from various academic disciplines. Writing instruction focuses on writing as a recursive process that includes drafting, editing, and revising to produce essays using standard written English. Assignments range from reading journal responses to formal academic essays, culminating with one research paper with MLA documentation using library resources. This course is identical in academic content and in assessment to ENG 111 but adds 2 developmental hours to allow faculty to work with students to improve composition and reading skills.

Prerequisites: This course is open to students who have an English Proficiency Index of below 50 and do not meet the BCC placement requirements for ENG 110 or ENG 111.
Required Core – English Composition

ENG 110   5 rec 1 conf/rec 3 cr

English Composition I: Fundamentals of Writing and Rhetoric

Fundamental principles of expository organization, rhetoric, and grammar, with an emphasis on essay development, unity and clarity, and the use of various rhetorical styles. Selected readings. Approximately eight compositions required, including a research paper with MLA documentation using library resources. This course is identical in academic content and in assessment to ENG 111, but it adds 2 developmental hours to allow faculty to work with students to improve college composition skills.

Prerequisites: English Proficiency Index of 50-64 or equivalent.
Required Core - English Composition

ENG 111   3 rec 1 conf/rec 3 cr

English Composition I: Writing and Rhetoric

Fundamental principles of organization and rhetoric; practice in expository writing; selected readings, mainly non-fiction; approximately eight papers required, including one research paper with MLA documentation using library resources.

Prerequisites: CUNY English Proficiency
Required Core - English Composition

PLEASE NOTE: ENG 112, 113, 114, 115, and 116 are considered equivalent courses. A student may complete only one of these courses.

ENG 112   3 rec 1 conf/rec 3 cr

English Composition II: Writing and Rhetoric

Study and application of the principles of organization, rhetoric and literary analysis; expository writing and research based on thematically linked readings; development of critical thinking. Research paper with MLA documentation required.

Prerequisite: ENG 100, 110, or 111
Required Core - English Composition

ENG 113   3 rec 1 conf/rec 3 cr

English Composition II: Writing about Literature

General introduction to prose fiction, poetry and drama, as well as the application of principles of organization, rhetoric, and literary analysis; expository writing and research based on literary texts; development of critical thinking. Research paper with MLA documentation is required. Recommended for all English majors.

Prerequisite: ENG 100, 110, or 111
Required Core – English Composition

ENG 114   3 rec 1 conf/rec 3 cr

English Composition II: Writing about Fiction

Continued emphasis on the writing of clear, effective expository prose based on readings in short stories and novels. Research paper required.

Prerequisite: ENG 100, 110, or 111
Required Core - English Composition

ENG 115   3 rec 1 conf/rec 3 cr

English Composition II: Writing about Drama

Continued emphasis on the writing of clear, effective expository prose based on readings in world drama. Research paper required.

Prerequisite: ENG 100, 110, or 111
Required Core - English Composition

ENG 116   3 rec 1 conf/rec 3 cr

English Composition II: Writing about Poetry

Continued emphasis on the writing of clear, effective expository prose based on readings in poetry. Research paper required.

Prerequisite: ENG 100, 110, or 111
Required Core - English Composition

ENG 121   3 rec 3 cr

Introduction to Creative Writing

Introduction to the forms, techniques and approaches to writing in the creative genres, including fiction, poetry, drama and creative nonfiction. Readings, daily writing assignments and revision of written work are required. Students will produce a portfolio containing a series of creative writings in various genres, as well as one piece of critical writing with research.

Prerequisite: ENG 100, 110, or 111
Flexible Core - Creative Expression

ENG 122   3 rec 3 cr

Creative Nonfiction

Introduction to the art of creative nonfiction. Students will produce a portfolio of essays of various genres, including memoir, autobiography, narrative journalism, commentary, and interviews. Readings, regular writing assignments, and revision of written work are required.

Prerequisite: ENG 100, 110, or 111

ENG 124   3 rec 3 cr

Great Writers of English Literature I

Surveys major authors' works from the Middle Ages through the Restoration and the Eighteenth Century in England. The course will cover Chaucer, Shakespeare, Milton, Swift, Pope and Behn among others. This survey course seeks to give the student a working understanding of the major authors of each period, of various genres of literature and of the important relationship between literature and history. The course will require critical essays, including a researched paper.

Prerequisite: ENG 100, 110, or 111

ENG 125   3 rec 3 cr

Great Writers of English Literature II

Surveys the works of major English and Anglophone authors from the Romantic era to the present day. The course will include writers such as Blake, Wordsworth, the Brownings, Hopkins, Yeats, Joyce and Achebe, among others. This course introduces students to the major authors and genres of each period and examines them in their historical/cultural context. The course will require critical essays, including a researched paper.

Prerequisite: ENG 100, 110, or 111

ENG 133   3 rec 3 cr

Modern American Short Story

Traces the origin and development of the American short story, with special emphasis on current trends. The student will be expected to develop critical skill in reading and evaluating the short story. The course will require critical essays, including a researched paper.

Prerequisite: ENG 100, 110, or 111

ENG 140   3 rec 3 cr

Folklore

Study of American folk literature including an examination of oral traditions such as folk speech, proverbs, folktales, folk songs and ballads. Elements of folk superstitions, dreams, games and folk life.

Prerequisite: ENG 100, 110 or ENG 111

ENG 141   3 rec 3 cr

History of the English Language

Focus is on description and history of the English language from Old English to World Englishes as evidenced in literary texts; language elements, writing systems, language families, grammars, dictionaries and geographical and social dialects.

Prerequisite: ENG 100, 110 or ENG 111

ENG 147   3 rec 3 cr

Latino Literature

Introduction to prominent writers from a range of Latino literary traditions. Representative literary works from Mexican-American, Dominican-American, Cuban-American, Puerto Rican and other Latino writers are read and analyzed. The course will require critical essays, including a researched paper.

Prerequisite: ENG 100, 110, or 111
Flexible Core - U.S. Experience in its Diversity

ENG 148   3 rec 3 cr

Afro-Caribbean Literature

Introduction to prominent writers from Africa and the Caribbean. Representative literary works are read and analyzed. The course will require critical essays, including a researched paper.

Prerequisite: ENG 100, 110, or 111
Flexible Core - World Cultures and Global Issues

ENG 149   3 rec 3 cr

Transnational Literature

Study of transnational/postcolonial literatures exploring themes of forced and/or voluntary migration, exile, and nation-building. The course will require critical essays, including a researched paper.

Prerequisite: ENG 100, 110, or 111

ENG 150   3 rec 3 cr

U.S. Literature and Thought I

Major themes in U.S. literature, thought and history from the colonial period to the end of the Civil War. Selected authors may include Paine, Cooper, Irving, Poe, Thoreau, Emerson and Whitman. The course will require critical essays, including a researched paper.

Prerequisite: ENG 100, 110, or 111
Flexible Core - U.S. Experience in its Diversity

ENG 151   3 rec 3 cr

U.S. Literature and Thought II

Major themes in U.S. literature and thought from the end of the Civil War to the present. Selected authors may include Melville, James, Twain, Eliot, Hughes, Hemingway and Ellison. The course will require critical essays, including a researched paper.

Prerequisite: ENG 100, 110, or 111
Flexible Core - U.S. Experience in its Diversity

ENG 153   3 rec 3 cr

The Black Writer in American Literature

Literature by Black American authors; consideration of the nature of this literature—its characteristic forms, imagery, archetypes and styles. Readings include works of Dunbar, Hughes, Cullen, DuBois, Wright, Ellison, Jones and Baldwin, with emphasis on prose. The course will require critical essays, including a researched paper.

Prerequisite: ENG 100, 110, or 111
Flexible Core — U.S. Experience in its Diversity

ENG 154   3 rec 3 cr

Black Poetry

Poetry of all modes by Black American poets. Consideration of social environments producing this literature; study of techniques and subjects of various Black poets. The course will require critical essays, including a researched paper.

Prerequisite: ENG 100, 110, or 111
Flexible Core - U.S. Experience in its Diversity

ENG 155   3 rec 3 cr

Introduction to Literary Studies

Examination of modern critical approaches to literature, including close reading and critical analysis of selected prose fiction, drama and poetry. Texts are examined through a variety of interdisciplinary perspectives that represent modern critical inquiry into literature. This course includes continued training and practice in clear and effective critical writing and a research paper. Designed for all English majors and interested students.

Prerequisite: ENG 100, 110, or 111

ENG 156   3 rec 3 cr

Children's Literature

Discussions and lectures on history, development and critical evaluation of children's literature (including works from other cultures in translation). Children's literature will be considered through multiple critical approaches, including gender, cultural and psychological criticism. The course will require critical essays, including a researched paper.

Prerequisite: ENG 100, 110, or 111
Flexible Core - Individual and Society

ENG 157   3 rec 3 cr

Introduction to Women's Literature

Introduction to prominent women writers from various backgrounds, genres and periods. Both primary literary works by women and theory about women's literature are read and analyzed. The course will require critical essays, including a researched paper.

Prerequisite: ENG 100, 110, or 111
Flexible Core - Individual and Society

ENG 161   3 rec 3 cr

Shakespeare

Introduction to plays and poetry of Shakespeare. Representative tragedies, comedies, histories and poems are read and analyzed. Poetic and dramatic techniques and the Elizabethan theatre are studied. The course will require critical essays, including a researched paper.

Prerequisites: ENG 100, 110, or 111
Flexible Core - Creative Expression

ENG 165   3 cr

Honors Elective: Independent Research

To involve the intellectually aware, creative student in the in-depth analysis of some phase of English through independent research. Each student will work closely with the instructor, receiving guidance in research techniques, organizing bibliography in the specific area and preparing drafts of the honors paper.

Prerequisite: B or higher average in several previous English courses taken at BCC and the written approval of a full-time instructor in the English Department and the chairperson

ENG 172   3 rec 3 cr

The Bible as Literature

Study of the prime Biblical narratives as well as chief poetic and wisdom sections of both Old and New Testaments, including the Apocrypha. Biblical texts to be read in English. Students write short themes on both texts and their scholarly critiques on these texts.

Prerequisite: ENG 100, 110, or 111

ENG 181   3 rec 3 cr

Asian American Literature

Study of Asian American literatures in their cultural, political, and historical contexts. The course will require critical essays, including a researched paper.

Prerequisite: ENG 100, 110, or 111
Flexible Core - Individual and Society

ENG 223   3 rec 3 cr

Technical Writing

Study and practice of various types of writing in technical disciplines, including progress reports, technical proposals and documents such as memoranda and letters.

Prerequisite: ENG 100, 110, or 111

NOTE: ENG 223 does not count as an English Elective.

English as a Second Language

English

ESL 1   8 rec 0 cr

English as a Second Language — Basic

For students whose native language is not English. Intensive program for beginning level students for development of English language skills. Builds oral and written control of basic grammatical structures and listening and reading comprehension.

ESL 2   6 rec 0 cr

English as a Second Language — Intermediate

For students whose native language is not English. Builds oral control of grammatical structures, listening comprehension and the ability to write grammatically acceptable, well-constructed paragraphs and short essays.

Prerequisite: ESL 1, if required, or placement on the ESL 2 level

ESL 3   6 rec 0 cr

English as a Second Language—Advanced

For students whose native language is not English. Builds control of advanced grammatical structures and develops ability to write various forms of expository compositions.

Prerequisite: ESL 2 ,if required, or placement on the ESL 3 level

Environmental Technology

Chemistry, Earth Sciences, and Environmental Sciences

ENV 11   2 lect 1 rec 3 lab 4 cr

Introduction to Environmental Health

This course provides a basic understanding of widespread health problems that are linked to environmental and occupational health hazards. Students become familiar with the identity and sources of air and water pollutants, the routes of entry of these pollutants into the body and the harmful effects of these pollutants. Laboratory exercises familiarize students with methods of air, soil and water analysis. Field trips provide first-hand knowledge of public health, occupational health and safety issues.

Prerequisites: CUNY English proficiency; or ENG 100 or 110, if required
Flexible Core - Scientific World
Required Core - Life and Physical Sciences

ENV 12   2 lect 1 rec 3 lab 4 cr

Environmental and Occupational Regulations

Overview of judicial system, regulatory agencies and the federal register system. Definition of key terms and concepts in environmental law. Delineation of major environmental laws relating to water, wastewater, air, hazardous/solid waste, environmental impacts and the workplace. The laboratory section of the course will focus on hazardous materials training according to 29 CFR 1910.120. Students qualify to receive a 40-hour HAZMAT Certificate at the completion of the laboratory portion of the course.

Prerequisite: ENV 11

ENV 21   1 lect 8 field study 3 cr

Field Study in the Environment

The course teaches students how to become field technicians which enables them to conduct site evaluations, on-site sampling and site remediation in compliance with EPA regulations. Students are also trained in health and safety procedures for hazardous waste operations.

Prerequisites: ENV 11, ENV 12

ENV 22   2 lect 4 lab 4 cr

Environmental Methods of Analysis

This course includes lecture demonstrations and hands-on laboratory experiments with the equipment and instruments commonly used for air, soil and water analysis to determine levels of pollution.

Prerequisites: CHM 18, ENV 11

ENV 23   3 lect 3 cr

Environmental and Occupational Toxicology

Introduction to principles of toxicology with emphasis on environmental and occupational health. Provides necessary background to understand the health effects of toxic waste and environmental pollutants.

Prerequisites: BIO 12, CHM 18 or CHM 22, ENV 11

ENV 24   3 lect 12 internship 3 cr

Environmental Internship

Weekly seminars that integrate the fieldwork experience of students doing a supervised internship at various public and private environmental agencies, industrial companies and water treatment/waste management plants.

Prerequisites: ENV 11, ENV 12 and permission of Environmental Technology Program Administration

ENV 31   2 lect 1 rec 3 lab 4 cr

Water Chemistry and Pollution

This course introduces students to the application of the principles of inorganic, physical and dilute solution equilibrium chemistry to aquatic systems, both in the aquatic environment and in water and wastewater treatment.

Prerequisite: CHM 18 or CHM 22

ENV 32   2 lect 1 rec 3 lab 4 cr

Atmospheric Chemistry and Pollution

This course presents a concise, clear review of the fundamental aspects of atmospheric chemistry. It reviews our basic understanding of the chemistry of the earth's atmosphere and discusses current environmental issues, including air pollution, acid rain, the ozone hole and global climate change.

Prerequisite: CHM 18 or CHM 22

Exercise Science
Health, Physical Education and Recreation

EXS 100   3 rec 3 cr

Introduction to Exercise Science and Kinesiology

This course offers an introduction and orientation to the field of exercise science and kinesiology. Exploration of the foundations, including history and philosophy, career opportunities and health-related aspects of physical fitness. In-depth consideration of kinesiology, motor learning and control, biomechanics, nutrition, body composition, and fitness assessment.

Corequisite: BIO 23

EXS 102   3 rec 3 cr

Behavioral Aspects of Physical Activity

This course provides a theoretical foundation of physical activity behavioral change. A conceptual exploration of the modification and assessment of exercise behavior and factors associated with physical activity participation. Examination of the interaction between social relationships and physical activity. Introduction of practical applications of professional skills, behaviors, and other factors that can facilitate or impede behavior change.

Prerequisite: PSY 11

Film Studies
Communication Arts and Sciences

FILM 61   3 rec 3 cr

Introduction to Film

This course provides the student with an appreciation of the film experience. Particular attention is given to important techniques, theories and genres that influenced the development of the medium. Concepts are illustrated through the weekly viewing of classic American and International films.

Corequisite: ENG 110, if required
Flexible Core - Creative Expression

FILM 91   3 rec 3 cr

World Cinema

Study of documentary and narrative motion pictures and their role in the world. Development of the film as an art form and as a major source of influence upon and reflection of society.

Corequisite: ENG 110, if required
Flexible Core - World Cultures and Global Issues

Finance
Business and Information Systems

FIN 31   3 rec 3 cr

Principles of Finance

This course introduces students to concepts and analytical techniques necessary to identify and solve financial management problems. Topics to be discussed include: financial management and markets, understanding and analyzing financial statements, time value of money, valuation of investment instruments, and capital budgeting.

Prerequisite: ACC 11 or ACC 111
Corequisite: ENG 110, if required

First-Year Seminar

FYS 11   2 rec 1 cr

First-Year Seminar

This course combines a practical introduction to college for first-semester students with an introduction to academic study. Students complete an integrated curriculum combining college readiness activities and assignments, frequent computer lab activities, and introductory-level study of selected topics drawn from across the disciplines. College readiness subjects include time management, communication strategies, utilizing online resources, study skills, stress management and goal setting, both academic and professional. Academic activities include assignments targeted to remedial skill levels and linked to General Education proficiencies such as Communication, Reasoning and Analysis, Information Literacy, and Personal Growth and Professional Development.

French
World Languages and Cultures

FRN 111   3 rec, 1 conf/rec 3 cr

Beginning French I

This introductory language course is designed for beginners of French. This course is not for native or heritage speakers of French. Development in listening, speaking, reading and writing skills. Introduction to basic vocabulary and grammatical structures. Use of textual materials and multimedia on French and Francophone cultural themes. Use of instructional technology.

Flexible Core - World Cultures and Global Issues

FRN 112   3 rec, 1 conf/rec 3 cr

Beginning French II

Continuation of FRN 111. Development in listening, speaking, reading and writing skills. Introduction to basic vocabulary and grammatical structures. Use of textual materials and multimedia on French and Francophone cultural themes. Use of instructional technology.

Prerequisite: FRN 11 or FRN 111 or placement test
Flexible Core - World Cultures and Global Issues

FRN 113   3 rec 3 cr

Intermediate French Language and Culture

An intermediate course in French language and culture, stressing intermediate language structures and communicative work in listening, speaking, reading and writing. Students will work with authentic literary texts and French and Francophone cultural material.

Prerequisite: FRN 12 or FRN 112 or placement test
Flexible Core - World Cultures and Global Issues

FRN 121   3 rec 3 cr

Language and Civilization of France

Conducted in French, this course introduces French culture and civilization through a historical perspective. The course material will be addressed through a combination of lectures, oral presentations, essays, discussions, and readings. The variety of activities will allow students to interpret historical events and cultural trends while improving the following language skills: reading, speaking, listening, and writing.
Antiquity to the 21st century, students will learn to understand France's culture by studying geography, society, art, literature, ideas, and historical events. The course material will be addressed through a combination of lectures, oral presentations, essays, discussions, and readings. Students will be asked to read, analyze, and express their ideas about France's cultural movements, its role in Europe, as well as its impact on world cultures. The variety of activities will allow students to interpret historical events and cultural trends while improving the following language skills: reading, speaking, listening, and writing.

Prerequisite: FRN 13 or 113 or placement test
Flexible Core - World Cultures and Global Issues

FRN 122   3 rec 3 cr

Readings in Modern French

This course offers an introduction to the study of literary texts in French. Specific texts and topics may vary by semester. Course conducted in French.

Corequisite: FRN 13 or 113 or Placement
Flexible Core - Creative Expression

FRN 123   3 rec 3 cr

Francophone Caribbean Culture

A study of major developments in French Caribbean culture of the 19th through 21st centuries. Conducted entirely in French and designed for advanced or native speakers of French, this course introduces the French Overseas Departments of Martinique and Guadeloupe, and the independent country of Haiti. The course focuses on questions of language, race, gender, geography, and class, with emphasis on local, regional, and global frames of reference. Students will discover and appreciate the richness and diversity of these societies. Through films, documentaries, historical and contemporary literary texts, students will explore numerous topics such as popular culture, migration, slavery, colonialism, and race. All assignments will be done in French.

Prerequisite: FRN 13 or 113 or placement test
Flexible Core - World Cultures and Global Issues

Gardening
Biological Sciences

Enrollment in Gardening (GAR) is limited to students in the Horticulture curriculum or with special permission of the department. Offered at the New York Botanical Garden. Students should contact the program director.

Geography
History

GEO 10   3 rec 3 cr

World Regional Geography

This course introduces geographical concepts and perspectives and builds basic map skills and locational knowledge of countries, cities, physical features and regions. Issues addressed include climate change, the global economy, natural resource use, culture and geopolitics.

Corequisite: ENG 110, if required
Flexible Core - World Cultures and Global Issues

GEO 33   3 rec 3 cr

Human Dimensions of Climate Change

This course examines the human dimensions of climate change highlighting the increasing global vulnerability to climate change; adaptation to climate change; and local, regional, and global mitigation strategies. Although students are introduced to the science of climate change and the debates surrounding it, the emphasis in this course is on the human contribution to climate change and on climate change impacts on political, economic, social, and defense systems. To highlight the differential impact of climate change and raise student awareness of local cultural and/or political factors that inform policies and debates, we use case studies from different regions.

Prerequisite: CUNY English proficiency; or ENG 100 or 110, if required
Flexible Core − World Cultures and Global Issues

Geospatial Technology
Chemistry, Earth Sciences, and Environmental Sciences

GIS 11   3 lect 3cr

Introduction to Geographic Information Systems

A geographic information systems (GIS) helps in mapping and understanding the relationship between different types of data. Students will learn basic concepts in GIS and be able to read and gather information from maps. Upon successful completion of the course, students will be able to appreciate their surroundings and the environment in which they live.

Prerequisite: CUNY English proficiency; or ENG 100 or 110, if required; and CUNY Math Proficiency or MTH 23.5 or 28.5, if required
Flexible Core - Scientific World

GIS 12   3 lect 3cr

Introduction to Remote Sensing

Remote sensing is a way of observing a feature without coming in direct contact with it. The course will provide an introduction to basic concepts in remote sensing. Students will use different types of satellite images to visualize features such as trees, streets, mountains, valleys, rivers, urban areas on the earth. They will be able to study the changes on the earth surface over a period of time and relate it to the natural and human environment. Upon completion of the course students will learn to use remotely sensed data for a better understanding of the environment.

Prerequisite: CUNY English proficiency; or ENG 100 or 110, if required; and CUNY Math Proficiency or MTH 23.5 or 28.5, if required
Flexible Core - Scientific World

Health

Health, Physical Education and Recreation

HLT 20 / BIO 20   3 lect 3 cr

Aspects of Human Sexuality

This course teaches students about physical, sociological and psychological aspects of human sexuality. Scientific research on gender, sexual arousal, sexual orientation, sexually transmitted infections and contraception will be explored. Students will examine cross-cultural factors and ethical issues surrounding human sexuality.

Corequisite: ENG 110, if required
Flexible Core - Scientific World

HLT 88   3 rec 3 cr

Fundamentals of Community Health Work

This course gives students the opportunity to develop the necessary skills to work in the field of front-line public health work. Topics include public health, social determinants of health, health policy, working with culturally diverse clients, health outreach and group facilitation. Students will gain knowledge about health advising, conducting client interviews, presenting health information to groups and building skills for community advocacy and organizing.

Prerequisite: HLT 91 and HSC 10

HLT 89   3 lec 3 cr

HIV / AIDS

This course is designed to teach the most current body of knowledge in the field of HIV disease. Learners will explore the history, epidemiology, primary, secondary and tertiary prevention strategies as well as controversial issues from the perspective of different stake holders, locally, nationally and globally.

Prerequisite: HLT 91

HLT 90   3 lec 3 cr

Health and Aging

This course provides an examination of health promotion, health management and health care in the elder years. It explores the inter-relationship between the physiological, psychological, social, economic and cultural dimensions of aging.

Prerequisite: HLT 91

HLT 91   2 rec 2 cr

Critical Issues in Health

Intended to develop and encourage critical judgment in vital areas of health: mental health, dependencies, human sexuality and nutrition.

Corequisite: ENG 100, if required

HLT 92   3 rec 3 cr

Drugs, Society and Human Behavior

Various aspects of drug use and abuse are explored — pharmacological, historical, legal and psychosocial. Emphasis on the roles of the individual and society in dealing with current issues.

Prerequisite: HLT 91

HLT 93   3 rec 3 cr

Human Sexuality

Consideration of physical, sociological and psychological aspects of human sexuality with emphasis on development of critical judgment in addressing ethical issues.

Prerequisite: HLT 91

HLT 94   3 rec 3 cr

Human Nutrition

Introduction to essentials of nutrition education and the relationship of food to the student's personal goals and life experiences. Students-as-consumers find their choices and responsibilities emphasized by classroom experiments, self-examination and experiential learning. Weight control, changing food requirements in the life cycle, special diets, food labeling, additives, food economics in relationship to health are included.

Prerequisite: HLT 91 and/or permission of instructor

HLT 96   3 rec 3 cr

Health Education for Parenting

Provides health care information as it relates to child development. Provides parents and others who work with children with resources and coping skills needed to raise a healthy child and to nurture the family unit.

Prerequisite: HLT 91

HLT 97   1 sem 5 hrs field work 3 cr

Field Work in Community Health Resources

Provides students with firsthand knowledge of the community, its health problems and the forces impacting on them. Offers an opportunity to become involved in identifying and addressing problems.

Prerequisite: HLT 91 and/or permission of instructor

HLT 98   1 rec 2 hrs field work 3 cr

**Community Health Resources
for Child Care Workers**

Seminar in community health resources for child care workers. Students use their job placement as field work experience and keep weekly logs.

HLT 99   2 rec 2 cr

Health of the Nation

Provides an examination of the health status of different populations in the United States. Concepts of epidemiology, health promotion and disease prevention are discussed. The characteristics of special populations are addressed as are some of the major threats to the health, safety and welfare of individuals in society.

Corequisite: ENG 100, if required

HLT 101   3 rec 3 Cr

Introduction to Public Health

This course provides an introduction to public health concepts and practices, with an emphasis on careers in public health. Topics include the history and core functions of public health; theories and methods used to develop, implement and assess public health programs; and the role of government agencies and the public health workforce in promoting and protecting health in the US.

Prerequisite: HLT 91

Health Care Management
Health, Physical Education and Recreation

HCM 11   3 rec 3 cr

The U.S. Health Care Delivery System

Examines key issues about the organization and delivery of health and nutrition services. Explores the role of health care professions and occupations, the structure and function of the U.S. health services delivery system and applications of technology and financial resources.

HCM 12   3 rec 3 cr

Hospital Organization and Management

Overview of management and organization theory with applications to health care settings. Examines conceptual, technical and human skills as they relate to the management of complex health care institutions.

Prerequisites or Corequisites: BUS 51, HCM 11 and satisfactory completion of 30 credits

History
History

HIS 10   3 rec 3 cr

History of the Modern World

Exploration of outstanding political, intellectual, philosophical, social and economic trends, movements and events from mid-18th century to present. Analysis of forces that have shaped the modern world.

Prerequisite: CUNY English proficiency; or ENG 100 or 110, if required
Flexible Core - World Cultures and Global Issues

HIS 11   4 rec 3 cr

Introduction to the Modern World

Exploration of outstanding political, intellectual, philosophical, social and economic trends, movements and events from mid-18th century to present. Analysis of forces that have shaped the modern world. This course is identical in academic content and in assessment to **HIS 10**, but adds a fourth developmental hour and limits class size to 28 to allow the instructor to work closely with students in English/Reading remediation to assist them in building a conceptual framework as well as developing academic comprehension, expressive and interpretive skills.

Corequisite: ENG 110
Flexible Core - World Cultures and Global Issues

HIS 13   3 rec 3 cr

History of the Ancient World

Four major River Valley civilizations—Egypt, Mesopotamia, India, China—will be covered. Examination of the florescence and decline of Greek and Roman civilizations. Focus on significant achievements of each people, assessing their impact on contemporary cultures as well as their legacy to ours. Readings from religious texts, poetry, drama and philosophy.

Prerequisite: HIS 10 or 11

HIS 14   3 rec 3 cr

Medieval History

This introductory course studies medieval culture, politics, religion, society, and warfare, from the fragmentation of the Roman Empire to the fifteenth century. The focus is on Europe, but emphasis also is placed on interactions with, and comparisons to, the Middle East and North Africa. The impact of social, gender, and religious status on the individual's life and opportunities will be considered.

Prerequisite: CUNY English proficiency; or ENG 100 or 110, if required
Flexible Core - Individual and Society

HIS 15   3 rec 3 cr

Intellectual and Social History of Modern Europe

Effects of major ideas in Western society from the 18th century in their political and cultural context. The revolutionary dynamic in democracy, romanticism and conservatism, changing situation of religion, role of women in modern society, socialism in 19th and communism in 20th centuries, interaction between philosophy and politics extending from idealism to existentialism, class conflict and social stability, racism and egalitarianism, scientism and irrationalism.

Prerequisite: HIS 10 or 11

HIS 20   3 rec 3 cr

The American Nation: The Political and Social Development of a People

The American Nation is a one-semester survey of American history covering significant political, social and cultural currents of the last 400 years. This class will introduce students to the major developments of the American past, with a focus on how they influenced Americans' lives and how they were influenced by Americans' actions. Students will analyze how these developments helped shape American society and the United States' role in the global community.

Prerequisite: CUNY English proficiency; or ENG 100 or 110, if required
Flexible Core - U.S. Experience in its Diversity

HIS 23   3 rec 3 cr

Social and Intellectual History of Modern America

Fundamental concepts of the American experience that permeate our lives today, including puritanism, class consciousness, prejudice, violence, feminism and pragmatism.

Prerequisite: HIS 10 or 11
Flexible Core - U.S. Experience in its Diversity

HIS 24   3 rec 3 cr

The History of American Foreign Relations

Major developments in the foreign relations of the U.S., from the American Revolution to Vietnam and their domestic and international effects. Emphasis on the policies of this century; evolution of the republic into a world power and the consequent tensions and crises. Origins and progress of efforts at international cooperation and peace.

Prerequisite: CUNY English proficiency; or ENG 100 or 110, if required
Flexible Core - U.S. Experience in its Diversity

HIS 28   3 rec 3 cr

Women: The Historical Perspective

This course examines the ways in which women in different times and different eras have shaped and been shaped by the societies in which they lived. The influence of cultural ideas about gender on women's lives and women's part in shaping and challenging those ideas receive particular attention.

Prerequisite: CUNY English proficiency; or ENG 100 or 110, if required
Flexible Core - Individual and Society

HIS 29   3 rec 3 cr

History of Women in the United States

This course examines the history of women in the United States, from the colonial era through the 21st century. Students will analyze how major developments in the history of the country, including wars, western expansion, slavery, waves of immigration, and the fight for equal rights, have shaped the experiences of diverse women. They will also analyze how women have shaped those developments. The class will address how ideas about gender have developed over time, including how concepts of what it means to be American have influenced those ideas.

Prerequisite: CUNY English proficiency; or ENG 100 or 110, if required
Flexible Core – U.S. Experience in its Diversity

HIS 31   3 rec 3 cr

Latin American History

A study of the historical development of Latin America from the pre-colonial period to the present. Covers major themes in the history of Latin America such as European conquest, colonialism and its continued legacies, New World slavery, the independence movements, caudillismo (strongman rule), populism, reform and revolution, neo-imperialism, and Latino immigration to the United States.

Prerequisite: CUNY English proficiency; or ENG 100 or 110, if required
Flexible Core - World Cultures and Global Issues

HIS 34   3 rec 3 cr

History of Science and Technology

Major developments in science and technology in the Western world and their impact on man and society. Growth and interaction of science and technology from the dawn of civilization to the present day.

Prerequisite: HIS 10 or 11

HIS 35   3 rec 3 cr

History of Africa

This is an introductory survey of the history of Africa from the pre-colonial period to the post-independence era. Through a multidisciplinary approach, the course will cover some of the major themes in African history including pre-colonial social and political hierarchies, state formation, internal and external trade, the slave trade and slavery, Imperialism, nationalism and liberation struggles and post-independence, contemporary issues. Throughout the course attention will be drawn to the diversity of the African experience as well as the political, social and economic interactions between Africa and the global community.

Prerequisite: CUNY English proficiency; or ENG 100 or 110, if required
Flexible Core - World Cultures and Global Issues

HIS 36   3 rec 3 cr

History of Modern Russia

The history, culture and economic and social development of Russia in modern times, with some emphasis on Russia's relations with her neighbors in Eastern Europe.

Prerequisite: HIS 10 or 11

HIS 37   3 rec 3 cr

African-American History

This course examines, both chronologically and thematically, 400 years of African-American history from slavery through to the election of Barack Obama in 2008. The course will expand on topics such as slavery, antebellum free Black communities, the Great Migration, and the Civil Rights movement. The course will make extensive use of primary documents, oral histories, and secondary reading.

Prerequisite: CUNY English proficiency; or ENG 100 or 110, if required
Flexible Core – U.S. Experience in its Diversity

HIS 39   3 rec 3 cr

History of the Caribbean

This is a pan-Caribbean course that introduces students to conceptual, comparative and integrative issues of the Caribbean by exploring colonialism, revolution and abolition in the 19th century, U.S.-Caribbean relations, nationalist movements and migrations in the 20th century. Students will examine how these comparative legacies have influenced the region's contemporary culture, society and diasporas. Special emphasis will be placed on the themes of politics, race/ethnicity, gender, culture and labor/economics particularly in Jamaica, Cuba, the Dominican Republic and Haiti.

Prerequisite: CUNY English proficiency; or ENG 100 or 110, if required
Flexible Core - World Cultures and Global Issues

HIS 45   3 rec 3 cr

The History of Genocide and Ethnic Cleansing in the Modern World

An introduction to the political, economic and social explanations for genocide, mass murder and ethnic cleansing in twentieth century Europe, Africa and Asia. Case studies will include the murder of Greeks and Armenians at the beginning of the century, the Holocaust, and genocide in Rwanda and Darfur.

Prerequisite: HIS 10 or 11

HIS 46   3 rec 3 cr

The Cold War: Road to Armageddon

This course will examine the many ways in which the Cold War shaped the culture and geopolitics of the twentieth century. The course will inspect the military and economic competition between the United States and Soviet Union, decolonization efforts in Asia and Africa, the conflicts in Latin America, and how the Cold War spurred the rise of globalization.

Prerequisite: HIS 10, HIS 11, or HIS 20
Flexible Core – World Cultures and Global Issues

HIS 51   3 rec 3 cr

History of New York City

This course examines the social, economic and political history of New York City from its Dutch origins in Lenape territory to the present, with emphasis on immigration, innovation, conflict and consideration of the city's role in the U.S. and global economy.

Prerequisite: CUNY English proficiency; or ENG 100 or 110, if required
Flexible Core - U.S. Experience in its Diversity

Horticulture
Biological Sciences

Enrollment in Horticulture (HRT) is limited to students in the Horticulture curriculum or with special permission of the department. Offered at the New York Botanical Garden and other appropriate locations. HRT courses are hands-on rotations/internships. Students should contact the program director.

Human Services
Social Sciences

HSC 10   3 rec 3 cr

Human Services and Social Welfare Institutions

Introduces the student to the foundations and influences of social welfare policy and the human services movement. Social welfare institutions and societal response to human needs will be examined. The course will discuss the influences of political, social and cultural factors upon past and present approaches to meeting the needs of individuals, families, groups and communities.

Corequisites: ENG 110, if required and PSY 11 or SOC 11
Flexible Core - U.S. Experience in its Diversity

HSC 11   3 rec 3 cr

Introduction to Case Management

Addresses the complex situation of children and adolescents who require long-term assistance and whose needs fall along a continuum of care. Objective is to facilitate and ensure the effective delivery of service by improving the 'fit' between client capacity and demands of the environment. Includes focus on crisis intervention with regard to child abuse, family violence, substance abuse, HIV and AIDS and teenage pregnancy.

Prerequisite: HSC 10, PSY 11, SOC 11

HSC 12   3 rec 3 cr

Human Services Skills and Methods

This course introduces students to essential skills, techniques and methods necessary for success in the field of human services. The course will help students transfer knowledge gained in the classroom to future practice and fieldwork placements. Students will become acquainted with the methods and skills used in the human service field to assist clients on an individual basis (micro-level) or in larger group settings (mezzo-level). Counseling approaches used to assist clients from culturally diverse backgrounds will be explored. Advocacy techniques which aid clients who are receiving inadequate services from public assistance agencies will be discussed.

Prerequisite or Corequisite: HSC 10

HSC 91   2 rec 14 hrs field work 3 cr

Field Work and Seminar in Human Services I

Supervised fieldwork at a community social agency to provide practical human service skill development in the diagnosis, treatment and evaluation of individual, family, group and institutional problems. Weekly seminars are designed to assure that skills and values are being appropriately integrated.

**Prerequisites: PSY 11, SOC 11, HSC 12
and permission of department
Corequisites: ENG 110, if required, HSC 11, SOC 35**

HSC 92   2 rec 14 hrs field work 3 cr

Field Work and Seminar in Human Services II

Supervised field work at a community social agency to provide practical human service skill development in the diagnosis, treatment and evaluation of individual, family, group and institutional problems. Weekly seminars to assure that skills and values are being appropriately integrated.

Prerequisite: HSC 91 and permission of department

Italian
World Languages and Cultures

ITL 111   3 rec, 1 conf/rec 3 cr

Beginning Italian I

This introductory language course is designed for beginners of Italian. This course is not for native or heritage speakers of Italian. Development in listening, speaking, reading and writing skills. Introduction to basic vocabulary and grammatical structures. Use of textual materials and multimedia on Italian cultural themes. Use of instructional technology.

Flexible Core - World Cultures and Global Issues

ITL 112   3 rec, 1 conf/rec 3 cr
Beginning Italian II
Continuation of Italian 111. Continue to develop listening, speaking, reading and writing language skills. Introduction to new vocabulary and grammatical structures. Use of textual materials and multimedia on Italian cultural themes.

Prerequisite: ITL 11 or ITL 111 or placement test
Flexible Core - World Cultures and Global Issues

BRONX COMMUNITY COLLEGE

ITL 113   3 rec 3 cr

Intermediate Italian Language and Culture

This intermediate course in Italian language and culture advances language skills and communicative work in listening, speaking, reading and writing. Students will familiarize with authentic literary texts and Italian cultural themes.

Prerequisite: ITL 12 or ITL 112 or placement test
Flexible Core - World Cultures and Global Issues

ITL 121   3 rec 3 cr

Language and Civilization of Italy

Conducted in Italian, this course integrates advanced grammar with a survey of the most representative events and currents of Italian culture and civilization in the fields of music, art, and literature.

Prerequisite: ITL 13 or 113 or placement test
Flexible Core - World Cultures and Global Issues

ITL 122   3 rec 3 cr

Readings in Modern Italian

The course will offer a broad introduction to literary, theatrical and poetic works that address social, political and cultural topics of modern and contemporary Italy. Course taught in Italian.

Prerequisite: ITL 12 or 112 or placement test or permission of the instructor
Flexible Core - Creative Expression

ITL 123   3 rec 3 cr

Dante's Divine Comedy

The course will introduce Dante's Divine Comedy and will cover a selection of canti from Inferno, Purgatorio and Paradiso. Through readings, oral reports and written assignments students will explore historical, literary, cultural and political themes which will provide a backdrop of the Commedia. Course will be conducted in English.

Corequisites: ENG 2 and RDL 2, if required
Flexible Core - Creative Expression

Japanese
World Languages and Cultures

JPN 111   3 rec, 1 conf/rec 3 cr

Beginning Japanese I

This introductory language course is for beginners of Japanese. This course aims to develop listening, speaking, reading and writing skills in modern Japanese. The course also focuses on developing mastery of the Japanese writing system for basic reading and writing. The course will introduce the overall structure of Japanese, basic vocabulary, the two syllabaries of the phonetic system, and some characters (Kanji). Students will learn Japanese customs, traditions, and culture.

Flexible Core - World Cultures and Global Issues

JPN 112   3 rec, 1 conf/rec 3 cr

Beginning Japanese II

This course is a continuation of JPN 111 (Beginning Japanese I) and aims to further develop listening, speaking, reading, and writing skills in modern Japanese. Students will strengthen their oral communication skills in Japanese by practicing pronunciation and syllable stress. Students will also work with elements of the Japanese writing system (Hiragana, Katakana and Kanji characters) necessary for reading and writing simple sentences and short paragraphs. The course will also introduce complex sentence structures and increase fundamental vocabulary. Students will continue to learn about Japanese customs, traditions, and culture.

Flexible Core - World Cultures and Global Issues

Keyboarding
Business and Information Systems

KEY 10   2 rec 1 cr

Keyboarding for Computers

Introduction to keyboarding through classroom instruction and laboratory practice. Emphasis is placed on speed and accuracy in keying alpha/numeric text. Students are expected to achieve a minimum speed of 20 words per minute.

KEY 11   5 rec 2 cr

Document Formatting and Speed Development

This course is designed to increase speed and accuracy and develop proofreading skills. Emphasis is placed on the proper formatting and production of business correspondence (memos, letters, tables and reports) from straight and rough draft copy. Students are expected to achieve a minimum speed of 30 words per minute.

Prerequisite: KEY 10 or department permission
Corequisite: ENG 100, if required

BRONX COMMUNITY COLLEGE

Landscape Design
Biological Sciences

Enrollment in Landscape Design (LND) is limited to students in the Horticulture curriculum or with special permission of the department. Offered at the New York Botanical Garden. Students should contact the program director.

Law
Business and Information Systems

LAW 17   3 rec 3 cr
Introduction to Paralegal Studies

Introduces students to the legal system as it operates in the State of New York, the legal process and certain basic areas of the law (torts, contracts, property). Roles of the lawyer and paralegal within the legal system especially as they relate to the unauthorized practice of law, fiduciary relationships and ethical considerations. Students become familiar with specific paralegal skills. They practice and perfect such skills as interviewing techniques, factual investigation and formal and informal advocacy.

Corequisite: ENG 110, if required

LAW 19   3 rec 3 cr
Introduction to Law Office Management and Computers

Survey of principle areas of law office management, docket control, calendar monitoring, bookkeeping/accounting systems, functions of the law library and computers in the law office. Students gain understanding of computers, operating systems and programming in the modern law office; overview of other computer applicators for lawyers and paralegals; computer law, hardware and software tailored for law office applications.

Prerequisites: DAT 10
Corequisite: ENG 110, if required

LAW 41   3 rec 3 cr
Business Law

Survey of the legal and economic environment of business and interrelationship and impact of ethical, social and political influences on individuals and organizations in the study of agency, antitrust, bankruptcy, constitutional, consumer, contract, criminal and labor laws and the federal and state court systems.

Corequisite: ENG 110, if required

LAW 45   3 rec 3 cr
Medical Law

Law as it affects work of medical secretarial assistants and paralegals including medical practice acts, legal relationship of physician and patient, professional liability, types of medical practice, preparation of reports for workers' compensation and court litigation.

Corequisite: ENG 110, if required

LAW 47   3 rec 3 cr
Civil Procedure

Common, statutory and constitutional law; the judicial system; and civil and criminal proceedings from initiation to enforcement and judgment.

Corequisites: ENG 110, if required; LAW 17

LAW 52   3 rec 3 cr
Business Organizations

Introduction to law relating to business organizations: agency; sole proprietorships and partnerships; corporations; government regulation; drafting and research practice; functions of the lawyers and paralegal assistant.

Corequisite: ENG 110, if required

LAW 62   3 rec 3 cr
Family Law

Focus on legal aspects of marriage; custody and visitation; economic and social aspects of divorce, separation, annulment and anti-nuptial agreements; contractual relations among members of the family; family court procedures; criminal jurisdiction over minors; drafting and research practice; functions of the lawyer and paralegal assistant. Aspects of criminal, statutory and constitutional law as it affects the juvenile offender.

Corequisite: ENG 110, if required

LAW 63   3 lec 3 cr
Law for Security Personnel

A study of the legal problems in the private security sector. Included is a review of the powers and restrictions on "private police," (e.g., arrest, search and seizure, eavesdropping and a comparison with the powers of law enforcement agencies). Civil liabilities of private security personnel are studied as well as aspects of civil law. Licensing statutes are also analyzed.

Corequisite: ENG 110, if required

LAW 64   3 lec 3 cr

Constitutional Law

This course provides an analysis of the historical development of constitutional criminal procedure. The effect of the due process clause of the Fourteenth Amendment is examined through a study of the leading Supreme Court decisions relating to criminal justice. Special attention is placed upon the Fourteenth Amendment's use to apply the Bill of Rights to the States.

Corequisite: ENG 110, if required
Pre/corequisite: POL 11

LAW 65   3 rec 3 cr

Criminal Law and Procedures

Provides understanding of basic distinctions between criminal and civil law; familiarization with criminal justice system; major stages of a criminal case.

Corequisite: ENG 110, if required

LAW 72   3 rec 3 cr

Real Property

Law of real property and real estate transactions. Analysis of sales, obligations of the real estate broker, surveys, recordings, closings and title searches, mortgages, assignments, consolidation agreements and mortgage foreclosures. Law of landlord and tenant are extensively reviewed.

Corequisite: ENG 110, if required

LAW 77   3 rec 3 cr

Immigration Law

Hands-on course dealing with concepts and techniques of immigration law. Procedures for preparation of immigrant and non-immigrant visa applications; and the skills necessary to assist immigrants who seek asylum, citizenship, naturalization or employment, or who face exclusion or deportation proceedings. Emphasis on the practice of immigration law from the perspective of a paralegal.

Corequisite: ENG 110, if required

LAW 82   3 rec 3 cr

Insurance and Torts

Survey of the law of insurance and the law of torts, especially as they relate to each other: nature and types of insurance, indemnity and subrogation; the insurance contract; defenses against payment to the insured; government regulations; tort liability; intentional torts; negligent torts, litigation; drafting and research practice; functions of the lawyer and paralegal assistant.

Corequisite: ENG 110, if required

LAW 89   3 rec 3 cr

Legal Advocacy

Administrative law and advocacy, agency advocacy, preparation and conduct of administrative hearings, due process rights and basics of evidence. Procedural rights in public benefit entitlement programs and the rights of the physically and mentally handicapped and the elderly. Also, procedural rights in housing programs and overview of landlord and tenant law, administrative advocacy and trial advocacy.

Corequisite: ENG 110, if required

LAW 91   3 rec 3 cr

Landlord/Tenant Advocacy

This hands-on course deals with concepts and techniques used in Housing Court. Students learn strategies for representing tenants against the New York City Housing Authority, rent stabilization and rent control laws and the Jiggetts Preliminary Relief System. Conduct research in housing and welfare law; and develop direct and cross-examination skills.

Prerequisites: LAW 17 and LAW 47; completion of 30 credits, a "C+" average and permission from director of the program.

LAW 92   3 rec 3 cr

Estates, Trusts and Wills

Requirements, formalities, drafting and execution of wills and trusts, probating wills, intestacy law, administration of wills and estates, preparation of federal estate and inheritance tax returns; transfer tax proceedings under the law of New York State; estate planning.

Corequisite: ENG 110, if required

LAW 95   3 rec 3 cr

Legal Research and Writing

How to research legal questions and to present results to the supervising attorney. Role of legal research in the process of legal advocacy; historical development and present organization of the Anglo-American legal system; organization and procedures of the New York courts; various tools of legal research and how to use them; skill in researching and answering legal questions in an active law office; skill in organizing and writing legal memoranda.

Prerequisites: ENG 100, ENG 110, or ENG 111; LAW 17, LAW 47

LAW 96   3 rec 3 cr

Advanced Legal Research and Writing

Drafting pleadings and business agreements, law office memoranda, memoranda of law in support of motions, pretrial and memoranda of law and appellate briefs. Use of computer research tools, such as WESTLAW or LEXIS. Substantive aspects, with emphasis on the conduct of practical exercises in research and writing. The art of oral advocacy.

Prerequisites: ENG 100, ENG 110, or ENG 111; LAW 17, LAW 47, LAW 95

Learning to Learn
Education and Academic Literacy

LTL 10   3 rec 3 cr

Learning to Learn

Presents learning strategies for students enrolled in college level courses who have completed a required developmental reading course. Examines organization of information from the various content courses taken concurrently. Teaches interpretation and construction of charts, graphs, tables, maps; task management; incorporation of life skills into the learning environment. Uses analytical approach to development of test questions relevant to the various content areas.

**Corequisite: ENG 110, if required
Corequisite: Content area course recommended for probationary students or as an elective.**

Licensed Practical Nursing
Nursing and Allied Health Sciences

PNR 101   3 lec, 6 cln, 2 lab, 6 cr

Fundamental Concepts of Practical Nursing

This course introduces the fundamental concepts of nursing practice in the care of adults and older adult patients/clients with well-defined healthcare concerns. Additionally, the course presents theory concepts underlying the development of the student's ethical and professional identity as a practical nurse, such as nursing judgment, collaboration, safety, quality patient-centered care, and will include nutrition, cultural diversity, societal influences and principles of teaching and learning. Professional communication, critical thinking, the nursing process and evidence-based nursing practices are taught. Psychomotor skills taught in the nursing laboratory, an integral component of the course, are expected to be applied to the care of patients/clients in the clinical setting.

**Prerequisite: ENG 100 English Composition I: Integrated Reading and Writing OR ENG 110 Fundamentals of Composition and Rhetoric OR ENG 111 Composition and Rhetoric I; AND BIO 23 Human Anatomy and Physiology I AND PSY 11 Introduction to Psychology AND PHM 10 Pharmacology Computations
Corequisite: BIO 24 Human Anatomy and Physiology II**

PNR 201   3 lec, 6 cln, 2 lab, 7 cr

Concepts of Family-Centered Care for the Practical Nurse

This course applies nursing concepts to the holistic care of the reproducing family with application to women's health and the care of children. The course continues to apply and build on concepts of nursing practice learned in the first practical nursing course. Course content learned in theory is applied to women's health, maternal and child/pediatric care in a variety of healthcare settings.

**Prerequisite: PNR 101
Corequisite: PNR 301**

PNR 301   4 lec, 6 cln, 2 lab, 7 cr

Concepts of Adult Health for the Practical Nurse I

This course incorporates and builds on the concepts taught in the previous semester to the holistic care of diverse adult and older adult patients/clients with a variety of acute medical/surgical conditions. Course content learned in theory is applied to acute care of the adult and older adult in a variety of healthcare settings. Psychomotor skills are taught in the nursing lab and expected to be applied to the care of patients/clients in the clinical setting.

**Prerequisite: PNR 101
Corequisite: PNR 201**

PNR 401   4 lec, 6 cln, 2 lab, 7 cr

Concepts of Adult Health for the Practical Nurse II

This course provides further application of nursing concepts taught in the previous semester to the holistic care of diverse adult and older adult patients/clients with a variety of acute medical/surgical conditions. Course content learned in theory related to the care of patients/clients in the long-term care environment as well as to patients/clients with mental health issues is included. Psychomotor skills taught are expected to be applied to the care of patients/clients in a variety of clinical settings.

Prerequisite: PNR 201, PNR 301
Corequisite: PNR 501

PNR 501   2 rec, 2 cr

Transition to Practical Nursing Practice

This final forum style course applies program content and thinking through in-depth discussions of current issues and trends affecting practical nursing practice in the 21st century. Concepts from the National Council Licensure Examination for Practical Nursing (NCLEX-PN) test plan blueprint, used for entry into practical nursing, are explored. The course ensures that students demonstrate NCLEX-PN readiness for the examination through the discussion of the use of practice study guides, will explore the education law and the New York State scope of practice for the Practical Nurse (PN).

Prerequisite: PNR 201, PNR 301
Corequisite: PNR 401

Marketing
Business and Information Systems

MKT 11   3 rec 3 cr

Principles of Marketing

Introduction to the role and scope of marketing in a rapidly changing and challenging environment. Designed to set an overall framework for further studies in the marketing "field," this course surveys broad marketing issues and focuses on the planning and implementation of product, promotion, pricing and distribution strategies.

Corequisite: ENG 110, if required

MKT 18   3 rec 3 cr

Consumer Behavior

Explores the impact of cultural, social, economic and psychological influences on consumer decision-making. Highlights the importance of understanding consumer behavior in formulating and implementing the marketing strategy and traces key stages of the consumer decision-making process.

Prerequisite: MKT 11

MKT 43   3 rec 3 cr

Principles of Advertising

Introduces advertising as a fundamental business function and as a creative outcome of the marketing strategy. This course addresses a wide variety of conceptual and technical issues, including consumer behavior, market segmentation, advertising planning and research, media and budget considerations, copywriting, art direction and production and sales promotion.

Prerequisite: MKT 11

MKT 47   2 rec 2 lab 3 cr

E-Marketing

Based upon established marketing thought and practice, this course focuses on the impact of the World Wide Web on the formulation and implementation of the marketing strategy. The role of the Web in market analysis as well as in product, promotion, pricing and distribution strategies is explored. New E-business models designed to increase the efficiency of traditional marketing functions are also examined.

Prerequisites: MKT 11
Corequisites: ENG 110, if required; DAT 10 or permission of department

MKT 48   3 rec 3 cr

Marketing Management

Designed to provide a basic understanding of key issues facing today's marketing managers, this course introduces the student to fundamental concepts and techniques needed to manage the marketing function. Topics include the analysis of marketing opportunities and constraints, an examination of the decision-making process with respect to product, promotion, pricing and distribution strategies as well as the planning and delivery of marketing programs. A managerial orientation is developed through the case study method.

Corequisites: ENG 110, if required

Mathematics
Mathematics and Computer Science

MTH 12   3 rec 3 cr

Introduction to Mathematical Thought

Topics selected from probability, statistics, logic, set theory, geometry, matrices, number system structures. (Not recommended for transfer curricula and not accepted for credit in the Liberal Arts curriculum.)

Prerequisites: CUNY Math Proficiency

MTH 13   4 rec 3 cr

Trigonometry and College Algebra

Vectors, complex numbers, functions and graphs, exponential, logarithmic and trigonometric functions, analytic trigonometry, systems of linear equations.

Prerequisites: MTH 28 or 28.5

MTH 14   3 rec 3 cr

College Algebra and Introduction to Calculus

Analytic geometry, the derivative and its applications, differentiation of transcendental functions.

Prerequisites: MTH 13 or equivalent; and CUNY English Proficiency; or ENG 100 or 110, if required

MTH 15   3 rec 3 cr

Calculus

The integral and its applications, methods of integration, elementary differential equations, expansion of functions in series.

Prerequisites: MTH 14 or equivalent; and CUNY English Proficiency; or ENG 100 or 110, if required.

MTH 21, 22, 23 and 26 are non-sequential courses primarily for Liberal Arts students enrolled in non-science transfer programs. MTH 21, 22 and 26 are recommended for Liberal Arts students and as electives for students in other curricula. MTH 23 is recommended for students in such social sciences as economics, political science, psychology, human services, criminal justice and sociology as well as in other programs. Please consult specific degree requirements for additional guidance and consult with your advisor.

MTH 21   3 rec 3 cr

Survey of Mathematics I

Designed for non-science liberal arts students. Emphasis on key concepts and structure of mathematics. Topics selected from decimal notation, computation in other bases, groups, sets, logic, elementary number theory, development of real number system, analytic geometry, linear programming, networks, complex numbers.

Prerequisites: CUNY Math Proficiency
Required Core - Mathematical and Quantitative Reasoning

MTH 21.5   5 rec, 3 cr

Survey of Mathematics I with Algebra

This course aims to introduce liberal arts students to the important mathematical concepts of sets, numbers, probability, statistics, and geometry. Students will learn how to analyze quantitative information, and how to make inferences and predictions about events around us. Further topics covered include financial management and linear programming. The following material from elementary algebra has been integrated into the course to provide the necessary background: fractions, decimals, percentages, radicals, functions, polynomials, linear and quadratic equations, literal equations, systems of equations, inequalities in one and two variables. This course is equivalent to MTH 21 Survey of Mathematics I in academic content and for the purpose of grade replacement.

Prerequisites: None. Students with Math Proficiency Index less than 40 are strongly encouraged to enroll in Math Start, or CUNY Start, before taking college-level mathematics courses.
Required Core - Mathematical and Quantitative Reasoning

MTH 22   3 rec 3 cr

Survey of Mathematics II

Topics selected from geometry, algebra, graphs, functions, game theory, mathematical induction, permutations, combinations, probability, logic; Euclidean, non-Euclidean, projective, finite and coordinate geometries; groups, matrices.

Prerequisites: CUNY Math Proficiency; and CUNY English Proficiency; or ENG 100 or 110, if required

MTH 23   3 rec 3 cr

Probability and Statistics

Organization and presentation of data, measures of central tendency and variation, correlation and regression, elementary probability, the binomial distribution.

Prerequisites: CUNY Math Proficiency
Required Core - Mathematical and Quantitative Reasoning

MTH 23.5   5 rec, 3 cr

Probability and Statistics with Algebra

This is a probability and statistics course with elementary algebra topics integrated to support the statistics. Probability and statistics topics include organization and presentation of data, measures of central tendency and variation, correlation and linear regression, elementary probability, the binomial and normal distributions, sampling distributions, the central limit theorem, confidence intervals, student's t-distribution, and hypothesis tests. Elementary algebra topics include fractions, percent, adding and subtracting polynomials, linear and quadratic equations, literal equations, solving word problems, inequalities, and functions. This course is equivalent to MTH 23 in academic content and for the purpose of grade replacement.

Prerequisites: None. Students with Math Proficiency Index less than 40 are strongly encouraged to enroll in Math Start, or CUNY Start, before taking college-level mathematics courses.

Required Core - Mathematical and Quantitative Reasoning

MTH 26   2 rec 2 lab 3 cr

Mathematics in the Modern World

Topics selected from BASIC computer language; mathematical simulation of problems from diverse fields including water pollution, population studies, political polls and artificial intelligence; mathematical algorithms and interpretation of graphs.

Prerequisite: CUNY Math Proficiency

MTH 30 through 48 are designed for students majoring in programs such as business, biology, chemistry, computer science, engineering, mathematics and physics and are recommended for those in other curricula with advanced preparation.

MTH 28   4 rec 3 cr

College Algebra and Elementary Trigonometry

Fundamentals of intermediate and college algebra essential for the study of pre-calculus and calculus. Topics include factoring, roots and radicals, rational expressions, quadratic equations, the function concept, and the trigonometric ratios.

Prerequisites: CUNY Math Proficiency and at least one of the following:

1. **Mathematics high school GPA of at least 70 and successful completion of a course beyond Algebra 1; OR**
2. **New York State Regents Trigonometry Score of at least 65, OR**
3. **New York State Regents Common Core Algebra 2 Score of at least 65**

Required Core - Mathematical and Quantitative Reasoning

MTH 28.5   6 rec 3 cr

College Algebra and Elementary Trigonometry (corequisite)

Fundamentals of elementary, intermediate and college algebra essential for the study of pre-calculus and calculus. Topics include linear equations, polynomials, factoring, roots and radicals, rational expressions, quadratic equations, the function concept, and the trigonometric ratios. This course is equivalent to MTH 28 in academic content and for the purposes of transfer and grade replacement.

Prerequisites: None. Students with Math Proficiency Index less than 40 are strongly encouraged to enroll in Math Start or CUNY Start, before taking college-level mathematics courses.

Required Core - Mathematical and Quantitative Reasoning

MTH 30   4 rec 4 cr

Pre-Calculus Mathematics

The relation between a function and its graph, composition and inversion of functions, polynomial, rational, exponential and logarithmic functions, trigonometry.

Prerequisites: MTH 28 or equivalent

Required Core - Mathematical and Quantitative Reasoning
Flexible Core - Scientific World

MTH 31   5 rec 4 cr

Analytic Geometry and Calculus I

Limits, rates of change, differentiation and anti-differentiation of algebraic functions, applications, integrals, curve sketching. For Mathematics, Computer Science and Engineering Science majors, or for Liberal Arts and Sciences students planning to major in one of the physical sciences.

Prerequisites: MTH 30 or equivalent; CUNY English Proficiency or ENG 100 or 110, if required

Required Core - Mathematical and Quantitative Reasoning

MTH 32   6 rec 4 cr

Analytic Geometry and Calculus II

Differentiation and integration of transcendental functions, hyperbolic functions, applications of the definite integral; parametric equations, mean value theorems, polar coordinates, plane analytic geometry.

Prerequisites: MTH 31 or equivalent; CUNY English Proficiency or ENG 100 or 110, if required.

MTH 33   5 rec 4 cr

Analytic Geometry and Calculus III

Vectors, applications of vectors to analytic geometry and calculus, partial differentiation, multiple integrals, volumes and surface area, infinite series, applications.

Prerequisites: MTH 32 or equivalent; and CUNY English Proficiency or ENG 100 or 110, if required

MTH 34   4 rec 4 cr

Differential Equations and Selected Topics in Advanced Calculus

Methods of solving ordinary differential equations; selected topics from among the following: hyperbolic functions, power series, Fourier series, gamma functions, Bessel functions, problems of motion, electric circuits, damped and forced vibrations, Laplace transform.

Prerequisites: MTH 33 or equivalent; and CUNY English Proficiency or ENG 100 or 110, if required

MTH 35   4 rec 4 cr

Selected Topics in Advanced Calculus and Linear Algebra

Matrices, introduction to linear algebra and vector analysis, integral theorems of Gauss, Green and Stokes; applications.

Prerequisites: MTH 33 or equivalent; and CUNY English Proficiency or ENG 100 or 110, if required

MTH 37   4 lect 4 cr

Elements of Calculus and Statistics for Biology Students

Ordinary differential equations and statistics and their applications, such as models of exponential growth and logistical models, steady-state solutions and the stability of solutions of simplest ordinary elementary differential equations and systems of equations, probability rules, data classification, graphical presentation of statistical data, measures of central tendency, regression analysis, examples of discrete (binomial) and continuous (normal) distributions, introduction to construction of confidence intervals and hypothesis testing. More advanced topics such as the Law of Large Numbers and the Central Limit Theorem that require some calculus background.

Prerequisite: MTH 31 or placement by the department

MTH 42   4 rec 4 cr

Linear Algebra

Vector spaces, basis and dimension, matrices, linear transformations, determinants, solution of systems of linear equations, eigenvalues and eigenvectors.

Prerequisites: MTH 32 or equivalent; and CUNY English Proficiency; or ENG 100 or 110, if required

MTH 44   4 rec 4 cr

Vector Analysis

Differential geometry of curves, line integrals, surface integrals, change of variables, Green's theorem, Stokes' theorem, Gauss's Theorem.

Prerequisites: MTH 33 or equivalent; and CUNY English Proficiency or ENG 100 or 110, if required

MTH 46   4 rec 4 cr

Abstract Algebra

Properties of integers, permutations, groups, alternating groups, groups of symmetries, quotient groups, sets, mappings, isomorphisms, homomorphisms, rings, fields, polynomials.

Prerequisites: MTH 42 or equivalent; and CUNY English Proficiency or ENG 100 or 110, if required

MTH 48   4 rec 4 cr

Advanced Calculus

Advanced treatment of the real number system, properties of continuous functions, derivatives and differentials, rigorous work with limits, the definite integral, uniform continuity, uniform convergence, infinite sequences, functions defined by series.

Prerequisites: MTH 33 or equivalent; and CUNY English Proficiency; or ENG 100 or 110, if required

Media and Digital Film Production

Communication Arts and Sciences

MEDP 10   3 rec 3 cr

Introduction to Media and Digital Film Production

This course introduces students to the fundamentals of digital video production while providing the context for a career including industry trends, technology tools and production requirements.

Corequisite: ENG 110, if required

MEDP 12   2 lec 2 lab 3 cr

Digital Studio Production

Students will be introduced to the theory and practice of an HD digital television studio, including camera operation, switching and other control systems, lighting and in-camera editing. Students will manage, operate and work in the customary roles in a digital television production studio.

Prerequisites: MEDP 10

MEDP 14   2 lec 2 lab 3 cr

Digital Animation and VFX

This course introduces students to the fundamentals of 2D and 3D animation for film, television and the web. Students learn to model and texture objects; compose and light scenes; and logo, title and character animation.

Prerequisites: MEDP 10

MEDP 18   3 rec 3 cr

Introduction to Visual Storytelling

Students will learn how to create effective scripts and storyboards for film, television, Internet and mobile applications.

Corequisite: ENG 110, if required

MEDP 23   2 lec 2 lab 3 cr

Digital Video Field Production

Students will be introduced to the basic principles of digital field production such as single-camera set up, audio techniques, lighting for interviews and in-camera editing.

Prerequisite: MEDP 10

MEDP 31   3 rec 3 cr

Digital Audio Production and Post Production

This course introduces students to basic theories and techniques of digital audio production (microphones, on location recording) and audio post-production (nonlinear digital editing and mixing with ProTools.)

Prerequisites: MEDP 10

MEDP 33   2 lec 2 lab 3 cr

Digital Video Editing I

This course introduces students to the basics of post-production digital video editing for multimedia, video and web capabilities using a non-linear editing system.

Corequisite: MEDP 12

MEDP 35   2 lec 2 lab 3 cr

Digital Video Editing II

This course provides students with advanced theoretical and practical post-production digital video editing experience working with the nonlinear editing system AVID.

Prerequisites: MEDP 33

MEDP 36   3 rec 3 cr

Media and Digital Film Projects

Production of a short, synchronized-sound media project from development and preproduction through principal photography and editing. This course requires departmental approval, which will be based on student completion of 45 curriculum credits including in-progress credits.

Prerequisites: MEDP 18 and MEDP 23 and departmental

MEDP 51   1 lec and 90 internship hours 3 cr

Media and Digital Film Internship

The Media and Digital Film Internship is designed to give students on the job experience and a chance to network with professionals involved in Digital Media: television, film, web, gaming, public access, governmental agency or corporate. The Media and Digital Film Internship introduces students to the application of skills obtained in the program and prepares students for the professional expectations of the field.

NOTE: The internship requires a commitment of 90 hours. Students are required to submit a resume one semester prior to the internship.

Prerequisites: Minimum of 45 curriculum credits, including MEDP 23, MEDP 33 and departmental permission

Media Studies
Communication Arts and Sciences

MEST 60   3 rec 3 cr

Introduction to Mass Communication

Survey of mass communication media, including radio, television, film and print (press); the development, characteristics and uses of the media and their effects on the individual and the environment.

Corequisite: ENG 110, if required
Flexible Core - U.S. Experience in its Diversity

MEST 64   3 rec 3 cr

Social Media Communication

This course explores communication on social media platforms. Topics include the use of social media in both personal and professional contexts; ethical and legal issues; social media theory; public relations; branding; privacy; and best practices.

Corequisite: ENG 110, if required
Flexible Core - Individual and Society

MEST 96   3 rec 3 cr

Television, Society and the Individual

This course examines television as a cultural, economic, and educational force in society. Investigation of the production and reception of television in its national and global contexts. Students will identify the use by and influence of television on individuals and consider its effect in relation to broader cultural issues and trends.

Corequisite: ENG 110, if required
Flexible Core - Individual and Society

Medical Lab Technician
Biological Sciences

MLT 81   1 lect 2 lab 2 cr

Introduction to Medical Laboratory Technology

This course is designed to preview the MLT curriculum coursework and for students to obtain a variety of laboratory skills needed in other MLT courses. It introduces the students to the professional and technical responsibilities of the Medical Laboratory Technician (MLT). Professional topics include hospital and laboratory organization, legal and ethical issues, quality assessment and lab math. Preliminary topics in the major technical areas of laboratory science (Microbiology, Immunology/Serology, Hematology, Immunohematology and Clinical Chemistry) are explored. The course also includes instruction and practice in phlebotomy techniques.

Prerequisites: BIO 11, MTH 13, CHM 17 and departmental approval
Corequisites: BIO 12, CHM 18

MLT 82   2 lect 4 lab 4 cr

Clinical Hematology and Coagulation

Principles and practice of clinical laboratory techniques in hematology and coagulation: complete blood count, normal and abnormal smears, sedimentation rate and coagulation studies. Emphasis on both manual and automated techniques, principles and diagnostic implications.

Prerequisites: BIO 12, MLT 81 and CHM 18 and departmental approval

MLT 83   2 lect 4 lab 4 cr

Clinical Chemistry

Basic principles of clinical chemistry and quality assurance. Clinical chemistry tests: glucose, renal function tests, serum proteins, hepatic profile, electrolytes, enzymes and therapeutic drug monitoring. Emphasis on manual techniques, chemical principles and diagnostic implications.

Prerequisites: MLT 81, CHM 18 and MTH 13 and departmental approval

MLT 85   1 lect 2 lab 2 cr

Immunology/Serology

This course is an introduction to the theory and application of basic immunology, including the immune response, principles of antigen-antibody reactions and the principles of serological procedures. The class includes other areas of study concerning the fundamentals of immunity and the immune response such as antibody structure and interactions, the complement system, hypersensitivity reactions and disorders of the immune response.
A student laboratory is used for experiences in fundamental immunology/serology laboratory techniques.

Prerequisites: BIO 12, MLT 81, CHM 18 and departmental approval

MLT 86   1 lect 3 lab 3 cr

Immunohematology

Immunohematology is the study of blood antigens and antibodies. The course covers principles, procedures and the clinical significance of tests results. Topics in blood banking also include blood group systems, pretransfusion testing and adverse effects of transfusions, donor selection, blood components and hemolytic disease of the newborn. The course also explores methods for blood processing, handling and storage of blood components and examines cross matching and antibody identification procedures. The class utilizes a student laboratory for experiences in fundamental immunohematology laboratory techniques, including quality control and safety.

Prerequisites: BIO 12, MLT 81, CHM 18 and departmental approval

MLT 87   5 1 lec 2 lab 2 cr

Urinalysis and Body Fluids

This course introduces urinalysis and body fluid analysis, including the anatomy and physiology of the kidney and physical, chemical and microscopic examination of urine, cerebrospinal fluid and other body fluids. The course utilizes a student laboratory for experiences in basic urinalysis and body fluids analysis

Prerequisites: BIO 11, MTH 13, CHM 17 and department approval
Corequisites: BIO 12, CHM 18

MLT 88   2 lect 4 lab 4 cr

Introduction to Clinical Microbiology

This is a clinical microbiology course with emphasis on basic microbiology concepts of cell structure, physiology, metabolism, genetics, growth and ecology, microbial control as well as clinical microbiological techniques required to culture and identify infectious disease agents.
Prerequisite: BIO 12 or BIO 24 and CHM 18 and departmental approval

MLT 89   2 lect 4 lab 4 cr

Diagnostic Microbiology

Advanced study of microorganisms with emphasis on diagnostic techniques for identifying pathogens. Included are morphological, cultural, biochemical, serological methods and antibiotic testing.

Prerequisite: MLT 88 and departmental approval

MLT 90   4 cr

Clinical Internship

This 500 hour course is designed to provide the didactic and clinical experience necessary to acquire knowledge in Clinical Laboratory Science. Students practice clinical skills at local cooperating hospitals or private laboratories under the guidance of bench technologists and supervisors. They are evaluated by the person in charge of the laboratory and the faculty member assigned to the course to meet established clinical objectives. Students rotate through the following clinical areas: Hematology, Coagulation, Urinalysis, Serology / Immunology, Blood Bank, Microbiology and Clinical Chemistry.

Prerequisite: Completion of all Medical Laboratory Technology courses and approval by the MLT Program Director

Music
Art and Music

MUS 10   2 rec 1 cr

Music Survey

Introduction to the vast symphonic and chamber music literature; opera from Baroque to the contemporary period. Audio laboratory listening assignments. Attendance at live concerts required.

Not open to students taking MUS 11 or MUS 12
Corequisite: ENG 100 or ENG 110, if required

MUS 11   3 rec 3 cr

Introduction to Music

Nature of music expression; elements of music, including tempo, meter, rhythm, melodic and harmonic material and structure, tone color and texture examined in instrumental and vocal forms. History of development of musical styles and forms. Audio laboratory listening assignments. Attendance at live concerts required.

Corequisite: ENG 100 or ENG 110, if required
Flexible Core - Creative Expression

MUS 12   3 rec 3 cr

Introduction to Music: A Multi-Cultural Survey of World Music

In-depth study and analysis of music (style, form and tradition) and its relation to world cultures. Emphasis on ethnic and artistic characteristics. Audio laboratory listening assignments.

Attendance at live concerts required
Corequisite: ENG 2 or RDL 2, if required
Flexible Core - Creative Expression

MUS 13   3 Lab 2 cr

Sound for the Web

This course will introduce students to the techniques and procedures of creating digital sound for the web. The focus will be on various audio techniques, including voice recordings, digital signal processing, video scoring and the creation of sonic backgrounds. Students will work on individual projects creating original music or audio tracks for web delivery. The class will cover the use of sound in various web-based media, the creation of sound for Flash animation and the conversion of various sound formats for use with video.

MUS 14   4 lab 3 cr

Creative Computer Music

Lecture-demonstrations and lab settings to familiarize students with capabilities of MIDI (Musical Instrument Digital Interface) technologies. Students master MIDI applications of the personal computer with regard to sequencing, sound editing, storage and retrieval. Emphasis on use of MIDI and ability to set up a MIDI workstation.

MUS 18   2 rec 2 cr

History of Jazz

Survey of development of jazz music from time of slavery to the present. Audio laboratory listening assignments. Attendance at live concerts required.

Corequisite: ENG 100 or ENG 110, if required

MUS 21, 22, 23, 24 3 lab 1 cr each

Choral Performance

The study and presentation of standard and contemporary choral literature for mixed voices. Choral training and performances at concerts, college ceremonies and functions.

No audition required; open to all members of the college community

MUS 37   1 rec 1 cr

Instrumental Class

Instruction in the Recorder
Basic instruction in playing a musical instrument, the recorder, for both solo and group use. No previous musical training necessary.

MUS 40   3 rec 2 cr

Fundamentals of Music

Basic reading skills including treble and bass clefs, key signatures, major and minor scales, some elementary sight-reading techniques, rhythms, simple harmony.

MUS 50   2 rec 1 cr

Basic Musicianship

Development of basic aural perceptions of pitch, duration, intensity, timbre, melody and rhythm through listening exercises, singing and the playing of simple musical instruments.

MUS 65   2 lab 1 cr

Beginning Guitar Class

Introduction to basic guitar techniques, harmonization and transposition of folk songs.

MUS 66   2 lab 1 cr

Guitar Class II

Continuation of MUS 65.

Prerequisite: MUS 65 or departmental permission

MUS 70   2 lab 1 cr

Piano Class for Beginners

Introduction to basic piano techniques, harmonization and transposition of simple accompanying techniques for folk songs, easy piano literature from all stylistic eras. Practice facilities available.

MUS 71   2 lab 1 cr
Secondary Piano I

MUS 72   2 lab 1 cr

Secondary Piano II

Class instruction to attain an elementary facility at the piano.

Prerequisite: for MUS 71: MUS 70 or departmental permission; for MUS 72: MUS 71 or departmental permission

Nuclear Medicine Technology

Engineering, Physics and Technology

NMT 71   2 lab 1 cr

Nuclear Physics Laboratory

Chronological development of nuclear physics in the 20th century as represented by the experimental work on blackbody radiation, photoelectric effect, matter waves, Compton scattering and pair-production. Comparison of radiation measuring devices including G.M. and scintillation survey meters, gamma cameras, well counters and dosimeters. Quality control and radiation safety.

Prerequisites: PHY 24 and permission of the NMT Program Director; Corequisites: NMT 81-84

NMT 78   2 lab 1 lect 2 cr

EKG - Interpretation and Techniques

Introduction to EKG. Topics include: electrical physiology of the heart, electrocardiographic tracing, leads (3 vs. 12) and analog and digital EKG. Some clinical hours may extend beyond the semester.

Prerequisites: BIO 24 and permission of the NMT Program Director, or BIO 21 and BIO 22 and permission of the Medical Office Assistant Curriculum Coordinator

NMT 79   2 lab 1 lect 2 cr

Phlebotomy

Introduction to phlebotomy. Topics include: phlebotomy principles, anatomy and physiology of the circulatory system, safety, equipment and techniques.

Prerequisite: BIO 24 and permission of the NMT Program Director, or BIO 21 and BIO 22 and permission of Medical Office Assistant Curriculum Coordinator

NMT 81   3 lect/dem 3 cr

Orientation in Clinical Nuclear Medicine

Orientation to the hospital environment and various phases of Nuclear Medicine Technology. Introduction to hospital administration and procedures, the mathematical principles of Nuclear Medicine and radioactive decay, and medical informatics and healthcare information systems utilized within the medical setting.

Prerequisite: Completion of Pre-NMT Sequence

NMT 82   3 lect/dem 3 cr

Radio-Pharmaceutical Chemistry

Preparation and use of radio-pharmaceuticals, uptake of radiopharmaceuticals by various organs, time dependent effects.

Prerequisites: BIO 23, CHM 17, NMT 81

NMT 83   2 rec 2 lab 3 cr

Radiation Physics and Dosimetry

Elements of nuclear physics, the conservation laws; alpha, beta and gamma decay; the neutrino; elements of health physics; the roentgen, REM, REP and RAD; maximum safe human exposure to radiation; regulations governing exposure.

Corequisite: NMT 81

NMT 84   2 lect 2 cr

Radiation Biology

Comprehensive study of radiation effects on cells including direct and indirect action of ionizing radiation; damage induced by free radicals in DNA: interpretation of survival data; radiation genetics; radiation effects on embryos; delayed effects; radiation safety and health physics.

Corequisite: NMT 81

NMT 85   1 lect 3 lab 2 cr

Nuclear Medicine Procedures

Nuclear medicine procedures related to cardiovascular pulmonary system, endocrine system, central nervous system, gastrointestinal system, genitourinary system, skeletal system, hematological system and other therapeutic procedures; introduction to radioimmunoassay principles and procedures.

Prerequisites: BIO 24, NMT 83

NMT 86   2 rec 2 cr

Didactic Nuclear Medicine

Rationale for applications of radio pharmaceuticals for in vivo and in vitro procedures; discussion of individual organ systems, RIA principles and procedures; review of relevant medical law and patient care.

**Prerequisite: NMT 84
Corequisite: NMT 85**

NMT 87   500 clin/lab 3 cr

Clinical Nuclear Medicine I

Static and dynamic radionuclide procedures on patients; tomographic procedures; interpretation of radionuclide scans and gamma-camera images; nuclear medicine instrumentation; alternative imaging processes.

Corequisite: NMT 84

NMT 88   1 lect 2 rec 3 cr

Senior NMT Seminar

Students meet with Medical Director's liaison and Clinical Director to discuss research topics in Nuclear Medicine. Term papers and oral reports based on assigned reading material and concepts analyzed during the didactic and laboratory segments of the NMT program.

Prerequisite: NMT 87
Corequisites: NMT 85, NMT 86, NMT 90

NMT 89   2 lect 4 lab 160 clin 4 cr

Introduction to Cardiac Ultrasound

Topics include physics of ultrasound, ultrasound instrumentation, emergency medical procedures, Doppler and transesophageal echocardiology. Clinical rotation is at Montefiore Medical Center where each student participates in approximately 150 procedures. Students completing this course will receive a certificate from Montefiore Medical Center.

Prerequisite: BIO 24, permission of NMT Program Director

NMT 90   500 clin/lab 3 cr

Clinical Nuclear Medicine II

Static and dynamic radionuclide procedures on patients; tomographic procedures; interpretation of radionuclide scans and gamma-camera images; nuclear medicine instrumentation; alternative imaging processes.

Prerequisite: NMT 87

Nutrition
Nursing and Allied Health Sciences

NTR 11   3 rec 3 cr

Nutrition in Physical and Emotional Disorders

This course focuses on therapeutic nutrition and its effect on major health problems in western society and the global community including traditional, cultural and controversial nutritional approaches. Students examine the effects of foods on the body and health. The integration of the nursing process and the nutritional needs of clients are discussed.

Prerequisites: For RN students, NUR 41 and 42 or permission of instructor. Also open to RNs and LPNs. For LPN students, pre-clinical nursing sequence.

Nursing
Nursing and Allied Health Sciences

Admission to Nursing (NUR) courses is based on the approved priority list that is on file in the Nursing Department. Please see Nursing program description requirements and academic standards.

NUR 100   2 lect 2 cr

Gerontological Nursing

This course introduces nursing students to evidence-based nursing practice principles in the care of the geriatric patient/client. The course introduces students to the theoretical aspects of aging relevant to health promotion and illness prevention in older adults. The nursing process serves as the framework for discussion of the scope of practice and the ethical and legal aspects of patient-centered evidence-based nursing care. Integrated throughout the course are concepts relating to illnesses prevalent in the geriatric population and therapeutic regimens used in their management. The student will demonstrate knowledge of psychosocial and physiologic changes which occur in the aging process and the nursing actions that assist the elderly patient/client to safely adjust to these changes. The use of patient information technologies as tools for the promotion of effective communication and safety in the care of the older adult population are introduced.

Prerequisites: Successful completion of pre-clinical sequence
Corequisite: NUR 101

NUR 101   3 lect 6 clin 4 lab 7 cr

Nursing Care Across the Life Span Level I

This course will focus on foundational concepts and the use of patient-care technologies necessary for safe, patient-centered nursing care across the life span while integrating legal/ethical responsibilities of the nurse. The course introduces the importance of evidence-based nursing practice that is developmentally and culturally appropriate in the care of adult, older adults and pediatric patients/clients with well-defined conditions. Critical thinking in nursing, the nursing process, acquisition of beginning nursing skills and therapeutic communication techniques used when interacting with patients/clients, families, significant others and members of the interprofessional team are covered. The concepts of health promotion/illness, prevention and teaching/learning are integrated as major responsibilities of the professional nurse. Student learning experiences are provided in on-campus laboratories, in-patient clinical and out-patient community settings.

**Prerequisites: Successful completion of pre-clinical sequence
Corequisite: NUR 100**

NUR 201   4 lect 6 clin 2 lab 7 cr

Nursing Care Across the Life Span Level II

This course focuses on care of patients/clients with psychiatric and stable health alterations across the life span. Students will learn how to provide safe, competent and compassionate patient-centered care for patients/clients and families/support person(s) across the life span based on current evidence-based nursing practice. Students will participate in collaboration and teamwork within the complex healthcare environment, utilizing informatics, to communicate and participate in quality improvement/performance activities within the ethical and legal framework of nursing practice. Through the clinical experiences provided, students will be expected to develop clinical reasoning/nursing judgment skills which will build on basic concepts learned in the level I nursing courses. Clinical learning experiences will take place in psychiatric, pediatric/adult medical surgical and community healthcare settings.

Prerequisites: NUR 100 and NUR 101 or NUR 41 and NUR 42

NUR 301   4 lect 6 clin 2 lab 7 cr

Nursing Care Across the Life Span Level III

This course focuses on concepts related to the provision of safe effective patient-centered care for women's health issues, maternal-child care and the care of patients/clients with acute, unstable health alterations across the life span. The student demonstrates effective communication techniques, the use of informatics/patient technologies and professional values within a legal/ethical framework. Students integrate critical thinking and the nursing process as bases for clinical reasoning/decision-making using current evidence-based practice. The role of the professional nurse as a patient advocate and collaborative member of the interprofessional team is reinforced through clinical experiences on in-patient units and in community settings.

Prerequisites: NUR 201 or NUR 43 and NUR 44

NUR 401   3 lect 6 clin 5cr

Nursing Care Across the Life Span Level IV

This course focuses on the care of patients/clients with multiple, complex health alterations, in in-patient and community settings across the life span. Emphasis is on the synthesis of previous knowledge and skills for the continued development of the nursing student as a collaborative member of the inter-professional team. The student demonstrates continuing growth in providing safe, competent, compassionate patient-centered care within the complex healthcare environment, grounded in evidence-based nursing practice, to culturally diverse pediatric and adult patients/clients. This course completes the sequential progression of concepts for the nursing program and further develops the associate degree (ADN) nursing students' skill acquisition in clinical judgment/decision-making, delegation, prioritization, time management, leadership and communication with inter professional team members.

**Prerequisites: NUR 301 or NUR 45 and NUR 46
Corequisite: NUR 402**

NUR 402   2 rec 2cr

Transition Into Nursing Practice

This final course applies program content and thinking through an in-depth study of current issues and trends affecting nursing practice in the 21 st century. Concepts from the National Council Licensure Examination for Registered Nursing (NCLEX-RN®) test plan blueprint, used for entry into professional nursing are covered. The course ensures that students demonstrate NCLEX-RN® readiness for the examination through the use of practice exams, a national standardized exam and tutorial resources for a comprehensive assessment and review for the licensing examination. In addition, students will explore the implications for the profession defined in The Future of Nursing Report from the Institute of Medicine (IOM). The role of the Associate Degree Nurse and the transition from student status to member of the profession will be explored.

Prerequisites: NUR 301 or NUR 45 and NUR 46
Corequisite: NUR 401

Office Administration and Technology and Medical Assistant
Business and Information Systems

COM 31   2 rec 2 lab 3 cr

Business Communications

An introduction to the principles of writing business correspondence and reports. Emphasis will be placed on the outlining of ideas and the development of the composition of written communications such as routine letters, memos, email messages and reports. The assimilation of content and interpretation of incoming correspondence for appropriate action and response will also be addressed. Language Arts skills will be reviewed and reinforced. A term report will be required.

Prerequisite: ENG 100, 110, or 111

SEC 35   4 rec 2 cr
Medical Office Procedures and Management
Students will learn to perform secretarial and medical assistant responsibilities required in private physicians' offices, hospitals and medical laboratories. Cultivation of desirable personal traits and attitudes of the medical office assistant will be emphasized. Office projects include case histories, medical reports, filing systems and record-keeping. Development of skills in transcribing medical reports will be introduced.

Prerequisites: KEY 11 and WPR 11; or departmental approval

Pharmacology
Nursing and Allied Health Sciences

PHM 10   2 rec 2 cr

Pharmacology Computations

This course focuses on the principles related to the calculation of dosages and medication administration. Topics include the systems of measurement, equipment used in medication administration, calculation of oral medications, injectable medications and calculations related to intravenous and pediatric dosages. Emphasis is placed upon safe medication administration. Technology is used to enhance course content.

Prerequisite: CUNY Math Proficiency or MTH 23.5, if required

Philosophy
History

PHL 11   3 rec 3 cr

Introduction to Philosophy

Fundamental questions of human experience and basic problems of philosophy; survey of major philosophers (classical and modern).

Prerequisite: CUNY English proficiency; or ENG 100 or 110, if required
Flexible Core - Individual and Society

PHL 90   3 rec 3 cr

Introduction to Religion

Religions are belief systems explaining the world and the place of human beings in it in terms of sacred truths. These truths may be passed down orally or in writing (scripture) in the form of stories, songs, commandments, dances, or ceremonies. This course looks at six different current religions: Hinduism, Buddhism, Daoism, Judaism, Christianity, and Islam from the points of view of their history, beliefs, practices, and philosophy.

Prerequisite: CUNY English proficiency; or ENG 100 or 110, if required
Flexible Core – World Cultures and Global Issues

Physical Education and Wellness

Health, Physical Education and Recreation

All students who enroll in PEA classes are strongly advised to get a medical exam. All instructors will make the fitness demands of their classes clear. The Department of Health, Physical Education and Recreation assumes no responsibility for students who are not physically fit enough to participate in our classes.

PEA 11   2 rec 1 cr
Fitness for Life

Designed to assist students in evaluating their present level of fitness and to provide opportunities for self-improvement. Selection from the following weight training and aerobic activities: weight training machines, free weights, jogging, fitness games, interval training, treadmills, exercise bikes and other cardio fitness equipment.

PEA 12   2 rec 1 cr
Elementary Hatha Yoga

Progressive exercises designed to improve flexibility, develop efficient breathing and apply relaxation techniques. The history of yoga, physiological benefits, stress management techniques, nutritional concepts and body awareness are interwoven to emphasize the integral nature of body and mind.

PEA 14   2 lab 1 cr
Aerobic Dance

Students participate in aerobic dance to improve cardiovascular fitness. There is additional mat work to develop toned muscles and flexibility. Course includes information on nutrition, weight management, injury management and other fitness related concepts.

PEA 15   2 lab 1 cr
Walking, Jogging and Weight Training

Walking, jogging and weight training to develop cardiovascular endurance and muscle toning. Students are placed in individualized programs in jogging and weight training. Course includes information on the benefits of exercise, efficient training principles, posture and other fitness related concepts.

PEA 16   2 lab 1 cr
Strength and Flexibility Training Through Pilates

Students will learn a challenging series of mat exercises that have proven to be effective for creating long, strong, well-toned and flexible muscles. Students will study skeletal structures and major muscle groups, so that they may support their exercise routines with efficient alignment and coordinated breathing. The course will include lectures on other fitness related topics.

PEA 17   2 lab 1 cr
Intermediate Yoga Studies

This course will help students delve more deeply into yoga studies, so that they may experience more powerful transformations based upon their practice. More challenging postures, pranayama, and meditation techniques will be presented, but the emphasis will remain on students working safely, efficiently, and wisely. The course will include an overview of the most popular approaches to yoga as they are currently practiced in the United States, applications of yoga philosophy, and research on the use of yoga to address specific challenges.

Prerequisite: PEA 12

PEA 21   2 rec 1 cr
Beginning Swimming Level

Basic water safety skills and knowledge to make an individual reasonably safe while in, on, or about the water. Registration limited to non-swimmers.

PEA 22   2 rec 1 cr
Intermediate Swimming Level

Basic elements of good swimming; includes swimming techniques with emphasis upon mastering form and endurance in the front crawl, back crawl, elementary backstroke and deep water survival skills.

Prerequisite: PEA 21 or the ability to swim at least 25 yards using a crawl and/or backstroke

PEA 23   2 rec 1 cr
Swimming

Intended for students beyond the intermediate swimming level. Emphasis on mastering form and endurance in crawl, back crawl, breaststroke, butterfly and sidestroke. Also covers competitive techniques of swimming, survival skills and basic skin diving.

Prerequisite: PEA 22 or ability to swim at least 50 yards using a crawl stroke and/or backstroke in deep water.

PEA 24   2 rec 1 cr

Lifeguard Training

Development of skills and knowledge essential for a person to qualify as a non-surf lifeguard. Successful completion of this course qualifies student for American Red Cross Lifeguard Training Certificate. Students should expect to spend approximately $30 to cover the cost of certification.

Prerequisite: Ability to swim 500 yards, employing front crawl, breaststroke, elementary backstroke and sidestroke.

PEA 25   1 lect 2 rec 2 cr

Water Safety Instructor

Course prepares the student to teach American Red Cross Water Safety courses. Successful completion of this course qualifies student for an American Red Cross Water Safety Instructor certificate. Students should expect to spend $30 to cover the cost of certification.

Prerequisite: Student must be at least 17 years of age and have the ability to perform the American Red Cross swimmer level skills and the elementary backstroke, breaststroke, sidestroke, crawl stroke and back crawl.

PEA 28   2 rec 1 cr

Water Aerobics

Water exercise geared to improvement of posture, muscle tone and general coordination including strength, flexibility and endurance. Students enjoy the benefits of invigorating exercise without stress in a relaxing pool environment. Open to swimmers and non-swimmers.

PEA 30   2 lab 1 cr

Introduction to Volleyball

Basic skills related to volleyball: setting, underhand passing, blocking and spiking. Ten strategy and various offensive combinations as well as terminology and rules.

PEA 33   4 rec 7 1/2 wks 1 cr

Beginning Tennis

Fall semester first 7-1/2 weeks; spring semester last 7-1/2 weeks. Students will be notified of starting date. For beginning players. Skills include the forehand, backhand and serve plus elementary singles and doubles strategy. All equipment furnished by College. Meets two times a week, 2 rec. per session for 7-1/2 weeks.

PEA 41   2 rec 1 cr

Techniques of Jazz Dance

Basic techniques of jazz dance; development of new dance skills including kicks, turns, pivots, isolations, stretches and traveling movements that will increase the ability to perform to contemporary music and to express oneself through dancing. Students will also have the opportunity to create original movement, to analyze dance on video and to write dance critiques.

Corequisite: ENG 110, if required

PEA 46   1 lect 2 rec 2 cr

African, Caribbean and Black Dance Forms

Students will learn several African and Caribbean based dances and develop improved coordination, rhythmic sensitivity, endurance, strength, flexibility and stamina. They will explore the influence of African dance on the Caribbean and on the contemporary American dance scene. Students will write papers on the role of African dance, African aesthetics and related topics.

PEA 47   2 lab 1 cr

Beginning Salsa

Students will master beginning Salsa dance steps so that they may feel comfortable in social dance situations. Dance technique will include the basic step and variations, handholding positions, leading and following techniques, rhythmic accuracy, turn patterns and shines. Students will also learn about the history of Salsa dancing and music and its current worldwide influence.

PEA 51   1 lect 2 lab 2 cr

Stress Management

Lectures focus on discussions of psychological and behavioral approaches to stress management. These include utilizing time management techniques, learning to recognize distorted stress- inducing thought patterns and incorporating effective communication skills. Lab work combines a variety of relaxation and exercise techniques which teach the student to combat the negative physical effects of stress. The final project for the course is student development of a personal stress management plan to best address individual needs.

Corequisite: ENG 100, if required

PEA 71, 72, 73   1 cr hour arranged

Varsity Athletics

Students may enroll in one or more of the following intercollegiate athletic courses and receive up to three credits for work in such courses. Admission to each course, which is based on tryouts and permission of the instructor, may be used to fulfill PEA requirements. Students opting to receive credit are required to participate in games, scrimmages, conditioning programs, practices, ongoing individual and team analysis, post-season tournament play, written assignments, team and individual statistics and a final examination. Students who wish to participate without course credit may do so.
Baseball (Men)
Basketball (Men and Women)
Indoor Track and Field (Co-ed)
Outdoor Track and Field (Co-ed)
Soccer (Men)
Soccer (Women)
Softball (Women)
Tennis (Men and Women)
Volleyball (Women)
Wrestling (Men)

PEA 81   2 rec 1 cr

Techniques of Self-Defense

Introduction to the skills and techniques of martial arts (judo, karate, jiu-jitsu and aikido) for the purpose of understanding their value for self-defense.

PEA 82   2 rec 1 cr

Introduction to Tai Chi Chuan

Basic movements and beginner level forms of the Yang School of Tai Chi Chuan, ancient Chinese exercise system consisting of slow, rhythmical movements engaged in for health, meditation and self-defense by men and women of all ages. The movements are non-strenuous, easy to do and are intended to bring greater harmony to mind and body.

PEA 101   3 rec 3 cr

Introduction to Personal Training

This course will serve as an introduction to the skills commonly utilized by personal trainers. Coverage of functional anatomy, biomechanics, flexibility, aerobic and anaerobic training, nutrition, and body composition for maintaining fitness. Focus on how to build an individual exercise program that includes a working knowledge of exercise techniques, pre-exercise screening, program design, exercise prescription, fitness assessments, as well as the ability to communicate and motivate effectively.

Prerequisites: PEA 11; and CUNY English Proficiency; or ENG 100 or 110, if required.

Physics
Engineering, Physics and Technology

PHY 1   4 rec 0 cr

Introduction to College Physics

Fundamental laws and principles of classical physics; vectors, Newton's Laws, conservation principles, laws of thermodynamics. (Required for Engineering Science and Physics majors who have not had high school physics.)

**Prerequisite: MTH 6 or equivalent
Corequisite: RDL 2, if required**

PHY 10   2 lect 1 rec 2 lab 4 cr

Concepts of Physics

An elective course that introduces major ideas about the nature of the physical world and methods used in exploring them. Topics include motion and forces; work and energy; nature of light and sound; electricity, magnetism and applications to modern technology; and nature of the atom.

**Prerequisite: CUNY Math Proficiency; or MTH 23.5 or 28.5 , if required
Corequisite: ENG 110**

PHY 11   2 lect 1 rec 2 lab 4 cr
College Physics I
Introduction to principles and methods of physics. Topics include Newton's Laws of Motion, mechanics, heat and sound. (Recommended for Liberal Arts and life science majors, including biology and psychology.)

**Prerequisite: MTH 28 or 28.5, if required
Corequisite: ENG 110**
*Required Core - Life and Physical Sciences
Flexible Core - Scientific World*

PHY 12   2 lect 1 rec 2 lab 4 cr

College Physics II

Elements of electric circuits, electromagnetic theory, light, selected topics in atomic and nuclear physics.

Prerequisite: PHY 11
Flexible Core - Scientific World

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PHY 14   2 lect 1 rec 3 cr

Physics Through Film

A conceptual introduction to principles of physics as portrayed in popular films. A qualitative and quantitative understanding of elementary physics using simple estimates and dimensional analysis. Concepts studied include kinematics, forces, work and energy, conservation laws, heat and temperature, atoms, molecules and properties of materials.

Corequisites: ENG 110; and MTH 23.5 or 28.5, if required
Flexible Core - Scientific World

PHY 21   2 lect 1 rec 2 lab 4 cr

Physics for Engineering Technology I

Statics, kinematics, dynamics, work and energy, circular motion and simple harmonic motion with special applications to problems in technology.

Prerequisite: MTH 28 or 28.5, if required
Corequisite: ENG 110

PHY 22   2 lect 1 rec 2 lab 4 cr

Physics for Engineering Technology II

Fluid dynamics, thermodynamics, electricity and magnetism, optics, superconductors.

Prerequisite: PHY 21

PHY 24   3 rec 3 lab 4 cr

Principles of General Physics

Basic principles of general physics; survey of mechanics, heat, electricity, magnetism, optics and modern physics. (This course does not fulfill the Physics requirement for curricula requiring a year or more of Physics.)

Prerequisite: MTH 28 or MTH 28.5, if required
Corequisite: ENG 110, if required

PHY 31   2 lect 2 rec 2 lab 4 cr

Physics I

Statics and dynamics of particles and rigid bodies; force and motion; energy and momentum; rotational motion, elasticity and simple harmonic motion. First semester of a three-semester sequence for students in Engineering or Computer Science (PHY 31, 32 and 33). Also recommended for Science or Mathematics majors in a Liberal Arts and Sciences transfer program.

Corequisites: ENG 110, if required; and MTH 31
Required Core - Life and Physical Sciences

PHY 32   2 lect 2 rec 2 lab 4 cr

Physics II

Hydrostatics and hydrodynamics; properties of gases; thermodynamics and kinetic theory of matter; wave motion; sound; electrostatics.

Prerequisite: PHY 31
Corequisite: MTH 32

PHY 33   2 Lec; 1 Rec; 3 Lab, 4 cr

Physics III

Electromagnetic theory; direct and alternating currents; electromagnetic waves; geometrical and physical optics; modern physics.

Prerequisite: PHY 32
Corequisite: MTH 33

PHY 35   3 lect 3 cr

Thermodynamics

Introductory concepts and definitions of thermodynamics. Zeroth Law of thermodynamics and absolute temperature. Work and heat. First Law and applications. Second Law, Carnot theorem, entropy, thermodynamic state variables and functions, reversibility. Power and refrigeration cycles.

Prerequisites: CHM 11 and PHY 32
Corequisite: MTH 33

PHY 40   2 rec 2 lab 3 cr

Physics of Light and Sound

A qualitative treatment of wave phenomena and associated properties of light and sound; reflection, refraction, image formation, optics of the eye, interference and diffraction sound, sympathetic vibrations, acoustical properties, laser applications, music. (Required for students in Media Technology.)

Corequisite: ENG 110, if required; Prerequisite: CUNY Math Proficiency, or MTH 23.5 or 28.5, if required

PHY 51   3 lect 2 lab 3 cr

Modern Physics

Elementary quantum theory, quantum numbers, atomic shell structures and the periodic table; structure of solids; band theory of metals, insulators and semiconductors; x-rays and gamma radiation; relativity; nuclear physics.

Prerequisite: PHY 33
Corequisite: MTH 34

PHY/BIO/CHM 100   3 lect 3 cr

Sustainability, Energy and the Green Economy

PHY 100 introduces students to the foundations of the sustainability movement and connects them with real world applications. The course will explore the relationships between society, the environment and the modern economy.

Corequisite: ENG 110, if required; and MTH 23.5 or 28.5, if required.
Flexible Core - Scientific World

PHY 110   2 lect 1 rec 3 cr

Concepts of Physics

This course introduces major ideas about the nature of the physical world and methods used in exploring them. Topics include motion and forces; work and energy; nature of light and sound; electricity, magnetism and applications to modern technology; and nature of the atom.

Prerequisite: CUNY Math Proficiency; or MTH 23.5 or 28.5
Corequisite: ENG 110, if required
Required Core - Life and Physical Sciences

Political Science
Social Sciences

POL 11   3 rec 3 cr

American National Government

Survey of structure and activities of the national government: bases of present political system, pressure groups, political parties, elections, Congress, the President, the Supreme Court and the protection and deprivation of individual rights.

Corequisite: ENG 110, if required
Flexible Core - U.S. Experience in its Diversity

POL 21   3 rec 3 cr

State and Local Government

How the American states and localities govern themselves. Relationships with the national government; governors, legislators and judges; finances; metropolitan and local governments; public policy issues. Attention on special situations of New York City and State.

Prerequisites: POL 11 or permission of the department

POL 31   3 rec 3 cr

Comparative Government

The purpose of this course is to get students interested in and knowledgeable about, the politics of other nations. To accomplish this, we will examine various nations, with particular attention to nations within Western Europe, Africa, Asia and the Middle East. The comparative method will be discussed as well as case studies of specific nations. This will be accomplished by comparing the historical experiences, political institutions and public policies of countries. We will also explore issues related to globalization.

Prerequisite: CUNY English Proficiency; or ENG 100 or ENG 110, if required
Flexible Core - World Cultures and Global Issues

POL 41   3 rec 3 cr

Civil Rights in America Since 1954

An analysis of the US Government and the civil rights movements since 1954. Topics include Jim Crow, desegregation, Brown V. Board of Education, Voting/Civil Rights Acts, Martin Luther King, SNCC, SCLC, Malcolm X, Black Panther Party, National Organization of Women, Cesar Chavez, Puerto Rican and Chicano movements.

Prerequisite: CUNY English Proficiency; or ENG 100 or ENG 110, if required
Flexible Core - U.S. Experience in its Diversity

POL 42   3 rec 3 cr

Civil Rights Throughout the World

The purpose of this course is past and present comparison of governmental civil rights activities throughout the world, including civil rights and color; civil rights and religion; women's rights in various countries.

Prerequisite: POL 11, or HIS 10, or SOC 11, or permission of the department

POL 51   3 rec 3 cr

Urban Politics

This course is a study of politics and government of the city. It focuses on the reciprocal relationship between the individual and the city as a social, cultural, and political arena. Topics to be covered include the origin and political development of cities, theories of power in cities, municipal political institutions, and public policy such as planning, poverty, immigration, crime, and education.

Prerequisite: CUNY English Proficiency; or ENG 100 or 110, if required
Flexible Core - Individual and Society

POL 61   3 rec 3 cr

Solving Social Problems Through the Political Process

This is a practical course showing how to work through existing channels for a more civically meaningful life. Focus on formal and informal responsibilities of officials in all levels of government. How to use political channels to address public issues and solve social problems.

Prerequisite: POL 11, or SOC 11, or permission of the department

POL 69   3 rec 3 cr

Introduction to Politics

This course is designed to introduce students to the basic concepts, ideas, and theories in the discipline of political science. Students will explore concepts such as political power, freedom, equality, the relationship of the individual to the political community, the "good" political community, democracy, and ideology. Students will study ideology and evaluate contemporary politics through different ideological perspectives.

Prerequisite: CUNY English Proficiency; or ENG 100 or 110, if required
Flexible Core - Individual and Society

POL 71   3 rec 3 cr

Politics of Developing Areas

This course is an introduction to the politics and government of developing areas of the world. Study of modernization and political development, influences of internal and external forces on political evolution, social bases of political life, national political institutions and processes, political thought and ideology, regional and international institutions and politics and foreign policy problems.

Prerequisite: CUNY English Proficiency; or ENG 100 or 110, if required
Flexible Core – World Cultures and Global Issues

POL 72   3 rec 3 cr

International Politics

This course is an introduction to the field of international politics. It explores the foundations of modern international politics, the relationship between domestic and international politics, the various means for the pursuit of foreign policy goals by states, role of non-governmental organizations on the international scene and some approaches to problems of war and peace.

Prerequisite: CUNY English Proficiency; or ENG 100 or 110, if required
Flexible Core – World Cultures and Global Issues

POL 81   3 rec 3 cr

Independent Study and Internships in Government

Permission of Instructor required.

Portuguese
World Languages and Cultures

POR 111   3 rec, 1 conf/rec 3 cr

Beginning Portuguese I

This introductory language course is designed for beginners of Portuguese. This course is not for native or heritage speakers of Portuguese. Development in listening, speaking, reading and writing skills. Introduction to basic vocabulary and grammatical structures. Use of textual materials and multimedia on Portuguese and Lusophone cultural themes. Use of instructional technology.

Flexible Core - World Cultures and Global Issues

POR 112   3 rec, 1 conf/rec 3 cr

Beginning Portuguese II

Development in listening, speaking, reading and writing skills. Introduction to basic vocabulary and grammatical structures. Use of textual materials and multimedia on Portuguese and Lusophone cultural themes. Use of instructional technology.

Prerequisite: POR 11 or POR 111 or placement test
Flexible Core - World Cultures and Global Issues

Psychology
Social Sciences

PSY 11   3 rec 3 cr

Introduction to Psychology

Scientific method in the understanding of human behavior. Introductory study of growth and development, motivation, emotions and mental health, learning, intelligence and personality evaluation.

Corequisite: ENG 110, if required
Flexible Core - Individual and Society

PSY 22   3 rec 3 cr

Social Psychology

Introduction to social psychology, focusing upon the nature of aggression and violent behavior; role of social influence in determination of deviant and conformist behavior, attitude change and decision making; affiliation; primary and group relationships; social norms and interrelationship of personality and culture.

Prerequisite: PSY 11
Flexible Core - Individual and Society

PSY 23   3 rec 3 cr

Environmental Psychology

Relationship between individuals and their natural environments as well as built environments such as housing, neighborhoods, schools, workplaces, hospitals and other shared spaces. Focus is on the psychological aspects of issues such as crowding, stress, privacy, access, community identity, pollution, sustainability and quality-of-life.

Prerequisite: PSY 11

PSY 27 / BIO 27   3 rec 3 cr

Introduction to Behavioral Neuroscience

This course is a survey of the field of Neuroscience including: an introduction to the structures and functions of the nervous system; understanding sensation, perception and movement; sleep and dreaming; learning and memory; and neurological disorders.
Prerequisite: BIO 11 or PSY 11
Flexible Core - Scientific World

PSY 31   3 rec 3 cr

Abnormal Psychology

Major forms of psychological disorders, such as neuroses, psychoses, psychosomatic disturbances and character disorders; their origin, development and treatment.

Prerequisite: PSY 11
Flexible Core - Individual and Society

PSY 35   3 rec 3 cr

Dynamics of Human Motivation

Introduction to complex human motivation; emphasis on interaction of conscious and unconscious motives, inner conflict and adaptive and maladaptive coping techniques. Applications to relevant contemporary problems, such as child rearing, psychotherapy, education and drug addiction.

Prerequisite: PSY 11

PSY 40   3 rec 3cr

Life Span Development

This course enables students to understand human growth and development, from conception through late adulthood, in varied contexts and cultures. The emphasis is on the interaction between biological, cognitive and social changes over time, within families and within communities. Research data and key ideas, not only from psychology and sociology, but also from neuroscience, genetics, economics and anthropology are included. The goal is to provide students with a solid understanding of the causes and manifestations of human behavior.

Prerequisite: PSY 11
Flexible Core - Individual and Society

PSY 41   3 rec 3 cr

Psychology of Infancy and Childhood

Major factors in psychological development from infancy through childhood; influence of the family biological, cultural and socio-economic factors in producing normal and abnormal intellectual and emotional growth.

Prerequisite: PSY 11
Flexible Core - Individual and Society

PSY 42   3 rec 3cr

Psychology of Adolescence and Adulthood

Study of development from adolescence to adulthood with regard to implications for self-realization, love, marriage, vocation, parenthood, retirement and aging. Changing attitudes and values about sex, drugs, aging and politics are explored in regard to different stages of adult development.

Prerequisite: PSY 11
Flexible Core - Individual and Society

PSY 43   3 rec 3 cr

Psychological Development During Maturity and Aging

Normal and abnormal psychological development during adulthood and old age. Emphasis on dynamics of the life cycle; theories of the mature personality; forces affecting continuing growth of the adult personality and intellect; biological, social and cultural determinants of aging; and influence of normal and abnormal aging processes on perception, psychomotor skills, learning, intelligence and personality.

Prerequisite: PSY 11
Flexible Core - Individual and Society

PSY 44   3 rec 3 cr

Psychology of Women

Development, personality characteristics and needs of women; and similarities to and differences from men. Psychological aspects of uniquely feminine experiences. Issues are examined from a theoretical as well as an empirical perspective.

Prerequisite: PSY 11

PSY 51   3 rec 3 cr

Principles of Group Dynamics

Introduction to theory of group behavior, including analysis of the psychological structure of groups, cohesive and disruptive forces, conflict and adjustment in group relationships and relationship of groups to society.

Prerequisite: PSY 11

PSY 71   3 rec 3 cr

Clinical Techniques of Assessment: The Interview

Interpersonal approach in assessing psychological problems of individuals and mini groups. Practical experience with clinical interview techniques; psychological evaluation of data and case history write-ups. Methods of referral to appropriate professional and community resources are discussed.

Prerequisite: PSY 11

PSY 81   3 rec 6 hrs field work 3 cr

Field Work and Seminar in Psychology I

Supervised field work or independent research. Required seminar integrates practical experience with coursework.

Prerequisite: 9 credits in the social sciences (Economics, Political Science, Psychology, Sociology) and/or permission of the department; 6 of these credits must be in Psychology

Radiologic Technology
Nursing and Allied Health Sciences

Department of Nursing and Allied Health Sciences Radiologic Technology (CLE and RAD) courses are open only to Radiologic Technology majors. CLE courses are given at Montefiore Wakefield Division, Montefiore Medical Center, New York Presbyterian Medical Center and Jacobi Medical Center.

CLE 11   .5 cr

Clinical Radiography Fundamentals

Students function as learning members of the hospital's radiology department under laboratory conditions. Experience in patient preparation, selection of proper technical factors, and administration of ionizing radiation for diagnostic examination with appropriate radiation protection control. Close supervision to develop and evaluate students' clinical skills. Image evaluation included.

Prerequisites: BIO 23, MTH 13

CLE 15   0.5 cr

Clinical Radiography I

This course is an orientation to the hospital radiology department. Students are involved in actual patient care situations and utilize radiography equipment for diagnostic examinations with appropriate radiation protection control. Close supervision is provided by faculty to develop and evaluate students' clinical skills.

Prerequisite: CLE 11

CLE 21   1 cr

Clinical Radiography II

CLE 21 is a fourteen week clinical experience, designed to put into practice and demonstrate competency in the procedures learned in CLE 11, RAD 13 and RAD 23. Students are expected to complete a minimum of 11 mandatory and elective competencies.

Prerequisite: CLE 15

CLE 31   1 cr

Clinical Radiography III

Continuation of Clinical Education II. Image evaluation included.

Prerequisite: CLE 21

CLE 41   1.5 cr

Clinical Radiography IV

Continuation of Clinical Education III. Image evaluation included.

Prerequisite: CLE 31

CLE 45   0.5 cr

Clinical Radiography V

Students advance sequentially in learning special imaging modalities in the hospital radiology department. Students will rotate through Computed Tomography, Magnetic Resonance Imaging and other specialty areas.

Prerequisite: CLE 41

CLE 51   1.5 cr

Clinical Radiography VI

CLE 51 is a fourteen-week clinical experience designed to afford students the opportunity to put into practice and demonstrate competency in the procedures learned in RAD 33 and RAD 43. Students must complete 11 mandatory and elective competencies.

Prerequisite: CLE 45

CLE 61   1 cr

Clinical Radiography VII / Senior Seminar

Continuation of Clinical Education VI. Image Evaluation included. Comprehensive review of all technical courses taught in the program.

Prerequisite: CLE 51

RAD 11   2 lect 3 lab 3.5 cr

Fundamentals of Radiologic Sciences and Health Care

Orientation course includes history of radiology: major advances; radiologic technology as a health profession specialty; and history and organization of hospitals. Medical Ethics and Law: scope and nature of moral, legal and professional ethics. Professional guidelines of confidentiality; interpersonal relationships and medicolegal considerations. Medical Terminology: study of written and spoken language of medicine. Common terms used in diagnostic radiology education.

Prerequisite: Completion of Pre-RT Sequence

RAD 12   1 lect 3 lab 2.5 cr

Radiographic Exposure I

Study of formation of the radiographic image with emphasis on production of quality radiographs. Topics include radiographic exposure factors; density, contrast, recorded detail and distortion; devices to improve radiographic quality such as grids and pathology affecting radiographic exposure factors.

Prerequisite: MTH 13
Corequisite: CLE 11

RAD 13   2 lect 3 lab 3 cr

Radiographic Procedures I

Covers detailed information on various standard positions of structures and organs of the body; practical instruction and application in laboratory and clinical environment. Film evaluation included.

Corequisites: CLE 11, RAD 11, 15

RAD 15   1 lect 2 lab 2 cr

Radiographic Anatomy I

Structure and function of human anatomy in all body planes with emphasis on the topographic mode. Film evaluation included.

Prerequisite: BIO 23
Corequisite: RAD 13

RAD 16   1 lect 3 lab 2.5 cr

Patient Care and Pharmacology in Radiological Sciences

Provides students with basic concepts of patient care, including consideration of physical and psychological needs of patient and family. Routine and emergency patient care procedures as well as infection control procedures and Universal Precautions, drug interactions and pharmacology. Lab practice is integrated to enhance the development of patient care skills.

Prerequisites: BIO 23 or equivalent;
MTH 13 or equivalent

RAD 22   1 lect 3 lab 2.5 cr

Radiographic Exposure II

Continuation of RAD 12. Examination of technique guides, technical conversions, AEC, contrast, recorded detail distortion and effects of pathology on technique.

Prerequisite: RAD 12
Corequisite: CLE 21

RAD 23   2 lect 3 lab 3 cr

Radiographic Procedures II

Continuation of RAD 13. More detailed and complex positions of the structures and organs of the body; film evaluation, practical instruction and application in the laboratory and clinical environment.

Prerequisites: RAD 12, 13, 14, 15, 16
Corequisite: RAD 25

RAD 24   2 lect 2 cr

Radiation Protection

Enables student radiologic technologists to recognize the need for good radiation protection procedures, which provide minimum exposure to patients and personnel. Topics include interactions of radiation with matter; units and measurement of radiation; maximum permissible dosages; and methods for minimizing operator and patient exposure.

Prerequisite: RAD 11

RAD 25   1 lect 1 cr

Radiograpic Anatomy II

Continuation of RAD 15. Structures and function of human anatomy in all body planes with emphasis on the skull and spine. Film evaluation included.

Prerequisite: RAD 15
Corequisite: BIO 24

RAD 32   1 lect 2 lab 2 cr

Imaging Modalities

Study of various imaging systems and their application in radiography. Various recording media and techniques are discussed. Some imaging systems described are Mobile Units, Image Intensification, Video Tube and Recorders, CT, Digital Imaging and MRI.

Prerequisites: RAD 22, 23, 25

RAD 33   1 lect 3 lab 2 cr

Radiographic Procedures III and Cross Sectional Anatomy

Radiographic positioning of specialized procedures in radiography, the equipment, contrast media use and general indications for each examination. The cross sectional aspect of the course develops an understanding of three dimensional anatomy and the physical relationship of anatomical structures to one another. Systems studied are digestive system; urinary system; female reproduction system; biliary system; myelography; venography; arthrography; mammography and interventional radiography.

Prerequisites: RAD 23, 25, CLE 21
Corequisites: RAD 32, 34

RAD 34   1 lect 2 lab 2 cr

Radiographic Pathology

Survey of medical and surgical diseases to acquaint the student with changes caused by disease which relate to radiography. Emphasis on pathogenesis, signs, symptoms, diagnosis and treatment. Film evaluation included.

Prerequisites: BIO 23, 24

RAD 42   2 lect 2 cr

Radiation Biology

Comprehensive study of the radiation effects on cells including direct and indirect action of ionizing radiation; damage induced by free radicals in DNA; interpretation of survival data; radiation genetics; radiation effects on embryos; delayed effects; radiation safety and health physics.

Corequisite: RAD 71

RAD 43   3 lab 1 cr

Quality Assessment/Management

Topics include concepts of a quality assurance program, state and federal regulations, sensitometric monitoring, film-screen contact, protective device integrity, radiographic illuminators, kVp accuracy, timer accuracy and mAs reciprocity. Mammography QA will be discussed.

Prerequisites: RAD 22, 32
Corequisite: RAD 71

RAD 71   1 lect 3 lab 2.5 cr

Radiation Physics

Elements of atomic and nuclear physics, interaction of radiation with matter, elements of health physics. Applications of radiographic physics: Radionuclide Imaging, Magnetic Resonance Imaging (MRI) and Computed Tomography (CT).

Prerequisites: MTH 13, RAD 12, 22

Reading
Education and Academic Literacy

RDL 5   3 rec 0 cr

Basic Reading for ESL Students

An introductory program designed to help beginning ESL students expand their reading knowledge of English through extensive and intensive reading practice. Development of techniques to facilitate comprehension of words, sentences and paragraphs for increased reading speed and improved comprehension.

Prerequisite: Registration only by Department placement

RDL 11 2 rec 2 cr

College Reading and Study Skills

Advanced course to increase proficiency in reading and study strategies. Student and instructor jointly develop an individual program based on the student's expressed interests and diagnosed needs. The program might focus on any combination of the following: rate of reading; test-taking techniques; reading in the content areas; textbook reading and study techniques; critical and interpretive reading.

RDL 21 3 rec 3 cr

Reading in the Sciences and Technologies

This course provides reading instruction and critical thinking strategies specific to the STEM fields. Upon demonstrating critical and evaluative comprehension of scientific texts, students will assess a variety of scientific texts, from textbook chapters to popular non-fiction book chapters on STEM topics. Students will synthesize readings in science disciplines and produce a literature review that demonstrates understanding of how texts are located in specific contexts and discourses. Developing literacy skills and strategies in the content area will prepare students as health and science majors.

Corequisite: ENG 110, if required

Science

Chemistry, Earth Sciences, and Environmental Sciences

SCI 12 3 hr 3cr

Science Exploration – From the Stars to the Cells

SCI 12 is an inquiry-based science content course. Topics include astronomy, earth science and advances in technology and material sciences: the stars, cosmology, the earth and other planets, plate tectonics, cycles of the earth and ecosystems and the environment; and the fundamental concepts of the living cell and the molecules of life; and superconducting materials and nanotechnology. The course includes hands-on activities and computer simulations.

Prerequisites: CUNY English Proficiency; or ENG 100 or 110, if required; and CUNY Math Proficiency or MTH 23.5 or 28.5, if required

Sociology

Social Sciences

SOC 11 3 rec 3 cr

Sociology

Introduction to the scientific study of human life as group life. Culture and personality; courtship, marriage and family; religious behavior; education and communication; theories of social stratification and social change.

Corequisite: ENG 110, if required
Flexible Core - World Cultures and Global Issues

SOC 31 3 rec 3 cr

Race and Ethnic Relations

Characteristics of American ethnic minorities and religious groups, including theories explaining prejudice and discrimination. Intergroup relations, with particular reference to the New York metropolitan area and techniques for relieving problems in human relations.

Prerequisite: SOC 11
Flexible Core - Individual and Society

SOC 32 3 lect 3 cr

Urban Sociology

This course in sociology examines urban areas around the world at local, national, regional and global levels within specific historical contexts. Critical issues affecting cities globally are analyzed from different theoretical perspectives.

Corequisite: SOC 11
Flexible Core - World Cultures and Global Issues

SOC 33 3 rec 3 cr

Marriage and the Family

Introduction to the study of the family as a social institution. Evolution of form and functions of the family and how its structure is shaped by forces in society. Significance of family as a socialization agent, courtship and the romantic love complex, women's roles and changing family structure, minority culture families in American society and consideration of the future of the family.

Prerequisite: SOC 11

SOC 34   3 rec 3 cr

Social Deviance

Explores what is regarded as deviant within a society, with emphasis on criminality and mental illness. Deviance from the perspective of the deviant (e.g., the process by which the initial deviance becomes a career or master status). Deviance from the perspective of society, its social structure, norms and sanctions relevant to deviance and functions or dysfunctions served by those committing acts of deviance.

Prerequisite: SOC 11
Flexible Core - Individual and Society

SOC 35   3 rec 3 cr

Introduction to Social Work

Nature of social work and its functions; family casework, child welfare, psychiatric and medical social work, correctional services, public welfare and community welfare organizations.

Prerequisite: SOC 11 or PSY 11 or permission of instructor
Flexible Core - Individual and Society

SOC 36   3 lect 3 cr

Sociology of Gender and Sexuality

This course examines the social construction of gender and sexuality and how they shape social life and the unequal distribution of resources and opportunities. Particular attention is paid to the causes and consequences of gender inequality and homophobia in institutions such as the family, the workplace, schools, and in medicine and healthcare, as well as social movements for gender and sexual equality.

Prerequisite: SOC 11
Flexible Core - Individual and Society

SOC 37   3 rec 3 cr

Social Inequality

This course is an introduction to the nature, causes and consequences of social inequality, both in the U.S. and worldwide. Inequality of economics, gender, sexual orientation, race and class are examined. The course also includes definitions, concepts, sociological theories and economic systems pertaining to diversity and inequality.

Prerequisite: SOC 11 or permission of department
Flexible Core - Individual and Society

SOC 38   3 rec 3 cr

Social Advocacy

Introduction to roles and problems of advocates in the social services system; nature, need and processes of advocacy; legal administrative aspects of social services programs (social security, welfare, family court); advocating rights of special groups (handicapped, poor, youth, aged).

Prerequisite: POL 11 or SOC 11 or department permission

SOC 92   3 lect 3 cr

Sociology of Religion

This course focuses on the concept of religion and its manifestations in varying social settings. It examines the major classical and modern sociological theories explaining the role of religion in societies in different world regions. The intersection of religion with inequalities of class, race, ethnicity and gender and with secularism, pluralism and globalization are explored.

Prerequisite: SOC 11
Flexible Core - World Cultures and Global Issues

Spanish
World Languages and Cultures

SPN 23   3 rec 3 cr

19th Century Spanish Literature: Romanticism and Realism

Nineteenth century Spanish literature. Literary analysis of selections from representative Spanish authors.

SPN 26   3 rec 3 cr

Spanish for Business Communication

The purpose of this course is to give advanced-level students a foundation in Spanish business vocabulary, economic and cultural aspects of business in Spanish-speaking countries and situational practice that will help prepare them for success in today's Spanish-speaking business world. Course conducted in Spanish.

Prerequisites: Placement based on department examination result

SPN 110 — 3 rec 1 conf 3 cr
Introductory Spanish for Heritage Speakers

This is an introductory course with emphasis on speaking, reading and writing for students of Hispanic heritage who have not been schooled in the language, but who demonstrate aural comprehension. The course will consist of Spanish grammar, selected readings and essay writing. The course aims to reinforce and expand on students' familiarity with Hispanic and Latin American culture, which serves as a context for the development of linguistic skills, such as speaking proficiency, reading comprehension, lexical expansion, spelling, writing and grammatical accuracy. A placement test indicating the 110 level is required for enrollment in this course.

Prerequisite: Placement based on department examination result
Flexible Core - World Cultures and Global Issues

SPN 111 — 3 rec, 1 conf/rec 3 cr
Beginning Spanish I

This introductory language course is designed for beginners of Spanish. This course is not for native or heritage speakers of Spanish. Development in listening, speaking, reading and writing skills. Introduction to basic vocabulary and grammatical structures. Use of textual materials and multimedia on Hispanic cultural themes. Use of instructional technology.

Flexible Core - World Cultures and Global Issues

SPN 112 — 3 rec, 1 conf/rec 3 cr
Beginning Spanish II

Continuation of Spanish 11. Development in listening, speaking, reading and writing skills. Introduction to basic vocabulary and grammatical structures. Use of textual materials and multimedia on Hispanic cultural themes. Use of instructional technology.

Prerequisite: SPN 11 or SPN 111 or placement test
Flexible Core - World Cultures and Global Issues

SPN 113 — 3 rec 3 cr
Intermediate Spanish Language and Culture

Intermediate language structures, communicative work in listening, speaking, reading and writing, work with authentic literary texts and Hispanic cultural material. Use of instructional technology.

Prerequisite: SPN 10 or SPN 110 or SPN 12 or SPN 112 or placement test
Flexible Core - World Cultures and Global Issues

SPN 117 — 3 rec 3 cr
Advanced Spanish Composition

A practical approach to writing for students who have acquired an intermediate to high level in Spanish. This course will explore different modes of writing such as description, narration, expository writing, summaries, journal entries and argumentative writing. Selected readings will provide the springboard for discussions and the topics for the writing assignments. The readings will treat different Latin American, U.S. and global social and cultural issues. Assignments will progress from an intermediate to an advanced level. Students will also be presented with selected grammar topics, which will be treated through lectures and exercises. Course conducted in Spanish.

Prerequisite: SPN 13 or SPN 113 or placement test
Flexible Core - World Cultures and Global Issues

SPN 120 — 3 rec 3 cr
Advanced Spanish Grammar

This course will focus on the parts of speech and the components of a sentence, in a systematic overview of the morph-syntactical structure of Spanish language. Students will apply what they learn through activities, exercises, and written assignments which involve simple, complex, and compound sentences, then paragraphs, then short compositions. The course aims to develop command of complex grammatical features, as well as a high level of proficiency in the Spanish language. The course will also address cultural questions concerning the different varieties of Spanish spoken around the globe, both in monolingual and bilingual settings, with a focus on how culture is reflected in language.

Prerequisite: SPN 13 or 113 or placement test
Flexible Core - World Cultures and Global Issues

SPN 121 — 3 rec 3 cr
Spanish Language and Culture

A study of the development of the civilization and culture of Spain. Through the critical analysis of texts, discussions, oral reports and written essays, a higher level of sophistication in speaking, reading and writing in Spanish will be achieved. This course will be conducted in Spanish.

Prerequisite: SPN 13 or SPN 113 or SPN 17 or SPN 117 or placement test
Flexible Core - World Cultures and Global Issues

SPN 122   3 rec 3 cr

Latin American Language and Culture

Readings in Latin American literature. Representative texts on Latin American and Caribbean culture, civilization, history and tradition. Conversation, literary analysis and interpretation. Course conducted in Spanish.

Prerequisite: SPN 13 or SPN 113 or SPN 17 or SPN 117 or placement test
Flexible Core - World Cultures and Global Issues

SPN 124   3 rec 3 cr

Don Quijote and Other Cervantes Masterpieces

Reading, discussion, analysis and written reports on selections from the original text of Don Quijote. Selections from Cervantes' Novelas Ejemplares. Course conducted in Spanish.

Prerequisite: SPN 13 or SPN 113 or Placement Test
Flexible Core - Creative Expression

SPN 125   3 rec 3 cr

Generation of 1898

Literary analysis of selections from the principal writers of the movement. Reading, discussion, oral and written reports. Course conducted in Spanish.

Prerequisite: SPN 13 or SPN 113 or SPN 17 or SPN 117 or placement test
Flexible Core - Creative Expression

SPN 130   3 rec 3 cr

Literature and Culture of Puerto Rico

This course aims to give the students a comprehensive view of the historical and cultural aspects of the Puerto Rican people, as reflected in representative literary works from 1493 to the present.

Prerequisite: SPN 13 or SPN 113 or SPN 17 or SPN 117 or placement test
Flexible Core - Creative Expression

SPN 131   3 rec 3 cr

Literature and Culture of the Spanish Caribbean

This course aims to give the student a comprehensive view of the historical and cultural aspects of the Hispanic Caribbean people, as reflected in representative literary works from 1800 to the present.

Prerequisite: SPN 13 or SPN 113 or SPN 17 or SPN 117 or placement test
Flexible Core - Creative Expression

Taxation
Business and Information Systems

TAX 11   3 rec 3 cr

Introduction to Taxation

Study of the current federal, New York State and New York City income tax laws and regulations: concepts of taxable gross and net income, deductions and exemptions as applied to various classes of individual taxpayers. Preparation of individual income tax returns on government forms.

Prerequisites: BUS 11 and ACC 11 or permission of the department

Theatre
Communication Arts and Sciences

THEA 70   3 rec 3 cr

Introduction to Theatre

Study of the movements and theories and world of theatre, including an examination of relevant theatrical structures and equipment. European and American theatre; Oriental theatre, including Japanese, Chinese, Indian, Balinese; African theatre.

Corequisite: ENG 110, if required
Flexible Core - Creative Expression

THEA 75   3 rec 3 cr

Introduction to Acting

Introduction to the theoretical background, history of and practical experience in acting. Students will apply dramatic theories to various public performance situations as well as prepare dramatic works from diverse cultures.

Corequisite: ENG 110, if required
Flexible Core - Creative Expression

Therapeutic Recreation
Health, Physical Education and Recreation

REC 93   3 rec 3 cr

Introduction to Therapeutic Recreation

Provides an overview of therapeutic recreation programs provided in clinical or community settings for the physically, mentally, socially or emotionally disabled. This course examines basic concepts and models of service with field observations.

Corequisite: ENG 110, if required

REC 94   3 rec 3 cr

Recreation: Historical and Philosophical Perspective

Reviews the historical development of recreation and leisure and examines theories of play, recreation and leisure. It includes an exploration of the functions of organized recreation in the US today and enables individuals to develop a personal philosophy of leisure.

Prerequisite: REC 93

REC 95   3 rec 3 cr

Recreation Leadership

This course discusses leadership principles and techniques in varied recreation and leisure service settings. Topics include group processes and methods for working with diverse populations. The course features in-class leadership exercises and practice used by recreation and leisure professionals.

Prerequisite: REC 94

REC 96   3 rec 3 cr

Introduction to Alternative Therapies in Therapeutic Recreation

An exploration of alternative therapies for special needs individuals. Program planning and use of various modalities (art, recreation activities) will be emphasized. Alternative modalities using DVD's, virtual field visits and role-playing activities to describe rehabilitation, hospital, recreation and community-based service will be used.

Prerequisite: REC 93

Workplace First Aid
Health, Physical Education and Recreation

WFA 10   2 lab 1 cr

Workplace First Aid Training

Designed to provide individuals in the workplace with First Aid, CPR for Professional Rescuer and Automated External Defibrillator (AED) knowledge and skills necessary to recognize and determine basic emergency care for injuries and sudden illnesses until advanced medical personnel arrive and take over. This course will contain first aid skills and knowledge in blood borne pathogen exposure, treatment for wounds, broken bones and head and spinal injury and burns. This course will also include CPR training in rescue breathing obstructed airway and performance of cardiopulmonary resuscitation, Bag-Valve Mask and two-rescuer skills.

Corequisite: ENG 100, if required

Word Processing
Business and Information Systems

WPR 11   5 rec 3 cr

Transcription for Business

Students will develop transcription skills necessary to transcribe simple documents. A review of grammar and punctuation along with an emphasis on spelling and word study skills will enable students to produce documents.

Prerequisite: KEY 10
Corequisites: ENG 110 or 111; and KEY 11; or departmental approval

WPR 21   3 rec 3 cr

Word Processing Applications

Students will learn the essential features and commands of current word processing software to improve productivity and efficiency in the creation of business documents.

Prerequisite: KEY 10
Corequisite: KEY 11

WPR 24   3 rec 3 cr

Presentations for Business

Students will learn the concepts and practical applications of current presentation software. Topics will include producing text with graphic elements such as charts, graphs and tables to general professional-looking fliers, reports, forms, letterheads and slide presentations. This course is offered in the fall semester only (day section in even years and evening section in odd years).

Prerequisites: ENG 100, ENG 110, or ENG 111; and CUNY Math Proficiency or MTH 23.5, if required; and WPR 21 or permission of Department

College Centers, Resources and Continuing Education

THE BRONX COMMUNITY COLLEGE GEOSPATIAL CENTER OF THE CUNY CREST INSTITUTE (BGCCCI)

Founding Director: Dr. Sunil Bhaskaran
Meister Hall [ME], Room 330 | 718.289.5233/5566

www.bcc.cuny.edu/academics/geospatial-center-of-the-cuny-crest-institute/

Twitter @BGCCCIGeo

The Bronx Community College Geospatial Center of the CUNY CREST Institute (BGCCCI) is a satellite institute of the CUNY CREST Institute. It was formed by a memorandum of understanding between Bronx Community College [BCC] and CUNY CREST Institute [City College of New York] and was officially launched on the October 3, 2014. BGCCCI is one of the three [3] centers/units of BCC, which falls under the Office of Academic Affairs.

Geospatial technology includes geographic information systems [GIS], remote sensing [RS] and global positioning systems [GPS]. It is defined as "an information technology field of practice that acquires, manages, interprets, integrates, displays, analyzes or otherwise uses data focusing on the geographic, temporal and spatial context." According to the US department of Labor (USDOL), geospatial technology is an emerging critical field of study that has a wide range of applications. It is also a high-growth sector that faces a critical shortage of skilled labor and, therefore, education and training in it is a national priority.

The overarching mission of BGCCCI is to educate, train and prepare BCC students for conducting cutting-edge industry-relevant STEAM research by learning concepts and acquiring hands-on workforce training skills in geospatial technology. Affiliated faculty, students' interns and collaborators at BGCCCI conduct cutting-edge research in collaboration with the industry.

BGCCCI meets its objectives and goals by investing in the following activities: -

a) Designing, and developing new curricula and programs.

b) Conducting scholarly activities and cutting-edge research in areas of national priority.

c) Delivering hands-on training and professional development programs for K-16 institutions, including students, educators and not-for-profit agencies.

d) Sustaining the Center's activities by grants awards from private and federal entities.

e) Collaborating with national and international institutions in cutting-edge research areas [image and spatial analysis, deep learning, data mining, cloud-based big data analytics]

And

f) Collaborating with the industry to design innovative out-of-the-box internships and career pathways.

BGCCCI's Geospatial Computing Center, located in Meister Hall [ME], is a state-of-the-art facility equipped with the latest industry standard geospatial software including open source geospatial resources and large archives of multi-resolution satellite data and other forms of geospatial datasets.

Since 2014, BGCCCI has been contributing to national calls to reduce the gap in skilled labor by creating pathways in geospatial technology and careers. Through its affiliated faculty it fosters multidisciplinary research and projects. Affiliated faculty has written textbooks, developed learning materials using a wide range of geospatial BIG data and has designed pathways curriculum and proposals for a Certificate Program in Geospatial Technology. BGCCCI faculty has engaged in cutting-edge research with national and international institutions that has national and global significance. Affiliated faculty mentor and train students and educators at the state-of-the-art geospatial computing center (Meister Hall [ME], Room 330) through all-year-round workshops, research internships and professional development programs. Since its inception the Center has trained and imparted workforce skills to 500 participants including students and educators (K-16). BGCCCI's large volumes of geospatial data provide students and faculty with a unique opportunity to undertake cutting-edge research.

BGCCCI is a self-sustaining entity fueled by grants from federal and private agencies including Federal Highway Administration and U.S. Department of Transportation [USDOT], ESRI-Natural Resources

Imagery Grant, National Science Foundation, National Aeronautical Space Administration [NASA], Digital Globe, Harris Corporation, Amazon and many others. Its unique sustenance model has enabled BGCCCI to grow and evolve into a major intellectual hub in the region. Currently BGCCCI is funded by two major grants from the National Science Foundation's Advanced Technological Education (NSF-ATE) program (2017-2020), for more information go to https://ate.is/PGTC and NASA-EONS program (2019-2021). The Center has a high-success ratio in securing funding from federal and private agencies. The Centers activities are evaluated internally by College designed rubrics. Its sponsored activities are evaluated by external evaluators.

CENTER FOR TEACHING, LEARNING, AND TECHNOLOGY (CTLT)

Director: Mark Lennerton

Director of Online Support and Learning Management System: Albert Robinson

Colston Hall [CO], Room 226 | 718.289.5100, Ext. 3412

Blackboard Assistance Desk:
Roscoe Brown Student Center [BC], Room 306

http://www.bcc.cuny.edu/CTLT/

As the comprehensive center for professional development to BCC's faculty, staff, and administration dedicated to the art of teaching, CTLT produces and promotes workshops, seminars, conferences and other events that foster growth in pedagogy, scholarship, assessment and the adoption of new classroom technologies. The CTLT instructional staff explores innovative approaches to teaching and learning, promotes a common understanding of tested best practices and collaborates to develop a network of pedagogical mentorship and collegial community. Wherever possible, CTLT development programs are designed and led by BCC qualified faculty and staff.

All such programs and activities are centered on BCC's key academic goals: strengthening students' engagement with learning and increasing the number of students who persist and graduate. In pursuit of these goals, the CTLT fosters collaborative relationships with faculty and staff across disciplines, across the BCC campus and across the University. The focus is on the application of pedagogy rather than the acquisition of specific subject content. Emphasis is placed on understanding and empathizing with the student experience.

CTLT also provides technical support and training for all classroom educational technologies and equipment such as whiteboards, projectors, podium computers, lecture capture, pod/video casting, 3D printing and scanning, Blackboard, ePortfolio, classroom response systems (clickers), automated exam scanning and grading, HyFlex classrooms and labs, etc.

SUNY BRONX EDUCATIONAL OPPORTUNITY CENTER

Executive Director: Ronnie Hector
1666 Bathgate Ave, Bronx, NY 10457 | 718.530.7000
www.bronxeoc.org

The Bronx Educational Opportunity Center (Bronx EOC) is one of 10 EOCs and 2 Career and counseling and Outreach Centers (CCOCs) in New York State. The Bronx EOC is an educational and workforce development institution of the State University of New York, established to educate and train underserved adults and local communities. The Bronx EOC provides innovative academic programs leading to high school equivalency and higher education and workforce development training leading to a more productive and prosperous individual in the workplace while supporting upward mobility, economic stability, and self-sufficiency.

Advanced Technology Training and Information Networking (ATTAIN) is a network of technology laboratories located across New York state's most economically challenged urban and rural communities.

- **Academic Programs:** Adult Basic Education, English as Second Language, College Preparation, High School Equivalency and Vocational Academic Preparation
- **Vocational Programs:** Medical Assistant, EMT, Direct Support Professional DSP), Master Barber, Home Health Aide (HHA), Security Guard Training, Certified Nursing Assistant (CNA), Patient Care Technician (PCT), and Microsoft Certifications

For more information please visit:
http://www.BronxEOC.org

OFFICE OF WORKFORCE DEVELOPMENT AND CONTINUING EDUCATION

718.933.1608 | 718.289.5170
www.bcc.cuny.edu/continuing-education/

Office of Career Development
Director: Alán Fuentes
Sage Hall [SA], 2nd Floor | 718.220.7546
www.bcc.cuny.edu/Career-Development/

The Office of Workforce Development and Continuing Education at Bronx Community College offers educational programs for students of all ages and backgrounds seeking to improve their career prospects and economic security, including adult basic education (primarily ESL and TASC/GED prep), training for jobs in early childhood education, construction, health care, technology and much more, along with customized training for employers and unions. The division also collaborates with BCC academic departments to develop credit-bearing vocational training programs. These "stackable" credentials — in areas from Cybersecurity to Community Health — provide students with practical, hands-on training for good jobs in growing sectors of the city's economy.

They are also home of the Office of Career Development, which provides Bronx Community College students with job-readiness and career-building services and resources. We help students prepare for and find internships and jobs in their fields of study. Students in need of immediate employment can receive assistance through the Fast Track Jobs program. Students must complete the requirements of the Good-to-Go Checklist to qualify for most internships and employment. Our goal is to prepare students for the world of work through direct experience. Please visit or call the Office of Career Development at Snow Hall to schedule an appointment with a career specialist and get started on your career.

OFFICE OF INFORMATION TECHNOLOGY

Interim Chief Technology Officer: Luisa Martich
Colston Hall [CO], Room 827 | 718.289.5168

The Office of Information Technology offers enterprise class information technology services that support and advance the College mission and play a leadership role in providing the best educational experience for BCC students. It designs and maintains the College's network infrastructure and systems, operates computer systems and supervises student labs, secures systems and data, provides technical support to the campus community and brings innovation to the College. The Office of Information Technology is comprised of five areas: Operations and Service Delivery, Information Security, Academic Computing, IT Service Desk and Information Services and Production Support.

Operations and Service Delivery

The Operations and Service Delivery unit is responsible for the planning, deployment, support and operation of the College's information technology infrastructure. This infrastructure is comprised of the campus telephone system, fiber optic backbone, departmental and building networks, the campus wireless data network, wide area network connections and large scale computer, server and information resources.

Information Security

The Information Security unit oversees the BCC community's efforts to protect its computing and information assets and to comply with pertinent laws, regulations, and policies. Additional services to the BCC community include security bulletins and information about computer security, as well as awareness, education and training efforts related to information security.

Academic Computing

Academic Computing consists of 15 computer labs located throughout the campus. The role of Academic Computing is to provide academic departments with equipment and support needed by faculty to conduct their classes, as well as to provide students with state-of-the-art equipment and facilities to help them complete their academic work. Academic Computing also provides the College community with spaces to hold conferences, workshops and multimedia presentations.

IT Service Desk

The IT Service Desk provides telephone, e-mail and walk-in support to BCC students, faculty, and staff and serves as the primary point of contact for anyone seeking a resolution to IT services provided by the College. The IT Service Desk is usually a good place to start for help with computer problems, network access, or account management issues.

Information Services and Production Support

The Information Services and Production Support unit is responsible for designing, building, testing and supporting innovative, integrated and reliable technology solutions and services to be used by Students, Faculty and Staff.

Governance of the College

BRONX COMMUNITY COLLEGE ADMINISTRATORS

Thomas A. Isekenegbe
President

Lester Edgardo Sandres Rápalo
Vice President and Provost for Academic Affairs

Eddy Bayardelle
Vice President of Division for Advancement,
Communications and External Relations

Irene R. Delgado
Vice President for Student Success

Kay W. Ellis
Vice President for Administration and Finance

Bernard J. Gantt
Vice President for Enrollment and Management

Richard Ginsberg
Assistant Vice President for
Communications and Marketing

David A. Taylor
Assistant Vice President for Campus Operations

Luis Montenegro
Dean for Academic Affairs

Manny Lopez
Associate Dean for Student Development

Alexander Ott
Associate Dean for Curriculum Matters
and Academic Programs

Francisco Legasa
Assistant Dean for Academic Affairs

Ronnie Hector
Executive Director
Bronx Educational Opportunity Center

Gina Ugarte
Executive Director for Finance and Business

Susan Fiore, Esq.
Executive Legal Counsel and Labor Designee

Luisa Martich
Chief Information Officer

Jessenia Paoli, Esq.
Chief Diversity Officer and
Director of Affirmative Action, Compliance and Diversity

BRONX
COMMUNITY
COLLEGE

Directions to the College

BY CAR

Taking I-87

From Westchester County (Southbound)

- Take I-87 South
- Take Exit 9 for West Fordham Road/ University Heights Bridge
- Turn left onto West Fordham Road
- Turn right onto Dr. Martin Luther King Jr. Boulevard/University Avenue
- Turn right onto Hall of Fame Terrace
- Bronx Community College main entrance will be on your left hand side (0.2 miles)

From Queens, NY (Northbound)

- Take Grand Central Parkway West to the Triboro Bridge
- Take Exit 47 for Interstate 87 North/Major Deegan Expressway toward Albany
- Continue onto I-87 North
- Take Exit 8 for West 179 Street
- Continue onto Burnside Avenue
- Turn left onto Dr. Martin Luther King Jr. Boulevard/ University Avenue
- Turn left onto Hall of Fame Terrace
- Bronx Community College main entrance will be on your left hand side (0.2 miles)

Taking the Bronx River Parkway

From Westchester County (Southbound)

- Take Bronx River Parkway South
- Take Exit 7 West for East Fordham Road
- Continue on East Fordham Road
- Turn left on Dr. Martin Luther King Jr. Boulevard/ University Avenue
- Turn right onto Hall of Fame Terrace
- Bronx Community College main entrance will be on your left hand side (0.2 miles)

From the Bronx (Northbound)

- Take Bronx River Parkway North
- Take Exit 7 West for East Fordham Road
- Continue on East Fordham Road

- Turn left onto Dr. Martin Luther King Jr. Boulevard/ University Avenue
- Turn right onto Hall of Fame Terrace
- Bronx Community College main entrance will be on your left hand side (0.2 miles)

PUBLIC TRANSPORTATION

Taking The Metro North

- Take the Hudson Line to University Heights
- Walk east on West Fordham Road University Heights Bridge towards Major Deegan Expressway
- Turn right on Sedgwick Avenue
- Turn left on Hall of Fame Terrace
- Bronx Community College main entrance will be on your right hand side (446 feet)

Taking the New York City Subway System

- Take the 4 train to Burnside Avenue
- Walk west on Burnside Avenue to Dr. Martin Luther King Jr. Boulevard/University Avenue
- Turn right on Dr. Martin Luther King Jr. Boulevard/ University Avenue
- Bronx Community College University Avenue main entrance will be on your left hand side (0.1 mile)

Taking a New York City Bus

- BX3
  University Avenue Bus to 181 Street bus stop is across from pedestrian entrance to the college on University Avenue. (Please note: Northbound Bx3 stop on University Ave at 174th St is closed. Buses make a stop on University Ave at Featherbed Lane).

- BX 40/42
  Tremont Avenue Crosstown or BX36 180 Street Crosstown Bus to University Avenue (then walk or take BX3 north to college entrance). (Please note: The BX40/42 routing will change as part of the larger redesign effort to improve crosstown service by streamlining the BX11, Bx35, BX36, BX40, and BX42. The BX40/42 will still travel between Throgs Neck and Morris Heights but will now do so via East Tremont Avenue and East 180 Street. The rerouted BX36 and BX36 Limited service will replace the existing BX40 routing on Rosedale and Webster avenues).

- BX 12
  Fordham Road Crosstown Bus stops at University Avenue where it connects with the No. 3 Bus (then take BX3 or walk south to college entrance).

Directory of Buildings, Offices and Facilities

ADMINISTRATIVE OFFICES

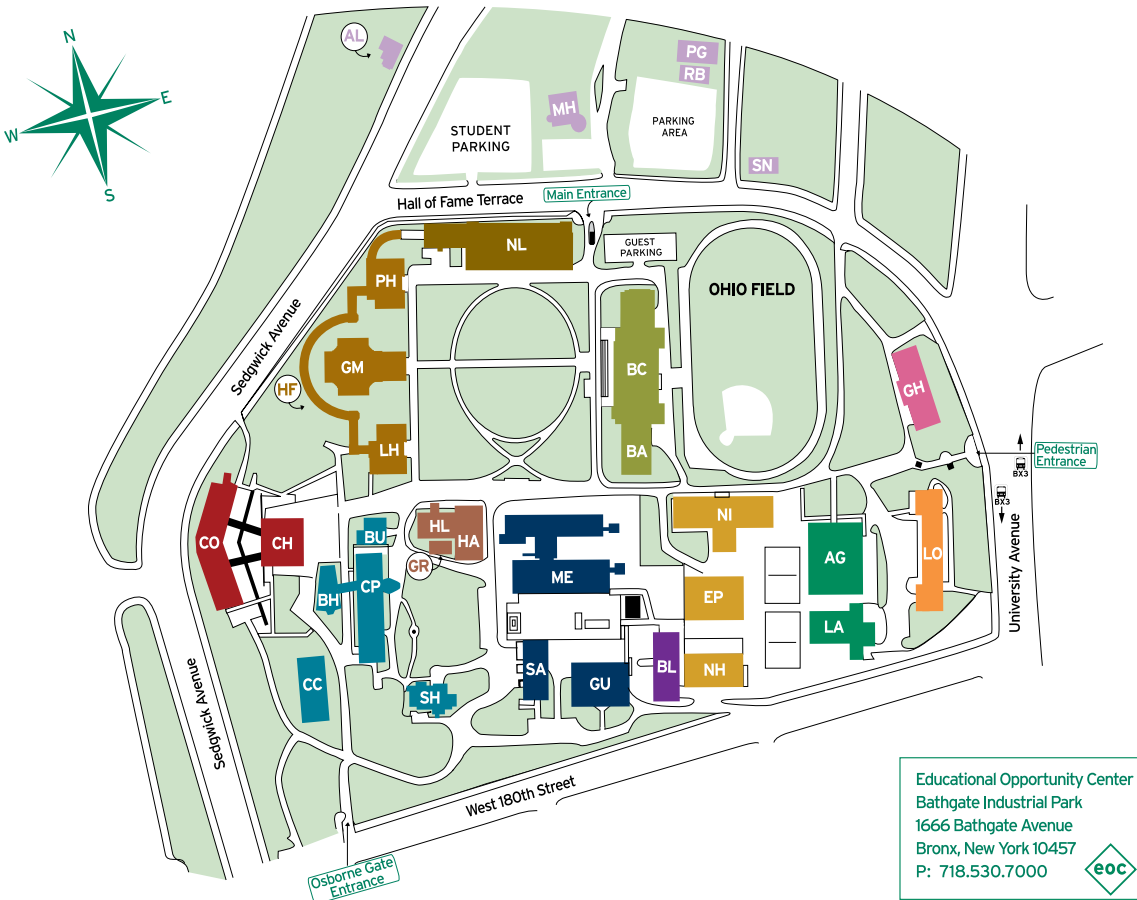|	
LH 27	President's Office
LH 11	Academic and Student Success
SH 211	Administration and Finance
PH 26	Advancement, Communications and External Relations

DEPARTMENT OFFICES

BL 303	Art and Music
ME 415	Biological Sciences
ME G18	Business and Information Systems
ME 813	Chemistry, Earth Sciences and Environmental Sciences
CO 700	Communication Arts and Sciences
CO 400	Education and Academic Literacy
CP 118	Engineering, Physics and Technology
CO 600	English
AG 300	Health, Physical Ed and Recreation
CO 301	History
NL	Library
CP 315	Mathematics and Computer Science
CP 413	Nursing and Allied Health Sciences
CO 312	Social Sciences
CO 200	World Languages and Cultures

OFFICES AND SERVICES

SA 202	Academic Computing Center
SA 201	Academic Success Center
LO 125	Access Resource Center
CO 815	Accounts Payable
SH 308	Administrative and Events Management
LO 224	Admissions
GH 410	Adult Education and Training
PH 37	Alumni Relations
NI 118	ASAP *(Accelerated Study in Associate Programs)*
AG 403	Athletics
CH LL	Audio-Visual Services
CO 810	BCC Association, Inc.
CO 813	Budget
CH ML	Bursar
C0 816	Business Office
BC 111	Cafeteria
LO 505	Campus and Public Safety
BC 111B	Campus Service Center
SN	Career Development
SN	Center for Sustainable Energy
CO 226	Center for Teaching, Learning and Technology
BU 208	Collaborative Education
LO 406	College Discovery
BU 307	College Now
CO 502	College Work Study
GM A-1	Communications and Marketing

LO 106A	CUNY EDGE
HL 202	CUNY Language Immersion
BA 101	CUNY Start/Math Start
PH 35	Development Office
LO 213	Disability Services
LO 202	Disability Services Testing Lab
GH 309	Displaced Homemaker Program
CH LL	Duplicating
CC	Early Childhood Center
HL 104	ECC After School Program
CO 506A	Evening and Weekend Office
ME 211	Environmental Health and Safety Office
NH 12	Facilities Maintenance
BC 209	Faculty and Staff Lounge
CO 504	Financial Aid
AG 204	Fitness Center
GH 507	Future Now
PH 35	Grants Office
HF	Hall of Fame for Great Americans
LO 101	Health Services and Infirmary
SH 104	Human Resources
BC 111B	ID Room
CO 806	Information Technology
PH 34	Institutional Research
CO 513	International Student Services
BC 309	Inter-Organizational Council *(Student Clubs)*
LO 418	Judicial Affairs
SA 202	Learning Commons
BC 301	LGBTQI+ Resource Room
NL	Library
BC 111B	Mail Room
BC 102	Male Empowerment Network
NI 212	NYPIRG *(NY Public Interest Research Group)*
BC 111B	Parking Decals
LO 430	Personal Counseling
AG	Pool
CO 821	Purchasing
RB	Receiving and Stores
CO 513	Registrar
ME	Schwendler Auditorium
BU 201	Science Technology Entry Program (STEP)
BC 201	Student Government Association *(SGA)*
BC 309	Student Life
BC 308	Technology Service Center
NI 311	Testing Computer Center
SA 102	Transfer Services
GH 517	Trio Pre-Collegiate Programs
LO 332	Veteran Affairs Resource Center
SA 100	Writing Center
BC 203B	Womxn UP! Resource Room
PH 14	Workforce Development and Continuing Education

BRONX COMMUNITY COLLEGE

Campus Map

Educational Opportunity Center
Bathgate Industrial Park
1666 Bathgate Avenue
Bronx, New York 10457
P: 718.530.7000

AL	ALTSCHUL HOUSE	
AG	ALUMNI GYM	♿+
BA	BROWN ANNEX	♿+
BH	BEGRISCH HALL	♿
BL	BLISS HALL	
BU	BUTLER HALL	
CC	CHILDREN'S CENTER	♿
CP	CARL POLOWCZYK HALL	♿
CH	COMMUNITY HALL	♿
CO	COLSTON HALL	♿
EP	ENERGY PLANT	♿+
GH	GOULD HALL	♿+
GM	GOULD MEMORIAL LIBRARY	♿+
GR	GREENHOUSE	
GU	GUGGENHEIM HALL	♿+
HF	HALL OF FAME FOR GREAT AMERICANS	♿
HA	HAVEMEYER ANNEX	

HL	HAVEMEYER LAB	
LH	LANGUAGE HALL	
LA	LOEW ANNEX	♿
LO	LOEW HALL	♿
MH	MACCRACKEN HALL	
ME	MEISTER HALL	♿
NL	NORTH HALL & LIBRARY	♿
NH	NEW HALL	♿+
NI	NICHOLS HALL	♿
PG	PATTERSON GARAGE	♿
PH	PHILOSOPHY HALL	
RB	RECEIVING BUILDING	♿
BC	ROSCOE BROWN STUDENT CENTER	♿
SA	SAGE HALL	
SH	SOUTH HALL	
SN	SNOW HALL	♿+

♿+ Ground floor accessible only

Appendices

APPENDIX A

ADDITIONAL INFORMATION ABOUT THE FLEXIBLE COMMON CORE[1]

The Flexible Common Core features six liberal arts and sciences courses[2], 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.

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 upon 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.
- 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.

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.

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.

[1] This document is adapted from "Common Core Structure: Final Recommendation to the Chancellor," accepted by Chancellor Goldstein in December 2011)

[2] "Liberal arts and sciences"courses are defined by the New York State Education Department. http://www.nysed.gov/college-university-evaluation/ *department-expectations-curriculum#c*

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.

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.

APPENDIX B

NOTICE OF ACCESS TO CAMPUS CRIME STATISTICS, THE CAMPUS SECURITY REPORT, AND INFORMATION ON REGISTERED SEX OFFENDERS

The College Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the U.S. Department of Education, as well as the annual campus security report. The campus security report includes: (1) the campus crime statistics for the most recent calendar year and the two preceding calendar years; (2) campus policies regarding procedures and facilities to report criminal actions or other emergencies on campus; (3) policies concerning the security of and access to campus facilities; (4) policies on campus law enforcement; (5) a description of campus programs to inform students and employees about campus security procedures and practices and to encourage students and employees to be responsible for their own security and the security of others; (6) campus crime prevention programs; (7) policy concerning the monitoring through the police of criminal activity at off-campus locations of student organizations officially recognized by the college; (8) policies on illegal drugs, alcohol, and underage drinking; (9) where information provided by the State on registered sex offenders may be obtained (also see below); and (10) policies on campus sexual assault programs aimed at the prevention of sex offenses and procedures to be followed when a sex offense occurs. This information is maintained pursuant to the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

The campus crime statistics and the annual campus security report are available in the Public Safety Office - Loew Hall 5th Floor, Office of Human Resources – South Hall Room 106 and Office of Student Affairs – Loew Hall Room 201. If you wish to be mailed copies of the campus crime statistics and the annual campus security report, you should contact public safety at 718-289-5923, and copies will be mailed to you within 10 days. The U.S. Department of Education's website address for campus crime statistics is https://ope.ed.gov/campussafety/#/institution/search (then follow Step 1. Search Institution/Campus) You may contact the College's public safety office (Loew Hall, RM 505) at 718-289-5923 to obtain information about Level 2 or Level 3 registered sex offenders on campus. To obtain information about Level 3 offenders, you may contact the Division's registry website at www.criminaljustice.ny.gov/nsor/ and then click on "Search for Level 3 Sex Offenders" or access the directory at the college's public safety department or police precinct. To obtain information about Level 2 offenders, you need to contact the public safety department, local police precinct in which the offender resides or attends college, or the Division's sex offender registry at 800-262-3257.

APPENDIX C

NOTIFICATION OF STUDENT IMMUNIZATION REQUIREMENTS

Students who do not submit proof of measles, mumps and rubella (MMR) immunization or who fail to return the meningococcal meningitis response form within a statutory grace period shall be prohibited from attending the institution. For additional information, you should contact the Health Services Center located in Loew Hall [LO], Room 101, or call 718-289-5858.

Public Health Law 2165 requires that post-secondary students be immunized against measles, mumps, and rubella (MMR).

All registered full-time students and part-time students born on or after January 1, 1957, who are enrolled for at least six, but fewer than twelve semester hours (or equivalent) per semester in an approved degree program or registered certificate program must submit proof of MMR immunization. Students may be exempt from the required MMR immunizations for religious or medical reasons. To qualify for a religious exception, students must submit a signed statement, or in the event the student is a minor (under 18), a signed statement from their parent or guardian, that they hold sincere and genuine religious beliefs that prohibit immunization. To qualify for a medical exception, students must submit a written statement from a licensed physician or nurse practitioner indicating that such immunization may be detrimental to their health.

Public Health Law 2167 requires that post-secondary institutions provide written information about meningococcal meningitis to its students and that students complete, sign, and return a meningococcal meningitis response form. Public Health Law 2167 does not require that students be immunized against meningitis.

Public Health Law 2167 requires colleges to distribute written information about meningococcal meningitis disease and vaccination and for students to complete, sign and return to the college, a meningococcal meningitis response form that: (a) confirms that the college has provided the information about meningococcal meningitis; and (b) indicates that either: (1) the student has received immunization against meningococcal meningitis within the 10 years preceding the date of the response form; or (2) the student has decided against receiving the vaccination. This law applies to students who are enrolled in at least six semester hours (or the equivalent) per semester. No student may be exempt from receiving information or returning the response form.

APPENDIX D

SPECIAL PROVISIONS FOR STUDENTS IN THE MILITARY

The following policies apply to students who leave CUNY to fulfill military obligations.

I. Students called to active duty or drafted before the end of the semester.

   A. Grades. A student who is called to active duty in the armed forces of the United States after having attended regularly for 13 or more weeks or having completed 85% of the term's work through acceleration may be given full credit for each course in which he or she has a grade of C or better.

   The student must follow their college's policy on incomplete, and sign an incomplete contract with the instructor. The normal regulations apply, and grades will be recorded as failures if courses are not completed.

   B. Refunds. A student called to active duty or drafted, and who does not attend for a sufficient time to qualify for a grade is entitled to a 100% refund of tuition and all other fees except application fees.

II. Students who volunteer (enlist) for the military.

   A. Grades. Same provision as for students called to active duty. In order to obtain a grade, a student must attend 13 weeks (five weeks for summer session).

   B. Refunds. The amount of the refund depends upon whether the withdrawal is before the 5th week of classes.

   1. Withdrawal before beginning of the 5th calendar week (3rd calendar week for summer session): 100% refund of tuition and all other fees except application fees.

   2. Withdrawal thereafter: 50% refund.

III. Other Provisions for Military Service.

   A. Resident Tuition Rates. These lower rates are applicable to all members of the armed services, their spouses and their dependent children, on full-time active duty and stationed in the State of New York.

   B. Re-enrollment of Veterans. Veterans who are returning students are given preferred treatment in the following ways:

   1. Veterans who were former students with unsatisfactory scholastic records may be readmitted with a probationary program.

2. Veterans, upon their return, may register even after normal registration periods, without late fees.

3. Granting of college credit for military service and armed forces instructional courses.

4. Veterans returning too late to register may audit lasses without charge.

C. Late Admissions. Veterans with no previous college experience are permitted to file applications up to the date of registration, and are allowed to begin classes pending completion of their application and provision of supporting documents.

D. Readmission Fee. Upon return from military service, a student will not be charged a Readmission Fee to register at the same college.

E. Veterans Tuition Deferrals. Veterans are entitled to defer the payment of tuition pending receipt of veterans' benefits.

APPENDIX E

BOARD OF TRUSTEES
THE CITY UNIVERSITY OF NEW YORK

No. 8. A. THE CITY UNIVERSITY OF NEW YORK - AMENDMENT TO THE POLICY ON WITHHOLDING STUDENT RECORDS RESOLVED:

That the existing Board of Trustees policy with respect to the withholding of student records as last amended on February 22, 1993, Gal. No. 7.C., be amended as follows:

Students who are delinquent and/or in default in any of their financial accounts with the college, the university or an appropriate state or federal agency for which the university acts as either a disbursing or certifying agent, and students who have not completed exit interviews as required by the federal Perkins Loan Program, the federal Family Education Loan Programs, the William D. Ford Federal Direct Loan Program, and the Nursing Student Loan Program, are not to be permitted to complete registration, or issued a copy of their grades, a transcript of academic record, certificate, or degree, nor are they to receive funds under the federal campus-based student assistance programs or the federal Pell Grant Program unless the designated officer, in exceptional hardship cases and consistent with federal and state regulations, waives in writing the application of this regulation.

EXPLANATION: The purpose of this amendment is to formally incorporate all of the applicable federal loan programs.

APPENDIX F

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 or misleading. You may ask the college to amend a record that you believe is inaccurate or misleading. You should write to the college official responsible for the record, clearly identify the part of the record you want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by you, the college will notify you of the decision and advise you of your right to a hearing before the college's FERPA appeals officer regarding the request for amendment. Additional information regarding the hearing procedures will be provided to you when notified of your right to a hearing.

(3) The right to consent to disclosure of personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to college officials with legitimate educational interests. A college official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the University has contracted; a person serving on the Board

of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another college official in performing his or her tasks.

A college official has a legitimate educational interest if access is reasonably necessary in order to perform his/her instructional, research, administrative or other duties and responsibilities.

Upon request, the college discloses education records without consent to officials of another college or school in which a student seeks or intends to enroll.

(4) You may appeal the alleged denial of FERPA rights to the: General Counsel and Vice Chancellor for Legal Affairs, The City University of New York, 535 East 80th Street, New York, NY 10021.

(5) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, SW Washington, D.C. 20202-4605.

(6) The college will make the following "directory information" concerning current and former students available to those parties having a legitimate interest in the information: name, attendance dates (periods of enrollment), address, telephone number, date and place of birth, photograph, e-mail address, full or part-time status, enrollment status (undergraduate, graduate, etc.), level of education (credits) completed, major field of study, degree 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.

APPENDIX G

FREEDOM OF INFORMATION LAW NOTICE

Requests to inspect public records at the college should be made to the Records Access Officer, Change to: Susan G. Fiore, Esq., Interim Executive Legal Counsel, Deputy to the President, and Labor Designee, who is located at Language Hall [LH], Room 27; 2155 University Avenue; Bronx, NY 10453; 718.289.5809. Please include Ms. Grisselle Nadal, M.A., Confidential Executive Assistant to Legal Counsel and Labor Designee, on the correspondence; 718.289.5487. Public records are available for inspection and copying by appointment only at a location to be designated. You have a right to appeal a denial of a request for access to records to the CUNY General Counsel and Vice Chancellor for Legal Affairs. Copies of the CUNY Procedures for Public Access to Public Records pursuant to Article 6 of the Public Officers Law and the appeal form are available at the reference desk of the library and the college website.

APPENDIX H

THE CUNY WORKPLACE VIOLENCE POLICY and PROCEDURES

The City University of New York has a long-standing commitment to promoting a safe and secure academic and work environment that promotes the achievement of its mission of teaching, research, scholarship and service. All members of the University community—students, faculty and staff—are expected to maintain a working and learning environment free from violence, threats of harassment, violence, intimidation or coercion. While these behaviors are not prevalent at the University, no organization is immune.

The purpose of this policy is to address the issue of potential workplace violence in our community, prevent workplace violence from occurring to the fullest extent possible, and set forth procedures to be followed when such violence has occurred.

Policy

The City University of New York prohibits workplace violence. Violence, threats of violence, intimidation, harassment, coercion, or other threatening behavior towards people or property will not be tolerated. Complaints involving workplace violence will not be ignored and will be given the serious attention they deserve. Individuals who violate this policy may be removed from University property and are subject to disciplinary and/or personnel action up to and including

termination, consistent with University policies, rules and collective bargaining agreements, and/or referral to law enforcement authorities for criminal prosecution. Complaints of sexual harassment are covered under the University's Policy Against Sexual Harassment.

The University, at the request of an employee or student, or at its own discretion, may prohibit members of the public, including family members, from seeing an employee or student on University property unless necessary to transact University-related business. This policy particularly applies in cases where the employee or student suspects that an act of violence will result from an encounter with said individuals.

Scope

All faculty, staff, students, vendors, contractors, consultants, and others who do business with the University, whether in a University facility or off-campus location where University business is conducted, are covered by this policy. This policy also applies to other persons not affiliated with the University, such as former employees, former students and visitors. When students have complaints about other students, they should contact the Office of Student Affairs at their campus.

Definitions

Workplace violence is any behavior that is violent, threatens violence, coerces, harasses or intimidates others, interferes with an individual's legal rights of movement or expression, or disrupts the workplace, the academic environment, or the University's ability to provide services to the public. Examples of workplace violence include, but are not limited to:

1. Disruptive behavior intended to disturb, interfere with or prevent normal work activities (such as yelling, using profanity, verbally abusing others, or waving arms and fists).

2. Intentional physical contact for the purpose of causing harm (such as slapping, stabbing, punching, striking, shoving, or other physical attack).

3. Menacing or threatening behavior (such as throwing objects, pounding on a desk or door, damaging property, stalking, or otherwise acting aggressively; or making oral or written statements specifically intended to frighten, coerce, or threaten) where a reasonable person would interpret such behavior as constituting evidence of intent to cause harm to individuals or property.

4. Possessing firearms, imitation firearms, knives or other dangerous weapons, instruments or materials. No one within the University community, shall have in their possession a firearm or other dangerous weapon, instrument or material that can be used to inflict bodily harm on an individual or damage to University property without specific written authorization from the Chancellor or the college President regardless of whether the individual possesses a valid permit to carry the firearm or weapon.

REPORTING OF INCIDENTS

1. General Reporting Responsibilities

Incidents of workplace violence, threats of workplace violence, or observations of workplace violence are not to be ignored by any member of the University community. Workplace violence should promptly be reported to the appropriate University official (see below). Additionally, faculty, staff and students are encouraged to report behavior that they reasonably believe poses a potential for workplace violence as defined above. It is important that all members of the University community take this responsibility seriously to effectively maintain a safe working and learning environment.

2. Imminent or Actual Violence

Any person experiencing or witnessing imminent danger or actual violence involving weapons or personal injury should call the Campus Public Safety Office immediately, or call 911.

3. Acts of Violence Not Involving Weapons or Injuries to Persons

Any person who is the subject of a suspected violation of this policy involving violence without weapons or personal injury, or is a witness to such suspected violation, should report the incident to his or her supervisor, or in lieu thereof, to their respective Campus Public Safety Office. Students should report such incidents to the Office of Student Affairs at their campus or in lieu thereof, their campus Public Safety Office. The Campus Public Safety Office will work with the Office of Human Resources and the supervisor or the Office of Student Affairs on an appropriate response.

4. Commission of a Crime

All individuals who believe a crime has been committed against them have the right, and are encouraged, to report the incident to the appropriate law enforcement agency.

5. False Reports

Members of the University community who make false and malicious complaints of workplace violence, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action and/or referral to civil authorities as appropriate.

6. Incident Reports

The University will report incidents of workplace violence consistent with the College Policies for Incident Reporting Under the Campus Security Policy and Statistical Act (Clery Act).

RESPONSIBILITIES

1. Presidents

The President of each constituent college of The City University of New York, the Chief Operating Officer at the Central Office, and the Deans of the Law School and the Sophie Davis School of Biomedical Education shall be responsible for the implementation of this policy on his or her respective campus. The responsibility includes dissemination of this policy to all members of the college community, ensuring appropriate investigation and follow-up of all alleged incidents of workplace violence, constituting a Workplace Violence Advisory Team (see #7 below), and ensuring that all administrators, managers, and supervisors are aware of their responsibilities under this policy through internal communications and training.

2. Campus Public Safety Office

The Campus Public Safety Office is responsible for responding to, intervening, and documenting all incidents of violence in the workplace. The Campus Public Safety Office will immediately log all incidents of workplace violence and will notify the respective supervisor of an incident with his/her employee, or notify the appropriate campus official of an incident with a student. All officers should be knowledgeable of when law enforcement action may be appropriate. Public Safety will maintain an internal tracking system of all threats and incidents of violence. Annual reports will be submitted to the President (at the same time as the report noted below) detailing the number and description of workplace violence incidents, the disposition of the incidents, and recommend policy, training issues, or security procedures that were or should be implemented to maintain a safe working and learning environment. These incidents will be reported in the Annual Report of the College Advisory Committee on Campus Security consistent with the reporting

requirements of Article 129A Subsection 6450 of the NYS Education Law (Regulation by Colleges of Conduct on Campuses and Other College Property for Educational Purposes).

Officers will be trained in workplace violence awareness and prevention, non-violent crises intervention, conflict management, and dispute resolution.

Officers will work closely with Human Resources when the possibility of workplace violence is heightened, as well as on the appropriate response to workplace violence incidents consistent with CUNY policies, rules, procedures and applicable labor agreements, including appropriate disciplinary action up to and including termination.

When informed, Public Safety will maintain a record of any Orders of Protection for faculty, staff, and students. Public Safety will provide escort service to members of the college community within its geographical confines, when sufficient personnel are available. Such services are to be extended at the discretion of the Campus Public Safety Director or designee. Only the President, or designee in his/her absence, can authorize escort service outside of the geographical confines of the college.

3. Supervisors

Each dean, director, department chairperson, executive officer, administrator, or other person with supervisory responsibility (hereinafter "supervisor") is responsible within his/her area of jurisdiction for the implementation of this policy. Supervisors must report to their respective Campus Public Safety Office any complaint of workplace violence made to him/her and any other incidents of workplace violence of which he/she becomes aware or reasonably believes to exist. Supervisors are expected to inform their immediate supervisor promptly about any complaints, acts, or threats of violence even if the situation has been addressed and resolved. After having reported such complaint or incident to the Campus Public Safety Director and immediate supervisor, the supervisor should keep it confidential and not disclose it further, except as necessary during the investigation process and/or subsequent proceedings.

Supervisors are required to contact the Campus Public Safety Office immediately in the event of imminent or actual violence involving weapons or potential physical injuries.

4. Faculty and Staff

Faculty and staff must report workplace violence, as defined above, to their supervisor. Faculty and staff who are advised by a student that a workplace violence incident has occurred or has been observed must report this to the Campus Public Safety Director immediately. Recurring or persistent workplace violence that an employee reasonably believes is not being addressed satisfactorily, or violence that is, or has been, engaged in by the employee's supervisor should be brought to the attention of the Campus Public Safety Director.

Employees who have obtained Orders of Protection are expected to notify their supervisors and the Campus Public Safety Office of any orders that list CUNY locations as protected areas.

Victims of domestic violence who believe the violence may extend into the workplace, or employees who believe that domestic or other personal matters may result in their being subject to violence extending into the workplace, are encouraged to notify their supervisor, or the Campus Public Safety Office. Confidentiality will be maintained to the extent possible.

Upon hiring, and annually thereafter, faculty and staff will receive copies of this policy. Additionally, the policy will be posted throughout the campus and be placed on the CUNY website and on the college's website, as appropriate.

5. Office of Human Resources

The Office of Human Resources at each campus is responsible for assisting the Campus Public Safety Director and supervisors in responding to workplace violence; facilitating appropriate responses to reported incidents of workplace violence; notifying the Campus Public Safety Office of workplace violence incidents reported to that office; and consulting with, as necessary, counseling services to secure professional intervention.

The Office of Human Resources is responsible for providing new employees or employees transferred to the campus with a copy of the Workplace Violence Policy and Procedures and insuring that faculty and staff receive appropriate training. The Office of Human Resources will also be responsible for annually disseminating this policy to all faculty and staff at their campus, as well as posting the policy throughout the campus and on the college's website, as appropriate.

6. Students

Students who witness violence, learn of threats, or are victims of violence by employees, students or others should report the incident immediately to the Campus Public Safety Office. If there is no imminent danger, students should report threatening incidents by employees, students or others as soon as possible to the Campus Public Safety Office or Office of Student Affairs. Students will be provided with workplace violence awareness information (including information regarding available counseling services) upon registration each year.

7. Workplace Violence Advisory Team

A college President shall establish a Workplace Violence Advisory Team at his/her college. This team, working with the College Advisory Committee on Campus Security, will assist the President in responding to workplace violence; facilitating appropriate responses to reported incidents of workplace violence; assessing the potential problem of workplace violence at its site; assessing the college's readiness for dealing with workplace violence; evaluating incidents to prevent future occurrences; and utilizing prevention, intervention, and interviewing techniques in responding to workplace violence. This team will also develop workplace violence prevention tools (such as pamphlets, guidelines and handbooks) to further assist in recognizing and preventing workplace violence on campus. It is recommended that this team include representatives from Campus Public Safety, Human Resources, Labor Relations, Counseling Services, Occupational Health and Safety, Legal, and others, including faculty, staff and students, as deemed appropriate by the President.

In lieu of establishing the Workplace Violence Advisory Team, a President may opt to expand the College Advisory Committee on Campus Security with representatives from the areas recommended above to address workplace violence issues at the campus and perform the functions outlined above.

8. University Communications

All communications to the University community and outside entities regarding incidents of workplace violence will be made through the University Office of University Relations after consultation with the respective President or his/her designee.

EDUCATION

Colleges are responsible for the dissemination and enforcement of this policy as described herein, as well as for providing opportunities for training in the prevention and awareness of workplace violence. The Office of Faculty and Staff Relations will provide assistance to the campuses in identifying available training opportunities, as well as other resources and tools (such as reference materials detailing workplace violence warning signs) that can be incorporated into campus prevention materials for dissemination to the college community. Additionally, the Office of Faculty and Staff Relations will offer periodic training opportunities to supplement the college's training programs.

CONFIDENTIALITY

The University shall maintain the confidentiality of investigations of workplace violence to the extent possible. The University will act on the basis of anonymous complaints where it has a reasonable basis to believe that there has been a violation of this policy and that the safety and well-being of members of the University community would be served by such action.

RETALIATION

Retaliation against anyone acting in good faith who has made a complaint of workplace violence, who has reported witnessing workplace violence, or who has been involved in reporting, investigating, or responding to workplace violence is a violation of this policy. Those found responsible for retaliatory action will be subject to discipline up to and including termination.

APPENDIX I

PROCEDURES FOR HANDLING STUDENT COMPLAINTS ABOUT FACULTY CONDUCT IN ACADEMIC SETTINGS

I. Introduction. The University and its Colleges have a variety of procedures for dealing with student-related issues, including grade appeals, academic integrity violations, student discipline, disclosure of student records, student elections, sexual harassment complaints, disability accommodations, and discrimination. One area not generally covered by other procedures concerns student complaints about faculty conduct in the classroom or other formal academic settings. The University respects the academic freedom of the faculty and will not interfere with it as it relates to the content or style of teaching activities. Indeed, academic freedom is and should be of paramount importance. At the same time the University recognizes its responsibility to provide students with a procedure for addressing complaints about faculty treatment of students that are not protected by academic freedom and are not covered by other procedures. Examples might include incompetent or inefficient service, neglect of duty, physical or mental incapacity and conduct unbecoming a member of the staff.

II. Determination of Appropriate Procedure. If students have any question about the applicable procedure to follow for a particular complaint, they should consult with the chief student affairs officer. In particular, the chief student affairs officer should advise a student if some other procedure is applicable to the type of complaint the student has.

III. Informal Resolution. Students are encouraged to attempt to resolve complaints informally with the faculty member or to seek the assistance of the department chairperson or campus ombudsman to facilitate informal resolution.

IV. Formal Complaint. If the student does not pursue informal resolution, or if informal resolution is unsuccessful, the student may file a written complaint with the department chairperson or, if the chairperson is the subject of the complaint, with the academic dean or a senior faculty member designated by the college president. (This person will be referred to below as the Fact Finder.) Only students in a faculty member's class or present in another academic setting where the alleged conduct occurred may file complaints against that faculty member.

A. The complaint shall be filed within 30 calendar days of the alleged conduct unless there is good cause shown for delay, including but not limited to delay caused by an attempt at informal resolution. The complaint shall be as specific as possible in describing the conduct complained of.

B. The Fact Finder shall promptly send a copy to the faculty member about whom the complaint is made, along with a letter stating that the filing of the complaint does not imply that any wrongdoing has occurred and that a faculty member must not retaliate in any way against a student for having made a complaint. If either the student or the faculty member has reason to believe that the department chairperson may be biased or otherwise unable to deal with the complaint in a fair and objective manner, he or she may submit to the academic dean or the senior faculty member designated by the college president a written request stating the reasons for that belief; if the request appears to have merit, that person may, in his or her sole discretion, replace the department chairperson as the Fact Finder. The chairperson may also submit a written request for recusal for good cause to the academic dean or senior faculty member designated by the college president to review such requests. If a recusal request is granted, a different department chairperson shall conduct the investigation, or, if no other chairperson is available, an administrator designated by the college president shall serve in the chairperson's stead. Further, the college president may re-assign investigations as necessary, including but not limited to situations in which a Fact Finder has not completed an investigation in a timely manner. In addition, during any time that no department chairperson is available to investigate a complaint, the college president may assign an administrator to investigate.

C. The Fact Finder shall meet with the complaining student and faculty member, either separately or together, to discuss the complaint and to try to resolve it. The Fact Finder may seek the assistance of the campus ombudsman or other appropriate person to facilitate informal resolution.

D. If resolution is not possible, and the Fact Finder concludes that the facts alleged by the student, taken as true and viewed in the light most favorable to the student, establish that the conduct complained of is clearly protected by academic freedom, he or she shall issue a written report dismissing the complaint and setting forth the reasons for dismissal and send a copy to the complaining student, the faculty member, the chief academic officer and the chief student affairs officer. Otherwise, the Fact Finder shall conduct an investigation. The Fact Finder shall separately interview the complaining student, the faculty member and other persons with relevant knowledge and information and shall also consult with the chief student affairs officer and, if appropriate, the college ombudsman. The Fact Finder shall not reveal the identity of the complaining student and the faculty member to others except to the extent necessary to conduct the investigation. If the Fact Finder believes it would be helpful, he or she may meet again with the student and faculty member after completing the investigation in an effort to resolve the matter. The complaining student and the faculty member shall have the right to have a representative (including a union representative, student government representative or attorney) present during the initial meeting, the interview and any post- investigation meeting.

E. In cases where there is strong preliminary evidence that a student's complaint is meritorious and that the student may suffer immediate and irreparable harm, the Fact Finder may provide appropriate interim relief to the complaining student pending the completion of the investigation. The affected faculty member may appeal such interim relief to the chief academic officer.

F. At the end of the investigation, the Fact Finder shall issue a written report setting forth his or her findings and recommendations, with particular focus on whether the conduct in question is protected by academic freedom, and send a copy to the complaining student, the faculty member, the chief academic officer and the chief student affairs officer. In ordinary cases, it is expected that the investigation and written report should be completed within 30 calendar days of the date the complaint was filed.

V. Appeals Procedure. If either the student or the faculty member is not satisfied with the report of the Fact Finder, the student or faculty member may file a written appeal to the chief academic officer within 10 calendar days of receiving the report, which time period may be extended for good cause shown. The chief academic officer shall convene and serve as the chairperson of an Appeals Committee, which shall also include the chief student affairs officer, two faculty members elected annually by the faculty council or senate and one student elected annually by the student senate. The Appeals Committee shall review the findings and recommendations of the report, with particular focus on whether the conduct in question is protected by academic freedom. The Appeals Committee shall not conduct a new factual investigation or overturn any factual findings contained in the report unless they are clearly erroneous. If the Appeals Committee decides to reverse the Fact Finder in a case where there has not been an investigation because the Fact Finder erroneously found that the alleged conduct was protected by academic freedom, it may remand to the Fact Finder for further proceedings. The committee shall issue a written decision within 20 calendar days of receiving the appeal. A copy of the decision shall be sent to the student, the faculty member, the department chairperson and the president.

VI. Subsequent Action. Following the completion of these procedures, the appropriate college official shall decide the appropriate action, if any, to take. For example, the department chairperson may decide to place a report in the faculty member's personnel file or the president may bring disciplinary charges against the faculty member. Disciplinary charges may also be brought in extremely serious cases even though the college has not completed the entire investigative process described above; in that case, the bringing of disciplinary charges shall automatically suspend that process. Any action taken by a college, whether interim or final, must comply with the bylaws of the University and the collective bargaining agreement between the University and the Professional Staff Congress.

VII. Campus Implementation. Each campus shall implement these procedures and shall distribute them widely to administrators, faculty members and students and post them on the college website.

APPENDIX J

THE CITY UNIVERSITY OF NEW YORK POLICY ON SEXUAL MISCONDUCT

POLICY STATEMENT

CUNY students, employees and visitors deserve the opportunity to live, learn and work free from Sexual Misconduct. Accordingly, CUNY is committed to:

1. Defining conduct that constitutes Sexual Misconduct;

2. Providing clear guidelines for students, employees and visitors on how to report incidents of Sexual Misconduct;

3. Providing ongoing assistance and support to all parties after allegations of Sexual Misconduct have been made;

4. Promptly and respectfully responding to and investigating allegations of Sexual Misconduct, pursuing disciplinary action when appropriate and taking action to investigate and address any allegations of retaliation;

5. Providing awareness and prevention information on Sexual Misconduct, including widely disseminating this Policy, as well as a "Students' Bill of Rights" and implementing training and educational programs on Sexual Misconduct to college constituencies;

6. Gathering and analyzing information and data that will be reviewed in order to improve safety, reporting, responsiveness and the resolution of allegations of Sexual Misconduct;

7. Distinguishing between the specific conduct defined as Title IX Sexual Harassment by the USDOE and the broader definition of Sexual Misconduct prohibited by this Policy; and

8. Ensuring compliance with the federal regulations under Title IX, and other federal, state and local laws.

This is CUNY's sole policy to address Sexual Misconduct and it is applicable at all CUNY colleges and units. This Policy will be interpreted in accordance with the principles of academic freedom adopted by CUNY's Board of Trustees.

SCOPE OF THIS POLICY

This Policy governs the conduct of CUNY students, employees and visitors. Visitors may report a violation of this Policy and may also be subject to restrictions for failing to comply with this Policy.

This Policy prohibits Sexual Misconduct that occurs on CUNY property and conduct that occurs off CUNY property but has a reasonable connection to CUNY.

PROHIBITED CONDUCT AND DEFINITIONS

The following behaviors constitute Sexual Misconduct prohibited under this Policy:

a) Dating Violence is violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. Dating violence can be a single act or a pattern of behavior, based on the frequency, nature, and severity of the conduct. Dating violence includes the threat of sexual assault or physical abuse. The existence of such a relationship is determined based on a consideration of the following factors: (1) The length of the relationship; (2) The type of relationship and (3) The frequency of interaction between the persons involved in the relationship. A relationship may be romantic or intimate regardless of whether the relationship was sexual in nature.

b) Domestic Violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim by a person with whom the victim shares a child, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under applicable domestic or family violence laws, or by any other person against an adult or youth victim who is protected from that person's acts under applicable domestic or family violence laws. Domestic violence can be a single act or a pattern of behavior, based on the frequency, nature, and severity of the conduct.

c) Sexual Assault: Contact is any sexual contact, including sexual touching for the purpose of sexual gratification of either party or degrading or abusing such person, without a person's consent. Sexual touching includes contact under or over clothing with another person's anus, breasts, buttocks, genitals, groin or inner thigh; touching another person anywhere with any of these body parts; making another person touch any of these body parts under or over clothing; or the emission of ejaculate on the clothing or body of another person.

d) Sexual Assault: Penetration is any form of vaginal, anal, or oral penetration or attempted penetration, however slight, by a penis, object, tongue, or finger without a person's consent. This term includes incest and statutory rape.

e) Sexual Harassment is unwelcome verbal or physical behavior based on a person's sex (including sexual orientation, gender, gender expression and gender identity, including transgender status). Conduct is considered "unwelcome" if the individual did not request or invite it and considered the conduct to be undesirable or offensive. This includes unwelcome conduct when: (1) a CUNY employee conditions the provision of an aid, benefit, or service of CUNY on an individual's participation in unwelcome sexual conduct (quid pro quo); and/or (2) such conduct alters the conditions of, or has the effect of interfering with, an individual's educational or work experience by creating an intimidating, hostile or offensive environment (hostile environment). The effect will be evaluated based on the perspective of a reasonable person in the position of a complainant. While it is not possible to list all circumstances that might constitute Sexual Harassment, the following are some examples of conduct that might constitute such harassment:

   i. Suggestive body language or inappropriate or unwelcome physical contact that does not qualify as Sexual Assault: Contact;

   ii. Verbal abuse or offensive comments of a sexual nature, including sexual slurs, persistent or pervasive sexually explicit statements, questions, jokes or anecdotes, degrading words regarding sexuality or gender, suggestive or obscene letters, notes, or invitations;

   iii. Making lewd or sexual comments about an individual's appearance, body, or clothing;

   iv. Visual displays or distribution of sexually explicit drawings, pictures, or written materials;

   v. Undue and unwanted attention, such as repeated inappropriate flirting, staring, or making sexually suggestive gestures; or

   vi. Offensive comments regarding a person's sexual orientation, gender identity or gender expression, such as persistent mocking or disparagement of a person based on a perceived lack of stereotypical masculinity or femininity.

f) Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (1) fear for their safety or the safety of others or (2) suffer substantial emotional

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distress. This Policy addresses stalking that is based on sex (including sexual orientation, gender, gender expression and gender identity, including transgender status). All other stalking will be addressed under other applicable policies.

g) Title IX Sexual Harassment is a subset of the broader definition of Sexual Harassment above. It is defined by the USDOE to mean conduct on the basis of sex that occurs in CUNY's education program or activity against a person in the United States and that satisfies one or more of the following: (1) a CUNY employee conditioning the provision of an aid, benefit, or service of CUNY on an individual's participation in unwelcome sexual conduct; (2) unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to CUNY's education program or activity; or (3) Sexual Assault, Dating Violence, Domestic Violence, or Stalking as defined in this Policy

h) Voyeurism is unlawful surveillance and includes acts that violate a person's right to privacy in connection with their body and/or sexual activity such as:

  i. Viewing another person's sexual activity, intimate body parts, or nakedness in a place where that person would have a reasonable expectation of privacy, without that person's consent.

  ii. Recording images (e.g. video, photograph) or audio of another person's sexual activity, intimate body parts, or nakedness where that person would have a reasonable expectation of privacy, without that person's consent;

  iii. Disseminating images (e.g. video, photograph) or audio of another person's sexual activity, intimate body parts, or nakedness where that person would have a reasonable expectation of privacy, if the individual distributing the images or audio knows or should have known that the person depicted in the images or audio did not consent to such disclosure; or

  iv. Using or installing, or permitting the use or installation of a device for the purpose of recording another person's sexual activity, intimate body parts or nakedness in a place where the person would have a reasonable expectation of privacy without that person's consent.

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.

  a. 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.

  b. In order to give consent, one must be of legal age (17 years or older in New York).

  c. Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.

  d. 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.

  e. Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.

  f. Consent may be initially given but withdrawn at any time. When consent is withdrawn or can no longer be given, sexual activity must stop.

IV. TITLE IX COORDINATOR

Each college or unit of CUNY has an employee who has been designated as the Title IX Coordinator.8 This employee is responsible for compliance with Title IX of the Education Amendments of 1972, 20 U.S.C. chapter 38, which prohibits sex discrimination in education programs (including Title IX Sexual Harassment as it is defined above), New York State Law Article 129-B ("Enough is Enough") and other federal, state and local laws pertaining to sex discrimination and sexual misconduct. The Title IX Coordinator has overall responsibility for implementing this Policy, including overseeing the investigation of allegations of Sexual Misconduct at their college or unit (including Title IX Sexual Harassment matters and Non-Title IX Sexual Misconduct matters) and carrying out the other functions of that position set forth in this Policy.

All Title IX Coordinators will receive annual training as required by Title IX, the Clery Act, Enough is Enough, and other civil rights laws.

RESOURCES AND INFORMATION FOR INDIVIDUALS AFFECTED BY SEXUAL MISCONDUCT

A. Reporting to Outside Law Enforcement

Students, employees and other community members may choose to report Sexual Misconduct to local law enforcement and/or state police ("outside law enforcement"). However, CUNY does not require that a complainant report Sexual Misconduct to outside law enforcement; nor will CUNY do so without the complainant's agreement, except in exceptional circumstances. The college may report Sexual Misconduct to outside law enforcement without the complainant's consent when the college determines that the respondent poses a serious continuing threat to the physical safety of the complainant or another person.

If a student, employee or other community member chooses to report Sexual Misconduct to outside law enforcement, CUNY will provide assistance. Each college Public Safety office must have an appropriately trained employee available at all times to provide the complainant with information regarding options to proceed, including information regarding the criminal justice process and the preservation of evidence. Campus Public Safety officers can also assist the complainant with reporting allegations both on and off-campus and in obtaining immediate medical attention and other services.

Individuals who feel that they have been subjected to Sexual Misconduct have the right to avail themselves of any and all of their rights under law, including but not limited to filing complaints with one or more of the outside agencies listed below:

    a. U.S. Department of Education, Office for Civil Rights

    b. U.S. Equal Employment Opportunity Commission

    c. New York State Division of Human Rights

    d. New York City Commission on Human Rights

B. Differences between CUNY's Process and Procedures and Those of Outside Law Enforcement

In cases where the complainant reports allegations to outside law enforcement authorities as well as to the college, the college must determine what actions to take based on its own investigation. The college may coordinate with outside law enforcement authorities in order to avoid interfering with their activities and, where possible, to obtain information regarding their investigation. Neither a law enforcement determination whether to prosecute a respondent, nor the outcome of any criminal prosecution, is dispositive of whether the respondent has committed a violation of this Policy.

Students, employees and other community members should be aware that CUNY procedures and standards differ from those of criminal law. When CUNY investigates allegations of Sexual Misconduct or brings disciplinary proceedings for violations of this Policy, the issue is whether the respondent violated CUNY policy. The standard applied in making this determination is whether the preponderance of the evidence supports a finding of responsibility, or, stated another way, whether it is more likely than not that the alleged conduct occurred. An individual found to have violated this Policy may be sanctioned by the college and CUNY. In the criminal justice system, on the other hand, the issue is whether the accused violated criminal law. The standard applied is proof beyond a reasonable doubt and an individual found guilty of a crime is subject to criminal penalties, such as incarceration, probation and fines.

C. Obtaining Immediate Medical Attention and Emotional Support

CUNY encourages anyone who has experienced Sexual Assault, Domestic Violence or Dating Violence to seek medical attention as soon as possible. Medical resources can provide treatment for injuries, preventative treatment for sexually transmitted diseases, emergency contraception and other health services. They can also assist in preserving evidence or documenting any injuries. Taking these steps promptly after an incident can be helpful if an individual later decides to pursue criminal charges or a protective order.

Individuals who have experienced or witnessed Sexual Assault, Domestic Violence or Dating Violence are also encouraged to seek emotional support, either on or off-campus.

On campus resources may include nurses and/or nurse practitioners at campus health offices and counselors at campus counseling centers. Counselors are trained to provide crisis intervention and provide referrals for longer-term care as necessary

Where to Report Allegations of Sexual Misconduct on Campus

Students, employees and visitors who experience Sexual Misconduct and wish to report the allegations to the college/CUNY, should notify one of these campus officials/offices:

a. Title IX Coordinator;

b. Office of Public Safety;

c. Office of Vice President for Student Affairs or Dean of Students;

d. Residence Life staff in CUNY owned or operated housing; or

e. Human Resources Director

Amnesty for Drug and Alcohol Use

The health and safety of every student at CUNY is of the utmost importance. CUNY recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at a time that Sexual Misconduct occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. CUNY strongly encourages students to report Sexual Misconduct to college officials. A bystander or complainant acting in good faith who discloses any incident of Sexual Misconduct to college officials or law enforcement will not be subject to discipline under CUNY's Policy on Drugs and Alcohol18 for violations of alcohol and/or drug use policies occurring at or near the time of the Sexual Misconduct.

Retaliation is adverse treatment of an individual as a result of that individual's reporting Sexual Misconduct, assisting someone to report Sexual Misconduct, opposing in a reasonable manner an act or policy believed to constitute Sexual Misconduct, or participating in any manner (or refusing to participate) in an investigation or resolution under this Policy. Adverse treatment includes intimidation, threats, coercion or discrimination for the purpose of interfering with any right or privilege secured by this Policy. All individuals are prohibited from engaging in

retaliation, including complainants, respondents and others, such as friends or relatives of the parties. An individual may report allegations of retaliation to the Title IX Coordinator if the individual has been subject to retaliation, as defined in Section III. All retaliation allegations will be investigated in accordance with the investigation procedures set forth in this Policy, and individuals who are found to have engaged in retaliation will be subject to disciplinary action.

SUPPORTIVE MEASURES AND ACCOMMODATIONS

Supportive measures and accommodations are non-disciplinary, non-punitive individualized services designed to restore or preserve equal access to education and to ensure safety, prevent retaliation and avoid an ongoing hostile environment. Supportive measures and accommodations are available to complainants, respondents and other affected parties. Supportive measures are available when a college becomes aware of allegations of Sexual Misconduct (including both Title IX Sexual Harassment matters and Non-Title IX Sexual Misconduct matters), whether or not a complainant chooses to move forward with an investigation and/or resolution. Supportive measures may be provided on an interim or continuing basis. The college may also take reasonable measures to ensure the safety of the college community at large.

The Title IX Coordinator is responsible for coordinating and ensuring the effective implementation of supportive measures and accommodations. When a college learns of allegations of Sexual Misconduct, the Title IX Coordinator will promptly contact a complainant to discuss the availability of supportive measures and accommodations, discuss the complainant's wishes with respect to supportive measures and accommodations and inform complainant that supportive measures and accommodations are available even if the complainant does not wish to proceed with an investigation and/or resolution of the allegations. Requests for supportive measures and accommodations should be made to the Title IX Coordinator.

The Title IX Coordinator will work with the Chief Student Affairs Officer to identify a trained staff member to assist students to obtain supportive measures and accommodations. The Title IX Coordinator will work with the Human Resources Director to assist employees to obtain supportive measures and accommodations.

Range of Supportive Measures and Accommodations

Possible supportive measures and accommodations may include:

a. Making appropriate changes to academic programs, including changes in class schedule, accommodations to permit students to take an incomplete or drop a course or courses without penalty, permitting students to attend a class via videoconference platform or other alternative means, providing an academic tutor, or extending deadlines for assignments;

b. Making appropriate changes to residential housing situations or providing assistance in finding alternate housing;

c. Changing an employee's work assignment or schedule;

d. Providing an escort to and from class or campus work location;

e. Arranging appropriate transportation services to ensure safety;

f. Offering counseling services through the college Counseling Center or other appropriate office, or referral to an off-campus agency;

g. Enforcing an Order of Protection issued by a court;

h. Issuing a No Contact Order whereby continued intentional contact would be a violation of CUNY Policy and subject to disciplinary action; and

i. Emergency removal of a respondent when they pose an imminent threat to the physical health or safety of any person.

IMPORTANT INFORMATION ABOUT REPORTING/ CONFIDENTIALITY OBLIGATIONS OF COLLEGE AND CUNY EMPLOYEES

CUNY values the privacy of its students, employees and visitors and recognizes that they should be able to seek the assistance they need without fear that the information they provide will be shared more broadly. An individual who speaks to a college or CUNY employee about Sexual Misconduct should be aware that employees fall into three categories:

a. Confidential Employees have an obligation to maintain a complainant's confidentiality regarding allegations of Sexual Misconduct and will not share any identifying information with others, except as required by law in emergency circumstances;

b. Responsible Employees are required to report allegations of Sexual Misconduct to the Title IX Coordinator but will protect an individual's privacy to the greatest extent possible and share information with other staff only on a need-to-know basis; and

c. All other employees are strongly encouraged, but not required to report allegations of Sexual Misconduct to the Title IX Coordinator. These employees are otherwise encouraged to protect an individual's privacy to the greatest extent possible and share information only with the Title IX Coordinator

Confidential Employees

For Students.

Students who wish to speak to someone who will keep the communications confidential should speak to one of the following:

i. Counselor or other staff member at their college counseling center;

ii. Nurse, nurse practitioner or other college health office staff member;

iii. Pastoral counselor (a person associated with a religious order or denomination, recognized by that order or denomination as someone who provides confidential counseling and identified by CUNY as functioning within the scope of that recognition); or

iv. Designated staff member, if any, in a women's or men's center, if one exists at their college.

These individuals will not report the allegations to the college's Title IX Coordinator or other college employees without the student's permission. The only exception is in the case where there is an imminent threat of serious injury to the complainant or any other person.

If a student speaks solely to a confidential employee, the college will rarely be able to conduct an investigation into the allegations or pursue disciplinary action against the respondent. Confidential employees will assist students in obtaining other necessary support.

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 which is administered by an outside company. Confidential community counseling resources are also available throughout New York City.

Complainants may use these confidential resources even if they decide not to report allegations of Sexual Misconduct or participate in an investigation, CUNY resolution process or the criminal justice process. A complainant who first speaks to a confidential resource may later decide to report allegations to the college or with outside law enforcement.

Responsible Employees

Individuals designated as responsible employees have a duty to report allegations of Sexual Misconduct, including all relevant details, to the Title IX Coordinator. These employees are not permitted to maintain a complainant's confidentiality, but will maintain a complainant's privacy to the greatest extent possible, and information reported to them will be shared only with the Title IX Coordinator and other people responsible for handling the college's response to the report.

To the extent possible, before a complainant reveals any information to a responsible employee, the employee should advise the complainant of the employee's reporting obligations—and if the complainant wants to maintain confidentiality, direct the complainant to confidential resources.

CUNY has designated the following individuals as responsible employees:

a. University Title IX Director

b. College Title IX Coordinator and staff

c. Office of Public Safety employees

d. Vice President for Student Affairs or Dean of Students and all staff housed in those offices (other than staff that are designated as confidential employees)

e. Residence Life staff in CUNY owned or operated housing, including Resident Assistants

f. Directors and Deputy Directors of Human Resources

g. College President, Vice Presidents and Deans

h. Athletics Staff

i. Department Chairpersons/Executive Officers

j. CUNY Office of the General Counsel attorneys and College/unit attorneys

k. College/unit labor designee

l. Faculty and staff members at times when they are leading or supervising students on off-campus trips

m. International Education Liaisons/Study Abroad Campus Directors and Field Directors

n. College Childcare Center staff

o. Managers or supervisors, regarding alleged Sexual Misconduct involving people who report to them

   i. Managers are employees who have authority to make tangible employment decisions with regard to other employees, including the authority to hire, fire, promote, compensate or assign significantly different responsibilities.

   ii. Supervisors are employees who are not managers, but have a sufficient degree of control over the working conditions of one or more employees, which might include evaluating their performance and making recommendations for changes in employment status that are given particular weight.

Relationships Between Faculty or Employees and Students

Sexual activity or amorous or dating relationships ("intimate relationships"), even when apparently consensual, are inappropriate when they occur between a faculty member or employee and any student for whom they have a professional responsibility. Those relationships are inappropriate because of the unequal power dynamic between students and faculty members and between students and employees who advise or evaluate them, such as athletic coaches or workplace supervisors. Such relationships necessarily involve issues of student vulnerability and have the potential for coercion. In addition, conflicts of interest or perceived conflicts of interest may arise when a faculty member or employee is required to evaluate the work or make personnel or academic decisions with respect to a student with whom they are having an intimate relationship.

Therefore, faculty members and other employees are prohibited from engaging in intimate relationships with students for whom they have a professional responsibility, including undergraduates, graduate and professional students and postdoctoral fellows.

For purposes of this Section, professional responsibility for a student means responsibility over any academic matters, including teaching, counseling, grading, advising for a formal project such as a thesis or research, evaluating, hiring, supervising, coaching, making decisions or recommendations that confer benefits such as admissions, registration, financial aid, other awards, remuneration, or fellowships, or performing any other function that might affect teaching, research, or other academic opportunities.

Relationships Between Supervisors and Employees

Many of the concerns about intimate relationships between faculty members or employees and students also apply to relationships between supervisors and employees they supervise. Those relationships therefore are strongly discouraged. Supervisors must disclose any such relationships to their supervisors in order to avoid or mitigate conflicts of interest in connection with the supervision and evaluation of the employees with whom they have an intimate relationship. Mitigation may involve the transfer of either the supervisor or employee, reassigning the responsibility to evaluate the employee to a different supervisor, or other appropriate action.

For purposes of this Section, supervising an employee means supervising in an employment setting, including hiring, evaluating, assigning work, or making decisions or recommendations that confer benefits such as promotions, raises or other remuneration, or performing any other function that might affect employment opportunities.

The City University of New York

Students' Bill of Rights

For CUNY students who experience Sexual Violence, including Sexual Assault;

Domestic Violence, Dating 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.

Questions about CUNY's Sexual Misconduct policy and procedures may be directed to your campus Title IX Coordinator

Please find a copy of the entire Policy on Sexual Misconduct at: https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/policies-procedures/Sexual-Misconduct-Policy.pdf

APPENDIX K

The City University of New York Behavior-Related Medical Withdrawal and Re-enrollment Policy and Procedures

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. As the result of a medical condition, some students may engage in behavior that presents a direct threat of harm to the health or safety of 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, and colleges should take reasonable and appropriate security and health and safety measures, such as calling 911 or taking other immediate action in case of imminent threat to a person's life or wellbeing. In addition, colleges may address the student's conduct to determine if action under this policy or under the student disciplinary policy is appropriate.

II. Policy

A. This Policy shall apply to any person(s) registered or enrolled in any CUNY course or program offered for academic credit and in any pre-matriculation programs, including but not limited to CUNY Start and CLIP. Students taking online courses provided by or presented at CUNY shall be deemed enrolled for the purposes of this Policy. This Policy does not apply to Hunter College Campus Schools (K-12) or CUNY College Now programs.

B. A college of CUNY may pursue withdrawal of a student from CUNY and/or a college residence hall or require conditions for continued enrollment and/or residence when, as the result of a medical condition, the student's behavior presents a direct threat to others and/or substantially disrupts the learning or working environment of others. A direct threat means a significant risk of harm to health or safety. Substantial disruption ordinarily means a pattern of disruption, except in the event of a single incident of extreme and severe disruption.

C. In such situations, the college may invoke this policy as an alternative to disciplinary action under Article XV of CUNY's Bylaws.

D. If the student engages in self-harm and that behavior substantially disrupts the working or learning environment of others, the college may invoke only this policy, not disciplinary action under Article XV.

E. Except in cases requiring an emergency interim removal, colleges first must pursue voluntary withdrawal or, in appropriate cases, continued enrollment of the student subject to specified conditions, rather than involuntary withdrawal under this policy. The voluntary withdrawal or continued enrollment with conditions should be memorialized in a written agreement with the student.

F. A student who withdraws voluntarily or is involuntarily withdrawn from the University and/or a college residence hall pursuant to this policy may apply for reenrollment to the University and/or to a college residence hall. An individualized determination by the Campus Student Affairs Officer ("CSAO") or designee must be made in each case, based on relevant medical evidence, as to whether there is a significant risk that the behavior that required withdrawal will be repeated; if not, the student's application for re-enrollment must be approved, provided the student is academically eligible.

G. Colleges must apply this policy in a nondiscriminatory manner consistent with federal, state and local laws and CUNY policy prohibiting discrimination based on disability. They must make determinations based on a student's behavior and not on knowledge of a student's disability or physical or mental condition, except to determine the policy's applicability.

III. Procedures

A. Emergency Interim Removal

1. If a student's behavior presents an immediate, severe and direct threat to others (by evidencing a likelihood of harm to others), and/or is substantially disrupting the learning or working environment of others, and the CSAO or designee reasonably believes that the student's behavior is related to a medical issue, the CSAO or designee may direct an emergency interim removal of the student that restricts the student's access to the college's campus and/or residence hall, as appropriate. The CSAO or designee shall make reasonable efforts to meet with the student and must consult with the University's Office of the General Counsel and the University's Director of Mental Health and Wellness, prior to making any such direction.

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2. The emergency interim removal from the college and/or residence hall will remain in effect until a final decision has been made pursuant to the procedures below, unless, before a final decision is made, the CSAO or designee determines that the reasons for imposing the interim removal no longer exist.

B. Withdrawal after Emergency Interim Removal

1. Voluntary Withdrawal or Conditional Enrollment

a. Following a student's emergency interim removal from the college and/or residence hall, the CSAO or designee must exercise best efforts to meet with the student to discuss the student's behavior and to hear the student's explanation of the behavior. If the CSAO or designee determines that voluntary withdrawal or continued enrollment with conditions is appropriate, that official must request that the student agree to such withdrawal or conditional enrollment within seven (7) calendar days of the effective date of the emergency interim removal.

b. If the student agrees to the request for voluntary withdrawal or to the specified conditions, as applicable, the CSAO or designee should (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, as appropriate; (iv) consult with the residence hall director, if applicable; (v) refer the student to appropriate resources for treatment; and (vi) advise the student concerning the process for applying for re-enrollment, as well as on conditions for re-enrollment, if applicable.

2. Assessment and Involuntary Withdrawal

a. Should the request for voluntary withdrawal or conditional enrollment be refused, the college must determine whether to take further action against the student, including whether to initiate involuntary withdrawal proceedings or disciplinary proceedings under Article XV of CUNY's Bylaws. Prior to initiating involuntary withdrawal proceedings, the college must follow the assessment procedures outlined below in III B. 2. (b)-(c). Those procedures must be completed within ten (10) calendar days of the student's refusal.

b. Prior to initiating involuntary withdrawal proceedings, the CSAO or designee should mandate that the student be evaluated, at CUNY's expense, by a qualified, licensed mental health or other licensed medical professional, as applicable and as approved by CUNY. Whenever possible, the professional should be on retainer to a college of CUNY or CUNY. If a retained professional is not available, the professional may be an employee of a college of CUNY or CUNY, but that professional may not be employed by the student's college or have had any prior contact with the student. The professional should evaluate whether the student's behavior presents a direct threat of harm to 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 condition. The professional should submit the evaluation to the CSAO, who, based on that report, and after consultation with the University's Office of the General Counsel and the University's Director of Mental Health and Wellness, will determine the appropriate next steps.

c. If the student refuses to undergo the assessment, or fails to keep the scheduled appointment, the CSAO or designee must determine the appropriate next steps based on the available evidence after consultation with the University's Office of the General Counsel and the University's Director of Mental Health and Wellness.

C. Withdrawal without Emergency Interim Removal

1. Voluntary Withdrawal or Conditional Enrollment

a. If a student's behavior evidences a direct threat of harm to others and/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 CSAO reasonably believes that the student's behavior is related to a medical issue, the CSAO or designee may request that the student voluntarily withdraw or agree to enrollment under specified conditions.

b. If the student agrees to the request for voluntary withdrawal or to the specified conditions, the CSAO or designee should (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, as appropriate; (iv) consult with the residence hall director, if applicable; (v) refer the student to appropriate resources for treatment; and (vi) advise the student concerning the process for applying for re-enrollment, as well as on conditions for re-enrollment, if applicable and appropriate.

2. Assessment and Involuntary Withdrawal

a. If the student does not agree to the request for voluntary withdrawal or to the specified conditions, the college must determine whether to take further action against the student, including whether to initiate involuntary withdrawal proceedings or disciplinary proceedings under Article XV of CUNY's Bylaws.

b. Before initiating involuntary withdrawal proceedings under this procedure, the college should follow the assessment procedures outlined above in III B.2 (b)-(c).

D. Involuntary Withdrawal Procedures

1. A college may initiate an involuntary withdrawal hearing to present evidence of the student's threatening and/or substantially disruptive behavior and the connection between that behavior and a medical condition. The college may seek remedies of withdrawal or retention with conditions from CUNY and/or the college residence hall.

2. CUNY's Vice Chancellor for Student Affairs and Enrollment Management or designee and the college will collaborate to schedule a hearing. Notice of the involuntary withdrawal hearing and the time and place of the hearing must be personally delivered or sent by the CSAO or designee of the student's home college to the student at the address appearing on the records of the college, by overnight mail, and, for students who have a college e-mail address, to that e-mail address. The hearing will be scheduled for a reasonable time after the college's receipt of the results of the assessment or the student's refusal to be assessed, as applicable. The hearing will not be scheduled earlier than seven (7) calendar days

from the date notice of the hearing is sent to the student, unless the student consents to an earlier hearing.

3. The notice must contain (i) a statement of the reasons involuntary withdrawal is sought (ii) the type of withdrawal sought (from the University and/or from the college residence hall); and (iii) a statement that the student has a right to present the witnesses and evidence, to crossexamine witnesses presenting evidence against the student, to remain silent without assumption of responsibility, and to be represented by legal counsel or an advisor at the student's expense.

4. CUNY will 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. Committee members may not be employed by the College where the student has been enrolled, nor may they have had any prior contact with the student. CUNY's Vice Chancellor for Student Affairs and Enrollment Management or designee will appoint the members of the Health Review Panel. Members of the Health Review Panel, in committees constituted separately for each hearing ("Health Review Committee"), will be responsible for adjudicating all involuntary withdrawal hearings held according to these procedures. For each involuntary withdrawal hearing, the Vice Chancellor for Student Affairs and Enrollment Management or designee will constitute a three-person Health Review Committee from the Health Review Panel to adjudicate at that hearing. The Health Review Committee shall make decisions by majority vote.

5. A student 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 Health Review Committee. If the student fails to respond to the notice, appear on the adjourned date, or request an extension, the College may proceed in absentia, and any decision shall be binding.

6. The hearing will 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.

7. The CSAO or designee will appoint/identify a presenter to present evidence on behalf of the college. After the evidence is presented by the parties at the hearing, the Health Review Committee will determine whether the college has proved, by a preponderance of the evidence, (i) that the student's behavior occurred; (ii) that the behavior presents a direct threat of harm to others, and/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 (iii) if the behavior was the result of a medical condition. The Health Review Committee will further determine the appropriate remedy in cases in which the college prevails. The Health Review Committee may also set reasonable and appropriate conditions on re-enrollment. The Health Review Committee must send its written decision to the student via overnight mail and, if applicable, the student's college email address, within seven (7) calendar days from the close of the hearing. A decision of involuntary withdrawal of the student from CUNY and/or the college residence hall will be effective on the date that the decision was sent to the student.

8. If the Health Review Committee determines that the standard for involuntary withdrawal has not been met, the CSAO or designee shall assist a student previously placed on emergency interim removal to resume academic studies and habitation in a residence hall, if applicable.

Appeals

An appeal from the decision of the Health Review Committee may be made to the President of the student's home college within fifteen (15) calendar days after the decision was sent to the student. The President or designee must make a determination on the appeal within fifteen (15) calendar days from receipt of the appeal. The designee must not have had prior involvement with the student's case. The President's (or designee's) decision may be appealed to the Chancellor of the University within fifteen (15) calendar days after the delivery of the President's decision on appeal. The Chancellor (or designee) must make a decision within fifteen (15) calendar days from receipt of the appeal. The Chancellor's (or designee's) decision will be final. The bases for overturning a decision of the Health Review Committee at both levels of review are limited to the following: (i) clearly erroneous factual findings; (ii) significant procedural error; (iii) newly available evidence that would have changed the outcome; (iv) the remedy and/or conditions on re-enrollment were unreasonable or inappropriate.

Re-enrollment

1. A student who voluntarily withdraws or is involuntarily withdrawn from CUNY and/or a college residence hall under this policy must be considered for re-enrollment.

2. A student wishing to be considered for re-enrollment should contact the student's home college's CSAO in accordance with the college's re-enrollment deadline, 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-enrollment.

3. A student may apply for re-enrollment to the University and/or a college residence hall no more than one time per term. A student may not apply for re-enrollment for the same semester they have voluntarily withdrawn or been involuntarily withdrawn.

4. In assessing an application for re-enrollment, the CSAO or designee must make an individualized determination in each case. The CSAO or designee should (i) receive, investigate, and examine appropriate relevant documentation, including assessments made by college-referred licensed mental health or other licensed medical professionals, as applicable, and, if applicable, licensed treating mental health or other licensed treating medical professionals; (ii) in cases in which the CSAO or designee determines that an additional mental health or other medical assessment is necessary, refer the student for assessment to a qualified, licensed mental health or other licensed medical professional, as applicable, at CUNY's expense and as approved by CUNY; (iii) provide an opportunity for the student to meet with the CSAO or designee to discuss re-enrollment.

5. If based on the evidence presented, there is not a significant risk that the behavior that required withdrawal will be repeated, and provided the student is academically eligible, the CSAO or designee must approve the student's application for re-enrollment. In such cases, the CSAO or designee must initiate the re-enrollment process, provide the student with written conditions for continued attendance, and inform any relevant administrators of the student's re-enrollment.

6. If the CSAO or designee determines that the application for re-enrollment should be denied, that official must provide the student with a written explanation of the reasons for the denial and specify when the next request for re-enrollment will be considered.

7. A student may appeal the CSAO or designee's denial of re-enrollment to the college President within thirty calendar days after the delivery of the decision denying re-enrollment. The President (or designee) must make a 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 within thirty calendar days after the delivery of the President's decision on appeal. The Chancellor's (or designee's) decision must be made within thirty calendar days from receipt of the appeal. The Chancellor (or designee's) decision will be final. The basis for overturning a decision on appeal at either level will be limited to a determination that the decision on re-enrollment was clearly erroneous.

Effect on Academic Status

In the event of a withdrawal pursuant to this policy, a notation of withdrawal ordinarily should appear on the student's transcript for all classes taken during that semester. The CSAO at a student's home college may grant a student request that, in lieu of withdrawal, a notation of incomplete appear on the student's 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 CSAO of the student's home college must inform the Vice Chancellor for Student Affairs and Enrollment Management 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 and to establish a Universal Service Indicator on CUNYfirst to prevent enrollment at another CUNY campus until such time as the student's re-enrollment is approved.

Effect on Housing Status

If the student has been living in a college residence hall and is removed from the residence hall, the student's contract will be canceled and fees refunded on a prorated basis.

Refund of Tuition

In its discretion, a college may refund a student's tuition and fees for the semester if the student voluntarily withdraws from the college.

J. Confidentiality

The results of examinations by mental health or other medical professionals to whom students are referred for assessment at any stage in the withdrawal or re-enrollment process are confidential. They may only be shared with the officials referenced above in B 2.b or if necessary to prevent an imminent, severe, and direct threat of harm to the student and/or others. The results of those examinations will be admissible in involuntary withdrawal hearings but will not be admissible in disciplinary hearings, unless the student raises health issues, including mental health, in a disciplinary hearing.

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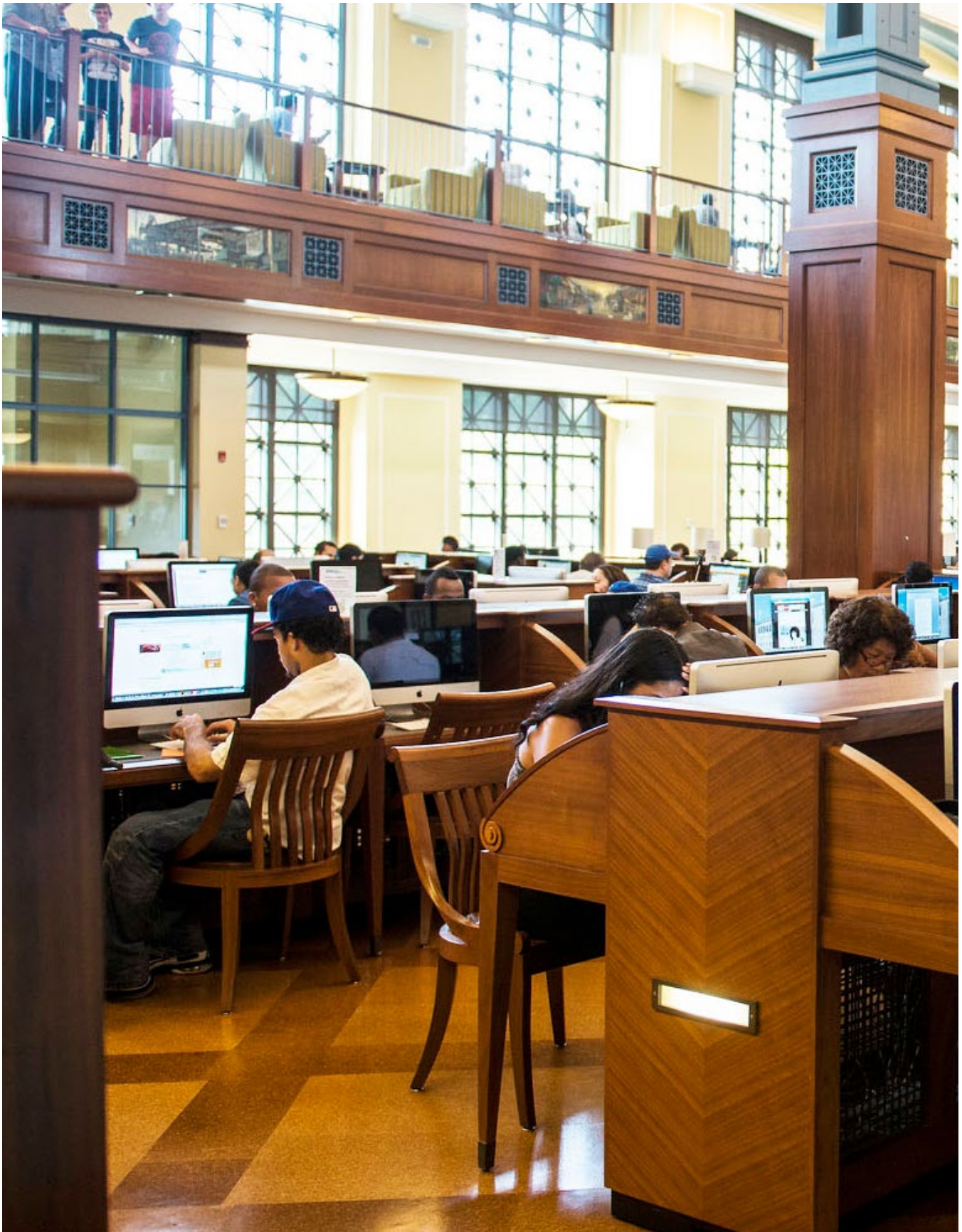
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