Statement of Nondiscrimination
The College of Staten Island is an Equal Opportunity and Affirmative Action institution. The College does not discriminate on the basis of race, color, national or ethnic origin, religion, age, sex, sexual orientation, transgender, disability, genetic predisposition or carrier status, alienage or citizenship, veteran or marital status in its student admissions, employment, access to programs, and administration of educational policies. Danielle E. Dimitrov, Esq., Director of the Office of Compliance and Diversity, serves as the College's Compliance Office, Title IX Coordinator, and 504 Coordinator. Her office is located in Building 1A, Room 1032 and her telephone number is 718.982.2250.

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 advance notice. Tuition and fees set forth in this publication are similarly subject to change by the Board of Trustees of The City University of New York. The University regrets any inconvenience this may cause. The responsibility for compliance with the regulations in each catalog rests entirely with the student.

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# CONTENTS

MESSAGE FROM THE PRESIDENT .......................................................... 3  
ABOUT THE COLLEGE ........................................................................ 6  
ADMISSIONS ...................................................................................... 10  
REGISTRAR ....................................................................................... 13  
TUITION, FEES, AND EXPENSES .................................................... 15  
FINANCIAL AID ............................................................................... 17  
SCHOLARSHIPS AND AWARDS ......................................................... 22  
DEPARTMENTS ............................................................................... 23  
DIVISION OF STUDENT AFFAIRS ..................................................... 27  
OFFICE OF ACADEMIC AFFAIRS ...................................................... 30  
ACADEMIC POLICIES ..................................................................... 35  
UNDERGRADUATE DEGREE & CERTIFICATE PROGRAMS .............. 42  
DEGREE REQUIREMENTS ............................................................... 43  
MAJORS, DISCIPLINES AND COURSE DESCRIPTIONS ................. 53  
FACULTY AND STAFF ..................................................................... 227  
APPENDIX ...................................................................................... 242  
TRAVEL INFORMATION .................................................................. 255  
INDEX ............................................................................................ 256
Greetings! It is my pleasure to welcome you to the College of Staten Island, a senior college of The City University of New York, the nation’s leading urban university.

CSI is committed to providing you a richly integrated learning experience, with a variety of learning opportunities, both in and outside of the classroom, at home, and around the world.

The 204-acre landscaped campus of CSI, the largest in NYC, is fully accessible and contains an advanced, networked infrastructure to support technology-based teaching, learning, and research. We offer associate’s degrees in selective areas, a comprehensive range of bachelor’s and master’s degrees, and doctoral degrees in cooperation with the CUNY Graduate Center.

We offer a broad spectrum of disciplines on campus, with courses taught by highly credentialed faculty from leading institutions around the world. A hallmark of a CSI education is the opportunity for undergraduate students to experience real-world, hands-on research using sophisticated equipment, side by side with leading scientists and authorities in their fields.

CSI also offers a comprehensive array of international programs to further enhance your education. Whether you choose to take advantage of dynamic study abroad and exchange programs in over 35 countries, enroll in our Virtual Classroom that connects you with fellow classmates at leading institutions around the world via a high-speed video link, or enrich your education through internships with leading companies in New York City, your CSI experience will help you attain your educational, philosophical, and professional goals.

CSI’s administration, faculty, and staff are singularly dedicated to your success, and as we affirm in the College’s mission statement, “practice their commitment to educational excellence as they instill in students preparing to enter their chosen careers an enduring love of learning, a sensitivity to pluralism and diversity, a recognition of their responsibility to work for the common good, and an informed respect for the interdependence of all people.”

This focus on mutual interdependence and civic responsibility is illustrated by the many international partnerships that the College maintains worldwide through our Center for International Service, as well as by the relationship that CSI enjoys with the larger Staten Island community; our Office of Continuing Education and Professional Development administers programs focused on developing career-related skills; and our Small Business Development Center assists local businesses.

CUNY has recognized the College’s flagship research status by designating certain programs as Research Centers. CSI’s Center for Developmental Neuroscience and Developmental Disabilities works closely with the New York State Institute for Basic Research (IBR) to conduct, promote, and sponsor research, education, and training in the developmental neurosciences with special emphasis on research and educational programs in the specific field of developmental disabilities; our Center for Environmental Science, established in 1987, provides support for research and policy recommendations concerning environmental problems and the quality of life; and our Center for Engineered Polymeric Materials actively fosters the development of complex polymeric materials based on multiple phases with significant structures at the nanometer scale.

Further, we offer programs to help our students succeed at every level: from our summer immersion program, which provides tuition-free instruction aimed toward helping students pass the CUNY skills assessment tests, to our FIRST program’s specialized academic and personal support services for freshmen who have passed all three of these tests, CSI strives to ease our first-year students’ transition into college. Other programs, such as the Macaulay Honors College at CSI and The Verrazano School at CSI are designed for gifted and highly motivated students, while the Teacher Education Honors Academy educates a new generation of exceptional teachers of science and mathematics.

These are only a few examples of what you will find at CSI. I encourage you to explore our Web site to learn more about the programs and the people of our College community. Congratulations on taking this first step into what I know will be a bright future, and welcome!

Sincerely,

Tomás D. Morales

President
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ABOUT THE COLLEGE

The College of Staten Island is a four-year, senior college of The City University of New York, which offers exceptional opportunities to all of its students. Programs in the liberal arts and sciences and professional studies lead to bachelor’s and associate’s degrees. The master’s degree is awarded in 16 professional and liberal arts and sciences fields of study. The College participates in doctoral programs of The City University Graduate School and University Center in Biology, Chemistry, Computer Science, Nursing, Physical Therapy, and Physics.

A broad general education is assured through requirements that allow students to explore a range of fields of knowledge and acquire educational breadth in mathematics, the sciences, social sciences, arts, and humanities. Requirements for the bachelor’s degree provide a disciplined and cumulative program of study in a major field of inquiry. Enrollment in baccalaureate programs requires freshman admission standards consonant with those of CUNY senior colleges. Enrollment in associate’s degree programs is open to all students with a high school diploma or the equivalent.

The College of Staten Island is one of seven campuses that participate in the Macaulay Honors College of CUNY. Students accepted into this highly competitive program complete their degree requirements, including honors in their chosen major, at the College of Staten Island. Special seminars, research opportunities, and co-curricular activities are challenging and enriching elements of the program. The Macaulay Honors College at CSI is designed for a limited number of students who have demonstrated a well-developed commitment to learning and who intend to continue their undergraduate education in graduate and/or professional schools. Students who have earned, or expect to earn, a high school academic diploma with an average of at least 90 with competitive SAT or ACT scores are eligible to apply for admission.

The academic year follows a two-semester pattern, with a separate summer and winter session. Classes are scheduled days, evenings, and weekends. The College has an extensive Continuing Education program and offers off-campus courses with and without credit.

CSI was founded in 1976 through the union of two existing colleges—Staten Island Community College and Richmond College. Staten Island Community College, the first community college in the University, opened in 1955. Richmond College, an upper-division college that offered undergraduate and graduate degrees to students who had successfully completed the first two years of college study elsewhere, was founded in 1965. The merger of these two colleges resulted in the only public four-year institution of higher learning on Staten Island.

THE CAMPUS

Completed in 1994, the 204-acre campus of CSI/CUNY is the largest site for a college in New York City. Set in a park-like landscape, the campus is centrally located on Staten Island. Mature trees and woodlands, flowering trees and ornamental plantings, fields and outdoor athletic facilities, the great lawn, sculpture, and seating areas create a rural oasis in an urban setting.

Fourteen renovated neo-Georgian buildings serve as classrooms, laboratories, and offices. The academic buildings house 300 classrooms, laboratories and instructional spaces, study lounges, department and program offices, and faculty offices.

North and South Academic Quadrangles are connected by the Alumni Walk, with the Library and Campus Center as focal points. The Center for the Arts is located midway between the Quadrangles at the fountain plaza. The Sports and Recreation Center and the athletic fields are located near the main entrance to the campus.

Sixteen works of art, a permanent collection of works either commissioned or purchased through the Art Acquisitions Program of the Dormitory Authority of the State of New York, are installed throughout the campus. The artists and their free-standing sculptures and reliefs are: Vincenzo Amato, Body of Hector/Glaucus; Miriam Bloom, Shoodlloo; Fritz Bultman, Garden at Nightfall (extended loan); Chryssa, Untitled; Lucille Friedland, Big Stride (gift of the artist); Red Grooms, Marathon; Sarah Haviland, Staten Island Arch; Jon Isherwood, Borrowmini’s Task; Zero Higashida, Maquette for a Small Universe; Valerie Jaudon, Untitled; Niki Ketchman, Red Inside; Win Knowlton, Ellipse; Mark Mennin, Torak; Don Porcaro, Moon Marker; and Hans Van de Bovenkamp, Stele in the Wind.

Astrophysical Observatory: The 16-foot dome astrophysical observatory was completed in 1996. In addition to serving students in astronomy courses, the facility is used for faculty and student research projects, environment monitoring projects, and community programs.

Biological Sciences/Chemical Sciences Building: An ultramodern facility, the building contains classrooms, laboratories, faculty offices, research facilities for faculty and students, the Center for Environmental Science, and the Center for Developmental Neuroscience and Developmental Disabilities.

Campus Center: The Campus Center provides facilities for a complete student life including offices for student organizations, food services, health services, a study lounge, bookstore, and the studios of WSIA-FM, the student-operated radio station.

Center for the Arts: Entered from the Great Lawn and from the Alumni Walk, the Center houses two academic wings for programs in the arts as well as superb public spaces: the Clara and Arleigh B. Williamson Theatre, a 900-seat concert hall, a recital hall, an experimental theater, lecture halls, an art gallery, and a small conference center.

Library: Designed with inviting reading rooms, open shelves, and study carrels, the Library research and study facilities are enhanced by computer data-based operations available to all students. The Library Services make accessible pedagogical multimedia materials to distant classrooms and laboratories by means of the campus fiber-optic network.

Sports and Recreation Center: This 77,000 square-foot multipurpose facility and surrounding athletic fields serve the intercollegiate and intramural sports and recreation programs for students. On a membership basis, faculty, staff, alumni, and the general public also have access to the facilities.
Research Institutes and Centers

Center for Developmental Neuroscience and Developmental Disabilities
Dr. Robert Freedland, Director
Office: Biological Sciences/Chemical Sciences Building (6S), Room 229
The Center for Developmental Neuroscience and Developmental Disabilities (CDNDD) is supported jointly with the New York State Institute for Basic Research (IBR). The Center conducts, promotes, and sponsors research, education, and training in the developmental neurosciences with special emphasis on research and educational programs in the specific field of developmental disabilities. The Center provides for collaborative efforts between the College and IBR in offering the Master of Science degree in Neuroscience, Developmental Disabilities, and Mental Retardation, as well as with the University’s Doctoral programs in Biology, subprogram in Neuroscience and Physiology, and in Psychology, subprogram in Learning Processes. On the CSI campus, the Center has established research laboratories for investigations in cellular and molecular neuroscience and provides advanced research training for graduate and undergraduate students.

Center for Environmental Science
Dr. Alfred M. Levine, Director
Office: Biological Sciences/Chemical Sciences Building (6S), Room 310
The Center for Environmental Science, established in 1987, provides support for research and policy recommendations concerning environmental problems. One of the major purposes of the Center is to define and solve environmental problems on Staten Island and its environs through research that includes studies of respiratory diseases, toxic and carcinogenic chemicals in the air, and the population at risk for lung cancer.

Center for the Study of Staten Island: Staten Island Project (SIP)
Dr. Richard Flanagan and Dr. Jonathan Peters, Co-Directors
The Center for the Study of Staten Island is designed to integrate the work of the College with the public affairs concerns of the people of Staten Island. To that end, it mediates and facilitates the collaboration of the College’s faculty, students, and staff with government, civic organizations, and businesses in order to identify and assist in finding solutions to the borough’s pressing public issues. More specifically, the Center serves as an information and consultation resource to prepare citizens and leaders to make better informed decisions about public life; it fosters the development of faculty research and undergraduate and graduate education through engagement with the Staten Island community; and it builds bridges to other public affairs institutes and local communities as a spur to innovations in public life on Staten Island. Whenever possible, the Center seeks to partner with community groups and agencies in advancing initiatives of mutual interest and in fulfilling consonant missions.

While encouraging and facilitating debate that accommodates differing and sometimes conflicting positions on controversial issues crucial to the community, the Center is committed to maintaining a nonpartisan stance.

Center for Interdisciplinary Applied Mathematics and Computational Sciences
The Center for Interdisciplinary Applied Mathematics and Computational Sciences brings together a wide range of research faculty and students with interests in interdisciplinary applications of mathematics and computational science.

The Center’s activities include the use of the campus super-computer, faculty collaboration, grant writing, student mentoring, undergraduate research, and sponsored lectures. More information can be found at www.math.csi.cuny.edu/ciamcs.

The City University of New York
The City University of New York (CUNY), of which the College of Staten Island is a part, traces its beginning to 1847 and a public referendum that provided tuition-free higher education for residents of New York City. The municipal college system grew rapidly and its various colleges were consolidated as The City University of New York by an act of the New York State Legislature in 1961. CUNY comprises 11 senior colleges, six community colleges, a graduate school, a law school, and a medical school. It is the largest municipal college system and the third largest university in the nation.

The Board of Trustees
CUNY is governed by the Board of Trustees composed of 17 members, ten of whom are appointed by the Governor of New York State, and five by the Mayor of New York City. The chairperson of the University Faculty Senate serves ex officio, without vote; the chairperson of the University Student Senate serves ex officio, with vote. The individual colleges of CUNY have considerable latitude in governing their own affairs through various bodies representing faculty, students, and administrators. The Board of Trustees decides overall University policy and approves major new collegiate plans and programs.

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Sponsorship and Accreditation

CSI is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104; 215.662.5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

The Computer Science program is accredited by the Computing Accreditation Commission (CAC) of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202; 410.347.7700. The Engineering Science program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET), and the Electrical Engineering Technology program is accredited by the Technology Accreditation Commission (TAC) of ABET. The Medical Technology program utilizes hospital affiliations accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The Baccalaureate and Associate degree programs in Nursing are accredited by the National League for Nursing Accrediting Commission, 3343 Peachtree Road NE, Suite 500, Atlanta, Georgia 30326, 404.975.5000. The programs in Education have been accredited by the National Council for Accreditation of Teacher Education, (NCATE).

Copies of these accreditation documents, as well as the respective accreditation documents for the various academic disciplines, are available for review in the College Library.
Mission, Vision, & Values

Mission
Grounded in the Liberal Arts tradition, the College of Staten Island is committed to the highest standards in teaching, research, and scholarship. Drawing on the rich heritage of The City University of New York that has provided access to excellence in higher education since 1847, the College of Staten Island offers that same opportunity in New York City’s Borough of Staten Island. The College is dedicated to helping its students fulfill their creative, aesthetic, and educational aspirations through competitive and rigorous undergraduate, graduate, and professional programs. We embrace the strength of our diversity, foster civic mindedness, and nurture responsible citizens for our city, country, and the world.

Vision
The College of Staten Island will enhance the quality of its student-centered programs, research, scholarship, and creative works. The College will provide models for initiatives on technology, community, and our environment, as well as effective integration of programs, projects, and methodologies. CSI will develop a richer array of rigorous undergraduate and graduate degree offerings to better meet students’ educational and professional aspirations. The College of Staten Island will expand its role in The Graduate Center and other cross-campus activities of The City University of New York. We will become an even more vibrant center of intellectual and cultural exchange. The College will be strengthened by increasing its ability to serve a diverse campus community. Through these accomplishments, the College of Staten Island will achieve greater regional, national and international recognition.

Values and Fundamental Principles

Our campus Community values:

Each Student
We nurture each student’s intellectual growth, curiosity, and excitement in order to prepare students to function in a complex and dynamic world.

Excellence in Research and Teaching
We set and meet high expectations in our academic programs through innovative and effective teaching, scholarship, and research. We strive to promote engagement among students and faculty.

Experiential Learning
We believe it is essential to provide transformational curricular and co-curricular opportunities, such as service learning, study abroad, leadership development, undergraduate research and scholarship, and internships.

Resourcefulness
We take pride in our work ethic, our ability to solve problems, and our stewardship of resources.

Community Engagement
We actively work to instill the value of civic participation and are proud of our leadership role for Staten Island and beyond. We foster partnerships to address public issues and encourage involvement in community affairs.

Our fundamental principles:

Diversity:
Drawing from the richness of our diverse community, we incorporate multiple approaches to developing and encouraging the inclusion of various world views, cultures, and experiences into the fabric of our institution.

Respect
In our relationships with each other, we insist on mutual respect and thoughtful dialogue. We provide forums for the exchange of ideas informed by the techniques of critical analysis and the traditions of scholarly discourse.

Integrity
We uphold the highest standards of honesty and fairness in our interactions with each other.

Institutional Strategic Directions

Strategic Direction 1
Develop a richer array of rigorous undergraduate and graduate degree programs that meet students’ educational and professional aspirations

Strategic Direction 2
Enhance the quality and recognition of research, scholarship, and creative works for faculty and students.

Strategic Direction 3
Become a more vibrant center of intellectual and cultural exchange through community partnerships.

Strategic Direction 4
Strengthen and increase our ability to serve a diverse campus community.

Strategic Direction 5
Position the College to achieve greater regional, national and international recognition through advancement and fund raising activities.

Strategic Direction 6
Examine the College’s current and possible future uses of technology for a wide range of purposes.
ADMISSIONS

Office of Recruitment and Admissions
Director, Emmanuel Esperance, Jr.
Building 2A, Room 103
718.982.2010
Visit our Website: www.csi.cuny.edu/admissions

Procedures for admission as a first-year or transfer student from another college are outlined below. Campus tours are available Thursdays at 3:30pm, by appointment only, for prospective students and their guests. In addition, special on-campus programs and open houses are scheduled each semester. Students are also invited to visit particular departments by request.

Matriculated and Non-Degree (Non-Matriculated) Students

Students are classified into two groups according to their enrollment status: matriculated and non-degree. Matriculated students are those who have met the College admission requirements and are enrolled in a program of study leading to a degree. Non-degree (non-matriculated) students are those who are enrolled for credit courses but who are not officially registered in a degree program. Credits earned as a non-matriculated student may later be transferred to a degree program.

Students may enroll as candidates for the bachelor’s degree or the associate’s degree. Bachelor’s degree programs are designed to be completed in four years and associate’s degree programs in two years. The programs for the junior and senior years of study, upper-division programs, are structured for smooth articulation for students graduating with associate’s degree and students transferring from community colleges. The College has also developed auxiliary and pre-entry programs with support systems for those students returning to the classroom after an interruption in their education and for the not-so-recent high school graduate.

Academic Requirements for Admission to Bachelor’s Degree Programs (Four-Year)

Freshman Admission to Bachelor’s Degree Programs

1. An applicant for admission to a bachelor’s degree program must pass the three CUNY Assessment Tests, unless he/she qualifies for exemption based on a satisfactory performance on the SAT or ACT standardized tests or Regents Examinations.

2. Admission to a bachelor’s degree program is determined by an applicant’s score on the College’s admissions index. The index is based on the applicant’s high school courses and academic average and the combined verbal and mathematics SAT scores. An applicant whose score reaches or exceeds the College’s minimum index number will be admitted to a bachelor’s degree program. A faculty admissions committee may consider the baccalaureate admission of applicants whose scores approach the College’s minimum index number.

Applicants who are not admitted to a bachelor’s degree program may be eligible for admission to an associate’s degree program at the College.

Transfer Students Admission to Bachelor’s Degree Programs

Students are encouraged to continue in bachelor’s degree programs from associate’s degree programs at CSI, and they may also transfer from other colleges and universities into bachelor’s degree programs. Students must have passed the CUNY Assessment Tests in mathematics, writing, and reading prior to enrolling in a bachelor’s degree program. Final degree credit for transfer work depends on grades earned and College and departmental requirements. With some exceptions, a course with a grade of C or higher may be transferred. In the case of transfers from CUNY colleges, D grades are usually acceptable. Transfer credits carry a grade of Pass (P) on the CSI transcript. Transfer students from other CUNY colleges are encouraged to visit CUNY’s online Transfer Information and Program Planning System (CUNY TIPPS) at www.tipps.cuny.edu for information about transfer credits.

Based on University policy, all liberal arts and sciences courses taken in one City University college are considered transferable, with full credit, to each college of The City University, and full credit will be granted for these courses in all departments and programs and recognized for the fulfillment of degree requirements. See section on General Education Requirements for details on transfer of courses in this category.

Students must earn a minimum of 90 credits at the College and, to qualify for a bachelor’s degree, at least half of the credits required for the major.

Work completed at other colleges may be used to fulfill general education and other requirements. The Office of the Registrar will evaluate each student’s transcript. Every effort will be made to apply the course work previously completed by transfer students to the general education requirements at CSI.

In many programs, particularly in professional and scientific disciplines, students are required to complete specific courses before being considered for admission to these programs. Generally, these courses are taken during the first two years of study as necessary preparation for the advanced work required. Students seeking admission to these programs may have to spend additional time completing pre-major courses.

Academic Requirements for Admission to the Macaulay Honors College

Students who are entering college for the first time may apply for admission to the Macaulay Honors College of CUNY at the College of Staten Island. Applicants are expected to have an academic diploma with an average of at least 90. The admissions committee for the Macaulay Honors College considers the following documents submitted by applicants: high school transcript; scores on Regents Examinations; scores on the SAT, ACT, and achievement tests; Advanced Placement courses; extracurricular activities; evidence of talents and interests; letters of recommendation; and personal essay. Personal interviews are also required. Admission is limited and competitive. Details on the Macaulay Honors College University Scholars Program admission process are available online at: www.csi.cuny.edu/honorscollege/.
Academic Requirements for Admission to the Teacher Education Honors Academy

Entering freshmen or students with less that 30 undergraduate credits may apply for admission to the Teacher Education Honors Academy. Entering freshmen are expected to have a high overall high school average (a minimum of an 85 College Admissions Average); a college preparatory program in science and mathematics; high grades in mathematics and science courses; high Regents scores in mathematics and science subjects; and high SAT or ACT scores. Students with college credits must have a college GPA of 3.0. All candidates must submit two recommendations that include at least one from a math or science teacher and must have a strong desire to be a teacher in a New York City high school or middle school.

For information or an application, please call 718.982.3609.

Academic Requirements for Admission to The Verrazano School

Entering freshmen or students with fewer than 11 undergraduate credits may apply for admission to The Verrazano School at the College of Staten Island. Admission for these students to The Verrazano School is based upon the following criteria:

- Verrazano Supplemental Application, including two letters of recommendation;
- Strong academic high school record;
- High SAT or ACT standardized test scores;
- Passing of, or exemption from, all three CUNY Assessment Tests;
- Acceptance to a baccalaureate program at CSI;
- Demonstration of leadership, community service, creativity, talent, and enthusiasm. Personal characteristics that will contribute to The Verrazano School community are also considered.

The Verrazano School also accepts applications from transfer and current students who have accumulated more than 11 credits and fewer than 36 undergraduate credits at the conclusion of the term of their application. Admission to The Verrazano School for current CSI students and transfer students is based upon the following criteria:

- Verrazano Supplemental Application, including two letters of recommendation;
- Full time enrollment in a baccalaureate program at CSI;
- A minimum 3.0 cumulative GPA at CSI or another accredited institution.
- Passing of, or exemption from, all three CUNY Assessment Tests;
- Demonstration of leadership, community service, creativity, talent, and enthusiasm. Personal characteristics that will contribute to The Verrazano School community are also considered.

For information or an application, please visit www.csi.cuny.edu/verrazanoschool or call 718.982.4171.

Academic Requirements for Admission to Associate’s Degree Programs (Two-Year)

Freshman Admission to Associate’s Degree Programs

Applications for matriculation as a first-time student will be accepted from persons who have never attended any institution of higher education (with the exception of those students who have taken college courses while in high school) and who have either:

1. graduated from an accredited high school, or
2. earned an equivalency diploma (GED), or
3. are currently attending high school and will receive a diploma prior to enrollment.

A diploma from an accredited high school is required for admission to the College. Scores on either the New York State Equivalency Diploma Examination or the General Education Development Examination are accepted as substitutes for the high school diploma provided that the student attains a score of 35 or higher on each of the five tests, with a total score of 225 or higher.

Starting in the Fall 2009 semester, in order to advance into nursing clinicals, students must provide documentation for one of the following categories:

1. United States citizenship
2. Permanent residency
3. International student with F1 status
4. Granted asylum, refugee status, temporary protected status, withholding of removal, deferred enforced departure; or deferred action status by the United States government

Transfer Student Admission to Associate’s Degree Programs

Applicants who have attended another college must file a transfer application. Applications for matriculation will be accepted from transfer students who have an official transcript verifying attendance at another college. As a general rule, the College requires a grade point average equivalent to a C for transfer as a matriculated student.

The Office of the Registrar will evaluate credits of transfer students for advanced standing. Final degree credit for transfer work depends on grades earned and College and departmental requirements. With some exceptions, a course with a grade of C or higher may be transferred. In the case of transfers from CUNY colleges, D grades are usually acceptable. Transfer credits carry a grade of Pass (P) on the CSI transcript. However, all students must complete a minimum of 30 credits at the College, including at least one-half of the credits required for the core, in order to earn an associate’s degree.

Starting in the Fall 2009 semester, in order to advance into nursing clinicals, students must provide documentation for one of the following categories:

1. United States citizenship
2. Permanent residency
3. International student with F1 Status
4. Granted asylum, refugee status, temporary protected status, withholding of removal, deferred enforced departure; or deferred action status by the United States government

Admissions Committee

An Admissions Committee of six members of the faculty and administrative staff considers all matters affecting the admission of students to the College of Staten Island, including academic requirements.
Filing an Application

Freshman Applications
Students may obtain a freshman application form from CSI, their high school guidance office, or the CUNY Office of Admissions Services (OAS). The application, a school transcript, and a non-refundable application fee of $65 must be mailed to the UAPC at the following address:

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

Applicants may apply online at https://portal.cuny.edu. CSI has continuous admissions; however, applications should be filed early.

Transfer Applications
The College of Staten Island accepts transfer applications from students who have attended an accredited post secondary institution. Students who are currently attending or who have previously attended a college of The City University of New York should apply through the registrar's office of the college attended, using the standard transfer application form of the CUNY Office of Admission Services.

Students must meet the standards of proficiency in the basic skills areas of reading, writing, and mathematics established by the University to transfer to a bachelor's degree program.

Transfer students from colleges outside CUNY can obtain an application from the CSI Office of Recruitment and Admissions. This form and official transcripts of all previous college work should be sent to the UAPC (address above). The fee for transfer applications is $70.

Non-Degree (Non-Matriculated) Applications
Non-matriculated (non-degree) students may obtain an Undergraduate Non-Degree (Non-Matriculated) Applications from The Hub in Building 2A, Room 106; online at www.csi.cuny.edu/registrar/forms.php4; or at the time of registration.

International Students
The Center for International Service at CSI facilitates admission and registration for international students. The Center is located in the Building 2A, Room 206; telephone 718.982.2100 or visit our Website: www.csi.cuny.edu/international.

SEEK Program
SEEK Director Gloria Garcia, South Administrative Building (1A), Room 112
The SEEK Program (Search for Education, Elevation, and Knowledge) is a New York State program for residents who are in need of both academic and financial assistance in order to obtain a college education. Information about the program and the application process may be obtained from the SEEK Office, 1A, Room 112; telephone 718.982.2410 or visit our Website: www.csi.cuny.edu/seek.

After Acceptance to the College of Staten Island

Orientation
An orientation program for all new students provides an introduction to the College, its programs, and student life. Orientation sessions are scheduled at the beginning of each semester, before or during the time periods devoted to testing, advisement, and registration.

CUNY Assessment Tests
All new students are required to take the CUNY Assessment Tests in order to become degree (matriculated) students. The scores are used for advisement and placement into college courses. Entering students are scheduled for the Assessment Tests. The tests are administered several times during the year by the Testing Office, Building 1A, Room 104. For information see the section on CUNY Assessment Tests in the Academic Policies and Procedures section of this catalog.

Placement Examination
Special examinations are given to determine placement at the appropriate course level in several departments, such as Biology and World Languages and Literatures. See the department chairperson or the Testing Office for further information.

Advisement
Upon acceptance to the College of Staten Island, each incoming freshman student will receive an invitation from the Office of Academic Advisement to attend a One-Stop advisement and registration event. Students receive the invitation when they report to the Office of College Testing to sit for their required CUNY Assessment Test. Transfer students, and those students who test at other CUNY sites, will have invitations mailed to them informing them of the date they can come to the College to meet with an advisor and to register for their courses.

Admission of Sex Offenders
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 and security of the College or the College community. That judgment will be based on an individualized determination taking into account any information that the College has about a student’s criminal record and the particular circumstances of the College, including the presence of a childcare center, a public school, or public school students on the campus.

College Preparatory Initiative (CPI)
The College Preparatory Initiative (CPI), a collaborative effort between The City University of New York and the New York City Board of Education, was designed to strengthen the academic preparation of high school students. This requirement for all students entering CUNY colleges is 16 units. See section on Degree Requirements for complete details.

High school students should consult with guidance counselors to ascertain which courses meet the CPI requirements. GED students will receive units in English and mathematics based on their test scores. Students who have not completed the CPI requirements prior to enrolling in the University will be required to demonstrate skills and knowledge in the discipline areas in which they lack preparation. In most cases, this will be accomplished by taking college courses in designated academic areas. No student will be eligible for graduation from CSI until all CPI requirements are satisfied.

Advanced Placement
The College will grant placement and credits, to a maximum of 30 credits, on the basis of special examinations taken prior to admission. These include approved high school advanced placement examinations, Regents Examinations, Educational Testing Service examinations, Departmental Challenge examinations, New York State College Proficiency examinations, and the College Level Examination Program (CLEP). Further information is available from the Office of Recruitment and Admissions.
REGISTRAR

Office of the Registrar
Registrar, Neila Green
Building 2A, Room 110
718.982.2120
Visit our Website: www.csi.cuny.edu/registrar

The Office of the Registrar assists students in navigating the necessities of the school. The Office performs a variety of services both online and in person for students including: registration, transcript ordering, grade reporting, enrollment certification, final examination scheduling, the schedule of classes, college catalog, academic calendars, VA benefits administration, transfer credit evaluation, degree audit, and graduation evaluation.

Registration

Students must register each semester. Registration and appointment materials are sent by the Office of the Registrar prior to registration to all current, readmitted, and newly admitted students. An open registration period is scheduled at the beginning of each semester for students who miss their registration appointments or who are returning to CSI too late for an appointment to be scheduled.

Students scheduled for registration using the College’s Web (eSIMS) process may register and perform program changes following the procedures accompanying the registration e-mail notification. Instructions for using the Web eSIMS system are also available online in the Semester Information located on the Registrar’s home page.

A detailed registration schedule and class listings are available online each semester on the Registrar’s home page at www.csi.cuny.edu/registrar. Registration is not complete until all financial obligations have been satisfied. The Registrar’s Office is in Building 2A, Room 110.

Special Categories of Registration

Permit/Visiting Students

Permit students from within The City University must submit a valid CUNY permit through the ePERMIT system from their home college to the CSI Registrar’s Office prior to registration. Visiting students from outside The City University must submit the Visiting Student Application available online at www.csi.cuny.edu/registrar/forms.php4 along with documentation from their home schools that they have permission to enroll at CSI.

Senior Citizens

Senior citizens, 60 years and older, may be permitted to enroll in undergraduate courses as non-matriculated students, on a space-available basis, without tuition and fees, provided they do so on an audit basis. Senior citizens enrolling as auditors are charged an administrative fee and a Consolidated Service Fee for the semester as indicated in the Fee Schedule.

A senior citizen may enroll in courses for credit but cannot be enrolled in the same semester for courses on both an audit basis (no tuition) and a credit or degree basis (tuition charged).

Readmission

Undergraduate students who do not register for a semester and then decide to return in a subsequent semester must file an application for readmission with the Registrar. Readmission is routine unless the student is applying for a different curriculum, which may entail a review of qualifications. To qualify for priority registration, applications for readmission must be filed by the deadline specified in the academic calendar.

Immunization Requirement

New York State Public Health Law requires immunization against measles, mumps, and rubella for some students. All students born on or after January 1, 1957, who are enrolling for six or more equated credits, must have proof of immunization on file at the College Health Center, Campus Center (1C), Room 112, one week prior to registration. Transfer students must request that their health records be transferred to CSI. Information and the immunization forms are available at the Health Center, the Registrar’s Office, and online at www.csi.cuny.edu/registrar/forms.php4

New York State Public Health Law 2167 requires that all college and university students be informed of the meningococcal disease, a potentially fatal bacterial infection commonly referred to as meningitis. The College of Staten Island is required to maintain a record of the following for each student:

- A response to receipt of meningococcal disease and vaccine information signed by the student or if a student is under the age of 18, by the student’s parent or guardian. The information provided to you must include information on the availability and cost of meningococcal meningitis vaccine (Menomune™);
- A record of meningococcal meningitis immunization within the past ten years;
- An acknowledgment of meningococcal disease risks and refusal of meningococcal meningitis immunization signed by the student or if a student is under the age of 18, by the student’s parent or guardian.

Meningitis is rare. However, when it strikes, its flu-like symptoms make diagnosis difficult. If not treated early, meningitis can lead to an increase in fluid surrounding the brain and spinal column as well as severe and permanent disabilities, such as hearing loss, brain damage, seizures, limb amputation, and even death. Cases of meningitis among teens and young adults 15 to 24 years of age (the age of most college students) have more than doubled since 1991. The disease strikes about 3,000 Americans each year and claims about 300 lives. Between 100 and 125 meningitis cases occur on college campuses and as many as 15 students will die from the disease. A vaccine is available that protects against four types of the bacteria that cause meningitis in the United States: types A, C, Y, and W-135. These types account for nearly two-thirds of meningococcal meningitis cases among college students. The College of Staten Island does not offer meningococcal immunization. The meningitis vaccine is provided at the New York City Department of Health Travelers’ clinics, www.cdc.gov/travel/content/FindClinic.aspx. The meningitis vaccine may or may not be covered by insurance. The vaccine cost is approximately $75. The Ryan Chebea Clinton Community Center, 645 Tenth Avenue (between 45th and 46th) New York, NY 10036, 212.265.4500, offers the meningitis vaccine at a low and affordable cost. Note: Per public health law, the College may not permit any student to attend the institution in excess of 30 days without complying with this law.

To learn more about meningitis and the vaccine, please consult your physician. You can also find information about the disease at:
The College Health Center’s Website:
www.csi.cuny.edu/studentaffairs/healthservices
New York State Department of Health Website:
www.health.state.ny.us/prevention/immunization/index.htm
Centers for Disease Control and Prevention (CDC) Websites:
www.cdc.gov/travel/contentFindClinic.aspx and
www.cdc.gov/DiseasesConditions
American College Health Association (ACHA) Website:
www.acha.org/projects_programs/meningitis/disease_info.cfm#overview and the National Meningitis Association (NMA), Website: www.nmaus.org

I.D. Cards
Each student will be provided with a photo identification card. Each semester the I.D. cards are validated upon completion of registration. Validated I.D. cards must be carried by a student on campus at all times. Duplicate I.D. cards are available at a cost of $5.

Veterans
The veterans advisement service is supervised by the Registrar. Assistance is available in interpreting regulations and policies of the Department of Veterans Affairs, and educational and financial counseling is offered. The office of the veterans adviser is in Building 2A, Room 110 or visit www.cuny.edu/veterans.
TUITION, FEES, AND EXPENSES

Bursar, Michael D. Baybusky
Building (2A), Room 105
718.982.2060
Visit our Website: www.csi.cuny.edu/bursar

All tuition and fees listed in this Catalog and in any registration materials issued by the College are subject to change without prior notice by action of the CUNY Board of Trustees.

Payment
A student is not registered until all financial obligations to the College have been satisfied. Before registration can be completed, students must have paid in full unless the student: (a) has been awarded financial aid sufficient to cover tuition and fees, (b) is enrolled in the University Payment Plan, (c) is eligible for a tuition waiver, (d) is in a special registration status (e.g., veteran). The registration dates are located online in the Semester Information. During the registration process, a student’s bill is prepared with a payment/validation due date indicated. Students registering late will be given a bill at the time of registration and are expected to pay their bill within three or fewer days. If a student’s bill is not paid and a student is not covered by one of the above categories, the registration will be canceled. A student who has not fulfilled all financial obligations to the College will be barred from obtaining any transcripts or from registering for the next semester.

Residency for Tuition Billing Purposes
A student may qualify for the resident tuition rate if he/she continuously maintained his/her principal place of abode in the State of New York for a period of at least 12 consecutive months immediately preceding the first day of classes, and is U.S. citizen or holds a valid/eligible immigration status. If a student has attended a high school in New York City or State for the two semesters immediately prior to the first day of classes and has a valid immigration status, the student qualifies for the resident rate.

Student Status
Full-Time and Part-Time
Undergraduate students are considered part-time if they are registered for 11 equated credits or less. A student is considered full-time if registered for 12 or more equated credits in a semester. Students applying for TAP should see the requirements for TAP eligibility in the section on Financial Aid and online in the Semester Information.

Part-time undergraduate matriculated students are charged the tuition rate on a per equated credit basis (1-11 equated credits).

Undergraduate full-time students are charged tuition on a per semester basis; undergraduate non-resident full-time students are charged tuition on a per equated credit basis.

Summer session and non-degree students are billed on a per equated credit basis regardless of the number of equated credits for which they register. There are no maximum tuition limits for summer session or non-degree students. Non-degree students (as of June 1, 1992) pay a higher rate than matriculated students.

Senior Citizens
Individuals satisfying the New York City/State residency requirements and who are 60 years of age or older (as of the first day of the semester or session) are permitted to enroll in undergraduate courses on a space-available basis. Proof of age is required by the College; the following forms of proof of age are acceptable: Medicare card, driver’s license, or birth certificate.

Administrative fee: A non-refundable administrative fee of $65 per semester or session is charged senior citizens who are enrolling on an audit basis. The application fee and Student Activity Fee are not charged. Senior citizens as students are responsible for the Consolidated Service Fee and any other fees they might incur.

Undergraduate courses: For senior citizens enrolled in undergraduate courses, tuition will not be charged provided credit is not given for the course(s). Senior citizens are enrolled on an audit basis and will receive an AU/DR grade. Senior citizens who wish to enroll for credit must pay the applicable tuition fees, including the application fee and the Student Activity Fee. Senior citizens cannot be registered on both an audit basis (no tuition) and a credits basis (tuition charged) during the same semester.

Graduate courses: Senior citizens are not permitted to register free of tuition or fee for graduate-level courses. Senior citizens may register for graduate courses on a space-available basis and are charged the graduate tuition rate regardless. No exception is made for matriculated or non-matriculated status. The Student Activity Fee and application fee must also be paid.

Tuition (Effective Fall 2011)

Tuition is subject to change without prior notice by the CUNY Board of Trustees.

<table>
<thead>
<tr>
<th>Category</th>
<th>Resident</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNDER-GRADUATE*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>full-time matriculated</td>
<td>$2,565/semester</td>
<td>$460/equated credit</td>
</tr>
<tr>
<td>part-time matriculated non-degree</td>
<td>$215/equated credit</td>
<td>$460/equated credit</td>
</tr>
<tr>
<td>GRADUATE*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>full-time</td>
<td>$4,105/semester</td>
<td>$640/credit</td>
</tr>
<tr>
<td>part-time</td>
<td>$345/credit</td>
<td>$640/credit</td>
</tr>
<tr>
<td>excess hours</td>
<td>$65/hour</td>
<td>$85/hour</td>
</tr>
</tbody>
</table>

The last date for submitting documentation for a residency status change for tuition billing purposes is the last day of final examinations (see the academic calendar located on the Registrar’s home page).

Matriculated Status
If a student’s matriculation status changes on or after the first day of classes, the lower matriculation tuition charge will not be effective until the next semester’s registration. No refunds will be issued for the semester in which the reclassification occurs. Students who have satisfied their baccalaureate degree requirements (graduated) and wish to take additional credits beyond the degree will automatically be coded non-degree and charged the higher non-degree rate per credit, unless they have filed for a second undergraduate degree in the Registrar’s Office by the last business day before the first day of classes.

Non-Instructional Fees

Fees are subject to change without prior notice by the CUNY Board of Trustees.

<table>
<thead>
<tr>
<th>Fee Category</th>
<th>Amount</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Activity</td>
<td>$99</td>
<td>for all full-time students</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$100</td>
<td>for all part-time students</td>
</tr>
<tr>
<td>Consolidated</td>
<td>$50</td>
<td>for all part-time students</td>
</tr>
</tbody>
</table>

Consolidated Service Fee

All students pay this fee.
<table>
<thead>
<tr>
<th>Freshman</th>
<th>$65</th>
<th>payable upon filing application for admission or at the time of initial registration at the College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Transfer</td>
<td>$70</td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>$125</td>
<td>payable on registration after an absence from the College of one or more semesters</td>
</tr>
<tr>
<td>Readmission</td>
<td>$10</td>
<td></td>
</tr>
<tr>
<td>Program Change</td>
<td>$18</td>
<td>for any addition to the student’s initial registration</td>
</tr>
<tr>
<td>Senior Citizen</td>
<td>$80</td>
<td></td>
</tr>
<tr>
<td>Cooperating</td>
<td>$25</td>
<td></td>
</tr>
<tr>
<td>Teacher Waiver</td>
<td>$10</td>
<td></td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$25</td>
<td>charged after the specified registration period</td>
</tr>
<tr>
<td>Late Payment Fee</td>
<td>$25</td>
<td></td>
</tr>
<tr>
<td>CUNY Accelerated Study Fee</td>
<td>$100</td>
<td>Credits in excess of 18 less than or equal to two credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$230 greater than two but less than or equal to four credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$460 greater than four but less than or equal to six credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$690 greater than six credits</td>
</tr>
<tr>
<td>Reinstatement</td>
<td>$15</td>
<td></td>
</tr>
<tr>
<td>Transcript</td>
<td>$7</td>
<td>each (except for copies going to other CUNY colleges for which there is no charge). Check or money order only, for bad checks</td>
</tr>
<tr>
<td>Reprocessing</td>
<td>$15</td>
<td></td>
</tr>
<tr>
<td>Duplicate Bill</td>
<td>$5</td>
<td>per semester for matriculated graduate students who do not wish to register for courses during the current semester</td>
</tr>
<tr>
<td>Maintenance of Matriculation NYS Resident</td>
<td>$170</td>
<td></td>
</tr>
<tr>
<td>Maintenance of Matriculation NYS Non-Resident</td>
<td>$280</td>
<td></td>
</tr>
<tr>
<td>Duplicate Diploma</td>
<td>$15</td>
<td>per semester for matriculated graduate students who do not wish to register for courses during the current semester</td>
</tr>
<tr>
<td>Duplicate ID Card</td>
<td>$5</td>
<td></td>
</tr>
<tr>
<td>Duplicate Record</td>
<td>$5</td>
<td></td>
</tr>
<tr>
<td>Special Examination</td>
<td>$25</td>
<td>for the first; $5 each additional examination</td>
</tr>
</tbody>
</table>

*Included in the Student Activity Fee is the NYPIRG ($4) fee.

### Library Fines
- **Overdue books:** General circulation: 10 cents per day, including days on which the Library is closed, to a maximum of the current price of the item.
- **Reserve items:** $1.20 per overdue hour to a maximum of the current price of the item.
- **Damaged book:** Borrower must pay any overdue fines up to and including the date the item is reported as being damaged, plus an amount to be determined by the nature and extent of the damage, not to exceed the current price of the item, plus a processing charge of $10.
- **Lost item:** Borrower must pay a $10 processing charge in addition to the current price of the item.

### Tuition and Fee Refunds
When courses are canceled by the College, a full refund of appropriate tuition and fees will be made. In cases of student-initiated withdrawals, the date on which the withdrawal application is received by the Registrar, not the last date of attendance, is considered the official date of withdrawal for the purpose of computing refunds. Withdrawal from a course before the beginning of classes allows a 100 percent refund of tuition and the CUNY accelerated study fee; and withdrawal from the College in order to register at another unit of The City University during the same semester allows a 100 percent refund of tuition and the CUNY accelerated study fee. Information about refunds for withdrawal under other circumstances is shown in the Academic Calendar located on the Registrar’s home page. Class non-attendance, informing the instructor of withdrawal, or altering the bill to indicate intention to drop a course DOES NOT constitute an official withdrawal. If a portion of the tuition has been paid with federal financial aid funds, that portion of any tuition refund is returned to the appropriate financial aid program.

Students should be aware that withdrawal or failure to complete a course affects their financial aid obligations. Questions about financial aid obligations should be referred to the Office of Financial Aid.

Except for the NYPIRG portion of the Student Activity Fee, there are no fee refunds. The NYPIRG amount ($4) is refundable through the NYPIRG Office only.

### Return of Title IV Funds
Title IV (Pell, SEOG, Direct, and Perkins Loans) recipients who withdraw from all courses, officially or unofficially, are subject to a calculation to determine earned Federal Financial Aid. This calculation may require a payment toward tuition and fees that previously were determined to have been satisfied.

### Medical Withdrawals
Medical withdrawals, which must include documentation from a physician, should be addressed to the College Health Center. Medical withdrawals are subject to the regular College refund policy. Refer to the Semester Information for more details.

### Materials Charges
Special materials charges of $10 or more are required in some courses and subject to change at any time by the Board of Trustees of The City University of New York. Details may be found in the Semester Information. (Materials charges are not refundable).
FINANCIAL AID

Student Financial Aid Office
Building 2A, Room 401
Director, Philippe Marius
Telephone: 718.982.2030
Fax: 718.982.2037
E-mail: fnaid@mail.csi.cuny.edu
Website: www.csi.cuny.edu/fnaid

The Student Financial Aid Office assists students and families in applying for grants, loans and scholarships.

Application Procedures and Deadlines

The first step in the financial aid application process is to complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. The CSI FAFSA College code is 002698.

After submitting the FAFSA online, applicants should print the CONFIRMATION PAGE for their records. At the top of this page, New York State residents should also click on the hyperlink NY State Residents to file the TAP ON THE WEB (TOTW) application for the New York State Tuition Assistance Program. The CSI TAP College code is 1417.

A PIN should be used to sign the FAFSA and the TOTW electronically. Applicants (and their parents, if dependent) can request a federal PIN at www.pin.ed.gov. The federal PIN can be used to sign both the FAFSA and the TOTW. Applicants should promptly complete and return any subsequent supplemental application form sent by CUNY or the College in order to ensure consideration for as much aid as possible. Current and prospective students may use computers in the Student Service Center in Building 2A, Room 407 to file aid applications online and are invited to call (718) 982-2601 to make an appointment.

Transfer Students

Transfer students must follow the application steps listed above to apply for federal and state financial aid. If an application has already been filed for the current year, correct the FAFSA online to include CSI in the list of colleges. The CSI FAFSA College code is 002698. Also, go to www.hesc.com to change the College code on the TAP application. The CSI TAP College code is 1417.

Priority Deadlines

All aid applications should be submitted by the following Priority Deadlines:

March 31 for the summer and fall terms; November 30 for the spring term. Applying after the applicable Priority Deadline makes it less likely that financial aid awards will be available for payment of tuition and fees by the due date of the bill. The Student Financial Aid Office, at its sole discretion, may assist students whose circumstances reasonably prevented them to file the FAFSA in a timely manner. Such students might be helped only if they printed the CONFIRMATION PAGE after submitting the FAFSA online and have it available.

Ability to Benefit Regulations

In order to receive Title IV federal financial aid students must have a high school diploma or its equivalent (e.g. GED) on file with the Office of Recruitment and Admissions.

Attendance

Students must attend class in each course for which they receive federal aid. Students must repay aid paid on the basis of any course in which there was no attendance.

Withdrawal

Students who withdraw from classes, either officially or unofficially, will have their records reviewed to determine if the federal aid disbursed to them exceeds the amount they were entitled to receive. Any overpayment will be billed to the student. Failure to repay an overpayment within the applicable deadline will result in the College withholding all academic privileges, and the overpayment will be reported to the National Student Loan Data System (NSLDS) and referred to the United States Department of Education for collection.

Some Financial Aid Is Taxable

Federal tax regulations now require that students report some grants, scholarships, and fellowships to the Internal Revenue Service as taxable income. In addition, Federal Work Study wages are taxable. Recipients of funds from these sources are strongly urged to consult their tax advisor or the Internal Revenue Service to determine the impact of such grants on their personal tax circumstances. All students are urged to maintain accurate records of financial aid received and receipts for expenses related to attendance at college, such as books, supplies, tuition, and fees.

Federal Satisfactory Academic Progress

In order to make satisfactory academic progress toward a degree, for purposes of receipt of Title IV Federal Student Assistance, an undergraduate student must achieve at least the GPA required for probationary status at the institution: after two years of enrollment at the college, have at least a C average, or its equivalent, or academic standing consistent with the requirements for graduation; and have accumulated credits toward the degree according to the following standards:

1. Cumulative credits are equal to or greater than two-thirds of the attempted credits at the institution;
2. Attempted credits are not more than 150% of the credits normally required for completion of the degree. If the standards in 1. and 2. are not met, eligibility may be retained by meeting conditional standards;
3. For baccalaureate programs, accumulated credits are equal to or greater than [1.75 cumulative credits attempted]-18] or for associate degree programs, accumulated credits equal to or greater than [(375 credits attempted)-21]. Students will be measured against the satisfactory progress standard at the end of the spring term to determine eligibility for receipt of Title IV student financial assistance for the upcoming year.

Appeals/Probation: Undergraduate students who fall below the conditional standard may appeal through the Registrar’s Office to retain eligibility for receipt of Title IV federal student assistance. There is no limit to the number of times a student may appeal.

Transfer Students: Transfer students shall have their status initialized for purposes of satisfactory academic progress measurement by using the number of credits determined to be acceptable toward the degree as both the cumulative attempted credits and cumulative earned credits.

Readmitted Students: Upon readmission after at least a one-year period of non-enrollment, the student will receive assistance for the terms in the academic year of readmission and will be evaluated for future eligibility at the end of the spring term against the appropriate standard for the degree program in which the student is enrolled. If a student is readmitted after less than one year of non-enrollment, the academic record will be evaluated for satisfactory academic progress under these standards as the record stood at the end of the last term of attendance.
Federal Financial Aid

Eligibility: To be eligible for any of the federal financial aid programs, a student must:
1. be a U.S. citizen, or
2. be an eligible non-citizen, and
3. be matriculated, and
4. take at least six equated credits a semester, unless otherwise noted below, and
5. not be in default of a Federal Loan (Perkins, Stafford, or Direct Loan) or have completed the required process to qualify for “Renewed Eligibility” and
6. not owe a refund on any Title IV Grant, and
7. be making satisfactory progress toward a degree, and
8. provide proof of high school graduation or its equivalent.

Federal Programs

Federal PELL Grant Program: For eligible students, the grant will vary depending on whether the student is less than half-time, half-time, three-quarter-time, or full-time. A student must be an undergraduate who has not already earned a bachelor’s degree. A student usually receives half of the Federal Pell Grant in the fall semester and half in the spring semester. College seniors who will graduate at the end of the fall semester are eligible to have their first disbursement of a Federal Pell Grant in the summer and the last disbursement in the fall, provided they submit a written request to the Financial Aid Office. Students who received less than a full-time Pell Grant in the fall or spring semester may receive a disbursement the following summer term from the same award.

Federal Supplemental Educational Opportunity Grant Program: Grants are targeted to Federal Pell Grant recipients. Students who already have a bachelor’s degree are ineligible.

Federal Work-Study Program: This program offers students the opportunity to earn money that may be used to pay tuition and education expenses. Jobs are available both on- and off-campus. On-campus jobs currently pay $8 per hour for undergraduate and $10 per hour for graduate students. Students with special skills (e.g., computer programming) may be paid a higher wage. Work schedules are developed around a student’s class schedule and the average work schedule cannot exceed 20 hours per week.

Federal Perkins Loan Program: This is a loan program and funds received under this program MUST be repaid. All students receiving a Federal Perkins Loan must attend a Federal Perkins Pre-loan conference and take and pass the CUNY Default Reduction Test before the first disbursement of the loan proceeds each year. No Federal Perkins Loans will be disbursed to students who do not comply. Students are required to disclose their driver’s license number when applying for a Federal Perkins Loan and must provide, in writing, changes of address to the Office of Student Financial Aid within ten days of the change. Federal Perkins Loan borrowers must complete an exit interview upon graduation, or if they cease to be enrolled for at least six credits at the College. Students should be aware that federal regulations require the University to report the disbursement/default of a Federal Perkins Loan to credit bureaus. Deferments and cancellations are available on these loans in certain circumstances and are discussed in detail at the exit interview. If a student defaults on a loan, all College services will be withheld.

Federal Direct Loan: Direct Loan applications are available online at www.csi.cuny.edu/finaid or from the Office of Student Financial Aid. The Office of Student Financial Aid cannot process a Direct Loan application until it receives the applicant’s valid FAFSA data from the federal government. Borrowers must sign an electronic-Multi Year Promissory Note (e-MPN) before any loan funds can be disbursed to them or credited to their tuition and fees accounts. The e-MPN can be signed online at www.dlssonline.com. During the session prospective borrowers are informed about the various types of Direct Loans, and they must pass a test at the end of the session to qualify for a loan. After passing the test, applicants should print the Entrance Counseling page and submit it to the Office of Student Financial Aid together with the Direct Loan application.

Borrowers must complete an Exit Interview upon graduation, or if they cease to be matriculated and enrolled for at least 6 credits at the College. Borrowers must also notify the Office of Student Financial Aid of any change of address.

Federal Subsidized Direct Loans: Subsidized Direct Loan eligibility is based on a borrower’s need as calculated by CUNY according to federal rules. A student’s need is the difference between the cost of education and the Estimated Family Contribution (EFC) to the student’s cost of education as calculated by the federal government from the FAFSA. No interest is charged to the borrower while he or she is enrolled on at least a part-time basis in an approved post-secondary institution.

Federal Un-subsidized Direct Loans: Unsubsidized Direct Loan eligibility is based on the borrower’s cost of education during the period covered by the loan. Interest on the loan begins accumulating upon disbursement.

Eligibility Amount — Borrowers are first considered for Subsidized Direct Loans. If a borrower is not eligible for a Subsidized Loan for the full amount requested, he or she is then considered for an Unsubsidized Loan. Below are the limits to the amount of subsidized and unsubsidized loans that can be borrowed in a year:

<table>
<thead>
<tr>
<th></th>
<th>Dependent Student</th>
<th>Independent Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>$5,500 (up to $3,500 subsidized)</td>
<td>$10,500</td>
</tr>
<tr>
<td>Sophomore</td>
<td>$6,500 (up to $4,500 subsidized)</td>
<td>$12,500</td>
</tr>
<tr>
<td>Junior/Senior</td>
<td>$7,500 (up to $5,500 subsidized)</td>
<td></td>
</tr>
</tbody>
</table>

Federal Direct PLUS Loans: Parents of dependent students can borrow Federal Direct PLUS Loans to pay for their children’s education. To apply, the students’ parents must complete a separate application available at the Office of Student Financial Aid. Before receiving any loan funds, parents will receive promissory notes that must be completed, endorsed, and returned to the processor. The College will verify that the student for whom the parent is borrowing the money meets all applicable loan requirements. Parents are not required to attend a Pre-loan or exit interview.

Federal Aid to Native Americans: For information regarding this program, interested students should contact the Office of Student Financial Aid.

New York State Programs

The State of New York offers a number of grant programs that provide assistance to eligible students. To apply, the student must complete the Free Application for Federal Student Aid (FAFSA), the TAP on the Web (TOWT) application and the CUNY Supplement, which will be available after the FAFSA data has been received by the University. The principal New York State Aid programs at CSI are the Tuition Assistance Program (TAP) for full-time students and Aid for Part-Time Studies (APTS) for part-time students. The criteria listed below are common to all State Aid programs listed unless otherwise noted.

A student should:
1. be a New York State resident for the year preceding the award, and
2. be a U.S. citizen or eligible non-citizen as defined in the Federal Title IV aid guidelines, and
3. be a matriculated student, and
4. meet the TAP Progress and Pursuit guidelines, and
5. not be in default on a Federal Loan or if in default, have completed the required process to obtain “Renewed Eligibility;” and
6. be economically eligible based on current New York State criteria.

Tuition Assistance Program (TAP): This program is designed to provide tuition grants for full-time students. These grants are awarded by the New York State Higher Education Services Corporation. Students must meet the TAP Progress and Pursuit guidelines prior to the start of each term. These guidelines are also published in the Semester Information each semester.

If a student does not meet either the Progress or Pursuit standard(s), he/she loses his/her TAP eligibility. The Registrar will notify a student if he/she fails to meet these standards and outline how he/she may apply for a waiver. The Committee on Course and Standing reviews all appeals. Only one waiver may be issued during a student’s undergraduate years.

Conditions/Restrictions for the waiver are:
1. A student must have a good overall record with academic difficulties concentrated in one term.
2. The appeal must be based on circumstances outside the College, such as a car accident or an eviction.
3. The reason must be extenuating, extraordinary, or unusual. Normal family responsibilities, work, and fear of failing a class do not meet this standard.
4. The student must provide documentation to support the waiver request.

TAP will not pay for a student to repeat a course to get a better passing grade unless the College requires that the course be repeated. Students who take several remedial courses that carry no credits must make sure that they also take at least three degree credits. The Registrar will notify a student if he/she fails to meet these standards and outline how he/she may apply for a waiver. The Committee on Course and Standing reviews all appeals. Only one waiver may be issued during a student’s undergraduate years.

Aid for Part-Time Study (APTS): Undergraduate students who complete the CUNY Financial Aid Supplement and are matriculated part-time students enrolled for at least six credits applicable to the major are considered for this award at CUNY. This award uses up a portion of the student’s TAP eligibility.

Part-Time TAP: To be eligible for an award a student will have to:
• be a freshman in academic year 2006-2007 or later
• be a New York State resident

• be enrolled for six to 11 credits/equated credits in the semester for which the award is granted
• have earned at least 12 credits in each of two consecutive semesters
• maintain a C average or better

Vietnam Veteran Tuition Awards: Vietnam Veteran Tuition Awards provide up to $500 per semester (full-time attendance) or $250 per semester (part-time attendance) to Vietnam veterans enrolled in an undergraduate program at a degree-granting institution in New York State.

Eligibility:
1. residency in New York State on April 20, 1984, or at the time of entry into service and resumption of residency by September 1, 1987;
2. service in the U.S. Armed Forces in Indochina between January 1, 1963 and May 7, 1975;
3. discharge from the U.S. Armed Forces under other than dishonorable conditions;
4. enrolled in an approved undergraduate program in a degree-granting institution in New York State;
5. files an application for TAP and PELL.

If a TAP award is also received, the combined awards can be no greater than tuition. Where the combined awards exceed tuition, the TAP award will be reduced accordingly.

Search for Education, Elevation, and Knowledge (SEEK): Students wishing to enter the SEEK program must meet family income and academic guidelines. When filling out the application for admission, the student should indicate a desire to enter the SEEK program. Applicants will be contacted by the College’s SEEK Office and invited to a SEEK financial aid workshop where the SEEK program will be explained in detail. At this workshop, applicants will be guided through the financial aid applications and asked to supply required documentation. Financial aid reserved for students in the SEEK program is in the form of grants for stipends, to purchase books, and to pay the Student Activity Fee. To be eligible for SEEK financial aid, the student must file the Free Application for Federal Student Aid form (FAFSA) and also apply for TAP.

Other New York State Programs: Regents Nursing Scholarship, Regents Award for Children of Deceased or Disabled Veterans, State Aid to Native Americans. Information on these programs is available from the New York State Higher Education Services Corporation, 99 Washington Avenue, Albany, NY 12255, telephone number 888.697.4373.
## How to Read the TAP/APTS Charts

- Students who received their first TAP award between July 1981 and July 2006 must meet the requirements shown in the TAP/APTS Progress and Pursuit Chart A (see lines 1 and 2 for TAP; lines 1 and 3 for APTS). Before you can receive a third or later TAP award, you must accumulate a minimum number of CREDITS (see line 4, e.g., six credits before second award, 18 credits before fourth award, etc.), and you must achieve a minimum GPA (see line 5 on CHART A, e.g., 1.00 GPA before third award, 1.20 before fourth award, etc.)

- Students who received their first TAP award after July 2006 and are matriculated in a baccalaureate degree program must meet the requirements shown in the TAP/APTS Progress and Pursuit Chart B (line 1 and 2 for TAP; lines 1 and 3 for APTS). Before you can receive a second or later TAP award, you must accumulate a minimum number of CREDITS (see line 3, e.g., three credits before second award, 9 credits before third award, etc.), and you must achieve a minimum GPA (see line 4, e.g., 1.10 GPA before second award, 1.20 before third award, etc.).

- Students who received their first TAP award after July 2006 and are matriculated in an associate degree program must meet the requirements shown in the TAP/APTS Progress and Pursuit Chart C (lines 1 and 2 for TAP; lines 1 and 3 for APTS). Before you can receive a second or later TAP award, you must accumulate a minimum number of CREDITS (see line 2, e.g., three credits before second award, 9 credits before third award, etc.), and you must achieve a minimum GPA (see line 4, e.g., 0.50 GPA before second award, 0.75 before third award, etc.).

Students who receive their first TAP award prior to July 1981 and officially or unofficially withdraw from all courses during a semester in which TAP is awarded lose future TAP eligibility. Eligibility may be reinstated for a student who applies for and is granted a TAP waiver under the criteria listed below. Questions about the information contained in the progress/pursuit charts should be directed to the Office of the Registrar, Building 2A, Room 110. Students who fail to meet applicable standards may apply for a TAP waiver. Applications for this TAP waiver are available from and should be submitted to the Office of Academic Advisement.

### Conditions/restrictions for the waiver are:

- Must have a good overall record with academic difficulties concentrated in one term.
- An appeal must be based on circumstances outside the College, such as a car accident or an eviction.
- The reason must be extenuating, extraordinary, or unusual. Normal family responsibilities, work, fear of failing a class do not meet this standard.
- Documentation MUST be provided to support a waiver request.

A student who received his/her first TAP award after July 1981 is restricted to one waiver as an undergraduate student and one waiver as a graduate student. A student may apply for multiple waivers of the ”C” average requirement.

### TAP/APTS Progress and Pursuit - Chart A

<table>
<thead>
<tr>
<th>1. Before receiving this payment</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
<th>Fifth**</th>
<th>Sixth**</th>
<th>Seventh**</th>
<th>Eighth**</th>
<th>Ninth**</th>
<th>Tenth**</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. For the Prior Payment:</td>
<td></td>
<td>50%</td>
<td>50%</td>
<td>75%</td>
<td>75%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>4. A student must have accrued at least this many credits</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>18</td>
<td>31</td>
<td>45</td>
<td>60</td>
<td>75</td>
<td>90</td>
<td>105</td>
</tr>
<tr>
<td>5. With at least this grade point average</td>
<td>0</td>
<td>0</td>
<td>1.00</td>
<td>1.20</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
</tr>
</tbody>
</table>

*The TAP C-average regulation requires that a student must have a C average (2.00) prior to receiving their fifth TAP semester. Transfer students who have received two or more years of TAP are eligible for TAP for their initial term at CSI but must meet the C-average requirement thereafter.

**A student who has received two academic years of State-funded financial aid including TAP (four semesters/payments) must have a cumulative C average (GPA = 2.00) in order to continue to receive payments.

### TAP/APTS Progress and Pursuit - Chart B

<table>
<thead>
<tr>
<th>1. Before being certified for this payment</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
<th>Fifth</th>
<th>Sixth</th>
<th>Seventh</th>
<th>Eighth</th>
<th>Ninth**</th>
<th>Tenth**</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. For the Prior Payment:</td>
<td>0%</td>
<td>50%</td>
<td>50%</td>
<td>75%</td>
<td>75%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>3. A student must have accrued at least this many credits</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>21</td>
<td>33</td>
<td>45</td>
<td>60</td>
<td>75</td>
<td>90</td>
<td>105</td>
</tr>
<tr>
<td>4. With at least this grade point average</td>
<td>0</td>
<td>1.10</td>
<td>1.20</td>
<td>1.30</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

*The TAP C-average regulation requires that a student must have a C average (2.00) prior to receiving their fifth TAP semester. Transfer students who have received two or more years of TAP are eligible for TAP for their initial term at CSI but must meet the C-average requirement thereafter.

**A student who has received two academic years of State-funded financial aid including TAP (four semesters/payments) must have a cumulative C average (GPA = 2.00) in order to continue to receive payments.
### *TAP/APTS PROGRESS/PURSUIT - CHART C*

1. Before Being Certified for This Payment

2. A student must have completed this percentage of 12 equated credits if full-time, or this percentage of entire course load if part-time.

<table>
<thead>
<tr>
<th></th>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
<th>Fifth</th>
<th>Sixth</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>50%</td>
<td>50%</td>
<td>75%</td>
<td>75%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

3. A student must have accrued at least this many credits

|       | 0     | 3     | 9     | 18     | 30    | 45    |

4. With at least this grade point average

|       | 0     | 5     | 75    | 1.30   | 2.0   | 2.0   |

*The TAP C-average regulation requires that a student must have a C average (2.00) prior to receiving their fifth TAP semester. Transfer students who have received two or more years of TAP are eligible for TAP for their initial term at CSI but must meet the C-average requirement thereafter.

**A student who has received two academic years of State-funded financial aid including TAP (four semesters/payments) must have a cumulative C average (GPA = 2.00) in order to continue to receive payments.

### *TAP/APTS PROGRESS/PURSUIT - CHART D*

1. Before Being Certified for This Payment

2. A student must have completed this percentage of 12 equated credits if full-time, or this percentage of entire course load if part-time.

<table>
<thead>
<tr>
<th></th>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
<th>Fifth</th>
<th>Sixth</th>
<th>Seventh</th>
<th>Eighth</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>50%</td>
<td>50%</td>
<td>75%</td>
<td>75%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

3. A student must have accrued at least this many credits

|       | 0     | 6     | 15    | 30     | 45    | 60    | 75      | 90     |

4. With at least this grade point average

|       | 0     | 1.50  | 1.80  | 2.0    | 2.0   | 2.0   | 2.0     | 2.0    |

### *TAP/APTS PROGRESS/PURSUIT - CHART E*

1. Before Being Certified for This Payment

2. A student must have completed this percentage of 12 equated credits if full-time, or this percentage of entire course load if part-time.

<table>
<thead>
<tr>
<th></th>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
<th>Fifth</th>
<th>Sixth</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>50%</td>
<td>50%</td>
<td>75%</td>
<td>75%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

3. A student must have accrued at least this many credits

|       | 0     | 6     | 15    | 30     | 45    | 60    |

4. With at least this grade point average

|       | 0     | 1.50  | 1.80  | 2.0    | 2.0   | 2.0   | 2.0    |
SCHOLARSHIPS AND AWARDS

Scholarship Committee
Director, Caryl Watkins
Career and Scholarship Center
Building 1A, Room 105
718.982.2300
Website: www.csi.cuny.edu/career

The scholarship program at the College of Staten Island recognizes academic excellence and college or community service. In addition to scholarships offered directly by the College, the CSI Foundation, and departments and associations of the College, memorial scholarships have been endowed through the generosity of many individuals and organizations who value higher education. Scholarships support, in varying ways, the education of the men and women of our community.

Eligibility: General Standards
Scholarship awards generally require a minimum grade point average of 3.5. College and/or community service is also generally required. Financial need is required only when indicated. Scholarships are awarded to students enrolled for 12 or more credits at all levels of study—first-year students, sophomores, juniors, and seniors. Some scholarships may be available for part-time undergraduate and graduate students.

Requirements
• Registered for at least 12 credits (matriculated), with the exception of a few specialized scholarships for part-time and graduate students.
• Academic excellence (GPA 3.5 or above).
• School and/or community service.
• Incoming students: high school average of 95% or above.

Relationship to Financial Aid
In most instances, scholarship awards do not affect TAP awards. New York State TAP regulations require that tuition-based scholarships be used as a resource in determining eligibility for a TAP award. Because most of the awards offered by CSI are not designated as tuition scholarships, they will have no effect on TAP awards. Only awards specifically designated as tuition awards, such as the Williamson Scholarship, affect eligibility for TAP. Students who wish additional information on the relationship between these awards and financial aid should contact the Office of Student Financial Aid.

How to Apply
Scholarship applicants must be current students at the College of Staten Island or must have applied for admission. Application forms and information about scholarships are available online or from the Career and Scholarship Center and academic departments and student services offices. In the high schools, application forms are available from the College Adviser. The scholarship application can also be found online by visiting www.csi.cuny.edu/career and clicking on the Scholarships and Awards option in the left tool bar.

Notification to Recipients
Applicants are notified by the Scholarship Committee. An awards ceremony and reception is held every year for scholars and their family and friends.

Other Awards
Study Abroad: Scholarships and awards for study abroad are available through the Center for International Service. CSI students are also eligible for Study/Travel Opportunities for CUNY Students grants, a CUNY program promoting short-term (summer or January inter-session) study abroad, and for scholarships offered by the College Consortium for International Studies. Information is available from the Center for International Service.

Graduate Students: Assistance is available in the form of financial aid and assistantships to selected students in Master’s degree programs in Adult Health Nursing, Gerontological Nursing, Biology, Cinema and Media Studies, Computer Science, Education, English, Environmental Science, History, Liberal Studies, and Physical Therapy. Graduate fellowships and assistantships are available to qualified students enrolled in doctoral programs offered in conjunction with the Graduate School. See the department chairperson or the graduate program coordinator for further information.

Commencement Awards: Awards and prizes have been established by the faculty to recognize the exceptional achievements of graduating students. Information on Commencement awards is available from the Office of the Vice President for Student Affairs and from department chairpersons.
DEPARTMENTS

Divisions and Departments

Interrelationships between fields of knowledge are emphasized by grouping academic departments together within the larger categories of humanities and social sciences or science and technology. The Division of Humanities and Social Sciences includes the following departments: Business, Education, English, History, Media Culture, World Languages and Literatures, Performing and Creative Arts, Political Science, Economics, and Philosophy, Psychology, and Sociology/Anthropology, and Social Work. The Division of Science and Technology includes the following departments: Biology, Chemistry, Computer Science, Engineering Science and Physics, Library, Mathematics, Nursing; and Physical Therapy.

Offices of the division deans are located in Building 1A: Dean Christine Flynn Saulnier, Division of Humanities and Social Sciences, and Dean Alex Chigogidze, Division of Science and Technology. Offices of department chairpersons and faculty are located in department buildings.

Department of Biology

Building 6S
Charles Kramer, Chairperson and Professor


The department offers the Bachelor’s degree in Biology, Biology with options in Bioinformatics and Adolescent Education and a Master of Science degree in Biology. The department participates in the joint program for the Bachelor’s degree in Biochemistry and a minor in Biochemistry, and in the interdisciplinary program leading to the Bachelor’s degree in Medical Technology. The department is active in the University’s Doctoral program in Biology, with many students in Ecology, Evolution and Behavior and Molecular, Cell and Developmental Biology; and Neuroscience. The Medical Technology program utilizes hospital affiliations accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

The MS program in Biology is coordinated by Professor Frank Burbrik. Assistant Professor Jimmie Fata serves as Chair of the advisory committee for pre-medicine students.

Department of Business

Building (3N)

Thomas Tellefsen, Chairperson and Professor


The department offers the Bachelor of Science degree in Accounting and in Business with concentrations in Finance, International Business, Management, and Marketing. In cooperation with the Economics faculty, a Business Concentration is offered within the Bachelor’s degree program in Economics. The BS degree program in Accounting prepares students for careers in accounting and advanced study toward the CPA examination. The Associate’s degree is offered with options in Accounting, Finance, Information Systems, International Business, Management, and Marketing. Graduates with an AS degree may enter the job market directly or continue to study toward the bachelor’s degree, and should consult an adviser and plan their programs accordingly. The Master’s degree program in Business Management is coordinated by Professor Eugene Garaventa.

Department of Chemistry

Building 6S

John Olsen, Chairperson and Associate Professor

Distinguished Professor: Fred Naider


The department offers the Bachelor’s degree in Chemistry and participates in the joint program leading to the Bachelor’s degree in Biochemistry. Minors are offered in Chemistry and Biochemistry. The department also participates in the interdisciplinary program leading to the Bachelor’s degree in Medical Technology. The University’s Doctoral program in Polymer Chemistry is coordinated by Professor Nan-Loh Yang.

Department of Computer Science

Building 1N

Louis Pettingi, Chairperson and Professor


The department offers programs leading to the Bachelor’s and Master’s degrees in Computer Science. The Bachelor’s degree in Computer Science/Mathematics is offered jointly with the Department of Mathematics; the Bachelor’s degree in Information Systems is offered jointly with the Department of Business; and the department participates in the University Doctoral program. Baccalaureate students majoring in other disciplines may also minor in Computer Science. The department offers an Associate’s degree program in Computer Technology that provides sound career preparation as well as a solid foundation for continued study in the field. Faculty in the department participate with the Interdisciplinary Coordinating Committee for the Associate in Applied Science degree program in Electrical Engineering Technology. The Bachelor’s program in Computer Science is accredited by the Computer Science Accreditation Commission (CAC) of ABET. Assistant Professor Anatoliy Gordonov is coordinator of the Master’s degree program.
**Department of Education**

Building 3S

Susan Sullivan, Chairperson and Professor

Professors: Igor Arievitch, Kenneth Gold, Irina Lyublinskaya, Tomás Morales.


The department provides initial preparation and undergraduate programs for teaching at the Early Childhood level and in elementary and secondary schools, and graduate programs in Childhood Education, Adolescence Education, Special Education, and a Post-Master’s Advanced Certificate for Leadership in Education.

The undergraduate program coordinators are: Associate Professor Helen Robinson for the Undergraduate Early Childhood Program, Associate Professor Margaret Berci for the Undergraduate Childhood Education Program, and Associate Professor Liqing Tao for the Undergraduate Adolescence Education Program.

The graduate program coordinators are: Associate Professor Vivian Shulman for the Master’s degree Sequence 1 program in Childhood Education, Associate Professor Gregory Seals for the Master’s degree Sequence 2 program in Childhood Education, Associate Professor Eileen Donoghue for the Master’s degree Sequence 1 program in Secondary Education, Associate Professor David Kritt for the Master’s degree Sequence 2 program in Secondary Education, Associate Professor Nelly Tournaki for the Master’s degree Sequence 1 and 2 programs in Special Education, Assistant Professor Ed Lehner for the Master’s degree in Middle Childhood Generalist (Grades 5-9), Associate Professor Ruth Powers Silverberg for the Post-Master’s Advanced Certificate for Leadership in Education. Professor Susan Sullivan is the director of collaborative projects.

**Department of History**

Building 2N

March Hall (2N)

Jonathan D. Sassi, Chairperson and Associate Professor


The department offers a Bachelor’s degree and a Master’s degree in History. Its courses combine the traditional function of the scholarly examination of the past for its value in general education with the utilitarian concern for preparing students with the basic skills to enable them to live more meaningfully. It seeks to train future historians, to update the teaching of history by secondary school teachers, and to provide opportunities for lifelong education. History may also be taken as a minor. Associate Professor Sandra Gambetti coordinates the Master’s degree program in History and Professor David Traboulay coordinates the interdisciplinary Master’s degree program in Liberal Studies.

The directors of three interdisciplinary Bachelor’s degree programs reside in the History Department. They are Associate Professor Eric Ivison – Science, Letters, and Society, Professor Calvin Holder – African American Studies, and Associate Professor Catherine Lavender – American Studies.

**Department of English**

Building 2S

Ashley Dawson, Chairperson and Professor

Distinguished Professor: Sarah Shulman


The department offers the Bachelor’s degree in English, with options in Literature, Writing, and Linguistics; and the Master’s degree. The department offers non-credit courses in reading and writing for both native and non-native speakers of English. A general course of study provides students in career programs and in baccalaureate programs with essentials in the important areas of writing and literature. A more advanced series of courses is available for students interested in obtaining a deeper and broader understanding of the discipline, including those students who will pursue English as a major. Students with majors in other disciplines may minor in English with a literature, linguistics, or writing option. The department offers a program in Communications jointly with the faculty of the Department of Media Culture and programs in Dramatic Arts and Dramatic Literature jointly with faculty of the Department of Performing and Creative Arts. The Master’s degree program is coordinated by Professor Maryann Feola.

**Department of Engineering Science and Physics**

Building 1N

Syed Rizvi, Chairperson and Professor


The department offers programs leading to the Bachelor’s degree in Engineering Science and in Physics and participates in the University Doctoral program in Physics, Engineering, Astrophysics, and Environmental Science. The Associate’s degree is offered in Engineering Science and in Applied Science degree program in Electrical Engineering Technology. Courses in astronomy, geology, and integrated science are offered by the department, and faculty in the department direct the programs and research at the Astrophysical Observatory. The BS in Engineering Science is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET), and the Electrical Engineering Technology program is accredited by the Technology Accrediting Commission of ABET. The interdisciplinary Master’s degree program in Environmental Science is coordinated by Professor Alfred Levine.
Department of the Library
Library (1L)
Wilma Jones, Chief Librarian and Professor
Professors: James Kaser, Linda Rocco. Associate Professors: Rebecca Adler Schiff. Assistant Professors: Joseph Deodato, Ewa Dzurak, Andrew Leykam, Timothy Hasin, Mark Aaron Polger, Amy Stempler, Judy Xiao. Lecturer: Rachel Jirka. Instructors: Jonathan Cope. Higher Education Officer: Mark Lewental. Higher Education Assistant: Antonio Gallego. College Lab Technicians: Brian Farr, Stanley Zimmerman. The Library supports the entire range of academic programs at the College through its collections, periodical subscriptions, and micro-forms. Computer facilities for database searching provide access to City University and national catalogs. The Library's own resources are supplemented by an array of modern networking arrangements at regional, state, and national levels. The Library is the center for the implementation of multimedia programs in pedagogy.

Department of Mathematics
Building 1S
John Verzani Chairperson and Professor

Department of Media Culture
Center for the Arts (1P)
Cindy Wong, Chairperson and Associate Professor
Professors: David Gershter, Sherry Millner, Ying Zhu. Associate Professors: Cynthia Chris, Michael Mandiberg, Edward Miller, Jason Simon, Valerie Teever. Assistant Professors: Christopher Anderson, Jillian Baez, Racquel Gates, Tara Mattei, Bilge Yesil. The department offers Bachelor's degrees in Cinema Studies and in Communications and a Master's degree in Cinema and Media Studies. Programs in this department focus on the principles of media, interactions with the media, and the cultures dependent upon communications technologies. The department serves students interested in the history and theory of film and various electronic and computer-related media, and in producing works with these media. The program in Communications is offered in collaboration with the Department of English. A minor is also awarded in the Baccalaureate programs. The Master's degree program in Cinema and Media Studies is coordinated by Associate Professor Edward Miller. The Coordinator of Modern China Studies is Professor Ying Zhu.

Department of Nursing
Marcus Hall (SS)
Mary O'Donnell, Chairperson and Associate Professor
Professors: Eileen Gigliotti, Marianne Jeffreys, Margaret Lunney, Mary Ellen Mc Morrow. Associate Professors: Arlene Farren, Howard Peirano. Assistant Professors: Natalie Fischetti, Eleanor Keloe, Susan Mee, Angela Sammarco. Instructors: June Como, Dawn Fairlie, Marie Giordano. Distinguished Lecturer: Janice Pattison. Lecturers: Karen Arca Contreras, Danna L. Cucio, Regina Gonzalez Lama, Nora Maloney, Estelle Press, Barbara Schiano, Danna Sims. Senior College Lab Technician: Eileen Quagliano. The department offers an upper-division program leading to the Bachelor of Science degree in Nursing, a Master of Science degree program in Adult Health Nursing, and the Post-Master's Advanced Certificate in Adult Health Nursing, Cultural Competence, Gerontological Nursing, and Nursing Education. The department also offers an Associate's degree program that prepares students for the New York State Board of Nursing Examination for license as a Registered Nurse. The Associate's degree, Bachelor's degree, and Master's degree programs are accredited by the National League for Nursing Accrediting Commission and all programs hold New York State Certification. Health education courses and courses fulfilling the Physical Education requirement are offered by this department. Professor Margaret Lunney is coordinator of the Master's degree program in Adult Health Nursing.

Department of Performing and Creative Arts
Center for the Arts (1P)
George Emilio Sanchez, Chairperson and Professor
Professors: Sylvia Kahan, Nanette Salomon. Associate Professors: Frank Galati, Tracey Jones, Beatrice Reinhardt, Charles Thomas, Maurya Wickstrom. Assistant Professors: William Bauer, Kevin Judge, David Keberle, Marianne Weil, Siona Wilson. Lecturer: Michael Moreale. Higher Education Assistants: Craig McMorrow. Associate Professors: Arlene Farren, Howard Peirano. Assistant Professors: Natalie Fischetti, Eleanor Keloe, Susan Mee, Angela Sammarco. Instructors: June Como, Dawn Fairlie, Marie Giordano. Distinguished Lecturer: Janice Pattison. Lecturers: Karen Arca Contreras, Danna L. Cucio, Regina Gonzalez Lama, Nora Maloney, Estelle Press, Barbara Schiano, Danna Sims. Senior College Lab Technician: Eileen Quagliano. The department offers Bachelor's degrees in Art, Dramatic Arts, and Music; a concentration in Photography with the Art major; a concentration in Electrical Technology with the BS in Music; and a Dramatic Literature concentration jointly with the Department of English. Students may minor in Art, Dance, Dramatic Arts, and Music; a program for Psychology majors interested in dance therapy provides for a minor in Dance. The department serves the needs of students who wish to pursue both the practice and the theory of the arts. In addition to preparing students majoring in the arts and those planning to continue in graduate school, the department's courses meet the needs and interests of students in the liberal arts and sciences and in career programs, and foster the role of the arts within the framework of a liberal education.
Department of Physical Therapy
Building 5N
Jeffrey Rothman, Chairperson and Professor
Associate Professors: Maureen Becker, Maria Knikou. Assistant Professors: Zaghoul Ahmed, Michael Chiacciero.

The CUNY Graduate Center and the College of Staten Island offer jointly a clinical Doctoral program in Physical Therapy leading to the Doctorate in Physical Therapy. The DPT Program is accredited by the Commission of Accreditation in Physical Therapy Education (CAPTE) and in keeping with the American Physical Therapy Association (APTA) recommendation that physical therapists be doctorally credentialed.

Department of Political Science, Economics, and Philosophy
Marchi Hall (2N)
Mark White, Chairperson and Professor

The department offers Bachelor's degrees in Economics, Political Science, and Philosophy; and it offers Bachelor's degree programs in Economics with a Business specialization and a Finance specialization jointly with the Department of Business. A dual major is offered in Philosophy and Political Science, Public Administration and Geography. Courses meet the needs of students in a variety of programs in the liberal arts and sciences, and the department's programs provide a solid background for a number of careers as well as for graduate or professional school. Associate Professor Michael Paris is the adviser to students planning to apply to law school.

Department of Psychology
Building 4S
John Lawrence, Chairperson and Professor

The department offers the Bachelor's of Arts and a Bachelor's of Science degree, and a minor in Psychology. Students interested in dance therapy may minor in a program offered with the Department of Performing and Creative Arts. The department also offers the Master's of Art degree in Mental Health Counseling (Director: Associate Professor Judith Kuppersmith, Associate Director: Lecturer Frances Melendez). The department participates in the Master's program in Neuroscience, Mental Retardation, and Developmental Disabilities.

Department of Sociology, Anthropology, and Social Work
Building 4S
Leigh Binford, Chairperson and Professor
Professors: Roslyn Bologh, Kate Crehan, David Goode. Associate Professors: Sondra Brandler, Jeffrey Bussolini, Ismael Garcia-Colon, Rafael De La Dehesa, Grace Mitchell-Chen, Anaya Mukherjea, Phil Sigler, Lacey Sloan, Saadía Toor. Assistant Professors: John Arena, Francesca Degiuli, Hosu Kim, Thomas Volscho. Lecturer: Patti Gross, Karl Meyer

The department offers a combined Bachelor's degree in Sociology/Anthropology, and the Bachelor's degree in Social Work. A minor is offered in Sociology. The department also participates in interdisciplinary major/minors in Disability Studies; Liberal Studies (MA); Science, Letters, and Society; and Women's Gender and Sexuality Studies. The Co-Coordinator of Latin American, Caribbean, and Latina/o Studies is Associate Ismael Garcia-Colon.

Department of World Languages and Literatures
Building 2S
Jane Marcus-Delgado, Chairperson and Associate Professor

The department offers Bachelor's degrees in Spanish and Italian Studies and courses in American Sign Language, Arabic, Chinese and French. Minors in these languages are also offered. In addition to mastery of the language, through classroom and language laboratory work, the literature, culture, and history of the countries are studied.

The director of the International Studies Bachelor's degree program is Associate Professor Jane Marcus-Delgado. The Co-Coordinator of Latin American, Caribbean, and Latina/o Studies is Assistant Professor Sarah Pollack.
DIVISION OF STUDENT AFFAIRS

Division of Student Affairs
Building 1A, Room 301
Vice President, A. Ramona Brown
718.982.2335

The Division of Student Affairs is concerned with all aspects of student life at the College and provides a comprehensive program of support services that includes orientation, counseling, career development, job placement, and the SEEK program. The Division coordinates student recruitment and admissions, student activities, services for disabled students, the CLUE program, pluralism and diversity programming, the scholarship and internship programs, health services, intercollegiate and intramural sports, and the Commencement exercises. Management of the Sports and Recreation Center, Campus Center, and the Center for the Arts are under the auspices of the Division. The Division of Student Affairs offers courses in Issues in College Life, Career Development, and Personal Growth and Development, and internships.

Campus Center
Building 1C
The Campus Center draws together all members of the College of the Staten Island community. It is a shared possession of the students, faculty, staff, alumni, and guests. While each of these groups is important, it is the students who are at the heart of what the Campus Center is about. The Campus Center is the focal point of extra- and co-curricular student life. It houses the Office of Student Life, the CSI Student Government, student clubs, student publications, the CSI Association Inc., and the Auxiliary Services Corporation. Such services as the Bookstore, Cafeteria, Park Café, the College Health Center, the Wellness Program, and the Peer Drop-in Center are located in the Campus Center. Lounges for entertainment and studying, a computer lab, a video game room, conference and meeting rooms, and locker rentals are available for student use. WSIA-FM (88.9) broadcasts from the Campus Center. Questions regarding use of facilities and locker rentals may be directed to the Campus Center, Room 201. The telephone number is 718.982.3071.

The Career and Scholarship Center
Building 1A, Room 105
The Center assists current students and graduates with their career, internship, and placement needs. Résumé critique and referral, mock interviews, on-campus employer recruitment, collegiate job fairs and the Senior Employment Referral Program help students to meet their employment goals.

Students seeking an internship can review a database of over 400 internship opportunities and can learn about the Summer Internship Stipend Program and internship referral program.

Assistance with the fellowship, scholarship, and special opportunity application process is provided as well as review of mission statements and personal essays that may be required for select fellowship and graduate school applications.

Career coaching is available to students who are unsure about their career choice. Career assessment testing for first year students is available through the Pathfinder Program, which is now administered by the Academic Advisement Office.

Career-related workshops are given throughout the year and computers are available to students who want to access the database of full- and part-time jobs, internships, and fellowships.

Children's Center
Building 2R
The Children’s Center is sponsored by the CSI Association and provides early education and childcare services for students who may be attending classes, working, participating in other school-related activities, or who need personal time. The programs for infants/toddlers and preschool children are licensed by the Bureau of Day Care of the NYC Department of Health and Mental Hygiene. The program for school-age children is registered with the School Age Division of the NYS Office of Children and Family Services. The Center is funded through the Student Activity Fee; city, state, and federal grant money; and parent fees. For further information please call 718.982.3190 or visit www.csi.cuny.edu/childcare.

Clubs and Organizations
The CSI Student Government and the Office of Student Life charter and recognize student clubs and organizations. Any group of students with a common interest may request a charter for a student club or organization from the Student Government Office, and students may join any of the existing groups that receive a charter each year. Members of clubs associate around a broad range of interests and identifications. Approximately 40 clubs are organized by students with common interests rising out of academic studies, social commitments, or personal values. Sports-related clubs file for a charter initially with Student Government before applying for funding from the Intramural and Recreation Program. The telephone number is 718.982.3088.

College of Staten Island Association, Inc.
The College of Staten Island Association, Inc. is a non-profit corporation that administers the Student Activity Fee. The Association is governed by a board of directors comprised of six students, three administrators, three faculty, and the President or designee. The Association allocates designated portions of the Fee, traditionally applied to graduation exercises, intercollegiate athletics and intramural programs, the Children’s Center, Health and Wellness, WSIA, and the Campus Activities Board.

Counseling Services
Building 1A, Room 109
The Counseling Center provides personal and academic counseling services for students at the College of Staten Island. Students are given the opportunity to explore issues that can help them to achieve success. Professionally trained counselors provide individual and group counseling to address various issues that affect academic performance and experiences in college and one’s personal life. With a few legal exceptions, counseling is a confidential process. Personal counseling is designed to help students address concerns, come to a greater understanding of themselves, and develop effective strategies for dealing with life’s challenges. Academic counseling assists students with maximizing their academic performance. Counselors help students with a variety of issues that affect academic success such as test anxiety, time management, study strategies, and concentration.
Center for Student Accessibility
Center for the Arts (1P)
The Center for Student Accessibility has responsibility for providing reasonable accommodations and services to students with a documented disability. The Center also serves as a resource for faculty and staff in their work with CSI students with disabilities. To qualify for services, students must submit documentation to the Center and request services. All documentation is kept confidential and should be submitted directly to the Center. Services include pre-admissions counseling and accessibility information, advisement, priority registration, and testing accommodations. Assistive technology software, scientific calculators, audio recorders, and assistance in facilitating the use of alternate formats are also available. The Resource Center for the Deaf serves the specific needs of deaf and hard of hearing students providing interpreters and CART services to students who are hard-of-hearing. Interpreters are available for academic advisement, conferences with professors, and other College business. The College’s policy for students with disabilities conforms to federal guidelines and the Center offers services mandated by federal and state law. All students with disabilities are encouraged to use the services of the Center. Services are also available to students who are temporarily disabled.

Email Accounts
The Office of Technology Systems will generate a College email/computer login account for all currently registered students. If you have any questions or forget your password after changing it, come to the Library (1L), Room 204. A validated student ID card is required. For more information, please call 718.982.4080, visit www.csi.cuny.edu/cix/index.php and click on the appropriate links, or visit www.csi.cuny.edu/currentstudents and select the link “Look up CSI’s email & Login ID to access CSI’s computers.”

Health Services
Campus Center (1C) Room 112
The College Health Center, located on the main floor of the Campus Center, Room 112, is staffed by part-time Nurse Practitioners (funded by the Student Activity Fee) in collaboration with Staten Island University Hospital and College personnel. Nurse Practitioners and a full-time Registered Nurse are available for College physicals, emergency care, consultations, immunizations, smoking cessation, HIV/AIDS counseling and testing, contraception and pregnancy counseling, and other services. The telephone number is 718.982.3045; TTY 718.982.3315.

Intercollegiate and Intramural Athletics
CSI fields women’s and men’s teams in competition throughout the East Coast, primarily in the New York/New Jersey metropolitan area. Team and individual sports include men’s and women’s cross-country, basketball, swimming, tennis, and soccer; men’s baseball; and women’s softball and volleyball. The College is a member of the National Collegiate Athletic Association (NCAA Division III), the Eastern College Athletic Conference (ECAC), and The City University of New York Athletic Conference (CUNYAC). The intercollegiate athletic program is supported by funding from the CSI Association.

To be eligible for intercollegiate competition, a student must be matriculated as a full-time student. The following criteria must also be met.

1. Proof of good health; physician’s examination and review by CSI medical staff;
2. Good Academic Standing - Incoming students must meet the CSI Index for baccalaureate eligibility. For continuing student-athletes having acquired over 12 credits, good academic standing is defined as a minimum 2.0 cumulative Grade Point Average;
3. Maintenance of satisfactory progress toward completion of a bachelor’s degree. For continuing student-athletes, this requires successful completion of a minimum of eight credits in the semester previous to the semester of competition in order to meet satisfactory progress requirements. For two-semester sports (Basketball, Swimming and Diving), this requires successful completion of a minimum of eight credits during each semester. Students completing less than eight credits in a required semester who can show good cause may appeal to the committee on student athlete appeals one time during their collegiate playing career.

The recreational and intramural sports program provides opportunities for all students, staff, and faculty to participate in individual and team sports, including competitive, non-competitive, and recreational.

Liberty Partnerships Program
The program is a collaborative effort of the College and the Staten Island Branch of the New York Urban League, the local school district, and community-based organizations and individuals that provides a broad range of educational, enrichment, and support services for high school students who are at risk of dropping out of school.

Ombudsperson
Building 1A, Room 301
Reporting to the Vice President for Student Affairs, the Ombudsperson is authorized to investigate student concerns and to make recommendations regarding the outcome of those investigations. The Ombudsperson, available to all students enrolled at the College, is a source of information about College policies and procedures and, in certain situations, will provide mediation and advocacy services. Students may be advised to visit other College offices to file official student concerns as well.

The Ombudsperson helps students to develop positive strategies to resolve problems and conflicts and acts as a neutral party to hear any type of student concern or dispute related to the College.

The Office deals with academic matters such as grade appeals, accusations of cheating and plagiarism, faculty/student disputes, and non-academic matters such as billing disagreements, conduct issues, campus issues, and interpersonal conflict. This is not a comprehensive list, as it is understood that each individual may have concerns and needs that are unique.

Students can file an official complaint or put information “on the record” at the Office of the Ombudsperson.

New Student Orientation/College Life Unit Experience (CLUE) Program
Building 2A, Room 208
The New Student Orientation/CLUE Office maintains up-to-date records on students’ progress toward meeting the New Student Orientation Requirement as described in the Catalog section on Degree Requirements. Students may obtain information about current and planned CLUE-certified events, programs, and activities, and may also check on their status in meeting the requirement. Two enrichment programs called CLUE Challenge and CLUE Pathways encourage students to commit themselves to a broad involvement in the out-of-the-classroom life of the College and its surrounding community. Information about orientation and the CLUE program is available at the CLUE Office. The telephone number is 718.982.2529.

Pluralism and Diversity
Building 2A, Room 208
The Office of Pluralism and Diversity seeks to develop in all aspects of the College’s activities a climate that fosters respect for the pluralism and diversity of U.S. society. The Office offers programming, workshops, and training sessions on sensitivity and diversity. The telephone number is 718.982.2897.
**Campus Activities Board (CAB)**
The Campus Activities Board, a joint committee of the CSI Association and the CSI Student Government, is a student programming board that allocates a designated portion of the Student Activity Fee for social, cultural, and educational programs. The board develops programs that culturally enlighten, intellectually stimulate, and entertain. The planning and decision making process is one in which students learn many skills, especially those related to working with other students on campus-wide projects. Proposals for programs, events, and activities may be made by students and members of the College community. The telephone number is 718.982.3268.

**Publications**
Students at CSI publish a biweekly newspaper, *The Banner*; a political journal, *The College Voice*; a politics and literary arts magazine, *Third Rail*; an art and literature magazine, *Serpentine/Artifacts*; a literary journal, *Caesura*; and the *Dolphin* yearbook. Publications are funded by Student Activity Fees allocated through the Publication Board. Students interested in participating in the production of these publications as writers, photographers, editors, or layout artists, or in starting new publications are invited to visit the publications’ offices or the Office of Student Life in the Campus Center.

**SEEK Program**
Building 1A, Room 112
SEEK Director Gloria Garcia

The SEEK Program (Search for Education, Elevation, and Knowledge) is a New York State program for residents who are in need of both academic and financial assistance in order to obtain a college education. Information about the program and the application process may be obtained from the SEEK Office. The telephone number is 718.982.2410 or visit our Website: www.csi.cuny.edu/seek.

**Sports and Recreation Center**
Building 1R

The Sports and Recreation Center houses a full range of facilities and equipment for individual and team sports and games: a gymnasium with seating capacity for 1,200 spectators, an auxiliary gymnasium, two fitness rooms, racquetball courts, and a 25-meter pool. Outdoor facilities include a track, tennis courts, and ball fields.

**Student Life**
Campus Center (1C), Room 201
The Office of Student Life assists and advises students involved in student organizations, governance committees, and campus activities to develop a rich and diverse co-curricular campus life. The Student Life team also involves staff from the CSI Association, the Student Government, and the Campus Activities Board. The Office sponsors leadership programs for chartered clubs and the general student population and is responsible for the operations of the Campus Center. The telephone number is 718.982.3088.

**Student Government**
The College of Staten Island Student Government is composed of 20 representatives (senators) elected by the student body each spring semester. Organized into commissions with a specific mandate (e.g., Academic and Curricular Affairs; Clubs; Elections; Finance; Part-time, Evening, and Weekend Students; Student Center; and Student Services), the Student Government represents student interests to the administration and faculty of the College and serves as an advocate for student services. Through its commissions, the Student Government charters and funds all student clubs and associations, administers student elections, allocates a designated portion of the Student Activity Fee, advocates for the special needs of students, and advises the College on the utilization of Campus Center space to serve students in their co-curricular activities. Student Government senators serve on planning and decision making committees with faculty and members of the CSI administration. The telephone number is 718.982.3082.

**Wellness Program**
Campus Center (1C), Room 111
Wellness and Health Promotion is a program that addresses the health and development needs of students by providing a broad range of services and resources that address topics such as stress, substance abuse, smoking cessation, nutrition, and sexual health. Other services include a Peer Education Program and Drop-in Center, blood drives, mental health screenings, health campaigns, and wellness fairs. The telephone number is 718.982.3113.

**WSIA - 88.9 FM**
Campus Center (1C), Room 106
WSIA, the only radio station on Staten Island, is licensed to the College. The station is staffed by student volunteers working under the guidance of professional staff and broadcasts at 88.9 FM. The state-of-the-art studios, include a digital recording facility, music studio, computerized news operation, and a 40,000-volume record and CD collection. Station programming emphasizes diverse and creative music, local news and public affairs, and Staten Island sports. Students interested in working as DJs, newscasters, sportscasters, and engineers should visit the studio and fill out an application. The telephone number is 718.982.3050.
OFFICE OF ACADEMIC AFFAIRS

Office of Academic Affairs
Building 1A, Room 305
Senior Vice President and Provost, William Fritz
718.982.2440
www.csi.cuny.edu/administration/academicaffairs/

As the College’s chief academic officer, the Provost provides vision, leadership, and oversight to the maintenance and development of quality academic programs including support for the development of a distinguished faculty in both the liberal arts and sciences and professional studies and support of faculty research and graduate education at the master’s and doctoral levels.

The Provost reports directly to the President and is the ranking member of the executive management team, with responsibility for all academic units and departments. The Provost is responsible for promoting academic excellence and for assuring that students have access to intellectual and practical experiences that will enrich their lives and prepare them for their post-collegiate careers.

Academic Advisement
Paulette Brower-Garrett, Director, Building (1A), Room 101

The Office of Academic Advisement is directly responsible for the advisement of all newly matriculated students, as well as those continuing students who have yet to declare a major. The Advisement staff provides support services in both individual and group settings, and is available throughout the year to assist students with their general education requirements and their selection of appropriate majors and minors. Advisors also relay information to students regarding the College’s academic policies and regulations, assist students with utilizing DegreeWorks (the online degree auditing system), and review records to verify compliance with the academic guidelines for federal and state financial aid programs. The Office is now also responsible for administration of the Pathfinder Program, a career exploration workshop series designed to help students determine potential career pathways and related academic majors. Additional information about advisement, Pathfinder, and other services can be found at www.csi.cuny.edu/academicadvisement.

Adults Returning to College Program (ARC)
Office of Recruitment and Admissions, Building 2A, Room 103

The College offers a gateway program for first time and returning degree track adult students. The ARC (Adults Returning to the Classroom) program provides personalized, comprehensive support services from pre-admission counseling to registration. The goals of the ARC program is to facilitate a seamless transition for non-traditional students into the College.

Alumni Relations
Associate Director, Jennifer Lynch, Building 1A, Room 111

The Office of Alumni Relations maintains contact with alumni through ongoing social, educational, athletic, and cultural events.

The Office also assists the CSI Alumni Association and its elected Board of Directors, who serve as the representative voice for over 50,000 alumni worldwide. The Alumni Association was established in 1980 and its mission is dedicated to promoting a lifelong spirit of pride, fellowship, loyalty, and learning among alumni, students, and the community.

All persons who have a degree or six-year certificate from CSI or its predecessor institutions, Richmond College and Staten Island Community College, are members of the Alumni Association. Alumni seeking further information or wishing to obtain a permanent alumni photo ID are invited to call 718.982.2290, email alumni@mail.csi.cuny.edu or visit the Office.

Center for the Arts
Center for the Arts (1P), Room 116
Acting Director, John Jankowski

The Center for the Arts contains, in the instructional wing, the Department of Performing and Creative Arts, the Department of Media Culture, studios, performance and rehearsal spaces, a screening room, a studio theater, film and video production facilities, and laboratories for communications and graphics. The workshops include facilities for print making, painting, sculpture, photography, electronic music, and recording.

The Center for the Arts is home to the Clara and Arleigh B. Williamson Theatre, a 430-seat proscenium-stage theater; the 893-seat Concert Hall; the 150-seat Recital Hall; the 150-seat Lecture Hall; the 150-seat Lab Theatre for student productions; the CFA Atrium; the Conference Room; the Art Gallery, for major exhibitions; and the Student Art Gallery. Each academic year, the CFA presents a full schedule of innovative performing and visual arts public programs that features guest artists, CSI arts faculty, and CSI art students. The CFA also administers a theater rental program open to the Staten Island community.

Center for International Service
Building 2A, Room 206
Director, Ms. Ann Helm

The Center for International Service encourages and supports the international component of the academic life of the College. The Center provides direction and assistance in matters affecting the College’s international student population, sponsors study abroad programs, directs Scholar and student exchange programs, and facilitates international development programs. Guidance for the Center’s activities is provided by a faculty advisory committee.

English Language Institute (ELI)
Building 2A, Room 207
Academic coordinator, Barbara Murphy

The Institute, a member of the American Association of Intensive English Programs, offers intensive English language study and programs in American language and culture to international students and professionals. The Institute is supported by course fees. Admission to the English Language Institute does not constitute admission to the College.

Foreign Student and Scholar Services
The staff, serving foreign students and scholars, processes immigration documentation; facilitates admission procedures; provides academic advisement, counseling, adjustment, and orientation to college life in the U.S.; and assists in off-campus housing.

Study Abroad Programs
The Center offers a variety of study abroad programs for undergraduate credit only with partner institutions around the world including the following: Nanjing University, Shanghai University, and the City University of Hong Kong in China; the Danish Institute for Study Abroad (DIS) in Copenhagen, Denmark;
the Catholic University of Guayaquil and the University of San Francisco de Quito in Ecuador; Middlesex University in London, England; The American College of Thessaloniki in Greece; Scuola Lorenzo deMedici in Florence and Tuscania, The American University of Rome, and the Istituto Venezia in Italy; the Universidad Internacional Menéndez Pelayo in Santander, Spain; IPAG in Nice and Paris, France; Seinan Gakuin University in Fukuoka, Japan; and Dublin Institute of Technology in Ireland. Overseas study programs in more than 25 countries are open to CSI students through membership in the College Consortium for International Studies.

There is no foreign language prerequisite; however, students are required to study the language of the country and are placed in courses suitable to their ability. A minimum grade point average of 2.5 is required for participation in most of the CSI-sponsored study abroad programs. The staff provides assistance and information about admissions, financial aid, orientation, and re-entry. To prepare effectively for participation in the program, students are encouraged to investigate the overseas study opportunities early in their academic careers. Most student financial aid plans are applicable to study abroad programs and special scholarship funds are available for eligible students.

International Faculty Activities
The Center coordinates a faculty exchange program with Shanghai University in China on behalf of The City University. The Center also has responsibility for CSI exchange programs and faculty development activities and international projects in various countries. On-campus programs for faculty and students include the World on Wednesday lecture series, International Education Week Events, and special programs.

College Advancement
Building 1A, Room 401
Interim Vice President for Institutional College Advancement, Robert E. Huber

The Office of College Advancement is responsible for advancing the mission of the College and developing financial support for the College from alumni, faculty and staff, the community, and private industry. The CSI Foundation, Inc. was established to provide leadership and volunteer assistance to the College in its fundraising programs.

Collegiate Science and Technology Entry Program (CSTEP)
The CSTEP program seeks to increase enrollment and graduation, among historically underrepresented students, in undergraduate and graduate programs leading to professional licensure or to careers in the fields of science, technology, and education at the College of Staten Island (CSI). Through exposure to research opportunities in technology, scientific research, and teaching, CSTEP students will begin to view themselves as professionals and will help to reshape the culture of these professional fields as they reach their desired career goals.

The CSTEP Program is designed for New York State residents, including permanent residents, who must be full-time students and have good academic standing, which includes a 2.75 grade point average and enrollment in an approved scientific, technical, health-related, pre-professional, or professional undergraduate or graduate program of study. Students must be of African, Hispanic/Latino, or Native American/Alaskan Native descent or be economically disadvantaged (based on criteria established by New York State.) Students enrolled in State-funded opportunity programs (AMP, HEOP, EOP, SEEK, or College Discovery) are also eligible to participate in the CSTEP program.

CUNY Language Immersion Program
Building 4N, Room 210
Coordinator: Dolores LaFata

The CUNY Language Immersion Program (CLIP) is an intensive English language program for students who are non-native speakers of English and have been admitted to a CUNY college but have not passed the CUNY reading and/or writing assessment tests. CLIP offers students the opportunity to spend more time learning English in an academic environment before formally enrolling in or returning to college courses. CLIP provides a full-time immersion approach to English language study that does not draw upon a student’s financial aid allocation; students pay only a nominal fee for the program.

College Success Initiative
Building 1A, Room 313
Coordinator: Debra Evans-Greene

The College Success Initiative is the Black Male Initiative Program (BMI) at the College of Staten Island. This program was designed by The City University of New York (CUNY) to engage successful minority students in the recruitment and retention of other minority students, especially males, at the college and high school levels.

The College Success Initiative is open to all academically eligible students, faculty, and staff without regard to race, gender, national origin, or other characteristic. The program is a collaborative effort of parents, college faculty and staff, and high school principals and teachers, as well as members of the Staten Island community, to attain the same goals with our minority students.

Teacher Education Honors Academy
Director, Dr. Jane Coffee, Building 1S, Room 212

The goal of the Teacher Education Honors Academy is to educate undergraduate students who have a demonstrated talent in science and mathematics and who have a sincere desire to teach in the high schools or middle schools. Teacher Academy students have a choice of four majors: biology, chemistry, mathematics, or physics. They must complete all the requirements for their chosen major as well as the undergraduate sequence of education courses required for initial teacher certification. The Teacher Education Honors Academy students acquire hands-on experience in New York City public middle or high schools and this experience begins in the first semester in the Teacher Education Honors Academy program. Students in the Teacher Education Honors Academy are eligible for financial and academic assistance and for internships in middle and high schools.

Please see the section on academic requirements for Admissions to Teacher Education Honors Academy.

Discovery Institute
Building 1A, Room 211
Director Dr. Michael Pappas

The Discovery Institute offers several pre-college programs that strengthen the academic preparation of students while they are still in high school and others that encourage college students to consider teaching careers. The Institute also provides opportunities for teachers to develop new teaching strategies. The programs are supported by the resources of the College and by grants from a variety of state, federal, and private institutions.
Evening, Weekend, and Summer Sessions

Building 2A, Room 204
Coordinator, Thomas Brennan

The Office of Evening, Weekend, and Summer Sessions provides administrative assistance and academic advisement for evening, weekend, and summer students, and advocates for the special needs of this student population within the College community.

The College regularly schedules a wide choice of courses in the evening and on the weekend. These courses accommodate students in graduate, baccalaureate, and associate’s degree programs who prefer to take classes at these times. Classes in the evening session start at 6:30pm or later; weekend session classes are scheduled on Saturday mornings and afternoons, as well as on Sunday afternoons.

The Summer Session offers courses in a mix of schedules: four-week courses meet day and evening in June and July; six-week courses meet Saturday and Sunday mornings during June and July; eight-week courses meet day and evening during June and July. The varied summer session course schedule provides an opportunity for students to accelerate completion of their degree programs.

The FIRST Program

Building 5N, Room 117

The College offers a special program called Freshman Integrated Resources, Support, and Teaching (FIRST) for new students who, upon entry, have passed the three CUNY Assessment Tests. Students enroll in a learning community of three or more courses, the majority of which satisfy the College’s general education requirements. FIRST is designed to provide a student experience that assists in the transition from high school to college and that promotes a sense of belonging to the CSI community. Students develop peer friendships and build relationships with faculty and other key personnel who assist them in their academic pursuits. For more information, please call the FIRST Program Office at 718.982.4171.

Information Technology

Building 2A, Room 303
Vice President for Technology Systems, Michael Kress

The Office of Information Technology (OIT) advances and supports the use of information technology at the College. OIT administers 20 general purpose computer laboratories and over 30 specialized computing laboratories in conjunction with academic departments. Over 2,500 desktop computers are connected through a high-speed local area network running Windows XP or Windows 2000. This hardware configuration allows students, faculty, and staff full access to specialized software, the Internet, online library resources, and email.

Four open computer labs running Windows XP or Windows 2000 are equipped with the software that students need to do their assignments. Computer labs for students with disabilities include software like JAWS, Dragon, etc. as well as ADM-compliant furniture. In addition to the open labs, there are computers available in the lobbies of Buildings 1S, 2S, 3S, 4S, 5S, 1N, 2N, 3N, 4N, and 5N, and systems are also located in the Cybercafe and the Campus Center. These stations allow students to use the Internet.

“CSI unplugged,” wireless access is via 802.11 b/g technology. The network can be accessed from any of the academic or administrative buildings. The College of Staten Island’s Data network spans 19 buildings and provides access for all campus staff, faculty, and students, 24 hours a day, seven days a week. Wireless Hotspots are designed to expand service to users with laptops or PDAs equipped for wireless networking. With Hotspots, wireless computers have high-speed access to the Internet and College Web Services.

The OIT home page is: www.csi.cuny.edu/technologysystems.

Office of Academic Support Services

Library (1L), Room 117
Director, Linda Sharib

The Office of Academic Support (OAS) offers a variety of programs to enhance the academic preparation of all CSI students. The Immersion Program provides intensive reading, writing, and mathematics workshops for students who have not passed one or more of the assessment tests. The Preparation for Academic Success Program (PASS), an initiative presented in collaboration with the Brooklyn Educational Opportunity Center, offers intensive reading, writing, and mathematics instruction to students needing to pass the three CUNY Assessment Tests. The Pre-Test Preparation workshops provide important CUNY Assessment Test preparation for students, enabling them to become familiar with the testing formats and to experience practice tests, thereby increasing their chances for success on the tests. Furthermore, OAS houses CSI’s multi-disciplinary tutoring lab and also coordinates the ten campus tutoring centers.

Laboratories

Building 6S, home of the Department of Biology, the Department of Chemistry, the Center for Environmental Science, and the Center for Developmental Neuroscience and Developmental Disabilities, contains 74 state-of-the-art laboratories for study and research. The ten departmental buildings in the academic quadrangles house instructional, tutorial, and research laboratories, and personal computer classrooms.

Library/Media Services

Library (1L), Room 109
Chief Librarian, Professor Wilma L. Jones

The Library is the focal point of the South Academic Quadrangle. The building, with its distinctive rotunda, is the home to five central services: a study center for the campus community; a broad collection of books and journals in the liberal arts and sciences; computer facilities, online services, and databases that serve as points-of-access to informational resources beyond the walls of the Library; an instructional facility for the teaching of information retrieval and information literacy; an Archives and Special Collections unit; and media distribution services in support of instruction.

Seventy-five computer workstations for student use are available throughout the building. The general reference area is located on the first floor, as is the Faculty Center for Excellence in Learning Technology. The second floor leads to the elegant archives facility, the distance-learning center, the document center, the Library instruction facility, and the Media Services unit. The circulating book collection and the print journal holdings are housed on the third floor.

The Collection: The holdings include 243,000 bound volumes of books, 143 online databases (of which more than 50,000 are full text), 68,000 e-books,
600 current print journal subscriptions, 3,000 videos, and over 4,000 sound recordings.

The Online Catalog: The CSI Library is a member of the CUNY-wide integrated library system. Access to CUNY+, the online union catalog portion of the system, is available throughout the campus as well as from offsite.

Reference librarians provide service at the General Reference Desk on the first floor at all times when the Library is open. The Library instruction service includes orientation tours, open workshops, presentations to classes by reference specialists in connection with specific course assignments, and the compilation of bibliographic aids.

Media Services
Library (1L), Room 201
Director: Mark Lewental

Media Services provides viewing and listening facilities and classroom services for its collections of videotapes, DVDs, slides, audiotapes, and recordings. The Media Distribution System provides access to the media collections via fiber-optic technology, connecting over 40 classrooms, laboratories, and conference rooms. Media Services operates the Videconferencing Lab, a network of wireless laptops for use in the Library, and oversees the Center for Excellence in Learning Technology, which assists faculty in using technology to promote better learning.

Macaulay Honors College
Building 1A, Room 206
Director: Professor Deborah Popper

The William E. Macaulay Honors College of CUNY is designed for highly motivated and capable students who meet rigorous admissions criteria. During their first and second years at the College of Staten Island, Macaulay Honors College students enroll in a variety of innovative and challenging courses and develop with their faculty a cohesive intellectual community. In their third and fourth years, Macaulay Honors College students pursue their fields of study in a wide range of majors and specializations, and must meet the program’s criteria for graduation with honors. In addition to their academic work, Macaulay Honors College students must complete co-curricular requirements.

Please see the sections on Admissions and on Programs and Course Descriptions for details about the requirements and further information about the program.

Ombudsperson
Building 1A, Room 301

Reporting to the Vice President for Student Affairs, the Ombudsperson is authorized to investigate student concerns and to make recommendations regarding the outcome of those investigations. The Ombudsperson, available to all students enrolled at the College, is a source of information about College policies and procedures and, in certain situations, will provide mediation and advocacy services. Students may be advised to visit other College offices to file official student concerns as well.

The Ombudsperson helps students to develop positive strategies to resolve problems and conflicts and acts as a neutral party to hear any type of student concern or dispute related to the College.

The Office deals with academic matters such as grade appeals, accusations of cheating and plagiarism, faculty/student disputes, and non-academic matters such as billing disagreements, conduct issues, campus issues, and interpersonal conflict. This is not a comprehensive list, as it is understood that each individual may have concerns and needs that are unique.

Students can file an official complaint or put information “on the record” at the Office of the Ombudsperson.

The Pathfinder Program
Sponsored by the office of Academic Advisement, The Pathfinder Program has been created to meet the unique needs of College of Staten Island students as they begin exploring majors and careers. This unique, three-part Career Exploration Workshop series allows students to discover those interests that will lead them towards a successful career. Our workshops will teach students about the career decision-making process, how to choose a major, and how to conduct relevant career research.

The final part of the Pathfinder Program provides students with the opportunity to make an appointment to meet with Career Coaches, who are specially trained advisors and counselors who can guide students toward making good career decisions. The Career Coaching program is the result of collaboration between the Career & Scholarship Center and the Office of Academic Advisement. Additional information about the program can be found at www.csi.cuny.edu/pathfinder.

Science and Technology Entry Program (STEP)
The STEP program at the College of Staten Island (CSI) focuses on helping students to build self-esteem and develop positive behaviors toward learning. A Saturday enrichment and academic program, STEP services students from Staten Island and Brooklyn in grades 7 through 12 who demonstrate a career interest in the fields of science, engineering, technology or education. Through the program, students come to CSI and engage in science, computer math, communication arts, and PSAT and SAT prep with an interdisciplinary learning approach. The STEP program also encourages students to strive for good grades throughout their secondary school years so that they eventually have the experience to choose from a broader range of choices when pursuing a career.

Participation in the STEP program is free. The only cost is student commitment and parental involvement.

Testing Services
Building 1A, Room 104
Director, Alan Hoffner

The Testing Office tests in the following areas: the CUNY Assessment Tests in writing, reading, and mathematics; the departmental placement examination in Biology; the National League for Nursing (NLN) pre-admissions exam; and the test that enables students to earn college credits, the College Level Examination Program (CLEP).

The Verrazano School
Building SN, Room 113
Director, Associate Professor Charles Liu
Coordinator, Katie Geschwendt

The Verrazano School at CSI is a competitive, highly selective program for undergraduates at the College of Staten Island. Established in 2007, The Verrazano School offers students the opportunity to be part of a dynamic, academically motivated learning community while enjoying the benefits of a comprehensive public institution within The City University of New York. Outstanding faculty, a wide range of academic disciplines, and extensive student services are some of the resources available through The Verrazano School.
Information about the program and admission requirements can be found online at [www.csi.cuny.edu/verrazanoschool](http://www.csi.cuny.edu/verrazanoschool) or contact 718.982.4171.

**The Bertha Harris Women’s Center**

Building 2N, Room 106  
Coordinator, Associate Professor Ellen J. Goldner

The Bertha Harris Women’s Center promotes the education and personal growth of women students and the men who support their concerns. It encourages a confidential support network among students and faculty and serves as a conduit of information about counseling and other resources available to women both on campus and in the broader communities of Staten Island and New York City. The Bertha Harris Women’s Center raises awareness about issues important to women and encourages community service by CSI students at organizations that serve women on campus, on Staten Island, and in New York City. In response to needs and interests voiced by students each semester, The Women’s Center organizes student activities, panels, and speakers on a variety of topics and other events. Visit us in Building 2N, room 106 or on the Web at [www.csi.cuny.edu/womenscenter](http://www.csi.cuny.edu/womenscenter).

**The Writing Center**

Building 2S, Room 216  
Director, Robert Brandt

The Writing Center is under the supervision of the Department of English. The Center provides assistance to students who need to enhance their reading and writing skills. Instructors from any discipline may refer students to The Writing Center, or students themselves may choose to visit it and make appointments to work with tutors. Tutors do not edit papers or do homework assignments for students, but help them to work on the skills they need to develop. The Writing Center serves students for whom English is a first or second language.
ACADEMIC POLICIES

This chapter covers the College's general academic policies and policies that govern the academic standards and requirements to maintain matriculated status and to qualify for a degree.

Grades

Grading Symbols

The following grading symbols are used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Identification</th>
<th>Quality Points per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>Failing/unsuccessful completion of course</td>
<td>0.0</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn with no penalty</td>
<td>-</td>
</tr>
<tr>
<td>WA</td>
<td>Administrative Withdrawal</td>
<td>-</td>
</tr>
<tr>
<td>WN</td>
<td>Never Attended</td>
<td>-</td>
</tr>
<tr>
<td>WU</td>
<td>Never Attended</td>
<td></td>
</tr>
<tr>
<td>INC</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>AUD</td>
<td>Auditor</td>
<td></td>
</tr>
<tr>
<td>Z</td>
<td>No grade submitted by instructor</td>
<td>-</td>
</tr>
<tr>
<td>PEN</td>
<td>Grade Pending</td>
<td></td>
</tr>
<tr>
<td>FIN</td>
<td>Failure (changed from Incomplete)</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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

F: No credit is received for a course in which the student is assigned a grade of F. If a student wishes to receive credit for the course, it must be repeated with a passing grade; however, the F remains on the transcript (see section on Repeating Courses).

P: Course requirements have been satisfied. This grade is used only for specially designated courses and for courses taken at another college for which a student receives advanced standing.

W: Students may withdraw without academic penalty from any course up to the end of the ninth week of the semester (see College calendar for date); a grade of W will be assigned. After that date, students may petition the instructor and the chairperson for permission to withdraw until the last day of classes. Consult the Office of the Registrar for the procedures to be followed when withdrawing from a course. If these procedures are not followed, students may receive a penalty grade of WU.

WA: Students not in compliance with the New York State immunization requirement receive the grade of WA. This grade carries no academic penalty.

WN: Never Attended. No credit is received for a course in which this grade is assigned; it is equivalent to a grade of F.

WU: An unofficial withdrawal results in a grade of WU. No credit is received for a course in which this grade is assigned; it is equivalent to a grade of F.

INC: The grade INC is a temporary grade assigned when, in the instructor's judgment, course requirements are not completed for valid reasons. Recipients of INC are required to complete all assignments before the end of classes during the succeeding semester. Students should not register a second time for a course in which an INC is given. Rather, arrangements should be made with the instructor to complete the remaining work. If a student registers again for a course in which an INC was awarded, the INC will become a FIN and the course will appear a second time on the student's transcript with the grade earned.

FIN: If a grade of INC is not changed before the last day of classes of the succeeding semester, it will automatically be changed to a grade of FIN. If the required work is not completed for continuing valid reasons, the course instructor may grant an extension. Such extensions shall not exceed a period of more than two years beyond the original due date of the uncompleted work.

AUD: Students may audit courses for which they are registered by presenting a written statement to the Registrar declaring their status as auditors within the first three weeks of the semester. This statement must be countersigned by the instructor of the course. No credit is received for an audited course.

Z: An administrative symbol assigned when no grade has been submitted by the instructor.

PEN: The pending grade is used in the first semester of a two-semester course.

Pass/Fail Grading Option

Undergraduate matriculated students of the College of Staten Island have the option to elect a Pass/Fail grade with the following restrictions:

1. Students may not elect the pass/fail option for any courses satisfying general education, pre-major, major, minor, or certification requirements.

2. Academic departments may exclude additional courses and may prohibit pass/fail courses from being used as prerequisites for degree requirements.

3. Courses taken on permit at other institutions and independent study courses may not be taken on a pass/fail basis.

Credit Maximum: The student may not elect more than eight credits (8) total as Pass/Fail. The total number of P grades on a transcript may not exceed 90 credits. This includes all credits transferred from other institutions.

Grading and Grade Point Average: For courses taken as Pass/Fail, letter grades "A through C" are converted to P; letter grades of D and F are converted to F. A pass "P" grade is not counted in the student's grade point average. A fail "F" grade is counted in the student's grade point average.

Prerequisite Academic Standing: A student must be matriculated, with sophomore, junior, or senior standing. Transfer students must have completed a minimum of 12 credits at the College of Staten Island. To elect this option, the student must have a GPA greater than or equal to 2.25.

Deadlines: Students must elect the pass/fail option each semester by the “last day to withdraw from course(s) without a grade of “W” as listed in the academic calendar for that semester. Students may not elect the pass/fail option
Grade Appeals

Students wishing to appeal a grade other than WU or FIN must do so within 60 school days, excepting summer session, following the end of the semester. Appeals must be submitted in writing to the chairperson of the department in which the course was offered. Upon receipt of the appeal, the chairperson shall direct the student to discuss the issue with the instructor who assigned the grade. If the issue remains unresolved, the student may request a review by the Department Committee on Grade Appeals.

This Committee on Grade Appeals shall review all information presented by the student and shall meet with the instructor. The committee shall render a decision within 30 days after the student requested the grade review by the committee because the student and instructor had not resolved the matter. If the committee upholds the appeal by a vote of 3-0, the chairperson shall change the grade to reflect the decision of the committee. If the committee does not uphold the student, there is no further appeal within the College.

In all deliberations on grade appeals, the burden shall be on the student to prove that a violation of the College’s regulations occurred or that the instructor’s own stated criteria for grading, which shall have been enunciated at the beginning of the semester, have not been followed. Students needing advice on the procedure may consult an academic and personal counselor.

Students wishing to have a WU or a FIN grade changed to a grade of W must file a written petition supported by documentation to the Committee on Course and Standing.

Grade Point Average (GPA)

The grade point average (GPA) is determined by dividing the total quality points earned by the total number of credits attempted. All credits for which the student is officially registered after the change of program period of each semester shall be considered “attempted credits,” except where the grades carry no penalty (i.e., grades of W, WA, INC, AUD, and PEN). For example:

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
<th>Quality Points per credit</th>
<th>Total Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>A</td>
<td>3</td>
<td>x</td>
<td>4</td>
</tr>
<tr>
<td>COR 100</td>
<td>B</td>
<td>4</td>
<td>x</td>
<td>3</td>
</tr>
<tr>
<td>ART 100</td>
<td>C</td>
<td>3</td>
<td>x</td>
<td>2</td>
</tr>
<tr>
<td>ANT 100</td>
<td>D</td>
<td>3</td>
<td>x</td>
<td>1</td>
</tr>
<tr>
<td>PED 190</td>
<td>F</td>
<td>1</td>
<td>x</td>
<td>0</td>
</tr>
<tr>
<td>Total Credits</td>
<td>14</td>
<td></td>
<td>Total Quality Points</td>
<td>33</td>
</tr>
<tr>
<td>GPA</td>
<td>=</td>
<td>Quality Points</td>
<td>= 33</td>
<td>= 2.36</td>
</tr>
<tr>
<td>Total Credits Attempted</td>
<td>= 14</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Credits toward the Major
All courses listed as major requirements, including courses that apply toward concentrations, specializations, or options, are counted toward completion of the minimum credits meeting requirements for the major. Credits for pre-major courses are not included.

GPA in the Major
The GPA in the major is calculated in the same manner as the overall GPA using only the courses that fulfill major requirements: all courses listed in the major requirements, including courses in concentrations, specializations, options, and all courses taken in the discipline other than those in the pre-major. Students are required to achieve at least a 2.0 GPA in their core or major requirements in order to earn an undergraduate degree. Some programs require a GPA higher than 2.0.

Second Major
Students wishing to declare a second major may do so by completing a form available from the Office of the Registrar.

Academic Standing
Credit Load
Students may attend full-time or part-time as either matriculated or non-degree students. They may attend day, evening, or weekend sessions in any combination.

A full-time student is one registered for 12 or more equated credits in a semester; six must be degree credits (three in the case of first-time freshmen). Equated credits are generally the same as degree credits except for courses below the 100 level. In courses below the 100 level, equated credits are equivalent to the contact hours of the course.

Students with less than a 3.0 (B) average and/or fewer than 30 credits who wish to take more than 18 credits must request permission. The Registrar’s Office, 2A, Room 110, will direct such students to the appropriate office. Students on academic warning or probation may not register for more than 14 credits per semester. In the summer sessions, they may not register for more than a total of nine credits (two courses plus PED 190) and may not register for two four-week courses simultaneously.

Class or Standing
Class, or standing, as freshman, sophomore, junior, and senior is determined by the number of credits completed:

<table>
<thead>
<tr>
<th>Class</th>
<th>Credits Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Freshman</td>
<td>0-14.9</td>
</tr>
<tr>
<td>Upper Freshman</td>
<td>15-29.9</td>
</tr>
<tr>
<td>Lower Sophomore</td>
<td>30-44.9</td>
</tr>
<tr>
<td>Upper Sophomore</td>
<td>45-59.9</td>
</tr>
<tr>
<td>Lower Junior</td>
<td>60-74.9</td>
</tr>
<tr>
<td>Upper Junior</td>
<td>75-89.9</td>
</tr>
<tr>
<td>Lower Senior</td>
<td>90-104.9</td>
</tr>
<tr>
<td>Upper Senior</td>
<td>105-120+</td>
</tr>
</tbody>
</table>

Standing is sometimes listed as a course prerequisite.

Dean’s List
A matriculated undergraduate student, full-time or part-time, merits inclusion on the annual dean’s list by: (a) for full-time, attaining a GPA of 3.5 or above during the preceding academic year, provided at least 12 credits were earned in the fall semester and 12 credits were earned in the spring semester; (b) for part-time, attaining a GPA of 3.5 or above over the last two academic years, provided at least 24 credits were earned during that period. Only credits earned at the College of Staten Island will enter the computation. Students who have received a grade of F, WN, WU, or INC during the period under consideration are not eligible.

Committee on Course and Standing
The Committee on Course and Standing is chaired by the Vice President for Academic Affairs or a designee; and its membership consists of the Registrar and one member of the faculty from each instructional department. In addition to reviewing student records, the Committee considers student appeals related to readmission, and graduation.

Students can petition the Committee through an appeals counselor in the Division of Student Affairs. The appeals counselors, whose names are available through the Registrar’s Office, will advise the students in the preparation of their petition, which will then be referred to the Committee.

Minimum GPA
Students are expected to maintain a minimum GPA of 2.0 (C) throughout their academic careers at the College. Whenever a student’s GPA falls below 2.0, the student’s record will be reviewed by the Committee on Course and Standing. Students must achieve a GPA of 2.0 in the courses in the core or major requirements; some majors require a higher minimum GPA.

Midterm Warnings
Students with an excessive number of absences and students with grades of D or F in 200- or lower-level courses receive midterm warnings. Students receiving a warning are expected to consult their course instructor; they may also wish to consult their faculty adviser.

Academic Standards Policy
At the end of each semester, students must meet the following academic standards:

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Minimum Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-12</td>
<td>1.50</td>
</tr>
<tr>
<td>13-24</td>
<td>1.75</td>
</tr>
<tr>
<td>25-above</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Academic Warning
Students with 0 to 24 credits attempted will be placed on academic warning if they meet the academic standards (above) but fail to achieve a 2.00 grade point average.

Academic Probation
Students will be placed on academic probation if their grade point average falls below the minimum grade point average for the number of credits attempted: 0-12 attempted credits, 1.50 grade point average; 13-24 attempted credits, 1.75 grade point average; 25 credits-above, 2.0 grade point average.

Students on academic probation who meet the College’s academic standards at the end of the probation semester will be removed from academic probation. Students on academic probation will not be dismissed but automatically continued on probation as long as they achieve a grade point average of 2.5 or better in both the fall and spring semesters immediately prior to dismissal or a grade point average of 2.75 in either of those semesters until they have reached the required minimum grade point average. Students who fail to achieve the minimum 2.5 grade point average for any semester while on probation will be dismissed.

Students on academic warning or academic probation may not register for more than 14 credits a semester. Summer session students may not register for more than a total of eight credits in the summer session and may not register for two four-week courses simultaneously.
Academic Dismissal
Students who do not meet the academic standards outlined above at the end of the probation semester will be dismissed from the College.

Readmission after Academic Dismissal
Students dismissed from the College for failure to meet the standards set forth in this policy may apply for readmission after a separation from the College of at least one fall or spring semester. Students who apply for readmission after this separation period must have their application reviewed by the Committee on Course and Standing. Students wishing to apply for readmission should obtain information from the Counseling Center, Building 1A, Room 109.

Testing

CUNY Assessment Tests
Each undergraduate student must successfully complete The City University of New York Assessment Tests in reading, writing, and mathematics unless exempted. All students, including transfer students, must take the tests before they may register for the first time as matriculated students.

Students are exempted from taking the CUNY Assessment Tests in reading and writing if their verbal score on the SAT is 480 or higher; if their verbal score on the ACT is 20 or higher; or if their score on the New York State Regents Examination in English is 75 or higher. Students are exempt from the Math CUNY Assessment Test if their mathematics score on the SAT is 500 or higher; if their mathematics score on the ACT is 21 or higher; or if their score on the New York State Regents Examination in Mathematics A or Sequential II or III is 75 or higher. However, all students must take Part III of the COMPASS Mathematics Test for placement into appropriate mathematics courses.

External, non-CUNY transfer students who have completed a course in English composition of 3 credits or more with a minimum grade of C at another institution are exempted from the CUNY Assessment Test in reading and the CUNY Assessment Test in writing provided that the students are transferring from United States-accredited colleges or universities. External transfer students who have completed a mathematics course of at least 3 credits with a minimum grade of C are exempt from CUNY Assessment Test in mathematics. However, all transfer students must take Part III of the COMPASS Mathematics Test for placement purposes. External transfer students with foreign credentials are subject to the CUNY Assessment Tests upon entry.

Students admitted to associate’s degree programs who fail one or more of the tests are expected to complete the remedial courses that qualify them to enter college-level writing and mathematics courses and pass all three CUNY Assessment Tests in one year, which may include, in addition to semesters, a pre-freshman and a post-freshman summer immersion course and a winter intersession workshop. Students for whom English is a second language (ESL students) have two academic years to pass the CUNY Assessment Tests in reading and writing. The tests are administered at the end of every academic intervention that students complete (remedial or ESL courses, summer immersion, January intersession, or tutorial workshops). Students who do not pass the CUNY Assessment Tests within this time limit will be dismissed from the College.

Students may not enroll in college-level English or mathematics courses until the appropriate test has been passed. In addition, some courses require passage of one or more of the tests as prerequisites. A passing score on the CUNY Assessment Test in Reading is a prerequisite to all courses at the 200 level or higher.

All students required to take Part I and Part II of the COMPASS Mathematics Test and who fail both Part I and Part II must complete a pre-freshman math immersion course.

No associate’s or bachelor’s degree will be awarded unless the tests have been passed.

COMPASS Reading Test
Students who fail the COMPASS Reading Test on entrance are required to take the appropriate 0-level reading course in their first semester.

CUNY ACT/Writing Sample
Students who score 6 on the CUNY/ACT Writing Sample Test on entrance are required to take the appropriate 0-level writing course within their first 12 equated credits. Students who score 5 or below on the C/AWST on entrance are required to take the appropriate 0-level writing course within their first eight equated credits.

COMPASS Mathematics Test
Students who have not passed each of the first two parts of the COMPASS Mathematics Test are required to take the appropriate 0-level mathematics course.

All students required to take Part I and Part II of the COMPASS Mathematics Test and who fail both Part I and Part II must complete a pre-freshman math immersion course.

Placement Examinations
Placement examinations are offered by the Department of Biology and the Department of World Languages and Literatures. These examinations determine placement at the appropriate course level. Students entering the Health Sciences programs in which BIO 150 Human Anatomy and Physiology I is a pre-major requirement must take the Biology Department Placement Examination. Students are referred to the Testing Office for information.

See the section on Attendance Policies for information on the special attendance policies that apply to 0-level courses.

Graduation

Application for Graduation
In order to be considered for graduation, students must file an application with the Registrar. The deadlines to apply for graduation are March 1 for the spring and the summer term and October 1 for the fall term. There is no fee for this application. Students may apply online from the College’s Website at www.csi.cuny.edu/registrar/graduation or they may apply in person at The Hub located in Building 2A, Room 106. Students must have completed a minimum of 34 credits to apply for an associate’s degree, 94 credits must be completed to apply for a baccalaureate degree. Bachelor’s degree candidates who have completed a second major or a minor and wish it to appear on their transcript should list the second major or minor on their application for graduation.

Students who have graduated but wish to take additional credits beyond the degree will be changed to the non-degree status and will be charged the higher non-degree rate per credit unless they have filed for a second degree prior to the first day of classes. A change from non-degree to degree status on or after the first day of classes will not take effect until the next semester for tuition billing purposes. Non-degree students are not entitled to state or federal financial aid including federal loans.
Requirements for Graduation
Bachelor's degree programs require a minimum of 120 credits with a minimum cumulative grade point average of 2.0 (C). Some bachelor's degree programs require more than the minimum credits and GPA; please consult the specific degree program for details. Associate's degree programs require a minimum of 60 credits with a minimum grade point average of 2.0 (C). Some associate's degree programs require more than the minimum credits and GPA; please consult the specific degree program for details. All degree programs require at least a 2.0 grade point average in the core or major course requirements to qualify for the degree. Some majors require a grade point average above 2.0. Please consult the specific degree program. If a student earns an INC in the semester that they expect to graduate, regardless of whether the INC course is needed for graduation, he/she may not graduate. The student may postpone the graduation to the next semester at which time a final grade must be received by the last day of classes for that semester, otherwise the grade will be changed to an FIN and will negatively affect the graduating GPA as well as cumulative GPA. If the student does not wish to postpone the graduating semester, a grade for the INC must be submitted by the conferral date. Once a student has been granted a degree, grade changes for courses taken in semesters prior to receiving the degree are not permitted. The successful completion of the College Preparatory Initiative (CPI) and all general education and core or major requirements is required for graduation. All students must pass the three CUNY Assessment Tests.

Minimum Credits in Residence Requirement
To obtain a degree, associate's or baccalaureate, from the College of Staten Island, students must earn a minimum of 30 credits through courses taken at the College. To qualify for a bachelor's degree from the College, students must also earn at least half (50%) of the credits required for the major through courses taken at the College. To obtain a One-Year Certificate from the College of Staten Island, at least half (50%) of the required credits must be earned in courses taken at the College.

En Route Associate's Degree
The associate's degree will be awarded to matriculated students who have neither applied for nor been awarded the AA, AS, or AAS degree but who have completed all of the degree requirements including at least 30 credits earned in residence. Students who meet these requirements will be notified of their eligibility for the degree and given the opportunity to decline.

Graduation with Honors
Undergraduates who meet the qualifications will receive the associate's or bachelor's degree summa cum laude, magna cum laude, or cum laude as follows:
Cumulative GPA of at least 3.90: summa cum laude
Cumulative GPA of at least 3.75: magna cum laude
Cumulative GPA of at least 3.50: cum laude.

Students who have completed all of the requirements for the bachelor's degree may graduate with honors in their major provided they meet the requirements of the department as explained in the section on Degree Requirements.

Second Degree Requirements
To receive a second baccalaureate degree or a second associate's degree from the College of Staten Island, students must complete a minimum of 30 credits in addition to the number of credits required for the first degree.

The “Grandfather” Clause
Requirements in this Catalog were approved effective summer/fall 2007.

For Major and Minor Requirements, the “Grandfather” clause provides protection from changes in degree requirements for students who maintain continuous enrollment in a program, curriculum, major, or minor.

However, when a student chooses a new program, curriculum, major, or minor, the student must satisfy the degree requirements for the program, curriculum, major, or minor in which he/she enrolled that are in effect in the semester in which the change was effective. Additionally, if a student does not attend the College for four consecutive fall and spring semesters, the student must satisfy the degree requirements in effect in the semester of their readmission.

For general education requirements only, the “Grandfather” clause provides that for ten years after the initial date of matriculation in which a student received a grade for at least one credit, a student may follow the general education requirements in effect the year of that initial matriculation. Students who do not have a break in attendance of more than four consecutive fall and spring semesters may continue to follow the general education requirements in effect the year of the initial matriculation even if that is more than ten years ago.

However, students who do not attend the College for four consecutive fall and spring semesters and who matriculated and received a grade for at least one credit more than ten years before the semester of readmission must follow the general education requirements in effect the semester of readmission.

Students may choose to follow the set of requirements for either general education or for their program, curriculum, major, or minor in effect at the time of their graduation by requesting to do so in writing to the Registrar.

General Policies

Attendance Policies
The College has different attendance policies for regular courses and for remedial courses.

Regular Courses:  A student who is absent for more than 15 percent of the class hours in the semester will be assigned a grade of WU (withdraw unofficially), subject to the discretion of the instructor.  Fifteen percent equals eight hours for a course that meets four hours a week, six hours for a course that meets three hours a week.  A student who does not attend a course at all will be assigned a grade of WN (never attended).

Remedial Courses:  (all remedial courses in reading, writing, mathematics, and in English as a Second Language):  A student who is absent seven or more hours (in a course meeting four hours a week) will receive a grade of WU (withdraw unofficially), unless excused by the instructor.  A student who is absent four or more hours (in a course meeting three hours a week) will receive a grade of WU (withdraw unofficially), unless excused by the instructor.  A student who does not attend a course at all will be assigned a grade of WN (never attended).  Both policies give instructors discretion to permit fewer or more absences.  Some instructors enforce strict attendance policies; others are more liberal, believing that the consequences of frequent absences are low grades.  Instructors will include their attendance policies in their syllabi and explain these policies at the beginning of the course.
Withdrawal from College and Leave of Absence
Students who leave the College before the end of a term must file an official withdrawal request. Failure to do so will result in WU grades for all courses in progress, and the result will be a negative impact on the grade point average. Students intending to withdraw from the College must see a counselor and complete the required forms. There is no fee. Registration materials for the semester following withdrawal will be sent automatically. There is no formal leave of absence from the College for undergraduates.

Readmission
Undergraduate students who do not register for a semester and then decide to return must file an application for readmission to qualify for a priority registration appointment. Generally, readmission is routine. Students requesting a change in curriculum or major may be subject to a review of qualifications. To qualify for early registration, application for readmission must be filed by the deadline specified in the academic calendar published in the Semester Information. Students who do not apply for readmission by the deadline may be readmitted and register during the walk-in registration dates published in the Semester Information. Students who have been academically dismissed by the College will be readmitted only upon successful appeal to the Committee on Course and Standing.

Repeating Courses
Remedial courses: Students may repeat a given remedial course only once.

Passing Grade: Students who receive a passing grade in a course (D or better) sometimes wish to repeat the course in the expectation of improving the grade. If a course is repeated, both grades will remain on the student’s transcript and both grades will be computed in the student’s grade point average, but the student will receive credit only once for the course. For example: a student takes HST 100 for three credits and receives a D, then repeats the course and receives a B. The transcript will list HST 100 with the grade of D for the first time and with a grade of B for the second. The student will receive a total of three credits for HST 100, not six, but the three credits of D and the three credits of B will be calculated in the student’s grade point average. The repeated course may not count toward the 12 credits required for full-time and TAP status unless the Catalog states that the course must be repeated.

Failing Grade: An undergraduate student may repeat up to 16 credits of failed courses; if the subsequent grade is C or higher, this subsequent grade will be included in the calculation of the cumulative GPA. The failing grade(s) will not be included (although the course and the grade remain on the record). The cumulative GPA will be used in determining if College admissions, progress, and graduation standards have been satisfied. F grades will be used in calculating the GPA for graduation honors and may affect the determination of admission to specific programs and progress in specific majors. If the subsequent grade is a D, both the original F and the subsequent D will be included in the GPA calculation.

This policy is subject to the following limitations:

a. The course in which the failing grade was received must have been originally taken after September 1, 1984 and repeated after September 1, 2002. Courses repeated between September 1, 1990 and August 31, 2002 will be governed by the policy in the 2001-2002 Catalog.
b. No more than 16 credits of failing grades may be recalculated in the above manner.
c. The 16-credit limit applies cumulatively to courses taken in all CUNY colleges.
d. If two or more failing grades have been received for the same course and a grade of C or better is subsequently earned, all of the failing grades may be recalculated, subject to the 16-credit limit.
e. The repeated course must be taken at the same college as the initially failed course.
f. The failing grades remain on the academic record.
g. The regulation applies to undergraduates only.

Auditing a Course
A student may audit a course by registering for the course and presenting a written statement of intent to audit the course, signed by the instructor, to the Registrar within the first three weeks of class. The Registrar will record a final grade of AUD, effective at the end of the semester. Once the declaration to audit has been made, the student may no longer choose to receive credit for the course. The regular tuition and fee schedule applies to audited courses.

Undergraduate Students in Graduate Courses
Undergraduate students with 90 or more credits and a 3.0 GPA may be granted permission to register for a graduate course for undergraduate credit. Permission is required from the course instructor and the coordinator of the graduate program offering the course; and must be noted on the registration form.

Permission to Take Courses at Other Colleges
Students wishing to take a course at another college must receive permission in advance if the course is to be credited toward a degree at the College of Staten Island. Permission to take courses at other colleges is granted only to currently enrolled matriculated students. Applications for permit, which require the approval of the department chairperson and the Registrar, are available in the Registrar’s Office. Tuition for courses taken on permit at other CUNY colleges must be paid at the College of Staten Island during the regular registration period. The Bursar’s receipt for this registration, together with the approved permit form, will enable students to register at another CUNY college. Tuition and fees for a course taken on permit at a non-CUNY school must be paid directly to the host school. Courses taken on permit will be transferred to CSI with the grade assigned by the host college.

Students on permit must request that a transcript be sent from the host college to the Registrar at the College of Staten Island. A student who registers for permit courses but who is unable to complete the course registration at the host college should officially withdraw from the permit course(s) promptly. The University refund schedule applies to dropping permit credits unless the student presents a letter from the host college that the student was unable to register for the permit courses.

Independent Study, Internships, and Experiential Learning
Current matriculated students may arrange independent study and internships in most of the fields of study in the College’s curriculum. To arrange for such courses, students must take the initiative in approaching faculty sponsors and in defining the project. Independent study and internship forms are available in the Registrar’s Office. Independent Study undergraduate courses are numbered 591-594 and Internships are numbered 595-598. Both are awarded one to four credits.

The following definitions and policies apply:

Independent Study (numbered 591-594 in the discipline)
Independent Study is defined as an individual library or laboratory research or creative arts project under the direct supervision of a full-time faculty member. All Independent Study courses will be designated as liberal arts and sciences courses.

Internships (numbered 595-598 in the discipline)
Internships are experiences in a work situation that integrate an academic area of study with work experience. Courses designated Internships are individual, non-classroom, extended learning projects. They require an onsite
supervisor as well as a full-time faculty member as project sponsor. Internships require a daily log of activities, an assigned reading list or preparation of a relevant bibliography, and a final paper that summarizes the way in which goals were achieved and demonstrates the relationship of academic material to the work done during the internship.

Internship courses are considered non-liberal arts and sciences. Internship students may not receive credit for paid employment unless they demonstrate the relationship of an appropriate body of academic material to the work required in their employment. The policy on individual Internship projects does not govern the regularly established professional internships (e.g., medical technology, communications).

Policies on Independent Study and Internships

1. Credit for Independent Study is awarded for study or research outside normal course offerings; credit for Internships is awarded for work experience related to an academic program, not for performing a job.
2. Students must have at least one introductory course or equivalent experience in an area as a prerequisite to Independent Study and Internships. Independent Study students are required to spend at least three hours of work per week per credit. Internship students are expected to spend at least two hours per week for the on-site location and at least one additional hour per week in credit reading, study, and preparation.
3. No more than four credits will be granted for an Independent Study or Internship. Credit will be granted only once for the same or a similar work situation or placement. No more than nine credits of Independent Study and Internship coursework will be accepted toward the 60 + credits required for the associate’s degree; no more than 15 credits of Independent Study and Internship coursework will be accepted toward the 120 + credits for the baccalaureate degree. The nine-and 15-credit limits are the maximum for the combined number of Independent Study and Internship credits. Enrollment in more than four credits of coursework in Independent Study and an Internship in any given semester is not encouraged; permission will be granted only in unusual circumstances.
4. Students interested in Independent Study or an Internship must make arrangements with a full-time faculty member to sponsor the project. The individuals involved will sign a contract stipulating the expectations for completion of the course, evaluation criteria, and awarding of credit.
5. Arrangements for Independent Study and Internships must be made during the semester before the student wishes to enroll in these courses and must be approved by the faculty sponsor, onsite supervisor (where applicable), and the chairperson of the department or coordinator of the program.
6. For Internships, at least one onsite visit must be made by the faculty sponsor during the semester. At this time a joint conference with all participants in the project will be held for evaluation. For all Independent Study and Internship students a meeting and an evaluation of progress with the faculty sponsor is expected at least bimonthly.
7. Independent Study and Internship proposals are kept on file in the Registrar’s Office. Registration for Independent Study and Internship courses must be completed within the first three weeks of the semester.
8. Independent Study and Internship courses may not be used to satisfy general education requirements for any degree program. Independent Study and Internship courses may be used as electives in fulfillment of core or major requirements only if the application explicitly states that the course may so be used.

Experiential Learning

Matriculated students who have completed 15 credits may receive a maximum of 15 credits for experiential learning. This learning must be at college level; it may match the content of specific courses or not. Credit is awarded by the appropriate department after detailed assessment of the documentation provided by the student to that department. Further information is available at the Office of Registrar, Building 2A, Room 110.

Credit-by-Examination

External Agencies:
The College will grant matriculated students a maximum of 30 credits on the basis of, among others, the following: Advanced Placement Courses (AP), Regents College Examinations, American College Testing Proficiency (ACT-PEP), and College Level Examination Programs (CLEP).

The College grants credit for designated CLEP General Examinations. For CLEP introductory subject exams with separate essay test, the College requires that students take both the multiple-choice objective test and the separate essay test. Award of credit is based on performance on both parts of the subject exam. In order to receive credit, students must pass the subject examinations with a scaled score in at least the 50th percentile and minimally equivalent to a passing grade of C.

Academic departments or programs may authorize the assignment of specific course equivalents for credit-by-examination through outside agencies. Otherwise, such credits will be acceptable only as elective credits. Credits granted by examination through outside agencies will appear on student records appropriately identified by type of exam, subject, number of credits, and P (passing) grade. No credit will be awarded for a subject area examination in which the student has already taken an equivalent college course or completed a higher-level, more advanced college course. Based on faculty review and recommendations, the Office of Recruitment and Admissions monitors and coordinates the awarding of credit by examinations taken through outside agencies and the implementation of uniform College policy on credit-by-examination.

Departmental Challenge Examinations

At the discretion of academic departments or programs, students may take departmental challenge examinations to demonstrate college-level competency in courses that have not been taken at CSI (or at any other college), and for which no credit has already been received.

Academic Integrity, Plagiarism, and Cheating

Integrity is fundamental to the academic enterprise. It is violated by such acts as borrowing or purchasing assignments (including but not limited to term papers, essays, and reports) and other written assignments, using concealed notes or crib sheets during examinations, copying the work of others and submitting it as one’s own, and misappropriating the knowledge of others. The sources from which one derives one’s ideas, statements, terms, and data, including Internet sources, must be fully and specifically acknowledged in the appropriate form; failure to do so, intentionally or unintentionally, constitutes plagiarism.

Violations of academic integrity may result in a lower grade or failure in a course and in disciplinary actions with penalties such as suspension or dismissal from the College. More information on the CUNY policies on Academic Integrity can be found in Appendix iii.

Academic Freedom

The City University subscribes to the American Association of University Professors 1940 Statement of Principles on Academic Freedom, and the College of Staten Island respects academic freedom for faculty and students as well as freedom in their personal lives for all individuals in the campus community.
UNDERGRADUATE DEGREE & CERTIFICATE PROGRAMS

For Graduate Degree Programs and Advanced Certificate Programs please refer to the Graduate Catalog.

Accounting (BS)
Adolescence Education (Biology) (BS)
Adolescence Education (Chemistry) (BS)
Adolescence Education (English) (BA)
Adolescence Education (History) (BA)
Adolescence Education (Italian Studies) (BA)
Adolescence Education (Mathematics) (BS)
Adolescence Education (Spanish) (BA)
African America Studies (BA)
American Studies (BA)
Art (BA), (BS)
Biochemistry (BS)
Biology (BS)
Business (AAS), (BS)
Chemistry (BS)
Cinema Studies (BA)
Communications (BS)
Computer Science (BS)
Computer Science/Mathematics (BS)
Computer Technology (AAS)
Dramatic Arts (BS)
Economics (BA), (BS)
Electrical Engineering Technology (AAS)
Engineering Science (AS), (BS)
English (BA)
History (BA)
Italian Studies (BA)
Information Systems (BS)*
International Studies (BA)
Liberal Arts and Sciences (AA), (AS)
Mathematics (BS)
Mathematics/Computer Science (BS)
Medical Technology (BS)
Music (BA), (BS)
Nursing (AAS), (BS)
Philosophy (BA)
Philosophy and Political Science (BA)
Physics (BS)
Political Science (BA)
Psychology (BA), (BS)
Science, Letters, and Society (BA)
Social Work (BA**), (BS)
Sociology/Anthropology (BA)
Spanish (BA)
Women’s, Gender, and Sexuality Studies (BA)

*Admissions to this program is suspended pending further review.
**Admission to this program is suspended.

Certificate Program
Modern China Studies (Certificate)
Latin American, Caribbean, American Latino/a Studies

New York State Registration
The following listing gives the title of each of the undergraduate degree programs of the College and the Program Code number under which that program is registered with the New York State Department of Education, Office of Higher Education and the Professions, Cultural Education Center, Room 5B28, Albany, NY 12230; 1.528.474.5851.

<table>
<thead>
<tr>
<th>Program</th>
<th>Code Number</th>
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<tr>
<td>BS Accounting</td>
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<tr>
<td>BA African American Studies</td>
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<tr>
<td>BA American Studies</td>
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<tr>
<td>BA/BS Art</td>
<td>34898, 02842</td>
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<tr>
<td>BS Biochemistry</td>
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<tr>
<td>BS Biology</td>
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<tr>
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<tr>
<td>AAS, BS Business</td>
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<tr>
<td>BS Chemistry</td>
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<tr>
<td>BS Chemistry (7-12)</td>
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<td>BA Cinema Studies</td>
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<td>BS Computer Science</td>
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<tr>
<td>BS Computer Science/Mathematics</td>
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<tr>
<td>Certificate Latin American, Caribbean, and Latina/o Studies</td>
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<td>AA/AS Liberal Arts And Sciences</td>
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<td>BS Mathematics</td>
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<td>AAS Nursing</td>
<td>01591</td>
</tr>
<tr>
<td>BS Nursing</td>
<td>83156</td>
</tr>
<tr>
<td>BA Philosophy</td>
<td>34912</td>
</tr>
<tr>
<td>BA Philosophy And Political Science</td>
<td>34913</td>
</tr>
<tr>
<td>BS Physics</td>
<td>34914</td>
</tr>
<tr>
<td>BA Political Science</td>
<td>34915</td>
</tr>
<tr>
<td>BA/BS Psychology</td>
<td>028743, 33782</td>
</tr>
<tr>
<td>BA Science, Letters And Society</td>
<td>34916</td>
</tr>
<tr>
<td>BA Science, Letters And Society (Birth-2)</td>
<td>25955</td>
</tr>
<tr>
<td>BA Science, Letters And Society (1-6)</td>
<td>25966</td>
</tr>
<tr>
<td>BA/BS Social Work</td>
<td>20052, 35043</td>
</tr>
<tr>
<td>BA Sociology/Anthropology</td>
<td>34917</td>
</tr>
<tr>
<td>BA Spanish</td>
<td>34918</td>
</tr>
<tr>
<td>BA Spanish (7-12)</td>
<td>25965</td>
</tr>
<tr>
<td>BA Women’s, Gender, and Sexuality Studies</td>
<td>33905</td>
</tr>
</tbody>
</table>

*Admissions to this program is suspended.

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 advance notice.
DEGREE REQUIREMENTS

This section provides detailed information on college preparation, testing, orientation, requirements applicable to all degree programs, liberal arts and sciences, core/major, minor, honors, general education, and information about the course numbering system at CSI.

College Preparatory Initiative (CPI)
The College Preparatory Initiative (CPI) is a collaborative effort between CUNY and the New York City Board of Education designed to strengthen the academic preparation of high school students.

Bachelor’s degree students and associate’s degree students entering CSI are expected to have a minimum of 16 CPI units, including four units of English, three units of mathematics, two units of laboratory science, four units of social sciences, two units of foreign language, and one unit of fine arts.

Core/Major Requirements
Programs leading to a degree (with the exception of the AA and AS degrees in Liberal Arts and Sciences) require a concentrated study of a particular subject. This requirement is called the core requirement for associate’s degrees and the major requirement for bachelor’s degrees. The core and major requirements for each degree are listed under the degree.

Some cores and majors require courses that must be taken during the freshman and sophomore years to provide the background necessary for the required core or major courses. These courses are identified as pre-major and listed under the degree description.

Courses used to fulfill pre-major requirements may also be used to fulfill general education requirements but may not be used to fulfill major requirements.

Courses used to fulfill core or major requirements may also be used to fulfill the Pluralism and Diversity requirement but may not be used to fulfill other general education requirements.

Course Numbering

ALPHA Designation
The section on Programs and Course Descriptions lists the requirements and courses for the degree programs in alphabetical order by the ALPHA designation for the courses in the discipline, from ACC for Accounting to WGS for Women’s, Gender, and Sexuality Studies. The description of core or major requirements is followed by the course descriptions in numerical order from 001- to 400-level courses.

500-Level Courses
Topics courses, independent study, and individual internships are designated at the 500 level with the alpha symbol for the discipline. Courses at the 500 level, by their very nature, have no registered description and are not listed under course descriptions for the disciplines. Topics courses may be taught for a maximum of three semesters and may not be used to fulfill requirements. The designations are topics courses: 500-590 (1 - 4 credits); independent study courses, 591–594 (1 - 4 credits); internships, 595-598 (1 - 4 credits).

Previous Degree
Students who hold the associate in arts degree, students who hold the associate in science degree, or students who hold a baccalaureate degree from an accredited post-secondary institution are considered to have completed general education requirements. Students who hold the associate in applied science degree must complete the general education requirements specified by further degrees.

Credit Requirements
With some exceptions, baccalaureate degree programs require the successful completion of 120 credits and associate’s degree programs require the successful completion of 60 credits. Exceptions are the following programs: Bachelor of Science (BS): Biology, Computer Science, Engineering Science, Medical Technology; Associate in Applied Science (AAS): Computer Technology, Electrical Engineering Technology, Nursing.

CUNY Assessment Tests
ENGLISH: Each student must be exempt or successfully complete The City University of New York Skills Assessment Tests in reading and writing.

MATHEMATICS: Each student must be exempt or successfully complete The City University of New York Skills Assessment Test in mathematics, which tests proficiency in basic mathematics skills. (Please refer to Testing for additional information.)

Students needing remediation are expected to complete the remedial courses that qualify them to enter college-level writing and mathematics courses in one year, which may include, in addition to two semesters, a pre-freshman and a post-freshman summer immersion course and a winter intersession workshop.

Double Majors/Double Degrees
For students who wish to major in more than one field of study, complete a double major, or to earn two degrees (double degrees), the following policies apply:

To major in more than one field of study, students must complete all of the core or major requirements for each of the fields. If the general education requirements of the two fields differ, the student must complete the more restrictive and demanding of the two. If the total credits required differ, the student must complete the larger number. To have the second core or major recorded on the final transcript the student must apply for both fields when filing for graduation. Upon satisfactory completion of the requirements, both fields of study will be recorded on the final transcript.

To receive a second degree, it is necessary to complete the requirements of the second field of study and to complete at least 30 credits more than the number of credits required to complete the first degree.

Electives
Each associate’s and bachelor’s degree program requires a specified total number of credits. Credits not counted toward general education, pre-major, or core/major requirements are electives. Students may freely choose their elective courses from among the courses offered at the College. However, students should keep in mind the liberal arts and sciences requirement; in some programs it may be necessary to choose as electives only those courses that are designated as liberal arts and sciences courses in order to accumulate the required number of liberal arts and sciences credits to qualify for the degree. Several programs have particular courses or groups of courses that are recommended as electives. Students should consult their adviser when choosing elective courses.
General Education Requirements

33-59 CREDITS

For Macaulay Honors College, AS and AAS general education degree requirements, please refer to the specific section of the Catalog addressing these programs.

General education requirements may vary depending upon the major or curriculum.

Students in U.S. colleges and universities are required to take courses in what is called general education. These courses provide a broad and comprehensive introduction to knowledge as it is organized by academic disciplines. General education provides students with the skills and knowledge expected of educated persons to:

- read challenging texts in English and to write clearly and expressively
- experience at least one laboratory science as well as mathematics
- explore one or more social sciences and to comprehend their different perspectives on individuals and societies
- have an introduction to the systematic study of literature and the arts
- gain competence in at least one foreign language and knowledge of its cultural contexts
- understand the historical development of United States institutions and relationships among contemporary world cultures

General education also serves as an introduction to more specialized kinds of knowledge. Students finish general education courses with the skills and vocabulary that enable them to complete successfully courses in their majors in both associate’s and bachelor’s degree programs.

The general education requirements at CSI are arranged in the following categories: Required Courses; Scientific Analysis; Social Scientific Analysis; Cultural and Historical Analysis; Language; and Pluralism and Diversity.

The general education courses comprise 33 to 59 credits of the total credits required for associate’s and bachelor’s degrees. Some of the courses are to be taken within the student’s first 36 credits; all general education courses should be taken within the student’s first 60 credits.

To receive an Associate in Arts, a Bachelor of Arts, or a Bachelor of Science degree at the College of Staten Island, students must complete the general education requirements as indicated below, including four required courses that should be completed within the first 36 credits. These required courses are: ENG 111, ENG 151, COR 100, and PED 190. In addition, each associate’s and bachelor’s degree offered by the College has a set of requirements providing for courses outside the student’s major field of study. These course offerings are grouped in the categories listed below; the category that each course satisfies is identified in the course descriptions by the designation in parentheses: the category that each course satisfies is identified in the course descriptions by the designation in parentheses. The exception of pre-major requirements, minor requirements, and the Pluralism and Diversity requirement, a course may be used to satisfy only one requirement.

For the Macaulay Honors College and for the Associate in Science and Associate in Applied Science degree programs, the general education requirements vary. Please see the general education requirements of the following programs appearing in the major requirements section of the Catalog: Associate in Science (AS): Engineering Science, Liberal Arts and Sciences; Associate in Applied Science (AAS): Business, Computer Technology, Electrical Engineering Technology, and Nursing.

<table>
<thead>
<tr>
<th>Required Courses for AA, BA and BS</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111 Introduction to College Writing</td>
<td>4 hours; 3 credits</td>
<td></td>
</tr>
<tr>
<td>ENG 151 College Writing</td>
<td>4 hours; 4 credits</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 106/107 Principles of Biology I/Laboratory</td>
<td>3 credits; 1 credit</td>
<td></td>
</tr>
<tr>
<td>BIO 108/109 Principles of Biology II/Laboratory</td>
<td>3 credits; 1 credit</td>
<td></td>
</tr>
<tr>
<td>CHM 106/107 Chemistry for Today I/Laboratory</td>
<td>3 credits; 1 credit</td>
<td></td>
</tr>
<tr>
<td>CHM 108/109 Chemistry for Today II/Laboratory</td>
<td>3 credits; 1 credit</td>
<td></td>
</tr>
<tr>
<td>GEO 105 Environmental Geology</td>
<td>4 credits</td>
<td></td>
</tr>
<tr>
<td>PHY 102 Sound and Light</td>
<td>4 credits</td>
<td></td>
</tr>
<tr>
<td>PHY 103 Matter and Antimatter</td>
<td>4 credits</td>
<td></td>
</tr>
<tr>
<td>PHY 105 Galileo to Newton and Beyond</td>
<td>4 credits</td>
<td></td>
</tr>
<tr>
<td>PHY 107 Maxwell to Einstein and Beyond</td>
<td>4 credits</td>
<td></td>
</tr>
<tr>
<td>INS 100/101 Integrated Physical Science I/Laboratory</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>INS 110/111 Integrated Physical Science II/Laboratory</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>COR 100 United States: Issues, Ideas, and Institutions</td>
<td>4 hours; 4 credits</td>
<td></td>
</tr>
<tr>
<td>PED 190 Fitness for Life</td>
<td>2 hours; 1 credit</td>
<td></td>
</tr>
</tbody>
</table>

Scientific Analysis AA, BA, and BS 11-12 credits

Courses fulfilling the Scientific Analysis requirement are the disciplines of Natural and Applied Science, Technology and Mathematics. These courses are designed to enhance the students’ knowledge and understanding of scientific concepts, methods, practices, and applications, seeking to develop a basic understanding and appreciation of science in general, as well as of a particular science field. These courses are intended to give students the opportunity to develop their ability to reason and their capacity for rigorous critical analysis.

A. Science and Technology: 8 credits

Courses fulfilling this requirement are in the disciplines of astronomy, biology, chemistry, electrical technology, geology, integrated science, and physics. One group of courses is designated as appropriate for students who do not intend to continue with advanced courses; another group is for students who do intend to continue.

Two semesters of laboratory science at the 100 level are required, chosen from among the courses listed below, all of which have MTH 015, MTH 020 or its equivalent through placement as a prerequisite. Where appropriate, these courses will have experiments that incorporate the use of computers. They subscribe to the principle of writing across the curriculum and to the use of word processing in laboratory reports. Courses satisfying this requirement are marked (science) at the end of the course descriptions.

Scientific Analysis Courses

Courses designed for students seeking an introduction to the sciences whose curriculum does not require the study of science beyond the introductory level; these courses are not suitable as prerequisites for further study in the sciences:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AST 100/101 Contemporary Theories of the Solar System/Planetary Laboratory</td>
<td>3 credits; 1 credit</td>
<td></td>
</tr>
<tr>
<td>AST 102/103 Contemporary Theories of the Universe/Galactic Laboratory</td>
<td>3 credits; 1 credit</td>
<td></td>
</tr>
<tr>
<td>AST 105 Observational Astronomy</td>
<td>4 credits</td>
<td></td>
</tr>
<tr>
<td>AST 120 Space Science I</td>
<td>4 credits</td>
<td></td>
</tr>
<tr>
<td>AST 160 Space Science II</td>
<td>4 credits</td>
<td></td>
</tr>
<tr>
<td>BIO 170/171 General Biology I/Laboratory</td>
<td>3 credits; 1 credit</td>
<td></td>
</tr>
</tbody>
</table>
### 100-level courses that satisfy this requirement:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 102</td>
<td>Mathematics for Liberal Arts Students</td>
<td>4 credits</td>
</tr>
<tr>
<td>MTH 103</td>
<td>Mathematical Ideas</td>
<td>4 credits</td>
</tr>
<tr>
<td>MTH 109</td>
<td>Mathematics and the Environment</td>
<td>3 credits</td>
</tr>
<tr>
<td>MTH 113</td>
<td>Introduction to Probability and Statistics</td>
<td>4 credits</td>
</tr>
<tr>
<td>MTH 121</td>
<td>Finite Mathematics</td>
<td>3 credits</td>
</tr>
<tr>
<td>MTH 123</td>
<td>College Algebra and Trigonometry</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

### 200-level courses that satisfy this requirement include:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 150</td>
<td>Pre-Calculus Mathematics</td>
<td>5 credits</td>
</tr>
<tr>
<td>MTH 214</td>
<td>Applied Statistics Using Computers</td>
<td>4 credits</td>
</tr>
<tr>
<td>MTH 220</td>
<td>Calculus I with Pre-Calculus</td>
<td>6 credits</td>
</tr>
<tr>
<td>MTH 231</td>
<td>Analytic Geometry and Calculus I</td>
<td>3 credits</td>
</tr>
<tr>
<td>MTH 235</td>
<td>Accelerated Calculus I</td>
<td>5 credits</td>
</tr>
</tbody>
</table>

Students should consult the Department of Mathematics to determine appropriate placement in this sequence of courses for further study of mathematics. Please note that some degree programs have specific requirements in mathematics. MTH 230, 231, and 235 each have MTH 229 Calculus Computer Laboratory as a corequisite.

### Social Scientific Analysis AA, BA, and BS

**3-8 credits**

These courses provide an introduction to the social sciences: the role of institutions, groups, and individuals in society. They examine human behavior and thought in its political, economic, social, cultural, and/or geographic context. Students are introduced to the fundamental methodologies of the social sciences, such as, hypothesis development, data collection and analysis, and the critical evaluation of evidence. Courses fulfilling this requirement are in the disciplines of African American studies, American studies, anthropology, communications, economics, geography, history, philosophy, political science, psychology, sociology, and women’s studies. Courses satisfying this requirement are marked (social science) at the end of the course description.

**For Associate in Arts; Bachelor of Arts; Bachelor of Science in Art, Communications, Dramatic Arts, Information Systems, Music: 7 - 8 credits**

Two courses to be selected from those offered in the social sciences, at least one of which must be at the 200 level. The 200-level courses have a significant writing component and subscribe to the principle of writing across the curriculum.

**For Bachelor of Science with the exception of the Bachelor of Science in Art, Communications, Dramatic Arts, Information Systems, and Music: 3 - 4 credits**

One course at the 100 or 200 level from the lists of those offered in the social sciences, with ENG 111 as prerequisite for the 200-level course. The 200-level courses have a significant writing component and subscribe to the principle of writing across the curriculum.

### Social Scientific Analysis Courses

Courses are identified as (social science) at the end of the course descriptions. Courses that are marked with an asterisk (*) also fulfill the Pluralism and Diversity requirement and are identified as (p&d) at the end of the course descriptions.

### 100-level courses

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFA 160</td>
<td>African American History: 1619 to the Present</td>
<td>5 credits</td>
</tr>
<tr>
<td>AMS 101</td>
<td>America: An Introduction</td>
<td>3 credits</td>
</tr>
<tr>
<td>ANT 100</td>
<td>Introduction to Anthropology</td>
<td>3 credits</td>
</tr>
<tr>
<td>ECO 101</td>
<td>Introduction to Economics</td>
<td>3 credits</td>
</tr>
<tr>
<td>GEG 100</td>
<td>Introduction to Geography</td>
<td>3 credits</td>
</tr>
<tr>
<td>HST 100</td>
<td>Past and Present</td>
<td>3 credits</td>
</tr>
<tr>
<td>HST 116</td>
<td>Freshman Seminar in History</td>
<td>3 credits</td>
</tr>
<tr>
<td>HST 160</td>
<td>African American History: 1619 to the Present</td>
<td>3 credits</td>
</tr>
<tr>
<td>HST 182</td>
<td>Women’s History and Feminist Theory</td>
<td>3 credits</td>
</tr>
<tr>
<td>INT 100</td>
<td>International Studies</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Courses designed as introductory science sequences for students in particular programs; these courses are intended to be taken only by students in the programs for which they have been designed:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 180/181</td>
<td>General Biology II/Laboratory</td>
<td>3 credits; 1 credit</td>
</tr>
<tr>
<td>CHM 141/121</td>
<td>General Chemistry I/Laboratory</td>
<td>3 credits; 1 credit</td>
</tr>
<tr>
<td>CHM 142/127</td>
<td>General Chemistry II/Laboratory</td>
<td>3 credits; 1 credit</td>
</tr>
<tr>
<td>GEO 100/101</td>
<td>Physical Geology/Laboratory</td>
<td>3 credits; 1 credit</td>
</tr>
<tr>
<td>GEO 102/103</td>
<td>Historical Geology/Laboratory</td>
<td>3 credits; 1 credit</td>
</tr>
<tr>
<td>PHY 120/121</td>
<td>General Physics I/Laboratory</td>
<td>3 credits; 1 credit</td>
</tr>
<tr>
<td>PHY 160/161</td>
<td>General Physics II/Laboratory</td>
<td>3 credits; 1 credit</td>
</tr>
</tbody>
</table>

Courses designed to introduce students to the application of science in technology:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENS 102</td>
<td>Introduction to Electrical and Electronic Technology</td>
<td>4 credits</td>
</tr>
<tr>
<td>SCI 106</td>
<td>Power, Pollution, and Energy</td>
<td>4 credits</td>
</tr>
<tr>
<td>CSC 115</td>
<td>Introduction to Computer Technology</td>
<td>4 credits</td>
</tr>
<tr>
<td>GEO 110</td>
<td>Field and Environmental Geology of Hawaii</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

### Mathematics: 3-4 credits

Courses fulfilling this requirement are broadly divided into four categories and choices should be based on the student’s intended field of study. In selecting a course appropriate to a specific major, refer to the section on Mathematics for information on placement tests, course descriptions, and prerequisites. Courses numbered 100 or higher that fulfill this requirement are marked (math) at the end of the course description.

#### Mathematics Courses

One course numbered 100 or higher with three credits or more:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 109</td>
<td>Mathematics and the Environment</td>
<td>3 credits</td>
</tr>
<tr>
<td>MTH 113</td>
<td>Introduction to Probability and Statistics</td>
<td>4 credits</td>
</tr>
<tr>
<td>MTH 121</td>
<td>Finite Mathematics</td>
<td>3 credits</td>
</tr>
<tr>
<td>MTH 123</td>
<td>College Algebra and Trigonometry</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 110</td>
<td>Mathematics for Liberal Arts Students</td>
<td>4 credits</td>
</tr>
<tr>
<td>MTH 113</td>
<td>Introduction to Probability and Statistics</td>
<td>4 credits</td>
</tr>
<tr>
<td>MTH 121</td>
<td>Finite Mathematics</td>
<td>3 credits</td>
</tr>
<tr>
<td>MTH 123</td>
<td>College Algebra and Trigonometry</td>
<td>4 credits</td>
</tr>
</tbody>
</table>
### Course No. | Title | Credits
--- | --- | ---
PHL 101 | Introduction to Philosophy | 3 credits
PHL 130 | Introduction to Ethics | 3 credits
POL 100 | American Government and Politics | 3 credits
POL 103 | Understanding the Political World: An Introduction to Political Science | 3 credits
PSY 100 | Psychology | 3 credits
SOC 120 | Social Problems | 3 credits
WGS 100 | Women’s History and Feminist Theory | 3 credits

#### 200-level courses with ENG 111 as a prerequisite (see course description for other prerequisites, which may include COR 100)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFA 211*</td>
<td>American Culture in Black and White</td>
<td>4 credits</td>
</tr>
<tr>
<td>AFA 262*</td>
<td>African American History: 1619-1865</td>
<td>4 credits</td>
</tr>
<tr>
<td>AFA 263*</td>
<td>African American History: 1865-Present</td>
<td>4 credits</td>
</tr>
<tr>
<td>AFA 265*</td>
<td>History of the Caribbean</td>
<td>4 credits</td>
</tr>
<tr>
<td>AFA 269*</td>
<td>Blacks in Urban America: 1900-Present</td>
<td>4 credits</td>
</tr>
<tr>
<td>AFA 275*</td>
<td>Place, Race, and Racism</td>
<td>4 credits</td>
</tr>
<tr>
<td>AMS 210</td>
<td>American Philosophy</td>
<td>4 credits</td>
</tr>
<tr>
<td>AMS 211*</td>
<td>American Culture in Black and White</td>
<td>4 credits</td>
</tr>
<tr>
<td>AMS 212</td>
<td>Twentieth-Century America</td>
<td>4 credits</td>
</tr>
<tr>
<td>AMS 214</td>
<td>America in the World</td>
<td>4 credits</td>
</tr>
<tr>
<td>AMS 220</td>
<td>Geography and the United States</td>
<td>4 credits</td>
</tr>
<tr>
<td>AMS 221</td>
<td>The American Dream</td>
<td>4 credits</td>
</tr>
<tr>
<td>AMS 222</td>
<td>The City in American Culture</td>
<td>4 credits</td>
</tr>
<tr>
<td>AMS 224</td>
<td>Religion in America</td>
<td>4 credits</td>
</tr>
<tr>
<td>AMS 231</td>
<td>American Myths and Realities</td>
<td>4 credits</td>
</tr>
<tr>
<td>AMS 251</td>
<td>American Ideas</td>
<td>4 credits</td>
</tr>
<tr>
<td>AMS 258</td>
<td>Vietnam and America: 1945-1975</td>
<td>4 credits</td>
</tr>
<tr>
<td>ANT 201*</td>
<td>Cultural Anthropology</td>
<td>4 credits</td>
</tr>
<tr>
<td>ANT 202</td>
<td>Physical Anthropology</td>
<td>4 credits</td>
</tr>
<tr>
<td>ANT 225*</td>
<td>Multicultural Literacy</td>
<td>4 credits</td>
</tr>
<tr>
<td>CIN 204</td>
<td>Politics, Cinema, Media</td>
<td>4 credits</td>
</tr>
<tr>
<td>COM 225*</td>
<td>Multicultural Literacy</td>
<td>4 credits</td>
</tr>
<tr>
<td>ECO 257*</td>
<td>The Japanese Economy</td>
<td>4 credits</td>
</tr>
<tr>
<td>ECO 285</td>
<td>Economics for Engineers</td>
<td>4 credits</td>
</tr>
<tr>
<td>EDD 252*</td>
<td>History of Education in the U.S.</td>
<td>4 credits</td>
</tr>
<tr>
<td>GEG 222</td>
<td>Geography of the United States</td>
<td>4 credits</td>
</tr>
<tr>
<td>GEG 223</td>
<td>American Landscapes</td>
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<td>GEG 275</td>
<td>Place, Race, and Racism</td>
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<td>History of Western Civilization since 1500</td>
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<td>Introduction to Asian Civilization</td>
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<td>Byzantine Thought and Civilization</td>
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<td>The Roman World</td>
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<td>History of Christianity</td>
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<td>HST 228</td>
<td>Renaissance and Reformation Europe</td>
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<td>American Ideas</td>
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<td>U.S. History: 1865-Present</td>
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<td>Italian American History</td>
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<td>Vietnam and America: 1945-1975</td>
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<td>U.S. History, First Encounters to the Present</td>
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<td>African American History: 1865-Present</td>
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<td>HST 266*</td>
<td>The African Diaspora</td>
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<td>History of the Caribbean</td>
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<td>Blacks in Urban America: 1900-Present</td>
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<td>Modern British History: 1700-1900</td>
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<td>American Political and Legal Thought</td>
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<td>PHL 210</td>
<td>American Philosophy</td>
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<td>PHL 213</td>
<td>Existentialism</td>
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<td>Ideas and the World: 600 BCE-1600 CE</td>
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<td>Ideas and the World: 1600 to the Present</td>
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<td>Experience and Knowledge</td>
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<td>Logic and Scientific Method</td>
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<td>PHL 223</td>
<td>Philosophical Thinking</td>
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<td>PHL 224</td>
<td>Selected Issues in Metaphysics</td>
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<td>PHL 236</td>
<td>Life and Death: Bioethics</td>
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<td>The Tragic Dilemma</td>
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<td>4 credits</td>
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<td>Early Political Theory</td>
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<td>POL 204</td>
<td>American Political and Legal Thought</td>
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<tr>
<td>POL 219</td>
<td>Politics, Cinema, Media</td>
<td>4 credits</td>
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<tr>
<td>POL 221</td>
<td>The American Presidency</td>
<td>4 credits</td>
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<td>POL 222</td>
<td>The American Legal System</td>
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<td>POL 223</td>
<td>Public Administration</td>
<td>4 credits</td>
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<td>POL 231</td>
<td>City Hall and Albany</td>
<td>4 credits</td>
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<tr>
<td>POL 233</td>
<td>CUNY Internship Program in New York: Government and Politics I</td>
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<td>POL 234</td>
<td>CUNY Internship Program in New York: Government and Politics II</td>
<td>4 credits</td>
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<td>POL 235</td>
<td>The American Political System</td>
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<td>POL 241</td>
<td>Western European Politics: United</td>
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</table>
The Contemporary World AA, BA, and BS  4 credits

Courses fulfilling this requirement are designed to provide an understanding of global and regional contexts. As COR 100 explores issues, ideas, and institutions in the United States, so this requirement will cover contemporary global issues, ideas, and institutions. The courses will emphasize the interactions of societies along political, economic, and cultural dimensions. Courses will cover the development, formation, and impact of the global context and ways in which different nations, societies, and cultures influence and are influenced by global forces. Students will use comparative and historical analytic frameworks for understanding the contemporary world.

A 200-level course to be selected from the list below. These courses have ENG 151 and COR 100 as prerequisites, have a significant writing component, and subscribe to the principle of writing across the curriculum. Courses satisfying this requirement are marked (cont. wld.) at the end of the course description.

The Contemporary World Courses

Courses that are marked with an asterisk (*) also fulfill the Pluralism and Diversity requirement and are identified (p&d) at the end of the course descriptions.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AFA 266*</td>
<td>Contemporary African Issues</td>
<td>4 credits</td>
</tr>
<tr>
<td>GIN 203</td>
<td>Chinese Cinema</td>
<td>4 credits</td>
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</tbody>
</table>

Textual, Aesthetic, and Linguistic Analysis AA, BA, and BS  3-8 credits

These courses introduce students to the literary, visual, and performing arts. Students will examine the historical and cultural aspects of various works, as well as methods for their analysis and/or creation. This requirement aims to encourage active inquiry into the complexity of language, art, and communication. Courses included in this category are of a general, fundamental nature. The 200-level courses have a significant writing component and subscribe to the principle of writing across the curriculum. Courses satisfying this requirement are marked (literature) or (arts & com.) at the end of the course description.
For Associate in Arts; Bachelor of Arts; Bachelor of Science in Art, Communications, Dramatic Arts, Information Systems, Music: 6 - 8 credits

Two courses, one from the list of offerings in literature and one from the list of offerings in the arts or communications at the 100 and 200 level, with ENG 111 and, in some cases, ENG 151 as prerequisite for the 200-level course.

For Bachelor of Science with the exception of the Bachelor of Science in Art, Communications, Dramatic Arts, Information Systems, and Music: 3 - 4 credits

One course at the 100 or 200 level from the lists of those offered in literature, the arts, or communications with ENG 111 and in some cases ENG 151, as prerequisite for the 200-level course.

Textual, Aesthetic, and Linguistic Analysis Courses

Courses that are marked with an asterisk (*) also fulfill the Pluralism and Diversity requirement and are identified (p&d) at the end of the course descriptions.

Literature: Courses are identified as (literature) at the end of the course descriptions.

200-level courses

<table>
<thead>
<tr>
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<th>Title</th>
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<tr>
<td>AFA 221*</td>
<td>African American Literature</td>
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<td>AFA 225</td>
<td>Contemporary Third World Literature</td>
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<tr>
<td>ART 205</td>
<td>Modern Art in Latin America</td>
<td>4 credits</td>
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<tr>
<td>AMS 243</td>
<td>American Humor</td>
<td>4 credits</td>
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<tr>
<td>ANT 225</td>
<td>Multicultural Literacy</td>
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<td>AMS 205</td>
<td>Modern Art in Latin America</td>
<td>4 credits</td>
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<td>DRA 315</td>
<td>Modes of Drama</td>
<td>4 credits</td>
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<td>DRA 345</td>
<td>Spanish Theatre</td>
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<td>DRA 465</td>
<td>Spanish Theatre in the 20th Century</td>
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<td>ENH 201</td>
<td>British Literature to 1800</td>
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<td>British Literature since 1800</td>
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<td>ENH 203</td>
<td>Literary History of the U.S. to 1855</td>
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<td>Literary History of the U.S. since 1855</td>
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<tr>
<td>ENH 205</td>
<td>Classics of European Literature</td>
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<td>ENH 206</td>
<td>Classics of Modern World Literature</td>
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<td>ENH 207*</td>
<td>Asian Literature Before 1900</td>
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<td>ENH 208</td>
<td>Contemporary Literature</td>
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<tr>
<td>ENH 210</td>
<td>Introduction to Fiction</td>
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<td>ENH 211</td>
<td>Introduction to Poetry</td>
<td>4 credits</td>
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<td>ENH 212</td>
<td>Modes of Drama</td>
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<td>ENH 213</td>
<td>Nonfiction</td>
<td>4 credits</td>
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<td>ENH 214</td>
<td>Trends in Literature and Film</td>
<td>4 credits</td>
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<td>ENH 215</td>
<td>Literature and Humanities</td>
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<td>ENH 216</td>
<td>The Bible and Later Literature</td>
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<td>ENH 217</td>
<td>Introduction to Shakespeare</td>
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<td>Introduction to the Study of Literature</td>
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<td>ENH 221*</td>
<td>African American Literature</td>
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<td>ENH 222*</td>
<td>Women and Literature</td>
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<td>ENH 223*</td>
<td>Mythology of Women</td>
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<td>ENH 224*</td>
<td>U.S. Literature: Multicultural Perspectives</td>
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<td>Introduction to Language</td>
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<td>LNG 266*</td>
<td>Women in European Literature to the Renaissance</td>
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<td>LNG 267*</td>
<td>Women in European Literature after the Renaissance</td>
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<td>LNG 315</td>
<td>Languages in Contrast: English and Chinese</td>
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<td>Women and Literature</td>
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<td>WGS 266*</td>
<td>Women in European Literature to the Renaissance</td>
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WGS 267* | Women in European Literature after the Renaissance | 4 credits |

WGS 353  | The Feminist Challenge in French Literature | 4 credits |

Any 300- or 400-level course in foreign literature (FRN, ITL, SPN) or equivalent courses in other languages, if offered. Some of these courses require a reading knowledge of the language; others allow students without knowledge of the language to read the works in English translation. Foreign language courses at the 300- or 400-level are included since many students place directly into these upper-level courses and need not pass through the prerequisite language courses.

Arts and Communications: Courses are identified as (arts & com.) at the end of the course descriptions:

100-level courses

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<td>ART 100</td>
<td>Introduction to the Visual Arts</td>
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<td>ART 120</td>
<td>Introductory Drawing</td>
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<td>ART 130</td>
<td>Introductory Painting</td>
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<td>ART 150</td>
<td>Introductory Sculpture</td>
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<td>CIN 100</td>
<td>Introduction to Film</td>
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<td>CIN 111</td>
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<td>COM 100</td>
<td>Introduction to Media</td>
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<td>DAN 150</td>
<td>Dance History: Twentieth-Century Survey</td>
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<td>DRA 100</td>
<td>Introduction to the Theater</td>
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<td>MUS 105</td>
<td>World Music</td>
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<td>MUS 108</td>
<td>Introduction to Jazz History</td>
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<td>Rudiments of Music</td>
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<td>Introduction to Music Theory</td>
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<td>PHO 120</td>
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200-level courses

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<td>Art and Society in America</td>
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<td>AMS 230</td>
<td>American Film and American Myth</td>
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<td>AMS 236</td>
<td>Music in American Life</td>
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<td>AMS 237</td>
<td>American Musical Theater</td>
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<td>AMS 241</td>
<td>Popular Culture and Mass Society</td>
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<td>AMS 252</td>
<td>American Art</td>
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<td>ANT 225</td>
<td>Multicultural Literacy</td>
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<td>ART 200</td>
<td>History of Art to the Renaissance</td>
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<td>ART 203</td>
<td>Art of the Ancient World</td>
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<td>Nineteenth-Century Art</td>
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<td>Twentieth-Century Art</td>
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<td>ART 210</td>
<td>The Architect and Society</td>
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<td>ART 240*</td>
<td>Women and the Fine Arts</td>
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<td>CIN 204</td>
<td>Politics, Cinema, Media</td>
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<tr>
<td>CIN 230</td>
<td>American Film and American Myth</td>
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<td>American Directors I</td>
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<td>American Directors II</td>
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<td>French Directors II</td>
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<td>COM 200</td>
<td>Media and Culture</td>
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<td>COM 201</td>
<td>History and Theory of Television</td>
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<td>Performance Histories (Ancient to Early Modern)</td>
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<td>Performance Histories (1600-1900)</td>
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<td>Music in American Life</td>
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<td>MUS 237</td>
<td>American Musical Theater</td>
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<td>History of Jazz</td>
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<td>POL 219</td>
<td>Politics, Cinema, Media</td>
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<tr>
<td>WGS 270*</td>
<td>Women and the Fine Arts</td>
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</table>

**Pluralism and Diversity AA, BA, and BS 0-4 credits**

Pluralism and Diversity courses focus on questions of difference. More specifically, they examine issues of race, gender, sexual orientation, class, ethnicity, and ability. These courses deploy historical, theoretical, and critical scholarship to study the issues listed above. Courses may be 200-, 300-, or 400-level. Prerequisite: a minimum of ENG 111.

One course at the 200 level or above, which subscribes to the principle of writing across the curriculum, to be selected either from those courses marked with an asterisk on the lists for Social Scientific Analysis; Contemporary World; Textual, Aesthetic, and Linguistic Analysis; or from among those listed under Pluralism and Diversity. These courses deal significantly with pluralism and diversity. They may be selected so as to fulfill one of the other requirements as well. Courses satisfying this requirement are marked (p&d) at the end of the course descriptions.

**Pluralism and Diversity Courses**

One course to be selected either from those marked with an asterisk (*) in the other general education lists or from among the following. These courses can be selected so as to fulfill one of the other requirements as well. Courses are identified (p&d) at the end of the course descriptions:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFA 211</td>
<td>American Culture in Black and White</td>
<td>4 credits</td>
</tr>
<tr>
<td>AFA 221</td>
<td>African American Literature</td>
<td>4 credits</td>
</tr>
<tr>
<td>AFA 247</td>
<td>Peoples and Cultures of Africa</td>
<td>4 credits</td>
</tr>
<tr>
<td>AFA 253</td>
<td>African Politics</td>
<td>4 credits</td>
</tr>
<tr>
<td>AFA 260</td>
<td>History of Africa</td>
<td>4 credits</td>
</tr>
<tr>
<td>AFA 262</td>
<td>African American History 1619-1865</td>
<td>4 credits</td>
</tr>
<tr>
<td>AFA 263</td>
<td>African American History 1865-Present</td>
<td>4 credits</td>
</tr>
<tr>
<td>ANT 225</td>
<td>Multicultural Literacy</td>
<td>4 credits</td>
</tr>
<tr>
<td>ART 205</td>
<td>Modern Art in Latin America</td>
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</tr>
<tr>
<td>AMS 306</td>
<td>Latinas/os in the United States</td>
<td>4 credits</td>
</tr>
<tr>
<td>ART 240</td>
<td>Women and the Fine Arts</td>
<td>4 credits</td>
</tr>
<tr>
<td>HST 265</td>
<td>History of the Caribbean</td>
<td>4 credits</td>
</tr>
<tr>
<td>AFA 266</td>
<td>Contemporary African Issues</td>
<td>4 credits</td>
</tr>
<tr>
<td>AFA 269</td>
<td>Blacks in urban America: 1900 to Present</td>
<td>4 credits</td>
</tr>
<tr>
<td>AFA 275</td>
<td>Place, Race, and Racism</td>
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</tr>
<tr>
<td>AFA 323</td>
<td>The Black Writer in the Modern World</td>
<td>4 credits</td>
</tr>
<tr>
<td>AFA 333</td>
<td>Colonialism and the African Experience</td>
<td>4 credits</td>
</tr>
<tr>
<td>AFA 361</td>
<td>The Heritage of Marcus Garvey and W.E.B. DuBois</td>
<td>4 credits</td>
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<tr>
<td>AMS 211</td>
<td>American Culture in Black and White</td>
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<tr>
<td>ANT 201</td>
<td>Cultural Anthropology</td>
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<td>ANT 205</td>
<td>Native American Societies</td>
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<tr>
<td>ANT 225</td>
<td>Multicultural Literacy</td>
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<td>ANT 306</td>
<td>Latinas/os in the United States</td>
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<tr>
<td>ANT 331</td>
<td>Women and Work</td>
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<tr>
<td>ANT 350</td>
<td>Foraging Societies</td>
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</tr>
<tr>
<td>ANT 460</td>
<td>Personality and Culture</td>
<td>4 credits</td>
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<tr>
<td>CIN 240</td>
<td>Third World Cinema</td>
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<td>COM 225</td>
<td>Multicultural Literacy</td>
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<td>COM 371</td>
<td>Media and Margins</td>
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<tr>
<td>ECO 251</td>
<td>International Political Economy</td>
<td>4 credits</td>
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<tr>
<td>ECO 256</td>
<td>Analysis of Underdeveloped Areas</td>
<td>4 credits</td>
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<td>ECO 257</td>
<td>The Japanese Economy</td>
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<td>EDD 252</td>
<td>History of Education in the United States</td>
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<tr>
<td>ENL 207</td>
<td>Asian Literature Before 1900</td>
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<tr>
<td>ENL 211</td>
<td>African American Literature</td>
<td>4 credits</td>
</tr>
<tr>
<td>ENL 222</td>
<td>Women and Literature</td>
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<tr>
<td>ENL 224</td>
<td>U.S. Literature: Multicultural Perspectives</td>
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<tr>
<td>ENL 329</td>
<td>Migration and Diasporas in Literature and Culture</td>
<td>4 credits</td>
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<tr>
<td>ENL 335</td>
<td>Modern Asian Literature</td>
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<tr>
<td>ENL 348</td>
<td>Women Novelists</td>
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<tr>
<td>ENL 366</td>
<td>Walt Whitman</td>
<td>4 credits</td>
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<tr>
<td>ENL 368</td>
<td>Queer Studies</td>
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<tr>
<td>ENL 384</td>
<td>Major Woman Author I</td>
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<tr>
<td>ENL 385</td>
<td>Major Woman Author II</td>
<td>4 credits</td>
</tr>
<tr>
<td>ENL 386</td>
<td>Major Woman Author III</td>
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</tr>
<tr>
<td>ENL 390</td>
<td>Studies in Women in Literature and the Arts</td>
<td>4 credits</td>
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<tr>
<td>ENL 391</td>
<td>Woman as Hero</td>
<td>4 credits</td>
</tr>
<tr>
<td>ENL 392</td>
<td>The Black Writer in the Modern World</td>
<td>4 credits</td>
</tr>
<tr>
<td>ENL 395</td>
<td>Mythic Concepts and Archetypes in Literature</td>
<td>4 credits</td>
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<tr>
<td>EDP 220</td>
<td>Special Educational Needs of the Developmentally Disabled</td>
<td>4 credits</td>
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<tr>
<td>HST 207</td>
<td>History of Africa</td>
<td>4 credits</td>
</tr>
<tr>
<td>HST 217</td>
<td>Introduction of Women’s History</td>
<td>4 credits</td>
</tr>
<tr>
<td>HST 222</td>
<td>Islam: Religion and Culture</td>
<td>4 credits</td>
</tr>
<tr>
<td>HST 234</td>
<td>Asian Tigers since 1945</td>
<td>4 credits</td>
</tr>
<tr>
<td>HST 238</td>
<td>World Civilization I</td>
<td>4 credits</td>
</tr>
<tr>
<td>HST 239</td>
<td>World Civilization II</td>
<td>4 credits</td>
</tr>
<tr>
<td>HST 251</td>
<td>History of the U.S. City</td>
<td>4 credits</td>
</tr>
<tr>
<td>HST 252</td>
<td>History of Education in the United States</td>
<td>4 credits</td>
</tr>
<tr>
<td>HST 262</td>
<td>African American History 1619-1865</td>
<td>4 credits</td>
</tr>
<tr>
<td>HST 263</td>
<td>African American History 1865-Present</td>
<td>4 credits</td>
</tr>
<tr>
<td>HST 264</td>
<td>African Diaspora</td>
<td>4 credits</td>
</tr>
<tr>
<td>HST 265</td>
<td>History of the Caribbean</td>
<td>4 credits</td>
</tr>
<tr>
<td>HST 266</td>
<td>Peoples and Cultures of Africa</td>
<td>4 credits</td>
</tr>
<tr>
<td>HST 267</td>
<td>Contemporary African Issues</td>
<td>4 credits</td>
</tr>
<tr>
<td>HST 269</td>
<td>Blacks in Urban America: 1900 to Present</td>
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<tr>
<td>HST 286</td>
<td>History of American Women</td>
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<tr>
<td>HST 331</td>
<td>Black Intellectual Thought in the African Diaspora</td>
<td>4 credits</td>
</tr>
<tr>
<td>HST 333</td>
<td>Colonialism and the African Experience</td>
<td>4 credits</td>
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<tr>
<td>HST 361</td>
<td>The Heritage of Marcus Garvey and W.E.B. DuBois</td>
<td>4 credits</td>
</tr>
<tr>
<td>HST 386</td>
<td>The Recovery of Women’s Past</td>
<td>4 credits</td>
</tr>
<tr>
<td>HST 389</td>
<td>Themes in American Women’s History</td>
<td>4 credits</td>
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<tr>
<td>INT 200</td>
<td>The World and the West: Contemporary Issues</td>
<td>4 credits</td>
</tr>
<tr>
<td>INT 203</td>
<td>Gender in the Contemporary World</td>
<td>4 credits</td>
</tr>
<tr>
<td>INT 230</td>
<td>Aspects of Contemporary China</td>
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</tr>
<tr>
<td>LNG 230</td>
<td>Aspects of Contemporary China</td>
<td>4 credits</td>
</tr>
<tr>
<td>LNG 266</td>
<td>Women in European Literature to the Renaissance</td>
<td>4 credits</td>
</tr>
</tbody>
</table>
### Foreign Language AA, BA, and BS*  
**0-12 credits**

*For BS foreign language degree requirements, please refer to the specific section of the Catalog addressing these programs.*

Demonstration of proficiency through the intermediate level, 213 or above. Students may complete this requirement by achieving a passing grade on the proficiency examination (see below); or by taking three or fewer four-credit courses through level 213 or above, depending on the results of their placement examination.

The Department of World Languages and Literatures offers proficiency examinations in French, Italian, and Spanish. Students continuing with a language taken in high school are required to take the proficiency examination administered through the World Languages and Literatures Media Center, Building 2S, Room 114.

Other students may take the proficiency examination to receive exemption from the language requirement or to be placed at an appropriate level to fulfill the requirement. Students wishing to demonstrate proficiency through or above the 213 level in a language for which CSI does not administer an exam may take exams elsewhere. In all cases, students who pass a proficiency exam through or above the 213 level will receive an exemption only. No credit will be granted.

Students possessing a foreign high school degree from a non-English speaking country will receive an automatic exemption from the foreign language requirement although they will receive no credit toward their degree. (Not required for BS degree program in Information Systems).

### Foreign Language Courses

Demonstration of proficiency is required through the intermediate level, 213 or above. Courses are identified (foreign lang.) at the end of the course descriptions.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ASL 113</td>
<td>American Sign Language I</td>
<td>4</td>
</tr>
<tr>
<td>ASL 114</td>
<td>American Sign Language II</td>
<td>4</td>
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<tr>
<td>ASL 213</td>
<td>American Sign Language III</td>
<td>4</td>
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<tr>
<td>CHN 113</td>
<td>Basic Chinese I</td>
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<tr>
<td>CHN 114</td>
<td>Basic Chinese II</td>
<td>4</td>
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<tr>
<td>CHN 213</td>
<td>Continuing Mandarin Chinese I</td>
<td>4</td>
</tr>
<tr>
<td>FRN 113</td>
<td>Basic French I</td>
<td>4</td>
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<tr>
<td>FRN 114</td>
<td>Basic French II</td>
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<td>FRN 213</td>
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<td>TTL 113</td>
<td>Basic Italian I</td>
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<tr>
<td>TTL 114</td>
<td>Basic Italian II</td>
<td>4</td>
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<tr>
<td>TTL 120</td>
<td>Intensive Italian I</td>
<td>4</td>
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<tr>
<td>TTL 213</td>
<td>Continuing Italian I</td>
<td>4</td>
</tr>
<tr>
<td>TTL 220</td>
<td>Intensive Italian II</td>
<td>4</td>
</tr>
<tr>
<td>SPN 113</td>
<td>Basic Spanish I</td>
<td>4</td>
</tr>
<tr>
<td>SPN 114</td>
<td>Basic Spanish II</td>
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<tr>
<td>SPN 120</td>
<td>Intensive Spanish I</td>
<td>4</td>
</tr>
<tr>
<td>SPN 213</td>
<td>Continuing Spanish I</td>
<td>4</td>
</tr>
<tr>
<td>SPN 220</td>
<td>Intensive Spanish II</td>
<td>4</td>
</tr>
</tbody>
</table>

### GPA

All students are required to achieve at least a 2.0 grade point average in their core or major requirements in order to earn an undergraduate degree at the College. Some programs require a higher GPA.
Honors Requirements

Departmental Honors
Students may graduate with honors in their field of study in most bachelor’s degree majors. To receive honors, the student must have at least a 3.5 grade point average in courses taken in the major and/or pass a comprehensive examination in the subject. The student must also complete an honors thesis or project. This last requirement is the heart of the honors program, for each student must work closely with a faculty member to define the project, carry out the research and investigation, and write the final report or prepare the final project. Students may receive credit through independent study for their work on an honors project. The projects must be accepted by the department. Students who successfully complete these requirements will receive the notation on their transcript that they have graduated with honors in their field of study. For specific requirements, see the section on Honors Requirements under the bachelor’s degree program description.

Graduation with Honors
Undergraduates who meet the qualifications will receive the associate’s or bachelor’s degree summa cum laude, magna cum laude, or cum laude as follows:
Cumulative GPA of at least 3.90: summa cum laude
Cumulative GPA of at least 3.75: magna cum laude
Cumulative GPA of at least 3.50: cum laude

Liberal Arts and Sciences Requirements

Courses are classified as liberal arts and sciences or as non-liberal arts and sciences. For undergraduate degrees, the New York State Department of Education requires that a portion of the credit hours in the degree program must be in the liberal arts and sciences. These requirements are:

• Associate in Arts (AA) and Bachelor of Arts (BA), three-quarters of the credits shall be in the liberal arts and sciences
• Associate in Science (AS) and Bachelor of Science (BS), one-half of the credits shall be in the liberal arts and sciences
• Associate in Applied Science (AAS), one-third of the credits shall be in the liberal arts and sciences

CSI courses are classified as follows:

Liberal Arts and Sciences Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFA</td>
<td>African American Studies (except AFA 122, 203)</td>
</tr>
<tr>
<td>AMS</td>
<td>American Studies</td>
</tr>
<tr>
<td>ANT</td>
<td>Anthropology</td>
</tr>
<tr>
<td>ASL</td>
<td>American Sign Language</td>
</tr>
<tr>
<td>AST</td>
<td>Astronomy</td>
</tr>
<tr>
<td>BIO</td>
<td>Biology (except BIO 316)</td>
</tr>
<tr>
<td>CHM</td>
<td>Chemistry</td>
</tr>
<tr>
<td>CHN</td>
<td>Chinese</td>
</tr>
<tr>
<td>COR</td>
<td>General Education</td>
</tr>
<tr>
<td>DAN</td>
<td>Dance (only DAN 150)</td>
</tr>
<tr>
<td>DRA</td>
<td>Dramatic Arts (DRA 100, 101, 260, 261, 272, 273, 274, 315, 350, 373, 380, 460, all DRA/ENG, DRA/ENH, DRA/ENL, DRA/FRN, and DRA/SPN courses)</td>
</tr>
<tr>
<td>ECO</td>
<td>Economics</td>
</tr>
<tr>
<td>EDC</td>
<td>Early Childhood Education (EDC 215, 216)</td>
</tr>
<tr>
<td>EDD</td>
<td>Education (EDD 252)</td>
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<tr>
<td>EDE</td>
<td>Elementary Education (EDE 200, 260)</td>
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<tr>
<td>EDS</td>
<td>Secondary Education (EDS 200, 201, 202)</td>
</tr>
<tr>
<td>ENG</td>
<td>English</td>
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<td>ENH</td>
<td>English</td>
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<tr>
<td>ENL</td>
<td>English</td>
</tr>
<tr>
<td>ENS</td>
<td>Engineering Science (ENS 100, 250, 309, 310, 316, 331, 350, 356, 383, 384, 450, 471)</td>
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<tr>
<td>FNC/EEO</td>
<td>Finance/Economics (FNC/EEO 213, 214, 240, 315, 345, 360, and 370)</td>
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<tr>
<td>FRN</td>
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<tr>
<td>GEG</td>
<td>Geography</td>
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<td>Geology</td>
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<td>HED</td>
<td>Health Education</td>
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<td>HMA</td>
<td>Medical Assistant</td>
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<td>Health Education</td>
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<td>Medical Assistant</td>
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<td>LNG</td>
<td>Language</td>
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<td>MGT/EEO</td>
<td>Management/Economics (only MGT/EEO 230, 261)</td>
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<td>MGT/POL</td>
<td>Management/Political Science (only MGT/POL 223, 323, 339)</td>
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<tr>
<td>MTH</td>
<td>Mathematics</td>
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<tr>
<td>MUS</td>
<td>Music (MUS 105, 108, 110, 120, 125, 211, 212, 223, 224, 225, 226, 256, 257, 241, 242, 243, 244, 258, 322, 326, 335, 360, 400, 402, 403, 420, 422, 424, 430, 440, 441, 450, 460, 470)</td>
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<td>PHL</td>
<td>Philosophy</td>
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<td>PHO</td>
<td>PHO 314, 365</td>
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<td>PHY</td>
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<td>POL</td>
<td>Political Science (except POL 335, 394)</td>
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<tr>
<td>PSY</td>
<td>Psychology (except PSY 103, 211, 318, 340, 368)</td>
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<td>SCI</td>
<td>Science (only SCI 106)</td>
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<tr>
<td>SLS</td>
<td>Science, Letters, and Society</td>
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<tr>
<td>SOC</td>
<td>Sociology</td>
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<tr>
<td>SPN</td>
<td>Spanish</td>
</tr>
<tr>
<td>WGS</td>
<td>Women’s, Gender, and Sexuality Studies</td>
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Non-Liberal Arts and Sciences Courses

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<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>ACC</td>
<td>Accounting</td>
</tr>
<tr>
<td>AFA</td>
<td>African American Studies (only AFA 122, 203)</td>
</tr>
<tr>
<td>ARG</td>
<td>Architecture</td>
</tr>
<tr>
<td>ASC</td>
<td>Computer Science</td>
</tr>
<tr>
<td>DANCE</td>
<td>Dance (except DAN 150)</td>
</tr>
<tr>
<td>EDC</td>
<td>Early Childhood Education (except EDC 215, 216)</td>
</tr>
<tr>
<td>EDD</td>
<td>Education - General (EDD 400)</td>
</tr>
<tr>
<td>EDE</td>
<td>Elementary Education (except EDE 200, 260)</td>
</tr>
<tr>
<td>EDP</td>
<td>Special Education</td>
</tr>
<tr>
<td>EDS</td>
<td>Secondary Education (except EDS 200, 201, 202)</td>
</tr>
<tr>
<td>ELT</td>
<td>Electrical Engineering Technology</td>
</tr>
<tr>
<td>ENT</td>
<td>Engineering Technology</td>
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<tr>
<td>FNC</td>
<td>Finance (only FNC 220, 350)</td>
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<tr>
<td>HMA</td>
<td>Medical Assistant</td>
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<tr>
<td>HGA</td>
<td>General Studies</td>
</tr>
<tr>
<td>HGS</td>
<td>Legal Studies</td>
</tr>
<tr>
<td>MDT</td>
<td>Medical Technology</td>
</tr>
<tr>
<td>MGT</td>
<td>Management (except MGT/POL 223, MGT/EEO 230, MGT/EEO 261, MGT/POL 323, MGT/POL 339)</td>
</tr>
<tr>
<td>MKT</td>
<td>Marketing</td>
</tr>
</tbody>
</table>

Degree Requirements
Nursing
Physician Assistant
Fitness for Life
Photography (except PHO 314, PHO 365)
Physical Therapy
Political Science (only POL 335, 394)
Psychology (only PSY 103, 211, 318, 340, 368)
SEEK Orientation
Student Services
Social Work

Internships and field study courses are non-liberal arts and sciences.

New Student Orientation Requirement
Students who enter the College with fewer than six credits are required to complete the orientation requirement. Students are expected to complete this requirement during their first semester or prior to the completion of 12 equated credits.

To satisfy the requirement, students may choose between two options:
(A) Successful completion of a one-credit freshman orientation course:
   SPD 101 Issues in College Life (2 hours; 1 credit)
   or
   SKO 100 Freshman Orientation (2 hours; 1 credit)
   (open only to SEEK students)
(B) Complete the five components of the non-credit College Life Unit Experiences (CLUE) program, which include:
   Attendance at a general orientation session on such topics as the purposes of higher education, an overview of College policies and services, and an appreciation of diversity. Students should attend the orientation session prior to the beginning of classes.
   and
(C) Attendance at four CLUE-certified events: two Personal Growth Experiences and two Co-curricular Experiences. Personal Growth topics include study skills, career development, self-development, substance abuse, and pluralism. Co-curricular Experiences include events offered in conjunction with the scholarly, cultural, and civic programs presented regularly at the College.

Minor Requirements
In addition to completing the requirements of a major for a bachelor’s degree, students may choose to minor in a discipline related to or complementary to their major field of study. Minors may be completed in almost all areas of study offered by the College. Requirements for completing a particular minor may be found in the section describing programs and courses in that field. Students are encouraged to consider taking a minor to guide their choice of elective courses into a coherent package and to enhance their career opportunities.

To have a minor recorded on the student’s final transcript, the student must apply for the minor when filing for graduation.

Technology in Teaching and Learning
Technology is used in classes at the College of Staten Island to enhance students’ learning experience, reinforce class discussion, and provide better communication. In order for the College to successfully infuse technology in teaching and learning to enhance the College experience, the following applications are used: Blackboard, Internet search/research, Excel, Access, Email (with attachments), Word, PowerPoint

Students should anticipate using these applications and are expected to have some knowledge of them. The College requires and cultivates technological literacy in its students and employees. The Office of Information Technology at CSI offers tutorials and workshops for students. More information on technology tutorials and workshops is available on the College Website at http://www.csi.cuny.edu/studenthelpdesk/Training/index.htm or call 718.982.3695.

Writing Across the Curriculum
Students develop college-level writing skills in courses that are chosen across the curriculum. Quality writing skills are learned in courses that include a significant writing component in the laboratory sciences, social sciences, literature, and languages.
MAJORS, DISCIPLINES AND COURSE DESCRIPTIONS

Accounting

(Bachelor of Science, Minor)
Department of Business, Building 3N, Room 219
Chairperson and Professor Thomas Tellefsen

The program offers preparation for careers in finance and managerial accounting. For admission, continuation, and graduation from the Bachelor of Science degree program in Accounting, students must maintain a cumulative 2.5 GPA. This requirement does not apply to students enrolled in the AAS program, non-Accounting students pursuing an Accounting minor, or non-Accounting students enrolling in individual courses.

Accounting (BS)

General Education Requirements for the BS
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 21-27 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)
   Chosen from: MTH 121, MTH 123, MTH 130, MTH 230*, MTH 231 MTH 235
   (*MTH 230 may be taken by those student who wish to combine MTH 130 Pre-Calculus Mathematics with MTH 231 Analytical Geometry and Calculus I)
   Note: This mathematics course may not be used to satisfy both the general education requirement and the pre-major requirement.

2. Social Scientific Analysis: (3-4 credits)
   ECO 101 must be completed in order to fulfill this requirement for Business majors

3. The Contemporary World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (3-4 credits)
   One course from either category:
   Literature: 200-level
   Arts and Communications: 100-level or 200-level
5. Pluralism and Diversity requirement: (0-4 credits)

See section on general education requirements for approved course lists and complete details.

Pre-Major Requirements: 35-38 credits
MGT 110 Organization and Management 3 credits
MKT 111 Marketing 3 credits
FNC/ ECO 240 Managerial Finance 3 credits

ECO 210 Price Theory 4 credits
ECO 212 Income and Employment Theory 4 credits
ACC 114 Introduction to Accounting I 4 credits
ACC 121 Introduction to Accounting II 4 credits
BUS 150 Essential Software Tools for Business 3 credits
or
CSC 102 Computing for Today 4 credits
or
BUS 250 Computers in Information Processing 3 credits
or
MGT/ ECO 230 Introduction to Economic and Managerial Statistics 4 credits

One additional mathematics course chosen from:
MTH 130 Pre-Calculus Mathematics
MTH 221 Applied Finite Mathematics and Business Calculus
MTH 223 Technical Calculus
MTH 230 Calculus I with Pre-Calculus
MTH 231 Analytic Geometry and Calculus I
MTH 232 Analytic Geometry and Calculus II
MTH 236 Accelerated Calculus II 3-5 credits

Note: This additional mathematics course may not be used to satisfy both the general education requirement and the pre-major requirement.

Major Requirements: 40-43 credits
ACC 215 Intermediate Accounting I 4 credits
ACC 225 Intermediate Accounting II 4 credits
ACC 241 Federal Income Taxation I 3 credits
ACC 310 Cost Accounting I 3 credits
BUS 160 Business Law I 3 credits
BUS 260 Business Law II 3 credits
FNC/ ECO 345 Managerial Finance II 4 credits

Plus 16 additional credits in related subjects chosen with the written approval of the student’s advisor.

Managerial Accounting
Note: Accounting majors may wish to take the examination for Certified Managerial Accountant.

Electives: 0-12 credits
Total Credits Required: 120

Applicants for Certified Public Accountancy
Accounting majors who wish to apply for admission to the State examination for public accountancy must complete all courses listed above and must include the following five courses, all of which qualify as part of the 16 credits of related subjects.

ACC 250 Accounting Information Systems 4 credits
ACC 414 Advanced Accounting 4 credits
ACC 415 CPA Problems and Current Issues 4 credits
ACC 422 Standards and Procedures of Financial Audits 4 credits

BUS/ COM 211 Communications in a Corporate Setting 3 credits

Honors
To graduate with honors in Accounting a student must have a 3.5 grade point average in business courses and must have a 3.25 grade point average overall.
An honors thesis or project supervised by a member of the Business faculty must be completed.

**Accounting Minor**

**Minor Requirements:** 18 credits

ACC 114 Introduction to Accounting I 4 credits
ACC 121 Introduction to Accounting II 4 credits
ACC 215 Intermediate Accounting I 4 credits

Two courses in accounting at the 200 or 300 level 6 credits

**Accounting Courses**

ACC 114 Introduction to Accounting I 4 hours; 4 credits
Introduction to the concepts and principles of accounting. Data accumulation technique. Emphasis on preparation and interpretation of financial statements. Areas of concentration include the accounting cycle, accounting for sole proprietorship, and introduction to partnership and corporate accounting. Prerequisite: MTH 030 or an appropriate score on the CUNY Math Assessment Test and the CUNY Assessment Test in Reading or the equivalent.

ACC 121 Introduction to Accounting II 4 hours; 4 credits
A continuation of ACC 114. Partnership, corporations, and an introduction to cost accounting. Other topics discussed are current and long-term liabilities and statements of cash flow. Prerequisite: ACC 114

ACC 215 Intermediate Accounting I 4 hours; 4 credits
Intense coverage of accounting principles, valuation, and accounting for current assets, plant assets, acquisitions, disposals, depreciation and depletion, intangible assets, current and long-term liabilities, and concepts of present and future value. Emphasis is placed on pronouncements of the Financial Accounting Standards Board and Accounting Principles Board. Prerequisites: BUS 150 or BUS 250 or CSC 102 and ACC 121

ACC 225 Intermediate Accounting II 4 hours; 4 credits
In-depth examination of long-term liabilities, stockholders’ equity, and income determination. Topics include bonds, stock issuance, retained earnings, leases, pensions, deferred taxes, and analysis of the statement of cash flow. Prerequisite: ACC 215

ACC 235 Government and Not-for-Profit Accounting 3 hours; 3 credits
Thorough discussion and analysis of accounting for state and local governments and other not-for-profit institutions such as universities, hospitals, and voluntary health and welfare organizations. Topics discussed will include budgetary accounting, fund accounting, account groups, and financial statements. Prerequisite: ACC 215

ACC 241 Federal Income Taxation I 3 hours; 3 credits
A comprehensive study of federal income tax principles and concepts as they apply to individuals. Tax treatment of the individual is stressed initially with emphasis on rates and exemptions, concepts of gross income, recognition and realization of income, and capital gain and loss concepts. Additional topics include exclusions, deductions and credits, analysis of property transactions, federal tax research, preparation of individual federal income tax returns, and computer tax returns. Prerequisite: ACC 121

ACC 250 Accounting Information Systems 4 credits; 4 hours
This course introduces the concept of computer information systems in accounting. The course has a two-pronged approach. First, the general accounting cycles (general ledger, A/R, A/P, etc.) in an accounting information system are introduced. Second, the accounting cycles are related to the use of computer information technology. Concepts such as flow charting, data flow diagrams, security, and control are stressed. Prerequisites: ACC 121 and one of the following: BUS 150, BUS 250, CSC 102, or CSC 108/116/118

ACC 251 Federal Income Taxation II 3 hours; 3 credits
A broad study of the federal income tax pertaining to corporations and partnerships. A comprehensive study of tax accounting principles as applied to corporations and partnerships, corporate organization and reorganizations, corporation liquidations, corporate distributions, and special classes of corporations. Includes such areas as special deductions and computation of the normal tax, surtax, and tax on net long-term capital gains. Prerequisite: ACC 241

ACC 300 International Accounting 4 hours; 4 credits
An overall view of significant areas of international accounting that are relevant to accounting practices, procedures, and requirements of enterprises engaged in international operations. These areas include: foreign currency translation, accounting for inflation, financial reporting and disclosure, analyzing foreign financial statements, transfer pricing, and international taxation. (Offered only at the American University of Rome.) Prerequisites: ACC 114 and ACC 121

ACC 310 Cost Accounting I 3 hours; 3 credits
Principles of cost accounting applicable to job order and process cost systems. Additional topics include cost-volume-profit relationships, standard costing, variable costing, and budgets. Prerequisite: ACC 121

ACC 315 Analysis of Financial Statements 3 hours; 3 credits
The tools and techniques needed to explore the balance sheet, income statement, and the statement of cash flow. Heavy emphasis is on the use of ratios to evaluate the statements. Not open to Accounting majors. Prerequisites: ACC 121 and ECO 240/FNC 240

ACC 318 New York State and Local Taxes 3 hours; 3 credits
A comprehensive study of various forms of State and municipal taxation, including personal income, unincorporated business, franchise, unemployment insurance, and occupancy taxes. Prerequisite: ACC 121

ACC 414 Advanced Accounting 4 hours; 4 credits
An intensive course in specialized areas of accounting. Current topics, which have influenced the accounting profession and the financial community, such as partnerships, accounting for business combinations, government accounting, and foreign operations, are studied. Emphasis is placed on areas stressed on the CPA examination. The authoritative pronouncements of the Financial Accounting Standards Board and its predecessor, the Accounting Principles Board, are interwoven into class discussions and problems assigned throughout the course. The application of advanced accounting theories to complex, practical problems is an integral part of the course. Prerequisite: ACC 225


ACC 415  CPA Problems and Current Issues
3 hours; 3 credits
An analysis of the current areas of controversy in the accounting profession, such as pensions and deferred taxes. The course will also serve as an intensive review for the F.A.R.E. and A.R.E. portions of the CPA examination.
Prerequisite: ACC 225

ACC 422  Standards and Procedures of Financial Audits
4 hours; 4 credits
Ethics, theory, procedures, and techniques of planning and performing the audit. Examines the attest function, generally accepted accounting principles, auditing and professional standards, and statistical testing techniques.
Prerequisites: ACC 225, MGT/ECO 230, and BUS 150 or BUS 250, or CSC 102

African American Studies

(Bachelor of Arts, Minor)
Interdisciplinary Program, March Hall (2N), Room 210
Director: Professor Calvin Holder

The purpose of this interdisciplinary program is to provide an understanding of selected aspects of African civilization, socio-cultural, and political institutions; contributions of African Americans; and their unique role in the United States.

The program includes courses in the history, music, art, drama, literature, and social-political life of Africa and the African Americans. The interdisciplinary approach is based on the premise that genuine understanding of the historical and cultural heritage of African Americans requires thorough and systematic training, control of the theoretical and methodological aspects of particular disciplines, as well as knowledge of the major assumptions of related disciplines. The program stresses the African continuity and the concept of the “African Diaspora.”

African American Studies (BA)

General Education Requirements for the BA
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 28-47 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)
2. Social Scientific Analysis: (7-8 credits)
   Two courses, at least one from category B
   a. Social Scientific Analysis: 100 level
   b. Social Scientific Analysis: 200 level
3. The Contemporary World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)
   One course from each category:
   a. Literature: 200-level
   b. Arts and Communications: 100 or 200 level
5. Pluralism and Diversity Requirement: (0-4 credits)
6. Foreign Language: (0-12 credits)

See section on general education requirements for approved course lists and complete details.

Major Requirements: 31 credits
Students majoring in African American Studies must complete:
1. AFA/HST 160 African American History: 1619 to Present 3 credits
2. Five courses at the 200 level including at least one in each of the following categories:
   - Africa: AFA 247, 253, 260, 266
   - Caribbean: AFA 223, 225, 265
   - United States: AFA 202, 204, 221, 229, 262, 263, 267, 269
3. Two courses at the 300 level or above, one of which may be an independent study course 8 credits

Electives: 30-49 credits
Total Credits Required: 120

African American Studies Minor

Minor Requirements: 16 credits
Sixteen credits of courses in African American Studies at the 200 level or above including one course from each of the following: Africa, the Caribbean, the United States.

African American Studies Courses

AFA 122  Black Dance Workshop
(Also DRA 122)
4 hours; 3 credits
Based on traditions of the peoples of Africa and the Caribbean, this course develops the technical language of Black dance, emphasizing the cultural interaction of native tradition and Western influence; the retelling of legends and tales through dance while weaving intricate designs and rhythms disguised in unrecognizable symbolism.

AFA 160  African American History: 1619 to the Present
(Also HST 160)
3 hours; 3 credits
From the forced migration of the first Africans in the 17th century to the contemporary struggles for equality; emphasis on such topics as slavery, abolition, Reconstruction, the origins of Jim Crow, urban migrations, the struggle for civil rights, non-violence, and the new militancy. (social science)

AFA 202  African American Drama
(Also DRA 202)
4 hours; 4 credits
A study of the emergence of the Black Theater in the United States and an examination of the theater as a manifestation of the Black genius.

AFA 203  Workshop in Black Theater
4 hours; 4 credits
A workshop expressly designed to explore experimental improvisational techniques and methods by utilizing a wide range of movements, sources, and materials. The workshop is concerned with the development of individual awareness and creativity through the active and personal discovery of movement and is open to all students interested in the potentialities of ethnic dance for attaining freedom of movement.

AFA 204  Ethnomusicology of African Americans
4 hours; 4 credits
History of African American music with emphasis on its relation to religion and culture. Examination and analysis of the musical styles of spirituals, gospel hymns, blues, and jazz in their cultural setting.
AFA 205  African American Musical Theater
(Also DRA 205)
4 hours; 4 credits
A study of the musical theater of African Americans from its early beginnings in
African culture to genius manifested in the 19th century, its influence on early
vaudeville, its unique contribution to American musical theater, and the pres-
tent-day popularity of its style. Current productions will be attended by the class
and studied in detail when available.

AFA 211  American Culture in Black and White
(Also AMS 211)
4 hours; 4 credits
Mutual perceptions of Blacks and Whites in 19th- and 20th-century America,
how these perceptions were born, and how they have changed. (social science)
(p&d)
Prerequisites: ENG 111, COR 100

AFA 213  Contemporary Black Literature
4 hours; 4 credits
The works of African, African American, and Caribbean writers are examined.
The poetry and fiction of modern African writers are considered with particular
reference to the African personality, presence africaine, and negroitute, the vision
and image of Africa.
Prerequisite: ENG 111

AFA 223  Comparative Black Literature
4 hours; 4 credits
A study of the literature of the world of the politically and economically op-
pressed and exploited. The course will deal with such themes as oppression and
protest; violence; the crisis of identity; music, language, and rhythm; humorous
distance; ritual and magic; and conceptualization and abstraction. (literature)
Prerequisite: ENG 111

AFA 225  Contemporary Third World Literature
4 hours; 4 credits
A study of the literature of the world of the politically and economically op-
pressed and exploited. The course will deal with such themes as oppression and
protest; violence; the crisis of identity; music, language, and rhythm; humorous
distance; ritual and magic; and conceptualization and abstraction. (literature)
Prerequisite: ENG 111

AFA 247  Peoples and Cultures of Africa
(Also HST 266)
4 hours; 4 credits
A descriptive survey of the peoples and cultures of the African continent. Empha-
sis is on those features and/or qualities of the African pattern of life that are
common to the African people as a whole. (p&d)
Prerequisites: ENG 111, plus any college-level history course or COR 100

AFA 253  African Politics
(Also POL 253)
4 hours; 4 credits
An examination of the colonial and post-colonial problems of Africa, and the
developmental process in general. Other topics to be discussed include the soci-
opolitical and historical-philosophical appeal of communism to Africa; ideology,
strategy, and the communist model of development; and the idea of revolution
as an agent of rapid transformation versus the Euro-American model of evolu-
tionary change. (p&d)

AFA 260  History of Africa
(Also HST 207)
4 hours; 4 credits
Nineteenth-century African history, the story of European imperialism, and the
emergence of modern, independent Africa and its problems. (p&d)
Prerequisites: ENG 111, and COR 100 or any college-level history course

AFA 262  African American History: 1619-1865
(Also HST 262)
4 hours; 4 credits
A study of the African American experience in the Western hemisphere. Emphasis
on the slave trade, slave life, slave revolts, and the struggle for freedom. For
History majors and minors, this is designated as a United States history course.
(social science) (p&d)
Prerequisites: ENG 111, and COR 100 or any college-level history course

AFA 263  African American History: 1865 to the Present
(Also HST 263)
4 hours; 4 credits
Continuing role of African Americans in the building of their own nations. Em-
phasis on freedom movements as shown in literature, in civil rights movements,
and in nationalist and other political organizations. (social science) (p&d)
Prerequisites: ENG 111, and COR 100 or any college-level history course

AFA 265  History of the Caribbean
(Also HST 265)
4 hours; 4 credits
Precolonial and colonial history of the Caribbean; an examination of the poli-
cies of the metropolitan powers, and the emergence of anticolonialist move-
ments. For History majors and minors, this is designated as a World history
course. (social science) (p&d)
Prerequisites: ENG 111, and COR 100 or any college-level history course

AFA 266  Contemporary African Issues
(Also HST 267)
4 hours; 4 credits
An examination of post-colonial African issues, including the colonial legacy/neocolonialism; conflict and human rights; development, poverty and the
debt problems; healthcare and infrastructure; globalization; democracy, and
multiparty politics; and, how these relate to the world at large. For History
majors and minors, this is designated as a World history course. (p&d) (cont.
wld.)
Prerequisites: ENG 151, and COR 100 and any college-level history course or
African American Studies course

AFA 267  The Black Experience
4 hours; 4 credits
A workshop designed especially for teachers, students, and professionals working
in the Black community. The course will cover a wide range of topics in litera-
ture, music, dance, drama, economics, history, and anthropology.

AFA 269  Blacks in Urban America: 1900 to the Present
(Also HST 269)
4 hours; 4 credits
An examination of various aspects of Black life in major American cities. Partic-
ular emphasis will be placed on the causes of the migration; ecological devel-
oment of Black communities; urban violence; Blacks’ participation in conven-
tional and radical politics; Blacks in the labor force; and the impact of urbaniza-
tion on the Black family. For History majors and minors this is designated as a
United States history course. (social science) (p&d)
Prerequisites: ENG 111, and COR 100 or any college-level history course

AFA 275  Place, Race, and Racism
(Also GEG 275)
4 hours; 4 credits
This course explores how race is socially constructed and the role that place
plays in the construction of racial and ethnic identities. From the formation of
racialized places such as ghettos and Chinatowns to media coverage of school shootings in suburbs, we will examine the how, why, and where of racism and discrimination. The focus will be on racial issues in the United States, coupled with case studies from other regions for comparative purposes. (social science) (p&d)
Prerequisites: ENG 151 and COR 100

**AFA 323**  The Black Writer in the Modern World
(Also ENL 392)
4 hours; 4 credits
An intensive study of various recent and contemporary Black authors, writing in all of the literary genres, and their grappling with traditional and changing environments. (p&d)
Prerequisite: An ENH 200-level course

**AFA 333**  Colonialism and the African Experience
(Also HST 333)
4 hours; 4 credits
An examination of the experience of Africans under colonial rule from the average person to traditional chiefs or the aristocratic class. This course analyzes the reactions of various classes of African society to colonial rule, focusing on the methods used by Africans to manipulate European colonial authorities, as well as the colonial response. For History majors and minors, this is designated as a World history course. (p&d)
Prerequisites: Any 200-level history course or 200-level African American Studies course and ENG 151

**American Sign Language Courses**

**ASL 113**  American Sign Language I
4 class hours, 2 laboratory hours; 5 credits
An introduction to the fundamentals of American Sign Language (ASL) with particular attention to the grammar of the language and the culture of American deaf persons. Two additional language laboratory hours per week are required. (foreign lang.)
Prerequisite: Passing the CUNY Assessment Test in Reading and the CUNY Assessment Test in Writing

**ASL 114**  American Sign Language II
4 class hours, 2 laboratory hours; 5 credits
A continuation of American Sign Language I emphasizing vocabulary development and increased fluency in the language’s structure, regional and stylistic variations in ASL. Advanced work in deaf culture, folklore, and literature. Two additional language laboratory hours per week are required. (foreign lang.)
Prerequisites: Passing the CUNY Assessment Test in Reading and passing the CUNY Assessment Test in Writing and successful completion of ASL 113 or equivalent

**ASL 213**  American Sign Language III
4 class hours, 2 laboratory hours; 5 credits
A continuation of American Sign Language II emphasizing stylistic variations, a command of the various registers available in the language, and expanded use of classifiers. Advanced work in deaf culture, folklore, and literature. Two additional language laboratory hours per week are required. (foreign lang.)
Prerequisite: Successful completion of ASL 114 or equivalent

**ASL 215**  American Sign Language IV
4 class hours, 2 laboratory hours; 5 credits
A continuation of American Sign Language III preparing students to enter interpreter education programs. An analysis of the discourse of native signers emphasizing language variation as it correlates with varying life experiences of deaf people. Two additional language laboratory hours per week are required. (foreign lang.)
Prerequisite: Successful completion of ASL 213 or equivalent

**American Studies**

(Bachelor of Arts, Minor)
Interdisciplinary Program, March Hall (2N), Room 203
Director: Associate Professor Catherine Lavender

American Studies is the interdisciplinary study of American cultures, both past and present. American Studies courses examine the arts, literature, history, and popular culture of the United States and, more generally, North America. American Studies provides a strong foundation and essential skills for those preparing for careers in law, government, public history, archival management, education, social service, journalism, publishing, and communications. Individual courses in American Studies are recommended as cultural background for students in any major.

**American Studies (BA)**

**General Education Requirements for the BA**

ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

**Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements:** 28-47 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)
2. Social Scientific Analysis: (7-8 credits)
   One course from each category
   a. Social Scientific Analysis, 100-level
   b. Social Scientific Analysis, 200-level
3. The Contemporary World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)
   One course from each category:
   a. Literature: 200-level
   b. Arts and Communications: 100- or 200-level
5. Pluralism and Diversity Requirement: (0-4 credits)
6. Foreign Language: (0-12 credits)

See section on general education requirements for approved course lists and complete details.

**Pre-Major Requirements:** 3 credits

AMS 101  America: An Introduction 3 credits
Major Requirements: 32 credits

American literature (8 credits):
- ENH 203 Literary History of the United States to 1855 4 credits
- ENH 204 Literary History of the United States since 1855 4 credits

American history (8 credits):
- HST 244 United States History: 1607-1865 4 credits
- HST 245 United States History: 1865-present 4 credits

American Studies (16 credits):
- 16 credits beyond AMS 101, including at least two courses at the 300 level or above.

Electives: 26–48 credits

Honors

Graduating American Studies majors may apply for graduation with honors in AMS. To graduate with honors a student must have:

- Completed the requirements for the AMS major
- Earned a 3.5 grade point average or better in AMS courses
- Been recommended for honors by the AMS Honors Committee.

The honors thesis should be a substantial research paper supervised by an AMS faculty member. One member of this committee will be the primary supervisor with whom the student will register for up to eight credits of independent study. Candidates should ask an AMS faculty member of their choosing to be their primary supervisor. The program coordinator will appoint the other member of the candidate’s committee in consultation with the candidate. The thesis submitted need not be a new work; it can be an extension of a paper previously submitted in a course. Theses submitted to the Honors Committee must have the signature of both members of the candidate’s committee on the title page.

Students planning to apply for graduation with honors must submit a one-page proposal for their Honors thesis, signed by the members of their committee, to the AMS Honors Committee at least three months prior to the end of the semester in which completion is desired. Honors thesis for majors graduating in January must be submitted to the AMS program coordinator by November 20; for majors graduating in April 1 for majors graduating in August. Theses submitted to the Honors Committee must have the signature of both members of the candidate’s committee on the title page.

American Studies Minor

Minor Requirements: 23 credits
- AMS 101 America: An Introduction 3 credits
- American literature (8 credits):
  - ENH 203 Literary History of the United States to 1855 4 credits
  - ENH 204 Literary History of the United States since 1855 4 credits
- American history (8 credits):
  - HST 244 United States History: 1607-1865 4 credits
  - HST 245 United States History: 1865-present 4 credits
- And any additional AMS course at the 200 level or above. 4 credits

American Studies Courses

AMS 101 America: An Introduction
3 hours; 3 credits

AMS 150 Dance History: Twentieth-Century Survey
(Also DAN 150)
4 hours; 3 credits

AMS 201 American Studies Minor
23 credits

AMS 204 American Literature
ENH 204 Literary History of the United States since 1855
4 credits

AMS 205 Modern Art in Latin America
(Effective Spring 2011)
AMS 209 Art and Society in America
AMS 210 American Philosophy
AMS 211 American Culture in Black and White
AMS 212 Twentieth-Century America

Music, history, and literature. From 17th-century witchcraft to 20th-century witch hunts, from General Washington to General Hospital, from the assembly line to assembler language, from Revere to Rambo. (social science)

Concentrating on the “pioneers of modern dance”--Duncan, Denishawn, Graham, Humphrey, Weidman, and others--as well as on the experimental and avant-garde, using lectures, demonstrations, video, and film to illustrate examples of outstanding choreography. The course includes the dance of India and Black dance coordinated with professional concerts and student reports. Includes “Happenings in Today’s World of Dance.” No dance background required. (arts & com.)

An introduction to the development of modern art in Latin America. We will study the emergence of key art movements in Latin America and how artists participated in and responded to important historical events and social changes across the Americas. How have Latin American artists portrayed the idea of “Latin America” or being “Latino” in their work? Other issues will include: negotiating with their colonial past and with European models of modernity; art and revolution; the question of indigenous art forms and the “popular”; diasporic continuities within Latin America, Latino experience in the United States, and mestizaje (cultural mixing). (arts & com) (p&d)

Prerequisites: ENG 111; and ART 100 or ART 200 or ART 201 or AMS 101

Three hundred years of American art, studied as an expression of American life. Works of art are viewed in terms of style and also as guides to the complexities of American history and culture. (arts & com.)

Prerequisites: ENG 111; and ART 100 or ART 200 or ART 201 or AMS 101

A study of philosophy in America. Topics of inquiry will be selected from such movements and figures as the following: Puritanism, empiricism, idealism, and pragmatism; Jonathan Edwards, Ralph Waldo Emerson, Josiah Royce, Charles S. Peirce, William James, John Dewey, George Santayana, and Alfred North Whitehead. (social science)

Prerequisites: ENG 111, COR 100

Mutual perceptions of Blacks and Whites in 19th- and 20th-century America; how these perceptions were born, and how they have changed. (social science) (p&d)

Prerequisites: ENG 111, COR 100

An examination of selected works that are landmarks in the development of 20th-century American culture. Authors will include Hemingway, Faulkner, Ellison, Wright, Miller, Mailer, and Beattie; Harrington, Friedan, and Galbraith. (social science)

Prerequisites: ENG 111, COR 100
AMS 214 America in the World
4 hours; 4 credits
Cross-cultural perspectives on American values, arts, and events. What foreign observers have thought about the United States. How our experience has paralleled, or differed from, that of Europe since the 18th century. What the important similarities, differences, and influences are between Western and Eastern cultures. (social science)
Prerequisites: ENG 111, COR 100

AMS 220 Geography of the United States
(Also GEG 222) 4 hours; 4 credits
This course explores the geographic variety of the United States. The country’s physical characteristics are regionally diverse and provide an array of resources. Different populations have put them to use in various ways. The course traces who lives where, why, what they have found there and what have they done with it. Emphasis is placed on the contrasting threads of regional variation and national homogenization. (social science)
Prerequisites: ENG 111 and COR 100

AMS 221 The American Dream
(Also HST 221) 4 hours; 4 credits
The hopes, the frustrations, and, particularly, the dreams of American society as observed by foreign and native commentators in the past and present. This course will attempt to assess not only the idealization of the American dream but also disillusionment with it as expressed by such writers as Franklin, Tocqueville, Emerson, Whitman, Henry Adams, and Norman Mailer. (social science)
Prerequisites: ENG 111 and COR 100 or any American studies or history course

AMS 222 The City in American Culture
4 hours; 4 credits
Impressions and analyses (literary, social, historical, cinematic, and photographic) of the varied cultures, institutions, and environments that are the substance of American urban life. A course that poses few facile solutions to the urban crisis but knows which questions are to be asked and which myths must be demolished if cities are ever to become humane and pleasurable organisms rather than death- and profit-bound ones. (social science)
Prerequisites: ENG 111, COR 100

AMS 224 Religion in America
(Also HST 246) 4 hours; 4 credits
Addresses the development of religion—Protestant, Catholic, Jewish, and others—in the context of American social, cultural, and intellectual history. (social science)
Prerequisites: ENG 111, COR 100

AMS 230 American Film and American Myth
(Also CIN 230) 4 hours; 4 credits
The American film and its relationship to American myth, society, and culture. Topics to be included are: the American West, the gangster, rural and urban life, the nature of war, race and class, comic views of America. (arts & com.)
Prerequisite: ENG 111 and COR 100

AMS 231 American Myths and Realities
4 hours; 4 credits
American society, chiefly in the 19th and 20th centuries, and its problems, including democracy in an industrial order, the city, class stratification, and racial conflict, as seen by such representative realistic writers as Henry James, Dreiser, Vehlen, William Dean Howells, and W.E.B. DuBois. (social science)
Prerequisites: ENG 111, COR 100

AMS 236 Music in American Life
(Also MUS 236) 4 hours; 4 credits
The music-making and listening habits of the American people, examining the musical activities, the musicians, and the social setting. The course focuses on the history and significance of rock as an American and international phenomenon, exploring issues of gender, race, and the multicultural musical traditions that have enriched American popular music. This course develops the ability to understand music as an expression of cultural values, and does not require instrumental training or the ability to read music. This course does not meet requirements for the major or the minor in Music. (arts & com.)
Prerequisite: ENG 111

AMS 237 American Musical Theater
(Also MUS 237) 3 hours; 3 credits
A survey of American musical theater and its development from the second half of the 19th century to our own times, considered in the context of a changing America. Sousa, Herbert, Friml, Cohan, Kern, Gershwin, Bernstein, Arlen, Weill, Thomson, and Copland are some of the composers whose works will be covered. (arts & com.)
Prerequisite: ENG 111; for Music majors, MUS 120 or permission of the instructor

AMS 239 The American Civil War
(Also POL 239) 4 hours; 4 credits
The course focuses on the civil and military aspects of the Civil War, including the events and issues leading up to the war, the struggle over the expansion of slavery, the Union’s and the Confederacy’s military strategies, and analysis of key battles. The course will examine the presidency of Lincoln and will explore major constitutional issues, such as the right of secession and the problems of maintaining civil liberties during a civil war.
Prerequisites: ENG 111, COR 100

AMS 241 Popular Culture and Mass Society
4 hours; 4 credits
Popular entertainment as the expression of American cultural values: television, radio, music, and sports; westerns, detective stories, and soap operas. Functional analysis of entertainment as the myth and ritual of mass society. The problems of aesthetic standards in a culture dominated by commercialized taste. Relationships between popular entertainment and political values. Readings from Durkheim, Ellul, McLuhan, Nye, and Browne. (arts & com.)
Prerequisite: ENG 111

AMS 243 American Humor
4 hours; 4 credits
Humor in America shares some characteristics found in all cultures, past and present, and sometimes has seemed peculiarly “native.” This course traces the variety and development of American humor from colonial days to the present through literature, drama, art, cartoons, and film. Humor will be examined as psychological phenomenon, as philosophical outlook, and as intellectual history. (literature)
Prerequisite: ENG 111

AMS 251 American Ideas
(Also HST 240) 4 hours; 4 credits
A major idea in American intellectual history will be examined from the perspective of two or more disciplines. This course will demonstrate the interdisciplinary method and philosophy of American Studies. Puritanism, transcendentalism, the idea of freedom, social Darwinism, Freudianism, and socialism are possible topics. (social science)
Prerequisites: ENG 111, and COR 100 or AMS 101 or any history course.
AMS 252  American Arts
4 hours; 4 credits
A major artistic theme will be traced through two or more of the American arts. This course will demonstrate the interdisciplinary method and philosophy of American Studies. Realism and romanticism, functionalism and formalism, naturalism and the genteel tradition, and organic form are possible topics. (arts & com.)
Prerequisites: ENG 111 and COR 100

AMS 258  Vietnam and America: 1945-1975
(Also HST 258)
4 hours; 4 credits
An examination of the history of American involvement in Vietnam, the experience of Americans and Vietnamese who fought the Second Indochina war and its effects on American society. For History majors and minors, this is designated as a United States history course. (social science)
Prerequisites: ENG 111, COR 100 or any college-level history course

AMS 306  Latinas/os in the United States (Effective Spring 2011)
(Also SOC 306/ANT 306)
4 hours; 4 credits
An examination of the sociological and anthropological literature on Latinas/os in the United States. The main goal is to acquaint students with the most important economic, political, and social aspects that contemporary Latino communities are experiencing. Using ethnographies, the course will focus on community formation, social movements, race and ethnicity, gender and sexuality issues, immigration, and transnationalism. Class discussions will also address differences based on national origin, class, and generation. This is a reading and writing intensive course in which students are expected to conduct primary research. (p&d)
Prerequisites: ANT 201 and one of the following: SOC 200, SOC 201, SOC 240, or SOC 260

AMS 308  American Art Since 1945
(Also ART 308)
4 hours; 4 credits
The course will examine the development of American art since World War II. Prerequisite: ART 100 or ART 200 or ART 201 or AMS 212 or ART 208, or permission of the instructor

AMS 311  The American Cultural Experience
4 hours; 4 credits
A senior seminar for American Studies majors who will do independent research on a common theme of the American experience and meet to discuss and analyze their findings. Examples of such topics are Puritan religion, the frontier, slavery, reform, feminism, big business, radicalism, literary naturalism, imperialism, and popular culture.
Prerequisite: A 200-level American studies course

AMS 335  Society and Culture in the United States
(Also HST 335)
4 hours; 4 credits
Major artistic and intellectual developments in America from the 18th century to the present, and their relationship to changing social and political realities. For History majors and minors, this is designated as a United States history course.
Prerequisites: Any 200-level history course or any 200-level American studies course and ENG 151

Anthropology Courses
See Sociology/Anthropology Section of the catalog

Arabic Courses
Department of World Languages and Literatures, Building 25, Room 109
Chairperson and Associate Professor Jane Marcus-Delgado

ARB 214 Advanced Communication Skills in Arabic
4 hours; 4 credits
Refinement of written and oral expression through composition, translation, oral reports, and critical study of Arabic grammar based on the analysis of selected literary and cultural materials. (foreign lang.)
Prerequisites: ARB 114

Art
(Bachelor of Arts, Bachelor of Science, Photography Concentration, Minor)
(Photography Minor)
Department of Performing and Creative Arts, Center for the Arts (1P), Room 203
Chairperson and Associate Professor George Emilio Sanchez
The Art program is designed for students interested in both studio art and art history. The department is located in the Center for the Arts with outstanding studio and workshop spaces.

Art (BA)
General Education Requirements for the Art BA
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 28-47 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: 11 credits
   a. Science and Technology: 8 credits
   b. Mathematics: 3 credits

2. Social Scientific Analysis: 7-8 credits
   Two courses, at least one from category:
   a. Social Scientific Analysis: 100-level
   b. Social Scientific Analysis: 200-level

3. The Contemporary World: 4 credits
   One course from each category:
   a. Literature: 200-level
   b. Arts and Communications: 100- or 200-level

4. Foreign Language: 0-12 credits
   See section on general education requirements for approved course lists and complete details.

Pre-Major Requirements: 14 credits
Students planning to major in Art must complete the following pre-major courses, some of which may also satisfy general education requirements:
ART 120  Introductory Drawing 2 credits
ART 130  Introductory Painting 2 credits
ART 150  Introductory Sculpture 2 credits
ART 200  History of Art to the Renaissance 4 credits
ART 201  History of Art since the Renaissance 4 credits
Major Requirements: 34 credits
At least eight credits of art history courses beyond the 100 level and pre-major requirements.

- ART 203 Art of the Ancient World
- ART 207 Nineteenth-Century Art
- ART 208 Twentieth-Century Art
- ART 209 Art and Society in America
- ART 240 Women and the Fine Arts
- ART 300 Medieval and Renaissance Art
- ART 301 Baroque Art
- ART 303 History of Photography
- ART 305 Museum and Gallery Training
- ART 308 American Art since 1945
- ART 314 Contemporary Issues in Photography
- ART 410 Major Artist I
- ART 411 Major Artist II
- ART 440 Contemporary Art Theory I
- ART 441 Contemporary Art Theory II

At least six credits of studio art courses beyond the 100 level:

- ART 220 Intermediate Drawing
- ART 225 Portrait Drawing II
- ART 230 Intermediate Painting
- ART 245 Printmaking
- ART 250 Intermediate Sculpture
- ART 275 Studio Art Theory and Practice
- ART 320 Advanced Drawing
- ART 325 Portrait Drawing III
- ART 330 Advanced Painting
- ART 345 Intermediate Printmaking
- ART 350 Advanced Sculpture
- ART 375 Intermediate Studio Art Theory and Practice
- ART 445 Advanced Printmaking

And an additional 20 credits from art history or studio art courses beyond the 100 level.

*ART 305 may only be used once towards fulfilling major requirements.

Electives: 13-34 credits
Total Credits Required: 120

Liberal Arts and Sciences Requirement
All studio art courses are non-liberal arts and sciences.

Honors
To graduate with honors in art a student must have a 3.5 grade point average in art courses and must complete a body of independent work approved by one or more full-time art faculty advisers. The work should be presented in an exhibition if possible. Art history students may undertake the writing of a research paper with the approval and supervision of a faculty adviser.

Art (BS)

General Education Requirements for the Art BS
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 28-47 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: 11 credits
   a. Science and Technology: 8 credits

2. Social Scientific Analysis: 7-8 credits
   Two courses, at least one from category:
   a. Social Scientific Analysis: 100-level
   b. Social Scientific Analysis: 200-level

3. The Contemporary World: 4 credits
4. Textual, Aesthetic, and Linguistic Analysis: 6-8 credits
   One course from each category:
   a. Literature: 200-level
   b. Arts and Communications: 100- or 200-level

5. Pluralism and Diversity Requirement: 4 credits
6. Foreign Language: 0-12 credits
See section on general education requirements for approved course lists and complete details.

Pre-Major Requirements: 14 credits
Students planning to major in Art must complete the following pre-major courses, some of which may also satisfy general education requirements:

- ART 120 Introductory Drawing 2 credits
- ART 130 Introductory Painting 2 credits
- ART 150 Introductory Sculpture 2 credits
- ART 200 History of Art to the Renaissance 4 credits
- ART 201 History of Art since the Renaissance 4 credits

Major Requirements: 34 credits
At least eight credits of art history courses beyond the 100 level:

- ART 203 Art of the Ancient World
- ART 207 Nineteenth-Century Art
- ART 208 Twentieth-Century Art
- ART 209 Art and Society in America
- ART 240 Women and the Fine Arts
- ART 300 Medieval and Renaissance Art
- ART 301 Baroque Art
- ART 303 History of Photography
- ART 305 Museum and Gallery Training
- ART 308 American Art since 1945
- ART 314 Contemporary Issues in Photography
- ART 410 Major Artist I
- ART 411 Major Artist II
- ART 440 Contemporary Art Theory I
- ART 441 Contemporary Art Theory II

At least six credits of studio art courses beyond the 100 level:

- ART 220 Intermediate Drawing
- ART 225 Portrait Drawing II
- ART 230 Intermediate Painting
- ART 245 Printmaking
- ART 250 Intermediate Sculpture
- ART 275 Studio Art Theory and Practice
- ART 320 Advanced Drawing
- ART 325 Portrait Drawing III
- ART 330 Advanced Painting
- ART 345 Intermediate Printmaking
- ART 350 Advanced Sculpture
- ART 375 Intermediate Studio Art Theory and Practice
- ART 445 Advanced Printmaking

And an additional 20 credits from art history or studio art courses beyond the 100 level.

*ART 305 may only be used once towards fulfilling major requirements.
"ART 305 may only be used once towards fulfilling major requirements.

Electives: 13-34 credits
Total Credits Required: 120

Liberal Arts and Sciences Requirement
All studio art courses are non-liberal arts and sciences.

Honors
To graduate with honors in art a student must have a 3.5 grade point average in art courses and must complete a body of independent work approved by one or more full-time art faculty advisers. The work should be presented in an exhibition if possible. Art history students may undertake the writing of a research paper with the approval and supervision of a faculty adviser.

Art (BA or BS) Photography Concentration
This concentration allows students interested in photography to receive the Bachelor’s degree in Art with a concentration in courses dealing with photographic technique, theory, and history.

General Education Requirements:
Please refer to the General Education Requirements for Art (BS) or the General Education Requirements for Art (BA).

Pre-Major Requirements: 15 credits
Students planning to major in Art with the Photography concentration must complete the following pre-major courses, some of which may also satisfy general education requirements.

- ART 200  History of Art to the Renaissance  4 credits
- ART 201  History of Art since the Renaissance  4 credits
- PHO 120  Basic Photography  3 credits
- PHO 125  Alternative Photographic Processes  3 credits
- PHO 130  Photography I  3 credits
- PHO 135  Studio Photography I  3 credits
- PHO 215  Intermediate Printmaking  2 credits
- PHO 220  Intermediate Photography  2 credits
- PHO 230  Color Photography  2 credits
- PHO 240  Photography  2 credits
- PHO 245  Modern Photographers  2 credits
- PHO 250  Studio Photography I  2 credits
- PHO 314  History of Photography  2 credits
- PHO 315  Visiting Artist Workshop  2 credits
- PHO 320  The Photographic Portfolio  2 credits
- PHO 360  Studio Photography II  2 credits
- PHO 365  Conceptual and Aesthetic Concerns of Image Making - Photography III  2 credits
- ART 120  Introductory Drawing  2 credits
- ART 130  Introductory Painting  2 credits
- ART 150  Introductory Sculpture  2 credits
- ART 200  History of Art to the Renaissance  4 credits
- ART 201  History of Art since the Renaissance  4 credits
- ART 300  Medieval and Renaissance Art  2 credits
- ART 301  Baroque Art  2 credits
- ART 305  Museum and Gallery Training  2 credits
- ART 308  American Art since 1945  2 credits
- ART 314  Contemporary Issues in Photography  2 credits
- ART 410  Major Artist I  2 credits
- ART 411  Major Artist II  2 credits
- ART 440  Contemporary Art Theory I  2 credits
- ART 441  Contemporary Art Theory II  2 credits
- ART 500  Medieval and Renaissance Art  2 credits
- ART 501  Baroque Art  2 credits
- ART 505  Museum and Gallery Training  2 credits
- ART 508  American Art since 1945  2 credits
- ART 514  Contemporary Issues in Photography  2 credits
- ART 545  Contemporary Art Theory II  2 credits

Major Requirements: 34 credits
At least eight credits of art history courses beyond the 100 level including:

- ART 303  History of Photography  4 credits

The remaining course may be chosen from:

- ART 203  Art of the Ancient World  4 credits
- ART 207  Nineteenth-Century Art  4 credits
- ART 208  Twentieth-Century Art  4 credits
- ART 209  Art and Society in America  4 credits
- ART 210  The Architect and Society  4 credits
- ART 211  History of Printmaking  4 credits
- ART 240  Women and the Fine Arts  4 credits
- ART 306  Medieval and Renaissance Art  4 credits
- ART 307  Baroque Art  4 credits
- ART 309  American Art since 1945  4 credits
- ART 312  Contemporary Issues in Photography  4 credits
- ART 410  Major Artist I  4 credits
- ART 411  Major Artist II  4 credits
- ART 440  Contemporary Art Theory I  4 credits
- ART 441  Contemporary Art Theory II  4 credits
- ART 445  Contemporary Art Theory III  4 credits
- ART 450  Museum and Gallery Training  4 credits
- ART 455  Conceptual and Aesthetic Concerns of Image Making - Photography III  4 credits

At least nine credits of photography courses beyond the 100 level chosen from:

- PHO 215  Historical & Alternative Photographic Processes  4 credits
- PHO 220  Intermediate Photography  4 credits
- PHO 230  Color Photography  4 credits
- PHO 240  Photography  4 credits
- PHO 245  Modern Photographers  4 credits
- PHO 250  Studio Photography I  4 credits
- PHO 314  History of Photography  4 credits
- PHO 315  Visiting Artist Workshop  4 credits
- PHO 320  The Photographic Portfolio  4 credits
- PHO 360  Studio Photography II  4 credits
- PHO 365  Conceptual and Aesthetic Concerns of Image Making - Photography III  4 credits

including at least one course at the 300 or 400 level.
The remaining 17 credits may be chosen from courses in art and photography beyond the 100 level.

NOTE: Courses may only be used once to fulfill a requirement area.

Electives: 12-33 credits
Total Credits Required: 120

Liberal Arts and Sciences Requirement
All studio art and photography courses are non-liberal arts and sciences.

Honors
To graduate with honors in art a student must have a 3.5 grade point average in art courses and must complete a body of independent work approved by one or more full-time art faculty advisers. The work should be presented in an exhibition if possible. Art history students may undertake the writing of a research paper with the approval and supervision of a faculty adviser.

Art Minor
Minor (18 credits)
Two different paths may be taken to complete an Art minor:

Path I: Art History

ART 200  History of Art to the Renaissance  4 credits
ART 201  History of Art since the Renaissance  4 credits
and at least 10 credits of art history beyond the 100 level:

ART 203  Art of the Ancient World  4 credits
ART 207  Nineteenth-Century Art  4 credits
ART 208  Twentieth-Century Art  4 credits
ART 209  Art and Society in America  4 credits
ART 210  The Architect and Society  4 credits
ART 211  History of Printmaking  4 credits
ART 240  Women and the Fine Arts  4 credits
ART 300  Medieval and Renaissance Art  4 credits
ART 301  Baroque Art  4 credits
ART 303  History of Photography  4 credits
ART 305  Museum and Gallery Training  4 credits
ART 308  American Art since 1945  4 credits
ART 314  Contemporary Issues in Photography  4 credits
ART 410  Major Artist I  4 credits
ART 411  Major Artist II  4 credits
ART 440  Contemporary Art Theory I  4 credits
ART 441  Contemporary Art Theory II  4 credits

Path II: Studio Art

ART 120  Introductory Drawing  2 credits
ART 130  Introductory Painting  2 credits
ART 150  Introductory Sculpture  2 credits
and at least 12 credits of studio art courses beyond the 100 level:

ART 220  Intermediate Drawing  2 credits
ART 225  Portrait Drawing II  2 credits
ART 230  Intermediate Painting  2 credits
ART 245  Printmaking  2 credits
ART 250  Intermediate Sculpture  2 credits
ART 275  Studio Art Theory and Practice  2 credits
ART 320  Advanced Drawing  2 credits
ART 325  Portrait Drawing III  2 credits
ART 330  Advanced Painting  2 credits
ART 345  Intermediate Printmaking  2 credits
ART 350  Advanced Sculpture
ART 375  Intermediate Studio Art Theory and Practice
ART 445  Advanced Printmaking

Art Courses

(See Photography for photography course descriptions.)

ART 100  Introduction to the Visual Arts
3 hours; 3 credits
A selective examination of the materials and forms of painting, sculpture, architecture, and cinema designed to provide students with a critical and historical framework for evaluating visual experience. The course will combine slide lectures and films with a number of museum and gallery visits. (arts & com.)

ART 106  Art in Rome
3 hours; 3 credits
A course designed to familiarize students with the vast artistic patrimony of Rome. Visits to archaeological sites, churches, palaces, museums, and galleries. The course is for the non-art major. It is conducted almost entirely on site. (Offered only at the American University of Rome.)

ART 120  Introductory Drawing
4 hours; 2 credits
This course studies drawing as a primary tool of vision and consequently as a means of apprehending the world around us. The essentials of perspective, anatomy, and drawing from observation are followed by an introduction to the analysis of compositional dynamics. Students may work from the human form, still life, and/or landscape. Studio classes are tutorial by nature but may be supplemented by group critiques. Students are familiarized with various drawing media, which may include charcoal, conté crayon, pastel, ink, and graphite. (arts & com.)

ART 125  Portrait Drawing I
4 hours; 2 credits
Basic study of the human head and facial expressions with particular attention to the problems of portraiture. For beginning students.

ART 130  Introductory Painting
4 hours; 2 credits
The course is an introduction to the fundamentals of painting a picture. Students are first familiarized with materials, equipment, and studio maintenance. Basic pictorial concepts such as color, composition, perspective, space, and the picture plane are introduced. Studio classes are tutorial by nature but may be supplemented by group critiques. Students choose from a wide variety of unusual still lifes. They allow the student to return to his/her picture repeatedly over several weeks and outside of class time. Late-term gleanings can be reapplied to earlier efforts. Prolonged work allows the imagination to generate new possibilities from the initial attempt as the student is made to see as an artist does. (arts & com.)

ART 150  Introductory Sculpture
4 hours; 2 credits
An introduction to the fundamentals of creating sculpture. Students work in a variety of sculptural media in conjunction with learning the formal principles and skills relevant to the creation of sculpture and the safe and responsible use of hand tools. Projects are introduced through class presentations, demonstrations and discussion. Studio work will develop an understanding of and competency in material, technique, theoretical and conceptual aspects of sculpture. Mediums include mixed-media construction, wood, cardboard, clay, metal, and plaster. Some drawing is required for the development of individual projects. Contemporary and historical works are examined and researched in order to develop and support individual direction. (arts & com.)

ART 200  History of Art to the Renaissance
4 hours; 4 credits
This survey course will trace the development of painting, sculpture, and architecture from their beginnings in the Stone Age to the Early Renaissance. Emphasis will be placed on the relationship between the historical setting and the works themselves. Introduction to the history of the visual arts. (arts & com.)
Prerequisite: ENG 111

ART 201  History of Art after the Renaissance
4 hours; 4 credits
A continuation of ART 200, this survey course traces further developments in the visual arts from the Renaissance to the works of the 20th-century masters. (arts & com.)
Prerequisite: ENG 111

ART 203  Art of the Ancient World
4 hours; 4 credits
An introduction to ancient art with emphasis on the Mediterranean world, Middle East, and India. Topics to be covered include the art of Egypt, Greece, Rome, and the Near East. (Offered only at the American University of Rome.)

ART 204  Art of the Ancient World (Effective Spring 2011)
Also AMS 205
4 hours; 4 credits
An introduction to ancient art with emphasis on the Mediterranean world, Middle East, and India. Topics to be covered include the art of Egypt, Greece, Rome, and the Near East. (Offered only at the American University of Rome.)

ART 205  Modern Art in Latin America (Effective Spring 2011)
Also AMS 205
4 hours; 4 credits
An introduction to the development of modern art in Latin America. We will study the emergence of key art movements in Latin America and how artists participated in and responded to important historical events and social changes across the Americas. How have Latin American artists portrayed the idea of “Latin America” or being “Latino” in their work? Other issues will include negotiating with their colonial past and with European models of modernity; art and revolution; the question of indigenous art forms and the “popular”; diasporic continuities within Latin America, Latino experience in the United States, and mestizaje (cultural mixing). (arts & com.)
Prerequisites: ENG 111; and ART 100 or ART 200 or ART 201

ART 206  Modern Printmaking
4 hours; 2 credits
An introduction to the history of printmaking in the Western tradition. Covers the constraints and possibilities of various printmaking techniques. (arts & com.)
Prerequisites: ENG 111; and ART 100 or ART 103 or ART 104, or permission of the instructor

ART 207  Nineteenth-Century Art
4 hours; 4 credits
An analysis of the principal currents of European and American art from the revolutionary period through the origins of modernism in the last years of the century. Topics to be covered include Neoclassicism, Romanticism, Realism, and Impressionism. (arts & com.)
Prerequisites: ENG 111; and ART 100 or 200 or 201, or permission of the instructor

ART 208  Twentieth-Century Art
4 hours, 4 credits
An analysis of the principal developments in art from the end of the 19th century through the present. (arts & com.)
Prerequisites: ENG 111; and ART 100 or 200 or 201, or permission of the instructor

ART 209  Art and Society in America
4 hours; 4 credits
Three hundred years of American art, studied as an expression of American life. Works of art are viewed in terms of style and also as guides to the complexities of American history and culture. (arts & com.)
Prerequisites: ENG 111; and ART 100 or ART 200 or ART 201 or AMS 101

ART 210  The Architect and Society
4 hours; 4 credits
A selective review of the practice of architecture from antiquity to the present. The course will analyze changing formal and aesthetic concepts in the light of contemporaneous social and economic factors. (arts & com.)

Prerequisites: ENG 111, and ART 100 or 200 or 201, or permission of the instructor

ART 211 History of Printmaking
4 hours; 4 credits
The history of printmaking from its origins in the 15th century to the present. While the main emphasis will be placed on the relation of printmaking to contemporaneous activity in paintings, an effort will be made to define the individual character of such techniques as wood blockprinting, engraving, etching, mezzotint, aquatint, lithography, and screenprinting. The course will encourage connoisseurship by combining slide lectures with visits to museums and graphics studios.

Prerequisites: ENG 111; and ART 100 or 200 or 201, or permission of the instructor

ART 220 Intermediate Drawing
4 hours; 3 credits
Concentrated study of the figure, complex problems in perspective and composition, detailed rendering in light and shade, and work in ink with brush and pen.

Prerequisite: ART 120

ART 225 Portrait Drawing II
4 hours; 3 credits
Basic study of the human head and facial expressions with particular attention to the problems of portraiture. For intermediate students.

Prerequisite: ART 125

ART 230 Intermediate Painting
4 hours; 3 credits
Representation of complex textures, problems of color, composition from figurative to abstract, and expression in the medium.

Prerequisite: ART 130

ART 240 Women and the Fine Arts
(Also WGS 270)
4 hours; 4 credits
This course examines the two-fold relationship of women to the fine arts; their role as subjects and as artists. Topics such as the portrayal of women as goddess, mother, and housewife, and as artist will be undertaken with a view to the social and historical input and implication of this imagery. The circumstances of women artists from the Renaissance to the present will also be considered. (arts & com.) (p&ld)

Prerequisites: ENG 111, and WGS 100 or ART 100, 200 or 201, or permission of the instructor

ART 245 Printmaking
4 hours; 3 credits
Instruction and practice in the fundamentals of the intaglio process; its relationship to the design and meaning of the print.

Prerequisites: ART 120 or ART 130

ART 250 Intermediate Sculpture
4 hours; 3 credits
Further techniques in subtractive and additive sculpture through production of works in stone and/or wood.

Prerequisite: ART 150

ART 275 Studio Art Theory and Practice
4 hours; 3 credits
The aim of this course is to open a thorough understanding of two-dimensional organization in painting and drawing and, by extension, of three-dimensional concepts in sculpture. The study will involve a design analysis of selected paintings from the 15th and 16th centuries. Students are expected to produce drawings and paintings based on these explorations.

Prerequisite: ART 120

ART 300 Medieval and Renaissance Art
4 hours; 4 credits
An attempt to differentiate and define the major stylistic developments in medieval and Renaissance art and architecture and to locate them within the broader context of contemporaneous European culture.

Prerequisites: ENG 111, and ART 100 or 200 or 201, or permission of the instructor

ART 301 Baroque Art
4 hours; 4 credits
An analysis of the Baroque style, which developed in Italy at the beginning of the 17th century and spread throughout Europe. Particular emphasis will be placed on discussion of the varying intellectual, religious, and socioeconomic factors that affected such important questions as the role of patronage.

Prerequisites: ENG 111, and ART 100 or 200 or 201, or permission of the instructor

ART 302 Garden Architecture in Italy
3 hours; 3 credits
An examination of the evolution of Italian garden architecture from the late Republican period to Neoclassicism with special emphasis placed on literary sources and with extensive site visits. (Offered only in the Study Abroad program at the Scuola Lorenzo di Medici in Florence.)

Prerequisite: ART 100 or ART 200 or ART 201

ART 303 History of Photography
4 hours; 4 credits
A critical study of the history of photography from its beginning in the early 19th century through contemporary developments. Topics to be covered include the aesthetic relation of form and content, portraiture, the documentary and abstract approaches, and color photography. The primary emphasis will be on photography as an art, but emphasis will be given to the development of photographic equipment, materials, and techniques as they influence the art. Students will utilize slides and books to study the work of major artists. No previous study of photography is necessary.

Prerequisites: ENG 111, and ART 100 or 200 or 201, or permission of the instructor

ART 305 Museum and Gallery Training
4 hours; 4 credits
Students interested in studio art or art history are given an opportunity to combine theory and practical experience by working with an adviser at the College and in selected museums and private galleries in New York City. Since serious commitment is essential, prospective students will be interviewed by the adviser before registration. Hours will be arranged. This course may be repeated once for credit, with permission of the instructor.

Prerequisites: ENG 111, and ART 100 or 200 or 201, or permission of the instructor

ART 308 American Art since 1945
(Also AMS 308)
4 hours; 4 credits
The course will examine the development of American art since World War II.

Prerequisite: ART 100 or ART 200 or ART 201 or AMS 212 or ART 208, or permission of the instructor

ART 310 Aspects of Renaissance Art
3 hours; 3 credits
This course examines the development of European art and architecture from 1400 to 1520, stressing the Italian contribution and focusing particularly on
style, iconography, and patronage. (Offered only at the American University of Rome.)
Prerequisite: ENG 111, and ART 100 or 200 or 201, or permission of the instructor.

**ART 311** Baroque Art and Architecture
3 hours; 3 credits
An analysis of the Baroque style that developed in Italy at the beginning of the 17th century and spread throughout Europe. Particular emphasis will be placed on discussion of the varying intellectual, religious, and socioeconomic factors that affected such important issues as patronage. The role played by the city of Rome will be given particular consideration. (Offered only at the American University of Rome.)
Prerequisite: ART 100 or 200 or 201, or permission of the instructor.

**ART 314** Contemporary Issues in Photography
(also PHO 314)
4 hours; 4 credits
This course will investigate contemporary issues in photography from aesthetic, art historical, and philosophical perspectives. It will be team-taught by an art historian and photographer. Students are strongly advised to take ART 303 prior to enrolling.
Prerequisites: ART 100 or ART 200 or ART 201 or PHO 220 and ENG 151

**ART 319** The Role of Art in the Modern World
3 hours; 3 credits
A seminar exploring the current ideas and debates regarding art's role in the world. The class will investigate the nature of what the art activity was and is, as well as what purpose it served in the past and what purpose it serves currently. Oral presentations will be made. Concepts such as modernism, postmodernism, multiculturalism, and deconstruction will be introduced and discussed.
Prerequisites: Any 200- or 300-level studio art course and ART 100 or ART 201, or permission of the instructor.

**ART 320** Advanced Drawing
4 hours; 3 credits
Individual studio projects and advanced figure compositions in all drawing media. This course may be repeated for credit.
Prerequisite: ART 220

**ART 325** Portrait Drawing III
4 hours; 3 credits
Basic study of the human head and facial expressions with particular attention to the problems of portraiture. For advanced students. This course may be repeated for credit.
Prerequisite: ART 225

**ART 330** Advanced Painting
4 hours; 3 credits
Individual studio projects with emphasis on development of personal direction. This course may be repeated for credit.
Prerequisite: ART 230

**ART 340** Design Workshop I
4 hours; 3 credits
Introduces the student to the basic conceptual and executional skills necessary in the field of graphic design. Areas to be covered will include two-dimensional space, color relationships, space relationships, and three-dimensional construction.

**ART 341** Design Workshop II
4 hours; 3 credits
More advanced two- and three-dimensional problem solving with emphasis on the technical skills necessary for reproduction. Areas to be covered will include design problems and applications, typography, and methods of reproduction.

**ART 345** Intermediate Printmaking
4 hours; 3 credits
Development of technical and expressive skills through selected areas of study in one or more of the graphic processes.
Prerequisite: ART 245

**ART 350** Advanced Sculpture
4 hours; 3 credits
A continuation of ART 250 based upon a project approved by both student and instructor. Students will have the opportunity to work with an arc welder and plasma cutter, and to work in heavier steel. This course may be repeated for credit.
Prerequisite: ART 250

**ART 375** Intermediate Studio Art Theory and Practice
4 hours; 3 credits
A continuation of the study of two-dimensional systems and concepts. The central focus will be an understanding of the development and structure of Cubism and fragmented patterns. Studies will be made in both black and white and in color. Students are expected to produce drawings and paintings that transpose realist paintings into Cubist manner.
Prerequisite: ART 275

**ART 410** Major Artist I
4 hours; 4 credits
This course will explore the work of an artist of established historical importance as well as the context in which the artist worked and the art-historical and art-theoretical issues bearing on our effort to understand that artist. May be repeated for credit with the approval of the instructor.
Prerequisites: ENG 151; and ART 200 and ART 201 and a 300-level art history course, or permission of the instructor.

**ART 411** Major Artist II
4 hours; 4 credits
This course will explore the work of an artist of established historical importance as well as the context in which the artist worked and the art-historical and art-theoretical issues bearing on our effort to understand that artist. May be repeated for credit with the approval of the instructor.
Prerequisites: ENG 151; and ART 200 and ART 201 and a 300-level art history course, or permission of the instructor.

**ART 411** Major Artist II
4 hours; 4 credits
This course will explore the work of an artist of established historical importance as well as the context in which the artist worked and the art-historical and art-theoretical issues bearing on our effort to understand that artist. May be repeated for credit with the approval of the instructor.
Prerequisites: ENG 151; and ART 200 and ART 201 and a 300-level art history course, or permission of the instructor.

**ART 440** Contemporary Art Theory I
4 hours; 4 credits
A seminar for advanced students in the arts. Part I will review the historical developments that led to the establishment of the New York School.
Prerequisite: Permission of the instructor.

**ART 441** Contemporary Art Theory II
4 hours; 4 credits
The seminar will continue with an attempt to correlate individual student research on recent movements with the shifts in aesthetic theory from the 1930s to the present.
Prerequisite: ART 440 or permission of the instructor.

**ART 445** Advanced Printmaking
4 hours; 3 credits
Individual projects in one or more of the printmaking processes. Emphasis on the development of individual style with a mature level of expression and the compiling of a portfolio of prints. This course may be repeated for credit.
Prerequisite: ART 345

**ART 475** Advanced Studio Art Theory and Practice
4 hours; 3 credits
This course will probe the inter-relationship of realist and abstract painting. Realism and abstraction will be compared and explored for the elements they share as well as for their differences. From a simple still life the student will develop studies that result in two distinct series of paintings, one abstract, the other realist. This course may be repeated for credit. 
Prerequisite: ART 375

Photography Minor

Minor
Department of Performing and Creative Arts, Center for the Arts (1P), Room 203
Chairperson and Associate Professor George Emilio Sanchez
Coordinator:  Associate Professor Beatrix Reinhardt, Center for the Arts (1P), Room 209

Pre-Minor Requirements:  3 credits
PHO 120  Introduction to Photography  3 credits

Minor Requirements:  12-15 credits
At least 12 credits in photography at or above the 200 level.

The Department strongly recommends at least one course that emphasizes the theoretical or historical underpinnings of photography chosen from: PHO 220, PHO 365, ART 303 (History of Photography), PHO 314 / ART 314.

Liberal Arts & Sciences Requirement:
Since most photography courses are non-liberal arts and sciences, students in this program should pay special attention to this requirement.

Photography Courses

PHO 120  Introduction to Photography  4 hours; 3 credits
An introduction to the practice of black and white photography. A study of the history and development of photography as an art form as well as basic principles and techniques of camera and darkroom practice. A prerequisite for all other studio photography courses.(arts & com)
NOTE: There will be an expense for a 35 mm SLR film camera and related items such as film and photographic paper

PHO 215 Historical and Alternative Photographic Processes  4 hours; 4 credits
Exploration and practice of historic and new methods and materials beyond the standard silver gelatin print. Students will learn to make pinhole cameras, paper negatives, wet-collodion negatives and ambroytpes, digital negatives for contact printing and different hand-coated printing processes. These practices will be put in historical and contemporary contexts by the introduction of different photographic movements, historical events, and through looking at the work of photographers using the processes. 
Prerequisite: PHO 120

PHO 220  Intermediate Photography  4 hours; 3 credits
The course combines an emphasis on interpretive camera and darkroom techniques with a thoughtful approach to the making of a photograph. Development of visual perception and individual style are emphasized. Fiber-based paper printing, toning, bleaching, pushed film processing, selective contrast, and an introduction to color are included.
Prerequisite: PHO 120 or permission of the instructor

PHO 230  Color Photography  4 hours; 3 credits
An introduction to expressive color photography, utilizing transparencies and color printing. Projects will explore the creative and technical possibilities of color film. The class will focus on color theory, field and studio production, and critiques of student work.
Prerequisite: PHO 120 or permission of the instructor

PHO 240  Photojournalism  4 hours; 3 credits
An in-depth study of the concepts of narrative, sequence, story, and series, and their journalistic and artistic applications. An examination of how other photographers have employed these conventions in their work will be explored. Students will develop a body of work based on what they have learned.

PHO 250  Studio Photography I  4 hours; 3 credits
Photography studio techniques. Students will work both in large and small formats, utilizing tungsten and studio strobe lighting. Techniques of still life, portraiture, fashion, and figure photography will be stressed.
Prerequisite: PHO 120 or permission of the instructor

PHO 270  Printing Processes  4 hours; 3 credits
Processes used in creating their respective bodies of work. Students will be introduced to specific technical processes, readings, and theoretical concepts that each artist considers fundamental to his/her work process. Each workshop will conclude with a visual assignment that addresses the specific issues and techniques discussed. This course may be repeated for credit.
Prerequisites: PHO 120 and PHO 220 or permission of the coordinator

PHO 314 Contemporary Issues in Photography  4 hours; 4 credits
This course will investigate contemporary issues in photography from aesthetic, art historical, and philosophical perspectives. It will be team-taught by an art historian and photographer. Students are strongly advised to take ART 303 prior to enrolling.
Prerequisites: ART 100 or ART 200 or ART 201 or PHO 220 and ENG 151

PHO 315  Visiting Artist Workshop  4 hours; 3 credits
This course will consist of three individual workshops with fine arts photographers who will each teach a four-to five-week segment. Students will get acquainted with their work and have the opportunity to have in-depth discussions with the artists about their motivation, research, procedure, and execution processes used in creating their respective bodies of work. 
Students will be introduced to specific technical processes, readings, and theoretical concepts that each artist considers fundamental to his/her work process. Each workshop will conclude with a visual assignment that addresses the specific issues and techniques discussed. This course may be repeated for credit.
Prerequisites: PHO 120 and PHO 220 or permission of the coordinator

PHO 320 The Photographic Portfolio  4 hours; 3 credits
Goals and marketing for photography. The definition and preparation of a personal photographic portfolio. A survey of ideas leading to a photographic direction, and the techniques necessary to realize the portfolio needed to pursue that direction. This course may be repeated for credit.
Prerequisite: Any 200-level PHO course or permission of the instructor

PHO 360 Studio Photography II  4 hours; 3 credits
Methodology of producing pictures under totally controlled conditions. Lighting and camera techniques for portraiture, still life, and illustrations will be stressed. Both artistic concerns and professional studio practices are covered.
Prerequisite: PHO 250 or permission of the instructor

PHO 365  Conceptual and Aesthetic Concerns of Image Making – Photography III  4 hours; 4 credits
An appreciation of the intellectual bases of photographic works and their theoretical ramifications. Furthermore, it will expand the student's critical and aesthetic understanding of the photographic image beyond the standard silver gelatin print. The course shall provide students with the intellectual tools to develop their own individual work and to critically determine if they have done
so in a meaningful and substantial manner. Students will study a spectrum of motivations and expressions that exist in the field of photography and apply the gained knowledge to their work.
Prerequisites: PHO 120 and PHO 220 or permission of the instructor

Astronomy Courses
Department of Engineering Science and Physics
Chairperson and Professor Syed Rizvi
Coordinator and Director of the Astrophysical Observatory: Associate Professor Irving Robbins, Building 1N, Room 235
Astrophysical Observatory: A 16” f/10 Telescope housed in a fully equipped 16-foot domed building near the track. The observatory is station #294 for the Astronomical Union and tracks hazardous asteroids and comets.

AST 100 Contemporary Theories of the Solar System
3 hours; 3 credits
The nature of the sun, moon, planets, comets, meteors, and meteorites; early and modern history of the Earth; the origin of the solar system; evolution of life on Earth and in the cosmos. Field trips and/or day and evening astronomical observation sessions will be required. Students may not receive credit for both INS 100 and AST 100. (science)
Prerequisite: MTH 020 or an appropriate score on the CUNY Mathematics Assessment Test
Corequisite: AST 101

AST 101 Planetary Laboratory
2 laboratory hours; 1 credit
Experiments on the properties of light and telescopes, the celestial sphere and time, eclipses, planetary orbits, meteors, sunspots, lunar geography, and observation work. (science)
Corequisite: AST 100

AST 102 Contemporary Theories of the Universe
3 hours; 3 credits
A presentation of the galaxy, atomic structure, star populations, nuclear energy, stellar evolution, galactic structure, and the universe. Field trips and/or day and evening astronomical observation sessions will be required. (science)
Prerequisite: MTH 020 or an appropriate score on the CUNY Mathematics Assessment Test
Corequisite: AST 103

AST 103 Galactic Laboratory
2 laboratory hours; 1 credit
Experiments on atomic properties of matter, stellar atmosphere, variable and nova stars, galaxy classification, stellar clusters, and observation work. (science)
Corequisite: AST 102

AST 105 Observational Astronomy
3 class hours, 2 laboratory hours; 4 credits
Topics covered are aligning and using computerized telescopes; celestial coordinate systems; time keeping; observations of the planets, moon, sun, asteroidal motions, and variable stars; astrophotography with CCD imaging cameras; photometric techniques. Day and evening astronomical observation sessions will be required beyond regularly scheduled hours. (science)
Prerequisites: MTH 020 or an appropriate score on the CUNY Mathematics Assessment Test, AST 100 or AST 102, or permission of the instructor

AST 120 Space Science I
3 class hours, 2 laboratory hours; 4 credits
Observations and telescopes. The structure and origin of the solar system, the sun-Earth connection, and space physics; space weather, comparative planetology. Laboratory emphasis will be on quantitative measures of celestial positions
(i.e., astrometry, as well as solar system photometry). Field trips and/or day and evening astronomical observation sessions will be required. (science)
Pre- or corequisite: MTH 230 or MTH 231

AST 160 Space Science II
3 class hours, 2 laboratory hours; 4 credits
Energy transport, stellar structure and evolution and origins; interstellar medium and star birth; galactic and extragalactic astronomy and cosmology; the Big Bang and beyond. Laboratory emphasis will be on stellar photometry and spectroscopy. Field trips and/or day and evening astronomical observation sessions will be required. (science)
Prerequisite: AST 120
Corequisite: MTH 232

AST 396 Introduction to Astrophysics
3 hours; 3 credits
Celestial mechanics, electromagnetic radiations; their detectors and remote sensing; special relativity, stellar pulsation, general relativity and black holes, the nature and evolution of galaxies, origins, Newtonian and relativistic cosmology. Field trips and/or day and evening astronomical observation sessions will be required.
Prerequisite: AST 160

Biochemistry
(Bachelor of Science, Minor)
Department of Biology
Chairperson and Professor Charles Kramer, Building 6S, Room 143
Department of Chemistry
Chairperson and Associate Professor John Olsen, Building 6S, Room 235

A degree in Biochemistry prepares students interested in working in the fast-growing biotechnology field; in the chemical and pharmaceutical industries; in research, product development, marketing, and sales; and in such related fields as teaching. For students who wish to pursue graduate study in the sciences or enter professional schools (medicine, dentistry, optometry, pharmacy), a BS degree in Biochemistry is viewed quite favorably by admissions committees.

Biochemistry (BS)
General Education Requirements for the BS
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 21-27 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)

2. Social Scientific Analysis: (3-4 credits)
   One course from either category:
   a. Social Scientific Analysis, 100-level
   b. Social Scientific Analysis, 200-level

3. The Contemporary World: (4 credits)
   Textual, Aesthetic, and Linguistic Analysis: (3-4 credits)
   One course from either category:
a. Literature: 200-level
b. Arts and Communications: 100-or 200-level

4. Pluralism and Diversity Requirement: (0-4 credits)
See section on general education requirements for approved course lists and complete details.

Pre-Major Requirements: 34 credits
Students planning to major in Biochemistry must complete the following requirements. These courses may also be used to satisfy general education requirements. A detailed guide to course choices for Biochemistry and Chemistry majors is available from the Department of Chemistry.

CHM 141  General Chemistry I  3 credits
CHM 121  General Chemistry I Laboratory  1 credit
CHM 142  General Chemistry II  3 credits
CHM 127  General Chemistry II Laboratory  1 credit
BIO 170  General Biology I  3 credits
BIO 171  General Biology I Laboratory  1 credit
BIO 180  General Biology II  3 credits
BIO 181  General Biology II Laboratory  1 credit
PHY 120  General Physics I  3 credits
PHY 121  General Physics I Laboratory  1 credit
PHY 160  General Physics II  3 credits
PHY 161  General Physics II Laboratory  1 credit
Calculus sequence chosen from the following: 10 credits
MTH 229  Calculus Computer Laboratory
MTH 230  Calculus I and Pre-Calculus or
MTH 231  Analytic Geometry and Calculus I and
MTH 232  Analytic Geometry and Calculus II
MTH 233  Analytic Geometry and Calculus III or
MTH 235  Accelerated Calculus I
MTH 236  Accelerated Calculus II

Major Requirements: 40 credits

- CHM 240  Analytical Chemistry  4 credits
- CHM 250  Organic Chemistry I  4 credits
- CHM 256  Organic Chemistry II  4 credits
- CHM/  
- BIO 370  Biochemistry I  4 credits
- CHM/  
- BIO 376  Biochemistry II  4 credits
- CHM 330  Physical Chemistry: Equilibria  4 credits
- CHM 336  Physical Chemistry: Processes and
- CHM 337  Experimental Methods in Physical Chemistry or
- CHM 377  Biochemistry Laboratory and

Two biology electives chosen from:  
BIO 312*  Genetics  
BIO 322  Evolution  
BIO 332*  Advanced Physiology  
BIO 352*  Cell Biology  
BIO 428  Plant Physiology  8 credits

*BIO 205 is a prerequisite.

Electives: 7-24 credits
All Biochemistry majors are encouraged to take Independent Study (CHM 591-4 or BIO 591-4) as an elective.

Total Credits Required: 120

Honors
A student may be eligible for admission to the honors program in Biochemistry if he or she enters the senior year with a 3.5 grade point average. With the concurrence of a faculty supervisor, the student must submit (by September 1) a one-page summary of a proposed research project. The chairperson of the department and the faculty supervisor will appoint a three-member committee to evaluate and/or modify the proposal (by September 15), then grant or deny admission to the honors program.

While pursuing honors research the student may receive eight credits for Independent Study (BIO 594 or CHM 594), four each in the fall and spring semesters. Additionally, it is highly recommended that the student begin work on the project during the summer or spring semester that immediately precedes the senior year. Progress of the research will be monitored as follows: (1) the student will meet with his or her committee by November 1 of the first semester; (2) the student will submit a five-page progress report by January 15; (3) the committee will recommend for or against continuation in the program by February 1; (4) the student will submit a thesis, following the style of major journals, by May 1; (5) the student will present an oral defense of the thesis to the committee, by the end of the final exam period.

The deadline dates noted above are based on a June graduation date, but corresponding guidelines may be designed for January graduation. In either case, it is expected that completion of the honors program will require at least one year of student research.

Biochemistry Minor

Minor

Prerequisite Courses:
- CHM 141, 121, 142, 127  8 credits
- BIO 170, 171, 180, 181  8 credits

Requirements

- CHM 240  Analytical Chemistry or
- CHM 340  Instrumental Analysis  4 credits
- CHM 250  Organic Chemistry I  4 credits
- CHM 256  Organic Chemistry II  4 credits
- CHM 370  Biochemistry I  4 credits

Biochemistry Courses
Courses in biochemistry are listed under Biology and Chemistry.

Biology

(Bachelor of Science, Biology/Bioinformatics, Secondary Education Preparation, Master of Science - see Graduate Catalog for information on graduate programs)
Department of Biology, Building 6S, Room 145
Chairperson and Professor Charles Kramer

Study of the biological sciences is a major requirement for students who wish to specialize in such fields as plant or animal research, and for students who plan to enter various health professions, such as medicine, nursing, dentistry, medical technology, physician assistant, and physical therapy. The Department offers a varied and balanced program for biology and health profession majors, and three options in the BS degree program in Biology: Biology major, biology/adolescence education, and bioinformatics.
Biology (BS)

General Education Requirements for the BS
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 21-27 credits
Whenever possible, these courses should be completed within the first 60 credits.

A. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits) (MTH 123 is recommended)

B. Social Scientific Analysis: (3-4 credits)
   One course from either category:
   a. Social Scientific Analysis, 100-level
   b. Social Scientific Analysis 200-level

C. The Contemporary World: (4 credits)
D. Textual, Aesthetic, and Linguistic Analysis: (3-4 credits)
   One course from either category:
   a. Literature: 200-level
   b. Arts and Communications: 100- or 200-level

5. Pluralism and Diversity Requirement: (0-4 credits)
See section on general education requirements for approved course lists and complete details.

Option I - Biology Major
Pre-Major Requirements: 15-19 credits

A. All four of the following courses:
   BIO 170 General Biology I 3 credits
   BIO 171 General Biology I Laboratory 1 credit
   BIO 180 General Biology II 3 credits
   BIO 181 General Biology II Laboratory 1 credit

B. One of the following three units:
   MTH 230 Calculus I with Pre-Calculus 6 credits
   MTH 229 Calculus Computer Laboratory 1 credit
   or
   MTH 231 Analytical Geometry and Calculus I 3 credits
   MTH 229 Calculus Computer Laboratory 1 credit
   or
   MTH 235 Accelerated Calculus I 5 credits
   MTH 229 Calculus Computer Laboratory 1 credit

C. One of the following two courses:
   MTH 214 Applied Statistics Using Computers 3 credits
   BIO 272 Biometrics 4 credits

Major Requirements: 63 credits
A minimum grade of C is required for a biology course to be used to satisfy a prerequisite for a biology course required for the major requirements for the BS in Biology. To qualify for graduation, students must have at least a 2.5 grade point average (GPA) in the courses that make up the Biology major.

A. Required courses:
   BIO 205 General Physiology 4 credits
   BIO 312 Genetics 4 credits
   BIO 322 Evolution 4 credits
   BIO 352 Cell Biology 4 credits
   or
   BIO 360 Ecology 4 credits

B. One of the following courses: 4 credits
   BIO 370 Biochemistry
   BIO 372 Cell Biochemistry
   BIO 213 Comparative Vertebrate Anatomy
   BIO 215 Invertebrate Zoology and Paleontology
   BIO 228 Botany

C. One advanced six-hour laboratory course from the following: 3 credits
   BIO 424 Molecular Biology and Biotechnology Laboratory
   BIO 450 Experimental Methods in Animal Physiology
   BIO 452 Experimental Methods in Behavioral Biology
   BIO 454 Advanced Methods in Cell Biology
   BIO 456 Experimental Methods in Ecology
   BIO 458 Experimental Methods in Cell Biochemistry
   BIO 460 Experimental Methods in Advanced Genetics

D. Elective Courses: At least four courses selected from the following: 16 credits
Courses not selected in groups A, B, or C and these additional courses:
   BIO 222 Field Biology
   BIO 240 Biology of Disease
   BIO 314 General Microbiology
   BIO 318 Histology
   BIO 324 Developmental Biology
   BIO 325/ MDT 325 Diagnostic Molecular Biology
   BIO 326 Introduction to Bioinformatics and Genomics
   BIO 327 Molecular Biology
   BIO 332 Advanced Physiology
   BIO 338 Behavioral Biology
   BIO 365 Principles of Neurobiology
   BIO 394 Molecular Biology Laboratory

E. Required related science courses: 24 credits
   PHYS 116 Physics I 4 credits
   PHYS 156 Physics II 4 credits
   or (with appropriate mathematics background)
   PHYS 120 General Physics I 3 credits
   PHYS 121 General Physics I Laboratory 1 credit
   PHYS 160 General Physics II 3 credits
   PHYS 161 General Physics II Laboratory and
   CHM 141 General Chemistry I 3 credits
   CHM 121 General Chemistry I Lab 1 credit
   CHM 142 General Chemistry II 3 credits
   CHM 127 General Chemistry II Lab 1 credit
   CHM 250 Organic Chemistry I 4 credits
   CHM 256 Organic Chemistry II 4 credits
Electives:  7-17 credits

Total Credits Required:  128

Option II - Biology/Adolescence Education, grades 7-12
In addition to completing the pre-major and major requirements in Option I above, students wishing to be recommended by the College for teacher certification must complete the following sequence of education courses for 24 credits:

E. Required related science courses:
   BIO 205  General Physiology  4 credits
   BIO 312  Genetics          4 credits
   BIO 322  Evolution         4 credits
   BIO 352  Cell Biology      4 credits
or
   BIO 360  Ecology           4 credits
   BIO 376  Biochemistry II   4 credits
   BIO 326  Introduction to Bioinformatics  4 credits
   MTH 229  Calculus Computer Laboratory  1 credit
   or
   MTH 231  Analytical Geometry and Calculus I  3 credits
   MTH 232  Calculus Computer Laboratory  1 credit
   or
   MTH 235  Accelerated Calculus I  5 credits
   MTH 239  Calculus Computer Laboratory  1 credit
   C.  BIO 272  Biometrics     4 credits
   D.  CSC 126  Introduction to Computer Science  4 credits

Major Requirements:  82-83 credits
A.  Required Courses
   BIO 205  General Physiology  4 credits
   BIO 312  Genetics          4 credits
   BIO 322  Evolution         4 credits
   BIO 352  Cell Biology      4 credits
   or
   BIO 360  Ecology           4 credits
   BIO 376  Biochemistry II   4 credits
   BIO/    Intro. to Bioinformatics  4 credits
   MTH/    Calculus Computer Laboratory  1 credit
   or
   PHY 116  Physics I         4 credits
   PHY 156  Physics II        4 credits
   or (with appropriate mathematics background)
   or
   PHY 120  General Physics I  3 credits
   PHY 121  General Physics I Laboratory  1 credit
   PHY 160  General Physics II 3 credits
   PHY 161  General Physics II Laboratory 1 credit
   and
   CHM 141  General Chemistry I  3 credits
   CHM 121  General Chemistry I Lab  1 credit
   CHM 142  General Chemistry II 3 credits
   CHM 127  General Chemistry II Lab 1 credit
   CHM 259  Organic Chemistry I  4 credits
   CHM 256  Organic Chemistry II 4 credits

Electives:  0-5 credits

Total Credits Required:  128

For all three Biology BS degree program options, with permission of the program coordinator, BIO 150 and BIO 160 Anatomy and Physiology I and II may be substituted for BIO 170 and BIO 171 General Biology I and Laboratory, but BIO 150 and BIO 160 may not be used to satisfy the Scientific Analysis requirement in general education.
A student who has educational background or work experience that may be equivalent to the stated pre- or corequisite for a biology course should contact the chairperson of the Biology Department. If it is determined that a student has the appropriate background, a course requisite waiver will be issued.

Honors

The honors program in Biology is available to eligible seniors with a 3.5 grade point average or better. The program requires a minimum of one year to complete. The student may receive up to eight credits for independent study (BIO 594) while completing the honors program. However, students do not automatically gain entrance into the honors program by registering for independent study.

To be accepted into the honors program, the student must first obtain approval from a full-time member of the department to carry out an honors research project. This faculty member will then serve as the student’s adviser. Thereafter, the student will prepare and present a detailed written preliminary proposal of the honors research project for approval to a three-member departmental committee, consisting of the faculty adviser and two other faculty members. The committee will evaluate the proposal. After an oral presentation by the student and upon the recommendation of the committee, the student will be accepted into the program. The student will meet with his or her committee midway through the first semester for evaluation of the project. In addition, the student will submit a written progress report to the committee at the end of the first semester. On the basis of this report, the committee will decide whether the student should proceed further. If the student does not continue in the honors program, he or she may still acquire the credits for independent study.

When the research is completed, the student is required to write up the research in the form of a thesis that will be evaluated at early and final stages by the committee. The thesis format must adhere to that used by leading biological journals, or as outlined in the AIBS style manual. The ultimate decision on thesis format lies with the committee.

Because it will take at least one year to complete the honors program in Biology, it is suggested that the student begin work during the summer immediately following the junior year.

Biology Minor

Minor

Prerequisite courses:

BIO 170 and 171 General Biology I and Laboratory 4 credits
BIO 180 and 181 General Biology II and Laboratory 4 credits

Requirements:

Four biology courses at the 200 level or above, at least two of which must have laboratory components. 14-16 credits

Biology Courses

BIO 102 Human Body

3 class hours, 1 recitation hour, 2 laboratory hours; 4 credits
Survey course of gross anatomy and physiology with emphasis on the relation of structure to function and disease processes. Reading techniques and vocabulary problems of the biological sciences are emphasized.
Prerequisite: MTH 020 or an appropriate score on the CUNY Mathematics Test
This course may not be used to satisfy major requirements for the BS in Biology.

BIO 105 Molecular Foundations of Cell Function

1 lecture hour, 1 recitation hour; 1 credit; the course meets four hours per week for one-half semester
This course offers an introductory survey of molecular biology, cellular metabolism, and cellular mechanisms. It is designed to run concurrently with BIO 150 Human Anatomy and Physiology I, and to provide the necessary background for the study of human anatomy and physiology. This course may not be used to satisfy the Scientific Analysis requirement.
Prerequisite: BIO 106 and BIO 107 or BIO 170 and BIO 171 with a minimum grade of C or a satisfactory score on the Biology Placement Test.
Corequisite: BIO 150

BIO 106 Principles of Biology I

3 hours; 3 credits
Introductory biology for non-science majors. Structure and function of the body and the effects of the environment on it. Fundamental biological principles and concepts and their applications to relevant concerns such as drug addiction, food additives, physical fitness, and the population explosion. Not credited toward the Biology major. (science)
Prerequisite: MTH 020 or an appropriate score on the CUNY Mathematics Assessment Test
Corequisite: BIO 107

BIO 107 Principles of Biology I Laboratory

2 laboratory hours; 1 credit
Laboratory experiences illustrating principles and topics discussed in BIO 106. (science)
Corequisite: BIO 106

BIO 108 Principles of Biology II

3 hours; 3 credits
Introductory biology for non-science majors (continuation of BIO 106). The role of biology in the world around us and the effects of the modern world on living things including ecology, pollution, and the extinction of species. Diseases and their treatment through drugs and genetic engineering. Science and the role of the citizen. Not credited toward the Biology major. (science)
Prerequisites: BIO 106, 107
Corequisite: BIO 109

BIO 109 Principles of Biology II Laboratory

2 laboratory hours; 1 credit
Laboratory experiences illustrating principles and topics discussed in BIO 108. (science)
Corequisite: BIO 108

BIO 146 Nutrition

3 hours; 3 credits
This course presents fundamental principles, concepts, and applications of normal nutrition. Stress will also be placed on the relation of good nutrition to good health. Emphasis will be placed on the common restrictive diets generally used in medical office practice.
Open to non-medical assistant students as an elective. May not be used to satisfy major requirements for the BS in Biology.
Prerequisite: BIO 102 or BIO 170/171 or BIO 106/107 or BIO 150

BIO 150 Human Anatomy and Physiology I

3 class hours, 3 laboratory hours; 4 credits
The first half of a comprehensive two-semester course in human biology. Integrated lecture and laboratory sessions deal with the structure and function of cells, tissues, and the following systems: integumentary, musculoskeletal,
blood-cardiovascular, immune, and respiratory. This course may not be used to satisfy general education degree requirements, except for Nursing AAS students.
Prerequisites: BIO 106 and BIO 107 or BIO 170 and BIO 171 with a minimum grade of C or a satisfactory score on the Biology Placement Test.
Pre- or corequisite: BIO 105 or a satisfactory score on the Biology Placement Test.

Note: Students who have previously registered two or more times for BIO 150 will be permitted to register again only on a space-available basis, as determined at the close of registration. Students must receive a grade of C or better in BIO 150 and BIO 105 (when prescribed as a corequisite of BIO 150) to proceed to BIO 160. This is a required course for students planning to enter the programs in Nursing, Physical Therapy, Physician Assistant, or the Nuclear Medicine option in Medical Technology programs.

**BIO 160  Human Anatomy and Physiology II**
3 class hours, 3 laboratory hours; 4 credits
This course is a continuation of BIO 150. Lecture and laboratory sessions deal with the structure and function of the urinary, digestive, nervous, endocrine, and reproductive systems. This course may not be used to satisfy general education degree requirements, except for Nursing AAS students.
Prerequisites: BIO 105 or a satisfactory score on the Biology Placement Test, and BIO 150.

Note: Students must receive a grade of C or better in BIO 150 and in BIO 105 (when prescribed by the Department as a corequisite of BIO 150) to proceed to BIO 160. This is a required course for students planning to enter the programs in Nursing, Physical Therapy, Physician Assistant, or the Nuclear Medicine option in Medical Technology programs.

**BIO 170  General Biology I (Effective Fall 2010)**
3 hours; 3 credits
Fundamental biological principles of cell metabolism, energy transformations, and plant and animal functions including support, digestion, respiration, circulation, excretion, and integration, and selected current topics. For science, Medical Technology, appropriate pre-professional majors, and other interested students in consultation with an adviser. (science)
Pre or corequisite: ENG 111, MTH 123 or an appropriate score on the CUNY Mathematics Assessment Test.
Corequisite: BIO 171.

**BIO 171  General Biology I Laboratory**
3 laboratory hours; 1 credit
Direct student involvement in the experimental demonstration of basic biological principles in plants and animals and the dissection of the fetal pig, with experiments oriented toward the understanding of the human body. For science, Medical Technology, appropriate pre-professional majors, and other interested students in consultation with an adviser. (science)
Corequisite: BIO 170.

**BIO 180  General Biology II (Effective Fall 2012)**
3 hours; 3 credits
A continuation of BIO 170, including plant and animal diversity, microbes and disease, reproduction, development, patterns of inheritance, the origins of life, evolution, ecology, and selected topics. For science, Medical Technology, appropriate pre-professional majors, and other interested students in consultation with an adviser. (science)
Prerequisites: Minimum grade of C in BIO 170, Minimum grade of C in BIO 171, ENG 111, and MTH 123 or an appropriate score on the CUNY Mathematics Assessment Test.
Corequisite: BIO 181.

**BIO 181  General Biology II Laboratory (Effective Fall 2012)**
3 laboratory hours; 1 credit
A continuation of BIO 171. A laboratory examination of the material covered in BIO 180. For science, Medical Technology, appropriate pre-professional majors, and other interested students in consultation with an adviser. (science)
Prerequisites: Minimum grade of C in BIO 170 and a minimum grade of C in BIO 171 and ENG 111 and MTH 125 or an appropriate score on the CUNY Mathematics Assessment Test.
Corequisite: BIO 180.

**BIO 205  General Physiology**
3 class hours, 3 laboratory hours; 4 credits
A study of systemic physiology with emphasis on cell physiology, homeostasis, and control mechanisms in vertebrates, particularly mammals. Laboratory exercises include physiographic studies of various systems. Required for Biology and Medical Laboratory Technology majors. Pre-requisites: BIO 160 or BIO 180 and 181; CHM 141 and CHM 121.

**BIO 212  Vertebrate Zoology**
2 class hours, 4 laboratory hours; 4 credits
A comparative study of the vertebrates with emphasis on both extant and extinct taxa, ecology, behavior and morphological and physiological specializations. Projects conducted outdoors at local field sites and a museum trip. Pre-requisites: BIO 180 and 181.

**BIO 213  Invertebrate Zoology and Paleontology**
2 class hours, 4 laboratory hours; 4 credits
Taxonomy, ecology, evolution, paleontology, and phylogeny of the invertebrates, emphasizing the medical, economic, and evolutionary importance of the various groups. Introduction to the use of zoological literature and preparation of a scientific paper. Pre-requisites: BIO 180 and 181.

**BIO 214  Biological Approach to Human Sexuality**
3 hours; 3 credits
Developmental anatomy of female and male reproductive systems, basic endocrinology and reproductive cycles; physiology of sexual functions; pregnancy and birth; fertility, stimulation, and control; sexual disorders, venereal disease, and other diseases including cancer; biological origins and variations of behavior. May not be used to satisfy the major requirements for the BS in Biology. Pre- or corequisite: BIO 180 and 181 or BIO 160.

**BIO 215  Invertebrate Zoology and Paleontology**
2 class hours, 4 laboratory hours; 4 credits
Taxonomy, ecology, evolution, paleontology, and phylogeny of the invertebrates, emphasizing the medical, economic, and evolutionary importance of the various groups. Introduction to the use of zoological literature and preparation of a scientific paper. Pre-requisites: BIO 180 and 181.

**BIO 222  Field Biology**
2 class hours, 4 laboratory or field hours; 4 credits
This course provides instruction in standard procedures of collecting, preserving, and analyzing specimens and data observed during off-campus field trips. Analysis will include introduction to descriptive statistics; comparisons and indices of species diversity, dispersion, and community similarity. One field study will be made of animal behavior. One weekend field trip is scheduled. Reports using scientific format, labeled specimen collections, and a field notebook are required. Pre-requisites: BIO 180 and 181.

**BIO 228  Botany**
3 class hours, 3 laboratory hours; 4 credits
An introduction to the major structural and functional characteristics of the groups of plants that comprise the plant kingdom: bacteria, algae, fungi, mosses, ferns, gymnosperms, and angiosperms. Interrelationships of evolution, diversity, and ecology are stressed throughout the examination of all major disciplines of plant biology. Pre-requisites: BIO 180 and 181.

**BIO 230  Marine Biology and Oceanography**
3 class hours, 3 laboratory hours; 4 credits
An introduction to the chemical, physical, geological and biological processes governing the formation of the world's oceans and the distribution and ecology of its inhabitants. Lectures will introduce the biological, chemical, and geologi-
Biological features of saltwater environments, and field trips to local marine habitats and associated laboratory work will complement these lectures. The multidisciplinary character of marine biology and oceanography will be stressed. Fundamental principles in all disciplines are discussed.

Prerequisites: BIO 180 and 181

BIO 232 Social Problems in Biology
3 hours; 3 credits
A course exploring the application of biology to crucial issues in the world today: drugs, pollution, overpopulation, birth control, abortion, the right to die, test-tube babies, genetic engineering, the rebuilding of humans, and the conquest of diseases. May not be used to satisfy the major requirements for the BS in Biology.

Prerequisites: BIO 102, or BIO 170 and 171, or BIO 106 and 107

BIO 240 The Biology of Disease
3 hours; 3 credits
Biological aspects of the major diseases of humans, including heart disease, cancer, autoimmune diseases such as arthritis and multiple sclerosis; hereditary diseases such as sickle cell anemia and hemophilia; and bacterial and viral diseases such as tuberculosis, colds, and influenza. Principles of immunology, chemotherapy, and genetic engineering are among the major concepts that will be studied. Effects of disease on human history will also be discussed.

Prerequisites: BIO 108 and 109, or BIO 180 and 181, or BIO 160

BIO 242 History of Biology
3 hours; 3 credits
A survey of the historical development of some of the major biological concepts including an examination of the life and times of various biologists and the factors that influenced their work. Original scientific research papers will be read. May not be used to satisfy the major requirements for the BS in Biology.

Prerequisites: BIO 180 and 181

BIO 272 Biometrics
4 hours; 4 credits
A course for science majors emphasizing applications of statistics to problems in experimental biology, field biology, and environmental science. It covers descriptive statistics, probability and probability distributions, confidence intervals, hypothesis testing, and design of experiments. The following techniques are included: goodness of fit tests, t-tests, analysis of variance, correlation and regression, time series analysis, and nonparametric methods.

Prerequisites: BIO 160 or BIO 180 and 181, or MTH 123 or MTH 130

BIO 312 Genetics
3 class hours, 3 laboratory hours; 4 credits
A study of the mechanics and molecular basis of inheritance. The lectures will cover patterns of inheritance, structure and function of nucleic acids, recombinant DNA, bacterial genetics, and population genetics. Laboratory exercises will include studying patterns of inheritance with Drosophila melanogaster and techniques related to recombinant DNA work. Required of Biology majors.

Prerequisites: BIO 205 and CHM 142 and CHM 127

BIO 314 General Microbiology
3 class hours, 3 laboratory hours; 4 credits
Topics will include immunology, biotechnology, and the metabolism, genetics, morphology, and growth of microorganisms. Required of Medical Technology majors.

Prerequisites: BIO 160 or BIO 180, BIO 181, and CHM 141

BIO 316 Clinical Microbiology
2 class hours, 4 laboratory hours; 4 credits
Medical and diagnostic microbiology: a study of host microbe interactions, the principles and applications of the immune response, the epidemiology of infectious disease, and the pathogenesis of the major microbial diseases. In the laboratory the procedures used in laboratory diagnosis are applied. Required of Medical Technology majors. A non-liberal arts and sciences course, not credited toward the Biology major.

Prerequisite: BIO 314

BIO 318 Histology
2 class hours, 4 laboratory hours; 4 credits
A study of the microscopic structure of mammalian cells, tissues, and organs with emphasis on functional correlations. Laboratory sessions include technical procedures for fixing, sectioning, staining, and mounting tissue specimens, and examination of prepared microscopic slides of human/mammalian tissues and organs.

Prerequisite: BIO 160 or BIO 205

BIO 322 Evolution
4 hours; 4 credits
The principles of the neo-Darwin theory of evolution; the origin and evolution of life; mechanisms of evolution and the roles of genetic variation, natural selection, isolation, and chance; species concepts and speciation; phylogeny; the tempo and mode of evolution; molecular evolution; the impact of genomics on evolutionary relationships; and an introduction to the use of pertinent scientific literature.

Prerequisite: BIO 312

BIO 324 Developmental Biology
3 class hours, 3 laboratory hours; 4 credits
Early development of representative organisms, including fertilization, cleavage, origin of germ layers, and organ systems; biochemical events during differentiation.

Prerequisites: BIO 180 and 181; CHM 142
Pre- or corequisite: BIO 205

BIO 325 Diagnostic Molecular Biology
(Also MDT 325)
3 class hours, 3 laboratory hours; 4 credits
This course will address the theoretical and practical framework for the understanding and application of molecular biology techniques in the clinical laboratory. The course material will cover the principles and applications of recombinant DNA technology including DNA-DNA hybridization, DNA amplification, and nonradioactive in situ hybridization (HISH) for the detection and identification of microorganisms associated with infectious diseases.

Prerequisites: BIO 314, CHM 142

BIO 326 Introduction to Bioinformatics and Genomics
3 class hours, 3 laboratory hours; 4 credits
Introduction to the representation and analysis of biological sequence and structural information. Description and use of nucleic acid, protein, structure, sequence motif, genome, literature, and other relevant databases. Overview and discussion of basic sequence manipulations and analyses including sequence assembly and editing, restriction and protease analysis, coding region identification, gene prediction, database searching and similarity analysis, pairwise and multiple sequence alignment, PCR primer design, phylogenetic analyses, protein structure and property prediction, RNA structure prediction, microarray analyses, etc. Laboratory includes demonstrations and practical exercises illustrating the analyses and concepts presented and discussed in lecture.

Prerequisite: BIO 327 or permission of the instructor. Recommended: BIO 312, BIO 370, BIO 352 or the equivalent

BIO 327 Molecular Biology
3 class hours, 3 laboratory hours; 4 credits
Principles and regulation of gene expression: nucleic acid and chromosome structure/function, transcription, RNA processing, and translation. Emphasis on eukaryotes and experimental analysis (recombinant DNA and other methods) of genomes, gene structure/function, and expression.

Prerequisites: BIO 312
**BIO 332  Advanced Physiology**  
4 hours; 4 credits  
An in-depth study of representative physiological mechanisms at the molecular and cellular levels of organization. Course topics include the function of biological macromolecules, bioenergetics and metabolism, cell surface dynamics, functional microanatomy of neurons, neural information transfer and integration, organization of reflexes, hormones and other bioactive chemical messengers, renal regulation of the internal environment.  
Prerequisite: BIO 160 or BIO 205

**BIO 338  Behavioral Biology**  
3 class hours, 3 laboratory hours; 4 credits  
This course will cover the areas of animal behavior, neurophysiology, sensory physiology, and neuroendocrinology to provide an integrated point of view of the biological basis of behavior.  
Prerequisites: BIO 205 and CHM 142

**BIO 342  Advanced Human Anatomy**  
3 class hours, 3 laboratory hours; 4 credits  
In-depth study of the human body with emphasis on the neuromuscular system. Examines structural interrelationships as a basis for normal functions. Directed laboratory experiences with cadaver dissection and skeletal materials and models.  
Prerequisites: BIO 160 and acceptance into the Physical Therapy or Physician Assistant Programs or permission of the appropriate program coordinator.

**BIO 346  General Virology**  
4 hours; 4 credits  
Study of major groups of viruses and includes structural and biochemical characteristics, cell-virus interactions, and viral diseases.  
Prerequisites: BIO 205 and CHM 142.  
Recommended: CHM 250 and BIO 312

**BIO 350  Microbiology and Cellular Pathology**  
3 hours; 5 credits  
A one-semester course that surveys the major groups of microorganisms with emphasis on those involved in human health problems. The principles of immunity and hypersensitivity, microbial control, and the principal microbial diseases are discussed. Not credited toward the Biology major.  
Prerequisite: BIO 160  
Corequisite: BIO 351

**BIO 351  Microbiology and Cellular Pathology Laboratory**  
3 laboratory hours; 1 credit  
Laboratory exercises correlated with topics covered in BIO 350.  
Prerequisite: BIO 160  
Corequisite: BIO 350

**BIO 352  Cell Biology**  
3 class hours, 3 laboratory hours; 4 credits  
The eukaryotic cell is treated as a highly compartmentalized functional unit. Emphasis on cell cycle, DNA and chromosomal organization and functions, replication, transcription and translation, also organization and functional interrelationship of surface and internal membrane systems, exo/endocytosis and cytoskeleton. The lab component deals with selected topics illustrating key cell biology concepts. Required for Biology majors.  
Prerequisites: BIO 205 and CHM 142  
Corequisite: CHM 250

**BIO 360  Ecology**  
3 class hours, 3 laboratory hours; 4 credits  
How interactions between organisms, and between organisms and the physical environment bring about adaptations in response to natural selection, and change in species diversity through evolutionary time. Population genetics, growth, and demography; competition; predation; and community and ecosyst
BIO 415  Mathematical Biology
(Also MTH 415)
4 hours; 4 credits
This course will address the growing interaction between mathematics and the biological sciences and will provide a practical context for the mathematical description and analysis of biological processes. The emphasis will be on the construction and analysis of models consistent with empirical data. Biological problems in ecology and conservation, epidemiology, cell biology, and neuroscience will be used to illustrate the equations, including especially nonlinear equations. The computer program MATLAB will be used extensively.
Prerequisites: MTH 230 and MTH 231 or equivalent; MTH 229, and one BIO 300-level course

BIO 420  Comparative Endocrinology
3 class hours, 3 laboratory hours; 4 credits
Role of major endocrine glands (including neuroendocrines) in cell function and metabolic pathways. Emphasis upon phylogeny and comparative physiology of the endocrine system. Pertinent methodology will be treated.
Prerequisites: BIO 205, CHM 256, and one additional physiology course

BIO 424  Molecular Biology and Biotechnology Laboratory
6 laboratory hours; 3 credits
Methods in the cloning, expression, isolation, and analysis of nucleic acids (RNA and DNA) and recombinant proteins; introduction to computer methods and analysis in biotechnology; DNA sequencing and sequence analysis; experimental approaches for the analysis of regulation of gene expression including transfection, reporter analysis, etc.
Prerequisites: BIO 205, CHM 142, and CHM 127
Pre- or corequisite: BIO 327. Recommended: BIO 312, BIO 370, or BIO 352

BIO 425  Computational Molecular Biology
3 hours; 3 credits
Overview of theoretical and computational methods in bioinformatics with an emphasis on the application of algorithms and use of statistical methods in nucleic acid and protein sequence analysis. Emphasis on the mathematical basis of sequence alignment including database searches using Smith-Waterman dynamic programming, pair-wise sequence alignment using dynamic programming and scoring matrices, and multiple sequence alignment using hidden Markov model and genetic algorithms.
Prerequisites: BIO 326, BIO 272 or MTH 214 and MTH 230 or MTH 231 or MTH 235

BIO 428  Plant Physiology
3 class hours, 3 laboratory hours; 4 credits
Examination of the basic physiological processes common to all vascular plants. Topics covered include cell structure and function, water transport, transpiration, photosynthesis, solute translocation, nutrient uptake, mineral nutrition, phytohormones, plant tropisms, growth, development, and reproduction. Laboratory exercises will include plant cells, water relations, tissue culture, photosynthesis, phytohormones, reproduction, competition, and symbiosis.
Prerequisite: BIO 205 or BIO 228
Pre- or corequisite: CHM 256

BIO 432  Clinical Pathology
3 hours; 3 credits
Study of the disease processes and their clinical manifestations beginning with the cellular and tissue levels leading to the organ level. Surveys medical conditions and their management as they relate to physical therapy practice. Areas include cardiology, orthopedics, autoimmune system, epidemiology.
Prerequisites: BIO 342, BIO 332
Corequisite: BIO 318

BIO 434  Comparative Physiology
4 hours; 4 credits
The study of the maintenance of internal homeostasis in different animal groups. Emphasis will be placed upon the phylogeny of the processes of regulation and integration.
Prerequisites: BIO 205 and BIO 213 or BIO 215
Corequisite: CHM 250

BIO 442  Immunology
2 lecture hours, 4 laboratory hours; 4 credits
An introduction to immunology, with attention to the formation and nature of antibodies, the nature of antigens, and problems of antigen-antibody interactions. Such subjects as antibody-mediated hypersensitivity and histocompatibility are also considered.
Prerequisite: BIO 314 or 350

BIO 443  Scanning Electron Microscopy and X-ray Microanalysis
(Also CHM 443)
2 hours lecture, 4 hours laboratory; 4 credits
A course to familiarize undergraduate students with the principles and practices of scanning electron microscopy and x-ray microanalyses. The course content will focus on the SEM and its modes of operation, electron beam-specimen interactions, image formation, generation of x-rays, x-ray spectral measurement, and qualitative and quantitative x-ray analyses. The lecture will present the historical and theoretical backgrounds to these integrated topics, and the laboratory will provide hands-on experiences for biological, materials, and polymer samples. The designed experiments will allow students to apply the techniques learned in class to realistic systems, and the laboratory reports will help students develop the skill in scientific and technical writing. This course is directed toward advanced biology/chemistry students.
Prerequisites: Permission of instructor

BIO 450  Experimental Methods in Animal Physiology
6 laboratory hours; 3 credits
Procedures and instrumentation used in testing physiological phenomena. Some of the areas explored are muscle contraction, nerve responses, renal function, active transport, and basal metabolism.
Prerequisites: BIO 205, CHM 250
Pre- or corequisite: CHM 256

BIO 452  Experimental Methods in Behavioral Biology
6 laboratory hours; 3 credits
Emphasis will be placed on the laboratory analysis of factors that influence the behavior of animals in the laboratory and field. Field trips will be required.
Prerequisites: BIO 358 and BIO 272 or MTH 214

BIO 454  Advanced Methods in Cell Biology
6 laboratory hours; 3 credits
Current procedures for the microscopic study of tissues and cells. Advanced histological procedures involving paraffin embedding, sectioning, and staining with selected reactions will be used to study normal and experimentally modified tissues. Autoradiography and enzyme histochemistry will also be examined.
Prerequisites: BIO 352 and CHM 142

BIO 456  Experimental Methods in Ecology
6 laboratory hours; 3 credits
Introduction to natural communities. Emphasis on quantitative methods for community and ecosystem analysis. Field trips to be arranged.
Prerequisites: BIO 360 and either BIO 272 or MTH 214

BIO 458  Experimental Methods in Cell Biochemistry
6 laboratory hours; 3 credits
The course consists of the application of modern analytical methods to the study of the properties of cells and subcellular components. Emphasis will be placed
on the mastering of laboratory techniques. Not credited toward the Biochemistry major.
Prerequisite: BIO 370 or 372

**BIO 460 Experimental Methods in Advanced Genetics**
6 laboratory hours; 3 credits
Current procedures in basic recombinant DNA techniques will be utilized including DNA isolation, restriction digestion, ligation, and analysis of recombinant products.
Prerequisite: BIO 312

**Business**
(Bachelor of Science, Associate in Applied Science, Minor)
Department of Business, Building 3N, Room 219
Chairperson and Professor Thomas Tellefsen
The Associate’s degree program offers options in Accounting, Finance, Information Systems, International Business, Management, and Marketing.
Graduates may enter directly into the job market or continue study toward the bachelor’s degree and should consult an adviser and plan their programs accordingly.

Students can obtain both exemption from and course credit for BUS 150 by successfully completing four Microsoft Office User Specialist (MOUS) exams: Version 2002 or later, in Word, Excel, PowerPoint, and Access. For information on MOUS test standards and administration, see Microsoft Office Specialist Certification Requirements at [www.Microsoft.com](http://www.Microsoft.com).

**Business (AAS)**

**General Education Requirements**

**ENG 111, ENG 151, COR 100, PED 190: 12 credits**
Whenever possible, these four courses should be completed within the first 36 credits.

**Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis: 13-15 credits**
1. **Scientific Analysis**
   At least one science course with laboratory (4 credits)
   Mathematics: MTH 121, MTH 123, or higher (3-4 credits)
2. **ECO 101 Introduction to Economics (3 credits)**
3. One course from Social Scientific Analysis, The Contemporary World, or Textual, Aesthetic, and Linguistic Analysis (3-4 credits)
See section on general education requirements for approved course lists and complete details.

**Core Requirements: 23-25 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ACC 114</td>
<td>Introduction to Accounting I</td>
<td>4</td>
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<tr>
<td>ACC 121</td>
<td>Introduction to Accounting II</td>
<td>4</td>
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<tr>
<td>BUS 150</td>
<td>Essential Software Tools for Business</td>
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<tr>
<td>BUS 250</td>
<td>Computers in Information Processing</td>
<td>3-4</td>
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<tr>
<td>CSC 102</td>
<td>Computers for Today</td>
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<tr>
<td>BUS 160</td>
<td>Business Law I</td>
<td>3-4</td>
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<tr>
<td>ECO 230</td>
<td>Introduction to Managerial and Economic Statistics</td>
<td>3</td>
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<tr>
<td>FNC/</td>
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<tr>
<td>ECO 240</td>
<td>Managerial Finance I</td>
<td>3</td>
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**Specialization requirements: 7-8 credits selected from the following recommended courses:**

**Accounting:**
Any two accounting courses above the level of ACC 121 Introduction to Accounting II.

**Finance:**
Any two finance courses at the 200 level or above.

**Information Systems:**
Two courses chosen from among the following: BUS 205 Data Communications and Networks for Business, BUS 352 Introduction to Systems Analysis, CSC 126 Introduction to Computer Science.

**International Business:**
BUS 200 one additional course selected in consultation with the student’s adviser (ECO 250 International Economics, POL 260 International Politics: In Search of a New World Order).

**Management:**
Any two management courses at the 200 level or above.

**Marketing:**
Any two marketing courses at the 200 level or above.

**Electives: 0-5 credits**

**Total Credits Required: 60**

**Liberal Arts and Sciences Requirement**
All courses designated ACC and BUS, and most courses designated FNC, MKT, and MGT are non-liberal arts and sciences. Courses double-listed with economics (ECO) or political science (POL) are liberal arts and sciences.

**Business (BS)**
This program offers students a strong general business education together with the opportunity for a concentration in finance, international business, management, or marketing. The BS degree programs in Business and Accounting are appropriate for graduates of associate’s degree programs as well as for new and transfer students. For admission, continuation, and graduation from the Bachelor of Science degree program in Business, students must maintain a minimum cumulative GPA of 2.5. A 2.5 GPA is not a requirement for students to enroll in the AAS program, for students pursuing a minor in the Business Department, or for students enrolling in individual courses.

**General Education Requirements**

**ENG 111, ENG 151, COR 100, PED 190: 12 credits**
Whenever possible, these four courses should be completed within the first 36 credits.

**Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 21-27 credits**
Whenever possible, these courses should be completed within the first 60 credits.

1. **Scientific Analysis: (11 credits)**
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)
      Chosen from MTH 121, MTH 123, MTH 130, MTH 230*, MTH 231, MTH 235
      (*MTH 230 may be taken by those students who wish to combine MTH 130 Pre-Calculus Mathematics with MTH 231 Analytic Geometry and Calculus I.)
1. Social Scientific Analysis: (3-4 credits)
   ECO 101 must be completed in order to fulfill this requirement for Business majors
2. The Contemporary World: (4 credits)
3. Textual, Aesthetic, and Linguistic Analysis: (3-4 credits)
   One course from either category:
   a. Literature: 200-level
   b. Arts and Communications: 100- or 200-level
4. Pluralism and Diversity Requirement: (0-4 credits)

See section on general education requirements for approved course lists and complete details.

Note: International business students must take two semesters of a foreign language. The language requirement can be met by exhibiting proficiency or by passing a proficiency exam equivalent to two semesters’ work at the basic level or higher.

Pre-Major Requirements: 35-38 credits

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<tr>
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<td>Organizational Theory and Management</td>
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<td>MGT 111</td>
<td>Marketing</td>
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<td>FNC/</td>
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<td>ECO 240</td>
<td>Managerial Finance</td>
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<td>ECO 210</td>
<td>Price Theory</td>
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<td>ECO 212</td>
<td>Income and Employment Theory</td>
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<td>ECO 230</td>
<td>Introduction to Economic and Managerial</td>
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<tr>
<td>Statistics</td>
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One mathematical course chosen from: (3-5 credits)

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<td>Pre-Calculus Mathematics</td>
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<td>MTH 221</td>
<td>Applied Finite Mathematics and Business</td>
<td>4</td>
</tr>
<tr>
<td>MTH 223</td>
<td>Calculus I with Pre-Calculus</td>
<td>6</td>
</tr>
<tr>
<td>MTH 231</td>
<td>Analytic Geometry and Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MTH 232</td>
<td>Analytic Geometry and Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>MTH 236</td>
<td>Accelerated Calculus II</td>
<td>5</td>
</tr>
</tbody>
</table>

Major Requirements: 26-30 credits

Each student chooses one area of concentration beyond the pre-major requirements. Concentrations are available in Finance, International Business, Management, and Marketing.

Finance Concentration: 30 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNC 111</td>
<td>Personal Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>FNC/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 213</td>
<td>Money and Capital Markets</td>
<td>4</td>
</tr>
<tr>
<td>FNC 300</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACC 315</td>
<td>Analysis of Financial Statements</td>
<td>3</td>
</tr>
<tr>
<td>ECO 370</td>
<td>International Finance</td>
<td>4</td>
</tr>
<tr>
<td>FNC/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 345</td>
<td>Managerial Finance II</td>
<td>4</td>
</tr>
<tr>
<td>FNC 350</td>
<td>Advanced Corporate Finance</td>
<td>4</td>
</tr>
<tr>
<td>FNC/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 360</td>
<td>Investment Analysis</td>
<td>4</td>
</tr>
</tbody>
</table>

International Business Concentration: 26-28 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 200</td>
<td>International Business</td>
<td>4</td>
</tr>
<tr>
<td>ECO 370/ FNC 300</td>
<td>International Finance</td>
<td>4</td>
</tr>
</tbody>
</table>

Foreign Language 0-8 credits

Note: Students who are exempt from the foreign language course requirement must take additional credits from the courses listed below to complete the 26-28 credits required in the concentration.

At least one course chosen from each of the following categories:

1. Business
   - MKT 415 International Marketing 4 credits
   - MGT 410 Business Policy 4 credits
   - MGT 416 Decision Making 4 credits
   - MGT 425 International Management 4 credits
   - BUS 598 Business Internship 4 credits

2. Economics/Political Science
   - ECO 250 International Economics 4 credits
   - ECO 252/ GEG 252 Economic Geography 4 credits
   - ECO 256 Analysis of Underdeveloped Areas 4 credits
   - ECO/ POL 251 International Political Economy 4 credits
   - POL 260 International Politics 4 credits
   - POL 261 International Organizations 4 credits

3. History
   - HST 206 Modern China 4 credits
   - HST 208 Modern Latin America 4 credits
   - HST 209 Modern Japan 4 credits
   - HST 210 Modern India 4 credits
   - HST 235 Modern Middle East 4 credits
   - HST 271 Modern British History 4 credits
   - HST 272 Modern Germany 4 credits
   - HST 284 Soviet and Contemporary Russia 4 credits

Management Concentration: 26-28 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 210</td>
<td>Management Process</td>
<td>4</td>
</tr>
<tr>
<td>MGT 320</td>
<td>Management of Organizational Behavior</td>
<td>4</td>
</tr>
<tr>
<td>MGT 410</td>
<td>Business Policy</td>
<td>4</td>
</tr>
<tr>
<td>MGT 416</td>
<td>Decision Making in Business</td>
<td>4</td>
</tr>
</tbody>
</table>

Plus two (2) courses chosen from the following list or any other 200-level or higher MGT course: 7-8 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 223</td>
<td>Public Administration</td>
<td>4</td>
</tr>
<tr>
<td>MGT 314</td>
<td>Small Business Management</td>
<td>4</td>
</tr>
<tr>
<td>MGT 322</td>
<td>Human Resource Management</td>
<td>4</td>
</tr>
<tr>
<td>MGT 425</td>
<td>International Management</td>
<td>4</td>
</tr>
<tr>
<td>BUS 200</td>
<td>Introduction to International Business</td>
<td>4</td>
</tr>
<tr>
<td>BUS /</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 211</td>
<td>Communication in a Corporate Setting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 238</td>
<td>Ethical Issues in Business and Society</td>
<td>4</td>
</tr>
<tr>
<td>MGT 215</td>
<td>Principles of Selling</td>
<td>4</td>
</tr>
</tbody>
</table>

Plus any one (1) business-related course* with the written approval of the student’s adviser. 3-4 credits

*BUS 100 cannot be used to satisfy this requirement.

Marketing Concentration: 26-28 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 211</td>
<td>Advertising</td>
<td>4</td>
</tr>
<tr>
<td>MKT 310</td>
<td>Consumer Behavior</td>
<td>4</td>
</tr>
<tr>
<td>MKT 410</td>
<td>Marketing Research</td>
<td>4</td>
</tr>
<tr>
<td>MKT 420</td>
<td>Marketing Management</td>
<td>4</td>
</tr>
<tr>
<td>MKT 416</td>
<td>Decision Making in Business</td>
<td>4</td>
</tr>
</tbody>
</table>
An additional six to eight credits selected from the following two lists including at least one course from list
A. Marketing courses:
   - MKT 213 Retail Store Organization and Operation 3 credits
   - MKT 215 Principles of Selling 3 credits
   - MKT 216 Sales Management 3 credits
   - MKT 312 Advertising Copy and Production 4 credits
   - MKT 360 Internet Marketing 4 credits
   - MKT 415 International Marketing 4 credits
   - MKT 490 Marketing Seminar 3 credits
Any MKT course(s) at the 200 level or higher
B. Additional courses:
   - BUS 160 Business Law 3 credits
   - BUS 200 Introduction to International Business 4 credits
   - BUS/ COM 211 Communications in a Corporate Setting 3 credits
   - BUS 250 Computer in Information Processing 3 credits
   - BUS 598 Business Internship 3-4 credits
   - COM 250 Basic Design and Media Graphics 3 credits
   - COM 251 Digital Imaging I 3 credits
   - ECO 323/ MGT 324 Introduction to Econometrics 4 credits
   - ENL 112 Public Speaking 3 credits
   - ENL 212 Discussion and Debate 3 credits
   - FNC 111 Personal Finance Management 3 credits
   - PSY 214 Psychology of Advertising 4 credits

NOTE: Please refer to the catalog for course prerequisites.

Electives:  13-26 credits

Total Credits Required:  120

Liberal Arts and Sciences Requirement
Since most business courses are non-liberal arts and sciences, students in this program should pay special attention to this requirement.

Honors
To graduate with honors in Business a student must have a 3.5 grade point average in business courses and must have a 3.25 grade point average overall. An honors thesis or project supervised by a member of the business faculty must be completed.

Business Minors

Minors
The Business minors are available to students in any of the College’s bachelor’s degree majors.

Minor in Business
At least 15 credits from any ACC, BUS, FNC, MGT, or MKT courses or ECO 101.

Minor in Finance
At least 17 credits of courses including:
   - ACC 114 Introduction to Accounting I 4 credits
   - MGT 110 Organizational Theory and Management 3 credits
   - FNC/ ECO 240 Managerial Finance I 3 credits
   - FNC/ ECO 345 Managerial Finance II 4 credits
One additional finance course 3-4 credits

Minor in Information Management
   - MGT/ ECO 230 Introduction to Managerial and Economic Statistics 4 credits
   - BUS 352 Introduction to Systems Analysis 4 credits
   - BUS 205 Data Communications and Networks for Business 4 credits
   - BUS 334 Decision Support Systems 4 credits
   - ACC 250 Accounting Information Systems 4 credits

Minor in Management
At least 18 credits of courses including:
   - ACC 114 Introduction to Accounting I 4 credits
   - MGT 110 Organizational Theory and Management 3 credits
   - MGT 210 Management Process 4 credits
   - MGT 320 Management of Organizational Behavior 4 credits
One additional course in management at the 200 or 300 level 3-4 credits

Minor in Marketing
At least 18 credits of courses including:
   - ACC 114 Introduction to Accounting I 4 credits
   - MGT 111 Marketing 3 credits
   - MGT 211 Advertising 4 credits
   - MGT 310 Consumer Behavior 4 credits
One additional course in marketing at the 200 or 300 level 3-4 credits

Accounting courses are listed alphabetically under ACC.

BUS 100     Introduction to Business
3 hours; 3 credits
The role of business is examined in relation to the environment, government, and society with the emphasis on decision making. An investigation is made of the major aspects of business practice including accounting, finance, management, marketing, data processing, and international business.

BUS 135     Introduction to Information Systems
(Also CSC 135)
2 lecture hours, 2 laboratory hours; 3 credits
A hands-on laboratory course in the effective use of technology tools for problem solving. Students will understand how copyright laws apply to software and the need to acknowledge material from outside sources, including online material and the work of others. Corequisite: CSC 126

BUS 140     Business Communications
3 hours; 3 credits
Composition of effective business correspondence: credit and collection letters, request and response letters, job applications, résumés, and reports. Detailed attention is given to the principles of grammar, spelling, punctuation, and form as they apply to contemporary business writing.

BUS 150     Essential Software Tools for Business
4 hours; 3 credits
This course is a hands-on introduction to the use of microcomputers in business. The emphasis will be on the operating system and practical use of the most popular application software including spreadsheets, word processing, and database management. Data exchange among different applications and usage of external databases will also be introduced. Not open to students who have successfully completed CSC 102.
Prerequisites: ENG 151 and BUS 150 or BUS 250 or CSC 102.

Note: Students can obtain both exemption from and course credit for BUS 150 by successfully completing four Microsoft Office Specialist (MOS) exams, Versions 2002 or later, in Word, Excel, PowerPoint, and Access. For information on MOS test standards and administration, see Microsoft Office Specialist Certification Requirements at www.Microsoft.com.

BUS 160 Business Law I
3 hours; 3 credits
The study of the law of contracts, agency, personal property, bailments, real property, mortgages, fire and casualty insurance, and accountant’s legal liability. The lecture and case study methods will be employed.
Prerequisites: Successful completion of the CUNY Assessment Tests in Writing, Reading, and Math or the equivalent

BUS 200 Introduction to International Business
4 hours; 4 credits
International business is examined in relation to technological, competitive, economic, legal, social, and cultural factors. Introduction to the use of the Internet to develop the latest information for course assignments. Major areas of analysis include the evolution of international business, the ongoing development of opportunities in international business, the growth in global e-commerce, and the responses of multinational firms to these opportunities. Introduction to international aspects of the traditional business functions of marketing, finance, management, and accounting.
Pre- or corequisites: ECO 101 and MGT 110 or MKT 111

BUS 205 Data Communications and Networks for Business (Effective Spring 2010)
4 hours; 4 credits
Fundamentals of data communications, including hardware, basic components of communications, configurations, networks and applications, protocols, and software. Detailed presentation of networks management and networks design fundamentals, including local networks.
Prerequisite: MTH 121 or MTH 123 or higher and BUS 150 or BUS 250 or CSC 102 or CSC 108/CSC 116/CSC 118 or CSC 126

BUS 210 Government Policy and Multinational Enterprises
4 hours; 4 credits
This course examines the major issues affecting relations between multinational enterprises (MNEs) and home and host governments. Students will be exposed to the processes by which conflicting interests are resolved. The impact of international controls on MNEs by the United Nations (UN), Organization for Economic Cooperation and Development (OECD), and the European Economic Community (EEC) will be examined in detail. (Offered only at the American University of Rome.)
Prerequisites: MGT 110 or BUS 100 and POL 100 or POL 240

BUS 211 Communications in a Corporate Setting
(Also COM 211)
4 hours; 3 credits
An introduction to types of communication in business settings. These will include oral communication (with presentations) and written communication both within the organization as well as to external recipients (such as investors, government agencies, and the community). Data communication both for internal needs and for external needs will be covered. Security for all types of communication will be discussed. This course will help students to master effective professional communication through skills development and applications in diverse organizational contexts.
Prerequisites: ENG 151 and BUS 150 or BUS 250 or CSC 102.

BUS 215 Information Management (Effective Fall 2011)
4 hours; 4 credits
This course is an introduction to basic concepts and roles of Business Information Systems and Technology used in digital firms. It covers an array of options ranging from Enterprise Systems to Web-based systems to Social Media. It examines how information technologies support business functions, satisfy management needs, and promote collaboration. Students analyze and develop methods of information technology management for organizational effectiveness, strategic advantage, and value creation for different types of organizations. They discuss the impact of information technology on individuals, organizations, and society.
Prerequisites: BUS 150 and MGT 110

BUS 230 Quantitative Analysis of Business and Economic Problems
(Also ECO 231)
3 hours; 3 credits
The application of mathematical techniques to business and economic problems. An introduction to operations research, linear programming, PERT, and related materials.
Prerequisites: MGT 110 and MGT 230

BUS 238 Ethical Issues in Business and Society
(Also PHL 238)
4 hours; 4 credits
Critical examination of economic and social responsibility of business in the U.S. and around the world; exploration of the appropriate scope of ethical involvement from the points of view of management and society; the limitations of responsibility and the establishment of ethical criteria for the evaluation of business performance; the role of public policy in shaping corporate responsibility; consideration of ethical issues arising from the changing nature and implementation of computer and information technology.
Prerequisites: ENG 111, PHL 101 or PHL 130 or MGT 110 or sophomore standing

BUS 250 Computers in Information Processing
2 class hours, 2 laboratory hours; 3 credits
A business-oriented approach to the use of computers in the management of information systems. Study of hardware and software concepts as they relate to solving problems and making decisions in business organizations. Use of advanced software options and applications. The laboratory component will involve projects utilizing widely used office productivity software available on microcomputers including spreadsheets, databases, presentations, and other software.
Prerequisites: ACC 114 and BUS 150 or CSC 102 or passing score on a departmental placement test demonstrating basic proficiency in Windows, word processing, spreadsheets, databases, data presentations, and computer concepts

BUS 260 Business Law II
3 hours; 3 credits
The study of the Law of Sales, commercial paper (negotiable instruments), documents of title, and partnership. The lecture and case study methods will be employed.
Prerequisite: BUS 160

BUS 310 International Trade
4 hours; 4 credits
This course presents an integrated treatment of theory, policy, and enterprise in international trade and investment. The course is directed toward the acquisition of knowledge and understanding of these subjects. Among the topics to be investigated are: foreign exchange rates, balance of payments, tariff and non-tariff trade barriers. (Offered only at the American University of Rome.)

BUS 334 Decision Support Systems
4 hours; 4 credits
This course introduces modern approaches to management information systems methodologies and typical realizations. The use of computer systems and the data structures needed to implement small MIS environments and extensive
network-based information systems will be covered. Current concepts from artificial intelligence and database management will be used in designing and building effective information systems, ranging in complexity from simple retrieval systems to sophisticated decision support systems. Prerequisites: CSC 126, ECO/MGT 230, BUS 352

**BUS 352 Introduction to Systems Analysis**  
4 hours; 4 credits  
An analysis of business needs to be satisfied by systems solutions. The systems development cycle. Determining systems requirements. Design of input, output, database, and processes. Controls of data integrity and security. Managing a systems development project. Preliminary systems design. Prerequisites: ENG 151 and one of the following courses: BUS 150 or CSC 126 or CSC 102, or permission of the instructor.

**BUS 360 Business Law III**  
3 hours; 3 credits  
The study of the law of corporations, estates, trusts and wills, regulation of employment, and securities regulations (Federal Securities Acts) will be covered in depth. Trade regulation, consumer protection, constitutional law, administrative law, criminal law, intentional torts, negligence, and strict liability will be discussed. The lecture and case study methods will be employed. Prerequisite: BUS 260

**BUS 405 Applied Concepts in Information Systems**  
(Also CSC 405)  
3 lecture hours, 3 laboratory hours; 4 credits  
Examination of applied concepts in information systems. Theory and methodology for the design, development, and implementation of large-scale reliable business software projects, and tools and techniques for managing business software projects will be discussed. Presentations and GUI interfaces will be emphasized. Prerequisites: CSC 326 and BUS 352

**BUS 410 Media Administration**  
(Also COM 410)  
4 hours; 4 credits  
A course dealing with the skills and concepts necessary for the competent management of a media production department. Topics include production planning and control, cost analysis procedures, contract and copyright law in relation to the media, and organization theory. Prerequisites: COM 150, and COM 261 or COM 270 or CIN 111

**BUS 410 Media Administration**  
45 hours; 3 credits  
International business is examined first-hand on site in a chosen country. This course is designed to combine a review of a particular country’s economy using a cultural and historical perspective. Students will be exposed to the culture and history as well as the most important business functions in this particular country. Prerequisites: Completion of pre-major requirements for Accounting or Business; 3.0 GPA

**Finance Courses**

**FNC 111 Personal Financial Management**  
3 hours; 3 credits  
Discussion of the problems involved in handling personal financial matters: Topics will include managing credit and money, financial planning, asset allocation, taxes, life insurance, investments and securities, annuities, wills, trusts, retirement and estate planning, and budgeting. Prerequisites: ENG 151 and MTH 015 or MTH 020 or higher or equivalent score on CUNY Mathematics Assessment Test.

**FNC 213 Money and Capital Markets**  
(Also ECO 213)  
4 hours; 4 credits  
The course examines financial markets from the standpoint of investors and users. Markets studied are those for money market instruments, T-bill futures, Ginnie Mae futures, T-bond futures, stocks, stock options, bonds, mortgages, and Eurocurrencies. Federal Reserve operations, U.S. Treasury operations, and international financing are considered with regard to their effects on financial markets. Prerequisites: Successful completion of C/ACT Writing Skills Test and C/ACT Reading Sample Test or equivalent and ECO 101

**FNC 214 Money and Banking**  
(Also ECO 214)  
4 hours; 4 credits  
An analytical, institutional, and historical examination of the monetary systems of the United States. Particular attention will be paid to the operation of commercial banks, and to the powers, purposes, and performance of the Federal Reserve System. The influence of the quantity of money on the level of economic activity will be considered. Prerequisites: Successful completion of C/ACT Writing Skills Test and C/ACT Reading Sample Test or equivalent and ECO 101

**FNC 240 Managerial Finance I**  
(Also ECO 240)  
3 hours; 3 credits  
Examination of securities markets, analysis of methods of long-term financing, financial ratio analysis, budgeting, current asset management, present value concepts, capital budgeting, cost of capital, and dividend policy. Prerequisites: ECO 101  
Pre- or corequisite: ACC 121 and MTH 121 or higher

**FNC 300 International Finance**  
(Also ECO 370)  
4 hours; 4 credits  
The financial interrelationships between countries. Analysis of balance of payments, fixed and flexible exchange rates, the role of international reserves. Historical trends in payments and exchange; implications of the rise of the multinational corporation; current international policy problems facing the United States, other developed nations, and underdeveloped nations, and current institutional changes designed to meet them. Prerequisite: FNC/ECO 240

**FNC 315 Monetary Theory and Policy**  
(Also ECO 315)  
4 hours; 4 credits  
Theoretical and applied problems of monetary policy. Emphasis is placed on contemporary developments. Current controversies concerning the use of monetary policy, relationship to fiscal policy, and impact on economic activity. Prerequisites: ECO 212 and either ECO/FNC 213 or ECO/FNC 214

**FNC 345 Managerial Finance II**  
(Also ECO 345)  
4 hours; 4 credits  
Working capital management, current asset management, sources of short-term financing, financial structure and use of leverage, valuation and rates of return, dividend policy and internal financing, mergers and acquisitions, and liquidation; includes computer lab for solving financial management problems. Prerequisites: FNC/ECO 240 and MGT/ECO 230

**FNC 350 Advanced Corporate Finance**  
4 hours; 4 credits  
A case problem approach to business policy including a theoretical and practical study of assets and liabilities, capital management, financial markets, and
the legal concepts of corporate finance. Problems in industry structure, mergers, and acquisitions.
Prerequisite: FNC/ECO 345

FNC 360 Investment Analysis
(Also ECO 360)
4 hours; 4 credits
Survey of principles governing the investment of individual and institutional capital funds: the theory and mechanics of investments; general analysis and valuation procedures including quantitative and qualitative tests for judging security values; valuation of fixed income securities and common stocks. Introduction to the analysis of industrial, public utility, and government securities. Management of an individual investor's portfolio.
Prerequisites: FNC/ECO 345 and FNC/ECO 213 or FNC/ECO 214

FNC 416 Mathematics of Finance
(Also MTH 416)
4 hours; 4 credits
Introduction to the mathematical theory of derivative pricing, binomial trees and martingales, Black-Scholes formula, stochastic differential equations, and Ito calculus; Girsanov theorem
Prerequisite: MTH 311

Management Courses

MGT 110 Organizational Theory and Management
3 hours; 3 credits
Theories of organization and management are developed, examined, and applied to business and nonprofit institutions. Evaluation of organizational structure and practice in light of these theories. Studies of leadership, small group behavior, creativity, communication, and the process of social change in the large business organization.
Prerequisites: ENG 111, and MTH 025 or MTH 030, or permission of the Mathematics Department or an appropriate score on the CUNY Math Assessment Test.

MGT 210 Management Process
4 hours; 4 credits
Advanced study of organizational structure and practice in light of management theory. Management functions: planning, organizing, and controlling, along with the secondary functions of staffing, personnel management, and external representation will be studied.
Prerequisites: MGT 110, ECO 101, ACC 114

MGT 223 Public Administration
(Also POL 223)
4 hours; 4 credits
A course examining concepts in the execution of public policy. Relationships of administrative process to the executive, legislative bodies, the public, special interest groups, the clientele, and the courts. Consider personnel administration and administrative law and regulation. (social science)
Prerequisite: ENG 111, COR 100

MGT 230 Introduction to Managerial and Economic Statistics
(Also ECO 230)
4 hours; 4 credits
Development and application of modern statistical methods, including such elements of descriptive statistics and statistical inference as correlation and regression analysis, probability theory, sampling procedures, normal and binomial distributions, estimation, and testing of hypotheses.
Prerequisites: Successful completion of CUNY Assessment Test in Writing and the CUNY Assessment Test in Reading and ECO 101, and MTH 121 or 123, and BUS 150 or BUS 250 or CSC 102 or CSC 126

MGT 261 Labor Relations
(Also ECO 261)
4 hours; 4 credits
History, theories, structure, and objectives of trade unionism. Grievance procedures, collective bargaining, union power, strikes and other weapons, mediation and arbitration. Government regulation of the labor sector. Students will participate in the reenactment of actual arbitration cases.

MGT 314 Small Business Management
4 hours; 4 credits
An overview of the entrepreneur: definition, traits, and development; the role of the entrepreneur in our society and importance to the economy; the launching of a new venture; managing an ongoing venture; planning, financing, staffing, and control.
Prerequisite: MGT 110, MGT 111

MGT 320 Management of Organizational Behavior
4 hours; 4 credits
A systematic, analytical approach to understanding, predicting, and controlling human behavior in organizations. Consideration is given to the individual and the organization, groups and the organization, organizational development and leadership.
Prerequisites: MGT 110, ECO 101

MGT 322 Human Resource Administration
4 hours; 4 credits
The course provides an introduction to the functions of the personnel executive. A historical and theoretical background is provided. Stress is placed upon the technical, analytical, and legal skills necessary in performing the job itself. Specific topics include recruiting and selecting, employee development, reward and penalty systems, job descriptions, records, and industrial relations.
Prerequisite: MGT 110

MGT 323 Public Policy Analysis
(Also POL 323)
4 hours; 4 credits
A study of how government deals with problems in such areas as health, energy, environment, education, crime, and economic stability. In addition to focusing on substantive policies in these fields, the course will examine how problems come to government’s attention and analyze various techniques for determining whether a governmental program is successful.
Prerequisite: POL 100 or ECO 101

MGT 324 Introduction to Econometrics
(Also ECO 323)
4 hours; 4 credits
This course will examine the relationship between economic theory and statistical measurement. It will deal mainly with the general linear regression and correlation model. A selected number of other statistical tools will also be treated. Emphasis will be on the understanding of the concepts rather than on their mathematical derivation.
Prerequisites: ECO 101 and ECO/MGT 230 or permission of the instructor

MGT 339 Administrative Law
(Also POL 339)
4 hours; 4 credits
Emphasizes the judicial, legislative, and executive control of decisions made by bureaucrats. Topics such as the possibility and scope of judicial review of administrative decision making; ripeness for review and exhaustion of administrative remedies; and the legislative veto. The Administrative Procedure Act’s requirements for rule making and adjudication will also be analyzed.
Prerequisite: POL/MGT 223 or POL 336 or POL 338

MGT 410 Business Policy (Effective Spring 2010)
4 hours; 4 credits
Marketing Courses

MKT 111      Marketing 3 hours; 3 credits
Survey of the nature of the United States distributive system, covering the principles, policies, and practices used by manufacturers, wholesalers, and retailers. Emphasis is placed on the planning, development, and efficient use of marketing tools and institutions in the creation and expansion of markets. Current trends and developments in modern marketing practice are analyzed. Prerequisites: ENG 111, and MTH 025 or MTH 030, or permission of the Mathematics Department or the equivalent score on the CUNY Math Assessment Test.

MKT 211      Advertising 4 hours; 4 credits
The course examines the principles and applications of advertising in modern business, details the procedures and techniques necessary for advertising campaigns and execution via preparation of a marketing/advertising plan, and stresses marketing/advertising strategy. Evaluation of social and ethical responsibilities of advertising. Prerequisite: MKT 111

MKT 213      Retail Store Organization and Operation 3 hours; 3 credits
Survey of the functions, principles, procedures, organization, and activities involved in retail store operations. Current trends and developments in retailing practices are analyzed. Prerequisite: MKT 111

MKT 215      Principles of Selling 3 hours; 3 credits
Sales strategy and methods; development of the sales plan; coordination of selling effort; budgeting; making the sales presentation; use of sales aids; critique and discussion. Prerequisite: MKT 111

MKT 216      Sales Management 3 hours; 3 credits
A study of the problems of sales management: sales policies, selection and training of salespersons, methods of compensation and sales stimulation, sales administration and budgeting, and sales forecasting. Analysis and evaluation of current practices in sales management. Prerequisite: MKT 111

MKT 310      Consumer Behavior 4 hours; 4 credits
The study of consumer behavior from a theoretical and practical standpoint. The course seeks to understand the role of the behavioral sciences (e.g., anthropology, sociology, psychology) in buying behavior and to integrate the theoretical world of the behavioral sciences with the practical world of marketing. Social, interpersonal, and mediating influences are examined and evaluated as a basis for marketing decisions. Prerequisites: MKT 111, PSY 100 or SOC 100, or permission of the instructor

MKT 360      Internet Marketing 4 hours; 4 credits
This course is an introduction to the use of the Internet and electronic commerce as a marketing tool. A major team project will require students to develop a marketing plan along with a Website for a new or existing product or service. Data collection as well as legal and ethical issues, including security, surrounding commerce in a Web-mediated environment will be discussed. Prerequisites: MKT 111 and BUS 150 or BUS 250 or ECO 370/FNC 300 and any Contemporary World course.

MKT 312      Advertising Copy and Production 4 hours; 4 credits
Creative and procedural techniques involved in planning, preparing, and producing advertisements for print and broadcast media. Problems and practice exercises are used to develop a working technical skill. Hands-on production experience in all media. Prerequisite: MKT 211

MKT 410      Marketing Research 4 hours; 4 credits
Comprehends survey of research processes, problem formulation, the types of problems for which market research is used, primary and secondary data collection methods, questionnaire design, and sampling plans. Analysis and interpretation of data and research report formats. Prerequisites: MKT 111, MGT/ECO 230, and MKT 211 or MKT 310

MKT 415      International Marketing 4 hours; 4 credits
An analytical approach to solving international business problems considering the multiple environments of international business. This course requires the student to investigate the relationship of marketing strategy to cultural, economic, legal, political, and technological conditions in various national markets. Prerequisites: ECO 250 or BUS 200 and MKT 111

MKT 420      Marketing Management 4 hours; 4 credits
The course focuses on the major decisions facing marketing management in its attempt to harmonize the objectives and resources of the company with the opportunities found in the marketplace. The course is analytical in nature and draws heavily on the basic disciplines of economics, behavioral science, and mathematics.
Prerequisites: Completion of business core requirements, MKT 310, senior standing, or permission of instructor

**MKT 490  Marketing Seminar**
3 hours; 3 credits
The use of a selected broad-gauge marketing topic as a focal point for the semester’s work to bring about an integration of concepts and knowledge from a number of related disciplines. New ways of thinking about problems faced by marketing management are sought. Individual study by each student of a specific topic and preparation of a report giving the results of research.

Prerequisites: Completion of business core requirements, senior standing, and permission of the instructor

**Chemistry**

(Bachelor of Science, Minor; see Graduate Catalog for information on graduate programs)
Department of Chemistry, Building 6S, Room 235
Chairperson and Associate Professor John Olsen

A degree in chemistry or biochemistry is essential to anyone interested in working in the chemical or pharmaceutical industries and in related fields such as teaching and chemical sales. The degree affords the opportunity to participate in pure chemical research, product development, marketing, and sales. A student with a BS in Chemistry may branch out and become involved in government jobs in geochemistry, toxicology, and environmental chemistry. The Chemistry major also might elect to work in the more medically oriented fields such as pharmacology, biochemistry, bioengineering, or medicinal chemistry or to enter the teaching profession. For students who wish to pursue graduate study in the sciences or enter professional schools (medicine, dentistry, optometry, pharmacy), a BS degree in Chemistry or Biochemistry is viewed quite favorably by admissions committees.

**Chemistry (BS)**

**General Education Requirements for the BS**

**ENG 111, ENG 151, COR 100, PED 190: 12 credits**
Whenever possible, these four courses should be completed within the first 36 credits.

**Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 21-27 credits**
Whenever possible, these courses should be completed within the first 60 credits.

1. **Scientific Analysis: (11 credits)**
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)

2. **Social Scientific Analysis: (3-4 credits)**
   One course from either category:
   a. Social Scientific Analysis, 100-level
   b. Social Scientific Analysis, 200-Level

3. **The Contemporary World: (4 credits)**

4. **Textual, Aesthetic, and Linguistic Analysis: (3-4 credits)**
   One course from either category:
   a. Literature: 200-level
   b. Arts and Communications: 100-or 200-level

5. **Pluralism and Diversity Requirement: (0-4 credits)**
   See section on general education requirements for approved course lists and complete details.

**Pre-Major Requirements: 26 credits**
Students planning to major in Chemistry must complete the following requirements. A detailed guide to course choices for Biochemistry and Chemistry majors is available from the Department of Chemistry.

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHM 141</td>
<td>General Chemistry I</td>
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<tr>
<td>CHM 121</td>
<td>General Chemistry I Laboratory</td>
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<tr>
<td>CHM 142</td>
<td>General Chemistry II</td>
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<td>CHM 127</td>
<td>General Chemistry II Laboratory</td>
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<td>PHY 120</td>
<td>General Physics I</td>
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<td>PHY 121</td>
<td>General Physics I Laboratory</td>
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<tr>
<td>PHY 160</td>
<td>General Physics II</td>
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<td>PHY 161</td>
<td>General Physics II Laboratory</td>
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<tr>
<td>MTH 229</td>
<td>Calculus Computer Laboratory</td>
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<td>MTH 230</td>
<td>Calculus I and Pre-Calculus</td>
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<td>MTH 231</td>
<td>Analytic Geometry and Calculus I</td>
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<td>MTH 233</td>
<td>Analytic Geometry and Calculus III</td>
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<td>MTH 236</td>
<td>Accelerated Calculus II</td>
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**Major Requirements: 36 credits**

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<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>CHM 240</td>
<td>Quantitative Chemistry</td>
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<tr>
<td>CHM 250</td>
<td>Organic Chemistry I</td>
<td>4</td>
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<tr>
<td>CHM 256</td>
<td>Organic Chemistry II</td>
<td>4</td>
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<tr>
<td>CHM 330</td>
<td>Physical Chemistry: Equilibria</td>
<td>4</td>
</tr>
<tr>
<td>CHM 336</td>
<td>Physical Chemistry: Processes</td>
<td>4</td>
</tr>
<tr>
<td>CHM 337</td>
<td>Experimental Methods in Physical Chemistry</td>
<td>4</td>
</tr>
</tbody>
</table>

Three additional chemistry electives at the 300 level or higher 12 credits

**Electives: 19-36 credits**
All Chemistry majors are encouraged to take an Independent Study course (CHM 591-4) as an elective.

**Total Credits Required: 120**
Transfer students are expected to fulfill their advanced major requirements (300-level and higher) at the College of Staten Island.

**Honors**
A student may be eligible for admission to the honors program in Chemistry if he or she enters the senior year with a 3.5 grade point average. With the concurrence of a faculty supervisor, the student must submit (by September 1) a one-page summary of a proposed research project. The chairperson of the Department and the faculty supervisor will appoint a three-member committee to evaluate and/or modify the proposal (by September 15), then grant or deny admission to the honors program.

While pursuing honors research the student may receive eight credits for Independent Study (CHM 594), four each in the fall and spring semesters. Additionally, it is highly recommended that the student begin work on the project during the summer or spring semester that immediately precedes the senior year. Progress of the research will be monitored as follows: (1) the student will meet with his or her committee by November 1 of the first semester; (2) the student will submit a five-page progress report by January 15; (3) the committee will recommend for or against continuation in the program by February 1; (4) the student will submit a thesis, following the style of major journals, by May 1; (5) the student will present an oral defense of the thesis to the committee by the end of the final exam period.

The deadline dates noted above are based on a June graduation date, but corresponding guidelines may be designed for January graduation. In either
case, it is expected that completion of the honors program will require at least one year of student research.

**Preparation for Teaching (Grades 7-12)**

See also Education/Adolescence Education.

Students who wish to be recommended for New York State certification for teaching science at the secondary level (grades 7 - 12) must complete all general education, pre-major, and major requirements for the Chemistry BS. Students must have a minimum cumulative average of 2.75 to be admitted into all adolescence education courses. Students must also include as electives the following Adolescence Education (EDS) course sequence offered by the Department of Education (24 credits):

- **EDS 201** Social Foundations of Secondary Education 4 credits
- **EDS 202** Psychological Foundations of Secondary Education 4 credits
- **EDS 304** The Pedagogy of Secondary School in Science 4 credits
- **EDS 318** The Secondary School Curriculum in Science 4 credits
- **EDS 400** Student Teaching in Secondary Education 6 credits
- **EDS 401** Reflection and Analysis in Student Teaching in Secondary Education 2 credits

See the Catalog section on Education for additional requirements.

**Chemistry Minor**

**Minor**

Prerequisite courses:

- CHM 141, 121, 142, 127 8 credits

Requirements:

- CHM 240 Analytical Chemistry or
- CHM 340 Instrumental Analysis 4 credits
- CHM 250 Organic Chemistry I 4 credits
- CHM 256 Organic Chemistry II 4 credits
- One 300-level chemistry course 4 credits

**Chemistry Courses**

**CHM 100** Introduction to Chemistry

3 lecture hours, 1 recitation hour; 3 credits

Course material includes matter and energy, atoms and molecules, the periodic table, nomenclature, equations, mole concept, stoichiometry, solutions.

Prerequisite: MTH 025 or MTH 030

Corequisite: CHM 101

Note: This course is intended for those students who have had no previous chemistry and for those returning to the subject after some years. The course is designed to prepare students for entry into CHM 141.

**CHM 101** Introduction to Chemistry Laboratory

2 hours, 1 credit

A laboratory course emphasizing basic chemical laboratory techniques. The experiments provide illustrations of concepts discussed in CHM 100. Use of computer software for laboratory data analysis and computer-assisted instruction.

Corequisite: CHM 100

**CHM 106** Chemistry for Today I

3 hours; 3 credits

Basic chemical concepts including atomic theory, the nature of molecules, chemical formulae and equations, bonding, gas laws, nuclear chemistry, oxidation-reduction, and acids and bases. (science)

Prerequisite: MTH 020 or an appropriate score on the CUNY Mathematics Assessment Test

Corequisite: CHM 107

**CHM 107** Chemistry for Today I Laboratory

2 laboratory hours; 1 credit

Laboratory experiences illustrating principles and topics discussed in CHM 106. (science)

Pre- or corequisite: CHM 106

**CHM 108** Chemistry for Today II

3 hours; 3 credits

A continuation of Chemistry 106. Topics will be chosen from among the following: fossil fuels and pollution, mankind’s effect on the environment, food additives, household chemicals, the chemistry of drugs and the human mind, farm chemistry, and plastics. (science)

Prerequisite: CHM 106

Corequisite: CHM 109

**CHM 109** Chemistry for Today II Laboratory

2 laboratory hours; 1 credit

Laboratory experiences illustrating principles and topics discussed in CHM 108. (science)

Pre- or corequisite: CHM 108

**CHM 110** Principles of Chemistry I

3 hours; 3 credits

Modern concepts of the atom and chemical bonding, chemical calculations, states of matter, chemistry of water, purification of water, types of solutions, acids and bases, nuclear chemistry, and radioactivity. The concepts necessary for an understanding of our technological society are developed. (science)

Prerequisite: MTH 020 or an appropriate score on the CUNY Mathematics Assessment Examination Test

Corequisite: CHM 111

**CHM 111** Principles of Chemistry I Laboratory

2 laboratory hours; 1 credit

Experiments illustrating principles studied in CHM 110. (science)

Prerequisite: MTH 020 or an appropriate score on the CUNY Mathematics Assessment Test

Corequisite: CHM 110

**CHM 116** Principles of Chemistry II

3 hours; 3 credits

Chemistry and biochemistry of carbon compounds. A study of the nomenclature, structure, properties, and reactions of organic and biochemical compounds. A number of special topics are discussed, some of which are the petroleum industry, giant molecules (synthetic and biopolymers), environmental chemistry, drugs, and oral contraceptives. (science)

Prerequisites: CHM 110 and 111 or permission of the instructor

Corequisite: CHM 117

**CHM 117** Principles of Chemistry II Laboratory

2 laboratory hours; 1 credit

Laboratory experiments concerned with the synthesis, isolation, and purification and analysis of a variety of organic and biochemical compounds of the types considered in CHM 116. (science)

Prerequisites: CHM 110 and 111 or permission of the instructor

Corequisite: CHM 116

**CHM 121** General Chemistry I Laboratory

3 laboratory hours; 1 credit

Experiments reinforce important chemical concepts discussed in lectures, teach modern lab techniques, and emphasize present day interpretations of lab measurements. (science)
**CHM 141**  
**General Chemistry I**  
3 lecture hours, 1 recitation hour; 3 credits  
A study of the fundamental principles and laws concerning the structure and behavior of matter. The first semester covers atomic and molecular structure, chemical bonding, reactions, stoichiometry, and the gaseous, liquid, and solid states of matter. (science)  
Pre-requisite: CHM 121  
Corequisite: CHM 121

**CHM 142**  
**General Chemistry II**  
3 lecture hours, 1 recitation hour; 3 credits  
A continuation of CHM 141. Solution properties, reaction rates, equilibrium processes, thermochemistry and thermodynamics, electrochemistry, nuclear and organic chemistry. (science)  
Pre-requisite: CHM 141  
Corequisite: CHM 121

**CHM 240**  
**Analytical Chemistry**  
4 class hours, 4 laboratory hours; 4 credits  
A study of the quantitative aspects of chemical changes, chemical equilibria, the stoichiometry and energetics of chemical reactions. Theory and laboratory in volumetric, optometric, electrostatic, and kinetic methods of chemical analysis. An introduction to instrumental methods of analysis.  
Prerequisite: CHM 142 and 127

**CHM 250**  
**Organic Chemistry I**  
3 class hours, 4 laboratory hours; 4 credits  
The structure and properties of organic compounds are examined. Emphasis is given to reactions and synthesis of aliphatic and aromatic molecules. Stereochemistry and organic reaction mechanisms are introduced and thoroughly discussed.  
Prerequisites: CHM 142 and CHM 127

**CHM 256**  
**Organic Chemistry II**  
3 class hours, 4 laboratory hours; 4 credits  
A continuation of CHM 250 with an emphasis on functional group chemistry and bioorganic chemistry. By the end of the two-semester sequence IR and NMR analysis are discussed in detail in conjunction with classical methods of structural determination.  
Prerequisite: CHM 250

**CHM 290**  
**Introduction to Undergraduate Research in Chemistry**  
2 hours; 2 credits  
An introduction to the design and execution of original research in chemistry. This seminar course provides a framework to guide the laboratory activities of students who are beginning Independent Study courses with departmental faculty members, including ethics, safety, searching of the literature, planning of experiments, recording and interpretation of data, and presentation of results in oral, poster, and written formats.  
Prerequisites: CHM 142 and CHM 127  
Co-requisite: CHM 592

**CHM 300**  
**Physical Chemistry: Equilibria**  
4 hours; 4 credits  
Chemical thermodynamics and its application to phase and chemical equilibria.  
Prerequisite: MTH 235 or MTH 236, PHY 160, CHM 240

**CHM 336**  
**Physical Chemistry: Processes**  
4 hours; 4 credits  
Kinetic theory and transport processes, introductory quantum and statistical chemistry, atomic and molecular spectroscopy, and chemical kinetics.  
Prerequisite: MTH 235 or MTH 236, PHY 160, CHM 240

**CHM 337**  
**Experimental Methods in Physical Chemistry**  
8 hours; 4 credits  
Introduction to techniques of physical measurement applied to chemical systems. Vacuum and gas handling techniques, optico-chemical methods, transport and electrochemical processes.  
Corequisite: CHM 330 or CHM 336

**CHM 340**  
**Instrumental Methods of Chemical Analysis**  
2 class hours, 4 laboratory hours; 4 credits  
Fundamental considerations underlying the theory and design of instrumental methods and procedures of analysis. General treatment of the operating characteristics of instruments. A consideration of ultraviolet-visible, infrared, nuclear magnetic, and electron spin resonance spectroscopy; column and gas chromatography; flame photometry; atomic absorption; polarography; fluorimetry; radiochemical and thermal analysis; electrophoresis; and other analytical methods. Basic instrumentation electronics, including operational amplifiers, triodes, transistors, and transducers.  
Prerequisites: CHM 142 and CHM 127, CHM 240 or permission of the instructor

**CHM 350**  
**Advanced Organic Chemistry**  
4 hours; 4 credits  
An introduction to the theory of bonding and structure; acids and bases; an introduction to physical organic chemical concepts and the application of these, together with stereochemical concepts, to the study of reaction mechanisms.  
Prerequisite: CHM 256

**CHM 370**  
**Biochemistry I**  
(Also BIO 370)  
4 hours; 4 credits  
Biochemistry and the living state. Regulation of energy-yielding and energy-requiring reactions in cells. Molecular components of cells, enzyme mechanisms, bioenergetics, and an introduction to biosynthetic principles.  
Prerequisite: CHM 256

**CHM 376**  
**Biochemistry II**  
(Also BIO 376)  
4 hours; 4 credits  
Respiration, photosynthesis, membrane structure and transport, biosynthesis of macromolecules, biochemical genetics, and the regulation of metabolic activity in mammals.  
Prerequisite: CHM 370

**CHM 377**  
**Experimental Biochemistry**  
8 laboratory hours; 4 credits  
Through a study of a commonly occurring genetic defect, this course introduces students to biochemical concepts and techniques used in current research. Techniques used include protein purification, enzymology, Western blotting, RNA isolation, DNA isolation, PCR-amplification of mutated regions of genes, cloning of PCR products into vectors, culturing of mammalian brain cells, immunocytochemistry, and retrieving and processing of genetic information using various databases and software packages.
Prerequisite: Permission of instructor

Develop the skill in scientific and technical writing. This course is directed toward learned in class to realistic systems, and the laboratory reports will help students into this intermediate level. Using computer-assisted technology, the course will further develop skills and proficiency in listening, speaking, reading, and writing Mandarin Chinese. Greater emphasis will be placed on transitioning from spoken to written language. This course does not fulfill the general education requirement.

Prerequisite: CHN 213 or (also BIO 443)

2 hours; 2 credits

This course is for those students interested in learning how to speak Mandarin Chinese to meet their educational and personal goals, or to address special needs in learning Mandarin. The course will focus on training the students’ oral communicational skills through selected real-life situations and topics. The course will also introduce the phonetic system of Pinyin, some conversational skills, and sentence patterns. Cantonese or other dialect speakers can also use the course to practice the official Mandarin pronunciation and oral language. This course does not fulfill the general education requirement.

Prerequisite: CHN 101

CUNY Assessment Test in Reading.

Prerequisites: CHN 113 or placement. Passing the CUNY Assessment Test in Writing and the CUNY Assessment Test in Reading.

A beginning course in the fundamentals of Mandarin Chinese. The course will teach Pinyin, the standard pronunciation system, daily-life vocabulary, and basic sentence structures through real-life situations. The course will focus on developing basic skills and proficiency in listening, speaking, reading, and writing Mandarin Chinese, using a computer-assisted approach. (foreign lang.)

Prerequisites: Passing the CUNY Assessment Test in Writing and the CUNY Assessment Test in Reading.

This course is for those students who have successfully completed the second semester of Basic Mandarin Chinese or who have been placed into this intermediate level. Using computer-assisted technology, the course will further develop skills and proficiency in listening, speaking, reading, and writing Mandarin Chinese. Greater emphasis will be placed on transitioning from spoken to written language. (foreign lang.)

Prerequisites: CHN 114 or placement. Passing the CUNY Assessment Test in Writing and the CUNY Assessment Test in Reading.

This course is for those students who have successfully completed the first semester of Continuing Mandarin Chinese (CHN 213) or who have been placed into this intermediate level. Using computer-assisted technology, the course will further develop skills and proficiency in listening, speaking, reading, and writing in Mandarin Chinese. Greater emphasis will be placed on transitioning from spoken to written languages. (foreign lang.)

CHN 101     Conversational Mandarin Chinese I
2 hours; 2 credits
Prerequisites: CHN 213 or placement. Passing the CUNY Assessment Test in Writing and the CUNY Assessment Test in Reading.

**CHN 313  Advanced Communication Skills in Mandarin Chinese (Effective Fall 2010)**

4 hours; 4 credits
Refinement of oral and written expression through oral reports, composition, translation, and critical study of readings that are of advanced difficulty and involve more complex grammatical structures.
Prerequisites: CHN 215 or equivalent

**CHN 315  Languages in Contrast: English and Chinese (Effective Spring 2010)**

(Also LNG 315)
4 hours; 4 credits
A systematic comparison of English and Chinese in various respects, e.g. phonology, morphology, syntax, information structure, and writing system. While the two languages differ from each other in many respects, which are the focus of this course, there are universals and general principles that hold true of both of them. The course is intended to cultivate students’ ability to appreciate the differences between the two languages on the one hand and to seek the principles that apply to both English and Chinese on the other. (literature)
NOTE: This course is taught in English and may not be used to satisfy the foreign language requirement.
Prerequisites: ENG 151 and completion of one semester of foreign language or linguistic course or exemption from the Foreign Language requirement of General Education.

**Cinema Studies**

(Bachelor of Arts, Minor; Master of Arts - see Graduate Catalog)
Department of Media Culture, Center for the Arts (1P), Room 226
Chairperson and Associate Professor Cindy Wong

The program leading to the BA in Cinema Studies combines courses in film history, theory, and criticism with studies in film and video production. The guiding philosophy of the program is that future filmmakers will expand their creative possibilities through critical studies of film while those who write about film will enhance their work through an understanding of the filmmaking process. This combination of theory and practice prepares students for a variety of career opportunities in the film world.

**Cinema Studies (BA)**

**General Education Requirements for the BA**

ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

**Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 28–47 credits**
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)
2. Social Scientific Analysis: (7-8 credits)
   Two courses, at least one from category b:
   a. Social Scientific Analysis: 100-level
   b. Social Scientific Analysis: 200-level
3. The Contemporary World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)
   One course from each category:
   a. Literature: 200-level
   b. Arts and Communications: 100-or 200-level
   c. Pluralism and Diversity Requirement: (0-4 credits)
5. Pluralism and Diversity (0-4 credits)
6. Foreign Language: (0-12 credits)
See section on general education requirements for approved course lists and complete details.

**Critical Studies Concentration**

Pre-Major Requirements: 6 credits
Students planning to major in Cinema Studies must complete the following pre-major requirements:

- CIN 100  Introduction to Film
- CIN 111  Video I

**Major Requirements: 39 credits**
Students majoring in Cinema Studies must complete the following courses:

- CIN 120  Video II 3 credits
- CIN 210  Film Theory 4 credits
- CIN 220  Film History 4 credits

Students majoring in Cinema Studies must complete at least 12 additional credits at the 200 level or higher in film history, theory, and aesthetics:


Students majoring in Cinema Studies must complete at least six credits in film production:

- CIN 211, 212, 311, 312, 314 (6 credits)

The remaining ten credits must be taken from within the cinema course offerings of which at least seven credits must be above the 300 level.

**Electives: 16-38 credits**

**Total Credits Required: 120**

**Liberal Arts and Sciences Requirement**
Film production courses are non-liberal arts and sciences.

**Production Concentration**

**Pre-Major Requirements: 6 credits**
Students planning to major in the Production Option in Cinema Studies must complete the following pre-major requirements:

- CIN 100  Introduction to Film
- CIN 111  Video I

**Production Concentration in the Cinema Major Requirements: 39 credits**
Students majoring in Cinema Studies with the Production Option must complete the following courses:

- CIN 120  Video II 3 credits
- CIN 210  Film Theory 4 credits
- CIN 220  Film History 4 credits

Students majoring in Cinema Studies must complete at least 12 additional credits at the 200 level or higher in film history, theory, and aesthetics:


At least 16 credits in film production of which at least six credits must be at the 300 level:

- CIN 211, CIN 212, CIN 290, CIN 311, CIN 312, CIN 314, CIN 436 (16 credits)

In addition, the production option requires a senior thesis project in the form of a short film or video. The senior thesis project will be approved by a member of the cinema faculty in a 300 or higher-level production course or independent study.
Electives:  16-38
Total Credits Required:  120 Credits

Liberal Arts and Sciences Requirement
Film production courses are non-liberal arts and sciences.

Honors
To graduate with honors in Cinema Studies a student must have a 3.5 grade point average in cinema studies courses and must complete an honors thesis or project, which may include the production of a film, approved by a faculty adviser.

Cinema Studies Minor
Prerequisite courses:  6 credits
CIN 100 Introduction to Film  3 credits
CIN 111 Video I  3 credits
Minor requirements:  12 credits
CIN 210 Theory of Film  4 credits
CIN 220 History of Film  4 credits
One or more of the following courses:  CIN 203, 230, 240, 274, 301, 302, 303, 304, 305, 309, 401, 402, 404, 405, 406, 407, 408  4 credits

Cinema Courses
CIN 100 Introduction to Film
4 hours; 3 credits
An introduction to the terms and methods of film analysis. The course emphasizes critical viewing and writing, with attention to cinematography, editing, sound, narrative, authorship, genre, and ideology. (arts & com.)

CIN 111 Video I
4 hours; 3 credits
An introductory workshop in the basic techniques of video production. Visual awareness as applied to composition and continuity is developed in a series of practical class projects. This course is a prerequisite for 200- and 300-level work in film/video production and is intended for Cinema and Communications majors and minors. Others may register by permission of the instructor. (arts & com)

CIN 120 Video II
4 hours; 3 credits
An introductory course with an emphasis on digital video post-production software. Students’ original material will be the basis for progressive exercises in non-linear editing platforms. Prerequisite: CIN 111 or permission of the Department of Media Culture

CIN 203 Chinese Cinema
4 hours; 4 credits
A study of Chinese cinema’s major movements and events, featuring major directors from Hong Kong, the People’s Republic of China, and Taiwan. (cont'ed.) Prerequisites: ENG 151 and COR 100

CIN 204 Politics, Cinema, Media
(also POL 219)
4 hours; 4 credits
Analyzes political and social aspects of cinema and media within historical and contemporary contexts. Possible topics include race, class, gender, ethnicity, globalization, colonialism, imperialism, nationalism and its discontents, as they relate to cinema and the media. (arts & com.) (social science) Prerequisites: ENG 111, COR 100

CIN 210 Film Theory
4 hours; 4 credits
Study of film theory and its relation to international cinema of the silent and sound periods. Readings include the major theoretical works of various critics, philosophers, and filmmakers. Required for the Cinema Studies major. Prerequisites: CIN 100 and ENG 111

CIN 211 Cinematography (Effective Fall 2010)
4 hours; 3 credits
A basic workshop in cinematography. Visual exercises will focus on techniques of composition, lighting, and camera movement. Prerequisite: CIN 120

CIN 212 Documentary Video (Effective Fall 2010)
4 hours; 3 credits
Advanced training in the strategies, techniques, decision-making processes and structures of nonfiction videomaking. Prerequisites: CIN 120

CIN 220 Film History
4 hours; 4 credits
Survey history of world cinemas. The course will consider research practices, historiography, film style, and industrial models of production; viewing and discussion of films by various American and international filmmakers. Required for the Cinema Studies major. Prerequisites: CIN 100 and ENG 111

CIN 230 American Film and American Myth
(Also AMS 230)
4 hours; 4 credits
An interdisciplinary consideration of American filmmaking practices in relation to national mythmaking. Topics include: American film genre (the Western, film noir, the musical, and other dominant narrative models); gender, race, and class identities in film; cinematic aesthetics and nationalism; and cinematic treatments of international cultural and political relations involving the United States. (arts & com.) Prerequisites: ENG 111 and COR 100

CIN 240 Third World Cinema
4 hours; 4 credits
A survey of cinema from and about the Third World that emphasizes the effort to construct an identity within a post-colonial multinational context. Considered and analyzed will be films from Africa, Latin America, the Middle East, and Asia, as well as films of the diaspora made by emigres. (p&d) Prerequisite: CIN 100

CIN 271 Women and Film
(Also WGS 271)
4 hours; 4 credits
Explores the historical trajectory of the representation and self-representation of women in film, with particular attention to the significant developments in the status and achievements of women as stars, screenwriters, directors, consumers, and spectators. Screenings of key films, techniques of critical analysis of the moving image, weekly readings, discussions, and lectures, will all help to shape this consideration of film representations of what gender is, and what it has produced, over a period of more than 100 years. Prerequisite: ENG 151

CIN 274 Introduction to Screen Writing
(Also ENL 274)
4 hours; 4 credits
Writing for television and film. Class discussions of students’ work and the problems of creating in this field. Selected readings. Prerequisite: ENG 151
CIN 301 Screen Adaptations
4 hours; 4 credits
A study of the theory and practice of adapting literary fictions into narrative films and dramatic television programs.
Prerequisites: ENG 151 and CIN 210 or CIN 220

CIN 303 Screen Comedy
4 hours; 4 credits
An examination of screen comedy. The course will consider comedy as a form of performance and as a mode of film practice, with attention to techniques that create laughter. Readings include critical and theoretical works on the nature of comedy and the role of the comic performer in generating meaning.
Prerequisites: ENG 151 and CIN 210 or CIN 220

CIN 304 Nonfiction Film and Television
4 hours; 4 credits
A critical and historical examination of nonfiction film and television practices, including documentary, newsreels, television news, and “reality TV.” This course analyzes the cultural, social, and ideological impact of film and television production as it has developed since cinema’s origins.
Prerequisites: CIN 100 and ENG 151

CIN 305 Film Genres
4 hours; 4 credits
Study of film genre. The course examines the concept of genre in film and other media, while considering the formal characteristics, narrative patterns, characteristic themes, and conventions of one or more specific film genres.
Prerequisite: CIN 210 or CIN 220

CIN 309 Electronic Media: Alternative Video Histories
4 hours; 4 credits
An exploration of the history and aesthetics of video from its inception with the development of the light-weight portapak in the mid-1970s. The relationship of video to television and cinema, its significance as an international art practice supported by the major cultural institutions, and its use by individual artists and by media collectives are major themes in the course. Screenings of key videos, the critical vocabulary specific to the medium, weekly readings, discussions, and lectures, will frame this consideration of how video has managed to permeate our culture in little more than two generations.
Prerequisites: CIN 210 or CIN 220, ENG 151

CIN 311 Video Workshop
4 hours; 3 credits
Students will use advanced video equipment in the production of independent projects. Emphasis is placed on the ability of students to work in production crews. This course may be repeated for credit.
Prerequisite: CIN 211

CIN 312 Non-Linear and Multimedia Production (Effective Fall 2010)
4 hours; 3 credits
Individual projects in video and multimedia with an emphasis on digital post-production. This course may be repeated for credit.
Prerequisites: CIN 120, and either CIN 211 or COM 261

CIN 314 Introduction to 16mm Filmmaking
4 hours; 3 credits
This course will introduce students to the basics of 16mm reversal film production. Using Bolex cameras and 16mm bench editing, students will explore non-sync editing and the essentials of motion picture photography while executing individual and group projects in a hands-on workshop.
Prerequisite: CIN 211 or permission of the instructor

CIN 318 Advanced TV Studio Production (Effective Spring 2011)
(Also COM 318)
4 hours; 4 credits.
An advanced workshop in the techniques and concepts of live studio production. This course emphasizes a disciplined approach to practical application, the ability to work in production crews, and critical thinking as it relates to audience, message, and aesthetic choices. Students develop work through individual and group productions acquainting them with industry standards.
Prerequisite: COM 261

CIN 390 Media Internship
(Also COM 390)
3-4 credits
An internship work and learning experience with a media organization or in positions engaging in communications practices. This may include work in the production, distribution, or exhibition of media material, as well as in public relations and advertising. Students are required to keep a work journal and write an analytical paper of their work experience. This course may be repeated for credit.
Prerequisites: COM 200 or COM 203 or COM 205 or COM 220 or COM 230 or COM 232 or CIN 210 or CIN 220, and the permission of a faculty advisor.

CIN 401 American Directors I
4 hours; 4 credits
Study of film authorship in relation to one or more directors who worked in the United States film industry before 1960. (arts & com.)
Prerequisites: ENG 151 and CIN 210 or CIN 220

CIN 402 American Directors II
4 hours; 4 credits
Study of film authorship in relation to one or more directors who produced films in the United States after 1960. (arts & com.)
Prerequisites: ENG 151 and CIN 210 or CIN 220

CIN 404 French Directors I
4 hours; 4 credits
Study of film authorship in relation to one or more directors who produced films in France before 1960. (arts & com.)
Prerequisites: ENG 151 and CIN 210 or CIN 220

CIN 405 French Directors II
4 hours; 4 credits
Study of film authorship in relation to one or more directors who produced films in France after 1960. (arts & com.)
Prerequisites: ENG 151 and CIN 210 or CIN 220

CIN 406 Postwar Italian Cinema
(Also LNG 406)
4 hours; 4 credits
A study of the political and cultural roots of Neorealism and of the personal style and vision of such postwar directors as Visconti, DeSica, Rossellini, Fellini, Antonioni, and Bertolucci.
Prerequisites: CIN 100 and ENG 111

CIN 407 European Cinema
4 hours; 4 credits
Specialized study of European cinema, with attention to films or filmmakers of one or more of the countries of Europe. (arts & com.)
Prerequisites: ENG 151 and CIN 210 or CIN 220

CIN 408 Global Cinema
4 hours; 4 credits
Specialized study of films produced outside of Europe and the United States. (arts & com.)
Prerequisites: ENG 151 and CIN 210 or CIN 220

**CIN 436** Screen Writing  
(Also ENL 436)  
4 hours; 4 credits  
Study of the craft of constructing the screenplay, treatment, synopsis, and shooting script. The student will work on the problems of creating the original film script as well as adapting a piece of existing material for the screen.  
Prerequisite: CIN/ENL 274 or permission of the instructor

**CIN 497** Senior Project  
4 hours; 4 credits  
An interdisciplinary seminar focused on students' honors and thesis projects in the Cinema major.  
Prerequisite: 12 credits in 300-400-level cinema courses

## Communications

**(Bachelor of Science, Minor)**  
Department of Media Culture, Center for the Arts (1P), Room 226  
Chairperson and Associate Professor Cindy Wong

**Communications (BS)**  
The program is designed to provide undergraduate students with a comprehensive and multidisciplinary liberal arts education, while introducing them to the field of communications and equipping them with specialized skills. The program offers the following areas of specialization: Media Studies, Corporate Communications, Design and Digital Media, and Journalism. Students will study the history and theory of industries and forms, and engage in the production of diverse media, such as print, advertising, radio, film, public relations, television, the Internet, and other emerging media. This program is offered by the Department of Media Culture in collaboration with the Department of English and in association with the Department of Business and the Department of Sociology, Anthropology, and Social Work.

**General Education Requirements**  
**ENG 111, ENG 151, COR 100, PED 190:** 12 credits  
Whenever possible, these four courses should be completed within the first 36 credits.

**Scientific Analysis:** Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity; Foreign Language requirements: 28-47 credits  
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)  
   a. Science and Technology: (8 credits)  
   b. Mathematics: (3 credits)
2. Social Scientific Analysis: (7-8 credits)  
   Two courses, at least one from category b:  
   a. Social Scientific Analysis: 100-level  
   b. Social Scientific Analysis: 200-level
3. The Contemporary World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)  
   One course from each category:  
   a. Literature: 200-level  
   b. Arts and Communications: 100- or 200-level
5. Pluralism and Diversity Requirement: (0-4 credits)
6. Foreign Language: (0-12 credits)  
See section on general education requirements for approved course lists and complete details.

**Major Requirements: 45-51**

**Common Core:** required for all concentrations: 24-25 credits

1. History and Theory of Communications 12 credits  
   COM 150 Introduction to Communications 4 credits  
   COM 203 Theories of Communications 4 credits

One of the following: 4 credits  
   CIN 220 Film History  
   COM 200 Media and Culture  
   COM 205 Media Industries  
   COM 220 History of Television and Radio  
   COM 230 History of Print Media  
   COM 232 History of Design and Digital Media
2. Practical and Applied 5 credits  
   COM 115 Introduction to Design and Digital Media Environments  
   COM 315 Media Analysis
3. Internship 3-4 credits  
   COM 390 Media Internship
4. Communications Seminar 4 credits  
   COM 450 Senior Seminar

**Areas of Concentration:** (21-26 credits)  
Communication majors must elect one of the following specializations: Media Studies, Corporate Communications, Design and Digital Media, or Journalism

**Electives:** 10-35 credits  
**Total Credits Required:** 120

It is strongly recommended that students majoring in Communications also elect a minor. The choice of a minor should be developed in accordance with the student’s career objectives in consultation with the student’s faculty adviser.

**Honors**  
To graduate with honors in Communications, a student must have a 3.5 grade point average in communications courses and must complete an honors thesis or project approved by a faculty advisor.

**Specialization:**

1. **Media Studies**  
The specialization in Media Studies prepares students for careers in media production and media research. Students are introduced to the histories and theories of media, as well as the institutional and cultural contexts in which mediated communication occurs. They will gain production skills in video, radio, television, or digital media.

**Requirements:** 21-22 credits  
   CIN 111 Video 1 3 credits  
   Two of the following: 8 credits  
   CIN 204/ POL 219 Politics, Film, Media  
   COM/ ANT 225 Multicultural Literacy  
   CIN 240 Third Cinema  
   CIN/ WGS 271 Women in Film  
   CIN 309 Electronic Media: Alternative Video Histories  
   COM 371 Media and the Margins
   One of the following: 3 credits  
   COM 240 Media Workshop: Acting, Directing, and Production for the Media
II. Corporate Communications
The Corporate Communications area of specialization is designed for students to study communications and their practices for entry into media businesses, corporate and non-profit settings. The curriculum provides knowledge of media organizations and their operations, theoretical frameworks of strategic communications and media, and their practical application in writing, digital media, public relations, advertising, and other communications practices.

Requirements: 22-23 credits
- COM 205 Media Industries 4 credits
- COM 332 History and Theory of Advertising and Public Relations 4 credits
- COM 432 Corporate Communications Practices 3 credits
- BUS 100 Introduction to Business 3 credits
- MGT 110 Organizational Theory and Management 3 credits
- MKT 111 Marketing 3 credits
- MKT 211 Advertising 4 credits
- COM 251 Digital Imaging I 3 credits
- ENL 277 Introduction to Journalism 4 credits
- MKT 310 Consumer Behavior 3-4 credits
- COM 341 Communications Design Workshop 4 credits
- COM 370 Web Design: Graphics and Theory 4 credits
- COM 415 Media Audiences 4 credits
- COM 420 Global Media 4 credits
- COM 425 Media Regulations 4 credits
- COM/ENL 465 Writing for the Media 4 credits
- COM/ENL 475 Writing for Advertising and Public Relations 4 credits

Note: Courses may only be used once to fulfill a requirement area.

III. Design and Digital Media
The Design and Digital Media area of specialization is designed for students to study graphic design, digital imaging, and Web design for entry into print and Web design, and publishing organizations. The curriculum emphasizes visual literacy and design history, theory, and technique. The practicum provides students with the opportunity to develop skills and competence using professional design software in one or more areas of practical and aesthetic application: graphic design, digital imaging, and the Web.

Requirements: 25-26 credits
- COM 250 Typography and Design 3 credits
- COM 251 Digital Imaging I 3 credits
- COM 370 Web Design: Graphics and Theory 4 credits
- One of the following: 7-8 credits
  - CIN 120 Video II
  - COM 261 TV Studio Production
  - COM 317 Information Design
  - COM 320 Motion Graphics
  - COM 370 Web Design, Graphics, and Theory

Communications Minors

Minors
Minor in Media Studies: 17 credits
Minor in Journalism: 10-12 credits

One of the following: 4 credits
COM 200 Media and Culture
COM 220 History of Radio and Television

Minor in Corporate Communications: 16-17 credits

Two of the following: 6 credits
COM 240 Media Workshop
COM 261 TV Studio Production
COM 270 Radio and Audio Production

Minor in Design and Digital Media: 18-19 credits

Two of the following: 7-8 credits
COM 250 Typography and Design
COM 251 Digital Imaging I
COM 320 Motion Graphics
COM 341 Communications Design Workshop
COM 351 Digital Imaging II
COM 370 Web Design: Graphics and Theory
COM 380 Animation Design

Minor in Journalism: 10-12 credits

Two of the following: 7-8 credits
COM/ENL 441 Journalism and Society
COM/ENL 445 Journalism and Society
COM/ENL 465 Writing for the Media
COM/ENL 475 Writing for Advertising and Public Relations

Communication Courses

COM 100 Introduction to Media
3 hours; 3 credits
An introduction to media, providing an overview of the media industries, as well as the political, social, and cultural uses of modern media. (arts & com.)

COM 115 Introduction to Design and Digital Media Environments
1 hour; 1 credit
Introduces students to the fundamental tools, skills, and principles that are a prerequisite to using a computer for graphic design, digital imaging, and Web design. Students will be instructed in the computer's operating system, and introduced to the basic software programs and peripheral devices. This course is the prerequisite for all COM production courses.

COM 150 Introduction to Communications
4 hours; 4 credits
An introduction to the study of communications modes, codes, and institutions. The course also examines the histories, contexts, content, and reception of different media. Prerequisite: ENG 151

COM 200 Media and Culture
4 hours; 4 credits
An examination of interrelationships among media, cultural production, and their social, historical, political, and economic contexts. This course considers the interdisciplinary approaches of visual culture and cultural studies to understand the roles of institutions, groups, and individuals in creating and using cultural representations and engaging in cultural practices, with an emphasis on the integration of mediated cultural production into everyday life. (arts & com.) Prerequisite: COM 150

COM 201 History and Theory of Television
4 hours; 4 credits
History and Theory of Television examines the development of commercial television broadcasting, its genesis in radio, its creation of distinctive genres, and its change and diversification in the age of cable and satellite broadcasting. The course considers different theoretical approaches to the analysis of television, investigating theories of the effects of television, the impact of television on other media, and television’s “mythic” content. (arts & com.) Prerequisite: ENG 111

COM 203 Theories of Communications
4 hours; 4 credits
An examination of the development of communications as an interdisciplinary academic field, drawing on rhetoric, social psychology, political science, sociology, anthropology, and other disciplines. Emphasis will be placed on theories of mass communication and media. Students learn to make connections and distinguish between various theories and models. Prerequisite: COM 150

COM 204 Introduction to Online Journalism (Effective Spring 2011)
4 hours; 4 credits
Introduces students to the range of basic skills--blogging, online reporting, podcasting, online video and audio--necessary to operate successfully in the...
world of online journalism. The course will also familiarize students with some of the major intellectual issues that lie at the heart of the emergence of online journalism.

Prerequisites: ENG 151, COM 115

COM 205 Media Industries
4 hours; 4 credits
An examination of U.S. media organizations and their practices. This course explores the historical, regulatory, and economic context of their operations, highlighting contemporary issues of media convergence, conglomerations, ownership, regulation, policy, and the political economy of the media.

Prerequisite: COM 150

COM 211 Communications in a Corporate Setting
(Also BUS 211)
4 hours; 4 credits
An introduction to types of communication in business settings. These will include oral communication (with presentations) and written communication both within the organization as well as to external recipients (such as investors, government agencies, and the community). Data communication, both for internal needs and for external needs, will be covered. Security for all types of communication will be discussed. This course will help students to master effective professional communication through skills development and applications in diverse organizational contexts.

Prerequisites: ENG 151 and BUS 150 or BUS 250 or CSC 102.

COM 220 History of Radio and Television
4 hours; 4 credits
This course examines the development of radio and television broadcasting systems in the United States, from their origins in “wireless telegraphy” to the current age of multichannel cable and satellite transmission. The course considers different theoretical approaches to the analysis of radio and television; their distinct genres, economic, regulatory, technological, and aesthetic features of these commercial media and public broadcasting; and their roles as key social institutions.

Prerequisite: COM 150

COM 225 Multicultural Literacy
(Also ANT 225)
4 hours; 4 credits
An exploration of culture as it is defined by various disciplines and understood through prisms of class, race, gender, ethnicity, and the nation state. The class approaches literacy and culture from interdisciplinary perspectives, drawing on anthropology, sociology, literary theory, media studies, and gender studies.

Prerequisites: ENG 151, COR 100; and any 100-level ANT, COM, HST, POL, SOC, or WGS course

COM 230 History of Print Media
(Also ENL 230)
4 hours; 4 credits
An introductory survey of the evolution of newspapers, periodicals, and the publishing industry, focusing on technological developments, major innovations, legal and ethical issues, and societal impact.

Prerequisites: ENG 151 and COM 150

COM 232 History of Design and Digital Media
4 hours; 4 credits
An exploration of the work of major designers and the movements they started, from its origins in the printing press as well as the interrelationship of design and fine art. We will focus on mainstream uses of graphic design as well as countercultural/activist appropriation of design techniques.

Prerequisite: COM 150

COM 240 Media Workshop: Acting, Directing, and Producing for the Media
4 hours; 3 credits
An examination of the actor/director relationship as it applies in the various media: stage, film, and television. Students will have an opportunity to work both as actors, directors, and screenwriters. Students will write, rehearse, and stage new screenplays.

Prerequisite: CIN 111

COM 249 Workshop in Typesetting
2 hours; 1 credit
An intensive five-week course designed to introduce the student to the various capabilities and applications of desktop publishing.

COM 250 Typography and Design
4 hours; 3 credits
A study of the communicative and aesthetic characteristics of graphic design and typography. The course focuses on the organization of visual space employing graphic design principles and strategies. Through the use of various digital techniques, students will produce graphic and typographic design projects.

Prerequisite: COM 115

COM 251 Digital Imaging 1
4 hours; 3 credits
A study of strategies in digital imaging production and treatment. Students will learn and employ digital design applications to composite images for print. Design exercises and projects emphasize problem solving, creativity, and presentation. Lectures focus on production and theory, referencing both historical and contemporary work as examples.

Prerequisite: COM 115

COM 261 Television Studio Production
4 hours; 3 credits
The emphasis is on studio production and the application of controlled studio techniques to the production of video programs. Increasingly complex projects will be planned, scripted, and carried through to a final edit.

Prerequisites: ENG 111 and CIN 111

COM 270 Radio Production
4 hours; 3 credits
This course is designed to give the student an understanding of radio production, theory, and practice. This includes audio principles and aesthetics; the purpose and operation of primary (microphones, tape machines, consoles, turntables) and secondary (compressors, equalizers, delays) studio equipment; and the techniques of the production process.

COM 271 Radio/TV Newscasting
4 hours; 3 credits
This course provides students with an understanding of newscasting through an evaluation of the impact of broadcast news, and investigation of journalistic tenets and applications that include organizing, writing, and producing news programs.

Prerequisite: COM 261 or COM 270

COM 277 Introduction to Journalism
(Also ENL 277)
4 hours; 4 credits
A general introduction to the principles of journalism. Work on reporting, editing, and layout, and an examination of distribution/feedback systems.

Prerequisite: ENG 151

COM 312 Theories of Mass Media
(Also ENL 312)
4 hours; 4 credits
A survey of contemporary communications theory defining the language, structure, systems, effects, and rhetoric of the mass media. Practical examples in journalism, advertising, publishing, radio, television, and film will be analyzed.

Prerequisite: ENG 151

COM 313  Principles of Editorial Design: Integration of Writing and Graphics
4 hours; 4 credits
Emphasis on the integration of publication design, graphics, information organization, and language. Course topics focus on various formats of multi-page layout design for print, their meaning and significance; editorial concepts, and the publication process. Further emphasis is placed on group organization, collaboration, and co-authorship.
Prerequisites: ENG 151 and COM 250 or COM 317, or permission of instructor

COM 315  Media Analysis
4 hours; 4 credits
An intensive theory and writing course introducing students to diverse approaches to media analysis, from semiotics, psychoanalysis, intertextuality, and discourse analysis. Students explore ways to read and understand different kinds of media texts, including print, audio, visual, and digital texts. Students will also learn to explore and explain their ideas and arguments in writing about media texts.
Prerequisite: COM 203

COM 317  Information Design
4 hours; 4 credits
An exploration of the relationship between form and information. This course examines systems for organizing and presenting effective, efficient, and understandable information. Students will learn and employ vector-based computer illustration software to complete their assignments.
Prerequisite: COM 250

COM 318  Advanced TV Studio Production (Effective Spring 2011)
(Also CIN 318)
4 hours; 4 credits
An advanced workshop in the techniques and concepts of live studio production. This course emphasizes a disciplined approach to practical application, the ability to work in production crews, and critical thinking as it relates to audience, message, and aesthetic choices. Students develop works through individual and group productions acquainting them with industry standards.
Prerequisite: COM 261

COM 320  Motion Graphics
4 hours; 4 credits
A course focusing on the language and tools of motion graphics. Emphasis is on the construction of image, typography, and accelerated sequences, as well as historical and theoretical topics. Students will learn to integrate sound and image as they develop and storyboard their projects.
Prerequisite: COM 251 or CIN 120

COM 332  History and Theory of Advertising and Public Relations
4 hours; 4 credits
The history of advertising and public relations in the United States. This course explores theories regarding their implications in relation to media institutions, politics, public opinion, society, and culture.
Prerequisite: COM 205

COM 341  Communications Design Workshop
4 hours; 4 credits
An examination of theoretical and practical approaches to visual culture. This course focuses on the role of subject, voice, and audience in determining appropriate visual and verbal forms. Through the use of various digital techniques, students will produce graphic and conceptual design projects where layers of meaning are created through the combination of images and text.
Prerequisite: COM 251

COM 351  Digital Imaging II
4 hours; 4 credits
An advanced creative, practical, and theoretical study of digital imaging as it is used in visual communication. Students will enhance their understanding of design and visual practice through thematic digital imaging assignments. Technical topics include advanced features of hardware and software and digital camera use. Theoretical concerns focus on the evolution of digital imagery, digital photography, and representation.
Prerequisites: COM 250 and COM 251

COM 370  Web Design, Graphics, and Theory
4 hours; 4 credits
An exploration of Web design, new media, digital culture, and cyberspace. This course is concerned with the technical skills of Web design and development, and the theoretical implications of Web-based design. Students will create projects employing Web design software. Along with production, COM 370 focuses on the psychological, cultural, social, economic, and political relationships associated with Internet culture.
Prerequisites: COM 203 and COM 251

COM 371  Media and the Margins
(also SOC 371)
4 hours; 4 credits
An examination of the role of the mass media as cultural institutions that shape the images and selves of marginalized groups. The course engages with definitions based on, but not limited to, age, disability, ethnicity, gender, race, and sexuality. (P&D)
Prerequisites: COM 150 or a 100-level and 200-level SOC or ANT course

COM 374  Mass Media in Modern Society
(Also SOC 374)
4 hours; 4 credits
Sociological analysis of the mass media: their comparative histories and organizations, and their political and social effects. Attention will be given to their persuasive role in propaganda and public opinion, as well as to their function in providing information and entertainment for the common culture.
Prerequisites: COM 150 and a 200-level SOC or ANT course

COM 380  Web Design, Animation, and Theory
4 hours; 4 credits
A course focusing on digital animation for the Internet. This course will cover the technical aspects of digital animation, as well as historical and theoretical topics. Students will create animations as stand-alone pieces and as components in Web pages.
Prerequisite: COM 370

COM 390  Media Internship
(also CIN 390)
3-4 credits
An internship work and learning experience with a media organization or in positions engaging in communications practices. This may include work in the production, distribution, or exhibition of media material, as well as in public relations and advertising. Students are required to keep a work journal, and write an analytical paper of their work experience. This course may be repeated for credit.
Prerequisites: COM 200 or COM 203 or COM 205 or COM 220 or COM 230 or COM 232 or CIN 210 or CIN 220, and the permission of the faculty advisor.

COM 410  Media Administration
(also BUS 410)
4 hours; 4 credits
A course dealing with the skills and concepts necessary for the competent management of a media production department. Topics include production planning and control, cost analysis procedures, contract and copyright law in relation to the media, and organization theory.
Prerequisites: COM 150, and COM 261 or COM 270 or CIN 111

**COM 412** Broadcast Journalism  (Effective Fall 2011)
(Also ENL 412)
4 hours; 4 credits
An introduction to the theory, history, and practice of modern newscasting. The class will also focus on the way that traditional broadcast is converging with digital video production and distribution in the creation of news. Special emphasis will be placed on preparing material for broadcast on radio, television, and online. Readings will explore the economic realities of broadcasting, legal sanctions, and social impact. Students will monitor newscasts, analyze them, and write copy suitable for broadcast. For students wishing to register for the course COM 100 is recommended.
Prerequisite: COM/ENL 277 and COM 204

**COM 415** Media Audiences
4 hours; 4 credits
A comparison of industry and scholarly approaches to understanding media audiences and media effects, focusing on the medium of television. This course also draws cases from film, radio, and new media. We will examine the tools of media industry audience research (such as audience measurement, ratings systems, and focus groups), as well as critical scholarship on the social impact of the fragmentation of the mass audience, and the results of ethnographic audience research.
Prerequisite: COM 315

**COM 420** Global Media
4 hours; 4 credits
An examination of contemporary media as global phenomena, stressing the multidirectionality of media flows, influences, power, and practices. Students explore global connections in different media, including print, electronic, audio, visual, television, film, as well as the interconnectedness of these media on a global scale.
Prerequisite: COM 315

**COM 425** Media Regulation
4 hours; 4 credits
A survey of the regulation of media, including print, film, and telecommunications in the United States. The course examines the history of media regulation in terms of both the structure of media industries and their contents, including the First Amendment rights extended to individual expression and print, censorship and the limitations placed on broadcasting; the governance of intellectual property, in copyright and fair use laws; the role of the Federal Communications Commission, trends in de- and re-regulation in recent decades, and the role of regulations in developing new media such as the Internet.
Prerequisite: COM 315

**COM 432** Corporate Communications Practices
4 hours; 4 credits
An extensive examination of corporate communications and public relations approaches, and their application. Case studies and examples of a variety of corporate communications practices will be analyzed in terms of their meaning, purposes, and targeted publics to study and develop skills in building communications strategies, tactics, and execution techniques. Students will work on projects dealing with the planning and execution of strategic communications.
Prerequisite: COM 332

**COM 438** Newspaper Reporting
(Also ENL 438)
4 hours; 4 credits
An introduction to the theory, history, and practice of modern reportorial journalism. The class will focus on the way that traditional newswriting is converging with other media forms online, yet remains a skill of its own with specific needs, ethics, and best practices. For students wishing to register for the course COM 100 is recommended.
Prerequisite: COM/ENL 277 and COM 204

**COM 445** Journalism and Society (Effective Fall 2011)
(Also ENL 445)
4 hours; 4 credits
Learning to “read” and write the news. Analysis of the ways in which news stories define our understanding of society. The course will consider both the effect of print and broadcast journalism on politics, values, and social standards and the pressures on the press that define its values. Topics vary from term to term.
Prerequisites: (COM/ENL 277 and COM 204) and (COM 412/ENL 412 or ENL 438/COM 438 or COM 446)

**COM 446** Digital Design for Journalists (Effective Fall 2011)
4 hours; 4 credits
Digital design skills needed for developing skills in writing for traditional electronic media (such as radio and television) as well as new media (such as the Internet). This writing-intensive course emphasizes the translation of ideas into written text or spoken dialogue appropriate to the medium, genre, and target audience, as well as treatments, proposals, and other forms of pre-production writing.
Prerequisites: COM/ENL 277 and COM 204 or COM 317

**COM 450** Senior Seminar in Communications Research
4 hours; 4 credits
The capstone class for Communications majors. The course provides an overview of communications research and introduces students to basic research procedures, paradigms, and methods. Students learn research goals, methodologies, and strategies in communications. They use these tools to formulate a research problem of their own and to conduct research in libraries, through media resources, and through fieldwork.
Prerequisite: COM 315

**COM 451** Advanced Design and Digital Media Workshop
4 hours; 4 credits
Workshop course designed for advanced students to complete extended projects. The students will apply their mastery of the concepts and skills of design and digital media to one large project or body of work; this work will be proposed by the student and agreed upon by the professor.
Prerequisites: COM 250 and COM 370
Pre- or corequisite: COM 314 or COM 341 or COM 371 or COM 320 or COM 351 or COM 380

**COM 465** Writing for the Media
(Also ENL 465)
4 hours; 4 credits
Developing skills in writing for traditional electronic media (such as radio and television) as well as new media (such as the Internet). This writing-intensive course emphasizes the translation of ideas into written text or spoken dialogue appropriate to the medium, genre, and target audience, as well as treatments, proposals, and other forms of pre-production writing.
Prerequisites: 200-level COM course and ENG 151 or permission of the instructor

**COM 475** Writing for Advertising and Public Relations
(Also ENL 475)
4 hours; 4 credits
An introduction to the techniques of developing concepts and writing copy for advertising in print and broadcast media, and public relations material such as press releases, newsletters, brochures, and publicity material. The course analyz-
es advertising, public relations, and other corporate communications tactics in terms of their target audience, message, and effectiveness, as well as the channels of communication. Students will be assigned a number of writing projects including copywriting, concept development proposals, press releases, and newsletter articles.

Prerequisite: COM 332 or permission of the instructor

**COM 480**   Studies in Advanced Journalism (Effective Fall 2011)

(Also ENL 480)

4 hours; 4 credits

Analysis of the techniques required for good feature writing, magazine writing, personal journalism, investigative reporting, interviewing, etc. Overview of the changing journalism environment and the techniques and skills necessary to build a successful journalism organization. Overview of the job and skills of a news editor. Emphasis amongst these different options varies from term to term.

Prerequisite: COM/ENL 277 and COM 204; COM/ENL 412 or COM/ENL 438 or COM 466

**COM 490**   Senior Project

2 hours; 1 credit

A laboratory/seminar in which students select a publication project to complete during the semester, including a written analysis of the writing, design, and management problems and skills related to the completion of the project. Problems, possible solutions, and final results will be shared seminar-style.

Prerequisites: Senior standing and permission of the instructor

**COM 492**   Senior Project for Design and Digital Media

4 hours; 4 credits

Advanced individual exploration of techniques and principles introduced in 200- and 300-level design and digital media courses. This course provides the opportunity for students to develop cohesive portfolios to a quality required for entry-level positions in the field. Critiques of student work will be held with fellow students and the faculty advisor periodically throughout the semester.

Prerequisites: Senior standing and COM 250 and COM 370

Pre- or corequisite: COM 314 or COM 341 or COM 317 or COM 320 or COM 317 or COM 380

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**Computer Science and Computer Technology**

(Bachelor of Science, Associate in Applied Science, Minor; Master of Science - see Graduate Catalog)

Department of Computer Science, Building IN, Room 215
Chairperson and Professor Louis Petingi

**Computer User Responsibilities**

Students are expected to be familiar with the computer user responsibilities detailed in Appendix ii.

**Computer Technology (AAS)**

The College offers a Computer Technology program that focuses on general applications programming. Students seeking a Bachelor's degree in Computer Science should consult the requirements for the BS in Computer Science or the BS in Computer Science/Mathematics.

**General Education Requirements**

ENG 111, ENG 151, COR 100, PED 190: 12 credits

Whenever possible, these four courses should be completed within the first 36 credits.

**Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual Aesthetic, and Linguistic Analysis: 15 credits**

Whenever possible, these courses should be completed within the first 36 credits.

1. **Scientific Analysis:** (8 credits)

A one-year eight credit sequence of laboratory science chosen from the list of courses below:

- AST 120  Space Science I
- AST 160  Space Science II
- BIO 170/  General Biology I/Laboratory
- BIO 180/  General Biology II/Laboratory
- CHM 141/  General Chemistry I/Laboratory
- CHM 142/  General Chemistry II/Laboratory
- GEO 100/  Physical Geology/Laboratory
- GEO 102/  Historical Geology/Laboratory
- PHY 120/  General Physics I/Laboratory
- PHY 160/  General Physics II/Laboratory
- 161  General Physics II/Laboratory

2. At least one course from two of the following groups: Social Scientific Analysis, The Contemporary World; Textual Aesthetic, and Linguistic Analysis (7-8 credits)

**Pre-Core Requirement:** 4 credits

- CSC 126  Introduction to Computer Science 4 credits

A grade of C or above in CSC 126 is required for continuation in the program. Students will be allowed to repeat the course, if necessary.

**Programming Sequence**

**Core Requirements:** 28 credits

- CSC 210  Applications Programming 4 credits
- or
- CSC 332  Operating Systems I (to be chosen in consultation with an advisor) 4 credits
- CSC 211  Intermediate Programming 4 credits
- CSC 220  Computers and Programming 4 credits
- or
- Two two-credit CSC courses at the 200-level or above (excluding CSC 347 and CSC 490)
- CSC 228/  Discrete Mathematical Structures 4 credits
- MTH 228  Information Structures 4 credits
- CSC 326  Object-Oriented Software Design 4 credits
- CSC 330  Calculus Computer Laboratory 1 credit
- MTH 229  Analytic Geometry and Calculus I 3 credits

**Electives:** 1 credit

**Total Credits Required:** 60

**Information Science**

**Core Requirements:** 30 credits

- MKT 111  Marketing 3 credits
- MGT 110  Organizational Theory and Management 3 credits
- CSC 210  Applications Programming 4 credits
- CSC 211  Intermediate Programming 4 credits
Three courses from either category:

4. Textual, Aesthetic, and Linguistic Analysis (3-4 credits)
3. The Contemporary World (4 credits)
2. Social Scientific Analysis (3-4 credits)

(excluding CSC 347 and CSC 490)

Whenever possible, these courses should be completed within the first 60 credits.

Liberal Arts and Sciences Requirement

Courses designated CSC are non-liberal arts and sciences.

Computer Science (BS)

The Computer Science program offers a full four-year curriculum in computer science that prepares students for careers as computer professionals and/or for graduate study. The major provides a broad-based background in computer science and includes courses in computer software, systems, mathematics, and computer engineering. A student, under the guidance of a computer science adviser, may also select additional courses to pursue particular interests. Students interested in transferring into the program from the two-year Computer Technology program should consult the department chairperson.

Program Educational Objectives:

A few years after graduation, graduates will:

1. Hold responsible positions in computing related fields and/or be pursuing an advanced computing related degree;
2. Remain current in their field through the pursuit of life-long learning; and
3. Use their core computing and problem solving knowledge.

The program in Computer Science is accredited by the Computer Accreditation Commission (CAC) of ABET, 111 Market Place, Suite 1050, Baltimore, Maryland 21202-4012; 410.347.7700.

General Education requirements for the BS: 41 credits

ENG 111, ENG 151, COR 100, PED 190: 12 credits

Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 29 credits

Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis (11 credits)
   a. A one-year science sequence chosen from the list of courses below:
      AST 120, AST 160
      BIO 170/BIO 171, BIO 180/181
      CHM 141/121, CHM 142/127
      PHY 120/121, PHY 160/161
   b. Mathematics (3 credits)*

2. Social Scientific Analysis (3-4 credits)
3. The Contemporary World (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis (3-4 credits)

One course from either category:

a. Literature: 200-level
   b. Arts and Communications: 100 or 200-level
5. Pluralism and Diversity Requirement: 0-4 credits

Plus an additional two to eight credits that are not science, mathematics, or computer science courses.

See section on general education requirements for approved course lists and complete details.

*Fulfilled in the pre-major requirements

Pre-Computer Science Sequence: 4 credits

CSC 126 Introduction to Computer Science

A grade of C or above in CSC 126 is required for admission to the Computer Science Baccalaureate program. Students will be allowed to repeat the course, if necessary.

Pre-Major Requirements: 19-22 credits

MTH 229 Calculus Computer Laboratory
MTH 230 Calculus I with Pre-Calculus
MTH 232 Analytic Geometry and Calculus I
MTH 239 Calculus Computer Laboratory
MTH 241 Analytic Geometry and Calculus I
MTH 242 Analytic Geometry and Calculus II
CSC 211 Intermediate Programming (4 credits)
CSC 220 Computers and Programming (4 credits)

Four additional credits of science courses chosen from the Scientific Analysis category list of courses that provide the foundation for further study in the sciences or chosen from courses with these scientific analysis courses as prerequisites (4 credits)

Major Requirements: 56-57 credits

Students majoring in Computer Science must complete:

CSC/ MTH 228 Discrete Mathematical Structures 4 credits
CSC 326 Information Structures 4 credits
CSC 330 Object-Oriented Software Design 4 credits
CSC 332 Operating Systems I 4 credits
CSC/ENS 346 Switching and Automata Theory 4 credits
CSC 347 Computer Circuits Laboratory 2 credits
CSC 382 Analysis of Algorithms 4 credits
CSC 430 Software Engineering 4 credits
CSC 446 Computer Architecture 4 credits
CSC 490 Seminar in Computer Science 2 credits

Plus two courses in Mathematics having MTH 232 or higher as a prerequisite (MTH 306 may not be used to fulfill this requirement).

Twelve credits from the following, at least eight credits must be taken in computer science courses. Only two 200-level courses may be included in the twelve credits.

CSC 223 Computer Hacking Revealed 2 credits
CSC 225 Introduction to Web Development and the Internet 2 credits
CSC 226 Web Database Applications 2 credits
CSC 227 Introductory Computer Game Programming 2 credits
CSC 229 Introduction to High Performance Computing 2 credits
CSC 420 Concepts of Programming Languages 4 credits
CSC 421 Internet Data Communications and Security 4 credits
CSC 424 Database Management Systems 4 credits
CSC 427 Advanced Computer Game Programming 4 credits
CSC 429 Advanced High Performance Computing 4 credits
CSC 432 Operating Systems II 4 credits

Majors, Disciplines and Course Descriptions 97
CSC 434 Compiler Construction 4 credits
CSC 435 Advanced Data Communications 4 credits
CSC 462/  
ENS 362 Microcontrollers 4 credits
CSC 470 Introductory Computer Graphics 4 credits
CSC 475 Image Processing in Computer Science 4 credits
CSC 480 Artificial Intelligence 4 credits
CSC 482 Discrete Simulation 4 credits
CSC 484 Theory of Computation 4 credits

An additional 4 credit MTH course having MTH 232 or higher as a prerequisite (MTH 306 may not be used to fulfill this requirement.

A grade of C or above in all CSC courses that are prerequisites for courses in the major requirements. Students will be allowed to repeat courses, it necessary.

NOTE: Students planning to pursue a higher degree in Computer Science are recommended to take MTH 233.

Electives: 3-7 credits
Total Credits Required: 124

Computer Science – Mathematics (BS)

The Departments of Computer Science and Mathematics offer a joint BS degree program in Computer Science and Mathematics that provides a balance between these two disciplines with an emphasis on their applied aspects and their relationship to each other.

General Education Requirements for BS:
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity Requirements: 21-27 credits
Whenever possible, these courses should be completed within the first 60 credits Scientifc Analysis: (11 credits)
1a. Science and Technology: (8 credits)
A one-year science sequence chosen from the list of courses below:
AST 100-AST 101, AST 102-AST 103 Contemporary Theories of the Solar System (with planetary laboratory) and of the Universe (with galactic laboratory)
AST 120-AST 160 Space Science I and II with laboratories
BIO 170-BIO 171, BIO 180-BIO 181 General Biology I and II with laboratories
CHM 141-CHM 121, CHM 142-CHM 127 General Chemistry I and II with laboratories
GEO 100-GEO 101, GEO 102-GEO 103 Physical and Historical Geology with laboratories
PHY 120-PHY 121, PHY 160-PHY 161 General Physics I and II with laboratories
1b. Mathematics: (3 credits)*
*Filled in the pre-major requirements
2. Social Scientific Analysis: (3-4 credits)
One course from either category:
a. Social Scientific Analysis: 100-level
b. Social Scientific Analysis: 200-level
3. The Contemporary World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (3-4 credits)
One course from either category:
a. Literature: 200-level
b. Arts and Communications: 100- or 200-level
5. Pluralism and Diversity Requirement: (0-4 credits)
See section on general education requirements for approved course lists and complete details.

Pre-Computer Science Sequence: 4 credits
CSC 126 Introduction to Computer Science 4 credits
A grade of C or above in CSC 126 will be required for admission to the Computer Science-Mathematics Baccalaureate program. Students will be allowed to repeat the course, if necessary.

Pre-Major Requirements: 22-25 credits

Students planning to major in Computer Science-Mathematics should complete the following requirements prior to their junior year.

Calculus sequence chosen from the following: 10-13 credits
MTH 230 Calculus I with Pre-Calculus 6 credits
MTH 232 Analytic Geometry and Calculus II 3 credits
MTH 233 Analytic Geometry and Calculus III 3 credits
MTH 229 Calculus Computer Laboratory 1 credit
or
MTH 231 Analytic Geometry and Calculus I 3 credits
MTH 232 Analytic Geometry and Calculus II 3 credits
MTH 233 Analytic Geometry and Calculus III 3 credits
MTH 229 Calculus Computer Laboratory 1 credit
or
MTH 235 Accelerated Calculus I 4 credits
MTH 236 Accelerated Calculus II 4 credits
MTH 229 Calculus Computer Laboratory 4 credits
CSC 220 Computers and Programming 4 credits
CSC 211 Intermediate Programming 4 credits

Major Requirements: 52 credits
MTH/  
CSC 228 Discrete Mathematical Structures 4 credits

Computer Science: 24 credits
CSC 326 Information Structures 4 credits
CSC 330 Systems Programming: Concepts of Software Design 4 credits
CSC 346 Switching and Automata Theory 4 credits
CSC 382 Analysis of Algorithms 4 credits
CSC 420 Concepts of Programming Languages 4 credits
Any one of the following advanced computer courses: 4 credits
CSC 424 Database Management Systems
CSC 480 Artificial Intelligence
CSC 482 Discrete Simulation 4 credits

Mathematics: 24 credits
MTH 311 Probability Theory and an Introduction to Mathematical Statistics 4 credits
MTH 335 Numerical Analysis 4 credits
MTH 338 Linear Algebra 4 credits
MTH 339 Applied Algebra 4 credits
Any two of the following: 8 credits
MTH 350 Applied Mathematical Analysis I
MTH 357 Applied Combinatorics and Graph Theory
MTH 341 Advanced Calculus I
MTH 350 Mathematical Logic
MTH 370 Operations Research
MTH 410 Mathematical Statistics I

Electives: 0-12 credits
Total Credits Required: 120
Computer Science Minor

Pre-Minor Requirements: 12 credits

- MTH 123 College Algebra and Trigonometry 4 credits
- CSC 126 Introduction to Computer Science 4 credits
- CSC 220 Computers and Programming 4 credits
- CSC 211 Intermediate Programming 4 credits

Minor Requirements: 16 credits

Computer Science minor requirements can be met by completion of any one of the following sequences:

1. Computer Science minor sequence for students with an interest in computer engineering:
   - CSC
   - MTH 228 Discrete Mathematical Structures 4 credits
   - CSC 326 Information Structures 4 credits
   - and two courses chosen from the following list:
     - CSC 332 Operating Systems I 4 credits
     - CSC 435 Advanced Data Communications 4 credits
     - CSC 446 Computer Architecture 4 credits

2. Computer Science minor sequence for students with an interest in applications programming:
   - CSC 326 Information Structures 4 credits
   - CSC 330 Object-Oriented Software Design 4 credits
   - CSC 424 Database Management Systems 4 credits
   - and one course chosen from the following list:
     - CSC 332 Operating Systems I 4 credits
     - CSC 420 Concepts of Programming Languages 4 credits
     - CSC 430 Software Engineering 4 credits
     - CSC 435 Advanced Data Communications 4 credits
     - CSC 470 Introductory Computer Graphics 4 Credits
     - CSC 480 Artificial Intelligence 4 credits

Computer Science Courses

The courses in computer science are listed below. Students should consult a computer science adviser before registering for courses. CSC 102 Computing for Today is a general introductory course in computers. This course is not credited toward the major. CSC 115 fulfills the scientific analysis requirements. CSC 126 Introduction to Computer Science is the introductory course in the Associate's degree Computer Technology program and the Bachelor's degree in Computer Science program. CSC 126 is a general introductory course in computer science for engineering students and others with similar needs.

CSC 102 Computers for Today

6 hours; 4 credits
Basic computer concepts including hardware, operating systems, application software (word processing, spreadsheets, and database manager), networks, and the Internet. Internet protocols, Internet, intranets and the Web, Web development, multimedia, research, privacy, cyber security, e-commerce, and ethical issues. Not open to students who have successfully completed a 200-level computer course or BUS 150.
Prerequisite: An appropriate score on the Math Proficiency/Placement Test or MTH 015 or MTH 020

CSC 112 Introduction to Word Processing

1 class hour, 2 laboratory hours - 7 weeks; 1 credit
The latest version of a popular word processing program will be taught. Topics will include creating and editing a file, using the spell and the thesaurus, formatting, printing, merging, footnotes, and macros.
Not open to students who have successfully completed CSC 102.

CSC 114 Elements of Computer Programming for the Technologies

1 class hour, 3 laboratory hours; 2 credits
Elements of computer programming for the technologies: arithmetic and logical operations and functions, comparison operators, loops, subroutines, input and output. Programs will be written in a higher-level computer language. Specialized packages for technological applications will be used.
Pre- or corequisite: MTH 123

CSC 115 Introduction to Computer Technology

3 class hours, 2 laboratory hours; 4 credits
An introduction for non-science students to fundamental concepts in computers and technology including information representation, development and application of algorithms, network and communication principles, critical evaluation of technology tools. (Scientific Analysis)
Prerequisite: MTH 015 or MTH 020 or an appropriate score on the CUNY Mathematics Assessment Test.

CSC 116 Introduction to Database

1 class hour, 2 laboratory hours - 7 weeks; 1 credit
The latest version of a widely used database program will be taught. Topics will include creating and editing a file, sorting and indexing, printing reports and labels.
Not open to students who have successfully completed CSC 102.
Prerequisite: Passing the CUNY Mathematics Assessment Test

CSC 118 Introduction to Spreadsheets

1 class hour, 2 laboratory hours - 7 weeks; 1 credit
The latest version of a widely used spreadsheet program will be taught. Topics will include creating and problem solving using spreadsheets, entering data and formulas, correcting errors, the range, copy and formatting instructions, printing, tables, and graphs.
Not open to students who have successfully completed CSC 102.
Prerequisite: Passing the CUNY Mathematics Assessment Test

CSC 122 Computer and Windows

1 class hour, 2 laboratory hours; 2 credits
This course will introduce the novice to the essentials of Windows usage. Topics will include creating and editing a file, troubleshooting, managing files with the File Manager. The supplied programs of Windows, the accessories, will be explored: Write, Terminal, Paintbrush, Notepad, Cardfile, Recorder, Calendar, and Calculator. Groups and the installation of programs will be taught. Not open to students who have completed CSC 102.
Prerequisite: Passing the CUNY Mathematics Assessment Test

CSC 126 Introduction to Computer Science

3 class hours, 3 laboratory hours; 4 credits
Pre- or corequisite: MTH 123 or MTH 130 or MTH 230 or MTH 231 or MTH 235

CSC 135 Introduction to Information Systems

(Also BUS 135)
2 class hours, 2 laboratory hours; 3 credits
A hands-on laboratory course in the effective use of technology tools for problem solving. Students will understand how copyright laws apply to software and the need to acknowledge material from outside sources, including online material and the work of others.
Corequisite: CSC 126

CSC 205 Basic Desktop Publishing

1 class hour, 2 laboratory hours; 2 credits
A hands-on course designed to provide a practical introduction to the basics of text formatting and design. Text and graphics will be combined to produce printer-ready pages for publication. Topics will stress the transformation of otherwise plain-looking documents into professional-looking, more readable copy. Typefaces, style types, type sizes and page layouts will be explored.
Prerequisite: CSC 102 or CSC 112

**CSC 210 Applications Programming**
3 class hours, 3 laboratory hours; 4 credits
Application of programming techniques to problems in business and data processing. State-of-the-art software packages to analyze and manipulate data for standard business applications will be taught.
Prerequisite: A grade of C or above in either CSC 126 or CSC 270

**CSC 211 Intermediate Programming**
3 hours, 3 laboratory hours; 4 credits
Prerequisite: CSC 216 with a grade C or better (not open to students who had a C or better in CSC 310).

**CSC 220 Computers and Programming**
3 class hours, 3 laboratory hours; 4 credits
Binary and hexadecimal number systems, computer structure, machine language, instruction formats and execution, addressing techniques, and digital representation of data. Computer systems organization, symbolic coding and assembly systems, programming techniques, program segmentation and linkage. Students will complete computer projects in machine language and assembly language.
Prerequisite: A grade of C or above in either CSC 126 or 270

**CSC 222 Computer Hacking Revealed**
1 class hour, 3 laboratory hours; 2 credits
A theoretical and practical survey of computer network and Web security, attack methods, and algorithms for defending computers and computer networks. Students learn about major security threats, methods and technologies used, and how threats affect the development and functioning of computer software and hardware.
Prerequisite: CSC 126 or permission of instructor

**CSC 225 Introduction to Web Development and the Internet**
1 class hour, 3 laboratory hours; 2 credits
An introduction to the Internet and Web page creation and management, using a markup language, a scripting language, a current editor, and a graphics program. Topics include incorporating graphics, sound, video and proper Web page development concepts. Students will prepare Web pages incorporating text, digitized images, scripts, animations, sound, and video. Not open to students who have completed CSC 114.
Prerequisites: MTH 123

**CSC 226 Web Database Applications**
1 class hour, 3 laboratory hours; 2 credits
This course offers students a mixture of theoretical and practical information on creating Web database applications. Students will learn open source technologies that are often combined to develop these applications. Students will model and design databases and query remotely located databases on the Web. Searching, browsing, storing user data, validating user input, managing user transactions, and security issues are discussed.
Prerequisites: CSC 126

**CSC 227 Introductory Computer Game Programming**
1 class hour, 3 laboratory hours; 2 credits
This course covers the process of game development. It also discusses the importance of testing, and how developers use the results of testing to improve their games. Students will be expected to develop simple games, or portions of games, using appropriate game development tools.
Prerequisites: CSC 126 or permission of instructor

**CSC 228 Discrete Mathematical Structures for Computer Science**
(Also MTH 228)
3 class hours, 3 laboratory hours; 4 credits
Prerequisites: CSC 211; MTH 123 or MTH 150 or MTH 230 or MTH 231 or MTH 235

**CSC 229 Introduction to High Performance Computing (Effective Fall 2010)**
1 class hour, 3 laboratory hours; 2 credits
An introduction to High Performance Computing. Parallel memory architectures and programming models with an emphasis on the MPI programming model. Issues related to designing parallel programs will be discussed. Examples of how to parallelize simple serial programs will be covered.
Prerequisites: CSC 126

**CSC 270 Introduction to Scientific Computing**
6 hours; 4 credits
Programming elements: operators, flow control, repetition, selection, logical conditions, arrays, data import, vectors, matrices, functions. Introduction to numerical techniques using scientific software: graphing, integration, roots of equations, linear equations, eigenvectors, eigenvalues, interpolation, signal processing.
Not open to students who have successfully completed CSC 120 or CSC 126.
Prerequisite: MTH 231

**CSC 310 Input/Output Operations and File Management**
3 class hours, 3 laboratory hours; 4 credits
Files and file structures. Physical versus logical files. Secondary storage devices and system software. Input/output and access techniques. File organizations, indexing and processing. The capabilities of file handling in at least one higher-level programming language will be explored.
Prerequisite: CSC 126

**CSC 326 Information Structures**
3 class hours, 3 laboratory hours; 4 credits
Organization and processing of various types of information. Storage allocation techniques. Linear list structures including stacks and queues, dequeues, rings, and linked arrays. Tree structures and multilinked structures. Advanced sorting and searching techniques. Scatter storage techniques. Recursive programming.
Prerequisites: CSC 211 or ENS 336; a knowledge of C programming language

**CSC 330 Object-Oriented Software Design**
3 class hours, 3 laboratory hours; 4 credits
Large-scale software design issues, object-oriented design paradigms, encapsulation, polymorphism, inheritance, reusability, and specifics of an object-oriented language and associated development tools. Students will be required to implement a substantial and well-engineered project using an object-oriented language.
Prerequisite: CSC 326
CSC 220 Operating Systems I
3 class hours, 3 laboratory hours; 4 credits
Prerequisites: CSC 220 or ENS 362, and CSC 326

CSC 334 Computer System Fundamentals
4 hours; 4 credits
The course covers concepts of hardware and software systems and programming concepts common to the corporate data processing environment. Topics include fundamentals of hardware and software, rudiments of operating systems, and communication between microcomputers and mainframes. Various software application and utility packages utilizing both mainframes and microcomputers will be studied.
Prerequisite: CSC 211

CSC 346 Switching and Automata Theory
4 hours; 4 credits
Prerequisite: CSC 220

CSC 347 Computer Circuits Laboratory
4 hours; 2 credits
The design and implementation of circuitry found in modern computers. Physical realizations of minimized switching functions. Design and implementation of finite state machines including synchronous sequential circuits and asynchronous sequential circuits.
Prerequisite: CSC 346

CSC 382 Analysis of Algorithms (Effective Fall 2010)
3 class hours, 3 laboratory hours; 4 credits
Algorithm development, including running time analysis and correctness arguments. Topics include: asymptotic notation and complexity analysis; use of mathematical techniques to determine the computational complexity of algorithms such as sorting and searching. The course provides an introduction and analysis of elementary graph algorithms and programming techniques such as greedy, backtracking, and dynamic programming. Projects will be assigned to correlate the computational complexity and real-time execution time of the algorithms.
Prerequisites: CSC 326 and CSC/MTH 228 and MTH 232

CSC 405 Applied Concepts in Information Systems
(Also BUS 405)
3 class hours, 3 laboratory hours; 4 credits
The course covers applied concepts in information systems. Theory and methodology for the design, development, and implementation of large-scale reliable business software projects and tools and techniques for managing business software projects will be discussed. Presentations and GUI interfaces will be emphasized.
Prerequisites: CSC 326 and BUS 352

CSC 420 Concepts of Programming Languages
4 hours; 4 credits
Definition of programming languages, data types and declaration, storage allocation, statement types, operations, control structures, binding time, procedure, subroutine, function declaration, parameters, string manipulation. Several programming languages will be discussed and problems using these languages will be assigned.
Prerequisites: CSC 220 and CSC 326

CSC 421 Internet Data Communications and Security
3 class hours, 3 laboratory hours; 4 credits
Designed to present a thorough understanding of the Internet structure, its functionality, and the technology. This course covers networks and how they work; Internet protocols; Internet control protocols; Internet and www, Internet clients and servers and their main features; Internet applications and related protocols; Internet and www security; encryption, public-key cryptography, authentication, and IP security.
Prerequisite: CSC 326

CSC 424 Database Management Systems
4 hours; 4 credits
Introduction to database systems, concepts and architecture; Conceptual data modeling with the Entity-Relationship Model; the Relational database model: concepts, languages, functional dependencies, database normalization and design; programming in SQL; concepts of integrity, security, transactions, concurrency, recovery, distributed and object-oriented databases are introduced. Study of several real-world database management systems. Students are required to implement a database application project in the area of their major interest.
Prerequisite: CSC 326

CSC 427 Advanced Computer Game Programming
4 hours; 4 credits
This course covers advanced principles and practices of computer game programming. The student will be exposed to the different aspects of game development including 2D and 3D asset creation, rendering and animation, sprites, AI for games, programming, and testing. The course emphasizes the hands-on computer programming aspect. Students will work in groups to develop and program games.
Prerequisite: CSC 326

CSC 429 Advanced High Performance Computing
(Effective Fall 2010)
3 class hours, 2 laboratory hours; 4 credits
Foundations of parallel computing. Algorithms for shared- and distributed-memory systems. Parallel computer architectures, performance, decomposition techniques for parallel algorithms, parallel programming models such as OpenMP and MPI models, analytical modeling of parallel algorithms. Classical parallel algorithms and their implementation on parallel machines and performance analysis will be discussed.
Prerequisites: CSC 326

CSC 430 Software Engineering
3 class hours, 2 laboratory hours; 4 credits
Developing large-scale reliable software systems. Theory and methodology for the design and implementation of software systems from requirements analysis through design and implementation, testing, integration, and maintenance. Tools and techniques for all phases of a software system’s life cycle will be discussed. Documentation, testing, and management of large-scale systems. A significant project will be required.
Prerequisite: CSC 330

CSC 432 Operating Systems II
4 hours; 4 credits
Concurrent processing. Linear and tree-structured address space. Resource allocation for multiprogramming. Queuing and network control policies. Protection mechanisms. Case studies of various state-of-the-art systems and implementation of a small operating system.
Prerequisite: CSC 332

CSC 434 Compiler Construction
4 hours; 4 credits
Review of assembly techniques of symbol table techniques and macros, and of compilation, loading, and execution. One-pass compilation techniques. Trans-
luation of arithmetic expressions from prefix form to machine language. Detailed organization of a simple complete compiler.
Prerequisites: CSC 330 and CSC 326

CSC 435 Advanced Data Communications
4 hours; 4 credits
Concepts of circuit, packet, and message switched networks; local, campus, metropolitan, and wide area networks; concepts of data transmission; the emerging telecommunications industry, private networks, and integrated services digital networks.
Prerequisite: CSC 346

CSC 446 Computer Architecture
(Also ENS 446)
4 hours; 4 credits
Instruction formats and addressing schemes. Arithmetic and logic unit design. Control unit design: hardwired and microprogrammed. Main memory technology. Virtual, high-speed, associative, and read-only memories. Programmable logic arrays. Computer organizations including stack, parallel, and pipeline. System structures: time sharing, multiprocessing, and networking. Digital communications. Input/Output systems; direct memory access.
Prerequisite: CSC 346 or ENS 220

CSC 450 Honors Workshop
4 hours; 4 credits
Students, with the approval of the department, work in teams on large-scale projects.
Prerequisites: Computer Science major with senior standing and departmental approval

CSC 462 Microcontrollers (Effective Spring 2010)
(Also ENS 362)
2 class hours, 4 laboratory hours; 4 credits
Introduction to microcontrollers with an overview of the CPU architecture, instruction set, interface with target board, testing and program development using the structured assembly preprocessor. Interrupts and interrupt timing, analog-to-digital conversion and programming of peripheral chips will be some of the concepts covered in this class.
Prerequisite: ENS 220 or CSC 346

CSC 470 Introductory Computer Graphics
4 hours; 4 credits
Introduction to the basic concepts and techniques of interactive computer graphics including the hardware and software components of computer graphics systems and mathematical handling of graphical objects. Algorithms for two-dimensional and three-dimensional graphics: windowing, clipping, and transformations. Viewing with parallel and perspective projections. Possible additional topics include: curves and surface modeling; realistic rendering (shading with illumination and material, shadowing, reflection and surface texturing).
Prerequisite: CSC 326

CSC 475 Image Processing in Computer Science
4 hours; 4 credits
An introduction to the basic computational techniques and algorithms of digital image/video processing. The student will learn modern approaches to image acquisition, image enhancement, image compression, and image analysis.
Prerequisite: CSC 326
Corequisite: MTH 339

CSC 480 Artificial Intelligence
4 hours; 4 credits
Prerequisite: CSC 326

CSC 482 Discrete Simulation
4 hours; 4 credits
Prerequisites: MTH 311 and CSC 326

CSC 484 Theory of Computation
4 hours; 4 credits
Prerequisites: A grade of C or above in (CSC 126 or CSC 270) and MTH 339 and (MTH 233 or MTH 236)

CSC 490 Seminar in Computer Science (Effective Fall 2010)
3 hours; 3 credits
Invited speakers and students will lead discussions on the ethical and societal impact of the computer. Students will write and present papers on current research topics in the computing field.
Prerequisite: Computer Science major with senior standing

CORE 100
Division of Humanities and Social Sciences, Building 1A, Room 312
Dean Christine Flynn Saulnier
Coordinator, Donna Scimeca, Marchi Building (2N), Room 218

COR 100 United States: Issues, Ideas, and Institutions
4 hours; 4 credits
COR 100 is a required general education course that introduces CSI students to contemporary America’s constitutional democracy, multicultural society, and market economy, using the tools of the social sciences. The course seeks historical perspective by examining three formative periods in U.S. history: the American Revolution and debate over the Constitution, the African American freedom struggle from slavery through the civil rights movement, and the evolving relationship between government regulation and the market economy during the 20th century. The course is writing intensive and is intended to develop logical, critical thought and expression.
Pre- or corequisite: ENG 111

CUNY Baccalaureate
Campus Coordinator: Suzy Shepardson, Room 101
Established in 1971, the CUNY BA/BS program is a small, University-wide alternate degree program intended for self-directed, academically strong students who have well-formulated academic and career goals. Students who are admitted to the program work on an individualized area of specialization with guidance from a CUNY faculty member who agrees to serve as a mentor. Students in this alternate degree program must also satisfy a core of general education requirements. Although students in the program are matriculated at one CUNY college, they are free to take courses at any of the other CUNY colleges. To be eligible to apply, students must have a clear academic goal and must have completed at least 15 college credits with a grade point average of 2.50 or higher. The CUNY BA and BS degrees are fully accredited and are awarded by The City University rather than by an individual college. The
Dance Courses

DAN 101  Contemporary Dance Technique I
3 hours; 2 credits
The progressive stages in the development of a technical vocabulary and movement patterns into the art form and expression of modern dance. Each stage develops naturally from the preceding one, contributing to the total advancement of the dance. For beginning students.

DAN 102  Contemporary Dance Technique II
3 hours; 2 credits
The progressive stages in the development of a technical vocabulary and movement patterns into the art form and expression of modern dance. Each stage develops naturally from the preceding one, contributing to the total advancement of the dance. For beginning students.

DAN 111  Choreography I
3 hours; 3 credits
I: Elements of Composition; II: Dance Composition. The art of the dance as a creative expression that offers students the opportunity to explore the traditional and experimental approach to choreography through interaction of time, space, and energy. It commands a critical judgment of one’s own creative experience and expression. For beginning students.

DAN 112  Choreography II
3 hours; 3 credits

DAN 113  Improvisation I
2 credits
Experimenting with movement exploration to help develop sensitivity and creative response through free movement patterns. Simple props sometimes used in improvising.

DAN 114  Improvisation II
2 credits
Experimenting with movement exploration to help develop sensitivity and creative response through free movement patterns. Simple props sometimes used in improvising.

DAN 115  Dance History: Twentieth-Century
3 credits
Concentrating on the “pioneers of modern dance”—Duncan, Denishawn, Graham, Humphrey, Weidman, and others—as well as on the experimental and avant-garde, using lectures, demonstrations, video, and film to illustrate examples of outstanding choreography. The course includes the dances of other countries, coordinated with professional concerts and student reports. Includes “Happenings in Today’s World of Dance.” No dance background required. (arts & com.)

DAN 116  Black Dance Workshop
3 hours; 2 credits
Technical movement skills used in dance to further the appreciation of dance as an art form and experiment with dance movement for the beginning student. Professional dance films will be shown. Open to all students.

DAN 117  Improvisation I
3 hours; 2 credits
Experimenting with movement exploration to help develop sensitivity and creative response through free movement patterns. Simple props sometimes used in improvising.

DAN 118  Improvisation II
2 credits
Experimenting with movement exploration to help develop sensitivity and creative response through free movement patterns. Simple props sometimes used in improvising.

DAN 119  Private Study in Dance
2 credits

DAN 120  Private Study in Dance
2 credits

DAN 121  Private Study in Dance
2 credits

DAN 122  Black Dance Workshop
3 hours; 2 credits
Based on traditions of the peoples of Africa and the Caribbean, this course develops the technical language of Black dance, emphasizing the cultural interaction of native tradition and Western influence; the retelling of legends and tales through dance rhythms and symbolism.

DAN 123  Afro-Haitian Rhythms I
2 credits
The history, theory, and practice of dance as performed in Haiti and other parts of the Caribbean. This course will introduce the student to the historical and anthropological sources of Afro-Haitian dance, as well as to its choreometrics.

DAN 124  Afro-Haitian Rhythms II
2 credits
The history, theory, and practice of dance as performed in Haiti and other parts of the Caribbean. This course will introduce the student to the historical and anthropological sources of Afro-Haitian dance, as well as to its choreometrics.
DAN 201  Contemporary Dance Techniques III  
3 hours; 2 credits  
The progressive stages in the development of a technical vocabulary and movement patterns translated into the art form and expression of modern dance, each stage developing naturally from the preceding one, contributing to the total advancement of the dance. For intermediate students.  
Prerequisite:  DAN 102 or permission of the instructor

DAN 202  Contemporary Dance Techniques IV  
3 hours; 2 credits  
The progressive stages in the development of a technical vocabulary and movement patterns translated into the art form and expression of modern dance, each stage developing naturally from the preceding one, contributing to the total advancement of the dance. For intermediate students.  
Prerequisite:  DAN 201 or permission of the instructor

DAN 211  Choreography III  
3 hours; 3 credits  
Elements of composition. The art of the dance as a creative expression that offers students the opportunity to explore the traditional and experimental approach to choreography through interaction of time, space, and energy. It commands a critical judgment of one's own creative experience and expression. For intermediate students only.  
Prerequisite:  DAN 112 or permission of the instructor

DAN 212  Choreography IV  
3 hours; 3 credits  
Elements of composition. The art of the dance as a creative expression that offers students the opportunity to explore the traditional and experimental approach to choreography through interaction of time, space, and energy. It commands a critical judgment of one's own creative experience and expression. For intermediate students only.  
Prerequisite:  DAN 112 or permission of the instructor

DAN 231  Fundamentals of Ballet I  
3 hours; 2 credits  
Using the five fundamental positions of feet and legs, and the associated positions of the arms, a vocabulary of classical ballet is developed and combined into longer dance phrases. Emphasis is placed on fluidity of movement for mastery of expression.

DAN 232  Fundamentals of Ballet II  
3 hours; 2 credits  
Using the five fundamental positions of feet and legs, and the associated positions of the arms, a vocabulary of classical ballet is developed and combined into longer dance phrases. Emphasis is placed on fluidity of movement for mastery of expression.

DAN 261  Modern Jazz Dance I  
3 hours; 2 credits  
The course includes basic technique and style of dance used with rhythmic improvisation in contemporary American jazz dance.

DAN 262  Modern Jazz Dance II  
3 hours; 2 credits  
The course includes basic technique and style of dance used with rhythmic improvisation in contemporary American jazz dance.  
Prerequisite:  DAN 261

DAN 331, 332, 333, 334  Private Study in Dance I, II, III, IV  
2 credits each  
Students interested in the development of style and technical skills necessary for performance may earn credit through study under an approved teacher in repertoire class. Evaluation of the work will include performances in dance work-shops and concerts. Registration is by permission of a full-time member of the dance faculty.  
Prerequisite:  Permission of instructor

Disability Studies  
(Minor)  
Interdisciplinary Program  
Director: Professor David Goode, Department of Sociology, Anthropology, and Social Work; Building 4S, Room 236  
The minor in Disability Studies is an interdisciplinary course of study in which students select from a variety of courses concerned with matters of interest to persons with disabilities. The student is required to take a core set of courses in the social and psychological sciences supplemented by a choice from a list of disability-related courses. The minor may be taken in combination with any baccalaureate degree.

Requirements:  
- SWK 107  Introduction to Developmental Disabilities  
  3 credits  
- PSY 211  Methods of Applied Behavioral Analysis  
  4 credits  
- SOC 350  Psychosocial Aspects of Disabilities  
  4 credits  

One additional course chosen from the following:  
- ASL 113  American Sign Language I  
  5 credits  
- EDP 220  Special Education Needs of the Developmentally Disabled  
  4 credits  
- EDP 310  Survey of Exceptional Children I  
  4 credits  
- EDP 311  Survey of Exceptional Children II  
  4 credits  
- NRS 230  Health in Persons with Developmental Disabilities  
  4 credits  
- SWK 440  Internship in Developmental Disabilities  
  4 credits

Dramatic Arts  
(Bachelor of Science, Minor)  
Department of Performing and Creative Arts  
Chairperson and Associate Professor George Emilio Sanchez  
Drama Program Coordinator: Dr. Maurya Wickstrom, Center for the Arts (1P), Room 203  

This is a liberal arts Drama major. Students will acquire an inter-disciplinary education while simultaneously developing competence in the history, literature, theory, and practice of theater, performance studies, and performance art. The program is especially designed to introduce students not only to traditional acting but to a broad range of performance practices and their many social and professional applications. These include the development of skills in collaboration, creativity, and self-presentation that are valuable in any profession. Students will have the opportunity to participate in faculty and student productions and, with faculty approval, to initiate their own performance/theater projects.  

All courses will include both artistic and academic work. All courses require attendance at theater and performance events in Manhattan and Brooklyn. All prospective Drama majors should request an academic advisor from the Drama faculty, and should expect to work with this advisor to maintain a record of academic excellence.

Dramatic Arts (BS)  
General Education Requirements  
ENG 111, ENG 151, COR 100, PED 190: 12 credits  
Whenever possible, these four courses should be completed within the first 36 credits.
Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 28-47 credits

Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)

2. Social Scientific Analysis: (7-8 credits)
   Two courses, at least one from category b:
   a. Social Scientific Analysis: 100-level
   b. Social Scientific Analysis: 200-level

3. The Contemporary World: (4 credits)

4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)
   One course from each category:
   a. Literature: 200-level
   b. Arts and Communications: 100- or 200-level

5. Pluralism and Diversity Requirement: (0-4 credits)

6. Foreign Language: (0-12 credits)

See section on general education requirements for approved course lists and complete details.

Pre-Major Requirement: 4 Credits
DRA 110 Acting I 4 credits

Major Requirements: 44 Credits
DRA 140 Theater Studies 4 credits
DRA 141 Theater Production 3 credits
DRA 142 Theater Production Lab I 1 credit
DRA 210 Acting II 4 credits
DRA 217 Voice and Diction for Performance and Communication 4 credits

Two courses chosen from:
DRA 221 Topics on Production 4 credits
DRA 272 Performance Histories (Ancient to Early Modern) 4 credits
DRA 273 Performance Histories (1600-1900) 4 credits
DRA 274 Performance Histories (1901-Present) 4 credits
DRA 315 Theater and Education 4 credits
DRA 321 Directing 4 credits
DRA 331 Design for the Theater 4 credits
DRA 350 Theater for Social Action 4 credits
DRA 352 Theater and Therapy 4 credits
DRA 355 Modern European Drama 4 credits
DRA 358 Women in Performance 4 credits

Three courses chosen from:
DRA 350 Theater for Social Action 4 credits
DRA 352 Theater and Therapy 4 credits
DRA 373 The Theatrical Imagination 4 credits
DRA 375 New Performance 4 credits
DRA 376 Performance Histories (1901- Present) 4 credits
DRA 380 Women in Performance 4 credits

One course chosen from:
DRA 217 Voice and Diction for Performance and Communication 4 credits
DRA 331 Design for the Theater 4 credits
DRA 321 Directing 4 credits

One course chosen from:
DRA / ENL 355 Modern European Drama 4 credits
DRA / ENL 361 The Early Shakespeare 4 credits
DRA / ENL 362 The Later Shakespeare 4 credits

Electives: 12-32 Credits
Total Credits Required: 120

Honors
To graduate with honors in Dramatic Arts a student must have a 3.5 grade point average and must earn an A on a junior or senior project.

Dramatic Arts Minor

Pre-minor requirements: 4 credits
DRA 110 Acting

Minor Requirements: 15 credits
At least 15 credits chosen from the following:
DRA 140 Theater Studies 4 credits
DRA 141 Theater Production 3 credits
DRA 142 Theater Production Lab I 1 credit
DRA 210 Acting II 4 credits
DRA 217 Voice and Diction for Performance and Communication 4 credits
DRA 221 Topics on Production 4 credits
DRA 272 Performance Histories (Ancient to Early Modern) 4 credits
DRA 273 Performance Histories (1600-1900) 4 credits
DRA 274 Performance Histories (1901-Present) 4 credits
DRA 321 Directing 4 credits
DRA 331 Design for the Theater 4 credits
DRA 350 Theater for Social Action 4 credits
DRA 352 Theater and Therapy 4 credits
DRA 355 Modern European Drama 4 credits
DRA 358 Women in Performance 4 credits

and one additional ENL course from the Drama BS Major Requirements.

Dramatics Arts Courses

DRA 100 Introduction to Theater
4 hours; 4 credits
Introduction to theater as an art form that brings together performance, text, directing, and design, as well as aspects of the culture in which it is created. Students can expect to engage in theater exercises to learn about performance, to read plays, to do small design projects, and to see at least one professional theater production. There may be a modest expense for tickets. (arts & com.)

DRA 110 Acting I
4 hours; 4 credits
An introductory class in acting built on exercises that may include those that develop the physicality, discipline, dramatic imagination, connection to character, and improvisatory skills of the actor. Students may also study beats and units of action, character development, and scene study.

DRA 140 Theater Studies
4 hours; 4 credits
An initial overview of the leading texts, performance styles, and visual aesthetics of theater. The class will include performance work, key dramatic texts and their cultural contexts and production histories, an introduction to dramaturgy, and a focus on learning to write about plays and performance. Students must receive a B or better in this class to proceed with a Drama major.
Prerequisite: ENG 151
DRA 141  Theater Production
3 hours, 3 credits
Introduction to theory of stage design and technical theater through an exploration of types of theaters, different styles of scenery, costume and lighting design, textual analysis from a design point of view, sound effects and sound design, set construction drafting, white models, color wheel, sewing, and fabric swatches. Corequisite: DRA 142

DRA 142  Theater Production Lab
2 hours, 1 credit
The practical application of design and technical skills to a specific production. Students will work on faculty or student productions, under the supervision of the instructor of Theater Production, and/or other production designers. May be repeated for credit. Pre- or corequisites: Drama 141 and approval of either the instructor or the Performing and Creative Arts Department

DRA 202  African American Drama
(Also AFA 202)
4 hours, 4 credits
A study of the emergence of Black theater in the United States, including the Harlem Renaissance, the radical theater of the 1960s and 1970s, and the work of contemporary Black playwrights and directors.

DRA 205  African American Musical Theater
(Also AFA 205)
4 hours, 4 credits
A study of the musical theater of African Americans from its early beginnings in African culture to genius manifested in the 19th century, its influence on early vaudeville, its unique contribution to American musical theater, and the present-day popularity of its style. Whenever possible, current productions will be attended and studied in detail.

DRA 210  Acting II
4 hours, 4 credits
This class will develop and deepen work begun in Acting I. At the instructor's discretion, students may be introduced to various acting and performance methods. Students will have the opportunity to perform before an audience. Prerequisite: DRA 110

DRA 215  Modes of Drama
(Also ENH 212)
4 hours, 4 credits
An introduction to the variety of forms and themes of dramatic literature. Major problems treated by dramatists will be examined, as well as genres: tragedy, comedy, farce, melodrama, tragicomedy, and the thesis play. (literature) Prerequisites: ENG 111, ENG 151

DRA 217  Voice and Diction for Performance and Communication
4 hours, 4 credits
Concentration on pronunciation, enunciation, accent reduction, diaphragmatic breathing, relaxation techniques, and body alignment. Especially good for anyone considering a career in the public arena, including politics, management, theater, education, and communications. (Can be repeated for credit.)

DRA 221  Topics on Production
4 hours, 4 credits
A study of the interdisciplinary issues that intersect with the play currently being directed by a member of the theater faculty. Students may also study alternative or updated versions of the play, and experiment with related performance genres. Plays will be chosen specifically for the richness of their historical and cultural scope. The instructor for this course and the director of the play, if they are not the same person, will work together on materials for this course. All students taking this course will be involved in some way in the production itself: as actors, assistant designers, carpenters, lighting technicians, or technical crew. Prerequisite: DRA 140

DRA 235  Introduction to Stage Management
4 hours, 3 credits
Principles and practices of contemporary stage management. Interprets the function of the stage manager in the entire production process. Identifies the relationship of the stage manager to the director, designers, technical director, actors, stage hands, and costume and properties managers. Specifies responsibilities and practices. Prerequisite: ENG 111

DRA 271  Performance II
4 hours, 3 credits
Performance of a play. Students will be involved in various aspects of theatrical presentation. Prerequisite: Permission of the instructor

DRA 272  Performance Histories (Ancient to Early Modern)
4 hours, 4 credits
Survey of historical performance forms from Egyptian, Sanskrit, and Greek, through the European Medieval theater, Asian theater through 1600, the European Renaissance, and the Spanish Golden Age. Performance will be considered in this class as an integral and vital part of social, political, and cultural dynamics. This survey will put the Western theater tradition in perspective as only one of many traditions that exist, or have existed, across the world at different times. Students who wish to continue in the major should earn a B- or better in the course. (arts & com.) Prerequisite: ENG 151 or DRA 140

DRA 273  Performance Histories (1600-1900)
4 hours, 4 credits
A survey of the English Restoration, French Neo-Classicism and the comedies of Molière, and the ensuing century of diverse theatrical forms during the 1700s in England and France. Students will also study Asian and African forms of performance and the emergence of theater in the U.S., including populist entertainments like the Wild West show, minstrelsy, and melodrama, and move back to Europe for the beginnings of realism and naturalism with Ibsen and Chekhov. Performance will be considered in this class as an integral and vital part of social, political, and cultural dynamics. Students who wish to continue in the major should earn a B- or better in the course. (arts & com.) Prerequisite: ENG 151 or DRA 140

DRA 274  Performance Histories (1901-Present)
4 hours, 4 credits
A survey of the range of 20th-century performance beginning with the historical avant-garde movements in Europe and the U.S. after World War I. It also includes South Asian Indian, Asian, and/or South Asian performance forms, especially including cross- or intercultural experimentation. It may include the Harlem Renaissance, feminist theater, the experimental theater of the 1960s and 1970s, Latino theater, Gay theater, political street theater, performance art, image theater, and puppetry. Performance will be considered in this class as an integral and vital part of social, political, and cultural dynamics. Students who wish to continue in the major should earn a B- or better in the course. (arts & com.) Prerequisite: ENG 151 or DRA 140

DRA 310  Acting III
4 hours, 3 credits
Work on scenes, encouraging the actor to explore a variety of characters and to perform them before an audience. Prerequisite: DRA 210
DRA 314  Media Workshop for Actors/Directors
(Also COM 314)
An examination of the actor/director relationship as it applies in the various
media: stage, film, and television. Students will have an opportunity to work
both as actors and directors. New work from writing classes will be encouraged
for student projects. Prerequisite: COM 210

DRA 315  Theater and Education
4 hours; 4 credits
A theoretical and experiential approach to the ways that theater can be used as a
tool by elementary and secondary school teachers. Students will study excerpts of
key texts and learn theatrical games and exercises for application in the class-
room. Prerequisite: Any 200-level ENH course

DRA 321  Directing
4 hours; 4 credits
An introduction to the complex art of directing. Students will begin by consider-
ing the question of what it is that a director does, and developing a range of basic
skills and theatrical languages. By the end of the class, students will have the
opportunity to direct a scene. Students are required to act in the scenes and
exercises directed by other students. Prerequisites: DRA 110, DRA 373

DRA 331  Design for the Theater
4 hours; 4 credits
An overview of design practices in theater history with a combined emphasis on
developing student skills in conceptualizing a design and preparing materials to
present that design. Prerequisites: DRA 141, DRA 142, DRA 373

DRA 345  Spanish Theater
(Also SPN 345)
4 hours; 4 credits
Discussion of ideas, background, and staging traditions of representative Span-
ish-language plays from the Golden Age to the present. The course is taught in
English. Readings and assignments in Spanish required for majors; readings and
assignments may be done in English for non-majors. (literature) Prerequisite: SPN 313 or equivalent for those doing readings and assignments in
Spanish; ENG 151 or a 200-level English course for those doing readings and
assignments in English

DRA 350  Theater for Social Action
4 hours; 4 credits
A survey of the history and practice of community-based theater. Theater groups
like the San Francisco Mime Troupe, El Teatro Campesino, At the Foot of the
Mountain, and The Heart of the Beast, will be studied as examples of how the
significance of theater as an art form can be expanded through a commitment to
social justice and aesthetic diversity. Prerequisites: DRA 110, DRA 272 or DRA 273 or DRA 274

DRA 352  Theater and Therapy
4 hours; 4 credits
An overview of how theater and theater techniques can be applied for therapeutic
needs and as an alternative to violence. Through exercises, students will be en-
couraged to experience their physicality, develop their ability to express their
emotions, and to nurture individual insight and awareness of themselves and
others. The work of Augusto Boal will form the foundation for the course.
Prerequisite: DRA 110, or any 200-level ENH course

DRA 354  English Drama to 1800
(Also ENL 354)
4 hours; 4 credits
Selected works with emphasis on Elizabethan and Jacobean drama (exclusive of
Shakespeare), and Restoration and 18th-century drama. Prerequisite: An ENH 200-level course

DRA 355  Modern European Drama
(Also ENL 355)
4 hours; 4 credits
A study of the major dramatists of the modern European theater, with an em-
phasis placed upon the development of dramatic styles and themes, as well as the
theatrical context in which the plays were produced. Prerequisite: An ENH 200-level course

DRA 356  American Drama
(Also ENL 356)
4 hours; 4 credits
Readings of plays by O’Neill, Williams, Miller, and others who have dramatized
the conflicts and predicaments of 20th-century Americans. Prerequisite: An ENH 200-level course

DRA 357  World Drama to 1800
(Also ENL 357)
4 hours; 4 credits
Selected plays from the Greeks to 1800. Prerequisite: An ENH 200-level course

DRA 358  World Drama since 1800
(Also ENL 358)
4 hours; 4 credits
Selected plays from 1800 to the present. Prerequisite: An ENH 200-level course

DRA 359  Contemporary Drama
(Also ENL 359)
4 hours; 4 credits
Major figures, works, and movements in dramatic literature since World War II,
with special emphasis on the last two decades. Prerequisite: An ENH 200-level course

DRA 361  The Early Shakespeare
(Also ENL 361)
4 hours; 4 credits
A selection of Shakespeare’s work written before 1600: early and middle comed-
dies, the major histories, the earlier tragedies, and the poems. Prerequisite: An ENH 200-level course

DRA 362  The Later Shakespeare
(Also ENL 362)
4 hours; 4 credits
A selection of Shakespeare’s work written after 1600: the major tragedies, the
problem plays, the late comedies and romances. Prerequisite: An ENH 200-level course

DRA 373  The Theatrical Imagination
4 hours; 4 credits
Investigation of theater as a uniquely visual medium that is dependent on the
imaginative use of bodies in sculpted space. Students will work to extend the use
of their own bodies and experiment with diverse materials to learn to create
imaginative stage images. They will also study the work of artists, sculptors, and
theater artists who work in striking configurations of space, material elements,
and bodies. The course is useful to all students of theater, whether they are inter-
ested in acting, directing, or design. Prerequisites: DRA 140, DRA 272 or DRA 273 or DRA 274
DRA 375  New Performance
4 hours; 4 credits
A consideration of artists who work in performance art, solo performance, puppetry, performance-chorography, and performance-technology. Students will create their own works in one or more of these genres. Each student will be expected to write original performance texts. Students are welcome to work with video, film, and or Web-based technology in this class.
Prerequisites: DRA 110, DRA 373

DRA 380  Women in Performance
(Also WGS 380)
4 hours; 4 credits
This class is a study of performing women, in particular women performance artists, who have made a significant difference in helping women’s images and voices to achieve greater representation in culture as a whole. Students will study works by the artists, reviews and critical writing about the works, and create their own performances.
Prerequisite: Any 200-level ENH or WGS course

DRA 410  Acting IV
4 hours; 3 credits
Work on more complex scenes leading to their performance before an audience.
Prerequisite: DRA 310

DRA 426  Classical French Drama
(Also FRN 426)
4 hours; 4 credits
Plays of Corneille, Racine, Molière, with special emphasis on the continuing role of Molière in the world’s theater. (literature)
Prerequisite: FRN 313 or equivalent for those doing readings and assignments in French; ENG 151 for those doing readings and assignments in English
Prerequisites: At least two 300-level courses in dramatic literature or English or permission of the instructor

DRA 465  Spanish Theater in the 20th Century
(Also SPN 465)
4 hours; 4 credits
Principal tendencies in Spanish theater in the 20th century. Including an analysis of the major works of dramatists such as Benavente, Valle-Inclán, García Lorca, Mihura, Buero Vallejo, Alfonso Sastre, Carlos Muniz, Lauro Olmo, Arrabal, Antonio Gala, and others. (literature)
Prerequisite: SPN 313 or equivalent
Dramatic arts students should also consider:
ENL 272 Playwriting I, ENL 373 Playwriting II, and ENL 435 Playwright’s Workshop.

DRA 470  Junior Project
4 hours; 4 credits
Student-initiated work that extends and develops his or her area of interest. Proposed to and supervised by a faculty member, a student might wish to develop an acting scene or monologue, direct a scene or one-act, design a puppetry piece or performance installation, do a theater-based video piece, design a one-act, do an independent academic research project, or stage manage a production. The project is undertaken by an individual student, but that student may ask other students to participate in his or her project. Sophomores may be granted permission by a faculty member to do stage management and get credit for the Junior Project.
Prerequisite: Permission of instructor

DRA 490  Senior Project
4 hours; 4 credits
Same as the Junior Project but faculty members may agree to supervise more advanced work than when students are juniors.
Prerequisite: Permission of instructor

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Economics

(Bachelor of Arts, Bachelor of Science, Business Specialization, Finance Specialization, Minor)
Department of Political Science, Economics, and Philosophy, March Hall (2N), Room 224
Associate Professor Richard Flanagan

The Economics program serves several different student needs. It provides a major in Economics for students interested in the study of the subject at the bachelor’s degree level or in preparation for graduate study of economics. A Business specialization and a Finance specialization are available for those interested in pursuing the bachelor of science degree in Economics. The bachelor of arts degree requires that ¾ of the credits towards the degree be liberal arts and science courses. The bachelor of science degree requires that ⅔ of the credits towards the degree be liberal arts and science courses. For additional information please refer to Liberal Arts and Science Requirement section of the catalog.

Economics (BA)

General Education Requirements for the BA
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis: The Contemporary World: Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 28-47 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)

2. Social Scientific Analysis: (7-8 credits)
   Two courses, at least one from category b:
   a. Social Scientific Analysis, 100 level
   b. Social Scientific Analysis, 200 level

3. The Contemporary World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)
   One course from each category
   a. Literature: 200-level
   b. Arts and Communication: 100 or 200 level

5. Pluralism and Diversity Requirement: (0-4 credits)
6. Foreign Language: (0-12 credits)

See section on general education requirements for approved course lists and complete details.

Pre-Major Requirement: 3 credits
ECO 101* Introduction to Economics 3 credits

Major Requirements: 28-32 credits
(28-32 credits include computer proficiency requirement)
28 credits in economics courses at the 200, 300, or 400 level or above including:

- ECO 210 Price Theory 4 credits
- ECO 212 Income and Employment Theory 4 credits
- ECO/ MGT 230 Introduction to Economic and Managerial Statistics 4 credits
- ECO 323 Introduction to Econometrics or
ECO 326  Introduction to Mathematical Economics  4 credits
And at least two additional 300- or 400-level economics courses  8 credits
The remaining four economics credits may be at the 200, 300, or 400 level.

Computer Proficiency Requirement: 0–4 credits
In addition, Economics majors must demonstrate computer proficiency in one of the following ways:

- Successful completion of any course in computer science
- Successful completion of BUS 150 Essential Software Tools for Business
- Demonstration of proficiency with computers in a manner satisfactory to the Economics faculty

(CSC 108, 112, 114, 116, 118, special focus, abbreviated courses, do not meet this requirement.)

Electives: 22–52 credits
Total Credits Required: 120

Liberal Arts and Sciences Requirement:
The New York State Department of Education requires that ¾ of the credit hours in a Bachelor of Arts (BA) program be liberal arts and sciences credits. For further information please refer to the Liberal Arts and Science Requirement section of the catalog.

Honors
To graduate with honors in Economics a student must have a 3.5 grade point average in economics courses and must complete a thesis or project determined by the student and his or her faculty sponsor, and the course POL/ECO/PHL 490 Senior Seminar in Political Science, Economics, and Philosophy.

Economics (BS)
Within the major in Economics, the College offers two specializations, Business and Finance, combining the major in Economics with the study of selected courses in business. The program is administered jointly by the Department of Political Science, Economics, and Philosophy and the Department of Business. The specialization adds courses useful to students who plan to pursue careers in business or finance and/or continue their education.

General Education Requirements for the BS
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 21–27 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)
2. Social Scientific Analysis: (3–4 credits)
   One course from either category:
   a. Social Scientific Analysis: 100 level
   b. Social Scientific Analysis: 200 level
3. The Contemporary World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (3–4 credits)
   One course from either category:
   a. Literature: 200-level
   b. Arts and Communications: 100 or 200 level
5. Pluralism and Diversity Requirement: (0–4 credits)

See section on general education requirements for approved course lists and complete details.

Economics BS: Business Specialization

Pre-Major Requirement: 3 credits
ECO 101  Introduction to Economics 3 credits

Major Requirements: 28–32 credits
(28–32 credits include computer proficiency requirement)
28 credits in economics courses at the 200, 300, or 400 level or above including:

ECO 210  Price Theory 4 credits
ECO 212  Income and Employment Theory 4 credits
ECO/  MGT 230  Introduction to Economic and Managerial Statistics 4 credits
ECO 323  Introduction to Econometrics or
ECO 326  Introduction to Mathematical Economics 4 credits

And at least two additional 300- or 400-level economics courses 8 credits
The remaining four economics credits may be at the 200, 300, or 400 level.

Computer Proficiency Requirement: 0–4 credits
In addition, Economics majors must demonstrate computer proficiency in one of the following ways:

- Successful completion of any course in computer science
- Successful completion of BUS 150 Essential Software Tools for Business
- Demonstration of proficiency with computers in a manner satisfactory to the Economics faculty

(CSC 108, 112, 114, 116, 118, special focus, abbreviated courses, do not meet this requirement.)

Business Specialization Courses: 17 credits

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<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACC 114</td>
<td>Accounting I</td>
<td>4</td>
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<tr>
<td>ACC 121</td>
<td>Accounting II</td>
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<tr>
<td>MGT 110</td>
<td>Organizational Theory and Management</td>
<td>3</td>
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<tr>
<td>MKT 111</td>
<td>Marketing</td>
<td>3</td>
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<tr>
<td>ECO/</td>
<td>Introduction to Econometrics</td>
<td>4</td>
</tr>
<tr>
<td>FNC 240*</td>
<td>Managerial Finance I</td>
<td>3</td>
</tr>
</tbody>
</table>

*This course cannot be used to fulfill the additional 200, 300, or 400-level economics course major requirement.

Economics BS: Finance Specialization

Pre-Major Requirement: 3 credits
ECO 101  Introduction to Economics 3 credits

Major Requirements: 28–32 credits
(28–32 credits include computer proficiency requirement)
28 credits in economics courses at the 200, 300, or 400 level or above including:

ECO 210  Price Theory 4 credits
ECO 212  Income and Employment Theory 4 credits
ECO/  MGT 230  Introduction to Economic and Managerial Statistics 4 credits
ECO 323  Introduction to Econometrics or
ECO 326  Introduction to Mathematical Economics 4 credits
ECO/  FNC 214  Money and Banking 4 credits

Eight credits in 300-level economics courses chosen from the following:

ECO/  FNC 315  Monetary Theory and Policy
Finance Specialization courses: 19 credits

- ECO 336 Industrial Organization
- ECO/FNC 360 Investment Analysis
- ECO 370/ FNC 300 International Finance
- ECO 387 Managerial Economics

Computer Proficiency Requirement: 0-4 credits
In addition, Economics majors must demonstrate computer proficiency in one of the following ways:
- Successful completion of any course in computer science
- Successful completion of BUS 150 Essential Software Tools for Business
- Demonstration of proficiency with computers in a manner satisfactory to the Economics faculty

(CSC 108, 112, 114, 116, 118, special focus, abbreviated courses, do not meet this requirement.)

Finance Specialization courses: 19 credits

- ACC 114 Accounting I 4 credits
- ACC 121 Accounting II 4 credits
- ECO/FNC 240 Managerial Finance I 3 credits
- ECO/FNC 345 Managerial Finance II 4 credits
- FNC 350 Advanced Corporate Finance 4 credits

ECO/FNC 213 Money and Capital Market is a recommended elective.

Electives: 27-42 credits

Total Credits Required: 120

Liberal Arts and Sciences Requirement:
The New York State Department of Education requires that ½ of the credit hours in a Bachelor of Science (BS) program be liberal arts and sciences credits. For further information please refer to the Liberal Arts and Sciences Requirement section of the catalog.

Honors
To graduate with honors in Economics a student must have a 3.5 grade point average in economics courses and must complete a thesis or project determined by the student and his or her faculty sponsor, and the course POL/ECHO/PHI 490 Senior Seminar in Political Science, Economics, and Philosophy.

Minor in Economics

Minor
Prerequisite Course:

ECO 101 Introduction to Economics 3 credits

Minor Requirements:

- ECO 210 Price Theory 4 credits
- ECO 212 Income and Employment Theory 4 credits
- ECO 230 Introduction to Economic and Managerial Statistics 4 credits

One 300- or 400-level course in economics 4 credits

Economics Courses

ECO 101 Introduction to Economics 3 hours; 3 credits

This course examines the principles of economics in the context of the operation of the United States economy. Both microeconomic theory (behavior of firms and households) and macroeconomic theory (total output, inflation, employment and unemployment, economic growth) will be introduced as will economic approaches to social problems. (social science)

Prerequisite: MTH 020 or an appropriate score on the CUNY Mathematics Assessment Test

ECO 210 Price Theory 4 hours; 4 credits

Examination of the workings of the price mechanism by which a free enterprise system solves the basic economic problems of production, distribution, and optimum methods of production. The roles of household and firm in determining prices under varying market structures. Development of a theoretical approach as the foundation for more advanced work in economics. Application of analytical tools to contemporary problems.

Prerequisites: ECO 101 and MTH 025 or MTH 050 or an appropriate score on the CUNY Mathematics Assessment Test, or permission of the instructor.

ECO 212 Income and Employment Theory 4 hours; 4 credits

Aggregate economic analysis from the classical and the modern post-Keynesian point of view. The major objective is an understanding of the factors that determine the levels of national income, output, employment, overall prices, and rates of economic growth. The roles of consumption, investment, and alternative governmental policies are demonstrated. Measurement of national income and output is also studied.

Prerequisites: ECO 210 and MTH 025 or MTH 050 or an appropriate score on the CUNY Mathematics Assessment Test, or permission of the instructor.

ECO 213 Money and Capital Markets

(Also FNC 213) 4 hours; 4 credits

The course examines financial markets from the standpoint of investors and users. Markets studied are those for money market instruments, T-bill futures, Ginnie Mae futures, T-bond futures, stocks, stock options, bonds, mortgages, and Eurocurrencies. Federal Reserve operations, U.S. Treasury operations, and international financing are considered with regard to their effects on financial markets.

Prerequisites: Successful completion of C/ACT Writing Skills Test and C/ACT Reading Sample Test or equivalent and ECO 101

ECO 214 Money and Banking

(Also FNC 214) 4 hours; 4 credits

An analytical, institutional, and historical examination of the monetary system of the United States with particular attention paid to the operation of commercial banks, and to the powers, purposes, and performance of the Federal Reserve System. The influence of the quantity of money on the level of economic activity will be considered.

Prerequisites: Successful completion of C/ACT Writing Skills Test and C/ACT Reading Sample Test or equivalent and ECO 101

ECO 230 Introduction to Economic and Managerial Statistics

(Also MGT 230) 4 hours; 4 credits

Development and application of modern statistical methods, including such elements of descriptive statistics and statistical inference as correlation and regression analysis, probability theory, sampling procedures, normal distribution and binomial distribution, estimation, and testing of hypotheses.

Prerequisites: Successful completion of CUNY Assessment Test in Writing and the CUNY Assessment Reading, and ECO 101, and MTH 121 or 123, and BUS 150 or BUS 250 or CSC 102 or CSC 126

ECO 231 Quantitative Analysis of Business and Economic Problems

(Also BUS 230) 3 hours; 3 credits
The application of mathematical techniques to business and economic problems. An introduction to operations research, linear programming, PERT, and related materials.
Prerequisites: MGT 110 and 230

ECO 240 Managerial Finance I
(Also FNC 240)
3 hours; 3 credits
Examination of securities markets, analysis of methods of long-term financing, financial ratio analysis, budgeting, current asset management, present value concepts, capital budgeting, cost of capital, and dividend policy.
Prerequisite: ECO 101
Pre- or corequisites: ACC 121 and MTH 121 or higher

ECO 250 International Economics
4 hours; 4 credits
A study of the effects and causes of trade between nations. Tariffs and non-tariff barriers to free trade will be analyzed, as will the effect of common markets on international trade. Historical patterns of international trade, and the theory and evidences of imperialism will be considered. The course will include an introduction to the financial aspects of international trade. (cont. wld.)
Prerequisites: ECO 101, ENG 151, COR 100

ECO 251 International Political Economy
(Also POL 251)
4 hours; 4 credits
This course examines the relationships among nation states, corporations, and key international trade and financial organizations in today's global environment. It also examines how globalization and world politics affect distribution of economic wealth and, in turn, how economic growth/changes affect world politics and the global order. (cont. wld.) (p&d)
Prerequisites: At least one political science or economics course, ENG 151, COR 100

ECO 252 Economic Geography
(Also GEG 252)
4 hours; 4 credits
Examination of how geographic factors influencing economic activity, and culture, technology, resources, location, and labor intersect to produce different economic environments, and how globalization and local conditions interact. (cont. wld.)
Prerequisites: ENG 151, COR 100

ECO 253 United States Economic History (Effective Fall 2010)
(Also HST 253)
4 hours; 4 credits
A survey of the development of the U.S. economy and the factors influencing the pace of long-run economic growth. Key changes in technology, business organization, financial markets, and legal and government policy that have influenced the course of U.S. economic development are examined. For history majors and minors, this is designated as a United States history course.
Prerequisites: ENG 111, COR 100 and either ECO 101 or any college-level history course.

ECO 256 Analysis of Underdeveloped Areas
4 hours; 4 credits
An examination of economic problems confronting underdeveloped countries and the exploration of possible solutions. Historical perspectives of economic development and general theories of retardation followed by specific policy issues facing economic planners. Problem areas to be discussed include social capital, agriculture, industry, manpower utilization, fiscal policy, foreign aid, and the interaction of political, social, and cultural factors as they affect economic development. (p&d)

ECO 257 The Japanese Economy
4 hours; 4 credits
This course explores factors that influence the contemporary economy of Japan: historical components, including the Meiji Restoration and the expansion of the Japanese empire, World War II and the post-war Allied occupation, more recent components, principles of Japanese business, management style, government-business relations, education, labor relations, trade restrictions and agreements, and influence on the U.S. economy, and Japanese goals. (social science) (p&d)
Prerequisites: ENG 111, ECO 101, COR 100

ECO 261 Labor Relations
(Also MGT 261)
4 hours; 4 credits
History, theories, structure, and objectives of trade unionism. Grievance procedures, collective bargaining, union power, strikes and other weapons, mediation and arbitration. Government regulation of the labor sector. Students will participate in the re-enactment of actual arbitration cases.

ECO 276 The Nonprofit Institution
4 hours; 4 credits
The finances, management, and decision making of such nonprofit institutions as the university, school systems, governmental departments, hospitals, and foundations. The effects of the nonprofit institution upon society. Evaluation of the achievements of nonprofit institutions.
Prerequisite: ECO 101

ECO 285 Economics for Engineers
4 hours; 4 credits
An accelerated calculus-based course. Introduction to contemporary macroeconomic and microeconomic theory. Topics include output, unemployment, inflation, functioning of markets, government policy, and productivity. The course concludes with engineering applications. (social science)
Prerequisites: ENG 111, COR 100; MTH 230 or MTH 231 or MTH 235, CSC 126 or CSC 270 or other evidence of equivalent proficiency with computers

ECO 291 Political Economy of War and Peace
(Also POL 268)
4 hours; 4 credits
An interdisciplinary introduction to political and economic decision making as it concerns national defense spending, focusing on such issues as the "military-industrial complex," the draft, a volunteer army, the question of national priorities, the impact of war and peace on such economic problems as inflation, recession, employment, growth, and the federal budget.
Prerequisite: ENG 111

ECO 296 History of American Business
4 hours; 4 credits
The history of business in American life; theories of business evolution; the role of business in shaping American social institutions and values; the effect of the American social, political, and economic environment upon business thought and practice.
Prerequisite: ENG 111

ECO 315 Monetary Theory and Policy
(Also FNC 315)
4 hours; 4 credits
Theoretical and applied problems of monetary policy. Emphasis is placed on contemporary developments. Current controversies concerning the use of monetary policy, relationship to fiscal policy, and impact on economic activity.
Prerequisites: ECO 212 and either ECO/FNC 213 or ECO/FNC 214
**ECO 318 Economic and Business Forecasting**
4 hours; 4 credits
Forecasting the nation’s economy and economic trends over the short term and the longer term. Also forecasts of business trends and sales of individual businesses will be considered within the economic framework.
Prerequisites: ECO 210, ECO 212, ECO/MGT 230

**ECO 323 Introduction to Econometrics**
(Also MGT 324)
4 hours; 4 credits
This course will examine the relationship between economic theory and statistical measurement. It will deal mainly with the general linear regression and correlation model. A selected number of other statistical tools will also be treated. Emphasis will be on the understanding of the concepts rather than on their mathematical derivation.
Prerequisites: ECO 101 and ECO/MGT 230 or permission of the instructor

**ECO 326 Introduction to Mathematical Economics**
4 hours; 4 credits
The use of mathematical analysis in solving economic problems. Methods of calculus, matrix algebra, deductive logic, and elementary set theory will be developed and employed to understand the equilibrium of the market, firm, and consumer. The uses and misuses of the mathematical method in economics will also be discussed.
Prerequisites: ECO 101, MTH 121 or MTH 123 or the equivalent, or permission of the instructor

**ECO 327 Intermediate Mathematical Economics**
4 hours; 4 credits
A continuation of ECO 326. Differential and difference equations, elementary dynamic models and stability of equilibrium, rigorous development of modern microeconomic and macroeconomic theory using the mathematical approach.
Prerequisite: ECO 326 or permission of the instructor

**ECO 330 Public Finance**
4 hours; 4 credits
Analysis of the causes and effects of government expenditure and taxation in the United States economy. Some treatment of determination of optimal types and amounts of government expenditure on goods and services, but greater emphasis on various types of taxation examined for equity, efficiency, role in fiscal policy, and effect on productive effort. Some attention to standards of income distribution and to inter-governmental fiscal relationships in the United States.
Prerequisite: ECO 210

**ECO 331 Law and Economics**
(Also POL 331)
4 hours; 4 credits
Fundamental concepts of economics, especially efficiency, will be utilized to explain and evaluate legal rulings. The tools of economics will be employed to analyze not only tort, contract, and property principles, but also marriage and divorce law, criminal law, and constitutional issues such as abortion, the death penalty, and racial and gender-based discrimination.
Prerequisites: ECO 101; BUS 160 or any two POL courses

**ECO 332 Health Economics**
4 hours; 4 credits
The demand and supply of medical care; the dynamics of competition in the health care industry; the role of government in medical care; general understanding of health care institutions, including Medicare, Medicaid, managed care, hospital and physician behavior, and pharmaceutical markets; and healthcare reform.
Prerequisites: ENG 111 and ECO 101 and sophomore standing; or permission of the instructor

**ECO 333 Economics and Philosophy**
(Also PHI 333)
4 hours; 4 credits
This course will cover topics that overlap in the fields of economics and philosophy. It will enlighten economics majors about the philosophical underpinnings of Economics and introduce Philosophy majors to the more “thoughtful” aspects of economics. Topics discussed will include: rational choice and ethics; social welfare, justice, efficiency, and equity; social choice; and game theory.
Prerequisites: ENG 111 and any introductory-level economics or philosophy course

**ECO 335 Behavioral Economics (Effective Spring 2011)**
4 hours; 4 credits
This course surveys the most salient dimensions known to the discipline of Behavioral Economics. It compares the traditional behavioral approaches in economics with those developed in recent times. Students in this course are introduced to various human irrationalities, their prevalence, causes, and economic consequences. Behavioral biases discussed in this class include sunk-cost fallacy, present-biased preferences, status quo bias, self-serving bias, gambler's fallacy, inequity aversion, reciprocity, endowment effect, disposition effect, greed and fear, and herd behavior. The course also encompasses the important implications of the above mentioned biases on several economic facets of social life such as saving and investment for retirement, insurance, education, and race and gender wage discrimination.
Prerequisites: ENG 151 and ECO 210

**ECO 336 Industrial Organization**
4 hours; 4 credits
The rise and development of industrial combinations and their effect on the structure and performance of the United States economy; models of monopoly and oligopoly pricing; analysis of the power of monopoly and oligopoly in relation to efficient allocation of resources, technological growth, inflation, and political influence; causes and effects of mergers; government policies aimed at the preservation of competition in industrial markets; and regulation of trade practices.
Prerequisite: ECO 210

**ECO 338 Government and Business**
4 hours; 4 credits
The relationship between government and business in the United States will be investigated under three general headings: antitrust policy, regulation, and the promotion of specific business interests. Theoretical issues, historical developments, political and economic interrelationships, legislation and its judicial and quasijudicial interpretation relevant to each area will be explored.
Prerequisite: ECO 210

**ECO 345 Managerial Finance II**
(Also FNC 345)
4 hours; 4 credits
Working capital management, current asset management, sources of short-term financing, financial structure and use of leverage, valuation and rates of return, dividend policy and internal financing, mergers and acquisitions, and liquidation; includes computer lab for solving financial management problems.
Prerequisites: ECO/FNC 240 and MGT/ECO 230

**ECO 352 Comparative Economic Systems**
4 hours; 4 credits
An analysis of economic systems through formulation of abstract economic models and an analysis of actual economic societies, including comparison of capitalism and socialism.
Prerequisites: ECO 101 and at least two other courses in the social sciences

**ECO 360 Investment Analysis**
(Also FNC 360)
4 hours; 4 credits
Survey of the principles governing the investment of individual and institutional capital funds: the theory and mechanics of investments, general analysis and valuation procedures including quantitative and qualitative tests for judging security values, valuation to fixed income securities and common stocks. Introduction to the analysis of industrial, public utility, and governmental securities. Management of an individual investor's portfolio.
Prerequisites: ECO/FNC 345 and FNC/ECO 213 or FNC/ECO 214

ECO 361 Labor Economics
4 hours; 4 credits
A critical examination of theories of wage determination; factors responsible for wage differentials; the effect of unionism upon wages; empirical trends in wage differentials and average wage levels; wage push inflation, unemployment, minimum wage laws, and automation; human capital, educational expenditures, and manpower analysis.
Prerequisites: ECO 210 and ENG 151 or permission of the instructor

ECO 370 International Finance
(Also FNC 300)
4 hours; 4 credits
The financial interrelationship between countries. Analysis of balance of payments, fixed and flexible exchange rates exchange rates, the role of international reserves. Historical trends in payments and exchange; implications of the rise of the multinational corporation; current international policy problems facing the United States, other developed nations, and underdeveloped nations, and current institutional changes designed to meet them.
Prerequisite: FNC/ECO 240

ECO 385 Engineering Economics
4 hours; 4 credits
Applications of economic theory and operations analysis in the formulation of business policies and decisions. Marginal and incremental analysis of business opportunities, demand analysis and forecasting, production and price setting, capital budgeting and investment analysis, and regulation of business. Introduction to the techniques and applications of econometrics and linear programming. Not open to students who have successfully completed ECO 387.
Prerequisite: MTH 121 or MTH 123 or equivalent

ECO 386 Managerial Economics
4 hours; 4 credits
Applications of economic theory and operations analysis in the formulation of business policies and decisions. The course will include marginal and incremental analysis of business opportunities, demand analysis and forecasting, production and price setting, and regulation of business. Introduction to the techniques and applications of econometrics and linear programming will also be included. Topics will be studied through consideration of actual business cases and problems. Not open to students who have successfully completed ECO 385.
Prerequisites: MTH 121 or 123 or equivalent and ECO 210

ECO 387 Economics of Natural Resources and the Environment
4 hours; 4 credits
An economic approach to the problems of depleting natural resources and environmental pollution. Interregional allocation of resources, recycling, renewable resources, energy, pollution, acid rain, global warming, ozone depletion. The role of markets and the role of government.
Prerequisite: ECO 210

ECO 388 Economics and Technology
4 hours; 4 credits
The economics of research and development in the single firm and the economy as a whole. Implications for society will be explored. Topics will include: determinants of research and development expenditures by the firm, selection and management of research and development projects, technological forecasting, the role of government and nonprofit organizations in research and development, the economics of the patent system, antitrust legislation, and technological innovation.
Prerequisite: ECO 101

ECO 390 History of Economic Thought
4 hours; 4 credits
The development of economic thought from antiquity to modern times. Emphasis on the contrast and similarities between such divergent schools of thought as mercantilism, the physiocratic school, the classical school, the socialist school, the historical school, and the neoclassical school. Prominent thinkers such as Aristotle, Aquinas, Mun, Hume, Quesnay, Adam Smith, Ricardo, Malthus, Mill, Cournot, von Thunen, Marx, Menger, Jevons, Walras, Marshall, Keynes, Samuelson, Schumpeter, and von Hayek will be discussed, as well the periodic resurgence of various themes and the links between economic thought and economic history.
Prerequisites: ECO 210 and ECO 212, or permission of the instructor

ECO 392 Urban Economics
4 hours; 4 credits
Economic factors in the emergence of urban centers and historical changes in their economic functions. Determinants of the size and location of cities and the occupational characteristics of the urban labor force. Analysis of the proper economic scope of local government and the financing of its expenditures. Allocating and pricing public services. Aspects of urban renewal and study of the urban ghetto.
Prerequisites: ENG 151, ECO 210 or permission of instructor

ECO 395 Foundations of Modern Capitalism
4 hours; 4 credits
An examination of the historical and intellectual origins of capitalist society, the role of capitalism in the growth and development of modern industrial society, an evaluation of the future of capitalism.
Prerequisites: ECO 101 and at least two other courses in the social sciences

ECO 410 Seminar in Economic Analysis
4 hours; 4 credits
Selected topics in economic theory including production theory, capital theory, welfare economics, growth theory, and investment in human capital. Students prepare detailed presentations and analyses of classic works for discussion and evaluation.
Prerequisites: ECO 210 and 212, or permission of the instructor

ECO 490 Senior Seminar in Political Science, Economics, and Philosophy
(Also POL 490 and PHL 490)
4 hours; 4 credits
Selected topics in which ideas and approaches from economics, political science, and philosophy either mesh or collide will be explored. Required of all students expecting to graduate with Honors in Political Science, Economics, or Philosophy, but not limited to these students.
Prerequisites: Senior standing and completion of at least 16 credits in intermediate and advanced social science courses and permission of the instructor.
Education

Department of Education
Chairperson and Professor Susan Sullivan, Building 3S, Room 208
(See the Graduate Catalog for information on master’s degree programs.)

The College of Staten Island offers a full selection of programs to prepare students for certification as teachers at all levels. Students at the College do not major in Education; they major in academic subjects and complete a sequence of courses in teacher education that provides the academic work necessary for a recommendation for initial certification by the State of New York. Students seeking initial certification from the State Education Department of New York must pass the appropriate teacher certification examinations.

In 2009-2010, 98% of the College of Staten Island students taking the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination received a passing score. On the Elementary Assessment of Teaching Skills-Written Test (ATS-W), 99% passed; on the Secondary Assessment of Teaching Skills-Written Test (ATS-W), 100% passed.

Education courses are identified and the descriptions arranged alphabetically according to the following designations:

EDE - Elementary Education (Childhood Education)
EDA - Supervision and Administration
EDC - Early Childhood Education
EDD - General Education
EDE - Elementary Education (Childhood Education)
EDP - Special Education
EDS - Secondary Education (Adolescence Education)

(Graduate courses are described in the Graduate Catalog.)

Fieldwork

A New York State mandated 100 hours of fieldwork is required before student teaching.

Academic Major

Students in the Early Childhood Education program and in the Childhood Education program must complete the requirements for the major in Science, Letters, and Society leading to the BA degree. Completion of all degree requirements for the Science, Letters, and Society major with the Early Childhood Education sequence may require at least 121 credits.

Criteria for Entry into the Education Sequences

Students must have a GPA of 2.75 or above to enroll in introductory (foundations) education courses (EDC 215, EDC 216, EDE 200, EDE 260, EDS 201, EDS 202). Students whose GPAs are below 2.75 but above 2.6 may appeal for special permission to enroll in a foundations course. All students apply for admission to an educational sequence while enrolled in one of the foundations courses listed above. Students who are denied admission to an educational sequence may appeal the decision. Instructions for all appeal processes, including deadlines, are available in the department office, Building 3S.

Criteria for Continuing in the Educational Sequences

Students must develop and maintain a program portfolio as outlined in the program handbook. Students must earn a C+ or above in each education class. Students must maintain a 2.75 GPA throughout the program. Students whose portfolio, course grades, and/or GPA do not meet program standards may appeal for special permission to continue in the program. Instructions for the appeal process, including deadlines, are available in the department office, Room 208 of the Education Building (3S).

Liberal Arts and Sciences Requirement

Because most required education courses are non-liberal arts and sciences, students in education usually do not have room for non-liberal arts and sciences courses beyond those required for the education sequence. Students who take other non-liberal arts and sciences courses may find that they need to take more than 120 credits to complete their degree. Education courses that fulfill the Liberal Arts and Sciences requirement are marked (LA&S).

Teacher certification is governed by the New York State Board of Regents and the New York State Education Departments. These requirements are subject to change. Students are advised to contact the Department of Education for the latest degree requirements.

Early Childhood Education

This program is designed for students wishing to specialize in the education of children from birth to second grade. It provides the academic course content necessary for New York State certification at the early childhood level.

Academic Major: 34-36 credits

Education Sequence: 32 credits

Students wishing to be recommended by the College for initial certification must successfully complete the following sequence of education courses, as well as the Science, Letters, and Society major. Students are encouraged to begin the Early Childhood sequence in the sophomore year. To complete the sequence when 45 credits have been completed, it must be started by the beginning of the junior year. Students must have a minimum cumulative average of 2.75 to be admitted to all early childhood courses.

EDC 215 Psychological Foundations of Early Childhood Education 3 credits
EDC 216 Social Foundations of Early Childhood Education 3 credits
EDC 217 Affective Development of the Child 3 credits
EDC 218 Language Development in Young Children and the Educative Process 3 credits
EDC 310 The Teaching of Reading and Writing 3 credits
EDC 332 Music in Early Childhood 3 credits
EDC 340 Workshop in Mathematics and Science for Early Childhood 3 credits
EDC 350 Fieldwork in Preschool Classrooms 2 credits
EDC 360 Workshop in Social Studies 5 credits
EDC 440 Student Teaching in Kindergarten and Early Primary Classrooms 4 credits
EDC 402 Reflection and Analysis in Student Teaching (Early Childhood) 2 credits

Childhood Education

This program provides the academic course content necessary for New York State certification as a childhood teacher at the first- through sixth-grade level (1-6).

Academic Major: 34-36 credits

Education Sequence: 32 credits

Students wishing to be recommended by the College for certification must successfully complete the following sequence of childhood education courses, as well as the Science, Letters, and Society major. In addition, students are required to submit and orally present an exit program portfolio for evaluation and approval to the Education Department upon completion of the Education sequence. Students may enroll in the Childhood Education sequence once they have 45 total credits earned including three credits in psychology, six in the social sciences, and/or philosophy, and ENG 151 (four credits). Students must have a minimum cumulative average of 2.75 to be admitted to all of the childhood education courses. Students receiving a grade of C or lower in any education course must repeat the course.

EDE 200 Social Foundations of Education 4 credits
EDE 260 Psychological Foundations of Education 4 credits
EDE 301 Literacy Development and Language Acquisition in Elementary Education 4 credits
One of the following four-credit courses.

Adolescence Education Sequence: 24 credits

Students wishing to be recommended by the College for certification must successfully complete the following sequence of education courses, as well as their academic major. To complete the sequence in two years it must be begun by the beginning of the junior year. Students must have a minimum cumulative average of 2.75 to be admitted to adolescence education courses, as well as their academic major. To complete the sequence in two years it must be begun by the beginning of the junior year. Students must have a minimum cumulative average of 2.75 to be admitted to all adolescence education courses.

Academic Major

Students must complete the requirements of a major in the field in which they plan to teach. This sequence provides the academic course content necessary for certification as a teacher at the adolescence level in the fields of biology, chemistry, English, foreign language, history, and mathematics disciplines.

Students planning to teach social studies major in History, and they complete at least 50 credits in the social sciences, including at least four credits in geography, at least four credits in U.S. history, and at least four credits in non-U.S. history.

Students planning to teach Mathematics must include, within the set of advanced courses required by the mathematics major, one or more upper-level mathematics courses covering (1) Euclidean and non-Euclidean geometry and (2) history of mathematics. This requirement may be met by taking MTH 329 Geometry, and MTH 306 History of Mathematical Thought.

Adolescence Education

This program provides the academic course content necessary for certification as a teacher at the adolescence level in the fields of English, foreign languages, mathematics, science, and social studies.

Special Education

The College of Staten Island does not offer an undergraduate program in special education. Students seeking certification in special education are advised to pursue the undergraduate sequence in Childhood Education and the master’s program in Special Education.

Education Courses

For graduate courses in education see the Graduate Catalog. Note: Student teaching courses are graded P or F.

EDC - Early Childhood

EDC 215 Psychological Foundations of Early Childhood Education (Effective Fall 2011)

3 hours; 3 credits

An examination of the developing child, focusing on the period from birth through age eight, with an introduction to children with special needs. Major developmental theories are critically examined and are illuminated through students’ field experiences with children in diverse and inclusive settings. Recent research on child abuse and abduction is examined within the context of the teacher’s responsibilities. This course includes ten hours of fieldwork prior to student teaching. (LA&S)

Prerequisites: ENG 151, PSY 100 and a GPA of 2.75

EDC 216 Social Foundations of Early Childhood Education

3 hours; 3 credits

A required multidisciplinary course for prospective early childhood teachers. Perspectives from such academic disciplines as philosophy, history, sociology, anthropology, political science, and economics are brought to bear on early childhood education in its relationships with contemporary society and with later education. The major purpose of this course is to bring the student to an initial understanding of how values, attitudes, and structures in society as a whole influence the education of young children. (LA&S)

Prerequisites: ENG 111 and ENG 151, and a GPA of 2.75

EDC 217 Affective Development of the Child

3 hours; 3 credits

An examination of the relationship between the infant and the primary caretaker, and its importance in personality development. Influences on the primary relation, broadening of affectional ties; comparison of child rearing across and within cultures. Students learn to use a variety of observational approaches and recording techniques to increase their understanding of children who are developing normally and children with disturbances in development. School and community partnerships are explored for their emotional impact on children. Diverse infant and toddler programs are studied through 20 hours of fieldwork. Prerequisites: EDC 215, EDC 216, and a GPA of 2.75 or above

EDC 218 Language Development in Young Children and the Educative Process

3 hours; 3 credits

Theory and research in language development and the processes of language acquisition to inform program planning and development in inclusive educational settings. Students learn how to create, manage, and develop preschool curriculum areas such as dramatic play, block building, expressive arts, puzzles and manipulatives, nature study, and outdoor play to facilitate language acquisition and development. The course provides students with a range of alternative teaching strategies to meet the needs of linguistically diverse children.

Prerequisites: EDC 215 and EDC 216, or EDC 200 and EDE 260, and a GPA of 2.75 or above

Corequisite: EDC 350
EDC 310  The Teaching of Reading and Writing
3 hours; 3 credits
An examination of the teaching of reading and writing within a developmental framework and introduction to programs, practices, and materials of reading-writing instruction in diverse and inclusive settings. The course provides students with a range of alternative teaching strategies for children with reading and writing delays. The course also examines software in reading and writing for its usefulness in assessment and instruction. Prerequisites: EDC 215 or EDE 200; EDC 216 or EDE 260; EDC 218; EDC 350; and a GPA of 2.75 or above.

EDC 332  Music in Early Childhood
3 hours; 3 credits
Learn to develop basic musical understanding and skills and music appreciation in young children through participation in singing, ear training, rhythmic movement, and playing musical instruments. Students learn to select materials and develop activities that are developmentally appropriate for the needs of young children with an emphasis on creativity and helping students to develop a culturally diverse musical repertoire. A variety of media and computer technologies are explored to determine how they can enhance musical experience. This course includes five hours of fieldwork. Prerequisites: EDC 215 or EDE 200; EDC 216 or EDE 260, EDC 218; EDC 350; and a GPA of 2.75 or above.

EDC 340  Workshop in Mathematics and Science for Early Childhood
3 hours; 3 credits
Techniques in building the child’s knowledge of properties of objects in the environment, concepts of class inclusion, seriation, and numbering, and the structuring of space and time. Students learn a range of strategies used by children with special needs. Informal and formal assessment tools are presented as well as classroom management strategies for whole-class and small-group instruction. Examination of software in early childhood mathematics and science instruction for its usefulness and developmental flexibility. Prerequisites: EDC 215 or EDE 200; EDC 216 or EDE 260; EDC 218; EDC 350; MTH/SLS 217; and a GPA of 2.75 or above.

EDC 350  Fieldwork in Preschool Classrooms (Effective Spring 2011)
2 credits
This field-based course introduces students to preschool classrooms in diverse and inclusive settings. This course connects practice with prior education coursework and is especially related to the content of EDC 218 Language Development through an Integrated Curriculum. In addition, students are given opportunities both to observe and to practice long- and short-term curriculum planning that reflects specific provisioning for children with special needs and linguistically diverse children. Students also practice a variety of observational approaches and recording techniques in order to assess the development of individual children. Students are observed interacting with small and larger groupings of children. Alcohol, tobacco, and drug abuse, and other dangers to children are discussed within the context of pre-natal and infant development with specific attention paid to the teachers’ role and responsibilities. Students will be in attendance at the assigned school three mornings a week for a full semester, which accounts for 150 hours of fieldwork prior to student teaching. Graded Pass (P) or Fail (F). Prerequisites: EDC 215, EDC 216, and a GPA of 2.75 or above. Pre or corequisite EDC 217, EDC 218.

EDC 360  Workshop in Social Studies
3 hours; 3 credits
An investigation of how multicultural imaginative historical narratives can be used as an ongoing structure within early primary grades to foster students’ intellectual development in diverse and inclusive educational settings. To create these instructional materials, students will use the Internet and other media for educational applications. Formal and informal assessment tools as well as classroom management strategies for whole-class and small-group interaction are presented. Particular attention is paid to fostering community relations. The course will offer students opportunities to develop the skills of history storytelling and facilitating discussions that provoke children’s imaginative and problem solving responses. Opportunities will also be given to develop history storytelling units that offer young children multiple media to represent thought. Workshops in creative dramatics and the plastic arts are explored to promote young children’s expressiveness and creativity. This course includes five hours of fieldwork. Prerequisites: EDC 215 or EDE 200; EDC 216 or EDE 260; EDC 218; EDC 350; and a GPA of 2.75 or above.

EDC 412  Reading in Primary and Upper Elementary Classroom II
3 hours; 3 credits
The objective of this course is to enable students to apply principles of reading instruction to the actual field situation for individual children. Conferences and field supervision. Prerequisites: EDC 215, EDC 216, EDC 310, and a GPA of 2.75 or above.

EDC 402  Reflection and Analysis in Student Teaching (Early Childhood) (Effective Fall 2010)
2 hours; 2 credits
This course is designed to supplement an enhance student teaching responsibilities occurring in EDC 440. Candidates will have an opportunity to synthesize information learned throughout their program and produce and deliver meaningful, effective lessons addressing diverse learners and learning styles, as well as state and local standards. The course will also focus on assessing student learning and integrating technology into instruction. Several sessions will be devoted to New York City Licensing and New York State Certification requirements for the reporting of child abuse and maltreatment, in addition to drug, alcohol and violence prevention training. Prerequisites: EDC 217, EDC 310, EDC 332, EDC 340, EDC 350, EDC 360, SLS 218 and SLS 262 and a GPA of 2.75 or above. In addition, students must meet each of the following criteria:
1. An overall grade point average of 2.75
2. A grade point average of 2.75 in all education courses
3. A minimal grade of C+ in all education courses
4. Three faculty recommendations, at least one from a professor who can attest to your performance in the field.
5. Satisfactory fieldwork evaluations
Corequisite: EDC 440

EDC 440  Student Teaching in Kindergarten and Early Primary Classrooms (Effective Fall 2010)
4 credits
Practice and problem solving in kindergarten and early primary classrooms. Designed for public schools. Students will be in attendance at the assigned school 25 hours a week for a complete semester for a minimum of 350 hours (175 hours in a kindergarten classroom and 175 hours in an early primary grade classroom). Students will be observed provisioning and interacting with small and larger groupings of children. Application for a student teaching assignment must be completed and filed with the Student Teaching Office the semester preceding the semester in which the student plans to student teach. Students must also submit three letters of recommendation from full-time Education faculty. Graded Pass (P) or Fail (F). Prerequisites: EDC 217, EDC 310, EDC 332, EDC 340, EDC 350, EDC 360, SLS 218, SLS 262 and a GPA of 2.75 or above. Corequisite: EDC 402
In addition, students must meet each of the following criteria:
1. An overall grade point average of 2.75
2. A grade point average of 2.75 in all education courses
3. A minimal grade of C+ in all education courses
4. Three faculty recommendations, at least one from a professor who can attest to your performance in the field.
5. Satisfactory fieldwork evaluations

**EDC 441 Student Teaching in Preschool and Kindergarten Classrooms**

6 credits

Practice and problem solving in preschool and kindergarten classrooms. Designed for preschool and daycare. Students will be in attendance at the assigned school three days a week for a full semester. Application for a student teaching assignment must be completed and filed with the Student Teaching Office the semester preceding the semester in which the student plans to student teach. Students must also submit three letters of recommendation from full-time Education faculty. Graded Pass (P) or Fail (F).

Prerequisites: EDC 320, EDC 330, and EDC 440; SLS 218 and SLS 261. In addition, students must meet each of the following criteria:
1. An overall grade point average of 2.75
2. A grade point average of 2.75 in all education courses
3. A minimal grade of C+ in all education courses
4. Three faculty recommendations, at least one from a professor who can attest to your performance in the field.
5. Satisfactory fieldwork evaluations

**EDD - General Education**

**EDD 252 History of Education in the United States**

(Also HST 252)
4 hours; 4 credits

The history and social foundation of American education. Topics include: the historical development of American public schools, the schools and race, the social function of compulsory schooling, the expansion of higher education in the post-World War II period, and the conceptual differentiation between schooling as socialization and education for personal growth. (social science) (p&d)

Prerequisites: ENG 111, COR 100, or college-level history course

**EDE - Elementary Education**

**EDE 200 Social Foundations of Education**

The legal and judicial landmarks, social policies, and technological advances that affect schools and their diverse populations are analyzed. Ten hours are spent in varied education environments examining the relationship between theory and practice. (L&A&S)

Prerequisites: 45 total credits earned that include six credits in the social sciences and/or philosophy, and ENG 151 and a GPA of 2.75

**EDE 260 Psychological Foundations of Education**

4 hours; 4 credits

An examination of the developing child from preschool until adolescence. Major theories of development and the interaction among cognitive, social, and other aspects of development are emphasized. Children with different abilities are discussed, as are cultural, gender and socioeconomic factors. Ten hours of fieldwork in varied educational settings will increase awareness of individual differences and their implications for classroom learning. (L&A&S)

Prerequisites: 45 total credits earned that include three credits in psychology, and ENG 151 and a GPA of 2.75

**EDE 301 Literacy Development and Language Acquisition in Elementary Education**

4 hours; 4 credits

An examination of major theories in literacy and language acquisition from early to later childhood and of various strategies for creating literature-based reading/writing programs to encourage literacy at all levels and to provide for differences in motivation, learning needs, cultural heritage, and background experience. Students evaluate published materials and technological aids designed to facilitate literacy and language acquisition. The course provides students with a variety of methods to assist children with diverse language, reading, and writing competencies. Ten hours of field experience provide an opportunity to observe in varied and inclusive settings to evaluate diagnostic assessment techniques and interventions. Cannot be taken concurrently with EDE 302. Pre- or corequisites: Junior standing and either EDE 200 and EDE 260, or EDC 215 and EDC 216, or EDS 201 and EDS 202, and a GPA of 2.75 or above.

**EDE 302 Social Studies, Art, and Reading and Language Arts in Elementary Education**

3 lecture hours, 6 field hours; 6 credits

An examination of the structures and concepts of social studies, art, and reading and language arts for the elementary school. Appropriate connections among the disciplines are noted, relevant research on child development and learning is incorporated, and strategies to provide for students' special needs are explored. Issues addressed include curriculum development, resources and materials, management, standards, assessment, and the educational application of technology. A fieldwork component of 36 hours provides opportunities to plan instruction, enhance communication skills in the disciplines, and connect theory to practice. Cannot be taken with EDE 303.

Prerequisites: EDE 301 and a GPA of 2.75 or above

**EDE 303 Mathematics, Science, and Music in Elementary Education**

3 lecture hours, 6 field hours; 6 credits

An examination of the structures and concepts of mathematics, science, and music for the elementary school. Appropriate connections among the disciplines are noted, relevant research on child development and learning is incorporated, and strategies to provide for differing student needs are explored. Issues addressed include curriculum development, resources and materials, management, standards, assessment, and the educational application of technology. A fieldwork component of 36 hours provides opportunities to plan instruction, enhance communication skills in the disciplines, and connect theory to practice. Cannot be taken with EDE 302.

Prerequisites: MTH 217/SLS 217, EDE 200, EDE 260, junior standing, and a GPA of 2.75 or above

**EDE 400 Student Teaching in Elementary Education**

6 credits

Practice and problem solving in student teaching in elementary schools. Students are required to be in attendance at an assigned school full-time, (8:30am-3:00pm) five days per week. Students will teach in grades 1-3 for part of the semester and in grades 4-6 for part of the semester. Application for a student teaching assignment must be completed and filed with the Student Teaching Office the semester preceding the semester in which the student plans to student teach. Students must also submit three letters of recommendation from full-time Education faculty. To be taken concurrently with EDE 402. Graded Pass (P) or Fail (F).

Prerequisites: SLS 218 and SLS 261, EDE 302 and EDE 303. In addition students must meet the following criteria:
1. An overall grade point average of 2.75
2. A grade point average of 2.75 in all education courses
3. A minimal grade of C+ in all education courses
4. Three faculty letters of recommendation, at least one from a professor who can attest to your performance in the field.
5. Satisfactory field evaluations

**EDE 402 Reflection and Analysis in Student Teaching in Elementary Education**

2 hours; 2 credits

Student teachers reflect upon the educational philosophies that they have studied and the methodologies that they are implementing as they develop their own
philosophical approaches to teaching and learning. The teacher’s role in developing environments that are safe and nurturing as well as intellectually stimulating and challenging for all students is examined. Hazards to children, including child abuse and substance abuse, will be discussed. To be taken concurrently with EDE 400.
Prerequisite: a GPA of 2.75 or above

EDP - Special Education

EDP 220 Special Educational Needs of People with Disabilities (Effective Fall 2011)
3 hours; 3 credits
This course is required for teacher certification. The course examines current trends, including state and federal laws and regulations related to special education, in providing special education services to individuals (pre-school, school-age, adult) with developmental disabilities. The approach of the course follows the process of assessment, instructional planning, instruction and evaluation of instruction in each of four areas of development disabilities: sensory disabilities, physical disabilities, communication disabilities and behavioral disabilities. The emphasis is placed on understanding instructional techniques, and how they meet the needs of the students with developmental disabilities. (p&d)
Prerequisite: ENG 111

EDP 310 Survey of Exceptional Children I
4 hours; 4 credits

EDP 311 Survey of Exceptional Children II
4 hours; 4 credits
The first half of this course provides an orientation to the physical, social, and psychological aspects and educational needs of students with physical handicaps and emotional disturbances, while the second half considers these aspects as they apply to students with learning disabilities and mental retardation. The survey includes philosophy, history, classification, characteristics, etiology, and special educational provisions as well as psychological and educational assessment procedures in special education. Active fieldwork experiences are required.

EDS - Secondary Education

EDS 201 Social Foundations of Secondary Education
4 hours; 4 credits
This course examines the historical, philosophical, and cultural roots of contemporary education. The issues of race, class, gender, ability, immigration, and language acquisition are examined for their impact on the learning of adolescents. The course deepens students’ understanding of the power that social, political, and economic forces have on the work of teachers and on the lives of adolescents, families, and communities. Students spend 15 hours in diverse and inclusive educational environments examining the relationship between theory and practice. (L&S)
Prerequisites: Sophomore standing and a GPA of 2.75 or above

EDS 202 Psychological Foundations of Secondary Education
4 hours; 4 credits
This course examines major theories of pre-adolescent and adolescent development, with emphasis on implications for education. Major theories of development and the interaction between cognitive, emotional, and physical development are emphasized. Adolescents will be considered in the context of the larger community, with attention to language, culture, gender, and socioeconomic factors. Fifteen hours of fieldwork in diverse and inclusive secondary educational settings increase the student’s awareness of children with special needs and the implications for classroom learning. (L&S)

EDS 299 Education Fieldwork Seminar (Effective Fall 2011)
1 credit
A focus on several aspects of development as a professional educator and the work that an educator does as identified in Continuum of Teacher Development. It will support and deepen understandings acquired during fieldwork experience in host schools undertaken before the student begins a formal education program. Particular focus will be on identifying answers to the questions: What kind of a learner am I? How will this influence my teaching? How does a teacher reach students who have different learning styles? Aspiring teachers will continually reflect on their host school experience.
Pre or corequisite: Permission of the Office of Fieldwork in the CSI Department of Education, a minimum of 50 hours of fieldwork along with the seminar.

EDS 301 Survey of Exceptional Children II
4 hours; 4 credits
Issues of teaching and learning science are examined with attention to planning, instruction, assessment, management, and the educational application of technology. Scientific concepts, structures, and language are explored in relation to developing strategies for instruction and providing for students’ differing needs. A fieldwork component of 35 hours is included.
Prerequisites: EDS 201, EDS 202, EDS 315, and a GPA of 2.75 or above

EDS 302 Survey of Exceptional Children I
4 hours; 4 credits
Issues of teaching and learning mathematics are examined with attention to planning, instruction, assessment, management, and the educational application of technology. Mathematical concepts, structures, and language are explored in relation to developing strategies for instruction and providing for students’ differing needs. A fieldwork component of 35 hours is included.
Prerequisites: EDS 201, EDS 202, EDS 317, and a GPA of 2.75 or above

EDS 303 Survey of Exceptional Children II
4 hours; 4 credits
Issues of teaching and learning mathematics are examined with attention to planning, instruction, assessment, management, and the educational application of technology. Mathematical concepts, structures, and language are explored in relation to developing strategies for instruction and providing for students’ differing needs. A fieldwork component of 35 hours is included.
Prerequisites: EDS 201, EDS 202, EDS 318, and a GPA of 2.75 or above

EDS 304 Survey of Exceptional Children I
4 hours; 4 credits
Issues of teaching and learning science are examined with attention to planning, instruction, assessment, management, and the educational application of technology. Scientific concepts, structures, and language are explored in relation to developing strategies for instruction and providing for students’ differing needs. A fieldwork component of 35 hours is included.
Prerequisites: EDS 201, EDS 202, EDS 318, and a GPA of 2.75 or above

EDS 305 Survey of Exceptional Children II
4 hours; 4 credits
Issues of teaching and learning a foreign language are examined with attention to planning, instruction, assessment, management, and the educational appli-
cation of technology. Issues of language acquisition, written and oral communication, and grammar are explored in relation to developing strategies for instruction and providing for students’ differing special needs. A fieldwork component of 35 hours is included.

Prerequisites: EDS 201, EDS 202, EDS 319, and a GPA of 2.75 or above

**EDS 307 Discovery Learning and Interdisciplinary Instruction**

4 hours; 4 credits

Development of a conceptual understanding of the teaching of transcending content defined by its subject areas. Discovery learning is explored and used to bridge the school disciplines and to address the different strengths and needs of adolescents. Students in Mathematics, English, History, Spanish, Biology, and Chemistry majors work together to create integrated curricula as relevant research on child development and learning is discussed. A 35 hour fieldwork component is included.

Prerequisites: EDS 201, EDS 202, and a GPA of 2.75 or above.
Corequisite: EDS 301 or EDS 302 or EDS 303 or EDS 304 or EDS 305

**EDS 315 The Secondary School Curriculum in the Social Studies**

4 credits; 4 hours

This course focuses on the social studies curriculum for the secondary school and calls upon the students’ preparation in the History major to inform their study, particularly with respect to the selection, scope, and sequence of topics. In this way, the curriculum is examined from the specialist’s standpoint. Central to this examination is the process of transforming knowledge of content and curriculum for the purpose of teaching and learning. Topics include general principles for developing a social studies curriculum, connections to state and national standards, and resources for teaching the social studies. A field work component of 35 hours is included.

Prerequisite: EDS 201, EDS 202, and a GPA of 2.75 or above; admission into Adolescence Education program; History major

**EDS 316 The Secondary School Curriculum in English**

4 credits; 4 hours

This course focuses on the English curriculum for the secondary school and calls upon the students’ preparation in the English major to inform their study, particularly with respect to the selection, scope, and sequence of topics. In this way, the curriculum is examined from the specialist’s standpoint. Central to this examination is the process of transforming knowledge of content and curriculum for the purpose of teaching and learning. Topics include general principles for developing an English curriculum, connections to state and national standards, and resources for teaching English. A field work component of 35 hours is included.

Prerequisite: EDS 201, EDS 202, and a GPA of 2.75 or above; admission into Adolescence Education program; English major

**EDS 317 The Secondary School Curriculum in Mathematics**

4 credits; 4 hours

This course focuses on the mathematics curriculum for the secondary school and calls upon the students’ preparation in the Mathematics major to inform their study, particularly with respect to the selection, scope, and sequence of topics. In this way, the curriculum is examined from the specialist’s standpoint. Central to this examination is the process of transforming knowledge of content and curriculum for the purpose of teaching and learning. Topics include general principles for developing a mathematics curriculum, connections to state and national standards, and resources for teaching mathematics. A field work component of 35 hours is included.

Prerequisite: EDS 201, EDS 202, and a GPA of 2.75 or above; admission into Adolescence Education program; Mathematics major

**EDS 318 The Secondary School Curriculum in Science**

4 credits; 4 hours

This course focuses on the science curriculum for the secondary school and calls upon the students’ preparation in the Biology or Chemistry major to inform their study, particularly with respect to the selection, scope, and sequence of topics. In this way, the curriculum is examined from the specialist’s standpoint. Central to this examination is the process of transforming knowledge of contact and curriculum for the purpose of teaching and learning. Topics include general principles for developing a science curriculum, connections to state and national standards, and resources for teaching science. A field work component of 35 hours is included.

Prerequisite: EDS 201, EDS 202, and a GPA of 2.75 or above; admission into Adolescence Education program; Biology or Chemistry major

**EDS 319 The Secondary School Curriculum in Foreign Language (Effective Fall 2010)**

4 credits; 4 hours

This course focuses on the foreign language curriculum for the secondary school and calls upon the students’ preparation in the Spanish and Italian Studies majors to inform their study, particularly with respect to the selection, scope, and sequence of topics. In this way, the curriculum is examined from the specialist’s standpoint. Central to this examination is the process of transforming knowledge of contact and curriculum for the purpose of teaching and learning. Topics include general principles for developing a foreign language curriculum, connections to state and national standards, and resources for teaching a language other than English. A field work component of 35 hours is included.

Prerequisite: EDS 201, EDS 202, and a GPA of 2.75 or above; admission to the Adolescence Education program; Spanish major; Italian Studies major

**EDS 400 Student Teaching in Secondary Education (Effective Fall 2010)**

6 credits

Practice and problem solving in student teaching in secondary schools. Students are required to be in attendance at an assigned school full-time, (8:30am - 3:00pm) five days per week for one full semester. Students will have a grades 7-9 and a grades 10-12 placement. Application for a student teaching assignment must be filed with the Student Teaching Office the semester preceding the semester in which the student plans to student teach. Students must also submit three letters of recommendation from full-time Education faculty. To be taken concurrently with EDS 401. Graded Pass (P) or Fail (F).

Prerequisites: EDS 201, EDS 202 and (EDS 315 or EDS 316 or EDS 317 or EDS 318 or EDS 319) and EDS 301 or EDS 302 or EDS 303 or EDS 304 or EDS 305.
Corequisite: EDC 402.

In addition, students must meet each of the following criteria:
1. An overall grade point average of 2.75
2. A grade point average of 2.75 in all education courses
3. A minimal grade of C+ in all education courses
4. Three faculty letters of recommendation, at least one from faculty in the student’s major
5. Satisfactory fieldwork evaluations

**EDS 401 Reflection and Analysis in Student Teaching in Secondary Education**

2 hours; 2 credits

Student teachers reflect upon the educational philosophies that they have studied and the methodologies that they are implementing as they develop their own philosophical approaches to teaching and learning. The teacher’s role in developing environments that are safe and nurturing as well as intellectually stimulating and challenging for all students is examined. Hazards to children, including child abuse and substance abuse, will be discussed. To be taken concurrently with EDS 400.

Prerequisite: A GPA of 2.75 or above
Electrical Engineering Technology

(Associate in Applied Science, Minor)

Chairperson and Professor Syed A. Rizvi
Interdisciplinary Coordinating Committee Chairperson: Associate Professor Neophytos (Neo) Antoniades, Building 4N, Room 201

This two-year career program, accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET, 111 Market Street, Suite 1050, Baltimore, MD 21202; telephone 410.347.7700), is designed to provide a theoretical and practical course of study in the basic principles and applications of electrical and electronics technology with emphasis on the computer. The curriculum includes classes in communications, microcomputers, and computer programming. Graduates are prepared for employment as systems field and customer engineers, facilities managers, junior programmers, and sales representatives in the computer and electronics industries and in firms using modern computer systems in PC support, communications, networks, programming, research, development, and sales. Graduates of the program may continue in the BS degree programs in Computer Science, Engineering Science, or Economics at CSI. Students in bachelor’s degree programs may choose a minor in Electrical Engineering Technology.

Electrical Engineering Technology (AAS)

The Educational Objectives of our Electrical Engineering Technology program are that our graduates shall:

1. Have the technical knowledge required for entry level positions in the various electrical/electronic industries.
2. Have the practical and professional skills needed to function effectively in a real world environment in the electric/electronic field.
3. Have sufficient academic backgrounds of a diverse nature that will allow them to continue their education towards a baccalaureate degree at an accredited institution or achieve career advancement in their chosen fields.

General Education Requirements

ENG 111, ENG 151, COR 100, PED 190: 12 credits

Whenever possible, these four courses should be completed within the first 36 credits.

Core Requirements (52 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ELT 113</td>
<td>Introduction to Electronics</td>
<td>1</td>
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<tr>
<td>ELT 114</td>
<td>Computer-Aided Technology</td>
<td>1</td>
</tr>
<tr>
<td>ELT 224</td>
<td>Electrical Circuit Analysis</td>
<td>4</td>
</tr>
<tr>
<td>ELT 225</td>
<td>Electrical Circuit Analysis Laboratory</td>
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<td>ELT 331</td>
<td>Electronics Laboratory</td>
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<td>ELT 334</td>
<td>Electronics</td>
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<tr>
<td>ENS 100</td>
<td>Introduction to Engineering</td>
<td>2</td>
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<tr>
<td>ENS 110</td>
<td>Engineering Graphics</td>
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<tr>
<td>ENS 220</td>
<td>Introduction to Computer Engineering</td>
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<tr>
<td>CSC 346</td>
<td>Switching and Automata Theory</td>
<td>4</td>
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<tr>
<td>ENS 221</td>
<td>Digital Electronics Laboratory</td>
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<td>or</td>
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<tr>
<td>CSC 347</td>
<td>Computer Circuits Laboratory</td>
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<td>or</td>
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<tr>
<td>ENS 362/</td>
<td>Microcontrollers</td>
<td>4</td>
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<td>CSC 462</td>
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<td>ELT 437</td>
<td>Electrical Power Transmission and Distribution</td>
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<tr>
<td>ENS 464</td>
<td>Embedded System Analysis</td>
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<tr>
<td>ELT 466</td>
<td>Telecommunications and Network Technology</td>
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Physics Sequence (8 credits)

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<tbody>
<tr>
<td>PHYS 116</td>
<td>Physics I</td>
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<td>or</td>
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<tr>
<td>PHYS 120</td>
<td>General Physics I</td>
<td>3</td>
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<td>and</td>
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<td>PHYS 121</td>
<td>General Physics I Laboratory</td>
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<td>or</td>
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<tr>
<td>PHYS 156</td>
<td>Physics II</td>
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<td>or</td>
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<tr>
<td>PHYS 160</td>
<td>General Physics II</td>
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<tr>
<td>PHYS 161</td>
<td>General Physics II Laboratory</td>
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A sequence of at least seven credits of mathematics from the level of MTH 123 or higher from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MTH 123</td>
<td>College Algebra and Trigonometry</td>
<td>4</td>
</tr>
<tr>
<td>MTH 130</td>
<td>Pre-Calculus</td>
<td>3</td>
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<tr>
<td>MTH 229</td>
<td>Calculus Computer Laboratory</td>
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<tr>
<td>MTH 230</td>
<td>Calculus I with Pre-Calculus</td>
<td>6</td>
</tr>
<tr>
<td>MTH 231</td>
<td>Analytic Geometry and Calculus</td>
<td>3</td>
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</tbody>
</table>

Total Credits Required: 64

Liberal Arts and Sciences Requirement:

All courses designated ELT and ENT are non-liberal arts and sciences.

Electrical Engineering Technology Minor

The minor in Electrical Engineering Technology is for students enrolled in a bachelor’s degree program.

Minor Requirement: 16 credits

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>ENS 102</td>
<td>Introduction to Electrical and Electronic Technology</td>
<td>4 credits</td>
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<tr>
<td>ENS 110</td>
<td>Engineering Graphics</td>
<td>2</td>
</tr>
<tr>
<td>ELT 113</td>
<td>Introduction to Electronics</td>
<td>1</td>
</tr>
<tr>
<td>ELT 224</td>
<td>Electrical Circuit Analysis</td>
<td>4</td>
</tr>
<tr>
<td>ELT 225</td>
<td>Electrical Circuit Analysis Laboratory</td>
<td>1 credit</td>
</tr>
<tr>
<td>MTH 123</td>
<td>College Algebra and Trigonometry</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

Electrical Engineering Technology Courses

ELT 113 Introduction to Electronics

3 laboratory hours; 1 credit

Introduction to the study of electronics. Diode and transistor characteristics are discussed and used in the construction of an electronic device. Students design, photo-etch, and assemble a printed circuit. Characteristics of the device and component voltages are measured.

Prerequisite: MTH 030 or equivalent or higher

ELT 114 Computer-Aided Technology

3 laboratory hours; 1 credit

Application of computer-based tools and simulations to analyze testing and debugging of electrical circuits and systems. Introduction to building virtual instruments. Acquisition and measurements of electrical signals and data analysis through virtual instruments.

Pre- or corequisite: ELT 113

ELT 224 Electrical Circuit Analysis

4 hours; 4 credits

This course begins with physical electrical concepts and continues through the analysis of various specific circuit configurations with dc and ac sources. Topics include resistance capacitance, and inductance in series, parallel, and se-
ries-parallel connection, transient circuit analysis, ac analysis using phasors, single and polyphase power concepts, resonance and filters, network theorems, and transformer theory. Applications for the various circuits will also be discussed.

Pre- or corequisites: (MTH 030 and ENS 102) or MTH 123 or higher

ELT 225 Electrical Circuit Analysis Laboratory
3 hours; 1 credit
Laboratory experiments will be performed using various instruments from analog meters to the digitizing oscilloscope. Experiments will be based upon validating the theory of ELT 224 Electrical Circuit Analysis as well as demonstrating the applications of the various circuit configurations. A detailed laboratory report will be written and/or oral presentation will be required for the experiments.

Pre- or corequisite: ELT 224

ELT 331 Electronics Laboratory
3 laboratory hours; 1 credit
Semiconductor circuitry and electronics laboratory instrumentation. Transistor amplification, biasing, and frequency response. Transistor power amplifiers. Power supplies. Negative feedback and linear integrated circuit amplifiers. Introduction to computer-aided circuit analysis using the personal computer.

Prerequisites: ELT 113, ELT 224

Pre- or corequisites: ELT 334

ELT 334 Electronics
3 hours; 3 credits
Physics and characteristics of semiconductor solid state devices. Analysis and application of transistor circuits. Time varying signal behavior of solid device circuits and systems including power applications and frequency response. Introduction to modulation and communications.

Prerequisites: ELT 113, ELT 224, MTH 123 or higher

ELT 437 Electrical Power Transmission and distribution
2 hours lecture, 4 hours laboratory; 4 credits
Power and three-phase circuits power transmission, and transformers. Real and reactive power, power flow and power handling capacity of parallel lines. Long haul high voltage power transmission. Power distribution between two parallel lines. Three-phase distribution transformer configurations.

Prerequisite: ELT 331

ELT 442 Computer Hardware Technology
3 class hours, 3 laboratory hours; 4 credits
Study of the electrical and mechanical function of computer systems such as the advanced personal computer. Hardware and software principles are explored. Topics include memory, video, communication, disk drives, printer, keyboard, assembler software, and debugging tools. Includes hands-on work with computer hardware and peripherals.

Prerequisite: ENS 221 or CSC 347

ELT 466 Telecommunications and Network Technology
2 hours lecture, 4 hours laboratory; 4 credits
Fundamentals of signals and noise; digital signal formats and modulation techniques; speech and video signals. Fiber optic, satellite and mobile communications fundamentals; cellular telephony and mobile radio networks. Overview of telecommunication networking fundamentals focusing on access, metro and wide regions.

Prerequisites: ENS 221

Engineering Science

(Bachelor of Science, Associate in Science)
Department of Engineering Science and Physics, Building 2N, Room 226
Chairperson and Program Coordinator: Professor Syed A. Rizvi

The Engineering Science program seeks to guarantee that every student is prepared for a lifetime of creative engineering design work. There are many correct solutions to engineering design problems—they differ in their simplicity, elegance, cost, and social and environmental impacts. Every student learns how to formulate problems, find correct solutions, and choose among these solutions for an efficient design. For most students, the first design experience is in the course ENS 220 Introduction to Computer Engineering. Next, in the laboratory, ENS 221 students take the paper designs worked out in ENS 220 and build, test, and evaluate their own designs. In ENS 362 Microcontrollers, the design, building, testing, and evaluation of more complicated engineering systems is performed. In this fashion, students are prepared to handle real-world design projects including related issues of economics, aesthetics, environmental problems, reliability analysis, and safety.

In the courses ENS 310, ENS 336, ENS 471, ENS 380, ENS 441, ENS 450, and in all the electives, there is a formal design component incorporated. In these courses, the designs are tested and evaluated using computer simulation or calculation. The actual construction, testing, and evaluation of student designs occurs in the laboratory courses. The most important design experience for all students is obtained in the capstone courses ENS 491 Advanced Engineering Design I and ENS 492 Advanced Engineering Design II. These are project-oriented courses in which students are asked to participate in the design of a major real-world system.

The BS degree program offers three specializations: Computer Engineering, Electrical Engineering, and Mechanical Engineering. The specialization in Computer Engineering has been developed in collaboration with the Department of Computer Science.

The Engineering Science bachelor’s degree program is accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology, Inc. (ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012).

Engineering Science (AS)
The Associate in Science in Engineering Science program prepares students for continuation in the BS program in Engineering Science at the College of Staten Island or in engineering programs at other institutions.

General Education Requirements for the AS
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Prerequisite Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 285</td>
<td>Economics for Engineers</td>
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Core Requirements: 48 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ENS 100</td>
<td>Introduction to Engineering Science</td>
<td>2</td>
</tr>
<tr>
<td>ENS 110</td>
<td>Engineering Graphics</td>
<td>2</td>
</tr>
<tr>
<td>ENS 220</td>
<td>Introduction to Computer Engineering</td>
<td>4</td>
</tr>
<tr>
<td>ENS 221</td>
<td>Digital Electronics Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>ENS 241</td>
<td>Electrical and Electronic Circuits</td>
<td>4</td>
</tr>
<tr>
<td>ENS 249</td>
<td>Basic Measurement Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>ENS 250</td>
<td>Engineering Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>CSC 126</td>
<td>Introduction to Computer Science</td>
<td>4</td>
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<tr>
<td>MTH 229</td>
<td>Calculus Computer Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>MTH 231</td>
<td>Analytic Geometry and Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MTH 232</td>
<td>Analytic Geometry and Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>MTH 233</td>
<td>Analytic Geometry and Calculus III</td>
<td>3</td>
</tr>
</tbody>
</table>
Whenever possible, these courses should be completed within the first 60 credits.

World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity Requirements: 21-27 credits.

whenever possible, these four courses should be completed within the first 36 credits.

Total Credits Required: 60

**Engineering Science (BS)**

**General Education Requirements for the BS**

ENG 111, ENG 151, COR 100, PED 190: 12 credits

Whenever possible, these four courses should be completed within the first 36 credits.

**Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity Requirements: 21-27 credits.**

Whenever possible, these courses should be completed within the first 60 credits.

1. **Scientific Analysis:** (11 credits)*
   a. Science and Technology: PHY 120 and PHY 121; PHY 160 and PHY 161 (8 credits)*
   b. Mathematics: MTH 229 and either MTH 230 or MTH 231 (4-7 credits)*

2. **Social Scientific Analysis:** ECO 285 Economics for Engineers (4 credits)*

   One course from either category:
   a. Social Scientific Analysis: 100-level
   b. Social Scientific Analysis: 200-level

3. **The Contemporary World:** (4 credits)
4. **Textual, Aesthetic, and Linguistic Analysis:** (3-4 credits)

   One course from either category:
   a. Literature: 200 level
   b. Arts and Communications: 100-or 200-level

5. **Pluralism and Diversity Requirement:** (0-4 credits)

See section on general education requirements for approved course lists and complete details.

*Fulfilled by pre-major requirements.

**Pre-Major Requirements:** 50 credits

Students beginning the Engineering Science program as freshmen should complete the following requirements:

- ENS 100 Introduction to Engineering Science: 2 credits
- ENS 110 Engineering Graphics: 2 credits
- ENS 136 Computer-aided Engineering I: 1 credit
- ENS 220 Introduction to Computer Engineering: 4 credits
- ENS 221 Digital Electronics Laboratory: 2 credits

*MTH 230 Calculus I with Pre-Calculus can be substituted for MTH 231 Analytic Geometry and Calculus I

The remaining seven credits should be chosen from the following courses:

- ENS 100 Introduction to Engineering Science: 2 credits
- ENS 110 Engineering Graphics: 2 credits
- ENS 136 Computer-aided Engineering I: 1 credit
- ENS 220 Introduction to Computer Engineering: 4 credits
- ENS 221 Digital Electronics Laboratory: 2 credits

**Major Requirements:** 61 credits

MTH 330 Applied Mathematical Analysis I: 4 credits

- PHY 240 Waves and Modern Physics: 3 credits
- MTH 311 Probability and an Introduction to Mathematical Statistics: 4 credits
- ENS 241 Electrical and Electronics Circuits: 4 credits

MTH 230 Calculus Laboratory: 1 credit

- MTH 231 Analytic Geometry and Calculus I: 3 credits
- MTH 232 Analytic Geometry and Calculus II: 3 credits
- PHY 120 General Physics I: 3 credits
- PHY 121 General Physics I Laboratory: 1 credit
- PHY 160 General Physics II: 3 credits
- PHY 161 General Physics II Laboratory: 1 credit
- CHM 141 General Chemistry I: 3 credits
- CHM 121 General Chemistry Laboratory: 1 credit

**MTH 230 Calculus I with Pre-Calculus can be substituted for MTH 231 Analytic Geometry and Calculus I**

**Computer Engineering Specialization:**

Courses fulfilling the pre-major and major requirements should include: ENS 100, ENS 110, ENS 136, ENS 220, ENS 221, ENS 241, ENS 249, ENS 250, ENS 310, ENS 331, ENS 336, ENS 362, ENS 371, ENS 439, ENS 485, ENS 491, ENS 492, CSC 326, and CSC 332.

The courses fulfilling the advanced ENS electives should be chosen from the following:

- ENS 441, ENS 420, ENS 422, ENS 432, ENS 446, ENS 463, ENS 466, ENS 471
The courses fulfilling the technical electives should be chosen from the following:

**Electrical Engineering Specialization:**
Courses fulfilling the pre-major and major requirements should include:
- ENS 100, ENS 110, ENS 136, ENS 220, ENS 221, ENS 241, ENS 249, ENS 250, ENS 310, ENS 331, ENS 336, ENS 380, ENS 362, ENS 371, ENS 410, ENS 416, ENS 422, ENS 432, ENS 434, ENS 436, ENS 438, ENS 446, ENS 463, ENS 464, ENS 466, ENS 470, ENS 471, ENS 473.

**Mechanical Engineering Specialization:**
Courses fulfilling the pre-major and major requirements should include:
- ENS 100, ENS 110, ENS 136, ENS 220, ENS 221, ENS 241, ENS 249, ENS 250, ENS 310, ENS 331, ENS 336, ENS 380, ENS 362, ENS 371, ENS 439, ENS 450, ENS 485, ENS 491, and ENS 492.

Eligible students may choose additional science electives from the following:
- ENS 410, ENS 416, ENS 420, ENS 422, ENS 432, ENS 434, ENS 436, ENS 438, ENS 446, ENS 463, ENS 464, ENS 466, ENS 470, ENS 471, ENS 473.

**Electives: 0-3 credits**

**Total Credits Required: 133**

**Honors**
To graduate with honors in Engineering Science a student must meet the following requirements:

1. Fulfillment of all the requirements for the Engineering Science degree
2. An overall grade point average of 3.5 and a grade point average of 3.5 in the major
3. Outstanding achievement as demonstrated by ONE or more of the following:
   a. Exceptional senior project
   b. Authorship in a paper or abstract at the refereed conference or journal proceedings in the field
   c. Major recognition award for undergraduate research work within the CUNY community
4. In order for the honors option to be awarded, the student needs to be nominated by faculty or apply before graduation and honors status will be judged and awarded by a departmental committee.

The Engineering Science program offers a number of senior-level electives for students interested in further work in a particular area of engineering and for students interested in graduate work in engineering. Students should consult an adviser in the program for details. Concentrations are available in the following areas:

- Computer Engineering - Communications and Networking
- Computer Engineering - Operating Systems
- Computer Engineering - Architecture and Organization
- Computer Engineering - Artificial Intelligence
- Electrical Engineering - Electronics
- Mechanical Engineering - Heat Transfer
- Mechanical Engineering - Fluids and Aerodynamics
- Mechanical Engineering - Biomedical Applications
- Mechanical Engineering - Environmental Control

**Liberal Arts and Sciences Requirement**
Of the 133 credits required for the BS in Engineering Science, at least 66 must be in liberal arts and sciences courses. Most courses designated ENS are non-liberal arts and sciences; those ENS courses that are crosslisted in mathematics (MTH) or physics (PHY) are liberal arts and sciences.

**Transfer Program**
Students who have graduated with a two-year Associate in Applied Science (AAS) degree in one of the engineering technologies can be admitted to the BS degree program. Their previous courses are evaluated, and they are usually required to take such bridging courses as PHY 230 Physics for Engineers and CSC 126 Introduction to Computer Science or CSC 270 Introduction to Scientific Computing, as well as additional mathematics courses.

The requirements for the transfer program are identical to those given above for the BS in Engineering Science.

**Pre-Major Requirements:**
Same as BS in Engineering Science

**Major Requirements:**
Same as BS in Engineering Science

**Total Credits Required: 133**

**Engineering Science Courses**

**ENS 100 Introduction to Engineering**
4 hours; 2 credits
Introduction to engineering disciplines, organizations, and ethics; basic engineering parameters; engineering standards and codes, principles for engineering design; engineering data acquisition and presentations, and effective experimentation; engineering statistics and data analysis; problem solving and case studies illustrating engineering solutions.
Prerequisites: Passing the CUNY Assessment Test in Reading, passing the CUNY Assessment Test in Writing, and passing the CUNY COMPASS Mathematics Test
Pre-requisite: ENS 110

**ENS 102 Introduction to Electrical and Electronic Technology**
3 class hours, 2 laboratory hours; 4 credits
Introduction to the nature, measurement, generation, and utilization of electricity in our modern world including industrial and consumer electronics, computers, robots, communications. (science)
Prerequisite: MTH 020 an appropriate score on the CUNY Mathematics Assessment Test

**ENS 110 Engineering Graphics**
5 hours; 2 credits
CAD (computer-aided drafting) is used throughout the course. Orthographic projections, and drawings, dimensioning, working drawings, graphs, laboratory sketches, vectors, 3D space, spatial analysis, isometric drawings.
Prerequisites: Passing the CUNY Assessment Test in Reading, passing the CUNY Assessment Test in Writing, and passing the CUNY COMPASS Mathematics Test

**ENS 136 Computer-Aided Engineering**
3 laboratory hours; 1 credit
Application of computer-based tools and simulations to analysis testing and debugging of electrical circuits and systems. Introduction to building virtual instruments. Acquisition and measurement of electrical signals and data analysis through virtual instruments.
Pre or Co-requisites: ENS 100
ENS 220  Introduction to Computer Engineering  
(Effective Spring 2010)

4 hours; 4 credits  
Number systems and codes. Logic functions, gates and assertion levels. Combinational circuit design and minimization. MSI and LSI circuits and their applications. Sequential machine fundamentals, analysis, and design.  
Prerequisite:  ENS 136 or ELT 114  
Corequisite:  MTH 123

ENS 221  Digital Electronics Laboratory

4 laboratory hours; 2 credits  
Design, construction, testing, and evaluation of digital systems. Counters, registers, and multiplexers are used to build combinational circuits and sequential machines, including programmable system controllers.  
Prerequisite:  ENS 220

ENS 241  Electrical and Electronic Circuits

2 lecture hours, 4 laboratory hours; 4 credits  
Prerequisites:  PHY 160 and MTH 232

ENS 249  Basic Measurements Laboratory  
(Also PHY 309)

4 laboratory hours; 2 credits  
Basic instrumentation and precise measurements in engineering applications. Design, construction, testing, and analysis of simple analog systems using the circuit design tools and simulation software. Comparison of measured data to simulated data and reconciliation of discrepancies are emphasized.  
Prerequisite:  ENS 241

ENS 250  Engineering Mechanics

3 hours; 3 credits  
Prerequisites:  ENS 100, and PHY 120 and PHY 121, or PHY 230  
Pre- or corequisite:  MTH 233

ENS 310  Thermodynamics  
(Also PHY 310)

4 hours; 4 credits  
Prerequisite:  PHY 160 or PHY 230  
Pre- or corequisite:  MTH 233 or MTH 236

ENS 316  Dynamics  
(Also PHY 316)

4 hours; 4 credits  
Prerequisites:  ENS 250 and CSC 270 or CSC 126  
Pre- or corequisite:  MTH 330

ENS 331  Digital Signal Processing

4 hours; 4 credits  
Prerequisites:  ENS 221 or CSC 347, and MTH 232

ENS 336  Computer-Aided Engineering II

2 hours lecture, 4 hours laboratory; 4 credits  
Application of numerical analysis and computer simulation to the solution of engineering design problems. Topics include optimization and error analysis; solution of nonlinear equations; systems of algebraic equations; data analysis; regression and interpolation; numerical differentiation and integration; solution of ordinary and partial differential equations; finite difference and finite element methods; and introduction to programming for parallel processing and multimode machine. Theory will be implemented with several projects emphasizing design applications.  
Prerequisite:  ENS 136 and CSC 126  
Pre- or corequisite:  MTH 330

ENS 350  Transport Processes  
(Also PHY 350)

4 hours; 4 credits  
Introduction to momentum, heat, and mass transfer. Introduction to continuous media, control volume formulation of conservation laws, momentum and energy consideration of fluid flow, heat transfer by conduction and radiation, mass diffusion, analogies and breakdown of analogies among momentum, heat, and mass transfer.  
Prerequisites:  ENS 310 and CSC 126 or CSC 270  
Pre- or corequisite:  MTH 330

ENS 356  Theory of Electromagnetic Radiation  
(Also PHY 356)

4 hours; 4 credits  
Prerequisites:  PHY 160 and CSC 126  
Pre- or corequisite:  MTH 330

ENS 359  Mechanical Materials Laboratory

4 hours; 2 credits  
Introduction to the measurement of mechanical properties of materials. Testing of materials in tension, compression, shear, and torsion. Experiments with beams and columns. Stress and strain measurement. Exercises involving design, building, testing, and evaluation.  
Pre- or corequisite:  ENS 380

ENS 362  Microcontrollers (Effective Spring 2010)  
(Also CSC 462)

2 class hours, 4 laboratory hours; 4 credits  
Introduction to microcontrollers with an overview of the CPU architecture, instruction set, interface with target board, testing and program development using the structured assembly preprocessor. Interrupts and interrupt timing, analog-to-digital conversion and programming of peripheral chips will be some of the concepts covered in this class.  
Prerequisite:  ENS 220 or CSC 346
ENS 371  Systems Analysis  
2 hours lecture, 2 hours laboratory; 3 credits  
Applications of Convolution. Complete responses of first, second, and higher order circuits. Transient analysis and frequency response. Analog filter design. Analog to mechanical, fluid, and thermal systems. Introduction to feedback control system and the application of Laplace transform in analysis of response of dynamic systems.  
Prerequisites: ENS 241, ENS 310, and MTH 330

ENS 380  Mechanics of Solids  
4 hours; 4 credits  
Prerequisites: CSC 126 or CSC 270 and ENS 250  
Pre- or corequisite: MTH 330

ENS 383  Electrical Properties of Materials  
(Also PHY 383)  
3 hours; 3 credits  
Electrons in atoms, electrons in crystals, contacts between materials and p-n junctions, bipolar transistors, optoelectronic devices, field-effect transistors, charge transfer devices, integrated circuits, solid state lasers. Photo cells and LEDs.  
Prerequisites: PHY 240, and CSC 126 or CSC 270

ENS 384  Mechanical Properties of Materials  
(Also PHY 384)  
3 hours; 3 credits  
Prerequisites: ENS 310 and CSC 270

ENS 410  Heat Transfer  
4 hours; 4 credits  
Pre- or corequisite: ENS 450

ENS 416  Applied Elasticity  
4 hours; 4 credits  
Introduction to the theory of elasticity, and application of advanced strength of materials concepts to the design of elements of machines and structures.  
Prerequisite: ENS 380  
Pre- or corequisite: MTH 331 and ENS 336

ENS 420  Analog and Digital Systems Design  
4 hours; 4 credits  
Prerequisites: ENS 220 and ENS 241

ENS 422  Signals and Noise  
4 hours; 4 credits  
Application of probability theory to engineering problems. Topics include random signal models and their use, linear prediction and signal modeling, filtering of stationary random signals, parameter identification by the maximum likelihood methods, noise reduction and signal enhancement filters, quantization noise, linear estimation and detection of signals.  
Prerequisites: ENS 241 and senior-level status or permission of instructor

ENS 432  Digital and Analog Communication Systems  
4 hours; 4 credits  
Prerequisites: ENS 241 and senior-level status or permission of instructor

ENS 434  Energy Conversion  
4 hours; 4 credits  
Fundamental principles of conversion of such prime energy sources as chemical, nuclear, and solar into thermal, electrical, mechanical, and other forms of energy. Applications of thermochemical, electrochemical, and electromagnetic devices. Power plants and energy transmission. Direct energy conversion.  
Prerequisite: ENS 310

ENS 436  Electric Energy Systems  
4 hours; 4 credits  
Prerequisite: ENS 241  
Pre- or corequisite: MTH 330

ENS 438  Power Plant Design and Analysis  
4 hours; 4 credits  
Prerequisite: ENS 310

ENS 439  Systems Laboratory  
4 laboratory hours; 2 credits  
Students will undertake projects illustrating the principles, operation, and characteristics of electrical and electromechanical systems, operational amplifiers, digital filters, and transducers. Additional projects will involve modulation, transmission, and detection in analog and digital communication systems, and signal and image processing techniques. Projects will be designed and simulated using the appropriate hardware and software tools. Measured data will be compared to simulated results. These projects fulfill the course objective of translation of systems theory into operating circuitry and systems.  
Prerequisite: ENS 249

ENS 441  Electrical Power Transmission and Distribution  
2 lecture hours, 4 laboratory hours; 4 credits, 6 hours  
Prerequisite: ENS 241  
Corequisite: MTH 330
EN546  Computer Architecture  
(Also CSC 446)  
4 hours; 4 credits  
Instruction formats and addressing schemes. Arithmetic and logic unit design.  
Control unit design: hardwired and microprogrammed. Main memory technology.  
Virtual, high-speed, associative, and read-only memories. Programmable logic arrays. Computer organizations including stack, parallel, and pipeline.  
System structures: time sharing, multiprocessing, and networking. Digital communications. Input/output systems; direct memory access.  
Prerequisite: ENS 346 or ENS 220

EN540  Fluid Mechanics  
(Also PHY 450)  
4 hours; 4 credits  
Fluid properties, fluid statics, buoyancy and stability, fluids in rigid-body motion.  
Basic fluid equations in differential and integral form, Navier-Stokes equation.  
Euler equation, Bernoulli equation and engineering applications. Dimensional analysis and similitude. Internal incompressible viscous flow and flow measurement.  
Prerequisite: ENS 310  
Pre- or Corequisite: MTH 330

EN549  Applied Mechanics Laboratory  
4 hours; 2 credits  
Prerequisite: ENS 249  
Pre- or Corequisite: ENS 450

EN543  Introduction to Nanotechnology  
(also PHY 463)  
2 hours lecture, 4 hours laboratory; 4 credits  
This is an introductory course on nanotechnology. It covers the physical basics of submicron- and nano-size structures, methods and materials of nanotechnology, characterization of nanostructures and their industrial applications. The course covers (i) mechanical, electronic, and optical properties of nanoscopic systems; (ii) engineering approaches in nano-electro-mechanics; nanoelectronics, and nanophotonics; (iii) practical computer simulation and design of nanodevices; (iv) practical nanofabrication of rudimentary nanodevices with focused ion beams.  
Prerequisite: ENS /PHY 485

EN544  Embedded Systems Analysis and Design  
2 lecture hours, 4 laboratory hours; 4 credits  
An introduction to theoretical and experimental concepts in embedded design involving a microcontroller an will focus on the concept of engineering analysis and design. It will serve as an integrating experience where students will build a microcontroller-based project that will be tested and documented in the laboratory. The course will emphasize engineering design subject to realistic constraints covering applications in areas such as energy conservation, biomedical instrumentation, space science, computer architectures, and robotics.  
Prerequisite: ENS 362 or CSC 462

EN546  Telecommunications and Network Engineering  
2 hours lecture, 4 hours laboratory; 4 credits  
Fundamentals of signals and noise; digital signal formats and modulation techniques; speech and video signals. Fiber optic, satellite, and mobile communications fundamentals; cellular telephony and mobile radio networks. Overview of telecommunication networking fundamentals focusing on access, metro, and wide area regions.  
Prerequisite: ENS 221  
Pre- or corequisite: ENS 331
English
(Bachelor of Arts, Minor, Concentration in Dramatic Literature, Master of Arts, see Graduate Catalog)
Department of English, Building 2S, Room 205
Chairperson and Associate Professor Ashley Dawson

The Department of English offers a major and a minor in English with options in Literature, Writing, and Linguistics, and a minor in Speech. A concentration in Dramatic Literature is offered in cooperation with the Department of Performing and Creative Arts. (See also section on Dramatic Arts.)

English (BA)

General Education Requirements for the BA
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity Requirements: 28–47 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)
2. Social Scientific Analysis: (7-8 credits)
   Two courses, at least one from category b:
   a. Social Scientific Analysis: 100-level
   b. Social Scientific Analysis: 200-level
3. The Contemporary World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)
   One course from each category:
   a. Literature: 200-level
   b. Arts and Communications: 100-or 200-level
5. Arts and Communications: 100-level
6. Foreign Language: (0-12 credits)
See section on general education requirements for approved course lists and complete details.

Major Requirements: 40 credits

Literature Concentration (40 credits):
Three Required Courses (12 credits):
1. ENH 218 Introduction to the Study of Literature
2. ENH 365 World Literature in Contexts
3. ENL 376 British and American Literary Traditions

At least one of the remaining courses must be pre-1800.

Required Coverage Areas (20 credits):
Students must take one ENL course in each of the following literary coverage areas, and no course may satisfy more than one coverage area.

1. British literature (including period, movement, or major figure).
2. American literature (including period, movement, or major figure).
3. Literature in translation (including period, movement, or major figure).
4. Literature written by women, American minorities, or Third World writers (including period, movement, or major figure).
5. Genre or theme. ENL 323 (Coming of Age Narratives), which falls under this category, is strongly recommended for English majors in the Adolescence Education Sequence.

Remaining Courses (8 credits)*:
These eight credits may be Linguistics (ENL), Literature (ENL), or writing courses (ENL), or ENL 302 (Oral Interpretation of Literature).

*English majors in the Adolescence Education sequence are required to take ENL 323 (Coming of Age in Literature) and either ENH 230 (Introduction to Language) or ENL 422 (Introduction to Linguistics.)

Writing Concentration (40 credits):
Five ENL writing courses (20 credits at least 12 at the 300 or 400 level).

Three Required Literature Courses (12 credits):
1. ENH 218 Introduction to the Study of Literature
2. ENL 365 World Literature in Contexts
3. ENL 376 British and American Literary Traditions

Remaining Courses (8 credits):
These eight credits may be Linguistics (ENL), Literature (ENL), Dramatic Literature (ENL), or Writing (ENL).*

*English majors in the Adolescence Education sequence are required to take ENL 323 (Coming of Age in Literature) and either ENH 230 (Introduction to Language) or ENL 422 (Introduction to Linguistics.)

Linguistics Concentration (40 credits):
Linguistics Courses (20 credits)
Linguistics courses may be selected from the following:
ENH 230 Introduction to Language
ENL 222 English Phonetics and Phonology
ENL 422 Introduction to Linguistics
ENL 423 Modern English Grammar
ENL 424 Language Change
ENL 425 History of the English Language
ENL 426 Language Acquisition and Psycholinguistics
ENL 427 Sociology of Language

Three Required Literature Courses (12 credits):
1. ENH 218 Introduction to the Study of Literature
2. ENL 365 World Literature in Contexts
3. ENL 376 British and American Literary Traditions

Remaining Courses (8 credits)*:
These eight credits may be Linguistics (ENL), Literature (ENL), Dramatic Literature (ENL), or Writing (ENL).*

*English majors in the Adolescence Education sequence are required to take ENL 323 (Coming of Age in Literature) and either ENH 230 (Introduction to Language) or ENL 422 (Introduction to Linguistics.)

Dramatic Literature Concentration (40 credits):
Three Required Literature Courses (12 credits):
1. ENH 218 Introduction to the Study of Literature
2. ENH 365 World Literature in Contexts
3. ENL 376 British and American Literary Traditions

Dramatic Literature Courses (12 credits):
Dramatic Literature courses must be selected from the following:
Note: One pre-1800 course is required and one post-1800 course is required
ENL 361 The Early Shakespeare
ENL 362 The Later Shakespeare
ENL 354 English Drama to 1800
ENL 357 World Drama to 1800
ENL 355 Modern European Drama
ENL 356 American Drama
ENL 358 World Drama since 1800
Studies may be offered during the winter and summer sessions.

Department Policy for Independent Studies:
The following courses are designed for native speakers of English who fail the CUNY Assessment Test in Reading and/or the CUNY Assessment Test in Writing.

**English Courses**

**CUNY Assessment Test in Reading and CUNY Assessment Test in Writing**

Students who fail the CUNY Assessment Test in Reading on entrance are required to take the appropriate 0-level reading course in their first semester.

Students who score 6 on the CUNY Assessment Test in Writing on entrance are required to take the appropriate 0-level writing course within their first 12 equated credits.

Students who score 5 or below on the CUNY Assessment Test in Writing on entrance are required to take the appropriate 0-level writing course within their first 12 equated credits.

Students needing remediation are expected to complete the remedial courses that qualify them to enter college-level writing courses in one year, which may include, in addition to two semesters, a pre-freshman and a post-freshman Summer Immersion course and a Winter Intersession. Students for whom English is a second language (ESL students) have two academic years to pass the assessment tests in reading and writing. The tests are administered at the end of most academic interventions that students complete (remedial courses, Summer Immersion, January Intersession, or tutorial workshops).

**0-Level Courses in Reading and Writing for Native Speakers of English**

**0-Level Courses in Reading and Writing for Native Speakers of English**

The following courses are designed for native speakers of English who fail the CUNY Assessment Test in Reading and/or the CUNY Assessment Test in Writing.

ENG 001  Developmental Writing I
4 hours; 0 credit, 4 equated credits

Intensive work in writing with fluency and correctness in a variety of modes, both informal and formal.

Prerequisite: Score of 2-6 on CUNY/ACT Writing Sample Test
ENG 002  Basic Reading
4 hours; 0 credit, 4 equated credits
Intensive work on reading, both fiction and nonfiction. Emphasis on decoding, fluency, and accuracy. Frequent writing.
Prerequisites: Failing the CUNY Assessment Test in Reading, interview and placement by English Department reading coordinator or designer

ENG 003  Developmental Writing II
4 hours; 0 credit, 4 equated credits
Intensive work in revising, proofreading, and editing.
Prerequisites: Score of 2-6 on the CUNY Assessment Test in Writing and passing grade in ENG 001

ENG 004  Developmental Reading
4 hours; 0 credit, 4 equated credits
Introduction to college-level reading and techniques for improving comprehension. Frequent writing.
Prerequisites: Failing the CUNY Assessment Test in Reading and either interview and placement by English Department reading coordinator or designer or passing grade in ENG 002

ENG 014  Reading for College
4 hours; 0 credit, 4 equated credits
Intensive work in college-level reading and techniques for improving comprehension. Frequent writing. An additional hour each week will be scheduled in the English Department Skills Center for instruction and practice in test taking.
Prerequisites: Failing the CUNY Assessment Test in Reading and either interview and placement by English Department reading coordinator or designer or passing grade in ENG 004 or placement by English Department reading coordinator or designer

0-Level Courses in Reading and Writing for Non-Native Speakers of English

0-Level Courses in Reading and Writing for Non-Native Speakers of English
The following courses are designed for those students who are not native speakers of English who fail the CUNY Assessment Test in Reading and/or the CUNY Assessment Test in Writing.

ENG 007  Developmental English for Non-Native Speakers
4 hours; 0 credit, 4 equated credits
Intensive work in oral and written expression.
Prerequisites: Failing CUNY/ACT Writing Sample Test, interview and placement by English Department ESL coordinator or designer

ENG 008  Developmental Writing for Non-Native Speakers of English
4 hours; 0 credit, 4 equated credits
Intensive work in writing.
Prerequisites: Failing CUNY/ACT Writing Sample Test, interview and placement by English Department ESL coordinator or designer

ENG 009  Basic Reading for Non-Native Speakers of English
4 hours; 0 credit, 4 equated credits
Intensive study of the sounds and spellings of English.
Prerequisites: Failing the CUNY Assessment Test in Reading, interview and placement by English Department reading coordinator or designer

ENG 010  Developmental Reading for Non-Native Speakers of English
4 hours; 0 credit, 4 equated credits
Introduction to college-level reading. Techniques for vocabulary expansion will be stressed.

General Education Writing Courses
All students in the College are required to complete ENG 111 Introduction to College Writing and ENG 151 College Writing.

ENG 111  Introduction to College Writing
4 hours; 3 credits
Introduction to and development of critical and analytic writing/reading/thinking skills through class discussion of student work and selected texts. Intensive instruction in techniques for the planning, drafting, revising, and editing of college-level expository essays. Introduction to the various research options available at the CUNY Library.
Prerequisite: Successful completion of the CUNY Assessment Test in Writing.

ENG 151  College Writing
4 hours; 4 credits
This course builds on the work of ENG 111. It emphasizes expository and analytic writing and longer papers. Attention to reading, library skills, and research methods. Sections may be focused on particular themes, to be announced in the Semester Information.
Prerequisites: ENG 111 and passing the CUNY Assessment Test in Reading

ENH Literature Courses

ENH 201  British Literature to 1800
4 hours; 4 credits
A study of British literature in its cultural context from the early periods through the 18th century. For English majors and minors, this is designated as a ENH Literature course. (literature)
Prerequisites: ENG 111, ENG 151

ENH 202  British Literature since 1800
4 hours; 4 credits
A study of British literature in its cultural context since the early 19th century. Readings may include literature from Ireland, Scotland, and parts of the British Commonwealth in addition to literature from England. For History majors and minors, this is designated as an ENH literature course. (literature)
Prerequisites: ENG 111, ENG 151

ENH 203  Literary History of the United States to 1855
4 hours; 4 credits
American literary expression, ranging from the histories of the Puritans to the poetry of Walt Whitman, studied in the context of the developing American culture. For English majors and minors, this is designated as an ENH literature course. (literature)
Prerequisites: ENG 111, ENG 151
ENH 204  Literary History of the United States since 1855  
4 hours; 4 credits  
A history of American literary expression, ranging from the poetry of Dickinson to the novels of Hemingway and Faulkner. Special attention will be given to placing the works in the context of the developing American culture. For English majors and minors, this is designated as an ENH literature course. (literature)  
Prerequisites: ENG 111, ENG 151

ENH 205  Classics of European Literature  
4 hours; 4 credits  
A study of the principal forms, themes, and values of older European literature from Greek times to the Renaissance. For English majors and minors, this is designated as an ENH literature course. (literature)  
Prerequisites: ENG 111, ENG 151

ENH 206  Classics of Modern World Literature  
4 hours; 4 credits  
A study of major works and movements in modern and contemporary world literature. For English majors and minors, this is designated as an ENH literature course. (literature)  
Prerequisites: ENG 111, ENG 151

ENH 207  Asian Literatures Before 1900  
4 hours; 4 credits  
A study of works from Asia before the 20th century organized according to specific themes and issues. For English majors and minors, this is designated as an ENH literature course. (literature)  
Prerequisites: ENG 111, ENG 151

ENH 208  Contemporary Literature  
4 hours; 4 credits  
An examination of important figures and trends in literature since World War II. For English majors and minors, this is designated as an ENH literature course. (literature)  
Prerequisites: ENG 111, ENG 151

ENH 209  Literature and Global Cultures  
4 hours; 4 credits  
This course will investigate the traditions of cultural production that arose around the world during the last 100 years, focusing on artistic forms including fiction, nonfiction, theater, music, and film. For English majors and minors, this is designated as an ENH literature course. (cont. wld.)  
Prerequisite: COR 100, ENG 151

ENH 210  Introduction to Fiction  
4 hours; 4 credits  
An examination of various types of fiction. Special attention to such elements as plot, character development, setting, theme, point of view, style. For English majors and minors, this is designated as an ENH literature course. (literature)  
Prerequisites: ENG 111, ENG 151

ENH 211  Introduction to Poetry  
4 hours; 4 credits  
A critical study of the variety of poetry, focusing on such recurring themes as the artist, the hero, belief and alienation, self and society, fantasy and reality, and love. For English majors and minors, this is designated as an ENH literature course. (literature)  
Prerequisites: ENG 111, ENG 151

ENH 212  Introduction to Drama  
4 hours; 4 credits  
An introduction to the variety of forms and themes of dramatic literature. Major problems treated by dramatists will be examined, as well as genres: tragedy, comedy, farce, melodrama, tragi-comedy, and the thesis play. For English majors and minors, this is designated as an ENH literature course. (literature)  
Prerequisites: ENG 111, ENG 151

ENH 213  Introduction to Nonfiction  
4 hours; 4 credits  
An examination of great works of prose focusing on the ways they have been used to illuminate the self and society. Readings will be drawn from a variety of nonfiction genres such as autobiography, biography, letters and journals, journalism, essays, criticism, historical accounts and analysis, manifestos, theoretical treatises. For English majors and minors, this is designated as an ENH literature course. (literature)  
Prerequisites: ENG 111, ENG 151

ENH 214  Trends in Literature and Film  
4 hours; 4 credits  
An investigation into the ways in which film has become a literary genre and what seem to be the future relationships between literature and film. For English majors and minors, this is designated as an ENH literature course. (literature)  
Prerequisites: ENG 111, ENG 151

ENH 215  Literature and Humanities  
4 hours; 4 credits  
The treatment of major humanistic concerns in literature. The specific focus of each section will be announced in the Semester Information. For English majors and minors, this is designated as an ENH literature course. (literature)  
Prerequisites: ENG 111, ENG 151

ENH 216  The Bible and Later Literature  
4 hours; 4 credits  
A study of the Bible as a literary work and its importance as an influence on later literature. For English majors and minors, this is designated as an ENH literature course. (literature)  
Prerequisites: ENG 111, ENG 151

ENH 217  Introduction to Shakespeare  
4 hours; 4 credits  
Representative works from across the spectrum of Shakespeare’s career. The course is designed to introduce students to Shakespeare’s language, interests, visions, and styles and to give them a sense of his historical context. For English majors and minors, this is designated as an ENH literature course. (literature)  
Prerequisites: ENG 111, ENG 151

ENH 218  Introduction to the Study of Literature  
4 hours; 4 credits  
An introduction to the study of literature and specifically to the ways that people think, talk, and write about literature. It addresses the basic questions of literary study and its vocabulary: What is literature? What are the main kinds of literature? How does the study of literature differ from the study of other arts? What are the main approaches to the study of literature? The course includes reading and writing about a selection of major works that represent a variety of periods and movements. It is required of all English majors and offers the rudiments of the knowledge necessary for further study and teaching in the field. Satisfies the general education category of Textual, Aesthetic, and Linguistic Analysis for non-English majors. This course is intended primarily for English and Education majors. For English majors and minors, this is designated as an ENH literature course. (literature)  
Prerequisites: ENG 111, ENG 151

ENH 221  African American Literature  
4 hours; 4 credits  
A sociological examination of African American literature as it has developed from the dynamic interaction between Black and White communities and
movements within the Black community. Works by African American authors
will be analyzed with respect to the dominant social forces of their times and
the ideas about the historically persistent polemics of assimilation, separation, or
cultural pluralism, and their relevance for Americans of African descent in their
struggle for equality. For English majors and minors, this is designated as an
ENH literature course. (literature) (p&d)
Prerequisites: ENG 111, ENG 151

ENH 222 Women and Literature
(Also WGS 222)
4 hours; 4 credits
A study of works by and about women drawn from a variety of periods and gen-
eres. For English majors and minors, this is designated as an ENH literature
course. (literature) (p&d)
Prerequisites: ENG 151 or any 200-level ENG course

ENH 224 U.S. Literature: Multicultural Perspectives
4 hours; 4 credits
Literature by and about members of ethnic, racial, religious, sexual, and other
minorities in the U.S. For English majors and minors, this is designated as an
ENH literature course. (literature) (p&d)
Prerequisites: ENG 111, ENG 151

ENH 230 Introduction to Language
4 hours; 4 credits
This course is an introduction to the study of language. It explores the following
relationships: language and society; language and culture; language and thought;
language and biology. For English majors and minors, this is designated as an
ENH linguistics course. (literature)
Prerequisite: ENG 151

ENH Linguistics Courses

ENH 230 Introduction to Language
4 hours; 4 credits
This course is an introduction to the study of language. It explores the following
relationships: language and society; language and culture; language and thought;
language and biology. (linguistics)
Prerequisite: ENG 151

200 Level ENL Writing Courses

ENL 265 Journal I
4 hours; 4 credits
During the semester, each student keeps a journal, including fragments of re-
sponses to whatever moments and situations (personal, domestic, social, cultural)
about which he/she wishes to write. Students will be encouraged to develop
these fragments and their connections as an understanding of them deepens.
For English majors and minors, this is designated as a writing course.
Prerequisite: ENG 151

ENL 267 Craft of Creative Writing
4 hours; 4 credits
Craft of Creative Writing introduces students to the literary conventions of creative
narrative, fiction, poetry, and playwriting. The course will explore the
elements that set the genres apart, the elements they share, and the relationship
between reading and writing. Texts will be taken from the four major genres and
used as models for students’ creative writing. For English majors and minors,
this is designated as a writing course.
Prerequisite: ENG 151

ENL 272 Playwriting I
4 hours; 4 credits
A course that will start with the writing of short dramatic scenes and will culmi-
nate in the writing of a one-act play or a single act of a larger play. Attendance at
productions and reading from dramatic literature will be encouraged. For
English majors and minors, this is designated as a writing and dramatic litera-
ture course.
Prerequisite: ENG 151

ENL 274 Introduction to Screen Writing
(Also CIN 274)
4 hours; 4 credits
Writing for television and film. Class discussions of students’ work and the prob-
lems of creating in this field. Selected readings. For English majors and mi-
 nors, this is designated as a writing course.
Prerequisite: ENG 151

ENL 277 Introduction to Journalism
(Also COM 277)
4 hours; 4 credits
A general introduction to the principles of journalism. Work on reporting, edit-
ing, and layout, and an examination of distribution/feedback systems. For
English majors and minors, this is designated as a writing course.
Prerequisite: ENG 151

ENL 280 Introduction to Women’s Written Expression
(Also WGS 280)
4 hours; 4 credits
A course to develop skill in both imaginative and critical writing based primarily
on the students’ personal experiences, with some analysis of poetry and short
stories written by selected women authors. For English majors and minors, this
is designated as a writing course.
Prerequisite: ENG 151

ENL Literature Courses

ENL 314 Classical Greek and Roman Literature
4 hours; 4 credits
Readings in translation and discussion of works from Homer to Tacitus. Special
attention will be given to the characteristics of specific genres. For English majors
and minors, this is designated as a literature, literature in translation, and
pre-1800 course.
Prerequisite: An ENH 200-level course

ENL 315 Early Celtic Literature
4 hours; 4 credits
Examines older literature of the Celtic languages of the British Isles and north-
west Europe. Mythological, heroic, romance, and historical works may be con-
sidered. All works will be read in translation. For English majors and minors,
this is designated as a literature, literature in translation, and pre-1800 course.
Prerequisite: An ENH 200-level course
ENL 316 Medieval Literature
4 hours; 4 credits
A study of the European contemporaries of Chaucer, including works dealing with Arthurian legends. For English majors and minors, this is designated as a literature, literature in translation, and pre-1800 course.
Prerequisite: An ENH 200-level course

ENL 317 English Literature prior to the Renaissance
4 hours; 4 credits
An intensive study of Old English and English Medieval literature through the 15th century. For English majors and minors, this is designated as a literature, British literature, and pre-1800 course.
Prerequisite: An ENH 200-level course

ENL 318 English Literature of the Renaissance
4 hours; 4 credits
A generic and thematic study of the nondramatic literature of 16th- and 17th-century England, with emphasis on Spenser and the Sidney circle. For English majors and minors, this is designated as a literature, British literature, and pre-1800 course.
Prerequisite: An ENH 200-level course

ENL 319 European Literature of the Renaissance and 17th Century
4 hours; 4 credits
Readings in translation of the major works of European literature from the late 14th century through the 17th century. For English majors and minors, this is designated as a literature, literature in translation, and pre-1800 course.
Prerequisite: An ENH 200-level course

ENL 320 English Literature of the 17th Century
4 hours; 4 credits
An intensive study of poets and prose writers of the period, from John Donne through John Dryden. For English majors and minors, this is designated as a literature, British literature, and pre-1800 course.
Prerequisite: An ENH 200-level course

ENL 321 English Literature in the Age of Reason
4 hours; 4 credits
A study of 18th-century England with emphasis on such authors as Addison, Steele, Swift, and Pope, and on the change in society during the period of the Enlightenment. For English majors and minors, this is designated as a literature, British literature, and pre-1800 course.
Prerequisite: An ENH 200-level course

ENL 322 Coming of Age Narratives
4 hours; 4 credits
This course explores representations of adolescent experiences in a variety of historical and cultural contexts. This course is required for all English majors in the adolescence education sequence. For English majors and minors, this is designated as a literature and genre course.
Pre- or corequisites: ENH 218

ENL 324 Readings in English Romanticism
4 hours; 4 credits
A study of selected texts by Blake, Wordsworth, Coleridge, Shelley, Byron, Keats, and others. For English majors and minors, this is designated as a literature and British literature course.
Prerequisite: An ENH 200-level course

ENL 325 Readings in Victorian Literature
4 hours; 4 credits
A study of important works of poetry, fiction, and nonfiction of the period by such authors as Tennyson, Hopkins, Dickens, G. Eliot, Arnold, Mill, Hardy. For English majors and minors, this is designated as a literature and British literature course.
Prerequisite: An ENH 200-level course

ENL 326 Modern Irish Writers
4 hours; 4 credits
A study of the modernist sensibility from the 1920s through the Existentialists. For English majors and minors, this is designated as a literature course.
Prerequisite: A ENH 200 level course

ENL 327 Modern Asian Literature
4 hours; 4 credits
An exploration of the world of Asia through literature. Works of major modern writers of India, China, Japan, and Vietnam will be studied with a view to understanding changing beliefs and values. For English majors and minors, this is designated as a literature and world literature course.
Prerequisite: An ENH 200-level course

ENL 328 Modern Russian Literature
4 hours; 4 credits
A study of Russian literature of the 19th and 20th centuries. For English majors and minors, this is designated as a literature and literature in translation course.
Prerequisite: A 200-level English course

ENL 329 Modern Russian Literature
4 hours; 4 credits
A study of Russian literature of the 19th and 20th centuries. For English majors and minors, this is designated as a literature and world literature course.
Prerequisite: An ENH 200-level course

ENL 330 Migration and Diasporas in Literature and Culture (Effective Spring 2011)
4 hours; 4 credits
This course examines literatures and cultures born of international and national migrations. Students explore ideas relating to immigration, exile, diasporization, globalization, multilingualism, and nationalism through literary, cinematic, and cultural creativity. Examples from world literature and culture are taught with an emphasis on cross-cultural contact and conflict within and beyond national contexts. For English majors and minors, this is designated as a literature and women, minority and world literature course. (p&d)
Prerequisites: ENG 151
Pre or corequisites: 200-level ENH course
ENL 336 Postmodern American Literature (Effective Spring 2010)
4 hours; 4 credits
An introduction to the concept of postmodernism as portrayed in contemporary American culture and literature. The students may choose various themes and genres within this rubric. For English majors and minors, this is designated as a literature and American literature course.
Prerequisite: ENG 151

ENL 337 The Comic Vision
4 hours; 4 credits
An examination of comedy as a literary genre. Works will range from classical to modern and will cover the forms of comedy from farce to tragicomedy. For English majors and minors, this is designated as a literature and genre course.
Prerequisite: ENH 200-level course

ENL 338 Epic and Romance
4 hours; 4 credits
Study of these genres, their similarities and dissimilarities, from classical and medieval times to the present. For English majors and minors, this is designated as a literature, literature in translation, genre, and pre-1800 course.
Prerequisite: An ENH 200-level course

ENL 339 The Tragic Vision
4 hours; 4 credits
Themes and images evident in the Western tragic tradition, in all literary genres, will be examined. Relevant criticism will be studied to develop a framework for evaluation. For English majors and minors, this is designated as a literature and genre course.
Prerequisite: An ENH 200-level course

ENL 340 Autobiography and Biography
4 hours; 4 credits
An analysis of the autobiographical genre with attention to its evolution from the Middle Ages to the present. Biography will be discussed in contrast: the form of each, the structure of truth and illusion, the role of memory and imagination, the interaction of past and present, and the relation of the individual to society. For English majors and minors, this is designated as a literature and genre course.
Prerequisite: An ENH 200-level course

ENL 341 Studies in 18th-Century Fiction
4 hours; 4 credits
A study of selected novels by Defoe, Richardson, Fielding, Smollett, Swift, Sterne, Prevost, Voltaire, Diderot, Laclos, Wieland, Goethe, and others who contributed to the development of prose fiction. For English majors and minors, this is designated as a literature, literature in translation, genre and pre-1800 course.
Prerequisite: An ENH 200-level course

ENL 342 Studies in 19th-Century English Fiction
4 hours; 4 credits
A study of major English novelists from Jane Austen through George Gissing. For English majors and minors, this is designated as a literature, British literature and genre course.
Prerequisite: An ENH 200-level course

ENL 343 Studies in 19th-Century European Fiction
4 hours; 4 credits
Readings in European fiction, including Hugo, Balzac, Stendhal, Zola, Turgenev, Dostoyevsky, and Tolstoy. For English majors and minors, this is designated as a literature, literature in translation and genre course.
Prerequisite: An ENH 200-level course

ENL 344 American Fiction from 1885 until World War II
4 hours; 4 credits
An examination of major figures and movements in American fiction from the Civil War until World War II. For English majors and minors, this is designated as a literature, American literature and genre course.
Prerequisite: An ENH 200-level course

ENL 345 American Fiction since World War II
4 hours; 4 credits
An examination of significant short fiction and novels since World War II together with a consideration of major movements and trends. For English majors and minors, this is designated as a literature, American literature and genre course.
Prerequisite: An ENH 200-level course

ENL 346 Modern English Fiction through World War II
4 hours; 4 credits
A study of the development of the English novel since 1900 with special attention to such figures as Conrad, Lawrence, Joyce, Woolf, and Graham Greene. For English majors and minors, this is designated as a literature, British literature and genre course.
Prerequisite: An ENH 200-level course

ENL 347 Major 20th-Century Novelists
4 hours; 4 credits
A study of major modern works of fiction from Europe, Latin America, Asia, and Africa. For English majors and minors, this is designated as a literature and genre course.
Prerequisite: An ENH 200-level course

ENL 348 Women Novelists
(Also WGS 348)
4 hours; 4 credits
Significant novels by such women authors as Jane Austen, George Eliot, Elizabeth Gaskell, Willa Cather, Virginia Woolf, Doris Lessing, Jean Rhys. For English majors and minors, this is designated as a literature, Women, Minority, and Third-World literature and genre course.
Prerequisite: An ENH 200-level course

ENL 349 English and Commonwealth Fiction since World War II
4 hours; 4 credits
An examination of major figures and trends in English fiction since World War II. Readings will be drawn from such authors as Kingsley Amis, Margaret Atwood, Margaret Drabble, Graham Greene, Doris Lessing, V.S. Naipaul, and Salman Rushdie. For English majors and minors, this is designated as a literature, British literature and genre course.
Prerequisite: An ENH 200-level course

ENL 350 American Poetry
4 hours; 4 credits
The course establishes the relationship between the poets' personal histories and the American literary tradition, between their different temperaments and individualistic poetic styles. For English majors and minors, this is designated as a literature, American literature and genre course.
Prerequisite: An ENH 200-level course
EN 351      Modern English Poetry
4 hours; 4 credits
A study of British, Irish, and Commonwealth poetry in the 20th century. For English majors and minors, this is designated as a literature, British literature and genre course.
Prerequisite: An ENH 200-level course

EN 352      Major 20th-Century Poets
4 hours; 4 credits
Important 20th-century poets (some in translation) such as Rilke, Lorca, Mis- tral, Neruda, Ungaretti, Williams, Thomas, and Pasternak. For English majors and minors, this is designated as a literature and genre course.
Prerequisite: An ENH 200-level course

EN 353      Contemporary Poetry
4 hours; 4 credits
An intensive study of several of the most prominent poets living and writing in America and England today. For English majors and minors, this is designated as a literature and genre course.
Prerequisite: An ENH 200-level course

EN 354      English Drama to 1800
(Also DRA 354)
4 hours; 4 credits
Selected works with emphasis on Elizabethan and Jacobean drama (exclusive of Shakespeare), and Restoration and 18th-century drama. For English majors and minors, this is designated as a literature, British literature, genre, pre-1800, and dramatic literature course.
Prerequisite: An ENH 200-level course

EN 355      Modern European Drama
(Also DRA 355)
4 hours; 4 credits
A study of the major dramatists of the modern European theater, with an emphasis placed upon the development of dramatic styles and themes, as well as the theatrical context in which the plays were produced. For English majors and minors, this is designated as a literature, literature in translation, genre, and dramatic literature course.
Prerequisite: An ENH 200-level course

EN 356      American Drama
(Also DRA 356)
4 hours; 4 credits
Readings of plays by O’Neill, Williams, Miller, and others who have dramatized the conflicts and predicaments of 20th-century Americans. For English majors and minors, this is designated as a literature, American literature, genre, and dramatic literature course.
Prerequisite: An ENH 200-level course

EN 357      World Drama to 1800
(Also DRA 357)
4 hours; 4 credits
Selected plays from the Greeks to 1800. For English majors and minors, this is designated as a literature, literature in translation, genre, and dramatic literature course.
Prerequisite: An ENH 200-level course

EN 358      World Drama since 1800
(Also DRA 358)
4 hours; 4 credits
Selected plays from 1800 to the present. For English majors and minors, this is designated as a literature, literature in translation, genre, and dramatic literature course.
Prerequisite: An ENH 200-level course

EN 359      Contemporary Drama
(Also DRA 359)
4 hours; 4 credits
Major figures, works, and movements in dramatic literature since World War II, with special emphasis on the last two decades. For English majors and minors, this is designated as a literature, genre, and dramatic literature course.
Prerequisite: An ENH 200-level course

EN 360      Chaucer
4 hours; 4 credits
An intensive study of Chaucer’s dream visions, Troilus and Cressida, and The Canterbury Tales. Works to be read in Middle English. For English majors and minors, this is designated as a literature, British literature, and pre-1800 course.
Prerequisite: An ENH 200-level course

EN 361      The Early Shakespeare
(Also DRA 361)
4 hours; 4 credits
A selection of Shakespeare’s work written before 1600: early and middle comedies, the major histories, the earlier tragedies, and the poems. For English majors and minors, this is designated as a literature, British literature, pre-1800, and dramatic literature course.
Prerequisite: An ENH 200-level course

EN 362      The Later Shakespeare
(Also DRA 362)
4 hours; 4 credits
A selection of Shakespeare’s work written after 1600: the major tragedies, the problem plays, the late comedies and romances. For English majors and minors, this is designated as a literature, British literature, pre-1800, and dramatic literature course.
Prerequisite: An ENH 200-level course

EN 363      John Milton
4 hours; 4 credits
An intensive study of the major works. For English majors and minors, this is designated as a literature, British literature, and pre-1800 course.
Prerequisite: An ENH 200-level course

EN 365      World Literature in Contexts
4 hours; 4 credits
An exploration of the literatures of several cultures amid specific historical contexts, as well as a study of cultural differences and similarities and cross-cultural influences. This course examines the literature of cultures in at least three disparate geographical regions, during at least two historical periods. It engages students in a practice of literary criticism that sets the texts within particular historical formations, even as students pursue cross-cultural study. This course is requirement for all English majors.
Pre- or corequisite: ENH 218

EN 366      Queer Studies
(Also WGS 368)
4 hours; 4 credits
An introduction to the field of lesbian/gay/bisexual/transgender and queer studies. Readings will be drawn from a variety of literary and critical works that explore sexual identity categories and their meaning in culture. For English majors and minors, this is designated as a literature, women, minority and world literature, and genre course.
Prerequisite: ENG 151,
Prerequisite or corequisite: 200-level ENH course
ENL 376  British and American Literary Traditions
4 hours; 4 credits
A one-semester survey of British and American literature from the Medieval through the Romantic periods. It will include important works from many genres and modes, placing those works in their aesthetic and cultural contexts. 
**This course is required for all English majors.**
Pre- or corequisite: ENH 218

ENL 378  Major English Author I
4 hours; 4 credits
Intensive study of the works of a major English author. For English majors and minors, this is designated as a literature and British literature course.
Prerequisite: An ENH 200-level course

ENL 379  Major English Author II
4 hours; 4 credits
Intensive study of the works of a major English author. For English majors and minors, this is designated as a literature and British literature course.
Prerequisite: An ENH 200-level course

ENL 380  Major English Author III
4 hours; 4 credits
Intensive study of the works of a major English author. For English majors and minors, this is designated as a literature and American literature course.
Prerequisite: An ENH 200-level course

ENL 381  Major American Author I
4 hours; 4 credits
Intensive study of the works of a major American author. For English majors and minors, this is designated as a literature and American literature course.
Prerequisite: An ENH 200-level course

ENL 382  Major American Author II
4 hours; 4 credits
Intensive study of the works of a major American author. For English majors and minors, this is designated as a literature and American literature course.
Prerequisite: An ENH 200-level course

ENL 383  Major American Author III
4 hours; 4 credits
Intensive study of the works of a major American author. For English majors and minors, this is designated as a literature and American literature course.
Prerequisite: An ENH 200-level course

ENL 384  Major Woman Author I
(Also WGS 384)
4 hours; 4 credits
Intensive study of the works of a major woman author. For English majors and minors, this is designated as a literature and Women, Minority, and Third-World Literature course. (p&d)
Prerequisite: An ENH 200-level course

ENL 385  Major Woman Author II
(Also WGS 385)
4 hours; 4 credits
Intensive study of the works of a major woman author. For English majors and minors, this is designated as a literature and Women, Minority, and Third-World Literature course. (p&d)
Prerequisite: An ENH 200-level course

ENL 386  Major Woman Author III
(Also WGS 387)
4 hours; 4 credits
Intensive study of the works of a major woman author. For English majors and minors, this is designated as a literature and Women, Minority, and Third-World Literature course. (p&d)
Prerequisite: An ENH 200-level course

ENL 387  Major World Author I
(Also LNG 387)
4 hours; 4 credits
Intensive study of the works of a major world author in English translation. For English majors and minors, this is designated as a literature and literature in translation course.
Prerequisite: An ENH 200-level course

ENL 388  Major World Author II
(Also LNG 388)
4 hours; 4 credits
Intensive study of the works of a major world author in English translation. For English majors and minors, this is designated as a literature and literature in translation course.
Prerequisite: An ENH 200-level course

ENL 389  Major World Author III
(Also LNG 389)
4 hours; 4 credits
Intensive study of the works of a major world author in English translation. For English majors and minors, this is designated as a literature and literature in translation course.
Prerequisite: An ENH 200-level course

ENL 390  Studies in Women in Literature and the Arts
(Also WGS 390)
4 hours; 4 credits
This course examines women's literature, art, and film as shaped by national culture, historical circumstances, class, and age. For English majors and minors, this is designated as a literature and Women, Minority, and Third-World Literature in translation course. (p&d)
Prerequisite: An ENH 200-level course

ENL 391  Woman as Hero
(Also WGS 391)
4 hours; 4 credits
Selected readings from Greek drama through current literature, revealing the position and experience of women as heroes. For English majors and minors, this is designated as a literature and women, minority and world literature course. (p&d)
Prerequisite: An ENH 200-level course

ENL 392  The Black Writer in the Modern World
(Also AFA 323)
4 hours; 4 credits
An intensive study of various recent and contemporary Black authors, writing in all of the literary genres, and their grappling with traditional and changing environments. For English majors and minors, this is designated as a literature and Women, Minority, and Third-World Literature course. (p&d)
Prerequisite: An ENH 200-level course

ENL 395  Mythic Concepts and Archetypes in Literature
4 hours; 4 credits
The presence and influence of Jungian and folkloric concepts in past and current literature. For English majors and minors, this is designated as a literature and genre course. (p&d)
Prerequisite: An ENH 200-level course
ENL 396  Studies in Global Literature I
(Also LNG 396)
4 hours; 4 credits
Focus on literature from outside the U.S. and Europe. The specific emphasis will
vary from semester to semester and will be announced in the Semester Informa-
tion. For English majors and minors, this is designated as a literature, litera-
ture in translation, and Women, Minority, and Third-World literature course.
(p&d)
Prerequisite: An ENH 200-level course

ENL 397  Studies in Global Literature II
(Also LNG 397)
4 hours; 4 credits
Focus on literature from outside the U.S. and Europe. The specific emphasis will
vary from semester to semester and will be announced in the Semester Informa-
tion. For English majors and minors, this is designated as a literature, litera-
ture in translation, and Women, Minority, and Third-World literature course.
(p&d)
Prerequisite: An ENH 200-level course

ENL 398  Cultural Variety in the Literature of the United
States
4 hours; 4 credits
An examination of literature offering perspectives on the diversity that comprises
our American experience: ethnic backgrounds, races, religions, genders, sexual
orientations, age groups, etc. Focus of the course varies from semester to semes-
ter. For English majors and minors, this is designated as a literature and genre course. This course may be
taken more than once for credit.
Prerequisite: An ENH 200-level course

ENL 399  Themes in Literature
4 hours; 4 credits
A study of selected themes in literary works. The particular theme for the semes-
ter will be announced in the Semester Information. For English majors and minors, this is designated as a literature and genre course. This course may be
taken more than once for credit.
Prerequisite: An ENH 200-level course

ENL 470  Senior Seminar in Literature
4 hours; 4 credits
Various topics in literature, differing from semester to semester. For English
majors and minors, this is designated as a literature course.
Prerequisites: Senior standing and permission of the instructor

300 and 400 Level ENL Writing Courses

ENL 370  Craft of Creative Nonfiction
4 hours; 4 credits
This course introduces students to the genre and focuses on literary aspects of
nonfiction writing. The course explores elements that are specific to nonfiction
as well as aspects that it shares with other literary genres. Texts may cover
autobiography, memoir, journals, narrative journalism, and literary essays. Class discussions of students’ work and selected readings. For English majors and minors, this is designated as a writing course.
Prerequisite: ENL 265 or ENL 267

ENL 371  Craft of Fiction
4 hours; 4 credits
The course explores the literary conventions that distinguish fiction as a genre.
By considering models for their own creative writing, students will learn how to
employ basic narrative techniques in creating their own short fiction, the focus
of which may include but not be limited to: image, voice, character, setting,
and plot. For English majors and minors, this is designated as a writing course.
Prerequisite: ENL 265 or ENL 268

ENL 372  Craft of Poetry
4 hours; 4 credits
Students will explore the use of fundamental poetic devices through their own
creative writing. The particular undertaking of employing concrete language
to create image will be addressed throughout the course. Students will use
assigned texts as models for the creation of original poems. Classroom critique
of students’ poetry. For English majors and minors, this is designated as a
writing course.
Prerequisite: ENL 267 or ENL 270

ENL 373  Craft of Playwriting
4 hours; 4 credits
This course provides students an introduction to the various elements of play-
writing, including plot and character development, staging, and dialogue crea-
tion, as well as an opportunity to explore these elements through their own
writing and the writing of others. For English majors and minors, this is
designated as a writing and dramatic literature course.
Prerequisite: ENL 267 or ENL 272

ENL 429  Autobiographical Writing
4 hours; 4 credits
A writing and discussion course for students who, working in various literary
genres, will be exploring autobiography as the basis for content. Conferences and
group sessions on the student-author’s work. For English majors and minors,
this is designated as a writing course.
Prerequisite: ENG 151

ENL 430  Creative Writing
4 hours; 4 credits
A series of experiments in the writing of poetry and prose fiction, designed to
develop writing skills through extensive practice. Production and publication of
selected projects. Class meetings and individual conferences. For English ma-
jors and minors, this is designated as a writing course.
Prerequisite: ENL 267 or permission of the instructor

ENL 431  Fiction Workshop
4 hours; 4 credits
An advanced workshop, ENL 431 concerns aspects of formal technique in the
writing of fiction. Building on skills acquired in ENL 371, students’ work may
be directed with emphasis on narrative sequencing, pacing, character develop-
dent, dialogue, shifts in point-of-view and tense, metafiction, and the many
structures to which short and long works of fiction adhere to and invent. For
English majors and minors, this is designated as a writing course.
Prerequisite: ENL 371

ENL 432  Poetry Workshop
4 hours; 4 credits
An advanced workshop, this course directs students with a particular emphasis
on aspects of form. Students may write poems in free-verse and traditional
forms, which may include the sonnet, the sestina, and the villanelle. Students
will use assigned texts as models for the creation of original poems. The course
will involve classroom critique of students’ poetry. For English majors and
minors, this is designated as a writing course.
Prerequisite: ENL 372

ENL 433  Nonfiction Writing
4 hours; 4 credits
A course intended to develop the student’s skill in expository and critical writing.
Attention will be given to the problems of structure and style with a view to writing
with more persuasiveness. For English majors and minors, this is designated as a
writing course.
Prerequisite: ENG 151
ENL 434  Creative Nonfiction Workshop  
4 hours; 4 credits  
An advanced workshop in creative nonfiction. The class may focus on the outline and structure of nonfiction stories; on reporting techniques; choosing a narrative voice and strategy; and on crafting leads, overtures, and transitions. The workshop will also require substantial readings of nonfiction pieces. Texts may cover: autobiography, memoir, journals, narrative journalism, and literary essays. Class discussion of students’ work. For English majors and minors, this is designated as a writing course.  
Prerequisite: ENL 370

ENL 435  Playwriting Workshop  
4 hours; 4 credits  
This course allows advanced playwriting students to develop their abilities beyond the basic skills offered in ENL 373. These abilities include the creation of more complex plots, dialogue, and characters, as well as greater expertise to critique the works of others with more depth and attention to detail. For English majors and minors, this is designated as a writing course.  
Prerequisite: ENL 373

ENL 436  Screen Writing  
(Also CIN 436)  
4 hours; 4 credits  
Study of the craft of constructing the screenplay, treatment, synopsis, and shooting script. The student will work on the problems of creating the original film script as well as adapting a piece of existing material for the screen. For English majors and minors, this is designated as a writing course.  
Prerequisite: CIN/ENL 274 or permission of the instructor

ENL 437  Writing in the Business World  
4 hours; 4 credits  
Communications, reports, descriptive statements, promotional writing, etc., which form the basis for written work in business, advertising, and industry. For English majors and minors, this is designated as a writing course.  
Prerequisite: ENG 151

ENL 438  Newspaper Reporting (Effective Fall 2011)  
(Also COM 438)  
4 hours; 4 credits  
An introduction to the theory, history, and practice of modern reportorial journalism. The class will focus on the way that traditional news writing is converging with other media forms online, yet remains a skill of its own with specific needs, ethics, and best practices. For students wishing to register for the course COM 100 is recommended. For English majors and minors, this is designated as a writing course.  
Prerequisite: COM/ENL 277 and COM 204

ENL 440  Magazine Writing  
4 hours; 4 credits  
A writing and discussion course for students who want to break into the magazine publishing world. Writing for popular, specialized, little, and broad-circulation magazines will be covered, as well as the broader aspects of the publishing market. Conferences and group sessions on the student-author’s work. For English majors and minors, this is designated as a writing course.  
Prerequisite: ENG 151

ENL 441  Writing about Media  
4 hours; 4 credits  
A writing and discussion course for students who are interested in producing articles and books concerning films, records, and television. Conferences and group sessions on the student-author’s work. For English majors and minors, this is designated as a writing course.  
Prerequisite: ENG 151

ENL 442  Women’s Written Expression  
(Also WGS 442)  
4 hours; 4 credits  
A seminar to develop skills in both imaginative and critical writing, incorporating an analysis and comparison of the stylistic developments of women authors. For English majors and minors, this is designated as a writing course.  
Prerequisite: ENG 151

ENL 445  Journalism and Society  
(Effective Fall 2011)  
(Also COM 445)  
4 hours; 4 credits  
Learning to “read” and write the news. Analysis of the ways in which news stories define our understanding of society. The course will consider both the effect of print and broadcast journalism on politics, values, and social standards and the pressures on the press, which define its values. Topics vary from term to term. For English majors and minors, this is designated as a writing course.  
Prerequisite: (COM/ENL 277 and COM 204) and (COM 412/ENL 412 or ENL 438/COM 438 or COM 446)

ENL 446  Writing for the Media  
(Also COM 446)  
4 hours; 4 credits  
Developing skills in writing for traditional electronic media (such as radio and television) as well as new media (such as the Internet). This writing-intensive course emphasizes the translation of ideas into written text or spoken dialogue appropriate to the medium, genre, and target audience, as well as treatments, proposals, and other forms of pre-production writing. For English majors and minors, this is designated as a writing course.  
Prerequisites: A 200-level course COM and ENG 151 or permission of instructor

ENL 475  Writing for Advertising and Public Relations  
(Also COM 475)  
4 hours; 4 credits  
An introduction to the techniques of developing concepts and writing copy for advertising in print and broadcast media, and public relations material such as press releases, newsletters, brochures, and publicity material. The course analyzes advertising, public relations, and other corporate communications tactics in terms of their target audience, message, and effectiveness, as well as the channels of communication. Students will be assigned a number of writing projects including copywriting, concept development proposals, press releases, and newsletter articles. For English majors and minors, this is designated as a writing course.  
Prerequisites: COM 332 or permission of instructor

ENL 480  Studies in Advanced Journalism (Effective Fall 2011)  
(Also COM 480)  
4 hours; 4 credits  
Analysis of the techniques required for good feature writing, magazine writing, personal journalism, investigative reporting, interviewing, etc. Overview of the changing journalism environment and the techniques and skills necessary to build a successful journalism organization. Overview of the job and skills of a news editor. Emphasis amongst these different options varies from term to term. For English majors and minors, this is designated as a writing course.  
Prerequisite: COM/ENL 277 and COM 204; COM/ENL 412 or COM/ENL 438 or COM 446
Linguistics Courses

These courses are intended for students who have completed their requirements in English and wish additional electives, as well as for students majoring in English.

**ENH 230**    **Introduction to Language**
4 hours; 4 credits
This course is an introduction to the study of language. It explores the following relationships: language and society; language and culture; language and thought; language and biology. For English majors and minors, this is designated as an ENH linguistics course. (literature)
Prerequisite: ENG 151

**ENL 428**    **English Phonetics and Phonology (Effective Fall 2012)**
4 hours; 4 credits
A study of the sound system of language, with a focus on U.S. English. A description of how particular speech sounds are articulated and how to use the International Phonetic Alphabet to transcribe them. This course covers patterns that govern the distribution, variation, and changes that take place in the sounds of English. For English majors and minors, this is designated as a linguistics course.
Pre- or corequisite: ENG 151

**ENL 422**    **Introduction to Linguistics**
4 hours; 4 credits
The scientific study of language: sounds, grammar, words, animal communication, language families, etc. Special consideration is given to the dialect of New York City. For English majors and minors, this is designated as a linguistics course.
Prerequisite: ENG 151

**ENL 423**    **Modern English Grammar**
4 hours; 4 credits
The structure of English sentences, examined from both the transformational and traditional points of view. For English majors and minors, this is designated as a linguistics course.
Prerequisite: ENG 151

**ENL 424**    **Language Change**
4 hours; 4 credits
How languages change and why, using the English language and the Indo-European family as examples. For English majors and minors, this is designated as a linguistics course.
Prerequisite: ENG 151

**ENL 425**    **History of the English Language**
4 hours; 4 credits
How the sounds, grammar, spelling, and words of English came to be the way they are. For English majors and minors, this is designated as a linguistics course.
Prerequisite: ENG 151

**ENL 426**    **Language Acquisition and Psycholinguistics**
(Also ENG 426)
4 hours; 4 credits
The course examines issues in psycholinguistics, especially those related to native, foreign, and second language acquisition: How is language learned? How do we acquire a second language? What are the characteristics of successful language learning? For English majors and minors, this is designated as a linguistics course.
Prerequisites: ENG 151

**ENL 427**    **Sociology of Language**
(Also SOC 427)
4 hours; 4 credits
Areas of discussion include language and class, language and sex, language and race, and language and ethnicity. For English majors and minors, this is designated as a linguistics course.
Prerequisite: ENG 151

**French**
(Minor)
Department of World Languages and Literature, Building 2S, Room 109
Chairperson and Associate Professor Jane Marcus-Delgado
All students with prior training in French must take a proficiency examination to determine placement at an appropriate level.

**Minor Requirements:**
At least 12 credits of courses in French at the 200 level or above.

**French Courses**
All students with prior training in French must take a proficiency examination to determine placement at an appropriate level.

**FRN 101**    **French Conversation I**
2 hours; 2 credits
Practical French for business, community relations, travel, and simple technical application. For beginners with no previous knowledge of the language. Regular attendance in the World Languages and Literatures Media Center is required.

**FRN 102**    **French Conversation II**
2 hours; 2 credits
A continuation of FRN 101. Regular attendance in the World Languages and Literatures Media Center is required.
Prequisite: FRN 101 or equivalent

**FRN 113**    **Basic French I**
4 hours; 4 credits
A beginning course in the fundamentals of expression and communication for those who have had no previous work in the language. Regular attendance in the World Languages and Literatures Media Center is required.
Prerequisite: Passing the CUNY Assessment Test in Reading and passing the CUNY Assessment Test in Writing

**FRN 114**    **Basic French II**
4 hours; 4 credits
A continuation of FRN 113. Regular attendance in the World Languages and Literatures Media Center is required.
Prerequisites: FRN 113 or equivalent. Passing the CUNY Assessment Test in Reading and passing the CUNY Assessment Test in Writing

**FRN 208**    **French for Native Speakers**
4 hours; 4 credits
For students with fluency in spoken French but lacking experience in writing and reading the language.

**FRN 213**    **Continuing French I**
4 hours; 4 credits
Grammar review and more intensive training in the fundamentals of expression and communication. Regular attendance in the World Languages and Literatures Media Center is required.
Prequisite: FRN 114 or equivalent
FRN 215      Continuing French II
4 hours; 4 credits
A continuation of FRN 213 with stress on written and oral composition and on selected cultural and literary readings of intermediate difficulty. Regular attendance in the World Languages and Literatures Media Center is required. (foreign lang.)
Prerequisite: FRN 213 or equivalent

FRN 313      Advanced Communication Skills
4 hours; 4 credits
Refinement of written and oral expression through composition, translation, oral reports, and critical study of the French grammar based on the analysis of selected literary readings of advanced difficulty. Regular attendance in the World Languages and Literatures Media Center is required.
Prerequisite: FRN 215 or equivalent

FRN 325      French Civilization
4 hours; 4 credits
The art, literature, history, and political and social systems of the French-speaking world. A panoramic approach designed to provide a basic knowledge of French civilization.
Prerequisite: FRN 313 or equivalent

FRN 340      An Introduction to the Literature of France
4 hours; 4 credits
A chronological survey of the literature of France from the Middle Ages to the present. (literature)
Prerequisite: FRN 313 or equivalent

FRN 350      The Feminist Challenge in French Literature
(Also WGS 355)
4 hours; 4 credits
A study of the most important women writers in French literature, focusing primarily on selected works of Christine de Pisan, Marguerite de Navarre, Madame de Staël, George Sand, Colette, Simone de Beauvoir, Françoise Sagan, Nathalie Sarraute. Taught in French. (literature)
Prerequisite: FRN 313 or equivalent

FRN 426      Classical French Drama
(Also DRA 426)
4 hours; 4 credits
Plays of Corneille, Racine, Molière, with special emphasis on the continuing role of Molière in the world’s theater. (literature)
Prerequisite: FRN 313 or equivalent for those doing readings and assignments in French; ENG 151 or a former ENG 200 course for those doing readings and assignments in English

FRN 450      Contemporary French Literature
4 hours; 4 credits
An analysis of representative masterpieces of 20th-century French literature from Proust, Gide, and Malraux to Sartre, Camus, and Robbe-Grillet. (literature)
Prerequisite: FRN 313 or equivalent

FRN 465      French Existentialist Literature
4 hours; 4 credits
A study of French existentialist literature through the works of Sartre, Simone de Beauvoir, Proust, and Camus. (literature)
Prerequisite: FRN 313 or equivalent

Geography
(Minor)
Department of Political Science, Economics, and Philosophy
Chairperson and Professor Mark White
Coordinator: Professor Deborah Popper, Marchi Hall (2N), Room 238

Minor Requirements: 15 credits
GEG 100      Introduction to Geography 3 credits
and
At least 12 credits at or above the 200 level.

Geography Courses
GEG 100      Introduction to Geography
3 hours; 3 credits
Fundamental relationships between people and Earth are explored through examination of different world regions. The course covers variations in climate, agriculture, resources, economic, cultural, and political phenomena. (social science)

GEG 220      Geography of Western Europe
4 hours; 4 credits
Demographic, economic, and political effects on the nations of Western Europe of the intraregional variations in such fundamental geographic factors as geographic position, climate, soils, minerals, and elevation. Emphasis on selected nations in the context of 20th-century industrial development.

GEG 222      Geography of the United States
(Also AMS 220)
4 hours; 4 credits
A study of American landscapes through historical geography and history. This course examines the making of American landscapes, including not only the “natural” processes but also the social, cultural, and ideological forces that have shaped them. (social science)
Prerequisites: ENG 111 and COR 100

GEG 223      American Landscapes
(Also HST 223)
4 hours; 4 credits
A study of American landscapes through historical geography and history. This course examines the making of American landscapes, including not only the “natural” processes but also the social, cultural, and ideological forces that have shaped them. (social science)
Prerequisites: ENG 111, COR 100, and any college-level history course.

GEG 225      Cultural Geography (Effective Fall 2009)
4 hours; 4 credits
This course will provide a global context to explore various cultural issues while highlighting the role of human impact on places, landscapes, and the planet. Students will develop an understanding of the basic concepts of cultural geography, including those related to population, migration, religion, ethnicity, urbanization, agriculture, nature and environment, resource use, and territoriality. (cont. wld.)
Prerequisites: ENG 151 and COR 100

GEG 250      Conservation and Humanity
4 hours; 4 credits
Analysis of the nature and extent of pollution and depletion of essential resources of humankind, with emphasis on food, water, and oxygen. Study will include inquiry into economic, legal, and political problems of control, detection, and prevention of pollution and depletion of resources. (cont. wld.)
Prerequisites: ENG 151, COR 100
Prerequisites: ENG 151 and COR 100

Pre-Minor Requirements: 8 credits

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<td>GEO 100</td>
<td>Physical Geology</td>
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<td>GEO 101</td>
<td>Historical Geology Laboratory</td>
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Minor Requirements: 15 credits

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<td>GEO 105</td>
<td>Environmental Geology</td>
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<tr>
<td>GEO 220</td>
<td>General Geophysics</td>
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<td>GEO 320</td>
<td>Invertebrate Paleontology</td>
<td>4</td>
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<tr>
<td>GEO 322</td>
<td>Structural Geology</td>
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Geology Courses

GEO 100   Physical Geology
3 hours; 3 credits
Materials, structure, and behavior of the Earth’s crust. Description of streams, atmosphere, ground water, glaciers, and oceans, with a discussion of the erosional and depositional work of each. Participation in scheduled field trips is required. (science)
Prerequisite: MTH 020 or an appropriate score on the CUNY Mathematics Assessment Test
Corequisite: GEO 101

GEO 101   Physical Geology Laboratory
2 laboratory hours; 1 credit
Physical properties and identification of minerals; igneous, sedimentary, and metamorphic rock identification. Maps and interpretation of geo-morphological features. (science)
Corequisite: GEO 100

GEO 102   Historical Geology
3 hours; 3 credits
Geologic history of the Earth. Application of fundamental principles of stratigraphy to the reconstruction of paleogeographic, ancient sedimentary, and tectonic relationships. The evolution of life is traced from the fossil record. Participation in scheduled field trips is required. (science)
Prerequisite: MTH 020 or an appropriate score on the CUNY Mathematics Assessment Test
Corequisite: GEO 103

GEO 103   Historical Geology Laboratory
2 laboratory hours; 1 credit
Classification and identification of major fossil groups. Interpretation of rock record with emphasis on stratigraphic correlation. Major geological features of the United States. (science)
Corequisite: GEO 102

GEO 105   Environmental Geology
3 class hours, 2 laboratory hours; 4 credits
Application of the principles of the Earth sciences to problems associated with urban and regional development. Water, minerals, and fuel resources, waste disposal, subsurface storage, hazards of nature (earthquakes, fire, flood, landslides, extreme climate, and weather variations). Physical properties of rocks and soil. Case histories. Participation in scheduled field trips is required. (science)
Prerequisite: MTH 020 or an appropriate score on the CUNY Mathematics Assessment Test

GEO 110   Field and Environmental Geology of Hawaii
45 lecture hours (minimum); 30 laboratory and field application hours (minimum)
A total of 75 hours.
4 credits – 3 credits lecture and 1 credit laboratory
A supervised geologic study of the island of Hawaii, stressing the field and environmental geology of active volcanoes within a framework of plate tectonics and hot-spot geology. Fundamental igneous, sedimentary, and metamorphic processes will be emphasized. Students will be introduced to geologic mapping.
techniques, including the use of aerial photographs, topographic maps, and the Brunton compass in the construction of geologic maps and cross-sections. (Scientific Analysis)

Prerequisite: GEO 100 or equivalent course with the approval of the instructor.

GEO 220 General Geophysics
3 hours; 3 credits
Prerequisites: GEO 100, PHY 110 or 120, or permission of the instructor
The following courses are available through Independent Study. Contact Assistant Professor A. Ohan, Department of Engineering Science and Physics.

GEO 320 Invertebrate Paleontology
3 class hours, 3 laboratory hours; 4 credits
Prerequisites: GEO 100 or 102

GEO 322 Structural Geology
3 class hours, 3 laboratory hours; 4 credits
Prerequisites: GEO 100 or 102

Health Education Course
Department of Nursing, Marcus Hall (SS), Room 213
Chairperson: Associate Professor Mary O’Donnell

The following course in health education is offered as a non-liberal arts and sciences elective. It may not be used to satisfy the College Physical Education Requirement.

HED 111 First Aid and Safety
2 hours, 2 laboratory hours; 3 credits
Theory and practice of first aid to the injured. Safety procedures when emergency first aid is needed and medical assistance is delayed. Includes cardio-pulmonary resuscitation (CPR), care and prevention of accidental injuries, and sudden illness.

History
(Bachelor of Arts, Minor; Master of Arts, see Graduate Catalog)
Department of History, March Hall (2N), Room 215
Chairperson and Associate Professor Jonathan D. Sassi

History (BA)

General Education Requirements for the BA
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity Requirements: 28-47 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)
2. Social Scientific Analysis: (7-8 credits)
   Two courses, at least one from category b:
   a. Social Scientific Analysis: 100-level
   b. Social Scientific Analysis: 200-level
3. The Contemporary World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)

One course from each category:
   a. Literature: 200-level
   b. Arts and Communications: 100- or 200-level
5. Pluralism and Diversity Requirement: (0-4 credits)
6. Foreign Language: (0-12 credits)
See section on general education requirements for approved course lists and complete details.

Major Requirements: 36 credits

HST 200 Historical Method 4 credits
HST 300 Historiography 4 credits
HST 401 Seminar in Advanced Historical Study 4 credits

Twenty-four credits of history courses at the 200 level or higher, of which at least three courses must be at the 300 level including:
   At least one history course designated as pre-1700 history
   At least one history course designated as modern European history
   At least one history course designated as United States history
   At least one history course from a geographical area other than Europe or the United States, designated as World history

A 200-level geography course may be used to meet this 24-credit requirement. At most, one independent study course may be used to satisfy this requirement. The cumulative grade point average in history courses must be 2.0 or higher for graduation.

Electives: 25-44 credits

Total Credits Required: 120

Adolescence Education Sequence: 24 Credits

Students wishing to be recommended by the College for certification must successfully complete the Adolescence Education sequence courses, as well as their academic major. Students planning to teach social studies major in History and they complete at least 50 credits in the social sciences, including at least four credits in geography, at least four credits in U.S. history, and at least four credits in non-U.S. history. The sequence may be begun in the sophomore year. To complete the sequence in two years it must be begun by the beginning of the junior year. Students must have a minimum cumulative average of 2.75 to be admitted to all adolescence education courses.

EDS 201 Social Foundations of Secondary Education 4 credits
EDS 202 Psychological Foundations of Secondary Education 4 credits
EDS 301 The Pedagogy of Secondary School in Social Studies 4 credits
EDS 315 The Secondary School Curriculum in the Social Studies 4 credits
EDS 400 Student Teaching in Secondary Education 6 credits
EDS 401 Reflection and Analysis in Student Teaching in Secondary Education 2 credits

Honors

To graduate with honors in the History major, a student must have a minimum of a 3.5 grade point average in courses in the major and a 3.0 cumulative grade point average. In addition, a student must complete either HSS 594: Independent Study Honors in History or a Divisional Honors Seminar. Finally, a student must complete an honors thesis under the supervision of a History faculty member who will oversee and approve each step of the thesis process. The research paper submitted as the thesis need not be a new work; it may be a substantial revision or extension of a paper previously submitted in a course at CSI. Students must submit a one-to two-page thesis proposal to their advisor stating the scope of research or revisions as well as questions and new source materials to be addressed. The 20-30 page thesis should demonstrate a superior command of the historical topic and evidence of rig-
History Minor

Minor
At least 12 credits of courses in history at or above the 200 level including courses from at least two of the following categories: pre-1700 history; modern European history; United States history; World history.

History Courses

HST 100  Past and Present
3 hours; 3 credits
An interdisciplinary approach to historical experience since the Renaissance, with particular emphasis on significant themes and events and on concepts such as freedom, power, social roles, bureaucracy, and historical cycles. (social science)

HST 116  Freshman Seminar in History
3 hours; 3 credits
An interdisciplinary approach to historical experience since the Renaissance with selected emphasis on significant themes and events, and on concepts such as freedom, power, social roles, bureaucracy, and historical cycles. The seminar is designed to give students special instruction in communications skills. It is offered in conjunction with a designated section of ENG 001. Students must register for both the seminar and the designated English course. Students can receive credit for only one freshman seminar. (social science)
Prerequisite: Successful completion of CUNY Assessment Test in Reading. Students who successfully complete the Freshman Seminar in History may not register for any additional 100-level courses in history without permission of the department chairperson.

HST 160  African American History: 1619 to the Present
(Also AFA 160)
3 hours; 3 credits
From the forced migration of the first Africans in the 17th century to the contemporary struggles for equality, emphasis on such topics as slavery, abolition, Reconstruction, the origins of Jim Crow, urban migrations, the struggle for civil rights, nonviolence, and the new militancy. (social science)

HST 182  Women’s History and Feminist Theory
(Also WGS 100)
3 hours; 3 credits
This course explores both the history of women’s experience and feminist interpretations of their historical condition. Emphasis is on the development of analytic and writing skills. (social science)

HST 200  Historical Method
4 hours; 4 credits
An introduction to the basic skills of historical reasoning, research, and writing. Students receive training in the interpretation of primary sources and the evaluation of historical data, and are acquainted with the notion of historiography. Particular emphasis is placed on the preparation of research papers and book reviews; the use of library, electronic, and archival resources; and the critical evaluation of secondary monographic works. Required for History majors, open to all students.
Prerequisites: ENG 111 and any college-level history course

HST 201  History of Western Civilization: Antiquity to 1500
4 hours; 4 credits
The historical development of Western civilization in ancient, medieval, and Renaissance times, with emphasis on the individuals, issues, ideas, institutions, and events that highlight its evolution. For History majors and minors, this is designated as a pre-1700 history course. (social science)
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 202  History of Western Civilization since 1500
4 hours; 4 credits
The historical development of Western civilization from the 16th century to the present. The focus is on Europe, but developments in other areas of the world are considered in relation to Western ideas. (social science)
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 203  The World since 1914
4 hours; 4 credits
Major political, economic, social, and cultural developments beginning with World War I. The course will focus on the processes of decolonization and modernization around the world. (cont. wld.)
Prerequisites: ENG 151 and COR 100 or any college-level history course

HST 204  Introduction to Asian Civilization
4 hours; 4 credits
An introductory course on the nature of Asian civilization and culture. The first part will deal with an analysis of the historical role of Buddhism, Confucianism, and Taoism; the second, with different paths to modernization emphasizing China, India, and Japan. For History majors and minors, this is designated as a world history course. (social science) (p&d)
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 206  Modern China
4 hours; 4 credits
A survey of China from the 19th century to the present. The course will analyze the character of early Western involvement and Chinese responses, the rise of Chinese communism, and China’s struggle to modernize. For History majors and minors, this is designated as a world history course. (cont. wld.) (p&d)
Prerequisites: ENG 151 and COR 100 or any college-level history course

HST 207  History of Africa
(Also AFA 260)
4 hours; 4 credits
Nineteenth-century African history, the story of European imperialism, and the emergence of modern, independent Africa and its problems. For History majors and minors, this is designated as a world history course. (p&d)
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 208  History of Modern Latin America
4 hours; 4 credits
A survey of the social, economic, political, and cultural development of Latin America since independence. The course will focus on the prevailing colonial influences on modern institutions; Cuba, Venezuela, and Brazil as developmental models; and on United States-Latin American relations. For History majors and minors, this is designated as a world history course. (p&d) (cont. wld.)
Prerequisites: ENG 151 and COR 100 or any college-level history course

HST 209  Modern Japan
4 hours; 4 credits
An exploration of themes in Japanese history, such as the indigenous roots of the late 19th-century transformation, the debate on the origins of military rule of the 1930s, the reasons for the economic success story of the post-war period, and the human and ecological cost of the great changes over the 19th and 20th centuries. For History majors and minors, this is designated as a world history course. (cont. wld.) (p&d)
Prerequisites: ENG 151 and COR 100 or any college-level history course
HST 210    History of Modern India
4 hours; 4 credits
A survey of the history of India from the end of the Mogul period to the present. Emphasis will be placed on the nature of British imperialism, the Independence movement, and India’s attempts to modernize. For History majors and minors, this is designated as a world history course. (p&d) (cont. wld.)
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 211    Japanese Civilization
4 hours; 4 credits
A survey of Japanese history from the beginning of the historical period through the 18th century. The course will examine major themes such as the early Japanese traditions, China’s influence, the Japanese adaptation of Chinese ideas and institutions, the changing nature of elite status, relations with outsiders, and Japanese religious and philosophical traditions. For History majors and minors, this is designated as a world history course. (social science) (p&d)
Prerequisite: ENG 111 and COR 100 or any college-level history course

HST 212    History of the Ancient Near East
4 hours; 4 credits
An interdisciplinary approach to ancient Near Eastern civilizations of the pre-Christian era. Attention will be given to the literature, history, mythology, philosophy, religions, art, and architecture of Egypt, Mesopotamia, Persia, and ancient Palestine. For History majors and minors, this is designated as a pre-1700 history course. (social science)
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 213    Chinese Civilization
4 hours; 4 credits
A survey of Chinese history from the beginning of the historical period through the 18th century. The course will examine major themes such as the imperial state, philosophical and religious traditions, the changing nature of elite status, relations with Inner Asia, and the agrarian-based society and the emergence of the commercial economy. For History majors and minors, this is designated as either a pre-1700 history course or a world history course. (social science) (p&d)
Prerequisite: ENG 111 and COR 100 or any college-level history course

HST 214    Greece and the Hellenistic World
4 hours; 4 credits
Introduction to the social, economic, political, and intellectual history of Greece from ca. 2000 BCE to the Hellenistic world of ca. 250 BCE. Integration of background with various aspects of Greek and Hellenistic culture, for example, philosophy, political thought, and religion. Emphasis on the interpretation of primary and secondary sources in historical study. For History majors and minors, this is designated as a pre-1700 history course. (social science)
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 215    The Origins of Western Europe: 400-1000 CE
4 hours; 4 credits
A survey of the history and culture of Western Europe from the dissolution of the Western Roman Empire to the year 1000. This period of change and transformation saw the settlement of migrating peoples in the former provinces of the Western Roman Empire and the emergence of new states and new societies. This course aims to introduce students to the political, social, cultural, and demographic changes that laid the foundations of modern Europe. For History majors and minors, this is designated a pre-1700 course. (social science)
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 216    Byzantine Thought and Civilization
4 hours; 4 credits
A survey of various aspects of the culture of the East Roman or Byzantine Empire (ca. 600-1200 CE). Special emphasis is placed on the church, state, and social classes in the creation of a distinctive Byzantine civilization, identity, and world-view. This course also examines achievements in the arts, philosophy, literature, and spirituality. This course is interdisciplinary in approach and includes readings in historical documents and slide lectures. For History majors and minors, this is designated a pre-1700 course. (social science)
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 217    Introduction to Women’s History
(Also WGS 217)
4 hours, 4 credits
An overview of the history of women and the role of gender in history, focusing especially on the period since the 1700s. The course will examine key texts regarding women and their status in world history and address the development of the discipline of women’s history within the larger field of women’s studies. For History majors and minors, this is designated as a world history course. (social science) (p&d)
Prerequisite: ENG 111 and COR 100

HST 218    The Roman World
4 hours; 4 credits
Aspects of Roman history in relation to the historical background, for example, the growth of the Roman constitution in the age of the republic, Rome’s expansion in the Mediterranean world, the Roman revolution, the principate, the problems of primary and secondary sources in historical study. For History majors and minors, this is designated as a pre-1700 history course. (social science)
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 219    Greek and Roman Mythology
4 hours, 4 credits
An overview of mythology as a cultural expression of the Ancient Greek and Roman civilizations taught against a historical background. The course covers a period between 1200 BCE through 200 CE across the Mediterranean basin. For History majors and minors this is designated as a pre-1700 history course. (social science)
Prerequisites: ENG 111 and COR 100 or any college level history course

HST 220    Medieval Thought and Civilization
4 hours; 4 credits
Various aspects of the culture of the Middle Ages from the creation of the Carolingian empire (ca. 800-1300 CE) in relation to the historical background; special emphasis on the interaction of the church, state, and medieval social classes in the creation of a distinctive medieval civilization. This course is interdisciplinary in approach and includes readings in literature and slide lectures. For History majors and minors, this is designated as a pre-1700 history course. (social science)
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 221    The American Dream
(Also AMS 221)
4 hours; 4 credits
The hopes, the frustrations, and, particularly, the dreams of American society as observed by foreign and native commentators in the past and present. This course will attempt to assess not only the idealization of the American dream but also disillusionment with it as expressed by such writers as Franklin, Tocqueville, Emerson, Whitman, Henry Adams, and Norman Mailer. For History majors and minors this is designated as a United States history course. (social science)
Prerequisites: ENG 111 and COR 100 or any American studies or history course

HST 222    Islam: Religion and Culture
4 hours, 4 credits
A survey course on Islam as a system of belief embodied in practice. Students will be introduced to a variety of interpretations of Islam from both Western and Islamic perspectives, from the medieval to the modern. Topics will include: the Qur’an, the Hadith, Islamic Law (Shari’a), philosophy, theology (Kalam), and the various intellectual tendencies (Sufi, Shi’a, Sunnī) within the Islamic tradition. For History majors and minors, this is designated as a world history course. (p&d)
Prerequisites: ENG 111 and COR 100 or any college-level history course
HST 223 American Landscapes
(Also GEG 223)
4 hours; 4 credits
A study of American landscapes through historical geography and history. This course examines the making of American landscapes, including not only the “natural” processes but also the social, cultural, and ideological forces that have shaped them. For History majors and minors, this is designated as a United States history course. (social science)
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 224 Jewish History
4 hours; 4 credits
The history of the Jewish people including their culture, religion, education, and economic conditions from the Babylonian exile (586 BCE) through the present day; domination by Persia, Greece, and Rome; Jewish life in Babylonia and neighboring Eastern lands; Jews in the Western world from medieval to modern times; the development of Jewish communities and the distinctive features of life in Italy, Spain, France, Germany, England, Russia, Poland, and the United States; the wars and the Jews; the State of Israel. (social science)
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 225 History of Christianity
4 hours; 4 credits
A cultural approach to early Christianity, featuring an examination of the New Testament; a study of the history of the medieval church and the emergence of Protestantism in the modern world. Examples of church art, architecture, and music in the Christian tradition. (social science)
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 228 Renaissance and Reformation Europe
4 hours; 4 credits
A study of the interaction of the socioeconomic, intellectual, cultural, and religious trends of Europe from the close of the Middle Ages to the end of the 16th century. For History majors and minors, this is designated as a pre-1700 history course. (social science)
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 229 History of Religion from Antiquity to Our Times
4 hours; 4 credits
A historical introduction to world religions from the Ancient Near East to modern times. The origin and history of monotheistic religions (Judaism, Christianity, Islam), of religious philosophies (Buddhism, Taoism, Confucianism), and of polytheisms, both ancient (Greek, Roman) and modern (Hinduism) will be the subject of this course. (social science)
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 230 Early Modern England
4 hours; 4 credits
English history from the Reformation to the end of the 17th century. The emphasis is on political history and the underlying social and economic forces. Topics generally include Protestantism and the rise of capitalism, origins of the English Revolution, and the background to American colonial and constitutional history. For History majors and minors, this is designated as a pre-1700 history course. (social science)
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 231 Reacting to the Past
4 hours; 4 credits
A course that immerses students in three historic periods, widely separated in time and place, assigning them roles as actors in the events they are studying. Arguments come from works containing speeches and actions that the historical characters used in their times. The instructor functions as game master while the students play the game themselves. (social science)
Prerequisites: ENG 111 and COR 100

HST 234 Asian Tigers since 1945
4 hours; 4 credits
Focus is on the “Asian Tigers” (Hong Kong, Singapore, South Korea, and Taiwan), and exploration of themes such as post-1945 development and its connection to the common cultural heritage shared by these places; the British (Hong Kong and Singapore) and Japanese (South Korea and Taiwan) colonial heritages; and the post-1945 economy. The course will also examine the relationship of these places to their respective hinterlands and the sense of identity of the respective populations in relation to the mainland and the world at large. Overall, this class will examine the proposition that there is an East Asian developmental model. For History majors and minors, this is designated as a world history course. (p&d)
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 235 The Modern Middle East
4 hours; 4 credits
A survey of the main political, social, economic, and intellectual currents of the 19th and 20th centuries. Emphasis on historical background and development of current problems in the region. Topics of study include imperialism, religion, culture, women, class formation, oil, and the Arab-Israeli conflict. For History majors and minors, this is designated as a world history course. (social science) (p&d)
Prerequisites: ENG 151 and COR 100 or any college-level history course

HST 236 Asian American History
4 hours; 4 credits
An introductory survey of the major Asian groups in the U.S. from their earliest migration to the present. The course will examine the immigration history, experiences, and major problems encountered by each group. For History majors and minors, this is designated as a United States history course. (social science) (p&d)
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 238 World Civilization I
(Also SLS 240)
4 hours; 4 credits
A comparative study of the growth and development of the major global civilizations from earliest times to the onset of modernity. An overview of the development of civilizations, examining their structure and organization, characteristic ideas and institutions, and the processes of cultural diffusion and conflict within and between them. For History majors and minors, this is designated as a pre-1700 history course. (p&d)
Prerequisites: A minimum GPA of 2.75; ENG 111 and ENG 151

HST 239 World Civilization II
(Also SLS 241)
4 hours; 4 credits
The growth and development of the major civilizations around the globe from the onset of modernity to present times, with particular attention to the changing relationships among global communities. (p&d)
Prerequisites: A minimum GPA of 2.75; ENG 111 and ENG 151

HST 240 American Ideas
(also AMS 251)
4 hours; 4 credits
A major idea in American intellectual history will be examined from the perspective of two or more disciplines. This course will demonstrate the interdisciplinary method and philosophy of American Studies. Puritanism, transcendentalism, the idea of freedom, social Darwinism, Freudianism, and socialism are possible topics. (social science)
Prerequisites: ENG 111, and COR 100 or AMS 101 or any history course.

HST 241 United States History: 1607-1865
4 hours; 4 credits
An examination of the U.S. from the English colonization of Virginia to the Civil War. Attention will focus on the major political, economic, social, and intellectual developments of the period. For History majors and minors, this is designated as a United States history course. (social science) 
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 245     United States History: 1865-Present
4 hours; 4 credits
A historical survey of the U.S. from the abolition of slavery to the present. Some of the topics to be examined are: Reconstruction, the development of industrial America, the Progressive movement, World War I, the Depression, World War II, the McCarthy Era, the Civil Rights movement, Feminist movement, and the Vietnam War. For History majors and minors, this is designated as a United States history course. (social science) 
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 246     Religion in America
(Also AMS 224)
4 hours; 4 credits
Addresses the development of religion—Protestant, Catholic, Jewish, and others—in the context of American social, cultural, and intellectual history. For History majors and minors, this is designated as a United States history course. (social science) 
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 248     New York City: History and Problems
4 hours; 4 credits
The history of neighborhoods and communities of New York City. Each student will study a community in detail by tracing its history, interviewing inhabitants, and creating plans for its future. Special emphasis on the culture, life, and government services of Staten Island and Brooklyn. For History majors and minors, this is designated as a United States history course. (social science) 
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 249     Italian American History
4 hours; 4 credits
A survey of the history of Italian Americans from their earliest migration to the present. Attention will focus on the generational problems of acculturation and the present position of Italian Americans in the community. For History majors and minors, this is designated as a United States history course. (social science) (p&d) 
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 251     History of the U.S. City
4 hours; 4 credits
An urban studies course with special emphasis on the impact of industrialization and immigration on the development of the U.S. city and urban culture. For History majors and minors, this is designated as a United States history course. (social science) (p&d) 
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 252     History of Education in the United States
(Also EDD 252)
4 hours; 4 credits
The history and social foundation of American education. Topics include: the historical development of American public schools, the schools and race, the social function of compulsory schooling, the expansion of higher education in the post-World War II period, and the conceptual differentiation between schooling as socialization and education for personal growth. (social science) (p&d) 
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 253     United States Economic History (Effective Fall 2010)
(Also ECO 253)
4 hours; 4 credits
A survey of the development of the U.S. economy and the factors influencing the pace of long-run economic growth. Key changes in technology, business organization, financial markets, and legal and government policy that have influenced the course of U.S. economic development are examined. For History majors and minors, this is designated as a United States history course. 
Prerequisites: ENG 111, COR 100 and either ECO 101 or any college-level history course

HST 254     History of Staten Island
4 hours; 4 credits
A study of the architectural, industrial, environmental, political, and ethnic history of the borough from colonial times through today. For History majors and minors, this is designated as a United States history course. 
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 257     The History of American Immigration
4 hours; 4 credits
This course will examine the pushes and pulls leading to the immigration and (or) restriction of northwestern European, southeastern European, Caribbean, Asian, Mexican, and other groups. Such theories as the “White Anglo-Saxon Protestant Ideal,” the melting pot, and cultural pluralism are to be studied. Implications for neighborhood structures, educational policy, and politics will be discussed. For History majors and minors, this is designated as a United States history course. (social science) (p&d) 
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 258     Vietnam and America: 1945-1975
(Also AMS 258)
4 hours; 4 credits
An examination of the history of American involvement in Vietnam, the experience of Americans and Vietnamese who fought the second Indochina war. For History majors and minors, this is designated as a United States history course. (social science) 
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 260     U.S. History, First Encounters to the Present
(Effective Fall 2011)
4 hours; 4 credits
A one semester survey of the United States History. While designed to contribute to the liberal arts general education of CSI students and to the training of history majors, the course will be especially valuable to students intending careers as elementary and middle school social studies teachers, since it is based on the content and skills required of elementary and middle school social studies teachers in New York City and State. Students will collect primary and secondary materials in each of the time periods covered in the elementary school curriculum, including time-lines and maps, and New York State, City, and Staten Island historical materials, thus assembling a portfolio to be used in their social studies classrooms. Emphasis will be on the skills students will foster in their own work as elementary school teachers: thinking, research and writing, interpersonal and group relations, sequencing and chronology, map and globe, and graph and image analytic skills. For history majors and minors, this is designated as a United States History course. (social science) NOTE: Students majoring in SLS must take this course in order to satisfy the social science 200 level requirement. 
Prerequisites: ENG 111 and COR 100 or any college-level history course
HST 262  African American History: 1619-1865  
(Also AFA 262)  
4 hours; 4 credits  
A study of the African American experience in the Western hemisphere. Emphasis on the slave trade, slave life, slave revolts, and the struggle for freedom. For History majors and minors, this is designated as a United States history course. (social science) (p&d)  
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 263  African American History: 1865 to the Present  
(Also AFA 263)  
4 hours; 4 credits  
The continuing role of African Americans in the building of their own nation. Emphasis on freedom movements as shown in literature, in civil rights movements, in nationalist and other political organizations. For History majors and minors, this is designated as a United States history course. (social science (p&d)  
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 264  The African Diaspora  
4 hours; 4 credits  
A survey of the historical connections of the African diaspora from pre-transatlantic slave trade to post-colonial movements. For History majors and minors, this is designated as a world history course. (social scientific analysis) (p&d)  
Prerequisites: ENG 111, COR 100 or any college history course

HST 265  History of the Caribbean  
(Also AFA 247)  
4 hours; 4 credits  
Pre-colonial and colonial history of the Caribbean; an examination of the policies of the metropolitan powers, and the emergence of anticolonialist movements. For History majors and minors, this is designated as a world history course. (social science) (p&d)  
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 266  Peoples and Cultures of Africa  
(Also AFA 265)  
4 hours; 4 credits  
A descriptive survey of the peoples and cultures of the African continent. Emphasis is on those features and/or qualities of the African pattern of life that are common to the African people as a whole. For History majors and minors, this is designated as a world history course. (social science) (p&d)  
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 267  Contemporary African Issues  
(Also AFA 266)  
4 hours; 4 credits  
An examination of post-colonial African issues, including the colonial legacy/neocolonialism; conflict and human rights; development, poverty and the debt problems; healthcare and infrastructure; globalization; democracy; and multiparty politics; and, how these relate to the world at large. For History majors and minors, this is designated as a world history course. (p&d) (cont. wld.)  
Prerequisites: ENG 151, and COR 100 and any college-level History course or African American Studies course

HST 269  Blacks in Urban America: 1900-Present  
(Also AFA 269)  
4 hours; 4 credits  
An examination of various aspects of Black life in major American cities. Particular emphasis will be placed on the causes of the migration; ecological development of Black communities; urban violence; Blacks’ participation in conventional and radical politics; Blacks in the labor force; and the impact of urbanization on the Black family. For History majors and minors, this is designated as a United States history course. (social science) (p&d)  
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 270  Modern British History: 1700-1900  
4 hours; 4 credits  
A study of selected problems of British social and political history in the 18th and 19th centuries. The origins and immediate impact of industrialization in Britain and the rise of the British Empire. For History majors and minors, this is designated as a modern European history course. (social science)  
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 271  Modern British History: 1900 to the Present  
4 hours; 4 credits  
A study of selected problems of British social and political history in the late 19th and 20th centuries. Topics generally include the decline of empire, the creation of the welfare state, and the British role in the world wars. For History majors and minors, this is designated as a modern European history course. (cont. wld.)  
Prerequisites: ENG 151 and COR 100 or any college-level history course

HST 272  Modern Germany  
4 hours; 4 credits  
The history of 19th- and 20th-century Germany—cultural flowering, national unification, industrialization, world empire and war, fascism, and division into two states. Particular focus on the origins, nature, and consequences of Hitler and the Nazi state. For History majors and minors, this is designated as a modern European history course. (cont. wld.)  
Prerequisites: ENG 151 and COR 100 or any college-level history course

HST 273  Medieval Russia  
4 hours; 4 credits  
A survey of Russian history from the tenth century to the reign of Peter the Great, with an emphasis on political, religious, social, and intellectual history. For History majors and minors, this is designated as a pre-1700 history course. (social science)  
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 274  History of Modern Russia  
4 hours; 4 credits  
A survey of Russian developments since the 18th century with special emphasis on the Russian Revolution and the history of the Soviet Union. For History majors and minors, this is designated as a modern European history course. (social science)  
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 275  Imperial Russia  
4 hours; 4 credits  
A survey of the history of Imperial Russia, from Peter the Great to the Russian Revolution of 1917. For history majors and minors, this is designated as a modern European history course. (social science)  
Prerequisites: ENG 111 and any college-level history course or COR 100

HST 276  History of Italy  
4 hours; 4 credits  
A study of Italy from the Renaissance to the present, examining Italian contributions to the formation of Western ideals and culture, the role of Italian cities in early capitalism and world expansion, the creation of Italy as a nation, and Italy’s contribution to the development of fascism and Euro-communism. For History majors and minors, this is designated as a modern European history course. (social science)  
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 277  Europe: 1815-1914  
4 hours; 4 credits  
A study of European civilization at the height of its vitality and world power; the evolution of mature capitalism; the transformation of society and the reorganization of power; the synthesis of national-liberalism at home and imperialism
abroad; the challenge of emerging socialist forces on the left and new forms of conservatism on the right; the complex organization of international affairs that collapsed in 1914. For History majors and minors, this is designated as a modern European history course. (social science)
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 278 Twentieth-Century Europe
4 hours; 4 credits
A study of selected aspects of European civilization in the 20th century. Major themes of the age, which run from the origins of World War I to the Cold War, will be selected for discussion. These will include such topics as the emergence of technology and the welfare state, the rise of fascism, the communist revolutions, the impact of modern warfare, European imperialism, relativism, and existentialism. For History majors and minors, this is designated as a modern European history course. (cont. wld.)
Prerequisites: ENG 151 and COR 100 or any college-level history course

HST 279 Introduction to the Balkans: 1699 to the Present
4 hours; 4 credits
Overview of the main influences from both East and West in southeastern Europe with the goal of understanding conflicts and bases for unity in the area today. For History majors and minors, this is designated as a modern European history course.
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 280 History of Science
4 hours; 4 credits
An examination of several major scientific world-views, such as Aristotelian and Newtonian physics, Darwinism, Freudianism, and relativism. For History majors and minors, this is designated as a modern European history course.
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 281 History of Work
4 hours; 4 credits
Work as a central experience in medieval, early industrial, and modern history. A study of employment choice, work satisfaction, the impact of technology, training, and the job milieu.
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 283 Psycho-History
4 hours; 4 credits
A study of the uses, methods, and styles of psychology in history writing. How mass behavior, as well as the personalities of heroes and geniuses, shape history. Special emphasis on psychobiography and on a mass movement, such as fascism.
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 284 The Soviet Union and Contemporary Russia
4 hours; 4 credits
A survey of the history of the Soviet Union and its successor states from 1917 to the present. For history majors and minors, this is designated as a modern European history course. (cont. wld.)
Prerequisites: ENG 151 and COR 100

HST 285 The World of the 21st Century
4 hours; 4 credits
This course uses history to examine the possible makeup of future society. Topics include the prospect of world government, limits of growth, and changes in morality and behavior as well as questions about the validity of projecting the future from past experience.
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 286 History of American Women
(Also WGS 286)
4 hours; 4 credits
This course introduces students to broad themes in American Women’s History from colonial times to the present and focuses on women as historical actors and on the historical forces shaping the construction of womanhood. The course will pay particular attention to differences among women with respect to race, class, and sexual orientation. For History majors and minors, this is designated as a United States history course. (social science) (p&d)
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 290 The West and the World: Africa Encounters Europe
4 hours; 4 credits
A study of the interactions between Africans and Europeans since the 15th century. This course examines African societies just prior to the Atlantic slave trade, its consequences for African, European, and American societies; colonialism and nationalism; and problems facing African societies in the postcolonial and post-Cold War periods. For History majors and minors, this is designated as a world history course.
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 291 The Atlantic World (Effective Fall 2009)
4 hours; 4 credits
A survey of the diverse historical experiences that resulted from contact in the Atlantic world among the indigenous populations of the Americas, Europeans, and Africans from the 15th through the 19th centuries. This course examines pre-Columbian historical development in the Americas, the European historical contexts of expansion, patterns of contact and settlement, the negotiation of indigenous peoples with European empires, the economic and social impact of slavery and emancipation, and the role of revolutions in the historical development of diverse social and political systems in the Western hemisphere. For History majors and minors, this is designated as a World history course. (social science)
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 292 The West and the World: Cross-Cultural Encounters in the Medieval World
4 hours; 4 credits
A comparative and cross-cultural study of the consequences of encounters among pagans, Western and Eastern Christians, Jews, and Muslims in the Middle Ages. This course examines the diversity of the medieval world through patterns of exchange, interaction, and cultural fusion. The impact of conquest and settlement, cultural imperialism, and religious conversion will be discussed together with the nature of multicultural societies in the Middle Ages. For History majors and minors, this is designated as a world history course.
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 300 Historiography
4 hours; 4 credits
An introduction to key analytical concepts, schools of historiography, and great historians through the centuries, as well as major theories, methods, and historical interpretations. Required for History majors, open to all students.
Prerequisites: ENG 151, HST 200, and an additional 200-level history course

HST 307 Medieval England
4 hours; 4 credits
An examination of various aspects of English history during the Middle Ages, with special emphasis on the period from the Norman conquest (11th century) to the 14th century. The course is interdisciplinary in approach and will draw upon a wide variety of reading materials, historical and literary, to be supplemented by slide lectures in medieval English art and architecture. For History majors and minors, this is designated as a pre-1700 history course.
Prerequisites: Any 200-level history course and ENG 151
HST 315 The European Discovery of America and the Encounter with the Native Peoples: 1492 to 1581
4 hours; 4 credits
A study of the European discovery of America and the conquest of the native peoples up to the establishment of an imperial system in 1581. Emphasis will be placed on the issue of the “discovery” by Columbus in 1492; the impact of America on European thought; the character of the Spanish conquests of the Caribbean, Mexico, and Peru; the role of the Catholic church in Hispanicizing the culture of those regions; and the creation of an imperial system. For History majors and minors, this is designated as either a pre-1700 history course or a world history course.
Prerequisites: Any 200-level history course and ENG 151

HST 317 The Medieval Balkans and the Ottoman Turks: 1204-1481
4 hours; 4 credits
An examination of the history of the Balkans and Asia Minor (modern Turkey) between the years 1204-1481 CE. The decline of the Byzantine Empire, the ancient power in the region, set in motion a struggle for supremacy that ended with the emergence of the Ottoman Empire as a world power. This course discusses this historical process and the means by which competing states attempted to lay claim to concepts of world empire. For History majors and minors, this is designated as a pre-1700 course.
Prerequisites: Any 200-level history course and ENG 151

HST 318 Themes in Byzantine History
4 hours; 4 credits
This course examines themes in the history and culture of the medieval Eastern Roman or Byzantine Empire (Byzantium). It discusses important political, social, and cultural developments; analyzes the catalysts for change, both internal and external; discusses the interaction of Roman political ideology, Christianity, and ancient Greek culture; and assesses the impact of Byzantium on other cultures as well as on its own peoples. For History majors and minors, this is designated as a pre-1700 history course.
Prerequisites: Any 200-level history course and ENG 151

HST 319 Medieval Cities
4 hours; 4 credits
An examination of aspects of the history and culture of medieval cities between 300-1200 CE from a comparative perspective. Starting with the transformation of ancient urban culture under the Christian Roman Empire, this course compares and contrasts urban life in three areas of the medieval world: Western Europe, Byzantium, and the Islamic Middle East. Particular emphasis is placed on: the concept of “the city”; the state and the city; the impact of established religion; the urban economy; civic government and institutions; change and continuity; patterns of daily life; and causes of urban decline and revival. For History majors and minors, this is designated as a pre-1700 course.
Prerequisites: Any 200-level history course and ENG 151

HST 320 Topics in Ancient and Medieval History
4 hours; 4 credits
Europe after the fall of Rome to the rise of the nation-state. The emergence of feudal classes, the Catholic church and the state, the rise of medieval cities, East-West relations, Islam and the Byzantine Empire, political theory, and humanism. For History majors and minors, this is designated as a pre-1700 history course.
Prerequisites: Any 200-level history course and ENG 151

HST 321 Themes In Classical and Hellenistic History
4 hours; 4 credits
The history and culture of the Greek civilization and from its early times through its expansion in the Hellenistic period. This course discusses important issues in the development of classical Greece and its subsequent encounters with the history and culture of the Ancient Near East and Egypt after the conquest of Alexander the Great. For History majors and minors, this is designated as a pre-1700 history course.
Prerequisite: ENG 151 and any 200-level history course

HST 322 The Late Antique World
4 hours; 4 credits
This course addresses aspects of the history and culture of Late Antiquity (285-641 CE). It examines the historical watershed known as the “End of the Ancient World” and the “Birth of the Middle Ages” by analyzing the transformation of the Later Roman Empire into the medieval worlds of Germanic Europe, Byzantium, and Islam. Particular emphasis is placed on concepts of monotheism and universalism in an age of diversity and innovation; the synthesis of Christianity and Classical culture; imperial autocracy and the Christian church; social and intellectual changes; the nature of the economy and problems of imperial defense; and the collapse and transformation of the Roman State and emergence of its successors. For History majors and minors, this is designated as a pre-1700 history course.
Prerequisites: Any 200-level history course and ENG 151

HST 323 Themes in Roman Republican and Imperial History
4 hours; 4 credits
The history of Rome, from village to empire, through the discussion of political as well as social, economic, and cultural issues. For History majors and minors, this is designated as a pre-1700 course.
Prerequisites: ENG 151 and any 200-level history course

HST 327 The World of Late Imperial China
4 hours; 4 credits
Cultural, social, economic, and political cultural life in China during the late Ming dynasty and early Qing dynasty (ca. 15th to 18th centuries). Its chief aim is to give students already familiar with Chinese history an appreciation of late Chinese imperial civilization beyond political events and the historical narrative. For History majors and minors, this is designated as a world history course.
Prerequisites: Any 200-level history course and ENG 151

HST 328 Early Modern Europe
4 hours; 4 credits
A study of the social and ideological forces that have created modern Europe from the collapse of feudal Europe to the end of the 18th century, including the Renaissance and Reformation, the rise of capitalism, the scientific revolution, and the Enlightenment. For History majors and minors, this is designated as a modern European history course.
Prerequisites: Any 200-level history course and ENG 151

HST 330 Nationalist Movements and the Process of Independence in Africa
4 hours; 4 credits
The objective of this course is to provide a broad view of important historical developments on the African continent: nationalist movements and the process of independence. These movements occurred between 1945, at the end of World War II, and 1990, when the entire African continent was decolonized. The course will be divided into two parts: the first will discuss the causes of nationalist movements and the second will focus on the process of independence. For History majors and minors, this is designated as a world history course.
Prerequisites: Any 200-level history course and ENG 151

HST 331 Black Intellectual Thought in the African Diaspora
4 hours; 4 credits
A seminar course that examines the foundations, implementations, and implications of intellectual thought(s) of the African diaspora from the period of slavery in the Americas through the present. For History majors and minors, this is designated as a world history course. (cont wld) (p&d)
Prerequisites: Any 200-level history course and ENG 151

HST 332      The Age of Revolutions: 1765-1820
4 hours; 4 credits
This course will begin by examining the Enlightenment in Europe and the
social and economic changes that resulted from European worldwide coloniza-
tion. It will focus on the uprisings and revolutions from 1765 to 1820 that broke
out in the Old and New Worlds, emphasizing the Great Revolution in France. For
History majors and minors, this is designated as a modern European history
course.
Prerequisites: Any 200-level history course and ENG 151

HST 333      Colonialism and the African Experience
(Effective Fall 2009)
(Also AFA 333)
4 hours; 4 credits
An examination of the experience of Africans under colonial rule from the aver-
age person to traditional chiefs or the aristocratic class. This course analyzes
the reactions of various classes of African society to colonial rule, focusing on the
methods used by Africans to manipulate European colonial authorities, as well as
the colonial response. For History majors and minors, this is designated as a
world history course. (p&d)
Prerequisites: Any 200-level history course or 200-level African American Studies
course and ENG 151

HST 335      Society and Culture in the United States
(Also AMS 335)
4 hours; 4 credits
Major artistic and intellectual developments in the U.S. from the 18th century to
the present, and their relationship to changing social and political realities. For
History majors and minors, this is designated as a United States history course.
Prerequisites: Any 200-level history course or any 200-level American Studies
course and ENG 151

HST 336      Themes in United States History: 1607-1788
4 hours; 4 credits
Selected topics in U.S. history from the colonial period through the establish-
ment of a national government under the Constitution. The course will examine
significant political, social, economic, and intellectual developments. For History
majors and minors, this is designated as a United States history course.
Prerequisites: Any 200-level history course and ENG 151

HST 337      Early American Republic: 1788-1850
4 hours; 4 credits
An exploration of major developments in the new nation, from the ratification of
the Constitution to the Compromise of 1850. Topics will include political cul-
ture, the market revolution, westward expansion, the wars with Britain and
Mexico, slavery, and reform. For History majors and minors, this is designated as
a United States history course.
Prerequisites: Any 200-level history course and ENG 151

HST 338      Themes in United States History: 1877-1914
4 hours; 4 credits
Selected topics in U.S. history from the end of Reconstruction to the nation’s
emergence as an international power. The course will examine significant polit-
ical, social, economic, and intellectual developments. For History majors and
minors, this is designated as a United States history course.
Prerequisites: Any 200-level history course and ENG 151

HST 339      Themes in United States History: 1914-1945
4 hours; 4 credits
Selected topics in U.S. history from 1914-1945. The course will examine signifi-
cant political, social, economic, and intellectual developments. For History ma-
jors and minors, this is designated as a United States history course.
Prerequisites: Any 200-level history course and ENG 151

HST 340      United States Foreign Policy in the 20th Century
4 hours; 4 credits
The development of U.S. foreign policy from isolationism to empire. The focus
will be on the expanding role of the United States in world affairs and the impact
of World Wars I and II on contemporary society. For History majors and minors,
this is designated as a United States history course.
Prerequisites: Any 200-level history course and ENG 151

HST 344      War and Society in Modern America
4 hours; 4 credits
An examination of the impact of the Cold War and its resulting international
tensions upon U.S. society. Among the topics are: the origins of the Cold War; the
problem of defining loyalty in a democratic state; the role of the military in the
nuclear age; secret intelligence operations and their influence upon a democratic
society; and the quest for security in a divided world. All questions will be
considered within the framework of an attempt to assess the United States’ tradi-
tional values and define its national goals. For History majors and minors, this is
designated as a United States history course.
Prerequisites: Any 200-level history course and ENG 151

HST 347      Your Parents’ America
4 hours; 4 credits
The United States from World War II to the Vietnam War, using parents’ remi-
niscences. A study of the effects of World War II and the Cold War, the growth of
mass media, the youth gangs of the 1950s, the Civil Rights movement and rising
expectations, the suburban dream, the cult of the automobile, the fear of atomic
disaster, the sexual revolution, and changing patterns of child rearing. For His-
tory majors and minors, this is designated as a United States history course.
Prerequisites: Any 200-level history course and ENG 151

HST 349      United States History since 1945
4 hours; 4 credits
A survey of U.S. cultural, social, political, and diplomatic history from the con-
cclusion of World War II to the present. For History majors and minors, this is
designated as a United States history course.
Prerequisites: Any 200-level history course and ENG 151

HST 350      Comparative Urban History
4 hours; 4 credits
A study of urban life in various periods and societies with a view toward spelling
out similarities and differences.
Prerequisites: Any 200-level history course and ENG 151

HST 361      The Heritage of Marcus Garvey and W.E.B.
DuBois
(Also AFA 361)
4 hours; 4 credits
Marcus Garvey, the man and the idealist, his influence on African American
consciousness; W.E.B. DuBois, the man and the thinker, his influence on African
American consciousness and Pan-Americanism. For History majors and minors,
this is designated as a United States history course. (p&d)
Prerequisites: Any 200-level history course and ENG 151

HST 370      The Middle East and Europe
4 hours; 4 credits
An introduction to the relations between Western Europe and the non-Western
Middle East as they evolved historically. In order to examine the Middle Eastern
historical experience, the course begins with Christian conceptions of Islam in
the medieval and early modern periods and explores whether and how the Chris-
tian representatives of Islam influenced Western discourses on the Middle East
in modern times. For History majors and minors, this is designated as a world
history course.
Prerequisites: Any 200-level history course and ENG 151
HST 375 Economic History of Soviet Russia
4 hours; 4 credits
An examination of the creation and development of the Stalinist economic system in the USSR after 1928 and in the European part of the Soviet bloc after 1945. The economy and policy will be investigated as both cause and effect of internal policy and Soviet foreign policy, as well as its applicability as a model for development in the Third World. For History majors and minors, this is designated as a modern European history course.
Prerequisites: Any 200-level history course and ENG 151

HST 382 War and Society
4 hours; 4 credits
An introduction to the study of war. The central focus of the course will examine why wars begin, how they are won and lost, and what kind of impact war has had on recent Western history.
Prerequisites: Any 200-level history course and ENG 151

HST 384 Social and Political Ideologies in the Modern World
4 hours; 4 credits
A survey of the major social and political “isms” that developed from the French Revolution to the mid-20th century, analyzing their historical context and content. Such topics as liberalism, conservatism, socialism, nationalism, imperialism, communism, and fascism will be considered. For History majors and minors, this is designated as a modern European history course.
Prerequisites: Any 200-level history course and ENG 151

HST 386 The Recovery of Women’s Past
(Also WGS 386)
4 hours; 4 credits
An examination of the history of women, beginning with ancient and classical notions of patriarchy in Mediterranean and Near Eastern cultures. Review of Jewish, Christian, and Islamic prescriptions about women as a basis for understanding the changes in modern Western history.
Approximately half of the course will examine the past two centuries when women’s movements, feminisms, gender analysis, and sexual liberation evolved. For History majors and minors, this is designated as a modern European history course.
Prerequisites: Any 200-level history course and ENG 151

HST 388 Imperialism
4 hours; 4 credits
The history and analysis of modern imperialism. Students will survey major theorists of imperialism from Hobson, Lenin, and their critics to the present. The range of theories of imperialism will be tested by applying them to the history of Western expansion, principally in the past century. For History majors and minors, this is designated as a modern European history course.
Prerequisites: Any 200-level history course and ENG 151

HST 389 Themes in American Women’s History
(Also WGS 389)
4 hours; 4 credits
An exploration of selected themes in American women’s history from the Colonial era to the present. This course, which is organized either around a chronological period, a thematic topic, or a geographical region, also examines women’s historical methodology and literature. For History majors and minors, this is designated as a United States history course.
Prerequisites: Any 200-level history course and ENG 151

HST 395 Foundations of Modern Society
4 hours; 4 credits
The rise of the modern state system, the origins of capitalism, the religious wars; the emergence of a secular society.
Prerequisites: Any 200-level history course and ENG 151

HST 401 Seminar in Advanced Historical Study (Effective Fall 2012)
4 hours; 4 credits
The research seminar for the History major, in which each student will produce an original paper that is based upon primary sources and situated in the relevant secondary literature. Students will build upon methods and content learned in prior courses. Topics for the seminar will vary according to the instructor’s interests and expertise.
Prerequisites: HST 200, HST 300, and any additional 300-level history course

Information Systems

(Bachelor of Science)
Interdisciplinary Program
NOTE: Admission to this program is suspended pending further review.

Directors: Associate Professor Soon Chun, Building 3N, Room 226; Ms. Roberta Klibaner, Building 1N, Room 208

The program in Information Systems, offered as an interdisciplinary collaboration between the Departments of Business and Computer Science, prepares undergraduate students to enter business with advanced quantitative skills and a sophisticated understanding of technology. In addition, it offers an opportunity for professional development for students who have already started a career. Graduates of the program will be able to traverse the boundary between management and computer information technology and to plan organizational change, advise in the development of information systems, participate in their implementation, and interpret analytical and statistical models and data.

Responding to changes in business and technology, the program in Information Systems is designed to prepare students for careers as systems analysts, programmers, and designers; data administrators; information systems consultants; and managers in information technology.

In designing the curriculum, faculty in the departments have followed guidelines from the following professional organizations: the Association for Computing Machinery, the Data Processing Management Association, the International Conference on Information Systems, and the Association for Information Systems.

A minimum GPA of 2.5 is required for admission to and continuation in the Information Systems major and for graduation. There is no minimum GPA requirement for students enrolling in individual courses.

Information Systems (BS)
General Education Requirements for the BS
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Science and Technology; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 28-35 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)

2. Social Scientific Analysis: (7-8 credits)
   Two courses, at least one from category b:
   a. Social Scientific Analysis: 100-level
   b. Social Scientific Analysis: 200-level
3. The Contemporary World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)
One course from each category:
   a. Literature: 200-level
   b. Arts and Communications: 100- or 200-level
5. Pluralism and Diversity: (0-4 credits)

**Pre-Major Requirements: 18-19 credits**
Pre-major requirements that count toward general education requirements are marked with an asterisk (*)..

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<tr>
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<tr>
<td>ACC 114</td>
<td>Introduction to Accounting I</td>
<td>4</td>
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<td>ACC 121</td>
<td>Introduction to Accounting II</td>
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<td>CSC 135</td>
<td>Introduction to Information Systems</td>
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<td>or</td>
<td>Computers for Today</td>
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<td>BUS 150</td>
<td>Essential Software Tools for Business</td>
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<td>Introduction to Computer Science</td>
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<td>ECO 101*</td>
<td>Economics</td>
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<td>MGT 110</td>
<td>Organizational Theory and Management</td>
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<td>MTH 229*</td>
<td>Calculus Computer Laboratory</td>
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<td>MTH 231*</td>
<td>Analytic Geometry and Calculus</td>
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**Major Requirements: 61 credits**

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<td>BUS 205</td>
<td>Data Communications and Networks for Business</td>
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<td>CSC 435</td>
<td>Advanced Data Communications</td>
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<td>COM/</td>
<td>Principles of Corporate Communication</td>
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<td>BUS 230/</td>
<td>Decision Support Systems</td>
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<td>Introduction to Systems Analysis</td>
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<td>Applied Concepts in Information Systems</td>
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<td>PHL 238</td>
<td>Ethical Issues in Business and Society</td>
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<td>BUS 334</td>
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<td>CSC 334</td>
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<td>MGT 230</td>
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<td>CSC 470</td>
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<td>CSC 482</td>
<td>Discrete Simulation</td>
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**Electives: 0-7**
**Total credits: 120**

**Liberal Arts and Sciences Requirement**
Since most business courses and computer science courses are non-liberal arts and sciences courses, students in this program should pay special attention to this requirement. At least 60 credits of the 120 credit total must be in this area. See chapters on Business and Computer Science for course descriptions.

**Integrated Science Courses**

Department of Engineering Science and Physics, Building IN, Room 226
Chairperson and Professor Syed A. Rizvi
Department of Chemistry, Building 6S, Room 235
Chairperson and Associate Professor John Olsen

**INS 100**  **Integrated Physical Science I**
3 hours; 3 credits
For students whose major interests are not in science. Elements of astronomy, early and present-day theories of the solar system. Development of the laws and theories basic to the study of humankind’s physical world: force and motion, gravitation, energy, properties of matter, heat, electricity, and magnetism. Students may not receive credit for both INS 100 and AST 100 Contemporary Theories of the Solar System. (science)
Prerequisite: MTH 020 or an appropriate score on the CUNY Mathematics Assessment Test
Corequisite: INS 101

**INS 101**  **Integrated Physical Science I Laboratory**
2 laboratory hours; 1 credit
Laboratory experiments and demonstrations illustrative of subject matter of INS 100 and the scientific method. Experiments on motion of the Earth and moon; free fall; Newton’s laws; properties of matter, heat, electricity, and magnetism. (science)
Pre- or corequisite: INS 100

**INS 110**  **Integrated Physical Science II**
3 hours; 3 credits
Structure of the atom; the periodic table; the chemistry of carbon, plastics, food, water, air, drugs, nuclear power; the study of the Earth, rocks, and minerals; volcanism, weathering, erosion, fossils, and Earth history. (science)
Prerequisite: MTH 020 or an appropriate score on the CUNY Mathematics Assessment Test

**INS 111**  **Integrated Physical Science II Laboratory**
2 laboratory hours; 1 credit
Preparation and study of simple chemicals, identification of rocks and minerals, elementary laboratory techniques. (science)
Pre- or corequisite: INS 110

**International Studies**
(Bachelor of Arts and Minor)
Interdisciplinary Program
Director: Associate Professor Jane Marcus-Delgado, Department of World Languages and Literatures; Building (2S), Room 109

This International Studies major is an interdisciplinary major with a predominantly social science emphasis—history, political science, economics—that allows for a measure of geopolitical specialization. Students choose courses from the categories of economics/geography, culture and society, and
political science. They also select classes that focus on a geographical area: Africa/Middle East, Asia, Caribbean/Latin America, or Europe.

Study Abroad: International Studies majors are strongly urged to plan and schedule a semester of study abroad in their junior or senior year through the Center for International Service.

Internship: International Studies majors are urged to plan and schedule an internship with an international organization through the Division of Humanities and Social Sciences.

**International Studies (BA)**

**General Education Requirements for the BA**

**ENG 111, ENG 151, COR 100, PED 190:** 12 credits

Whenever possible, these four courses should be completed within the first 36 credits.

**Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements:** 28-47 credits

Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)

2. Social Scientific Analysis: (7-8 credits)
   Two courses, at least one from category b:
   a. Social Scientific Analysis: 100-level
   b. Social Scientific Analysis: 200-level

3. The Contemporary World: (4 credits)

4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)
   One course from each category:
   a. Literature: 200-level
   b. Arts and Communications: 100- or 200-level

5. Pluralism and Diversity Requirement: (0-4 credits)

6. Foreign Language: (0-12 credits)*

   See section on general education requirements for approved course lists and complete details.

   *Language Requirement:

   For the major in International Studies, two and one-half years of college-level study of the same language (one semester beyond the 215-level course) or evidence of proficiency at that level is required. All languages qualify.

**Pre-Major Requirements:** 12 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT 100</td>
<td>Introduction to International Studies</td>
<td>3</td>
</tr>
<tr>
<td>ECO 101</td>
<td>Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td>GEG 100</td>
<td>Introduction to Geography</td>
<td>3</td>
</tr>
<tr>
<td>HST 100</td>
<td>Past and Present</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POL 103</td>
<td>Understanding the Political World</td>
<td>3</td>
</tr>
</tbody>
</table>

**Major Requirements:** 36 credits

Within the major requirements at least 12 credits must be at the 300 level or above:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HST 239/</td>
<td>World Civilization II</td>
<td>4</td>
</tr>
<tr>
<td>SLS 241*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POL 260</td>
<td>International Politics: In Search of a New World Order</td>
<td>4</td>
</tr>
<tr>
<td>ANT 225/</td>
<td>Multicultural Literacy</td>
<td>4</td>
</tr>
<tr>
<td>COM 225</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Three courses chosen from one of the following categories: (12 credits)

1. **Economics/Geography**
   - ECO 250 International Economics
   - GEG 250 Conservation and Humanity
   - ECO/ GEG 252 Economic Geography
   - ECO 256 Analysis of Underdeveloped Areas
   - GEG 260 Urban Geography
   - ECO 370 International Finance

2. **Culture and Society**
   - ANT 570 Urban Anthropology
   - ANT 460 Personality and Culture
   - CIN 240 Third World Cinema
   - ENH 206 Classics of Modern World Literature
   - ENL 396 Studies in Global Literature I
   - ENL 397 Studies in Global Literature II
   - HST 382 War and Society
   - HST 388 Imperialism
   - INT 200 The World and the West: Contemporary Issues
   - PHL 243 Comparative Religion

3. **Political Science**
   - POL 240 Comparative Government
   - POL 261 International Organizations
   - POL/ GEG 264 Political Geography
   - POL 342 Comparative Politics of Developing Countries
   - POL 349 Comparative Human Rights
   - POL 365 Current American Foreign Policy
   - POL 375 International Law

Three courses chosen from one of the following categories: (12 credits)

1. **Geographical areas:**

   **A. Three African/Middle East area courses that emphasize comparative or general issues chosen from the following:**
   - AFA 247/ The Japanese Economy
   - HST 266 Peoples and Cultures of Africa
   - AFA 260/ History of Africa
   - HST 335 Modern Middle East
   - HST 350 Africa Encounters Europe
   - HST 290 Africa Encounters Europe
   - HST 350 Nationalist Movements and the Process of Independence in Africa
   - POL 252 Middle East Politics

   **B. Three Asian area courses that emphasize comparative or general issues chosen from the following:**
   - ECO 257 The Japanese Economy
   - ENH 207 Classics of Asian Literature
   - ENL 335 Modern Asian Literature
   - HST 204 Introduction to Asian Civilization
   - HST 256 Modern China
   - HST 350 History of Modern India
   - PHL 344 Eastern Philosophy
   - POL 256 Contemporary Far Eastern Political Scene
   - POL 253 People of China: Politics and Foreign Relations

   **C. Three Caribbean/Latin American area courses that emphasize comparative or general issues chosen from the following:**
   - HST 208 History of Modern Latin America
   - HST/ History of the Caribbean
   - AFA 265 The Americas Encounter Europe
   - HST 315 The European Discovery of America and the Encounter with Native Peoples
with the members of the International Studies Advisory Committee.

To graduate with honors a student must have a minimum 3.5 grade point average in courses in the major and an honors thesis must be completed under the supervision of the International Studies Coordinator in consultation with the members of the International Studies Advisory Committee.

**International Studies Minor**

**Minor Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT 100</td>
<td>Introduction to International Studies</td>
<td>3 credits</td>
</tr>
<tr>
<td>ECO 250</td>
<td>International Economics</td>
<td>4 credits</td>
</tr>
<tr>
<td>POL 260</td>
<td>International Politics: In Search of a</td>
<td>4 credits</td>
</tr>
<tr>
<td></td>
<td>New World Order</td>
<td></td>
</tr>
<tr>
<td>HST 239</td>
<td>World Civilization II</td>
<td>4 credits</td>
</tr>
<tr>
<td>SLS 241</td>
<td>World Civilization II</td>
<td></td>
</tr>
</tbody>
</table>

Students who minor in International Studies must take INT 200 The World and the West: Contemporary Issues, which qualifies for fulfillment of the Contemporary World requirement for general education.

Two years of college-level study of the same language (one semester beyond the 213-level course) or evidence of proficiency at that level. All languages satisfy the requirement.

**International Studies Courses**

**INT 100  International Studies**

3 hours; 3 credits

This course examines the impact and implications of today’s dynamic international context for nations and their citizens. To operate in this global context, citizens, corporations, and governments must know other cultures and political-economic systems and how global forces influence domestic activities, both public and private. Analyzing the social, cultural, economic, and current political characteristics of the international environment, students will learn how these characteristics may affect their lives and choices. (social science)

**INT 200  The World and the West: Contemporary Issues**

4 hours; 4 credits

This interdisciplinary course will analyze contemporary issues in the dynamic relationship between countries and cultures described as “the West” and the “non-West.” Social, cultural, historical, political, and economic factors affecting this relationship will be considered. This course provides students the opportunity, skill, and knowledge to acquire and interpret information necessary for comparing and analyzing alternative models of “the West” and the rest of the world, and the dynamic relationship between them. Students will examine news reports of current international issues involving such regions as Latin America, Africa, Eastern Europe, and Asia. (cont. wld.) (p&d)

Prerequisites: ENG 151 and COR 100

**INT 201  Latin American Perspectives**

4 hours; 4 credits

This course will analyze how Latin America has historically interacted with the West, and the West with Latin America. Emphasis will be placed on the historical legacies of the encounters between the West and Latin America, the geographical/social diversity of this area, an appreciation of the region’s artistic and literary contributions, as well as the technological challenges facing this part of the world today. (cont. wld.) (P&D)

Prerequisites: ENG 151 and COR 100

**INT 203  Gender in the Contemporary World**

(Also LNG 230)

4 hours; 4 credits

An introduction to issues of gender worldwide. This interdisciplinary course draws on literary, cultural, social scientific, and historical approaches to explore the significance of gender in societies in Africa, Asia, Latin America, and the Middle East, and to enable students to think critically about gender issues. (cont. wld.) (P&D)

Prerequisites: ENG 151 and COR 100

**INT 230  Aspects of Contemporary China (Effective Fall 2010)**

(Also LNG 230)

4 hours; 4 credits

An introduction to various aspects of contemporary China, such as political and economic systems, philosophy, religion, music, drama, or medicine. It will be taught in English. (cont wld.) (p&d)

Prerequisites: ENG 151 and COR 100

**INT 305  Power and Society in Latin America (Effective Spring 2009)**

(Also SOC 305/ANT 305)

4 hours; 4 credits

This course will offer students a general overview of the political, economic, and cultural forces shaping Latin American societies. It will focus particular attention on social inequalities and the effects of contemporary global changes on the region. Readings and class discussions will address both specific countries and trends affecting the region more broadly.

Prerequisite: (SOC 200 or SOC 240 or SOC 260 or ANT 201) or permission of the instructor.

**INT 307  Caribbean Societies (Effective Spring 2011)**

(Also ANT 307/SOC 307)

4 hours; 4 credits

An introduction to the sociological and anthropological literature on Caribbean societies. The main objective is to acquaint students with the most important economic, political, and social aspects of the region. Using ethnographies, the course will focus on the development of plantation society, nation-state formation, race and ethnicity, gender, political economy, and transnationalism.
Class discussions will also address the issues of economic development, human rights, globalization, and U.S. foreign policies on the region. This is a reading and writing intensive course in which students are expected to conduct primary research.
Prerequisite: INT 200 or INT 205 or any ANT or SOC 200-level course

INT 367 Globalization and the World System (Effective Spring 2009)
(Also SOC/ANT 367)
4 hours; 4 credits
This course explores major issues and current approaches in sociological thinking on globalization and the world system. Globalization will be examined as a multifaceted phenomenon, encompassing changing economic and political forces and the movement of people, ideas, images, and technologies across national boundaries. Particular attention will be given to how global forces structure inequalities both across nations and within them.
Prerequisites: (SOC 200 or SOC 240 or SOC 260 or ANT 201) or permission of the instructor.

Italian Studies
(Bachelor’s of Arts, Minor)
Department of World Languages and Literatures, Building 2S, Room 109
Chairperson and Associate Professor Jane Marcus-Delgado

Italian Studies (BA)

General Education Requirements for the BA
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity Requirements: 28-47 credits
Whenever possible, these courses should be completed within the first 60 credits.
1. Scientific Analysis (11-12 credits)
   a. Science and Technology (8 credits)
   b. Mathematics: (3-4 credits)
2. Social Scientific Analysis: (7-8 credits)
   Two courses, at least one from category b:
   a. Social Scientific Analysis: 100-level
   b. Social Scientific Analysis: 200-level
3. The Contemporary World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)
   One course from each category:
   a. Literature: 200-level
   b. Arts and Communications: 100-or 200-level
5. Pluralism and Diversity Requirement: (0-4 credits)
6. Foreign Language: (0-12 credits)
See section on general education requirements for approved course lists and complete details.

1. Track One: Italian Studies:

Pre-Major Requirements: 16 credits
Four semesters of college-level language study (ITL 113, ITL 114, ITL 213, ITL 215) or the equivalent (ITL 120, ITL 220, ITL 215). Students who enter the College with ability in Italian take a placement examination to determine the level at which they should begin language study. These courses may also be used to satisfy general education requirements.

Major Requirements: 36 credits
Students majoring in Italian Studies must complete the following requirements:

ITAL 313 Advanced Communications 4 credits
ITAL 320 Italian Civilization and Culture Course 4 credits
ITAL 341 Literary Survey I: Medieval Renaissance 4 credits
ITAL 342 Literary Survey II: Modern Italian Studies 4 credits
An additional 20 credits of Italian courses at the 300- or 400-level
One course may be taken outside of the department with the permission of the Italian Studies advisor. These courses may be offered in fields such as English, History, Art History, or Political Science. When necessary, one course may be completed as an independent study on a approved topic with a CSI faculty member. Certain courses currently offered that are strongly suggested for majors include HST 249 Italian American History, HST 276 History of Italy, ENL 399 Themes in Literature: Italian/American Experience in Literature, ART 300 Medieval and Renaissance Art.

2. Track Two: Preparation for Teaching Italian Studies
(Grades 7-12):
In addition to the requirements for the Italian Studies major, students wishing to be recommended by the College for teacher certification must complete the following sequence of education courses for 24 credits:

EDS 201 Social Foundations of Secondary Education 4 credits
EDS 202 Psychological Foundations of Secondary Education 4 credits
EDS 305 The Pedagogy of Secondary School in Foreign Language 4 credits
EDS 519 The Secondary School Curriculum in Foreign Language 4 credits
EDS 400 Student Teaching in Secondary Education 6 credits
EDS 401 Reflection and Analysis in Student Teaching in Secondary Education 2 credits
See also Education/Adolescence Education.

Electives: 35-51 credits
Total Credits Required: 120

Liberal Arts and Sciences Requirement
Most education courses are non-liberal arts and sciences.

Honors
To graduate with honors in Italian a student must have a 3.5 grade point average in Italian courses and must complete a special project under the direction of a faculty member. A faculty committee will vote on the recommendation for honors.

Minor
At least 12 credits of courses in Italian at the 200 level or above.

Italian Courses
All students with prior training in Italian must take a proficiency examination to determine placement at an appropriate level.

ITAL 113 Basic Italian I
4 hours; 4 credits
A beginning course in the fundamentals of expression and communication for those who have had no previous work in the language. Regular attendance in the World Languages and Literatures Media Center is required. (foreign lang.)
Prerequisite: Passing the CUNY Assessment Test in Reading and passing the CUNY Assessment Test in Writing.

**ITL 114 Basic Italian II**
4 hours; 4 credits
A continuation of ITL 113. Regular attendance in the World Languages and Literatures Media Center is required. (foreign lang.)
Prerequisite: ITL 113 or one year of high school Italian or equivalent. Passing the CUNY Assessment Test in Reading and passing the CUNY Assessment Test in Writing.

**ITL 120 Intensive Italian I**
6 hours; 6 credits
A beginning intensive course in the fundamentals of expression and communication for those who have had no previous work in the language and are interested in pursuing upper-division courses in Italian. By the end of the semester the student will have completed a program that provides a strong basis in the functional literacy in Italian. (foreign lang.)
Prerequisites: ITL 114 or equivalent

**ITL 213 Continuing Italian I**
4 hours; 4 credits
Grammar review and more intensive training in the fundamentals of expression and communication, both written and oral, based on selected cultural readings. Regular attendance in the World Languages and Literatures Media Center is required. (foreign lang.)
Prerequisite: ITL 213 or equivalent

**ITL 215 Continuing Italian II**
4 hours; 4 credits
A continuation of ITL 213 with stress on written and oral composition and on selected cultural and literary readings of intermediate difficulty. Regular attendance in the World Languages and Literatures Media Center is required. (foreign lang.)
Prerequisite: ITL 213 or equivalent

**ITL 220 Intensive Italian II**
6 hours; 6 credits
A continuing intensive course in the fundamentals of expression and communication for those who have successfully completed ITL 120 Intensive Italian I, and are interested in pursuing upper-division courses in Italian. Particular emphasis will be placed on written and oral communication based on selected cultural readings. (foreign lang.)
Prerequisites: Passing the CUNY Assessment Test in Writing and passing the CUNY Assessment Test in Reading; ITL 120

**ITL 313 Advanced Communication Skills**
4 hours; 4 credits
Refinement of written and oral expression through composition, translation, oral reports, and critical study of the Italian grammar based on the analysis of selected literary readings of advanced difficulty. Regular attendance in the World Languages and Literatures Media Center is required.
Prerequisites: ITL 215 or equivalent

**ITL 320 Italian Civilization and Culture**
4 hours; 4 credits
A survey of major currents in Italian Civilization in the fields of art, literature, and science.
Prerequisite: ITL 313

**ITL 325 Italian Experience in the Americas**
4 hours; 4 credits
A survey of the major cultural and historical moments that defined Italian immigration into the United States and the Americas. Places specific emphasis on literature written both in English and Italian about the experience of emigration and immigration.
Prerequisite: ITL 313

**ITL 330 History of Italian Cinema**
4 hours; 4 credits
The purpose of this course is to introduce different periods and movements in Italian Cinema from the Silent era to Neo-Auteur cinema of the early 21st century and the basic elements of film analysis. Areas discussed will include Silent Cinema, Fascist Cinema, Neorealism, Auteur Cinema, Neo-Neorealism, and Neo-Auteur Cinema. Large attention will be dedicated to the films of renowned auteurs such as Rossellini, De Sica, Visconti, Fellini, and Pasolini. In-class screenings will provide a framework for students to produce cogent critical readings and analysis of cinematic text. The course will be offered in Italian.
Prerequisite: ITL 313

**ITL 341 Literary Survey I: Medieval Renaissance**
4 hours; 4 credits
Focuses on the primary literary texts of the Italian Middle Ages and Renaissance, roughly 1250-1600. Authors include Dante, Catherine of Siena, Petrarch, Boccaccio, Alberti, Machiavelli, Ariosto and Tasso.
Prerequisites: ITL 313

**ITL 342 Literary Survey II: Modern Italian Studies**
4 hours; 4 credits
An introduction to the major literary works and cultural movements of Italian literature from the eighteenth century to the present. (literature)
Prerequisites: ITL 313

**ITL 345 Italian Theatre**
4 hours; 4 credits
A study of the developments in Italian theatre, from the historical “rediscovery” of the genre in the fifteenth century to today.
Prerequisite: ITL 313

**ITL 350 Gender in Italian Literature**
4 hours; 4 credits
An examination of the complex intersections of gender and literature. In most cases, an emphasis will be placed on women authors in selected periods of Italian literature. (literature)
Prerequisite: ITL 313

**ITL 352 Themes in Medieval and Renaissance Literature**
4 hours; 4 credits
A focused study of literature of the middle ages and Renaissance. Course either examines a theme in several literary texts or is limited to a select author from the period. (literature)
Prerequisites: ITL 313

**ITL 353 Themes in Modern and Contemporary Literature**
4 hours; 4 credits
A focused study on a specific thematic topic or genre of Modern and Contemporary Italian literature, roughly from 1700 to the present. (literature)
Prerequisites: ITL 313

**ITL 360 Italian Short Story**
4 hours; 4 credits
A study of development of the genre of the Italian short story from the Middle Ages to its modern forms. (literature)
Prerequisite: ITL 313
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITL 313</td>
<td>Mediterranean Literature</td>
<td>3</td>
<td>3</td>
<td>A highly focused study of major works of Western European literature, with particular emphasis given to major cultural and historical context. Taught in English. Not to be credited to a major in a foreign language.</td>
</tr>
<tr>
<td>ITL 370</td>
<td>Structures of Italian</td>
<td>4</td>
<td>4</td>
<td>An introduction to topics in Italian linguistics. It covers the complex history of Italian and the Italian dialects through a socio-historical lens, and examines the phonetics, phonology, morphology, and syntax of Standard Italian, also with reference to the Italian dialects.</td>
</tr>
<tr>
<td>ITL 410</td>
<td>Dante</td>
<td>4</td>
<td>4</td>
<td>A close examination of Dante's poetic, philosophical and political writings. Taught in English.</td>
</tr>
<tr>
<td>ITL 420</td>
<td>Italian Literary Renaissance</td>
<td>4</td>
<td>4</td>
<td>A study of major humanist and Renaissance texts from fifteenth- and sixteenth-century Italian literature with particular attention given to the cultural context of these works. Taught in English.</td>
</tr>
<tr>
<td>ITL 440</td>
<td>Italian 19th-Century Literature</td>
<td>4</td>
<td>4</td>
<td>An examination of major figures and their works in Italian 19th-century literature, from Foscolo and Leopardi to Manzoni and De Sanctis. Taught in English.</td>
</tr>
<tr>
<td>ITL 450</td>
<td>Modern Italian Literature</td>
<td>4</td>
<td>4</td>
<td>A highly focused study of major works of twentieth-century Italian literature, with particular emphasis given to major cultural and historical context. Taught in English.</td>
</tr>
<tr>
<td>ITL 470</td>
<td>Genre, Theme, Key Author: Medieval and Renaissance Literature</td>
<td>4</td>
<td>4</td>
<td>A highly focused study of the literature, culture and history of the Italian Middle Ages and Renaissance. Course will either examine a theme in several texts or be limited to a select author from the period. Taught in English.</td>
</tr>
<tr>
<td>ITL 471</td>
<td>Genre, Theme, Key Author: Modern and Contemporary Literature</td>
<td>4</td>
<td>4</td>
<td>A highly focused study on a genre, specific thematic topic or author of Modern and Contemporary Italian literature, roughly from 1800 to the present. Taught in English.</td>
</tr>
</tbody>
</table>

**Language Courses**

(See listings under Chinese, French, Italian, Spanish)

Department of World Languages and Literatures, Building 2S, Room 109

Chairperson and Associate Professor Jane Marcus-Delgado

General courses in the culture and literature of non-English-speaking peoples.

**LNG 156 Contemporary European Drama**

3 hours; 3 credits

The works of Pirandello, Brecht, Pinter, Beckett, and Genet as well as such anti-realistic movements as theatricalism, epic theater, alienation, the absurd, and cruelty.

**LNG 162 Western European Culture - France**

3 hours; 3 credits

An overview of the unique cultural aspects of France, emphasizing language, literature, music, and art. Taught in English. Not to be credited to a major in a foreign language.

**LNG 163 Western European Culture - Germany**

3 hours; 3 credits

An overview of the unique cultural aspects of Germany, emphasizing language, literature, music, and art. Taught in English. Not to be credited to a major in a foreign language.

**LNG 164 Western European Culture - Italy**

3 hours; 3 credits

An overview of the unique cultural aspects of Italy, emphasizing language, literature, music, and art. Taught in English. Not to be credited to a major in a foreign language.

**LNG 165 Western European Culture - Spain**

3 hours; 3 credits

An overview of the unique cultural aspects of Spain, emphasizing language, literature, music, and art. Taught in English. Not to be credited to a major in a foreign language.

**LNG 166 Western European Culture - Germany**

3 hours; 3 credits

An overview of the unique cultural aspects of Germany, emphasizing language, literature, music, and art. Taught in English. Not to be credited to a major in a foreign language.

**LNG 167 Latin American Culture**

3 hours; 3 credits

An overview of the unique cultural aspects of Latin America, emphasizing language, literature, music, and art. Both European and Pre-Columbian influences will be considered. Taught in English. Not to be credited to a major in a foreign language.

**LNG 230 Aspects of Contemporary China**

(Also INT 230)

4 hours; 4 credits

An introduction to various aspects of contemporary China, such as political and economic systems, philosophy, religion, music, drama, or medicine. It will be taught in English. Taught in English. Not to be credited to a major in a foreign language.

**LNG 266 Women in European Literature to the Renaissance**

(Also WGS 266)

4 hours; 4 credits

Women as writers and characters in European literature from classical antiquity to the Renaissance. Taught in English. Taught in English. Not to be credited to a major in a foreign language.

**LNG 267 Women in European Literature after the Renaissance**

(Also WGS 267)

4 hours; 4 credits

Women as writers and characters in European literature from the Renaissance to modern times. Taught in English. Taught in English. Not to be credited to a major in a foreign language.

**LNG 315 Languages in Contrast: English and Chinese**

(Effective Spring 2010)

4 hours; 4 credits

A systematic comparison of English and Chinese in various respects, e.g. phonology, morphology, syntax, information structure, and writing system. While the two languages differ from each other in many respects, which are the focus of this course, there are universals and general principles that hold true of both of them. The course is intended to cultivate students' ability to appreciate the
differences between the two languages on the one hand and to seek the principles that apply to both English and Chinese on the other. (literature)

Prerequisites: ENG 151 and completion of one semester of foreign language or linguistic course or exemption from the Foreign Language requirement of General Education.

**LNG 387**  Major World Author I
(Also ENL 387)
4 hours; 4 credits
Intensive study of the works of a major world author.
Prerequisite: An ENH 200-level course

**LNG 388**  Major World Author II
(Also ENL 388)
4 hours; 4 credits
Intensive study of the works of a major world author in English translation.
Prerequisite: An ENH 200-level course

**LNG 389**  Major World Author III
(Also ENL 389)
4 hours; 4 credits
Intensive study of the works of a major world author in English translation.
Prerequisite: An ENH 200-level course

**LNG 396**  Studies in Global Literature I
(Also ENL 396)
4 hours; 4 credits
Focus on literature from outside the U.S. and Europe. The specific emphasis will vary from semester to semester and will be announced in the Schedule of Classes.
(p&d)
Prerequisite: An ENH 200-level course

**LNG 397**  Studies in Global Literature II
(Also ENL 397)
4 hours; 4 credits
Focus on literature from outside the U.S. and Europe. The specific emphasis will vary from semester to semester and will be announced in the Schedule of Classes.
(p&d)
Prerequisite: An ENH 200-level course

**LNG 406**  Postwar Italian Cinema
(Also CIN 406)
4 hours; 4 credits
A study of the political and cultural roots of Neorealism and of the personal style and vision of such postwar directors as Visconti, DeSica, Rossellini, Fellini, Antonioni, and Bertolucci.
Prerequisites: CIN 210 and ENG 111

**LNG 426**  Language Acquisition and Psycholinguistics
(Also ENL 426)
4 hours; 4 credits
The course examines issues in psycholinguistics, especially those related to native, foreign, and second language acquisition: How is language learned? How do we acquire a second language? What are the characteristics of successful language learning?
Prerequisites: ENG 111, ENG 151

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**Latin American, Caribbean, and Latina/o Studies**

(Certificate)
Division of Humanities and Social Sciences, 1A, Room 312
Contact: Dean Christine Flynn Saulnier

Co-Directors: Assistant Professor Sarah Pollock and Associate Professor Ismael Garcia-Colon

Requirements: 16 credits

A minimum of 12 credits must be done in residence.

Students must demonstrate proficiency in a Latin American, Caribbean, or indigenous language (i.e. Spanish, Portuguese, or other language with faculty permission) through the 215 level.*

1. A history course chosen from the following: (4 credits)
   - HST 208 History of Modern Latin America
   - AFA/HST 265 History of Caribbean
   - HST 265 The Atlantic World
   - HST 315 The European Discovery of America and the Encounter with the Native Peoples: 1492 to 1581

2. A humanities course chosen from the following: (4 credits)
   - AMS/ART 205 Modern Art in Latin America
   - ENH 224 U.S. Literature: Multicultural Perspectives
   - SPN 330 Cultural Variety in the Literature of the United States
   - SPN 339 The Civilization of Spanish America
   - SPN 342 Spanish Society and Literature through 1700
   - SPN 343 Spanish American Society and Literature through Modernism
   - SPN 350 Spanish American Society and Literature from Modernism to the 21st Century
   - SPN 352 Introduction to Spanish American Literature and Culture I
   - SPN 452 Introduction to Spanish American Literature and Culture II
   - SPN 455 The Modern Spanish American Novel
   - SPN 463 Spanish American Poetry from Modernism to the 21st Century
   - SPN 470 Spanish American Theater in the 20th Century
   - SPN 475 The Contemporary Spanish American Short Story
   - SPN 480 Literature of the Hispanic Caribbean
   - DRA 375 New Performance

3. A social science course chosen from the following (4 credits)
   - ANT/AMS/SPN 306 Latinas/os in the United States
   - ANT/SPN/SOC 306 Power and Society in Latin America
   - INT 305 Caribbean Societies
   - ANT 365 Political Anthropology
   - ANT 370 Urban Anthropology
   - INT 201 Latin American Perspectives
   - SOC 340 Ethnicity and Immigration

4. One course elective from the above list or a language class at the 215 level or above. (4 credits)
Liberal Arts and Sciences

Liberal Arts and Sciences (AA)
The Liberal Arts and Sciences Associate in Arts degree is the transfer degree for all students, other than those in the sciences, mathematics, or computer science, who plan to matriculate in a four-year bachelor’s degree program. The AA degree allows considerable flexibility: it enables students to survey areas of academic interest, to concentrate in a particular area, to begin work on a major in the sophomore year, and to combine career courses with the study of the liberal arts and sciences. Graduates may continue study toward a bachelor’s degree at the College in one of many major fields of study.

General Education Requirements for the AA
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity Requirements: 28-47 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11-12 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3-4 credits)

2. Social Scientific Analysis: (7-8 credits)
   Two courses, at least one from category b:
   a. Social Scientific Analysis: 100-level
   b. Social Scientific Analysis: 200-level

3. The Contemporary World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)
   One course from each category:
   a. Literature: 200-level
   b. Arts and Communications: 100-or 200-level

5. Pluralism and Diversity Requirement: (0-4 credits)
6. Foreign Language: (0-12 credits)
   See section on general education requirements for approved course lists and complete details.

Electives: 1-20 credits
The remaining courses should be chosen in consultation with an adviser. Students interested in pursuing a bachelor’s degree should consult with advisers in the discipline in which they plan to major and may begin working in their majors while completing the requirements for the associate’s degree.

Total Credits Required: 60

Liberal Arts and Sciences (AS)
This is the basic degree for students interested, in the future, in matriculating in a Bachelor’s degree program in the sciences, Mathematics, or Computer Science. Graduates may continue in the baccalaureate programs in Biochemistry, Biology, Chemistry, Computer Science, Computer Science-Mathematics, Engineering Science, Medical Technology, and Physics offered by the College. Students are recommended to consult an academic adviser about appropriate pre-major courses to prepare for the baccalaureate programs.

General Education Requirements for the AS
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity Requirements: 21-31 credits
Whenever possible, these courses should be completed within the first 36 credits.

1. Scientific Analysis: 12-15 credits chosen from the following
   a. Eight credits chosen from one of the following sequences:
      AST 100, 101, 102, 103 Astronomy I and II with laboratories
      BIO 170, 171, 180, 181 General Biology I and II with laboratories
      CHM 141, 142, 151, 152 General Chemistry I and II with laboratories
      PHY 120, 121, 160, 161 General Physics I and II with laboratories
      GEO 100, 101, and GEO 102, 103 or 105 Geology with laboratories
   b. Four to seven credits chosen from the following:
      MTH 230, 229 Calculus I with Pre-Calculus with laboratory
      MTH 231, 229 Analytic Geometry and Calculus I with laboratory

2. Social Scientific Analysis (3-4 credits)
3. The Contemporary World (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis (3-4 credits)
   a. Literature: 200-level
   b. Arts and Communications: 100-level
   c. Arts and Communications: 200-level

5. Pluralism and Diversity Requirement (0-4 credits)
   See section on general education requirements for approved course lists and complete details.

Core Requirements: 11 credits:
Eight credits chosen from the following:
AST 100, 101, 102, 103 Astronomy I and II with laboratories
BIO 170, 171, 180, 181 General Biology I and II with laboratories
CHM 141, 142, 151, 152 General Chemistry I and II with laboratories
PHY 120, 121, 160, 161 General Physics I and II with laboratories
GEO 100, 101, and GEO 102, 103 or 105 Geology with laboratories
CSC 126 or 270 and CSC 220 or 228 Computer Science
   and
Three credits chosen from the following:
BIO 272 Biometrics
MTH 130 Pre-Calculus Mathematics
MTH 214 Applied Statistics Using Computers
MTH 232 Analytic Geometry and Calculus II
MTH 233 Analytic Geometry and Calculus III

Electives: 6-16 credits
Minimum of two science or math courses at the 200 level or above chosen from astronomy, biology, chemistry, computer science, engineering science, geology, math, or physics. Students should consult with an academic adviser in the discipline of interest as early as possible.

Total Credits Required: 60
Macaulay Honors College at CSI

Director: Professor Deborah Popper, Building 1A, Room 206

The Macaulay Honors College University Scholars Program at the College of Staten Island provides a select group of highly motivated students with a special curriculum of innovative and challenging courses. These courses, taught in small class settings by select faculty members, provide a broad but coherent foundation for the baccalaureate degree. Included in this curriculum is a series of four seminars investigating New York City from a variety of viewpoints and using the City itself as a classroom. Class work involves field study, independent and collaborative research experience, and study-abroad opportunities, as well as participation in cross-campus events involving students from all Macaulay Honors College campuses. Students are also required to complete 30 hours of community service over the course of the four-year program. Third- and fourth-year University Scholars pursue study in a wide range of majors in which they are required to achieve departmental honors. If honors in the major is not available, students must complete an honors project or an honors thesis. Students accepted into the Macaulay Honors College receive a comprehensive package of financial and academic assistance including full tuition reimbursement for four years, an academic stipend to defray travel abroad and internship expenses, a cultural passport providing free or discounted admission to New York’s diverse cultural offerings, and a free laptop computer. CSI’s Macaulay Honors College staff includes a full-time academic advisor and a program coordinator. University Scholars benefit from personalized and individualized attention ranging from priority course registration to ongoing academic and career advisement. Local and CUNY-wide initiatives provide University Scholars with opportunities to successfully compete for prestigious internships, fellowships, and admission to post-graduate programs. CSI’s Macaulay Honors College also houses a student lounge and a designated computer lab for student use.

Macaulay Honors College Requirements:
General Education BA (Performing and Creative Arts, Business, Communications, and Information Systems)

Four honors college seminars (HON 121, 122, 223 and 224)
Two CSI honors humanities seminars (HON 205 and HON 206)
Two Consecutive semesters of honors science
One semester of honors math
One semester of honors college writing (ENG 151)

Study Abroad or Internship

30 Hours of Community Service

Honors in the major where available (If honors in the major is not available, students must complete an honors project or an honors thesis).

CSI General Education Requirements:
Core 100 (fulfilled by Seminar 2 HON 122)
ENG 111 (fulfilled by Seminar 1 HON 121)
ENG 151 (fulfilled by ENGH 151)
PED 190 Fitness for Life

Scientific Analysis 11 credits (Fulfilled by honors science and math Requirements)
Social Scientific Analysis 3-4 credits (Fulfilled by HON 224).
The Contemporary World 4 credits (Could be fulfilled by HON 206, if 206 is selected. Students must complete requirement if 206 is not selected).

Textual, Aesthetic, and Linguistic Analysis 3-4 credits (Could be fulfilled by HON 205 if HON 205 is selected. Students must complete requirement if HON 205 is not selected).

Pluralism and Diversity 0-4 credits (Fulfilled by HON 205 and HON 122)

For Major and Pre-Major Requirements please refer to the section of the Catalog that corresponds to your specific major(s).

Honors Courses

HON 101    The American Experience: Humanities
4 hours; 4 credits
A writing-intensive introduction to selected areas and topics of the American experience through the humanities; the specific focus will be determined by the instructor.
Prerequisite: Admission to the Honors College

HON 121    The Arts in New York City
4 hours; 4 credits
An introduction to the arts in New York City from the multiple perspectives of scholarship, creativity, and production. Students will attend theatrical, operatic, or musical performances; exhibitions of visual art; or other highlights of the
current cultural season. By writing frequently about these and other examples of the visual, performing, and literary arts, students will develop their analytic and communication skills.

Prerequisite: First-semester standing in the Macaulay Honors College University Scholars Program

HON 122   The Peopling of New York
4 hours; 4 credits
An investigation of the role of immigration and migration in shaping New York City’s identity in the past and present. Topics will include the factors that have driven and drawn people to the city since the 17th century; the different ways that religion, race, gender, and ethnicity have shaped immigrant encounters with the city; the formation and social organization of immigrant communities; the impact of successive waves of newcomers on urban culture and politics; and the continuing debate over assimilation and Americanization.

Prerequisite: Second-semester standing in the Macaulay Honors College University Scholars Program

HON 205   Non-U.S. Experience: Humanities
4 hours; 4 credits
A writing-intensive seminar using the humanities to explore human experience in a non-U.S. region. The specific focus will be determined by the instructor. (cont. wrld.)

Prerequisite: Admission to the Macaulay Honors College

HON 206   Non-U.S. Experience: Social Sciences
4 hours; 4 credits
A writing-intensive seminar using the social sciences to explore human experience in a non-U.S. region. The specific focus will be determined by the instructor. (cont. wrld.)

Prerequisite: Admission to the Macaulay Honors College

HON 223   Science and Technology in New York City
4 hours; 4 credits
An investigation into the impact that science and technology have had on contemporary New York. The intellectual and historical roots and the ethical, legal, social, and economic ramifications of such issues as the computer, urban health, the environment, and energy are examined. Scholars visit important institutions related to field of science and technology within New York City and engage in the process of scientific inquiry as they investigate seminar topics.

Prerequisite: Third-semester standing in the Macaulay Honors College University Scholars Program

HON 224   Shaping the Future of New York City
4 hours; 4 credits
An exploration of the ongoing interplay of social, economic, and political forces that shape the physical form and social dynamics of New York City. Major topics will include important historical junctures and economic development initiatives that illustrate how decisions are made and power is distributed in the city; the larger context of the city within the region, the nation, and the world; the institutional agents of change in the city; and inequality and its relationship to race, class, and gender.

Prerequisite: Fourth-semester standing in the Macaulay Honors College University Scholars Program

HON 400    Honors Seminar in the Humanities and Social Sciences
4 hours; 4 credits
The Honors Seminar in the Humanities and Social Sciences will focus on a particular methodological problem or central issue in one or more disciplines of the humanities and/or social sciences. Over the course of the semester, students will be required to (1) familiarize themselves with the current literature in a particular problem area and (2) pursue original research in that area. Students will also be required to read extensively, engage in seminar discussions, and participate in individual conferences with the instructor.

Prerequisites: Matriculation in one of the disciplines under the aegis of the Division of Humanities and Social Sciences; completion of 64 credits; selection by a faculty committee.

HON 401   Honors Seminar in the Sciences
4 hours; 4 credits
The Honors Seminar in the Sciences focuses on a particular methodological problem or central issue in one or more of the science disciplines. Over the course of the semester, students will be required to (1) familiarize themselves with the current literature in a particular problem area and (2) pursue original research in that area. Students will also be required to read extensively, engage in seminar discussions, participate in individual conferences with the instructor, and pursue research leading to an article length paper.

Prerequisites: Matriculation in one of the disciplines under the Division of Sciences; junior or senior standing.

Mathematics

(Bachelor of Science in Mathematics, Computer Science, Mathematics, Preparation for Teaching in Grades 7–12, Minor; see also Computer Science-Mathematics (BS); see also Education/Adolescence Education Program.)

Department of Mathematics, Building 1S, Room 215
Chairperson and Professor John Verzani

Mathematics (BS)

Mathematics is a gateway to many desirable professions in both the private and public sectors. Research teams at nearly all large corporations recruit Math majors. The analytical and problem solving skills cultivated by students majoring in mathematics are both versatile and highly valued in government, industry, and education.

There are three major emphases for the BS degree in Mathematics: Applied Mathematics—for those interested in applying mathematical ideas and techniques to model and solve real-world problems; Pure Mathematics—for those primarily interested in mathematical concepts and who excel at abstract and analytical thinking; Secondary Education—for those interested in teaching high school-level mathematics.

A joint Mathematics-Computer Science major is also offered for those interested in both fields. This option involves a synthesis from both fields and gives students the advantage of broader opportunities in a growing area of research.

General Education Requirements for the BS

ENG 111, ENG 151, COR 100, PED 190:  12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis: The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity Requirements:  21-27 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis:  (11-12 credits)
   a. Science and Technology:  (8 credits)
      Two courses with laboratories chosen from one of the following sequences:
      - BIO 170-BIO 171, BIO 180-BIO 181 General Biology I and II with laboratories
      - CHM 141-CHM 121, CHM 142-CHM 127 General Chemistry I and II with laboratories
      - GEO 100-GEO 101, GEO 102- GEO 103 Physical and Historical Geology with laboratories
      - AST 100 AST 101, AST 102-AST 103 Contemporary Theories of the
Solar System (with planetary laboratory) and of the Universe (with galactic laboratory)
AST 120-AST 160 Space Science I and II with laboratories
- PHY 120-PHY 121, PHY 160 -PHY 161, General Physics I and II with laboratories
b. Mathematics: (3-4 credits)
(Can be satisfied using courses MTH 102, 109, 113, 121, 123, 130, 214, 230, or 231)

2. Social Scientific Analysis: (3-4 credits)
One course from either category:
a. Social Scientific Analysis: 100-level
b. Social Scientific Analysis: 200-level

3. The Contemporary World: (4 credits)

4. Textual, Aesthetic, and Linguistic Analysis: (3-4 credits)
One course from either category:
a. Literature: 200-level
b. Arts and Communications: 100- or 200-level

5. Pluralism and Diversity Requirement: (0-4 credits)

Please refer to the section in the Catalog on general education requirements for approved course lists and complete details.

**Pre-Major Requirements: 14-17 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 229</td>
<td>Calculus Computer Laboratory</td>
<td>1 credit</td>
</tr>
<tr>
<td>MTH 231</td>
<td>Analytic Geometry and Calculus I</td>
<td>3 credits</td>
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<tr>
<td>MTH 232</td>
<td>Analytic Geometry and Calculus II</td>
<td>3 credits</td>
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<tr>
<td>MTH 233</td>
<td>Analytic Geometry and Calculus III</td>
<td>3 credits</td>
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<tr>
<td>or</td>
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<td>(10 credits)</td>
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<tr>
<td>MTH 229</td>
<td>Calculus Computer Laboratory</td>
<td>1 credit</td>
</tr>
<tr>
<td>MTH 235</td>
<td>Accelerated Calculus I</td>
<td>5 credits</td>
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<tr>
<td>MTH 236</td>
<td>Accelerated Calculus II</td>
<td>5 credits</td>
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<tr>
<td>or</td>
<td></td>
<td>(11 credits)</td>
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<tr>
<td>MTH 229</td>
<td>Calculus Computer Laboratory</td>
<td>1 credit</td>
</tr>
<tr>
<td>MTH 230</td>
<td>Calculus I with Pre-Calculus</td>
<td>6 credits</td>
</tr>
<tr>
<td>MTH 232</td>
<td>Analytic Geometry and Calculus II</td>
<td>3 credits</td>
</tr>
<tr>
<td>MTH 233</td>
<td>Analytic Geometry and Calculus III</td>
<td>3 credits</td>
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<tr>
<td>or</td>
<td></td>
<td>(13 credits)</td>
</tr>
<tr>
<td>CSC 126</td>
<td>Introduction to Computer Science</td>
<td>4 credits</td>
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<td>or</td>
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<td>4 credits</td>
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<tr>
<td>CSC 270</td>
<td>Introduction to Scientific Programming</td>
<td>4 credits</td>
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<td>or</td>
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<td>4 credits</td>
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<tr>
<td>MTH 214</td>
<td>Applied Statistics Using Computers</td>
<td>4 credits</td>
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</table>

**Major Requirements: 36 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 311</td>
<td>Probability Theory and an Introduction to Mathematical Statistics</td>
<td>4 credits</td>
</tr>
<tr>
<td>MTH 330</td>
<td>Applied Mathematical Analysis I</td>
<td>4 credits</td>
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<tr>
<td>or</td>
<td></td>
<td>4 credits</td>
</tr>
<tr>
<td>MTH 334</td>
<td>Differential Equations</td>
<td>4 credits</td>
</tr>
<tr>
<td>MTH 338</td>
<td>Linear Algebra</td>
<td>4 credits</td>
</tr>
<tr>
<td>MTH 339</td>
<td>Applied Algebra</td>
<td>4 credits</td>
</tr>
<tr>
<td>MTH 341</td>
<td>Advanced Calculus I</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

Four additional mathematics courses (16 credits) at the 300 or 400 level chosen with the approval of an advisor.

Note: Whenever possible all Mathematics majors are strongly advised to include in their curriculum a computer science course (CSC 126 or CSC 270) and MTH 214 (one of them as an elective.)

**Electives: 28-37 credits (including courses in education, required for students interested in secondary education teacher certification)**

**Total Credits Required: 120**

Following are three different emphases for a BS degree in Mathematics.

**Pure Mathematics Emphasis**

Students who wish to focus on theoretical aspects of mathematics are advised to include courses from Differential Equations, Real and Complex Analysis (MTH 331, 342, 431), Number Theory and Algebra (MTH 347, 442), Geometry and Topology (MTH 329, 441), or Logic and Foundations (MTH 350, 440).

**Applied Mathematics Emphasis**

Students who wish to explore mathematical topics that have applications to other fields, including sciences, engineering, medicine, economics, or business, are advised to include courses that emphasize Mathematical Modeling such as Combinatorics/Graph Theory, Actuarial Mathematics, Operations Research and Mathematical Biology (MTH 337, 360, 370, 415), Differential Equations and Dynamical Systems (MTH 331, 435), Numerical Analysis (MTH 335), Mathematical Statistics (MTH 410, 411), or Mathematics of Finance (MTH 416).

**Preparation for Teaching (Grades 7-12)**

See also Education/Adolescence Education.

Students who wish to be recommended for New York State certification for teaching mathematics at the secondary level (grades 7 - 12) must complete all general education, pre-major, and major requirements for the Mathematics BS. Students must include, within the set of advanced courses required by the major, one or more upper-level mathematics courses covering (1) Euclidean and non-Euclidean geometry and (2) history of mathematics: this requirement may be met by taking MTH 329 Geometry, and MTH 306 History of Mathematical Thought. Students must also include as electives the following Adulcency Education (EDS) course sequence offered by the Department of Education (24 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDS 201</td>
<td>Social Foundations of Secondary Education</td>
<td>4 credits</td>
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<tr>
<td>EDS 202</td>
<td>Psychological Foundations of Secondary Education</td>
<td>4 credits</td>
</tr>
<tr>
<td>EDS 303</td>
<td>The Pedagogy of Secondary School in Mathematics</td>
<td>4 credits</td>
</tr>
<tr>
<td>EDS 317</td>
<td>The Secondary School Curriculum in Mathematics</td>
<td>4 credits</td>
</tr>
<tr>
<td>EDS 400</td>
<td>Student Teaching in Secondary Education</td>
<td>6 credits</td>
</tr>
<tr>
<td>EDS 401</td>
<td>Reflection and Analysis in Student Teaching in Secondary Education</td>
<td>2 credits</td>
</tr>
</tbody>
</table>

See the Catalog section on Education for additional requirements.

**Honors**

To graduate with honors in Mathematics a student must have at least a 3.5 grade point average in mathematics courses and must complete an honors thesis or project. The student must work closely with a Mathematics faculty member to define the project, carry out the research and investigation, and write the final report or prepare the final project. The student may receive credit through Independent Study for work on an honors project. The project must be accepted by the Honors Committee of the Department of Mathematics.

**Computer Science-Mathematics (BS)**

The Departments of Computer Science and Mathematics offer a joint BS degree program in Computer Science and Mathematics that provides a balance between these two disciplines with an emphasis on their applied aspects and their relationship to each other.
General Education Requirements for BS:
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity Requirements: 21-27 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
      A one-year sequence chosen from the list of courses below:
      - BIO 170-BIO 171, BIO 180-BIO 181 General Biology I and II with laboratories
      - CHM 141-CHM 121, CHM 142-CHM 127 General Chemistry I and II with laboratories
      - GEO 100-GEO 101, GEO 102- GEO 103 Physical and Historical Geology with laboratories
      - AST 100-AST 101, AST 102-AST 103 Contemporary Theories of the Solar System (with planetary laboratory) and of the Universe (with galactic laboratory)
      - PHY 120-PHY 121, PHY 160-PHY 161, General Physics I and II with laboratories
   b. A one year sequence chosen from the list of courses below:
      - Mathematics: (3 credits)

2. Social Scientific Analysis: (3-4 credits)
   One course from either category:
   a. Social Scientific Analysis: 100-level
   b. Social Scientific Analysis: 200-level

3. The Contemporary World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (3-4 credits)
   One course from either category:
   a. Literature: 200-level
   b. Arts and Communications: 100 or 200 level

5. Pluralism and Diversity Requirement: (0-4 credits)
   Please refer to the section in the Catalog on general education requirements for approved course lists and complete details.

Pre-Computer Science Sequence: 4 credits
CSC 126 Introduction to Computer Science 4 credits
A grade of C or above in CSC 126 will be required for admission to the Computer Science-Mathematics Baccalaureate program. Students will be allowed to repeat the course, if necessary.

Pre-Major Requirements: 22-25 credits
Students planning to major in Computer Science-Mathematics should complete the following requirements prior to their junior year:
Calculation sequence chosen from the following: 10-13 credits
MTH 230 Calculus I with Pre-Calculus 6 credits
MTH 232 Analytic Geometry and Calculus II 3 credits
MTH 233 Analytic Geometry and Calculus III 3 credits
MTH 229 Calculus Computer Laboratory 1 credit
or
MTH 231 Analytic Geometry and Calculus I 3 credits
MTH 232 Analytic Geometry and Calculus II 3 credits
MTH 233 Analytic Geometry and Calculus III 3 credits
MTH 229 Calculus Computer Laboratory 1 credit
or
MTH 235 Accelerated Calculus I 4 credits

MTH 236 Accelerated Calculus II 4 credits
MTH 229 Calculus Computer Laboratory 4 credits
and
CSC 220 Computers and Programming 4 credits
CSC 211 Intermediate Programming 4 credits

Major Requirements: 52 credits
MTH/ CSC 228 Discrete Mathematical Structures 4 credits

Computer Science: 24 credits
CSC 526 Information Structures 4 credits
CSC 530 Systems Programming: Concepts of Software Design 4 credits
CSC 546 Switching and Automata Theory 4 credits
CSC 582 Analysis of Algorithms 4 credits
CSC 420 Concepts of Programming Languages 4 credits
Any one of the following advanced computer courses: 4 credits
CSC 424 Database Management Systems 4 credits
CSC 480 Artificial Intelligence 4 credits
CSC 482 Discrete Simulation 4 credits

Mathematics: 24 credits
MTH 311 Probability Theory and an Introduction to Mathematical Statistics 4 credits
MTH 335 Numerical Analysis 4 credits
MTH 338 Linear Algebra 4 credits
MTH 339 Applied Algebra 4 credits
Any two of the following: 8 credits
MTH 330 Applied Mathematical Analysis I
MTH 337 Applied Combinatorics and Graph Theory
MTH 341 Advanced Calculus I
MTH 350 Mathematical Logic
MTH 370 Operations Research
MTH 410 Mathematical Statistics I

Electives: 0-12 credits
Total Credits Required: 120

Mathematics Minor
Minor
Pre-Minor requirements:
MTH 229 Calculus Computer Laboratory
MTH 231 Analytic Geometry and Calculus I
MTH 232 Analytic Geometry and Calculus II
MTH 233 Analytic Geometry and Calculus III
10 credits
or
MTH 229 Calculus Computer Laboratory
MTH 235 Accelerated Calculus I
MTH 236 Accelerated Calculus II
11 credits
or
MTH 229 Calculus Computer Laboratory
MTH 230 Calculus I with Pre-Calculus
MTH 232 Analytic Geometry and Calculus II
MTH 233 Analytic Geometry and Calculus I
13 credits

Requirements: 12 credits
At least 12 credits of mathematics courses at the 300 or 400 level including at least one four-credit course that has not been used to satisfy a requirement for another major. A GPA of 2.0 or higher.
Mathematics Testing (See also Academic Policies/Testing)

Every student entering The City University of New York must take a mathematics proficiency and placement test. Prior to fall 2004 the test used was the five-part CUNY Mathematical Assessment Test (CMAT). Beginning in fall 2004, the test used is the COMPASS Exam. This new exam is a computer adaptive test, which consists of four parts: Part I - Numerical Skills/Pre-Algebra, Part II - Algebra, Part III - College Algebra, and Part IV - Trigonometry. Mathematics proficiency can be demonstrated by appropriate scores on the COMPASS Exam, Parts I and II or an appropriate score on prior mathematics exams such as the math section of the SAT or the NYS Regents Mathematics exams. Students who have sufficient background in mathematics can be exempted from the proficiency part of the exam, but are still required to take the placement section of the COMPASS Exam beginning with Part II - Algebra, for placement into the appropriate level of mathematics courses.

Students who do not get the required score on Part I and Part II of the COMPASS Exam and are not exempt based upon the SAT and NYS Regents score are not considered to be math proficient. These students are required to achieve proficiency within one year. This one year includes the pre- and post-freshmen summer immersion program, the winter immersion program, and the fall and spring remedial coursework. Students who do not achieve proficiency in mathematics within one year will be dismissed.

All non-proficient students who fail both Part I and Part II of the COMPASS Exam must complete a pre-freshman math immersion course. Other non-proficient students may take an immersion program or the appropriate 0-level mathematics course (MTH 020).

Mathematics Placement

All incoming students must take the COMPASS Exam, a mathematics proficiency and placement test. Those who are exempt from the proficiency part of the exam are required to take the placement part of the exam beginning with Part II - the Algebra section, in order to be placed into an appropriate mathematics course that is consistent with their curriculum. Placement in mathematics courses is governed by the following Mathematics Department policies:

a. Incoming students who have failed to exhibit mathematics proficiency are eligible only for placement into either MTH 015 (6 hours) for students who failed both parts of the proficiency exam or MTH 020 (4 hours) for students who failed only one part of the proficiency exam and are not eligible to take any other mathematics courses until passing MTH 015 or MTH 020.

Students who have mathematics proficiency but do not have a sufficiently high score on Part II (Algebra) of the COMPASS Exam need further work in elementary algebra are only eligible for placement into MTH 020.

Students who have mathematics proficiency and in addition have sufficiently high scores on the appropriate parts of the (four-part) COMPASS Exam, or NYS Regents are eligible for placement into MTH 030, 102, 108, 109, 113, 123, 130, 217, 221, 223, 230, or 231, according to the current Mathematics Placement Score table published by the Department of Mathematics. These courses may have additional prerequisites or restrictions.

b. Transfer students should bring documentation of previous course work in mathematics to the Mathematics Department for evaluation and placement, as soon as possible after admission to the College. If applicable, students should provide a copy of their high school transcripts with NYS Regents scores. Transfer students should bring catalog descriptions of their previous mathematics courses, along with copies of their transcripts with the original grades.

c. Students who complete MTH 123 with a grade of A may go directly to Calculus I MTH 231. Students who complete MTH 123 with a grade of A or B may go directly to Calculus I with a pre-calculus component, MTH 230. In either case, however, students who need additional background in trigonometry are advised to take MTH 130 before taking Calculus I.

d. Initial placement into all mathematics courses, including MTH 015 or MTH 020, 030, 102, 108, 109, 113, 123, 130, 217, 221, 223, 230, or 231 for students not covered by the policies above is determined by the recommendation of faculty advisors in the Department of Mathematics, based on documentation or demonstration of the student’s mathematics preparation.

Selecting Appropriate Mathematics Courses

The College offers several introductory mathematics courses and course sequences meeting a variety of student interests and needs, described below.

Remedial and Developmental Mathematics Courses: 0-Level Courses in Mathematics

MTH 015       Elementary Algebra with Proficiency Exam

6 hours; 0 credits

Selected topics from elementary algebra including factoring, operations on polynomials, solving and graphing linear equations and applications to word problems. Additional topics found on the CUNY Math Proficiency Exam. Prerequisite: Open to students who failed both part I and part II of the CUNY math proficiency exam and have completed the appropriate immersion program at the College in either Summer or Winter.

MTH 020       Elementary Algebra (4 hours; 0 credits)

This course is a prerequisite for all courses that satisfy the Scientific Analysis part of the general education requirement. It is also a prerequisite for many science and business courses that require some math competency. MTH 020 is an entry-level elementary algebra course designed for students who failed only one portion of the mathematics proficiency exam or those with minimum proficiency who do not have a sufficiently high score on the PART II (Algebra) of the COMPASS Exam. Not open to students who have passed MTH 015.

MTH 030       Intermediate Algebra (4 hours; 0 credits)

This course is for students who have competency in elementary algebra and require further study of mathematics for their degree program. It is a prerequisite for courses required in many curriculums including Business, Computer Science, Economics, SLS (Science, Letters, and Society)/Education, Physical Therapy, Physician’s Assistant and all science, technology or engineering programs.

College-level Mathematics Courses

The College offers several introductory mathematics courses, meeting a variety of student interests and needs.

a. Standard Calculus sequence: The College offers a standard sequence in single and multivariable calculus: MTH 230 or MTH 231 (with MTH 229), MTH 232, and MTH 233 for students in chemistry, computer science, engineering sciences, and mathematics, and students who wish to take more advanced courses in mathematics. It is recommended for students considering graduate work in any field requiring advanced mathematics including business and economics. Students should take MTH 123 and MTH 130 to prepare for this sequence (see also the section on Placement above).

b. Business Calculus sequence: for students in business, or Economics majors who are not planning to undertake graduate study. The courses, MTH 121 Finite Mathematics and MTH 221 Applied Finite Mathematics
and Business Calculus, introduce students to mathematical topics used to solve problems in business and economics.

c. General education 100-level courses: for liberal arts students in AA or BA degree programs. These introductory courses, MTH 102 Mathematics for Liberal Arts Students, MTH 109 Mathematics and the Environment, and MTH 115 Introduction to Probability and Statistics with Computer Applications, are designed to provide a background in contemporary mathematical thinking.

d. SLS Mathematics sequence: for students seeking certification in early childhood and childhood education: The courses MTH/SLS 217 Fundamentals of Mathematics I and MTH/SLS 218 Fundamentals of Mathematics II are designed for students interested in teaching from pre-kindergarten through the sixth grade. Students must take a 100-level general education mathematics course prior to taking this sequence.

Mathematics Courses

**MTH 010  Basic Mathematics**
4 hours; 0 credits  
Arithmetic operations on whole numbers, decimals, fractions, and signed numbers. Ratios, proportions, percents, graphs, and charts. Selected topics from elementary algebra. The emphasis is on skills development and applications of verbal problems.

**MTH 015  Elementary Algebra with Proficiency Exam Review**
6 hours; 0 credits  
Selected topics from elementary algebra including factoring, operations on polynomials, solving and graphing linear equations and applications to word problems. Additional topics found on the CUNY Math Proficiency Exam. Prerequisite: Open to students who failed both part I and part II of the CUNY math proficiency exam and have completed the appropriate immersion program at the College in either Summer or Winter.

**MTH 020  Elementary Algebra**
4 hours; 0 credits  
Selected topics from elementary algebra including factoring, operations on polynomials, solving and graphing linear and quadratic equations. Applications to word problems. Prerequisite: An appropriate score on the CUNY proficiency/placement exam or permission of the Department of Mathematics.

**MTH 025  Selected Topics in Intermediate Algebra**
4 hours; 0 credits  
Linear equations, linear inequalities, absolute value equations, absolute value inequalities, word problems, polynomials, rational functions, factoring, exponents, equations of straight lines, graphing, functions, systems of linear equations in two variables. Not open to students who have passed MTH 015 or MTH 020. Prerequisite: An appropriate score on the CUNY proficiency/placement exam or permission of the Department of Mathematics.

**MTH 030  Intermediate Algebra**
4 hours; 0 credits  
This course is for students who have competency in elementary algebra and require further study of mathematics for their degree program. It is a prerequisite for courses required in many curriculums including Business, Computer Science, Economics, SLS (Science, Letters, and Society)/Education, Physical Therapy, Physician’s Assistant, and all science, technology, or engineering programs. Prerequisite: MTH 015 or MTH 020 or an appropriate score on the CUNY Assessment Test in Mathematics or permission of the Department of Mathematics.

**MTH 102  Mathematics for Liberal Arts Students**
4 hours; 4 credits  
This course is intended to introduce the nonspecialist to contemporary mathematical thinking. Topics include probability and statistics and other topics chosen by the instructor, such as inductive and deductive reasoning, sequences, geometry, linear programming, graph theory, and mathematics for computer science. (math) Prerequisite: MTH 015 or MTH 020 or an appropriate score on the CUNY proficiency/placement exam or permission of the Department of Mathematics.

**MTH 103  Mathematical Ideas (Effective Fall 2011)**
4 hours; 4 credits  
A course to strengthen mathematical thinking and quantitative skills, while demonstrating the relevance and importance of mathematics. Students will learn how to model and solve real-world problems with mathematics. In addition to foundational concepts, topics may include personal finance, statistical reasoning, geometry and voting systems. (math) Prerequisite: CUNY Math Proficiency

**MTH 108  Medical Dosage Calculations**
2 hours; 2 credits  
Calculations of medical dosages involving conversions between the metric, apothecary, and household systems of measurement. Emphasis on complex computation of parenteral, non-parenteral, and pediatric dosages, and calculation and quantitative estimating of medical dosages. Prerequisite: MTH 015 or MTH 020 or an appropriate score on the CUNY proficiency/placement exam or permission of the Department of Mathematics.

**MTH 109  Mathematics and the Environment**
3 hours; 3 credits  
Mathematical topics including sequences, graphs, statistics, probability, solution of equations, and mathematical reasoning applied to environmental issues such as population growth, energy demand, and dwindling natural resources. (math) Prerequisite: MTH 015 or MTH 020 or an appropriate score on the CUNY proficiency/placement exam or permission of the Department of Mathematics.

**MTH 113  Introduction to Probability and Statistics**
4 hours; 4 credits  
Measures of central tendency and dispersion, the normal curve, hypothesis testing, linear correlation and regression, basic concepts in probability with application to problems in the social, behavioral, physical, and biological sciences. Statistical computer programs will be used extensively. (math) Prerequisite: MTH 015 or MTH 020 or an appropriate score on the CUNY proficiency/placement exam or permission of the Department of Mathematics.

**MTH 121  Finite Mathematics**
3 hours; 3 credits  
Matrix algebra, applications of matrices to systems of linear equations and to business problems, determinants, Cramer’s rule, graphing techniques, linear inequalities, linear programming, exponential and logarithmic functions, simple and compound interest. This course is intended primarily for business and economics students. (math) Prerequisite: MTH 025 or MTH 030 or an appropriate score on the CUNY proficiency/placement exam or permission of the Department of Mathematics.

**MTH 123  College Algebra and Trigonometry**
4 hours; 4 credits  
Topics in algebra, including inequalities, logarithmic, exponential, trigonometric functions, graphs and equations, inverse functions, elements of analytic geometry. Introduction to the use of graphing calculators. (math) Prerequisite: MTH 030 or an appropriate score on the CUNY math proficiency/placement exam or permission of the Department of Mathematics.
MTH 129  Algebra and Trigonometry Computer Laboratory
2 laboratory hours; 1 credit
Students will work individually or in small groups on assigned computer projects that will reinforce the concepts of algebra and trigonometry from the numerical and graphical points of view. Suitable mathematical software will be utilized. Applications of algebra and trigonometry as well as general problem solving techniques using the computer will be discussed.
Pre- or corequisite: MTH 123 or MTH 130

MTH 130  Pre-Calculus Mathematics
4 hours; 3 credits
A functional approach to algebra and trigonometry. Selected topics such as trigonometric functions, trigonometric identities, inverse trigonometric functions, complex numbers, rational functions, introduction to analytic geometry, inequalities, absolute value, theory of equations. Graphing calculators are used.
Prerequisite: MTH 123 or an appropriate score on the CUNY math proficiency/placement exam or permission of the Department of Mathematics.

MTH 214  Applied Statistics Using Computers
4 hours; 4 credits
An introduction to statistics using modern statistical software to facilitate exploration of real-world data. The course includes exploratory data analysis, central tendency and spread, elementary probability, confidence intervals, tests of hypotheses, non-parametric tests, and linear regression. (math)
Prerequisite: MTH 130 or MTH 221 or permission of the instructor

MTH 217  Fundamentals of Mathematics I
(Also SLS 217)
4 hours; 4 credits
A study of the conceptual basis of arithmetic operations on integers, decimals and fractions designed for students seeking certification as elementary school teachers. Ideas behind familiar algorithms are explored using visual models, verbal problems, and other concrete representations. Emphasis is placed on students being able to provide verbal and written explanations for these ideas.
Prerequisites: A minimum GPA of 2.75 and MTH 025 or MTH 030 or an appropriate score on the CUNY proficiency/placement exam or permission of the Department of Mathematics, and a 100-level mathematics general education course

MTH 218  Fundamentals of Mathematics II
(Also SLS 218)
4 hours; 4 credits
A study of geometry, data representation, probability, and statistics designed for students planning to teach at the elementary or early-childhood level, with an emphasis on mathematical reasoning, problem solving, and communication.
Builds on and is a continuation of MTH/SLS 217.
Prerequisite: A minimum GPA of 2.75, MTH/SLS 217 with a grade of C or higher.

MTH 221  Applied Finite Mathematics and Business Calculus
4 hours; 4 credits
Linear programming (simplex method), decision analysis, mathematics of finance, Markov chains, elementary techniques of differentiation and integration of polynomial functions, maxima and minima problems, applications to business problems. This course is intended primarily for business and economics students.
Prerequisite: MTH 121 or the permission of the Department of Mathematics

MTH 223  Technical Calculus
4 hours; 4 credits
Elements of calculus. Differentiation and integration involving algebraic, trigonometric, logarithmic, and exponential functions. Applications to curve sketching, maximum-minimum, and physical problems. Introduction to series and differential equations.
Prerequisite: MTH 123 or an appropriate score on the CUNY proficiency/placement exam or permission of the Department of Mathematics

MTH 228  Discrete Mathematical Structures for Computer Science
(Also CSC 228)
3 class hours; 3 laboratory hours; 4 credits
An intermediate-level programming and discrete mathematics course where concepts of discrete structures will be applied to computer science. Topics include elementary set theory, logic, functions, relations, Boolean algebra, elements of graph theory, matrix representation of graphs, and matrix manipulations. Programming projects will be related to mathematical topics. Compound data types, recursive programming and mathematical induction will be introduced.
Prerequisites: CSC 211; MTH 123 or MTH 130 or MTH 230 or MTH 231 or MTH 235

MTH 229  Calculus Computer Laboratory
2 laboratory hours; 1 credit
Computer projects to reinforce calculus concepts from numerical and graphical points of view will be presented. Suitable mathematical software will be utilized. Problem solving techniques using the computer will be discussed. The students will be assigned a number of projects to be completed individually or in small groups.
Corequisite: MTH 230 or MTH 231 or MTH 235

MTH 230  Calculus I with Pre-Calculus
6 hours; 6 credits
Pre-calculus material including functions, inverse functions, identities, theory of equations, and the binomial theorem. Material on calculus and analytic geometry corresponding to MTH 231 including limits, derivatives, rules of differentiation, trigonometric functions and their derivatives, differentiation, graph sketching, maxima/minima problems, related rates, antiderivatives, exponential and logarithmic functions. (math)
Not open to students who have completed MTH 130.
Prerequisite: MTH 123 with a grade of B or better or an appropriate score on the CUNY math proficiency/placement exam or permission of the Department of Mathematics
Corequisite: MTH 229

MTH 231  Analytic Geometry and Calculus I
4 hours; 3 credits
The first of a three-semester sequence in calculus. Topics include limits, derivatives, rules of differentiation, trigonometric functions and their derivatives, differentials, graph sketching, maximum and minimum problems, related rates, antiderivatives, areas, exponential and logarithmic functions. (math)
Prerequisite: MTH 123 with a grade of A or MTH 130 or an appropriate score on the CUNY proficiency/placement exam or permission of the Department of Mathematics
Corequisite: MTH 229

MTH 232  Analytic Geometry and Calculus II
4 hours; 3 credits
The second of a three-semester sequence in calculus. Topics include areas between curves, volumes of solids of revolution, techniques of integration, sequences and series, improper integrals, polar coordinates, and parametric representative of curves.
Prerequisite: MTH 230 or MTH 231
Pre- or corequisite: MTH 229

MTH 233  Analytic Geometry and Calculus III
4 hours; 3 credits
The third of a three-semester sequence in calculus. Topics include vectors, solid analytic geometry, partial derivatives, multiple integrals with applications.
Prerequisite: MTH 232
Pre- or corequisite: MTH 229 or permission of the department

**MTH 235  Accelerated Calculus I**
6 hours; 5 credits
Differential and integral calculus of functions of a single variable; the derivative, integration, transcendental functions; evaluation of integrals. (math)
Prerequisite: MTH 130 or an appropriate score on the CUNY proficiency/placement exam or permission of the Department of Mathematics
Corequisite: MTH 229

**MTH 236  Accelerated Calculus II**
6 hours; 5 credits
Differential and integral calculus of functions of more than one variable. Infinite sequences and series, polar coordinates, elements of vector analysis, partial derivatives, multiple integrals.
Prerequisite: MTH 235
Pre- or corequisite: MTH 229

**MTH 306  History of Mathematical Thought**
4 hours; 4 credits
Prerequisite: MTH 233 or MTH 236

**MTH 311  Probability Theory and an Introduction to Mathematical Statistics**
4 hours; 4 credits
A calculus-based treatment of elementary probability theory, where the notion of sample space, events, and probability is introduced. The basic probability models are discussed. Notion of density and distribution function is introduced. Furthermore, conditioning, independence, and expectation are discussed. Basic concepts of statistics, sample, parameter estimation, confidence interval, hypothesis testing, central limit theorem are treated.
Prerequisite: MTH 233 or MTH 236

**MTH 329  Geometry**
4 hours; 4 credits
This course addresses fundamental topics in Euclidean and coordinate geometry in two and three dimensions, introduces concepts from non-Euclidean geometry, and explores applications to areas such as image processing or map making. Topics include classical axiomatic geometry, symmetry and similarity, transformations and matrix representation, characterization of polygons and polyhedra, and representation of curves and surfaces.
Prerequisite: MTH 233 or MTH 236

**MTH 330  Applied Mathematical Analysis I**
6 hours; 4 credits
Advanced mathematics for engineering and science students. Ordinary differential equations, linear algebra, eigenvalue problems, systems of ordinary linear differential equations, Laplace transforms. Credit will not be given for both MTH 330 and MTH 334.
Prerequisite: MTH 233 or MTH 236

**MTH 331  Applied Mathematical Analysis II**
4 hours; 4 credits
Vector analysis, partial differentiation, partial differential equations, Sturm-Liouville theory, and Fourier analysis.
Prerequisite: MTH 330

**MTH 334  Differential Equations**
4 hours; 4 credits
Formulation and solution of ordinary differential equations. Reduction of order, operational techniques, a place system of equations, Frobenius methods, boundary value problems, transform solutions, special functions, and existence and uniqueness theorems. Applications from science and engineering. Credit will not be given for both MTH 330 and MTH 334.
Prerequisite: MTH 233 or MTH 236

**MTH 335  Numerical Analysis**
4 hours; 4 credits
Solution of equations, interpolation, and approximation; convergence; numerical differentiation and numerical solution of initial value problems ordinary differential equations; selected algorithms programmed for solution on computers. The solution of linear systems by direct and iterative methods. Matrix inversion, the calculation of eigenvectors and eigenvalues of matrices. Numerical integration; approximation of polynomials.
Prerequisites: CSC 126 or CSC 270; and MTH 338 or corequisite: MTH 330

**MTH 338  Linear Algebra (Effective Spring 2011)**
4 hours; 4 credits
An introduction to the computational and theoretical aspects of linear systems and linear transformations and to the writing of mathematical proofs. This is a core topic in mathematics, with applications in many fields. Topics include systems of linear equations, matrices, matrix, equations, determinants, vector spaces, linear transformations, linear dependence, eigenvalues, and eigenvectors; with selected applications.
Prerequisite: MTH 232

**MTH 339  Applied Algebra**
4 hours; 4 credits
Group Theory; groups of symmetries, modular number systems, equivalence relations, properties of groups, subgroups, permutation groups, Lagrange’s Theorem, Burnside’s Theorem, homomorphism, isomorphism theorems. Group Codes: construction of group codes and error-correcting codes.
Prerequisites: MTH 233 or MTH 236
Pre- or corequisite: MTH 338 or permission of the instructor

**MTH 341  Advanced Calculus I**
4 hours; 4 credits
The real number system, continuous functions, functions of several variables, partial differentiation, implicit functions, integration theory, infinite series, and power series.
Prerequisite: MTH 233 or MTH 236

**MTH 342  Advanced Calculus II**
4 hours; 4 credits
Vectors, multiple integrals, line and surface integrals, transformation of coordinates, improper integrals, and special functions.
Prerequisite: MTH 341

**MTH 347  Number Theory**
4 hours; 4 credits
Mathematical induction, divisibility, prime numbers, Euclidean algorithm, factorization methods, Diophantine equations, congruences, Chinese remainder theorem, systems of congruences, Fermat’s little theorem, multiplicative functions, public key cryptography, primitive roots, primality tests, quadratic reci-
procty, Pythagorean triples, Fermat’s last theorem, and sums of squares. Other topics may include continued fractions and partitions. 
Prerequisite: MTH 232

**MTH 350  Mathematical Logic**  
(Also PHL 321)  
4 hours; 4 credits  
Prerequisite: MTH 233 or MTH 236

**MTH 360  Actuarial Science**  
2 hours; 2 credits  
Intensive review of concepts from calculus and linear algebra with special attention to actuarial applications. This course may not be used to satisfy the requirements for the Mathematics major.  
Prerequisite: MTH 330 or MTH 338

**MTH 370  Operations Research (Effective Fall 2010)**  
4 hours; 4 credits  
An introduction to Operations Research, an interdisciplinary branch of applied mathematics which is widely used for complex decision making. The course will develop mathematical models for optimization problems, emphasizing Linear Programming (LP), and including other basic models, such as Integer Programming (IP) and Network Flow. Solution of LP problems using the Simplex method will be studied, along with methods of other models. Students will solve problems using software packages. Additional topics may include LP duality and sensitivity analysis, IP methods such as Branch-and-Bound, transportation models, shortest-path and maximum flow problems, or critical-path analysis.  
Prerequisites: MTH 338

**MTH 410  Mathematical Statistics I**  
4 hours; 4 credits  
A course in the basic concepts of applied mathematical statistics: parametric models, estimation, confidence intervals, hypotheses testing.  
Prerequisite: MTH 311

**MTH 411  Mathematical Statistics II**  
4 hours; 4 credits  
A continuation of MTH 410, topics in applied mathematical statistics including regression and correlation, the linear model, analysis of variance, randomized block designs, non-parametric methods.  
Prerequisite: MTH 410

**MTH 415  Mathematical Biology**  
(Also BIO 415)  
4 hours; 4 credits  
This course will address the growing interaction between mathematics and the biological sciences and will provide a practical context for the mathematical description and analysis of biological processes. The emphasis will be on the construction and analysis of models consistent with empirical data. Biological problems in ecology and conservation, epidemiology, cell biology, and neuroscience will be used to illustrate the equations, including especially nonlinear equations. The computer program MATLAB will be used extensively.  
Prerequisites: MTH 230 and MTH 231 or equivalent, MTH 229, and one BIO 300-level course

**MTH 416  Mathematics of Finance**  
(Also FNC 416)  
4 hours; 4 credits  
Introduction to the mathematical theory of derivative pricing, binomial trees and martingales, Black-Scholes formula, stochastic differential equations and Itô calculus, Girsanov theorem  
Prerequisite: MTH 311

**MTH 430  Partial Differential Equations (Effective Spring 2011)**  
4 hours; 4 credits  
An introduction to partial differential equations for advanced undergraduates. Topics covered include first order PDE’s and methods of characteristics, classification of second order PDE’s, analysis of prototype hyperbolic, parabolic, and elliptic equations with applications to physics and engineering. Fourier series solutions to second order PDE’s.  
Prerequisite: MTH 330 or MTH 334

**MTH 431  Complex Analysis**  
4 hours; 4 credits  
Functions of a complex variable; Cauchy integral theorem; power series, residues, and poles; elementary conformal mapping. Applications to problems in physics and engineering will be considered.  
Prerequisite: MTH 330

**MTH 435  Nonlinear Dynamics and Chaos**  
4 hours; 4 credits  
An introduction to nonlinear problems in mathematics. Subjects to be covered include bifurcation theory, nonlinear oscillation, phase plane analysis, limit cycles, Poincaré and Liénard theorems, Lorenz equations and chaos, strange attractors, the logistic equation, period doubling, fractals. Applications are to problems in biological and physical systems and engineering science. The course will make extensive use of computers.  
Prerequisite: MTH 330

**MTH 437  Introduction to Mathematical Modeling**  
4 hours; 4 credits  
A project-based introduction to the essential components of mathematical modeling. Using fully developed case studies and exploratory student projects, the aim is to provide a broad perspective on modeling physical, biological, and societal phenomena using modern mathematical methods. In particular, emphasis will be placed on three prototypical modeling paradigms: dynamical systems, statistical/probabilistic modeling, and optimization.  
Prerequisite: Differential equations and linear algebra (MTH 330 or equivalent) or mathematical probability (MTH 311 or equivalent) or permission of the instructor.

**MTH 440  Foundations of Mathematics**  
(Also PHL 420)  
4 hours; 4 credits  
Postulate systems and their interpretations; sets, groups, rings, and ordered fields; partially ordered sets and lattices; theory of cardinal and ordinal numbers; well-ordered sets and transfinite induction; Boolean rings; mathematical logic.  
Prerequisite: MTH 339 or 350

**MTH 441  Topology**  
4 hours; 4 credits  
Set theory; topology of the real line, Cauchy sequences, open sets, connected sets, limit points and closed sets, bounded sets, compactness, continuous functions; topological spaces, mappings, subspaces, homomorphisms, metric spaces.  
Prerequisite: MTH 233 or MTH 236

**MTH 442  Abstract Algebra**  
4 hours; 4 credits  
Rings, integral domains, fundamental theorems of ring theory, polynomial rings, fields, extension fields, algebraic extensions, introduction to Galois theory, coding theory, polyomial codes.  
Prerequisite: MTH 339
Medical Technology
(Bachelor of Science)
Interdisciplinary Program
Program Director: Carol Hartman, MS, MT (ASCP), Building 6S, Room 112
Email: Carol.Hartman@csi.cuny.edu

The Medical Technology baccalaureate program prepares students for interesting and rewarding careers in the health field.

The Medical Technology Program requires three years of coursework and one year of clinical training. A GPA of 2.5 is required in the major. The clinical training may be completed in hospital programs accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) or in hospitals approved for training by the New York State Department of Health. The CSI Medical Technology Program has recently applied for NAACLS accreditation and continually negotiating more clinical training sites to provide even more choices for our students.

The skills acquired encompass a broad range of disciplines, which include hematology, clinical chemistry, microbiology, serology, immunology, histology, and blood transfusion technology. Employment opportunities are available in laboratories of public, private, and voluntary hospitals; in industrial, pharmaceutical, and private clinical laboratories; and in physicians' offices.

On completion of the program, the student is awarded the BS degree in Medical Technology. Graduates completing training in hospitals accredited by NAACLS are also eligible to take the National Board Examination leading to certification by either the American Society of Clinical Pathologists (ASCP) or Medical Technologists (MT)/Clinical Laboratory Scientists (CLS), or the New York State Education Department (please see http://op.nysed.gov for details). Most recently, New York State enacted the Clinical Laboratory Technology Practice Act which requires that clinical laboratory workers be licensed by the State Education Department.

Graduates will have all the necessary classes to go on to further education, including Medical School, Dental School, PA and PT programs while working in a growing field. The need for Medical Technologists has grown substantially, and our students are in constant demand.

The number of available training positions is limited. Placement, therefore, is competitive and acceptance is influenced strongly by academic performance. The College is affiliated with a number of hospitals and provides guidance so that as many students as possible are placed. The College, however, cannot promise or guarantee that each student is placed. Accordingly, each student, in consultation with the Program Director, should apply early in the third year to as many hospitals as possible, including hospitals that are located further from the student’s home than optimally desired.

Hospital Affiliations:
The following hospitals are affiliated with the College, either formally or informally, to provide clinical training in the Medical Technology program to qualified students.

Medical Technologist Option
NAACLS Accredited Programs:
New York Methodist Hospital, Brooklyn
Albert Packard, Program Director
rabia Mir, MD, Medical Director

Elmhurst City Hospital, Elmhurst (Queens)

Affiliate Hospitals Approved for Training by the NYC Department of Health:
Elmhurst City Hospital, Elmhurst (Queens)
Harlem Hospital, Manhattan
Staten Island University Hospital, Staten Island
Lutheran Hospital, Brooklyn
Sea View Hospital and Home, Staten Island
Consolidated Clinical Laboratories (IBR), Staten Island

Medical Technology (BS): Medical Technologist Option

General Education Requirements for the BS
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity Requirements: 21-27 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)*
   b. Mathematics: (3 credits)

2. Social Scientific Analysis: (3-4 credits)
   Medical Technology majors must take PHL 130 (Introduction to Ethics 3 credits) in order to fulfill the Social Scientific Analysis.

3. The Contemporary World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (3-4 credits)
   One course from either category:
   a. Literature: 200-level
   b. Arts and Communications: 100-or 200-level

5. Pluralism and Diversity Requirement: (0-4 credits)
All courses designated MDT and the course BIO 316 are non-liberal arts and sciences.

*Fulfilled by pre-major requirements.

**Medical Technologist Option**

**Pre-Major Requirements: 29 credits**

Students planning to major in the Medical Technology option must complete the following pre-major requirements. These are minimal pre-major requirements. Students should consult a medical technology adviser about the desirability of choosing additional courses in preparation for the major.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 105</td>
<td>Molecular Foundations of Cell Function</td>
<td>1</td>
</tr>
<tr>
<td>BIO 150</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 160</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
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<tr>
<td>BIO 170</td>
<td>General Biology I</td>
<td>3</td>
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<tr>
<td>BIO 171</td>
<td>General Biology I Laboratory</td>
<td>1</td>
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<tr>
<td>BIO 314</td>
<td>General Microbiology</td>
<td>4</td>
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<tr>
<td>CHM 141</td>
<td>General Chemistry I</td>
<td>3</td>
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<tr>
<td>CHM 121</td>
<td>General Chemistry I Laboratory</td>
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<tr>
<td>CHM 142</td>
<td>General Chemistry II</td>
<td>3</td>
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<tr>
<td>CHM 127</td>
<td>General Chemistry II Laboratory</td>
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<tr>
<td>MDT 100</td>
<td>Hematology</td>
<td>4</td>
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</table>

**Major Requirements: 72 credits**

Pre-clinical: 48 credits

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
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<tbody>
<tr>
<td>BIO 272</td>
<td>Biometrics</td>
<td>4</td>
</tr>
<tr>
<td>MTH 214</td>
<td>Applied Statistics Using Computers</td>
<td>4</td>
</tr>
<tr>
<td>BIO 316</td>
<td>Clinical Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 318</td>
<td>Histology</td>
<td>4</td>
</tr>
<tr>
<td>CHM 240</td>
<td>Analytical Chemistry</td>
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<td>CHM 250</td>
<td>Organic Chemistry I</td>
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</tr>
<tr>
<td>CHM 256</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>PHY 116</td>
<td>Introductory Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 156</td>
<td>Introductory Physics II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 442</td>
<td>Immunology</td>
<td>4</td>
</tr>
<tr>
<td>BIO/MDT 325</td>
<td>Diagnostic Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>MDT 160</td>
<td>Clinical Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>MDT 310</td>
<td>Blood Transfusion Technology</td>
<td>4</td>
</tr>
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</table>

A student must complete a minimum of 16 credits at the College of Staten Island in courses designated pre-clinical to receive the Baccalaureate degree in Medical Technology. These credits must include CHM 250 and CHM 256.

Clinical, Two Options: 24 credits

Option I - New York City Track:

<table>
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<tr>
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<th>Credits</th>
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<tr>
<td>MDT 380</td>
<td>Medical Technology Training I</td>
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<td>MDT 480</td>
<td>Medical Technology Training II</td>
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Option II - NAACLS Track:

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<th>Course Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>MDT 381</td>
<td>Clinical Chemistry Training</td>
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<tr>
<td>MDT 382</td>
<td>Hematology Coagulation Training</td>
<td>4</td>
</tr>
<tr>
<td>MDT 383</td>
<td>Clinical Microscopy Training</td>
<td>2</td>
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<tr>
<td>MDT 481</td>
<td>Clinical Microbiology Training</td>
<td>4</td>
</tr>
<tr>
<td>MDT 482</td>
<td>Immunohematology Training</td>
<td>3</td>
</tr>
<tr>
<td>MDT 483</td>
<td>Serology Immunology Training</td>
<td>3</td>
</tr>
<tr>
<td>MDT 484</td>
<td>Clinical Parasitology Training</td>
<td>2</td>
</tr>
</tbody>
</table>

**Electives: 0-11 credits**

**Total Credits Required: 128**

Liberal Arts and Sciences Requirement

All courses designated MDT and the course BIO 316 are non-liberal arts and sciences.

**Honors**

To graduate with Honors in Medical Technology a student must have a 3.5 grade point average in medical technology courses and must complete an eight-credit Independent Study project under the tutelage of a faculty member from one of the physical or biological sciences. The project must be reviewed and approved by the Interdisciplinary Committee for Medical Technology.

**Medical Technology Courses**

**MDT 100 Hematology**

3 class hours, 3 laboratory hours; 4 credits

Introduction to the study of hematology with emphasis on the formation and functions of normal blood cells, identification of normal and abnormal blood cell types, variations in blood picture associated with hematologic disorders, and hemostasis and coagulation. Laboratory practice includes complete blood counts, studies of peripheral blood and bone marrow smears, special tests for hematologic disorders, and basic coagulation procedures.

Prerequisite: BIO 090 or a satisfactory score on the Biology Placement Test

**MDT 160 Clinical Science**

3 class hours, 3 laboratory hours; 4 credits

Introduction to clinical chemistry and fundamentals of body fluid and urine analysis. Emphasis on theory and practice of both manual and automated techniques used in clinical chemistry laboratories. Students will learn to operate the autoanalyzer, flame photometer, microgasometer, spectrophotometer, microwave zone electrophoresis, densitometer, and other instruments. Normal metabolism, abnormal metabolism, and the clinical significance of laboratory tests are discussed.

Prerequisites: MDT 100 or CHM 141. Students must receive a grade of C or better in MDT 160 to proceed to MDT 160

**MDT 310 Blood Transfusion Technology**

2 class hours, 4 laboratory hours; 4 credits

An introduction to the nature, significance, and distribution of blood group antigens and antibodies; fundamentals of basic immunology, compatibility testing, and other procedures associated with a clinical blood bank. Laboratory practice includes duplicate testing for blood groups, cross-matching, antibody screening, hepatitis antigen testing, component preparation, and other significant tests.

Prerequisites: BIO 180, 181, and MDT 100 or equivalent

**MDT 318 Cytotechnology and Cytologic Techniques**

3 class hours, 3 laboratory hours; 4 credits

Topics include cytogenetics, molecular biology, and histocytoLOGY correlations, as well as laboratory techniques in specimen collection, processing procedures, and microscopic interpretations used for the detection of cancerous or pre-cancerous cells.

Prerequisites: BIO 180 and 181, and BIO 318 and/or equivalent laboratory experience.

**MDT 325 Diagnostic Molecular Biology**

(Also BIO 325)

3 class hours, 3 laboratory hours; 4 credits

This course will address the theoretical and practical framework for the understanding and application of molecular biology techniques in the clinical labor-
atory. The course material will cover the principles and applications of recombinant DNA technology including DNA-DNA hybridization, DNA amplification and nonradioactive in situ hybridization (HISH) for the detection and identification of microorganisms associated with infectious diseases. 

Prerequisites: BIO 314, CHM 142

MDT 365 Radiochemistry and Radiochemical Analysis 4 hours; 4 credits
Nuclear physics and nuclear and radiochemistry for the clinical laboratory. The theory and characteristics of various types of radiation are discussed. Health physics and statistical analysis of data are included, and the use of radioactive tracers and neutron activation are treated theoretically. In addition, radio-chemicals, radio-pharmaceuticals, and nuclear medicine procedures will be discussed.
Prerequisites: BIO 180 and BIO 181 or BIO 160 and CHM 250 and PHY 116

MDT 319 Cytotechnology Training I 12 credits
Prerequisite: Permission of the Medical Technology coordinator

MDT 321 Histotechnology Training I 12 credits
Prerequisite: Permission of the Medical Technology coordinator

MDT 380 Medical Technology Training I 12 credits
Prerequisite: Permission of the Medical Technology coordinator

MDT 381 Clinical Chemistry Training 6 credits
Prerequisite: Permission of the Medical Technology coordinator

MDT 382 Hematology-Coagulation Training 4 credits
Prerequisite: Permission of the Medical Technology coordinator

MDT 383 Clinical Microscopy Training 2 credits
Prerequisite: Permission of the Medical Technology coordinator

MDT 395 Nuclear Medicine Training I 14 credits
Prerequisite: Permission of the Medical Technology coordinator

MDT 419 Cytotechnology Training II 14 credits
Prerequisite: Permission of the Medical Technology coordinator

MDT 421 Histotechnology Training II 12 credits
Prerequisite: Permission of the Medical Technology coordinator

MDT 480 Medical Technology Training II 12 credits
A continuation of MDT 380.
Prerequisites: MDT 380 and permission of the Medical Technology coordinator

MDT 481 Clinical Microbiology Training 4 credits
A continuation of MDT 381.
Prerequisites: MDT 381 and permission of the Medical Technology coordinator

MDT 482 Immuno-Hematology Training 3 credits
A continuation of MDT 382.

MDT 483 Serology-Immunology Training 3 credits
A continuation of MDT 383.
Prerequisites: MDT 383 and permission of the Medical Technology coordinator

MDT 484 Clinical Parasitology Training 2 credits
Prerequisite: Permission of the Medical Technology coordinator

MDT 495 Nuclear Medicine Training II 14 credits
A continuation of MDT 395.
Prerequisites: MDT 395 and permission of the Medical Technology coordinator

Modern China Studies
(Certificate)
Division of Humanities and Social Sciences, 1A, Room 312
Contact: Dean Christine Flynn Saulnier

China plays a major role on the world stage in the 21st century. The certificate in Modern China Studies affords students from different majors an opportunity to study modern China in an interdisciplinary fashion. Upon successful completion, students will have acquired a breadth of knowledge that will prepare them to confront the complex reality of contemporary China and provide them with certain advantages in seeking employment after graduation.

The certificate is interdisciplinary and will draw upon courses in Chinese language, history, literature, and political science. All undergraduates are eligible to participate in the certificate.

Four courses (16 credits) are required for the certificate, including one core course (HST 213) and one course in Chinese language. Students may use two courses (one language) from the CUNY programs in China to fulfill the requirements.

Modern China Studies Certificate Requirements: 16 credits

HST 213 Chinese Civilization 4 credits
Choice of two from the following courses: 8 credits
CHN 315 Languages in Contrast: English and Chinese
CHN 113 Basic Mandarin Chinese I
CHN 114 Basic Mandarin Chinese II
CHN 213 Continuing Mandarin Chinese I
CHN 215 Continuing Mandarin Chinese II

POL 256 East Asian Politics
POL 353 China: Politics and Foreign Relations

Courses offered in China on the CUNY-wide programs sponsored by the College of Staten Island (The overseas courses are listed in with the CSI course equivalent is shown below):

1. The following courses are offered on the semester program at Nanjing University:
   Beginning Chinese;
   CHN 112 Basic Chinese I, and CHN 113 Basic Chinese I; 8 total credits.
   Intermediate Chinese I;
   CHN 214 Contemporary Expression, and CHN 299 Chinese 200-level; 10 total credits.
In order to declare the BA in Music students must complete the following:

1. The declaration form is available at

2. The following courses are offered during the four-week January winter intersession and summer session program at Shanghai University:
   - Intensive Beginning Survival Chinese; CHN 113 Basic Chinese I, 3 credits
   - Intensive Intermediate Chinese; CHN 114 Basic Chinese II, 3 credits
   - Intensive Intermediate Chinese; CHN 312 Continuing Chinese, and CHN 399 Chinese 300-level, 10 total credits.
   - Chinese Culture and Society; HST 204 Asian Civilization, 3 credits.
   - Survey of China’s History; HST 205 Chinese History, 3 credits.
   - Survey of Chinese Literature; ENH 207 Classics of Asian Literature, 3 credits.
   - Geography of China; GEG 299 Geography, 3 credits.
   - China’s Political System; POL 353 China: Politics and Foreign Relations, 4 credits

Music

(Bachelor of Arts, Bachelor of Science, Minor)
Department of Performing and Creative Arts
Chairperson and Associate Professor George Emilio Sanchez
Coordinator: Assistant Professor David Keberle, Center for the Arts (1P), Room 207

The College of Staten Island offers the following undergraduate degrees in Music:
Bachelor of Arts (B.A.)
Bachelor of Science (B.S.) with concentrations in
- Classical Performance, Literature, and Theory
- Music Technology
- Jazz Studies and Performance

Music (BA)

The Bachelor of Arts in Music degree provides basic training in all areas of music and serves as a foundation for graduate study of any specialized aspect of the field. It requires no fewer than four consecutive semesters of courses in music theory, musicianship, and music history. All sequences begin in the fall. Prospective majors must plan their programs so that they are prepared to begin major courses in a fall semester at least two years before they plan to graduate. It is preferable to begin the 200-level major courses three years before graduation to allow time in the senior year for advanced electives.

Students must complete or exempt through examination MUS 120 and MUS 123 or 124 and compete and pass MUS 125 (spring semester) before taking 200-level theory, musicianship, or music history classes. Prospective majors must earn a minimum grade of B- in all three courses or proficiency exams in order to declare the Music major.

- Piano skills are critical for all musicians. All potential Music majors must demonstrate elementary proficiency at the piano before declaring the major. Students should plan to fulfill this requirement no later than the Spring semester in which they take MUS 125. Students entering CSI with limited keyboard background may take MUS 123 Piano I and, if necessary, MUS 124 Piano II (both of which are offered every semester) as a pre-major requirement, or they may take private lessons in piano at their own expense. The Music Program has a list of recommended piano teachers.
- All Music majors are expected to have a working knowledge of a music notation software program such as Sibelius (the program used in the CSI Music Lab) or Finale before they enter the major. Basic Sibelius skills are taught in MUS 125 Introduction to Music Theory. Transfer students and other students who do not take MUS 125 are required to acquire basic knowledge of a music software program by the end of MUS 225 Theory I.

General Education for the BA Music Degree:
ENG 111, ENG 151, COR 100, and PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits. They must be completed in order to register for any music classes at the 300-level and above.

Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity Requirements: 28-47 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)
2. Social Scientific Analysis: (7-8 credits)
   Two courses, at least one from category b:
   a. Social Scientific Analysis: 100-level
   b. Social Scientific Analysis: 200-level
3. The Contemporary World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)
   One course from each category:
   a. Literature: 200-level
   b. Arts and Communications: 100-or 200-level (MUS 120)
5. Pluralism and Diversity Requirement: (0-4 credits)(MUS 203)
6. Foreign Language: (0-12 credits)

In addition to ENG 111, ENG 151, COR 100, and PED 190, students must complete an ENH 200-level course in order to register for any music courses at the 200-level and above.

The BA in Music offers students a strong general music education. All undergraduate music majors include training performance, musicianship, music theory, and music history, in the context of a strong liberal-arts degree program. It provides basic training in all areas of music and services as a foundation for graduation study of an aspect of the field. Many other subjects, including composition, jazz studies, and music technology, are available as electives.

www.csi.cuny.edu/registrar/importantforms
In order to declare the BA in Music students must complete the following:
Pre-Major requirements for the BA in Music:  3-5 credits

MUS 120  Rudiments of Music  3 credits
(may be waived through examination)
or
MUS 125  Introduction to Music Theory  3 credits
(may be waived through examination)  MUS 125 runs only in the spring semester. Students who intend to declare the BA in Music should complete MUS 125 in the spring semester before declaration of the major.

MUS 123  Piano I  0-1 credit
(may be waived through examination)
MUS 124  Piano II  1 credit
(may be waived through examination)
A minimum grade of B- must be earned in all required pre-major courses in order to advance to core Music courses at the 200-level.

Core Curriculum (40 credits)

MUS 203  Music History I: History of Jazz  3 credits
MUS 204  Music History II: Western Music to 1750  3 credits
MUS 223  Keyboard Musicianship I  1 credit
MUS 224  Keyboard Musicianship II  1 credit
MUS 225  Music Theory I  3 credits
MUS 226  Music Theory II  3 credits
MUS 243  Musicianship I  1 credit
MUS 244  Musicianship II  1 credit
MUS 303  Music History III: Western Music from 1750-1900  3 credits
MUS 304  Music History IV: Western Music from 1900-Present  3 credits
MUS 322  Counterpoint  3 credits
MUS 323  Keyboard Musicianship III  1 credit
MUS 325  Keyboard Musicianship IV  1 credit
MUS 326  Instrumentation and Scoring  2 credits
MUS 363  Musicianship III  1 credit
MUS 364  Musicianship IV  1 credit
MUS 424  Score Analysis  3 credits
MUS 431  Conducting  2 credits

Four courses from the following list:

MUS 115  Ensemble I  1 credit
MUS 116  Ensemble II  1 credit
MUS 130  Guitar Ensemble I  1 credit
MUS 131  Guitar Ensemble II  1 credit
MUS 144  Jazz Ensemble I  1 credit
MUS 145  Jazz Ensemble II  1 credit
MUS 150  Chorus I  1 credit
MUS 151  Chorus II  1 credit
MUS 164  Orchestra I  1 credit
MUS 165  Orchestra II  1 credit
MUS 215  Ensemble III  1 credit
MUS 216  Ensemble IV  1 credit
MUS 233  Guitar Ensemble III  1 credit
MUS 234  Guitar Ensemble IV  1 credit
MUS 246  Jazz Ensemble III  1 credit
MUS 247  Jazz Ensemble IV  1 credit
MUS 249  Jazz Combo  1 credit
MUS 250  Chorus III  1 credit
MUS 251  Chorus IV  1 credit
MUS 264  Orchestra III  1 credit
MUS 265  Orchestra IV  1 credit
MUS 349  Jazz Repertoire Combo  1 credit

Electives:  14-44 credits

Total Credits Required:  120

A student must earn a grade of C or higher in all prerequisite Music courses in order to advance to the next core course in the sequence of required courses. Exceptionally, a student who receives a D may be given permission to continue in the sequence if recommended by both the instructor and the full-time Music faculty.

Ensemble Requirement

Participation in all ensembles is contingent on an audition and permission of a full-time Music faculty member. All music students are required to participate in a minimum of four semesters of a performing ensemble. Enrollment in a performing ensemble each semester is encouraged. Ensemble courses taken after the fourth semester may count as electives, but will not apply toward the credits required for the BA in Music.

Private Instruction in Voice and Instrument

The college funds private lessons for a limited number of qualified Music majors in the B.A. program. Students who are pursuing a major in Music, who earn a 2.7 GPA in required pre-major or core Music courses, and who are making appropriate progress toward fulfilling the degree requirements are eligible for enrollment in college-funded private instruction for credit. Admission into private instruction is determined by audition, which must take place prior to registration in MUS 181. In order to qualify for private lessons, students will be asked to perform major and minor scales, and arpeggios, two prepared pieces, and will be asked to read a short musical composition at sight. In the BA, private lessons are elective. Students enrolled in private lessons must maintain a 2.7 cumulative average in core music courses. For each semester of private lessons, the student must be enrolled in at least six credits of music classes and must be enrolled in an Ensemble. These courses (MUS 181, MUS 191, MUS 281, MUS 291, MUS 381, MUS 391, MUS 481, MUS 491)—which may not be repeated—are non-liberal arts and sciences courses and should be taken in sequence. Performance Workshop (MUS 180, MUS 190, MUS 280, MUS 290, MUS 380, MUS 390, MUS 480, MUS 490) is co-requisite with private lessons. Students who are enrolled in college-funded lessons must satisfy the following criteria in order to remain eligible on a semester-by-semester basis:

1. earn an average GPA of 2.7 in pre-major or core Music courses;
2. receive a grade of B in the juried examination that takes place at the end of each semester;
3. make satisfactory progress towards completing the B.A. in Music through:
   a. full-time enrollment status at CSI (12 credits or more for each semester of lessons);
   b. enrollment in 6 or more credits of Music courses in each semester of study;
4. be enrolled in an ensemble for each semester of enrollment in private lessons.

Enrollment in Chamber Music and Other Small Ensembles

The college funds enrollment in chamber music, small jazz ensembles, and other small ensembles for a limited number of qualified Music majors. Students who are pursuing a major in Music and who are making appropriate progress toward fulfilling the degree requirements are eligible for enrollment in college-funded private instruction for credit. Admission into small ensembles is determined by audition, which must take place prior to registration in MUS 115. Students enrolled in chamber music, small jazz ensembles and small ensembles must maintain a 2.7 cumulative average in academic music classes (theory, history, and musicianship). For each semester of private lessons, the student must be enrolled in at least six credits of music classes. (Some flexibility is possible for first- and last-semester students.) Students may receive credit for a maximum of eight semesters of private lessons. These courses (MUS 115, MUS 116, MUS 215, MUS 216) are non-liberal arts and sciences courses and should be taken in sequence. MUS 216 may be repeated for
credit. Students who are enrolled in college-funded small ensembles must satisfy the following criteria in order to remain eligible on a semester-by-semester basis:

1. Rehearse with the ensemble every week;
2. Give a public performance, which serves as a final examination, at the end of each semester of enrollment;
3. Maintain full-time enrollment status at CSI (12 credits or more for each semester of ensemble);
4. Make satisfactory progress toward completing the Music degree.

Junior and Senior Project Courses
Courses numbered MUS 383, MUS 394, MUS 483, and MUS 494 are project courses. They are available to Music majors who wish to perform a full-length public recital, write a large-scale composition, or complete a research project in music theory or music history of significant scope and length. A full-time music faculty member and/or applied music instructor must supervise any of these endeavors.

Students who wish to enroll in MUS 383 Junior Project in Performance and MUS 483 Senior Project in Performance must fulfill the following requirements:

1. Be enrolled in private lessons with a CSI applied music professor for no fewer than two consecutive semesters prior to registering for a junior or senior recital;
2. Earn a grade of B+ or higher every semester before enrollment in junior or senior recital;
3. At the end of the semester before the recital, perform before a jury of Music faculty members a 20-minute audition of music in diverse styles representative of the repertoire to be performed on the recital.

At the request of the student, when the grade point average warrants the application, these courses may be designated as Junior Honors Project or Senior Honors Project. Juniors who hope to enroll in either MUS 383 or MUS 393 must have completed at least 25 credits of the general education requirement, including ENG 151, COR 100, and PED 190.

Honors
To graduate with honors in Music a student must have a 3.5 grade point average in music courses and must complete an honors thesis in composition or performance under the supervision of a full-time faculty member.

Liberal Arts and Sciences Requirement
For the BA in Music, at least 90 credits must be in liberal arts and sciences courses. For the BS in Music, at least 60 credits must be in liberal arts and sciences courses. Music performance courses are non-liberal arts and sciences.

Music (BS) (Effective Fall 2011)
The B.S. degree in Music is intended for musically and academically talented students who have serious ambitions in the field of music performance, teaching, scholarship, or related fields. It provides intensive instruction in the student’s major instrument or voice, as well as solid training in music theory, history, technology, and a broad, liberal arts education. Admission to this program is conditional on passing an audition demonstrating a high level of skill in performance.

Students accepted into this program generally begin the degree in their second year in the Music major, after the completion of MUS 204, MUS 224, MUS 226 and MUS 244, and MUS 258 for student’s wishing to pursue the Music Technology concentration. In addition to performance classes, the degree requires no fewer than four semesters of advanced courses (300-level and above). All sequences begin in the Fall. Prospective majors must plan their programs so that they are prepared to begin major courses in a Fall semester at least three years before they plan to graduate to allow time in the senior year for advanced electives and the completion of a Senior Project.

All Music students at CSI begin in the Bachelor of Arts degree. During the second year as a declared music major, students must complete MUS 203, MUS 223, MUS 225, and MUS 243 and must earn a GPA of 2.7 in these Music courses, and must have a GPA of 2.5 overall in order to enter the BS degree program.

Applications for the B.S. in Music with a Music Technology concentration will be accepted during the student’s second year as a declared music major. Eligibility for the B.S. with a Music Tech concentration will be determined based on a special interview/audition. Students who wish to apply for this program must also submit a digital audio recording no more than 15 minutes in length of examples of the student’s most recent work in the field of Music Technology.

Entry into the B.S. concentrations in Performance, Literature, and Theory (Classical or Jazz) requires application and a special audition, usually taken during the second year in the B.A. Auditions for entrance into the B.S. degree program are held in the Spring semester of the second year, usually in March.

To schedule an audition, please call the Department of Performing and Creative Arts at (718) 982-2520 at least three weeks prior to the audition date. In preparing for the audition, we suggest that you choose two contrasting selections that best demonstrate your technique and musicianship. These selections should be chosen from the standard classical repertoire and should represent different styles and periods. Memorization is recommended, but not required. Singers should prepare at least one work in a language other than English. All auditions should also bring copies of the music to the auditions to give to the accompanists that will be provided for you. All who audition should be able to read musical notation comfortably.

General Education Requirements
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits. They must be completed in order to register for any music classes at the 300-level and above.

Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity Requirements: 28-47 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)
2. Social Scientific Analysis: (7-8 credits)
   Two courses, at least one from category b:
   a. Social Scientific Analysis: 100-level
   b. Social Scientific Analysis: 200-level
3. The Contemporary World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)
   One course from each category:
   a. Literature: 200-level
   b. Arts and Communications: 100-200 level (MUS 120)
5. Pluralism and Diversity Requirement: (0-4 credits) (MUS 205)
6. Foreign Language: (0-12 credits)**
   *For students who wish to pursue a concentration in Classical Performance, French or Italian is recommended.
In addition to ENG 111, ENG 151, COR 100, and PED 190, students must complete an ENH 200-level course in order to register for any music courses at the 300-level and above. Please refer to the section in the Undergraduate Catalog on general education requirements for approved course lists and complete details.

Pre-Major Requirements (3-5 credits)
MUS 120 Rudiments of Music 3 credits
Major Requirements for the BS in Music (61-63 credits)

Students must earn a grade of B in MUS 125 and make progress toward completing the piano proficiency requirement before registering for the Music major sequence, which begins in the second year. The standard sequence of courses is MUS 203, MUS 223, MUS 225, and MUS 243, taken in the fall semester, and MUS 204, MUS 224, MUS 226 and MUS 244, taken in the spring semester. Music majors should request an advisor from the full-time Music faculty. Each student chooses one area of concentration beyond the core course requirements. Concentrations are available in Classical Performance, Theory and Literature, Music Technology, and Jazz Studies and Performance.

Students in the BS program (Concentration in Classical Performance, Theory and Literature, Music Technology, and Jazz Studies and Performance) must earn a grade of B- or higher in all Music courses in order to advance to the next core course in the sequence of required courses. A minimum grade of B- must be earned in all required pre-major courses in the Spring semester before declaration of the major. Students who intend to declare the BA in Music should complete MUS 125 in the Spring semester before declaration of the major.

Students in the BS program (Concentration in Classical Performance, Theory and Literature, Music Technology, and Jazz Studies and Performance) must take MUS 144, MUS 145, MUS 249, MUS 349 in order to satisfy the Ensemble requirement.

**MUS 249 and MUS 349 may be repeated in order to satisfy the Ensemble requirement.**

**Students in the Concentration in Jazz Studies and Performance must take MUS 144, MUS 145, MUS 249, MUS 349 in order to satisfy the Ensemble requirement.**

### Core courses (48 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUS 180</td>
<td>Performance Workshop I</td>
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<tr>
<td>MUS 181</td>
<td>First-Semester Private Lessons</td>
<td>1</td>
</tr>
<tr>
<td>MUS 190</td>
<td>Performance Workshop II</td>
<td>1</td>
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<tr>
<td>MUS 191</td>
<td>Second-Semester Private Lessons</td>
<td>1</td>
</tr>
<tr>
<td>MUS 203</td>
<td>Music History I: History of Jazz</td>
<td>3</td>
</tr>
<tr>
<td>MUS 204</td>
<td>Music History II: Western Music to 1750</td>
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<tr>
<td>MUS 223</td>
<td>Keyboard Musicianship I</td>
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<tr>
<td>MUS 224</td>
<td>Keyboard Musicianship II</td>
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<tr>
<td>MUS 225</td>
<td>Music Theory I</td>
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<tr>
<td>MUS 226</td>
<td>Music Theory II</td>
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</tr>
<tr>
<td>MUS 243</td>
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<td>MUS 244</td>
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<td>MUS 280</td>
<td>Performance Workshop III</td>
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<tr>
<td>MUS 281</td>
<td>Third-Semester Private Lessons</td>
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<td>MUS 290</td>
<td>Performance Workshop IV</td>
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<td>MUS 291</td>
<td>Fourth-Semester Private Lessons</td>
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<td>MUS 303</td>
<td>Music History III: Western Music From 1750-1900</td>
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<td>MUS 304</td>
<td>Music History IV: Western Music From 1900-Present</td>
<td>3</td>
</tr>
<tr>
<td>MUS 322</td>
<td>Counterpoint</td>
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<td>MUS 323</td>
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<td>MUS 325</td>
<td>Keyboard Musicianship IV</td>
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<td>MUS 326</td>
<td>Instrumentation and Scoring</td>
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<td>MUS 363</td>
<td>Musicianship III</td>
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<td>MUS 364</td>
<td>Musicianship IV</td>
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<tr>
<td>MUS 424</td>
<td>Score Analysis</td>
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<tr>
<td>MUS 431</td>
<td>Conducting</td>
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### Ensemble Requirement (4 credits)

Four courses from the following list:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>MUS 115</td>
<td>Ensemble I</td>
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</tr>
<tr>
<td>MUS 116</td>
<td>Ensemble II</td>
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</tr>
<tr>
<td>MUS 130</td>
<td>Guitar Ensemble I</td>
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</tr>
<tr>
<td>MUS 131</td>
<td>Guitar Ensemble II</td>
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<tr>
<td>MUS 144*</td>
<td>Jazz Ensemble I</td>
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<tr>
<td>MUS 145*</td>
<td>Jazz Ensemble II</td>
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<td>MUS 150</td>
<td>Chorus I</td>
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<tr>
<td>MUS 151</td>
<td>Chorus II</td>
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<tr>
<td>MUS 164</td>
<td>Orchestra I</td>
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<tr>
<td>MUS 165</td>
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<td>MUS 234</td>
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<td>MUS 246</td>
<td>Jazz Ensemble III</td>
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<tr>
<td>MUS 247</td>
<td>Jazz Ensemble IV</td>
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<tr>
<td>MUS 249**</td>
<td>Jazz Combo</td>
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<tr>
<td>MUS 250</td>
<td>Chorus III</td>
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<td>MUS 251</td>
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<td>MUS 264</td>
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<td>MUS 265</td>
<td>Orchestra IV</td>
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<tr>
<td>MUS 349**</td>
<td>Jazz Repertoire Combo</td>
<td>1</td>
</tr>
</tbody>
</table>

*The Music of J. S. Bach 3 credits
*Major Composer I 3 credits
*Major Composer II 3 credits
*History and Literature of the Symphony 3 credits
*History and Literature of Chamber Music 3 credits
*History and Literature of Opera 3 credits
*Harmonic Practice in the Jazz Tradition 3 credits
*Introduction to Music Technology 3 credits
*Composition 2 credits
*Twentieth Century Direction 3 credits
*Senior Project (Composition) 3 credits
*Senior Project (Performance) 3 credits
*Senior Project (Composition or Research) 3 credits
*Improvisation 3 credits
*Innovators in Jazz 3 credits
*Audio for Moving Images 3 credits
*Performance with Computer and Electronics 3 credits
*Multitrack Recording 3 credits
*Multitrack Mixing and Mastering 3 credits
*Junior Project (Composition) 3 credits
*Junior Project (Performance) 3 credits
*Junior Project (Composition or Research) 3 credits

Choose two upper-level courses from the list below or from list 1, 2, or 3.
B. Concentration in Music Technology Concentration (15 credits)

Five Courses from the list below:

- MUS 258 Music Technology 3 credits
- MUS 365 Multitrack Recording 3 credits
- MUS 366 Multitrack Mixing and Mastering 3 credits
- MUS 361 Audio for Moving Images 3 credits
- MUS 362 Performance with Computer and Electronics 3 credits

Students may also choose one of the following to satisfy the 15-credit requirement:

- MUS 473 Senior Project (Composition) 3 credits
- MUS 483 Senior Project Performance 3 credits
- MUS 493 Senior Project (Composition or Research) 3 credits

C. Concentration in Jazz Studies and Performance (11-14 credits)

1. Required Courses (8 credits)

- MUS 242 Harmonic Practice in the Jazz Tradition 3 credits
- MUS 338 Innovators in Jazz 3 credits
- MUS 340 Arranging for Jazz Ensemble 2 credits

2. Advanced Music Theory and/or Performance (3 credits)

One course from the following list:

- MUS 339 Jazz Composition and Analysis 3 credits
- MUS 483 Senior Project Performance 3 credits

3. Electives (0-3 credits)

One course from the list below

- MUS 106 Jazz Performance Techniques 1 credit
- MUS 258 Introduction to Music Technology 3 credits
- MUS 301 Improvisation 3 credits
- MUS 339 Jazz Composition and Analysis 3 credits
- MUS 361 Audio for Moving Images 3 credits
- MUS 473 Senior Project (Composition) 3 credits
- MUS 483 Senior Project (Performance) 3 credits
- MUS 493 Senior Project (Composition or Research) 3 credits

Electives: 0-12 credits

Total Credits Required: 120

Private Instruction in Voice and Instrument

Four semesters of private instruction in voice or an instrument are required for the B.S. degree. Students who are pursuing a major in Music, who earn a 2.7 GPA in required pre-major or core Music courses, who earn a 2.5 GPA overall, and who are making appropriate progress toward fulfilling the degree requirements are eligible for enrollment in college-funded private instruction for credit. Admission into private instruction is determined by audition, which must take place prior to registration in MUS 181. In order to qualify for private lessons, students will be asked to perform major and minor scales and arpeggios, two prepared pieces, and will be asked to read a short musical composition at sight. In the BA, private lessons are elective.

Students enrolled in private lessons must maintain a 2.7 cumulative average in core music courses. For each semester of private lessons, the student must be enrolled in at least six credits of music classes and must be enrolled in an ensemble. These courses (MUS 181, MUS 191, MUS 281, MUS 291, MUS 381, MUS 391, MUS 481, MUS 191)—which may not be repeated—are non-liberal arts and sciences courses and should be taken in sequence. Performance Workshop (MUS 180, MUS 190, MUS 280, MUS 290, MUS 380, MUS 390, MUS 480, MUS 490) is co-requisite with private lessons. Students who are enrolled in college-funded lessons must satisfy the following criteria in order to remain eligible on a semester-by-semester basis:

1. earn an average GPA of 2.7 in pre-major or core Music courses and a 2.5 GPA overall;
2. receive a grade of B in the juryed examination that takes place at the end of each semester;
3. make satisfactory progress towards completing the B.S. in Music through a full-time enrollment status at CSI (12 credits or more for each semester of lessons);
4. enrollment in 6 or more credits of Music courses in each semester of study;
5. be enrolled in an ensemble each semester of enrollment in private lessons.

Enrollment in Chamber Music and Other Small Ensembles

The College funds enrollment in chamber music and other small ensembles for a limited number of qualified Music majors. Students who are pursuing a major in Music and who are making appropriate progress toward fulfilling the degree requirements are eligible for enrollment in College-funded private instruction for credit. Admission into small ensembles is determined by audition, which must take place prior to registration for MUS 115.

Students enrolled in private lessons must maintain a 2.7 cumulative average in academic music classes (theory, history, and musicianship). For each semester of private lessons, the student must be enrolled in at least six credits of music classes. (Some flexibility is possible for first- and last-semester students.) Students may receive credit for a maximum of eight semesters of private lessons. These courses (MUS 115, MUS 116, MUS 215, MUS 216) are non-liberal arts and sciences courses and should be taken in sequence. MUS 216 may be repeated for credit. Students who are enrolled in College-funded small ensembles must satisfy the following criteria in order to remain enrolled on a semester-by-semester basis:

1. give a public performance, which serves as a final examination, at the end of each semester of enrollment;
2. maintain full-time enrollment status at CSI (12 credits or more for each semester of lessons); and
3. give a public performance, which serves as a final examination, at the end of each semester of enrollment;
4. maintain full-time enrollment status at CSI (12 credits or more for each semester of lessons); and
5. make satisfactory progress toward completing the Music degree.

Junior and Senior Project Courses

Courses numbered MUS 373, MUS 383, MUS 393, MUS 473, MUS 483, and MUS 493 are project courses. They are available to Music majors who wish to perform a full-length public recital, write a large-scale composition, or complete a research project in music theory or music history of significant scope and length.

Students in the B.S. program (Concentration in Classical Performance, Theory, and Literature) must complete either MUS 473, MUS 483, or MUS 493 as a capstone course. A full-time music faculty member and/or applied music instructor must supervise any of these endeavors.

Students who wish to enroll for Project Courses in Performance must fulfill the following requirements:

1. be enrolled in private lessons with a CSI applied music professor for no fewer than two consecutive semesters prior to registering for a junior or senior recital;
2. earn a grade of B+ or higher every semester before enrollment in junior or senior recital;
3. give a public performance, which serves as a final examination, at the end of each semester before the recital;
4. at the end of the semester before the recital, perform before a jury of Music faculty members a 20-minute audition of music in diverse styles representative of the repertoire to be performed on the recital.

At the request of the student, when the grade point average warrants the application, these courses may be designated as Junior Honors Project or Senior Honors Project. Juniors who hope to enroll in either MUS 373 or MUS 383 or MUS 393 must have completed at least 25 credits of the general education requirement, including ENG 151, COR 100, and PED 190.

Honors

To graduate with Honors in Music a student must have a 3.5 grade point average in music courses and must complete an honors thesis in composition or performance under the supervision of a full-time faculty member.

Liberal Arts and Sciences Requirement

For the BA in Music, at least 90 credits must be in liberal arts and sciences courses. For the BS in Music, at least 60 credits must be in liberal arts and
Music Minor

Pre-Major Requirements: 3-5 credits

MUS 125  Introduction to Music Theory  3 credits

Students who intend to minor in Music should complete MUS 125 in the spring semester of their first year at CSI.

MUS 123  Piano I  0-1 credit
MUS 124  Piano II  0-1 credit

Minor Requirements: 18 credits

At least 18 credits of music courses must be completed for the minor. The following core courses are required for the minor:

Music Theory and Musicianship (5 credits)

MUS 223  Keyboard Musicianship  1 credit
MUS 225  Theory I  3 credits
MUS 243  Musicianship  1 credit

Music History: one course from the following list:

MUS 211  History of Western Music I  4 credits
MUS 212  History of Western Music II  4 credits
MUS 236  Music in American Life  4 credits
MUS 239  History of Jazz  3 credits

Additional courses (9-10 credits) are to be determined in consultation with a Music faculty advisor.

Music Courses

MUS 105  World Music  3 hours; 3 credits
An introduction to ethnomusicology geared to students with no musical training. A study of music as a world phenomenon, with emphasis on its relationship to indigenous societal and cultural values and customs, function, and significance. The course will aid students in understanding how different instruments and sounds are integral to all humanity, and will guide students toward becoming better critical and analytical musical listeners and interpreters. (arts & com.)

MUS 106  Jazz Performance Techniques (Effective Fall 2011)  1 hour; 1 credit
A workshop setting with the goal increasing their skills in the jazz idiom. Emphasis will be on basic musicianship techniques including sight reading and phrasing, as well as melodic interpretation, approaches to improvisation, and a basic understanding of song forms associated with jazz performance. Depending on the individual student, the course can be assigned as a prerequisite to or in conjunction with the CSI jazz ensemble.
Prerequisite: MUS 125

MUS 108  Introduction to Jazz History  3 hours; 3 credits
A survey of music in the jazz perspective from Scott Joplin to the present, including the social impact of the music on American and European cultures. (arts & com.)

MUS 110  Introduction to Music History  3 hours; 3 credits
A study of the evolution of musical style through representative works from every era of the Western musical tradition. Assigned readings, listening, and concerts. (arts & com.)

MUS 115  Ensemble I  2 hours; 1 credit

Small ensembles such as instrumental or vocal chamber music groups or small jazz ensembles will be formed based on personnel and repertoire available, and performance ability. Groups will rehearse and receive coaching on a weekly basis, with the goal of public performance.
Prerequisites or corequisites: MUS 120 or MUS 125 and permission of a full-time Music faculty member

MUS 116  Ensemble II  2 hours; 1 credit
Small ensembles such as instrumental or vocal chamber music groups or small jazz ensembles will be formed based on personnel and repertoire available, and performance ability. Groups will rehearse and receive coaching on a weekly basis with the goal of public performance.
Prerequisite or corequisites: MUS 115 and permission of a full-time Music faculty member.

MUS 120  Rudiments of Music  4 hours; 3 credits
Introduction to music reading and notation; performing of rhythmic exercises; structure of scales, intervals, and triads; musical terms; introduction to the keyboard. (arts & com.)

MUS 123  Piano I  2 hours; 1 credit
Basic piano technique; playing simple pieces.
Prerequisite: the ability to read music

MUS 124  Piano II  2 hours; 1 credit
Continuation of MUS 123
Prerequisite: MUS 123

MUS 125  Introduction to Music Theory (Effective Spring 2011)  2 class hours; 2 laboratory hours; 3 credits
For students with prior knowledge of the rudiments of music (meters, major and minor scales, key signatures, intervals). Review of the rudiments of music, introduction to chord construction and diatonic harmony; introduction to composition; introduction to sight-singing and ear-training; introduction to music technology. This course is a pre-major requirement for students intending to major or minor in music (arts & com.)
Prerequisite: MUS 120
Pre or corequisite: For Music pre-majors or majors, MUS 123

MUS 130  Guitar Ensemble I  2 hours; 1 credit
An ensemble of guitarists and other instrumentalists who will perform works in the classical and popular idioms. Several public performances will be given.
Prerequisites: Audition and permission of the instructor or full-time Music faculty member

MUS 131  Guitar Ensemble II  2 hours; 1 credit
Continuation of MUS 130
Prerequisite: MUS 130

MUS 144  Jazz Ensemble I  2 hours; 1 credit
An ensemble consisting of a balanced group of selected instrumentalists who perform works in the jazz idiom. Several public performances will be given
Prerequisite: Audition and permission of instructor or full-time Music faculty member

MUS 145  Jazz Ensemble II  2 hours; 1 credit
MUS 150  Chorus I
2 hours; 1 credit
A mixed chorus of soprano, alto, tenor, and bass (SATB) that sings both classical and popular works. The group presents a public performance at the end of the semester.
Prerequisites: MUS 120 or MUS 125 or the ability to read music and audition and permission of the instructor or full-time Music faculty member

MUS 151  Chorus II
2 hours; 1 credit
Continuation of MUS 150
Prerequisite: MUS 150 or permission of the instructor or full-time Music Faculty Member.

MUS 164  Orchestra I
2 hours; 1 credit
Rehearsal and performance of orchestral literature from all periods. May be taken at another CUNY campus.
Prerequisites or corequisites: MUS 120 or MUS 125 and audition and permission of the instructor or full-time Music faculty member

MUS 165  Orchestra II
2 hours; 1 credit
Continuation of MUS 164. Rehearsal and performance of orchestral literature from all periods.
Prerequisites: MUS 164 and permission of instructor

MUS 180  Performance Workshop I (Effective Spring 2011)
1 hour; 1 credit
Music students will meet once a week to perform before each other and Music faculty in a supportive environment. Discussion of stage deportment, performance anxiety, issues of style, and other topics with the goal of developing readiness for public performance. Performance calendar will be arranged in consultation with the student’s private teacher and the program coordinator.
Prerequisites: ENG 111; OR 100 PED 190; audition; MUS 120 or MUS 125 and MUS 123 and permission of a full-time Music faculty member;
Corequisite: MUS 181

MUS 181  First-Semester Private Lessons (Effective Spring 2011)
1 hour; 1 credit
Weekly instruction that helps the student to develop the technical and musical skills necessary to perform as a singer or instrumentalist. The student will be assigned standard repertoire for the voice/instrument according to ability, with the goal of public performance.
Pre or corequisites: ENG 111; OR 100; PED 190; MUS 120 or MUS 125 and MUS 123 and an audition and permission of a full-time Music faculty member;
Corequisite: MUS 180

MUS 190  Performance Workshop II
1 hour; 1 credit
Music students will meet once a week to perform before each other and Music faculty in a supportive environment. Discussion of stage deportment, performance anxiety, issues of style, and other topics with the goal of developing readiness for public performance. Performance calendar will be arranged in consultation with the student’s private teacher and the program coordinator.
Prerequisites: MUS 180 and MUS 181 and permission of a full-time Music faculty member
Corequisite: MUS 191

MUS 191  Second-Semester Private Lessons
1 hour; 1 credit
Prerequisites: Permission of a full-time Music faculty member and MUS 181
Corequisite: MUS 190

MUS 203  Music History I: History of Jazz (Effective Spring 2011)
3 hours; 3 credits
A survey of Jazz from its origins to the present, through a study of representative composers, performers, and musical works from each era of stylistic development. Special consideration will be given to the lives and contributions of people of color. (arts & com) (p&d)
Prerequisites: ENG 111; MUS 120 or MUS 125 or the ability to read music
Pre- or corequisite: ENG 151

MUS 204  Music History II - History of Western Music from Antiquity to 1750 (Effective Spring 2011)
4 hours; 3 credits
A survey of the history of musical style and materials from antiquity through the Baroque era and the music of J. S. Bach and Handel; a study of representative works from each era of stylistic development and the cultural forces that influenced composition and performance practice. Introduction to music research methods and the techniques of writing about music.
Prerequisites: ENG 151; MUS 203 and MUS 223 and MUS 225 and MUS 243
Corequisites: MUS 224 and MUS 226 and MUS 244

MUS 215  Ensemble III
2 hours; 1 credit
Small ensembles such as instrumental or vocal chamber music groups or small jazz ensembles will be formed based on personnel and repertoire available, and performance ability. Groups will rehearse and receive coaching on a weekly basis with the goal of public performance.
Prerequisites: MUS 116 and permission of a full-time Music faculty member

MUS 216  Ensemble IV
2 hours; 1 credit
Small ensembles such as instrumental or vocal chamber music groups or small jazz ensembles will be formed based on personnel and repertoire available, and performance ability. Groups will rehearse and receive coaching on a weekly basis with the goal of public performance.
Prerequisites: MUS 215 and permission of a full-time Music faculty member

MUS 223  Keyboard Musicianship I (Effective Spring 2011)
1 hour; 1 credit
For Music majors. Chord progressions, constructing a piano accompaniment from lead sheet notation and from Roman numerals. Simple song harmonizations and transpositions.
Prerequisites: ENG 111; COR 100; PED 190; for Music majors and minors a grade of B- or higher in MUS 125 and MUS 123 or waiver by a full-time Music faculty member
Co-requisites: MUS 203 and MUS 225 and MUS 243

MUS 224  Keyboard Musicianship II (Effective Spring 2011)
1 hour; 1 credit
Continuation of MUS 223, including simple figured bass realizations at the keyboard; textural figuration patterns such as Alberti bass, waltz, and march accompaniments; chromatic chord progressions, and cadence patterns.
Prerequisites: MUS 203 and MUS 223 and MUS 225 and MUS 243; and an ENH 200-level course
Co-requisites: MUS 204 and MUS 226 and MUS 244
MUS 225  Music Theory I (Effective Spring 2011)  
3 hours; 3 credits  
A study of the functional relationships among scale degrees, chords, scales and keys that create tonality. Construction of triads and seventh chords, root function and diatonic chord progressions, four-part diatonic harmony, advanced notation. Introduction to harmonic analysis using lead sheet notation and Roman numerals. Cadences, phrase structure, and an introduction to formal analysis. Figured bass notation.  
Prerequisites: ENG 111, COR 100, PED 190; for Music majors and minors  
Corequisites: MUS 203 and MUS 225 and MUS 243  
Pre or corequisite: ENG 151

MUS 226  Music Theory II (Effective Spring 2011)  
3 hours; 3 credits  
A continuation of MUS 225, with an emphasis on chromatic harmony and modulation. Construction of secondary dominant- and diminished-seventh chords, advanced root function and chord progressions, advanced harmonic dictation, four-part chromatic harmony, advanced notation. Advanced harmonic and formal analysis.  
Prerequisites: MUS 203 and MUS 223 and MUS 225 and MUS 243, and an ENH 200-level course  
Co-requisites: MUS 204 and MUS 224 and MUS 244

MUS 232  Classic Guitar I  
2 hours; 1 credit  
Beginning students will learn the fundamentals of classic guitar playing (School of Tarrega) through the study of technique; scales, chords, etudes, simple pieces, and sightreading.  
Prerequisites: MUS 120, or equivalent, and permission of the instructor

MUS 233  Guitar Ensemble III  
2 hours; 1 credit  
Continuation of MUS 131  
Prerequisite: MUS 131

MUS 234  Guitar Ensemble IV  
2 hours; 1 credit  
Continuation of MUS 233. May be repeated for credit.  
Prerequisite: MUS 233

MUS 236  Music in American Life  
(Also AMS 236)  
4 hours; 4 credits  
The music making and listening habits of the American people, examining the musical activities, the musicians, and the social setting. The course focuses on the history and significance of rock as an American and international phenomenon, exploring issues of gender, race, and the multicultural musical traditions that have enriched American popular music. This course develops the ability to understand music as an expression of cultural values, and does not require instrumental training or the ability to read music. This course does not meet requirements for the major or the minor in Music. (arts & com.)  
Prerequisite: ENG 111

MUS 237  American Musical Theater  
(Also AMS 237)  
3 hours; 3 credits  
A survey of U.S. musical theater and its development from the second half of the 19th century to our own times, considered in the context of a changing United States. Sousa, Herbert, Friml, Cohan, Kern, Gershwin, Bernstein, Arlen, Weill, Thomson, and Copland are some of the composers whose works will be covered. (arts and com.)  
Prerequisites: ENG 111; for music majors, MUS 120 or permission of instructor

MUS 242  Harmonic Practice in the Jazz Tradition  
(Effective Spring 2011)  
3 hours; 3 credits  
A practical study of the basic principles and applications of chord harmony in the jazz idiom. Topics include chord types, extensions, voicings, progressions and form (blues form, for example), and substitutions, using the Be-Bop era as a common practice period and progressing to later style trends. The primary emphasis will be on composition, but the course will also include study of scales and modes relating to improvisation. Compositions of seminal jazz musicians will be used as prototypes for written analysis and other assignments. The course also includes studies in keyboard harmony, harmonic and melodic ear-training, and basic arranging skill  
Prerequisites: MUS 203 and MUS 204 and MUS 224 and MUS 226 and MUS 244; and an ENH 200-level course

MUS 244  Musicianship II (Effective Spring 2011)  
2 hours; 1 credit  
A practical study of the basic principles and applications of chord harmony in the jazz idiom. Topics include chord types, extensions, voicings, progressions and form (blues form, for example), and substitutions, using the Be-Bop era as a common practice period and progressing to later style trends. The primary emphasis will be on composition, but the course will also include study of scales and modes relating to improvisation. Compositions of seminal jazz musicians will be used as prototypes for written analysis and other assignments. The course also includes studies in keyboard harmony, harmonic and melodic ear-training, and basic arranging skill  
Prerequisites: MUS 203 and MUS 223 and MUS 225 and MUS 243, and an ENH 200-level course  
Co-requisites: MUS 204 and MUS 224 and MUS 244

MUS 246  Jazz Ensemble III  
2 hours; 1 credit  
Continuation of MUS 245.  
Prerequisite: MUS 245

MUS 247  Jazz Ensemble IV  
2 hours; 1 credit  
Continuation of MUS 246. May be repeated for credit.  
Prerequisite: MUS 246

MUS 249  Jazz Combo (Effective Fall 2011)  
2 hours; 1 credit  
A small group performance setting to further develop musicianship in the jazz idiom. Emphasis will be on the performance of standard jazz literature culminating with a public performance of memorized material. The combo size can range from 3 to 7 musicians. This course may be repeated for credit.  
Prerequisites: MUS 145

MUS 250  Chorus III  
2 hours; 1 credit  
Continuation of MUS 151.  
Prerequisite: MUS 151

MUS 251  Chorus IV  
2 hours; 1 credit  
Continuation of MUS 250. May be repeated for credit.  
Prerequisite: MUS 250

MUS 252  Musical Performance I  
3 hours; 1 credit each
Study and performance of representative literature from all periods of music history, involving instrumental as well as vocal ensembles. May be taken without credit.

Prerequisites: For MUS 252, permission of the instructor; for MUS 253, MUS 252 or permission of the instructor.

MUS 253 Musical Performance II
3 hours; 1 credit
Study and performance of representative literature from all periods of music history, involving instrumental as well as vocal ensembles. May be taken without credit.

Prerequisites: For MUS 252, permission of the instructor; for MUS 253, MUS 252 or permission of the instructor.

MUS 258 Music Technology (Effective Spring 2011)
3 hours; 3 credits
A survey of hardware and software resources in the electronic music lab. Development of music notation skills using Desktop Music Notation; introduction to basic Audio and MIDI studio techniques; history of the electronic music medium.

Prerequisites: MUS 203 and MUS 223 and MUS 225 and MUS 243
Corequisites: MUS 204 and MUS 224 and MUS 226 and MUS 244

MUS 264 Orchestra III
2 hours; 1 credit
Continuation of MUS 165. Rehearsal and performance of orchestral literature from all periods.

Prerequisites: MUS 165 and permission of instructor

MUS 265 Orchestra IV
2 hours; 1 credit
Continuation of MUS 264. Rehearsal and performance of orchestral literature from all periods. May be repeated for credit.

Prerequisites: MUS 264 and permission of instructor.

MUS 270 Composition I (Effective Spring 2011)
2 hours; 2 credits
Composition of original music in a seminar setting. Extensive writing and listening assignments. Study of contemporary music literature in a variety of styles. Aspects of orchestration and arranging.

Prerequisites: Junior standing; MUS 203 and MUS 204 and an ENH 200-level course;
Corequisites: MUS 303 and MUS 323 and MUS 363

MUS 280 Performance Workshop III
1 hour; 1 credit
Music students will meet once a week to perform before each other and Music faculty in a supportive environment. Discussion of stage deportment, performance anxiety, issues of style, and other topics with the goal of developing readiness for public performance. Performance calendar will be arranged in consultation with the student’s private teacher and the program coordinator.

Prerequisites: MUS 190 and MUS 191 and permission of a full-time Music faculty member
Corequisite: MUS 281

MUS 281 Third-Semester Private Lessons
1 hour; 1 credit
Prerequisites: Permission of a full-time Music faculty member and MUS 191
Corequisite: MUS 280

MUS 290 Performance Workshop IV
1 hour; 1 credit
Music students will meet once a week to perform before each other and Music faculty in a supportive environment. Discussion of stage deportment, performance anxiety, issues of style, and other topics with the goal of developing readiness for public performance. Performance calendar will be arranged in consultation with the student’s private teacher and the program coordinator.

Prerequisites: MUS 280 and MUS 281 and permission of a full-time Music faculty member
Corequisite: MUS 291

MUS 291 Fourth-Semester Private Lessons
1 hour; 1 credit
Prerequisites: Permission of a full-time Music faculty member and MUS 281
Corequisite: MUS 290

MUS 301 Improvisation (Effective Spring 2011)
2 hours; 2 credits
An introduction to the methods of instrumental and vocal improvisation through rhythmic, melodic, and harmonic etudes that develop the ability to craft well-formed musical statements spontaneously. Both jazz and non-jazz idioms will be explored, through the application of techniques learned in music theory and musicianship courses.

Prerequisites: Junior standing; MUS 203 and MUS 204, and an ENH 200-level course
Corequisites or corequisites: MUS 303 and MUS 322 and MUS 323 and MUS 363

MUS 303 Music History III: Western Music from 1750 to 1900 (Effective Spring 2011)
4 hours; 3 credits
A survey of Western art music in Europe and the Americas from the last decade of the nineteenth century through the current day. Students will study the history of modernist and post-modernist music and its evolution through time, as well as the cultural and political events that helped shape and were shaped by this music. Discussions will include the development of various musical styles and compositional procedures of the 20th and 21st centuries. Students will gain familiarity with composers whose works epitomize and were key to the development of modernist music. The course will examine the roles that nationalism, world politics, gender, and race played in the shaping and evolution of the Western art-music canon.

Prerequisites: MUS 203 and MUS 204 and MUS 223 and MUS 226 and MUS 244
Corequisites: MUS 322 and MUS 323 and MUS 363

MUS 304 Music History IV: Western Art Music from 1900-Present (Effective Spring 2011)
3 hours; 3 credits
A survey of Western art music in Europe and the Americas from the last decade of the nineteenth century through the current day. Students will study the history of modernist and post-modernist music and its evolution through time, as well as the cultural and political events that helped shape and were shaped by this music. Discussions will include the development of various musical styles and compositional procedures of the 20th and 21st centuries. Students will gain familiarity with composers whose works epitomize and were key to the development of modernist music. The course will examine the roles that nationalism, world politics, gender, and race played in the shaping and evolution of the Western art-music canon.

Prerequisites: MUS 303 and MUS 322 and MUS 323 and MUS 363 and an ENH 200-level class

MUS 322 Counterpoint (Effective Spring 2011)
3 hours; 3 credits
Introduction to polyphonic composition and the analysis of the two and three part linear textures in music from 1600 to the present. A study of melodic construction using modal and tonal materials. The application of ear-training techniques to contrapuntal etudes in one, two, and three parts.

Prerequisites: MUS 224, MUS 226, MUS 244, MUS 203, MUS 204 and an ENH 200-level course
Corequisites: MUS 305, MUS 323, MUS 363

MUS 323 Keyboard Musicianship III (Effective Spring 2011)
1 hour; 1 credit
Continuation of MUS 244.
Prerequisites: MUS 224 and MUS 226 and MUS 244; MUS 303; and an ENH 200-level course.
Co-requisites: MUS 303 and MUS 322 and MUS 363

MUS 325  Keyboard Musicianship IV (Effective Spring 2011)
1 hour; 1 credit
Continuation of MUS 323.
Prerequisites: MUS 322 and MUS 323 and MUS 363 and MUS 303.
Co-requisites: MUS 304 and MUS 424 and MUS 364.

MUS 326  Instrumentation and Scoring (Effective Spring 2011)
2 hours; 2 credits
The study of woodwinds, brass, strings, and percussion; ranges and voicing; score analysis and notation; articulation and phrasing.
Prerequisites: Junior Standing, MUS 224, MUS 226, MUS 244, MUS 204 and an ENH 200-level course.
Co-requisites: MUS 303, MUS 322, MUS 323, MUS 363.

MUS 332  Classical Guitar II
2 hours; 1 credit
Study of Segovia major and minor scales through four sharps and one flat; Roch transcriptions, Tarrega preludes, and studies by Sor, Aguado, Carcassi, and others. Ensemble performance of transcriptions of Renaissance and Baroque compositions.
Prerequisites: MUS 232 with a grade of C or better, or equivalent, and permission of the instructor.

MUS 338  Innovators in Jazz (Effective Spring 2011)
3 hours; 3 credits
Analysis of style and form of major figures in jazz history.
Prerequisites: MUS 224 and MUS 226 and MUS 244 and MUS 204 and an ENH 200-level course.
Pre- or corequisites: MUS 303 and MUS 322 and MUS 323 and MUS 363.

MUS 339  Jazz Composition and Analysis (Effective Fall 2011)
3 hours; 3 credits
Continued study of more advanced jazz harmony, arranging and even improvisational techniques with the goal (and requirement) of having original student compositions performed by student or student/faculty ensembles.
Prerequisites: MUS 203, MUS 242, MUS 338, MUS 340.

MUS 340  Arranging for Jazz Ensemble (Effective Spring 2011)
2 hours; 2 credits
A practical study of voicing techniques in the jazz idiom. Ranges, transpositions, and characteristics of instruments associated with jazz performance. Students will be expected to orchestrate for ensembles ranging from combo to big band.
Prerequisites: Junior Standing, MUS 203, MUS 204, MUS 242, and an ENH 200-level course.
Pre- or corequisites: MUS 303, MUS 322, MUS 323, MUS 363.

MUS 338  Innovators in Jazz (Effective Spring 2011)
2 hours; 1 credit
Small group jazz (3-7 musicians) at an advanced level. This entails eventual performance(s) of memorized material which will challenge the student, either from intricate arrangements, advanced improvisational style, particular jazz vernacular, and/or a combination of all. Semester’s work will also include the study of compositions by one (or a few) particular composer(s). This course may be repeated for credit.
Prerequisites: MUS 249 or Audition.

MUS 352  Musical Performance III
3 hours; 1 credit
See description for MUS 252.
Prerequisite: MUS 253 or permission of the instructor.

MUS 353  Musical Performance IV
3 hours; 1 credit
See description for MUS 252. May be repeated for credit.
Prerequisite: MUS 352 or permission of the instructor.

MUS 360  Twentieth-Century Directions (Effective Spring 2011)
3 hours; 3 credits
Prerequisites: Junior Standing, MUS 204 and MUS 224 and MUS 226 and MUS 244; and an ENH 200-level course.
Pre- or corequisites: MUS 303 and MUS 322 and MUS 323 and MUS 363.

MUS 361  Audio for Moving Images (Effective Spring 2011)
3 hours; 3 credits
This course covers the techniques and methodology of creating music to accompany moving visual images. The beginning of the class deals with the aesthetics, terminology and technical aspects of creating the sound. The student will subsequently apply these skills towards the creation of a recorded score for a short film or video.
Prerequisites: Junior Standing, MUS 204, MUS 223, MUS 225, MUS 243, MUS 258.
Pre- or corequisites: MUS 303, MUS 322, MUS 323, MUS 363.

MUS 362  Performance with Computer and Electronics (Effective Spring 2011)
3 hours; 3 credits
The course will examine various works from the last 100 years, which involve some kind of electronic interaction with or complement to a live musical performance. It will begin with the early pieces which make use of noise, progressing on to live electronics and subsequently arriving at today’s real-time interaction between computer and performer. Ultimately the class will involve the creation of short live performance compositions/improvisations utilizing the computer and the software MAX/MSP.
Prerequisites: Junior Standing, MUS 204, MUS 223, MUS 225, MUS 243, MUS 258.
Pre- or corequisites: MUS 303, MUS 322, MUS 323, MUS 363.

MUS 363  Musicianship III (Effective Spring 2011)
2 hours; 1 credit
Continuation of MUS 244.
Prerequisites: MUS 204 and MUS 224 and MUS 226 and MUS 244; and an ENH 200-level course.
Co-requisites: MUS 303 and MUS 322 and MUS 323.

MUS 364  Musicianship IV (Effective Spring 2011)
2 hours; 1 credit
Continuation of MUS 363.
Prerequisites: MUS 204 and MUS 224 and MUS 226 and MUS 244 and an ENH 200-level course.
Co-requisites: MUS 304 and MUS 325.

MUS 365  Multitrack Recording
3 hours; 3 credits
This course covers the technique and methodology of live sound recording. It includes the study of microphones, microphone placement, mixing consoles, signal processing, an introduction to...
multiple-track recording software, and the basic editing and studio procedures found in today’s recording studio.

Prerequisites: Junior standing; completion of ENG 151, COR 100, PED 190, and ENH 200-level course; MUS 258

MUS 366 Multitrack Mixing and Mastering (Effective Spring 2011)
3 hours; 3 credits
An introduction to the techniques and methodology of studio sound recording with an emphasis on Mixing and Mastering. Specifically, the course will concentrate on the post recording and post-production of multitrack-recorded material, in preparation for, and including, the final mix down into CD stereo. The class also includes a study of audio, mixing consoles, mastering techniques, monitors, digital audio software, editing techniques and related plug-ins.

Pre-requisites: Junior Standing, MUS 204, MUS 223, MUS 225, MUS 243, MUS 258
Pre or corequisites: MUS 322, MUS 323, MUS 303, MUS 363

MUS 370 Composition II (Effective Spring 2011)
2 hours; 2 credits
Composition of original music in a seminar setting. Extensive writing and listening assignments. Study of contemporary music literature in a variety of styles. Aspects of orchestration and arranging.

Pre-requisite: Junior standing; MUS 203 and MUS 204 and an ENH 200-level course
Pre-requisites: MUS 303 and MUS 322 and MUS 323 and MUS 363

MUS 373 Junior Project (Composition) (Effective Spring 2011)
1 hour; 3 credits
An independent study project for upperclass composition students. The final composition or compositions may be written either for acoustic instruments/voice or for electronic-music media.

Pre-requisites: Junior standing, completion of an ENH 200-level course; MUS 258 or MUS 270, permission of a full-time music faculty member.

MUS 380 Performance Workshop V
1 hour; 1 credit
Music students will meet once a week to perform before each other and Music faculty in a supportive environment. Discussion of stage deportment, performance anxiety, issues of style, and other topics with the goal of developing readiness for public performance. Performance calendar will be arranged in consultation with the student’s private teacher and the program coordinator.

Pre-requisites: Junior standing; completion of ENG 151, COR 100, PED 190, and an ENH 200-level course; MUS 290, and MUS 291, and permission of a full-time Music faculty member
Corequisite: MUS 381 or MUS 383

MUS 381 Fifth-Semester Private Lessons
1 hour; 1 credit
Prerequisites: Junior standing; completion of ENG 151, COR 100, PED 190, and an ENH 200-level course; MUS 291, and permission of a full-time Music faculty member
Corequisite: MUS 380

MUS 383 Junior Project (Performance) (Effective Spring 2011)
1 hour; 3 credits
Open to Music Majors who wish to perform a full-length public recital of significant scope and length. A full-time music faculty member and/or applied music instructor must supervise any of these endeavors. At the request of the student, when the grade point average warrants the appellation, these courses may be designated as Juniors Honor Project.

Pre-requisites: Junior standing and MUS 291 and an ENH 200-level course and permission of a full-time music faculty member
Corequisites: MUS 380 or MUS 390

MUS 390 Performance Workshop VI
1 hour; 1 credit
Music students will meet once a week to perform before each other and Music faculty in a supportive environment. Discussion of stage deportment, performance anxiety, issues of style, and other topics with the goal of developing readiness for public performance. Performance calendar will be arranged in consultation with the student’s private teacher and the program coordinator.

Prerequisites: MUS 381 or MUS 383 and permission of a full-time Music faculty member
Corequisite: MUS 383 or MUS 391

MUS 391 Sixth-Semester Private Lessons
1 hour; 1 credit
Prerequisites: Permission of a full time Music faculty member and MUS 381
Corequisite: MUS 390

MUS 393 Junior Project (Research) (Effective Spring 2011)
1 hour; 3 credits
Open to Music Majors who wish to complete a research project in music theory or music history of significant scope and length. A full-time Music Faculty member and/or applied music instructor must supervise any of these projects.

Prerequisites: Junior standing; completion of an ENH 200-level course; permission of a full-time Music faculty member

MUS 400 The Music of J. S. Bach (Effective Spring 2011)
3 hours; 3 credits
An examination of the music of J. S. Bach in a variety of genres: keyboard, chamber music, orchestral, and cantata. Issues of musical style and structure will be emphasized. Secondary considerations include issues of theology, symbolism, and historical theory. Extensive listening assignments.

Prerequisites: Junior standing; MUS 204; MUS 224 and MUS 226 and MUS 244 and an ENH 200-level course
Pre or corequisite: MUS 304 and MUS 325

MUS 402 Major Composer I
3 hours; 3 credits
The course will focus on a particular composer or composers. It will cover the composer’s life, major repertoire in various genres, and significant contributions to the music literature. Issues of form and style will be emphasized. The course will include extensive listening assignments and score analysis.

Prerequisites: Junior Standing, MUS 204, MUS 224, MUS 226, MUS 244 and an ENH 200-level course
Pre or corequisite: MUS 303, MUS 322, MUS 323, MUS 363

MUS 403 Major Composer II
3 hours; 3 credits
The course will focus on a particular composer or composers. It will cover the composer’s life, major repertoire in various genres, and significant contributions to the music literature. Issues of form and style will be emphasized. The course will include extensive listening assignments and score analysis.

Prerequisites: Junior Standing, MUS 204, MUS 224, MUS 226, MUS 244, and an ENH 200-level course
Pre or corequisite: MUS 303, MUS 322, MUS 323, MUS 363

MUS 420 Modal Counterpoint (Effective Spring 2011)
2 hours; 2 credits
The polyphonic modes: soprano, mezzo-soprano, alto, tenor, and baritone clefs; shaping a line, with special care for pitch structure, rhythmic flexibility, and ease of performance (students must sing their own examples); combining two, three, and four lines. The models to be studied and emulated are primarily Lassus and Palestrina.

Prerequisite: Junior Standing, MUS 322
MUS 422  Countercpoint II (Effective Spring 2011)
2 hours; 2 credits
The study of fugue. Canons (at various intervals: in augmentation, diminution, inversion, and crab); two-part fugue (subject, answer, countersubject, exposition, etc.).
Prerequisite: Junior standing, MUS 322

MUS 424  Score Analysis
3 hours; 3 credits
Study of works that demonstrate the variety of musical forms found in Western music.
Prerequisites: Junior standing, MUS 303 and MUS 322 and MUS 323 and MUS 363 and an ENH 200-level course
Pre or corequisite: MUS 304 and MUS 325 and MUS 364

MUS 430  Orchestration (Effective Fall 2011)
2 hours; 2 credits
Score reading; the study of the instruments of the orchestra; the timbres, ranges, and sound potentials; practical exercises in the instrumentation of compositions for ensembles of all varieties, including full symphony orchestra.
Prerequisite: Junior standing, MUS 326

MUS 431  Conducting
2 classroom hours; 1 laboratory hour; 2 credits
Baton techniques; score reading; the study of choral and instrumental repertory and associated problems of interpretation; preparation for performance of representative compositions.
Prerequisites: Junior standing, MUS 204, MUS 224, MUS 226, MUS 244 and an ENH 200-level course
Pre or corequisite: MUS 303, MUS 322, MUS 323, MUS 363

MUS 441  Composing in the Popular Idiom (Effective Fall 2011)
2 hours; 2 credits
A study of compositional technique as applied to popular styles. Analysis of different composers' approaches to song writing.
Prerequisites: Junior standing, MUS 204, MUS 224, MUS 226, MUS 244 and an ENH 200-level course
Pre or corequisite: MUS 303, MUS 322, MUS 323, MUS 363

MUS 450  History and Literature of the Symphony (Effective Fall 2011)
3 hours; 3 credits
A study of the origins, content, and style of significant works in the symphonic literature.
Prerequisites: Junior standing, MUS 204, MUS 224, MUS 226, MUS 244 and an ENH 200-level course
Pre or corequisite: MUS 303, MUS 322, MUS 323, MUS 363

MUS 460  History and Literature of Chamber Music (Effective Fall 2011)
3 hours; 3 credits
A study of the origins, content, and style of significant works in the chamber music literature.
Prerequisites: Junior standing, MUS 204, MUS 224, MUS 226, MUS 244 and an ENH 200-level course
Pre or corequisite: MUS 303, MUS 322, MUS 323, MUS 363

MUS 470  History and Literature of Opera (Effective Fall 2011)
3 hours; 3 credits
A study of the origins, content, and style of significant works in the opera literature.
Prerequisites: Junior standing, MUS 204, MUS 224, MUS 226, MUS 244 and an ENH 200-level course
Pre or corequisite: MUS 303, MUS 322, MUS 323, MUS 363

MUS 473  Senior Project (Composition) (Effective Spring 2011)
1 hour; 3 credits
An independent study project for upperclass composition students. The final composition or compositions may be written either for acoustic instruments/voice or for electronic-music media.
Prerequisites: Senior standing; an ENH 200-level course; MUS 204, MUS 224, MUS 226, MUS 244
Corequisites: MUS 303, MUS 322, MUS 323, MUS 363

MUS 480  Performance Workshop VII (Effective Fall 2011)
1 hour; 1 credit
Music students will meet once a week to perform before each other and Music faculty in a supportive environment. Discussion of stage deportment, performance anxiety, issues of style, and other topics with the goal of developing readiness for public performance. Performance calendar will be arranged in consultation with the student's private teacher and the program coordinator.
Prerequisites: Senior standing, MUS 383 or MUS 391 and MUS 390 and permission of a full-time Music faculty member
Corequisite: MUS 481 or MUS 483

MUS 481  Seventh-Semester Private Lessons (Effective Fall 2011)
1 hour; 1 credit
Prerequisites: Senior standing, MUS 391 and permission of a full-time faculty member
Corequisite: MUS 480

MUS 483  Senior Project (Performance)
1 hour; 3 credits
Open to Music Majors who wish to perform a full-length public recital of significant scope and length. A full-time Music Faculty member and/or applied music instructor must supervise any of these endeavors. At the request of the student, when the grade point average warrants the appellation, these courses may be designated as a Senior Honors Project.
Prerequisites: Senior standing and permission of a full-time Music faculty member
Corequisite: MUS 480 or MUS 490

MUS 489  Performance Workshop VIII
1 hour; 1 credit
Music students will meet once a week to perform before each other and Music faculty in a supportive environment. Discussion of stage deportment, performance anxiety, issues of style, and other topics with the goal of developing readiness for public performance. Performance calendar will be arranged in consultation with the student's private teacher and the program coordinator.
Prerequisites: MUS 481 or MUS 483 and MUS 480 and permission of a full-time Music faculty member.
Corequisite: MUS 483 or MUS 491

MUS 491  Eighth-Semester Private Lessons
1 hour; 1 credit
Prerequisites: Permission of a full-time Music faculty member and MUS 481
Corequisite: MUS 490

MUS 493  Senior Project (Research) (Effective Spring 2011)
1 hour; 3 credits
Open to Music majors who wish to complete a research project in music theory or music history of significant scope and length. A full-time Music faculty member and/or applied music instructor must supervise these projects.
Prerequisites: Senior standing and permission of a full-time Music faculty member

Nursing

(Associate in Applied Science, Bachelor of Science, Master of Science in Adult Health Nursing - see Graduate Catalog for information on graduate program)
Department of Nursing, Marcus Hall (5S), Room 213
Chairperson and Associate Professor Mary O’Donnell

Nursing (AAS)

Admission to the Nursing program is competitive. Students must: (1) have a minimum of one semester’s residency; (2) Submission of SAT I and SAT II (BIO) OR the National League for Nursing (NLN) Pre-Admission Examination (PAX) — RN scores for evaluation; (3) Successful completion of the prerequisite courses; (4) Submit completed health and immunization record to the College Health Center by date designated in the admission materials. When the pre-clinical courses have been completed, it is recommended that students register for other outstanding requirements such as MTH 108, Biology sequence, English, and/or PED 190. Students should consult with a Nursing advisor to assist with appropriate course selection.

Students who have repeated any of the prerequisite courses may not be considered for admission to the Nursing program. The letter grades earned in prerequisite courses at other colleges are used in the calculation of the index in the prerequisite courses for transfer students.

Transfer students from other colleges must be in good academic standing. Students who are on academic probation, or who have been academically or administratively dismissed from a Nursing program at previous school(s), are not eligible for admission to Nursing at the College of Staten Island.

Once admitted to Nursing, any student who fails to complete NRS 110 successfully must reapply for admission to the program on an appeals basis.

Admissions to the Nursing program are made in June and January each year. Applications for admission are available during each registration online at www.csi.cuny.edu/nursing.

Health Documentation: Each student must maintain a completed health and immunization record on file in the Health Center Office, Campus Center (1C), Room 112. At the beginning of each semester, the student must present a current copy of the health and immunization record to the clinical instructor. This includes an annual physical examination, required immunizations, proof of measles and varicella vaccination or blood titer, PPD test, and drug screen (urine) results. Hepatitis B immunization is highly recommended.

Insurance: Malpractice insurance for nursing students must be maintained during the time enrolled in the Nursing Education program and is to be renewed yearly. Applications for the insurance are issued at registration. Clinical practice may not begin until the insurance is in effect.

Uniforms: Nursing students are required to wear a uniform during clinical practice. Information about uniforms is available from the department.

CPR Certification: At the start of each clinical course, each student must submit proof of current American Red Cross, National Safety Council, or American Heart Association certification for cardiopulmonary resuscitation.

Starting in the Fall 2009 semester, in order to advance into nursing clinicals, students must provide documentation for one of the following categories:
1. United States Citizenship
2. Permanent Residency
3. International Student with F1 Status
4. Granted Asylum, Refugee Status, Temporary Protected Status, Withholding of Removal, Deferred Enforced Departure; or Deferred Action Status by the United States government

General Education Requirements:
ENG 111*, ENG 151, PED 190: 8 credits
Whenever possible, these three courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis: 16 credits
1. Scientific Analysis
   a. Science and Technology
      BIO 150 Human Anatomy and Physiology I*  4 credits
      BIO 160 Human Anatomy and Physiology II**  4 credits
   b. Mathematics
      MTH 108 Medical Dosage Calculations  2 credits
2. Social Scientific Analysis
   PHL 130 Ethics *  3 credits
   PSY 100 Introduction to Psychology**  3 credits
* Satisfies Prerequisite Courses Requirement
** Satisfies Core Requirement

Prerequisite Courses: 13 credits
BIO 150 Human Anatomy and Physiology I  4 credits
ENG 111 Communications Workshop  4 credits
PHL 130 Introduction to Ethics  3 credits
PSY 100 Psychology  3 credits

Core Requirements: (total credit requirement: 48)
(BIO 150, BIO 160, and MTH 108 from general education requirements listed above)
BIO 350 Bacteriology  3 credits
BIO 351 Bacteriology Laboratory  1 credit
NRS 110 Medical-Surgical Nursing I  6 credits
NRS 120 Medical-Surgical Nursing II  9 credits
NRS 210 Medical-Surgical Nursing III*  4.5 credits
NRS 211 Psychiatric Nursing*  4.5 credits
NRS 220 Family-Centered Maternity Nursing*  5 credits
NRS 221 Child Health Nursing*  5 credits
* Half-semester course

Electives: 2 credits

Total Credits Required: 64

Liberal Arts and Sciences Requirement:
Courses in human services, health education, and nursing are non-liberal arts and sciences.

Criteria for Continuation in Associate’s Degree Nursing Curriculum:
1. The student must be admitted to and matriculated in the clinical phase of the Nursing curriculum in order to register for any required nursing course.
2. The student must achieve a minimum grade of C+ in each of the required courses and a minimum grade of C in MTH 108 and the required biology courses. The student may repeat only one biology course with a minimum grade of C and only one nursing course with a minimum grade of B. Withdrawal (WU) from any nursing and/or required biology course will be permitted only once.
3. Students with two withdrawals (W) in nursing courses must apply to the Departmental Advisory Committee to request permission to register for any further nursing courses.
4. The time limit for completion of the clinical phase of the Associate’s degree Nursing program is five years.
5. Students seeking readmission to the clinical phase after a break of three or more years in enrollment in clinical courses must apply to the Department Advisory Committee. In the event of readmission, the Committee may require additional work, including repeating a previously completed clinical course.
6. Students are expected to adhere to standards that reflect ethical and professional responsibility.
7. Failure of a student to meet any of the above standards will warrant review by the Department Advisory Committee.

Nursing (BS)
The College offers an upper-division program leading to the BS degree with a major in Nursing. The program is designed for students who are licensed registered nurses but do not hold the baccalaureate degree.

Admission Requirements:
Applicants to the BS degree program in Nursing must be graduates of a Nursing program from an accredited diploma-granting associate degree program, an accredited diploma-granting nursing school, or an associate degree program affiliated with an accredited diploma-granting nursing school that prepares students for licensure as Registered Professional Nurses.

Applicants should have at least a 2.0 cumulative grade point average and at least a 2.0 in all nursing courses taken prior to application. Deadlines for application and supporting documentation are April 1 for the fall semester and November 1 for the spring semester. Applications for admission are available in the Office of Recruitment and Admissions.

General Education Requirements for the BS

ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity Requirements: 21-27 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)
2. Social Scientific Analysis: (3-4 credits)
   One course from either category:
   a. Social Scientific Analysis: 100-level
   b. Social Scientific Analysis: 200-level
3. The Contemporary World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (3-4 credits)
   One course from either category:
   a. Literature: 200-level
   b. Arts and Communications: 100-or 200-level
5. Pluralism and Diversity Requirement: (0-4 credits)
See section on general education requirements for approved course lists and complete details.

Pre-major Requirements: 66 credits
Students are expected to have completed all the following courses or their equivalent prior to admission to the BSN curriculum.

Nursing (BS) - Major Requirements: 40 credits

Additional 6 credits in Nursing electives.

Major Requirements: 40 credits

BIO 382: Pharmacotherapeutics 3 credits
PHY 114: Introduction to Physics 4 credits
NRS 303: Seminar in Professional Development 3 credits
NRS 310: Interpersonal Dynamics for Professional Nurses 3 credits
NRS 320: Health Assessment and Physical Examinations 3 credits
NRS 321: Introduction to Research in Nursing 3 credits
NRS 410: Community Health Nursing 6 credits
NRS 411: Leadership in the Management of Patient Care 6 credits
NRS 423: Issues in Health Care and Professional Nursing 3 credits

Plus an additional 6 credits in Nursing electives.

Electives 0-1 credits

Total Credits Required: 120

Honors
To graduate with honors in nursing, a student must have a 3.5 grade point average in Nursing courses, an overall GPA of 3.25, and must complete an honors project. Upon approval by the Baccalaureate Nursing Curriculum Committee, the student will work under the close supervision of a member of the Nursing faculty while conducting this project. Students may receive credit through Independent Study for their work on an honors project.

Criteria for Progression to 400-level courses:
All students must meet the following requirements prior to taking NRS 400 courses:
1. Current New York State license as a Registered Professional Nurse.
2. Completion of the pre-major requirements, either by examination or by completion of the appropriate courses. A maximum of 25 nursing credits are applied toward the BS in Nursing.

Upon successful completion of these requirements, the student must file a Change in Curriculum Form in the BS in Nursing program with the Office of the Registrar (Registrar’s curriculum designation N4).

To qualify for continuation in and graduation from the Nursing curriculum, students must have received a grade of at least C in each of the required nursing and biology courses. A student may repeat only one of the required nursing courses and only one of the required biology courses if a grade of less than C is received. Only one Withdrawal (WU) from required courses in nursing or biology is permitted.

Health Documentation
Students taking NRS 410/411 and NRS 421 must present the following on the first clinical day: a completed copy of the College Health Record that includes annual physical examination, required immunizations, proof of measles and varicella vaccination or a positive titer, PPD test, and drug screen (urine) result. Hepatitis B immunization is highly recommended.

Professional Documentation
Students taking NRS 410/411 and NRS 421 must present the following on the first clinical day: copy of current RN license; copy of malpractice insurance face-sheet showing dates and coverage.

(See section under AAS for more information on health and insurance regulations.)

Nursing Courses

NRS 110 Medical-Surgical Nursing I
3 class hours, 9 laboratory hours; 6 credits
Principles and concepts basic to the practice of nursing. Emphasis is on the maintenance and meeting of the basic needs of the adult patient. Introduces the student to alterations in human basic needs as a result of simple health problems. Clinical experience in a general hospital.
Prerequisite: Satisfactory completion of the Pre-Nursing sequence
Corequisite: MTH 108

NRS 120 Medical-Surgical Nursing II
6 class hours, 9 laboratory hours; 9 credits
Focus is on the identification of alterations in human basic needs resulting from common health problems and nursing intervention to restore and/or maintain optimal health. Clinical experience in a general hospital.
Prerequisites: NRS 110, MTH 108
Pre- or corequisite: BIO 160

NRS 210 Medical-Surgical Nursing III
6 class hours, 9 laboratory hours for one-half semester; 4.5 credits
Focus is on the nursing problems of a patient with catastrophic illness. Short- and long-term goals of care will be included and the many ramifications that these illnesses have upon the patient, family, society, and the nurse. Clinical experience in general hospital and community agencies.
Prerequisite: NRS 120
Pre- or corequisites: BIO 350 and BIO 351

NRS 211 Psychiatric Nursing
6 class hours, 9 laboratory hours for one-half semester; 4.5 credits
The development of concepts and skills in psychiatric nursing. Special emphasis is placed on developing increased understanding of the nurse’s own behavior and the role she/he plays in interpersonal relationships. The student learns to recognize the components of mental health and the impact of mental illness upon the patient, the patient’s family, and the community. Laboratory experiences in clinical settings and community agencies.
Prerequisite: NRS 120
Pre- or corequisites: BIO 350 and BIO 351

NRS 220 Family-Centered Maternity Nursing
6 class hours, 12 laboratory hours for one-half semester; 5 credits
Development of principles and skills in identifying and meeting the needs of the expectant family. The family structure and changing roles are emphasized throughout the pregnancy and birth cycle. Laboratory experiences in clinical settings and community agencies.
Prerequisites: NRS 210 and 211

NRS 221 Child Health Nursing
6 class hours, 12 laboratory hours for one-half semester; 5 credits
Basic needs and primary care of the well and ill child as a member of the family and community. Encompasses nursing assessment and intervention in the promotion, maintenance, and restorative aspects of childcare. Psycho-social aspects of growth and development are emphasized. Laboratory experiences in general hospital and community agencies.
Prerequisites: NRS 210 and 211

NRS 223 Perspectives and Issues in Professional Nursing
3 hours; 3 credits
An exploration of current topics and issues that influence the practice of professional nursing. Content includes legal, ethical, cultural, managerial, and economic issues as they affect the practice of nursing.
Prerequisites: NRS 110 or 113, and NRS 120

NRS 303 Seminar in Professional Development
3 hours; 3 credits
This course consists of seminar-based discussions of nursing as a profession and a science. The theory and research-based aspects of professional practice are explored. The history of nursing provides a foundation for growth as professionals. A model for health promotion is introduced as a foundation for community-based nursing care. Theories of critical thinking are applied through the use of case studies.
Prerequisite: Matriculated status in the BS degree program in Nursing

NRS 305 Women’s Health Issues Across the Lifecycle
(Effective Fall 2011)
3 hours; 3 credits
An examination from a holistic perspective of varied health care problems and concerns of women across the lifecycle. The physical, psychosocial, socioeconomic, and family implications will be examined. Through this course, students develop knowledge and awareness of the wide spectrum of factors that impact on women’s well being. The development of strategies and interventions of health promotion and maintenance to improve women’s well being are emphasized. (p&d)
Prerequisite: Matriculated status in the BS degree program in Nursing and approval of the Instructor.

NRS 310 Interpersonal Dynamics for Professional Nurses
2 lecture hours, 2 laboratory hours; 3 credits
Theories and research related to verbal, nonverbal, written, and computer-based communication are explored. Students increase proficiency in the use of a broad range of communication strategies with people from culturally diverse backgrounds.
Prerequisite: Matriculated status in the BS degree program in Nursing

NRS 319 Nursing in the Information Age
3 hours; 3 credits
This online course provides an overview of the significance of the nursing role of integrating the data, information, and knowledge required for nursing practice, administration, education, and research. Topics will focus on the role of the nurse in managing the collection and handling of sensitive client data, including ensuring accuracy in collection, confidentiality, and security. Nursing doc-
umentation to accurately reflect client assessment, nursing interventions, planning, nurse resource use, and client outcomes will be examined. The nursing role in system change, selection, and evaluation of clinical health information systems will be explored. Ethical, legal, and social issues and trends relative to information technology and the electronic health record will be discussed.

Pre- or corequisites: Enrolled in N3, N4. Others by permission

NRS 320  Health Assessment and Physical Examination
2 lecture hours, 2 laboratory hours; 3 credits
The skills and techniques to perform a comprehensive health assessment and physical examination for generalist-nursing practice are refined. Nursing assessments of normal health parameters serve to differentiate the health patterns of culturally diverse individuals across the life span. Data from interviews, health histories, and case studies will be critically analyzed. Standardized nursing classification systems are used throughout the course.

Pre- or corequisites: NRS 303, NRS 310

NRS 321  Introduction to Research in Nursing
3 hours; 3 credits
Introduction to steps of the research process and to strategies for critically appraising nursing research. Research utilization, applications for clinical nursing practice, the use of the computer in nursing research, and future directions of nursing research will be discussed. Students will read and critique a selection of current, published nursing research articles. Emphasis will be on clinical nursing research, including both qualitative and quantitative designs.

Pre- or corequisites: NRS 303, NRS 310

NRS 323  Health Care Needs of Vulnerable Populations
3 hours; 3 credits
This course explores the concept of vulnerability and its effect on health care needs. Factors that predispose people to vulnerability are discussed. Specific populations are identified and interventions to break the cycle of vulnerability are presented.

Pre- or corequisites: NRS 303, NRS 310

NRS 325  Nursing Care at the End of Life  (Effective Fall 2009)
3 hours; 3 credits
This course explores nurses' involvement in end-of-life care. How the health care team approach can address the myriad of needs facing individuals at this time of life will be discussed. Factors involved in expert nursing care that have the potential to greatly reduce the burden and distress of those facing life's end and the ability to offer support for the physical, psychological, cultural, social, and spiritual needs of patients and their families are presented.

Prerequisite: Enrollment in the BS curriculum of Nursing or approval of the Instructor

NRS 410  Community Health Nursing
3 class hours, 6 laboratory hours; 6 credits
Nursing and public health theories and research are integrated to provide students with knowledge and competencies for holistic nursing care of individuals, families, and communities from culturally diverse backgrounds. Theories and research related to health promotion, health protection, and disease and illness management are applied. Nursing care of “at-risk” populations are emphasized. Skills in mutual collaboration with consumers and interdisciplinary teams are developed.

Prerequisite: BIO 382, MTH 108, NRS 310, NRS 303, NRS 320, and successful completion of the Criteria for Progression to NRS 400 courses.

NRS 411  Leadership in the Management of Patient Care
3 hours lecture/week, 6 hours clinical/week; 6 credits
In this course, nursing, transcultural, organizational, management, motivation, change, and conflict management theories are examined in relation to application to the practice setting. Emphasis is placed on professional communication skills, as well as principles and practices of health care management. Conceptual themes of critical thinking, decision making, and therapeutic nursing interventions as they apply to the management of patient care and quality improvement initiatives are integrated throughout the course. Evidence-based practice and research findings are examined for their relevance in refining and extending the role of leader in professional nursing practice.

Prerequisites: NRS 303, NRS 310

Corequisite: NRS 321

NRS 421  Nursing in Critical Illness (Effective Spring 2010)
3 hours; 3 credits
This course focuses on the roles of professional nurses in the specialty of critical care nursing. It explores advances in Nursing in a rapidly changing health care system, where critically ill patients are in a variety of settings. Emphasis is on nursing research and evidence-based practice, as well as technological developments.

Pre or corequisite: NRS 320, NRS 321

NRS 423  Issues in Health Care and Professional Nursing  
(Effective Spring 2010)
3 hours; 3 credits
Current issues in health care and nursing are discussed and analyzed. Pro and con positions are addressed through discussions and presentations. Political strategies to negotiate and effect change are outlined and demonstrated. This course should be taken in the student’s last semester of the BS degree program in Nursing.

Pre- or corequisites: NRS 410 and NRS 411

Philosophy
(Bachelor of Arts, Dual Major with Political Science, Minor)
Department of Political Science, Economics, Philosophy, March Hall (2N), Room 232
Chairperson and Professor Mark White

Philosophy (BA)

General Education Requirements for the BA
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis: The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity Requirements: 28–47 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)

2. Social Scientific Analysis: (7-8 credits)
   Two courses, at least one from category b:
   a. Social Scientific Analysis: 100-level
   b. Social Scientific Analysis: 200-level

3. The Contemporary World: (4 credits)

4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)
   One course from each category:
   a. Literature: 200-level
   b. Arts and Communications: 100- or 200-level
5. Pluralism and Diversity Requirement: (0-4 credits)
6. Foreign Language: (0-12 credits)
See section on general education requirements for approved course lists and complete details.

Major Requirements: 28 credits
At least 28 credits of courses at the 200 level or higher. These 28 credits must include courses in at least three of the following four areas, including a minimum of two in (1) History of Philosophy and one in (2) Knowledge, Logic, and Scientific Method.
1. History of Philosophy (PHL 200-219, 300-319)
4. Culture and Religion (PHL 240-249, 340-349)
The 28 credits must also include at least two courses at the 300 level and a Senior Seminar (PHL 400, 401, or 490).
In addition, students must complete at least 12 credits of work in related subjects chosen in consultation with an adviser. Relevant areas include history, politics, psychology, sociology, literature, science, law, economics, education, public administration, and the arts. These courses may also be used to satisfy general education requirements.

Electives: 33-52 credits
Total Credits Required: 120

Honors
To graduate with honors in Philosophy a student must have a 3.5 grade point average in philosophy courses and must complete a thesis or project determined by the student and his or her faculty sponsor and the course POL/ECO/PHL 490 Senior Seminar in Political Science, Economics, and Philosophy.

Philosophy and Political Science (BA)

Dual Major in Philosophy and Political Science (BA)
Requirements for the dual major in Philosophy and Political Science (BA) include the general education requirements and 19 credits in philosophy, and 19-20 credits in political science, total of 120 credits required.

General Education Requirements for the BA
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity Requirements: 28-47 credits
Whenever possible, these courses should be completed within the first 60 credits.
1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)
2. Social Scientific Analysis: (7-8 credits)
   Two courses, at least one from category b:
   a. Social Scientific Analysis: 100-level
   b. Social Scientific Analysis: 200-level
3. The Contemporary World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)
   One course from each category:
   a. Literature: 200-level
   b. Arts and Communications: 100 or 200-level
5. Pluralism and Diversity Requirement: (0-4 credits)

6. Foreign Language: (0-12 credits)
See section on general education requirements for approved course lists and complete details.

Dual Major Requirements: 42-43 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHL 101</td>
<td>Introduction to Philosophy</td>
<td>3 credits</td>
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<tr>
<td>or</td>
<td>PHL 130</td>
<td>Introduction to Ethics</td>
</tr>
<tr>
<td>Four 200-level or above courses in philosophy including at least one course at the 300 level or above. Of these four courses, one must be in the history of philosophy (PHL 200-219, 300-319) and one in philosophical method (PHL 220-229, 320-329, 420).</td>
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<tr>
<td>POL 100</td>
<td>American Government and Politics</td>
<td>16 credits</td>
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<tr>
<td>or</td>
<td>POL 235</td>
<td>The American Political System</td>
</tr>
<tr>
<td>Four 200-level or above courses in political science including at least one course at the 300 level or above. These four courses must be chosen from at least two of the following areas: American politics (POL 220-239; POL 320-339), political theory (POL 200-219; POL 300-319), comparative government (POL 240-259; POL 340-359), international politics (POL 260-279, POL 360-379).</td>
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<tr>
<td>POL/ECO/PHL 490</td>
<td>Senior Seminar in Political Science, Economics, and Philosophy</td>
<td>4 credits</td>
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</tbody>
</table>

Elective credits: 18-38
Total Credits Required: 120

Honors
To graduate with honors in the Philosophy and Political Science (BA) a student must have a 3.5 grade point average in philosophy courses and must complete a thesis or project determined by the student and his or her faculty sponsor and the course POL/ECO/PHL 490 Senior Seminar in Political Science, Economics, and Philosophy.

Philosophy Minor

Minor Prerequisite course: (3 credits)
Any 100-level philosophy course

Minor Requirements (12 credits)
At least 12 credits in philosophy at or above the 200 level.

Philosophy Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHL 101</td>
<td>Introduction to Philosophy</td>
<td>3 credits</td>
</tr>
<tr>
<td>5 hours; 3 credits</td>
<td>A study of those systems of Western thought that have had the greatest effect and that have best illuminated the central problems of human existence. (social science)</td>
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<tr>
<td>PHL 130</td>
<td>Introduction to Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td>5 hours; 3 credits</td>
<td>Social and individual conduct in the light of important ethical theories of Western civilization. Topics include the meaning of good and evil, the meaning of right and wrong, free will, and the validity of ethical judgment. (social science)</td>
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</tr>
<tr>
<td>PHL 131</td>
<td>Field Work in Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td>3 hours; 3 credits</td>
<td>The student must be working at a job, paid or volunteer, for at least six hours a week in an organizational setting. Through an extensive ongoing journal, the student develops ethical analysis of job-related events and integrates these with ethical theory as taught in PHL 150. Four areas of knowledge will be stressed:</td>
<td></td>
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</tbody>
</table>
ethical self-observation and judgment, assessment of relations between individu-
als on different status levels of the organizations, how the built-in structures of
the organization may aid or hamper self-esteem and/or work performance, and,
finally, how truly the organization functions according to its socially mandated
goals. Periodic individual conferences will be scheduled with the instructor.
Pre- or corequisite: PHL 130

PHL 200  Early Political Theory
(Also POL 201)
4 hours; 4 credits
Analysis of major ideas and concepts of Western political theory from the Greeks
to Hobbes. Such questions as the ends of politics, the nature of citizenship, the
extent and limits of political obligation, and the relationship between rulers and
the ruled will be discussed. (social science)
Prerequisites: ENG 111, COR 100

PHL 202  Modern Political Theory
(Also POL 202)
4 hours; 4 credits
The development of modern theories of the state, with emphasis on democracy
and theories of representation, the forces underlying political change and revolu-
tion, and the growth of “collectivism.” Such authors as Locke, Rousseau,
Hegel, Mill, and Marx will be read. (social science)
Prerequisites: ENG 111, COR 100

PHL 204  American Political and Legal Thought
(Also AMS 210)
4 hours; 4 credits
A study of the political ideology dominating several periods of American history,
including the Puritan, revolutionary, pre-Civil War, populist, and New Deal eras.
Analysis of the writing of at least one current theorist and one major legal phi-
losopher. (social science)
Prerequisites: ENG 111, COR 100

PHL 210  American Philosophy
(Also AMS 210)
4 hours; 4 credits
A study of philosophy in America. Topics of inquiry will be selected from such
movements and figures as the following: Puritanism, empiricism, idealism, and
pragmatism; Jonathan Edwards, Ralph Waldo Emerson, Josiah Royce, Charles S.
Peirce, William James, John Dewey, George Santayana, and Alfred North White-
head. (social science)
Prerequisites: ENG 111, COR 100

PHL 213  Existentialism
4 hours; 4 credits
Major figures and directions in existentialist philosophy will be studied, including
such figures as Kierkegaard, Nietzsche, Heidegger, Sartre, Camus, and Ricoeur.
Existential philosophy will be considered both as a reaction against rationalist
and positivist thought and as a new attempt to examine and define human
values. The course will pay some attention to related developments in religion
and psychology. (social science)
Prerequisites: A 100-level course in philosophy or sophomore standing; ENG 111,
COR 100

PHL 214  Philosophy of History
4 hours; 4 credits
Epistemological and metaphysical presuppositions and problems of major theo-
ries (e.g., those of Augustine, Vico, Kant, Marx, Collingwood, Toynbee, and Tei-
hard de Chardin.
Prerequisite: A 100-level course in philosophy or sophomore standing

PHL 216  Ideas and the World: 600 BCE to 1600 CE
4 hours; 4 credits
The development of philosophy from pre-Socratic times through the 16th cen-
tury. Emphasis on the dialogues of Plato and the writings of Aristotle with atten-
tion to such other thinkers as Epicurus, Marcus Aurelius, Plotinus, Augustine,
and Aquinas. (social science)
Prerequisites: A 100-level course in philosophy or sophomore standing; ENG 111,
COR 100

PHL 217  Ideas and the World: 1600 to the Present
4 hours; 4 credits
The development of philosophy from the beginning of the 17th century to the
present through the study of philosophical texts. Readings will be drawn from such
authors as Descartes, Hume, Kant, Marx, Mill, Nietzsche, Dostoyevsky, and
Ayer. (social science)
Prerequisites: A 100-level course in philosophy or sophomore standing; ENG 111,
COR 100

PHL 218  Major Philosopher I
4 hours; 4 credits
This course will focus on a particular philosopher. It will cover the life, the main
theories and ideas, the main contributions, and the main problems and difficul-
ties. Philosophers will be chosen from all periods of philosophy (ancient, medi-
evial, modern) and from all cultures (American, European, Asian, Islamic, Afri-
can, etc.). Typical assignments will be quizzes on the philosopher’s life and
ideas, and on logical analysis; three or four analytical papers; final examination.
The course is open to majors and non-majors.
Prerequisites: ENG 111 and COR 100

PHL 219  Major Philosopher II
4 hours; 4 credits
Intensive study of the work of a major philosopher.
Prerequisites: ENG 111 and COR 100

PHL 220  Experience and Knowledge
4 hours; 4 credits
A study of various theories of knowledge and of the relation of experience to
knowledge. Inquiry will include such topics as experience and nature, knowledge
and belief, perception, memory and the past, meaning and meaningfulness, thought and feeling, and observation in the natural and social sci-
cences. (social science)
Prerequisites: A 100-level course in philosophy or sophomore standing; ENG 111,
COR 100

PHL 221  Logic and Scientific Method
4 hours; 4 credits
An analysis of the pitfalls of language, and an investigation into the formal
structure and methodology of deductive and empirical sciences. (social science)
Prerequisites: A 100-level course in philosophy or sophomore standing; ENG 111,
COR 100

PHL 223  Philosophical Thinking
4 hours; 4 credits
This course will explore different types of philosophical argument with the aim
of developing the student’s capacity for critical thought. Important texts from the
history of philosophy will be analyzed in class discussions and essays; students
will also be asked to develop and to criticize arguments on the issues discussed.
Emphasis will be on the methods of philosophy rather than on its history. (social
science)
Prerequisites: A 100-level course in philosophy or sophomore standing; ENG 111,
COR 100

PHL 224  Selected Issues in Metaphysics
4 hours; 4 credits
A study of a selected issue or issues in metaphysics. The particular issue for the
semester will be announced in the Semester Information. Possible topics in-
clude: philosophy of mind, ontology, causality, free will and determinism, space and time. (social scientific)
Prerequisites: A 100-level philosophy course or sophomore standing; ENG 111, COR 100

PHL 233 Race Discrimination: A Philosophical Analysis
4 hours; 4 credits
The fundamental nature of racism is examined by studying its meaning, causality, and “usefulness” to the individual and to society. Ethical analysis will be made, and students can choose to do research at organizations dedicated to fighting discrimination.
Prerequisite: A 100-level course in philosophy or sophomore standing

PHL 236 Life and Death: Bioethics
4 hours; 4 credits
An examination of basic human mysteries and dilemmas including the nature of life and self-identity, the implications of death, and the complex moral issues arising from technological advances. Among topics considered are euthanasia, abortion, human experimentation, behavioral and genetic control, and the rights and responsibilities of patients and professionals. Open to all students, it will have special significance for those preparing for health care services. (social science)
Prerequisites: ENG 111, COR 100; a 100-level course in philosophy or sophomore standing

PHL 237 The Tragic Dilemma
4 hours; 4 credits
Analysis of the consequences of human finitude (mortality, fallibility, ignorance) in an attempt to illustrate the meaning of tragedy as a lived experience. Discussion of the ways in which humans attempt to avoid the recognition of tragedy or attempt to make it bearable. Orientation will be accomplished through study of the literature of tragedy. (social science)
Prerequisites: A 100-level course in philosophy or sophomore standing; ENG 111, COR 100

PHL 238 Ethical Issues in Business and Society
(Also BUS 238)
4 hours; 4 credits
Critical examination of the economic and social responsibility of business in the U.S. and around the world; exploration of the appropriate scope of ethical involvement from points of view of management and society; the limitations of responsibility and the establishment of ethical criteria for the evaluation of business performance; the role of public policy in shaping corporate responsibility; consideration of ethical issues arising from the changing nature and implementation of computer and information technology.
Prerequisites: ENG 111; PHL 101 or PHL 130 or MGT 110 or sophomore standing

PHL 240 Philosophy of Religion
4 hours; 4 credits
A study of some of the classical problems in the philosophy of religion, including arguments for the existence of God, religious language, the unique features of religious experience, and the relation between reason and faith. (social science)
Prerequisites: A 100-level course in philosophy or sophomore standing; ENG 111, COR 100

PHL 242 Biblical Themes
4 hours; 4 credits
An introduction to the fundamentals of Biblical research and a close examination of selected themes in the Old and New Testaments: creation, covenant, prophetic protest, messiah, community, and the meaning and fulfillment of history. The purpose will be to gain an overall view of the Bible and to develop skills requisite to its fuller understanding.
Prerequisites: ENG 111 and a 100-level course in philosophy or sophomore standing

PHL 243 Comparative Religion
4 hours; 4 credits
A study of the great religious systems (e.g., Hinduism, Buddhism, Confucianism, Taoism, Zoroastrianism, Judaism, Christianity, and Islam). Challenges to the life of contemporary religions, demographic patterns, ethical stand, the role of women, ecological concern, and interfaith conflict and cooperation will be explored (cont. wld.) (p&d)
Prerequisites: A 100-level course in philosophy or sophomore standing; ENG 151, COR 100

PHL 266 Environmental Ethics
(Also GEG 266)
4 hours; 4 credits
This course provides a critical forum to examine the roots and results of our attitudes toward the environment. How should we view the apparent connections between pollution, economic development, and poverty; what (if anything) do we owe future generations; how should we consider non-human animals in the environment; is there justice or injustice in environmental civil disobedience? The course will draw on issues related to philosophy, geography, biology, economics, geology, and political science, and will challenge the exercise of global consciousness in “real-world” terms.
Prerequisites: A 100-level course in philosophy or sophomore standing; ENG 111, COR 100

PHL 303 Recent Political Theory
(Also POL 303)
4 hours; 4 credits
An examination of leading works in political theory of the late 19th and 20th centuries. The central theme will be the attacks on and the reaffirmations of liberal democratic thought. Discussion of problems of order and violence, social and political revolutions, and democratic processes. Readings will be drawn from original works in political theory by writers such as Arendt, Dewey, Freud, Hayek, Lenin, Marx, and Sorel.
Prerequisites: Sophomore standing and any 100-level political science or philosophy course

PHL 307 History of Legal Thought
(Also POL 307)
4 hours; 4 credits
An analysis of the writings of major legal philosophers from classical times to the present. Writers to be studied include Aristotle, Cicero, Aquinas, Austin, Savi gny, Cardozo, and Holmes.
Prerequisites: Sophomore standing and any political science or philosophy course

PHL 312 Descartes to Kant
4 hours; 4 credits
The beginning of modern philosophy—epistemology, ethics, and political thought—will be studied through readings from some of the major works of the 17th and 18th centuries. Readings will be drawn from the works of Descartes, Leibniz, Spinoza, Locke, Hume, Rousseau, and Kant. Special attention will be given to the opposition of empiricism and rationalism and to its resolution in Kant’s work.
Prerequisite: At least one 200-level course in philosophy or permission of the department

PHL 314 Nineteenth-Century Philosophy
4 hours; 4 credits
This course attempts to form a coherent view of 19th-century philosophy by studying the major philosophical developments in Hegel, Marx, Kierkegaard, and Nietzsche. Discussion topics will include the nature of humans as historical beings, the problem of a foundation of values, and the problem of alienation.
Prerequisite: At least one 200-level course in philosophy or permission of the department
PHL 320  Philosophy, Religion, and Psychology
4 hours; 4 credits
A study of the common and conflicting aspects of philosophy, religion, and psychology and their assumptions and methods; the debate between science and religion; contrasting views of the human predicament, proposals for change, and their intended results. Consideration of such authors as Freud, Jung, James, Fromm, Teilhard de Chardin, Watts, Tillich, and Skinner.
Prerequisite: At least one 200-level course in philosophy or permission of the department

PHL 321  Mathematical Logic
(Also MTH 350)
4 hours; 4 credits
Prerequisite: MTH 233 or 236

PHL 331  Legal Philosophy
(Also POL 330)
4 hours; 4 credits
The nature of legal principles and, in particular, their application to moral and political life. Such topics as: freedom of speech, the control of sexual behavior, the distribution of property and income, punishment, the morality of war, the choice of political means. Particular attention will be paid to the question of the extent to which the state should employ the technique of law in enforcing the community’s moral and political principles.
Prerequisite: At least one 200-level course in philosophy or two POL courses or permission of the department.

PHL 333  Economics and Philosophy
(Also ECO 333)
4 hours; 4 credits
This course will cover topics that overlap in the fields of economics and philosophy. It will enlighten Economics majors about the philosophical underpinnings of economics and introduce Philosophy majors to the more “thoughtful” aspects of economics. Topics discussed will include: rational choice and ethics; social welfare; justice, efficiency, and equity; social choice; and game theory.
Prerequisites: ENG 111 and any introductory-level economics or philosophy course

PHL 336  Advanced Topics in Ethics and Social Philosophy
4 hours; 4 credits
A study of a selected issue or issues in ethics and social philosophy. The particular topic for the semester will be announced in the Semester Information. Possible topics include physician-assisted suicide, eugenics, health care rights, welfare, and property rights.
Prerequisite: At least one 200-level course in philosophy or permission of the department

PHL 344  Eastern Philosophy
4 hours; 4 credits
An inquiry, both theoretical and experiential, into the great philosophies of the Far East. Readings selected from the classical writings of Hinduism, Buddhism, Confucianism, and Taoism. Attention will also be paid to such modern thinkers as Gandhi and Mao Zedong. (p&d)
Prerequisite: At least one 200-level course in philosophy or permission of the department

PHL 345  Art and Criticism
4 hours; 4 credits
A discussion of theories concerning the nature of art and of aesthetic experience; the ideas of mimesis, beauty, and expression; methods of criticism and standards of judgment in the arts; the relation of art to morals and politics.
Prerequisite: At least one 200-level course in philosophy or permission of the department

PHL 350  Theories of Literature and Criticism
(Also ENL 460)
4 hours; 4 credits
A consideration of some of the main historical and contemporary theories of the nature of literature and the problems of criticism. Readings will be drawn from Aristotle to the post-structuralists. Major topics will be mimesis, expression, form, genre, convention, and aesthetic experience.
Prerequisites: Senior standing and an ENL 300-level literature course

PHL 400  Senior Seminar I
4 hours; 4 credits each
Advanced seminar and directed study for majors. A special theme integrating coursework in the Philosophy major will be adopted each semester. In addition, students will select individual projects needed to round out their programs. The course involves research, conferences, oral reports, and a term paper presented for class discussion.
Prerequisite: 20 credits in philosophy

PHL 420  Foundations of Mathematics
(Also MTH 440)
4 hours; 4 credits
Postulate systems and their interpretations; sets, groups, rings, and ordered fields; partially ordered sets and lattices; theory of cardinal and ordinal numbers; well-ordered sets and transfinite induction; Boolean rings; mathematical logic.
Prerequisite: MTH 339 or MTH 350

PHL 490  Senior Seminar in Political Science, Economics, and Philosophy
4 hours; 4 credits each
(Also ECO 490 and POL 490)
Selected topics in which ideas and approaches from economics, political science, and philosophy either mesh or collide will be explored. Required of all students expecting to graduate with honors in Political Science, Economics, or Philosophy, but not limited to these students.
Prerequisites: Senior standing and completion of at least 16 credits in intermediate and advanced social science courses and permission of the instructor

Photography Minor

Minor
Department of Performing and Creative Arts, Center for the Arts (1P), Room 203
Chairperson and Associate Professor George Emilio Sanchez
Coordinator: Associate Professor Beatrix Reinhardt, Center for the Arts (1P), Room 209

Pre-Minor Requirements: 3 credits
PHO 120  Basic Photography 3 credits

Minor Requirements: 12-15 credits
At least 12 credits in photography at or above the 200 level.
The Department strongly recommends at least one course that emphasizes the theoretical or historical underpinnings of photography chosen from: PHO 220, PHO 365, ART 303 (History of Photography), PHO 314/ART 314.

Liberal Arts & Sciences Requirement:
Since most photography courses are non-liberal arts and sciences, students in this program should pay special attention to this requirement.
Photography Courses

PHO 120  Introduction to Photography
4 hours; 3 credits
An introduction to the practice of black and white photography. A study of the history and development of photography as an art form as well as basic principles and techniques of camera and darkroom practice. A prerequisite for all other studio photography courses. (arts & com)

NOTE: There will be an expense for a 35 mm SLR film camera and related items such as film and photographic paper

PHO 215  Historical and Alternative Photographic Processes
4 hours; 4 credits
Exploration and practice of historic and new methods and materials beyond the standard silver gelatin print. Students will learn to make pinhole cameras, paper negatives, wet-collodion negatives and ambrotypes, digital negatives for contact printing and different hand-coated printing processes. These practices will be put in historical and contemporary contexts by the introduction of different photographic movements, historical events, and through looking at the work of photographers using the processes.
Prerequisite: PHO 120

PHO 220  Intermediate Photography
4 hours; 3 credits
The course combines an emphasis on interpretive camera and darkroom techniques with a thoughtful approach to the making of a photograph. Development of visual perception and individual style are emphasized. Fiber-based paper printing, toning, bleaching, pushed film processing, selective contrast, and an introduction to color are included.
Prerequisite: PHO 120 or permission of the instructor

PHO 230  Color Photography
4 hours; 3 credits
An introduction to expressive color photography, utilizing transparencies and color printing. Projects will explore the creative and technical possibilities of color film. The class will focus on color theory, field and studio production, and critiques of student work.
Prerequisite: PHO 120 or permission of the instructor

PHO 240  Photojournalism
4 hours; 3 credits
An in-depth study of the concepts of narrative, sequence, story, and series, and their journalistic and artistic applications. An examination of how other photographers have employed these conventions in their work will be explored. Students will develop a body of work based on what they have learned.

PHO 250  Studio Photography I
4 hours; 3 credits
Photography studio techniques. Students will work both in large and small formats, utilizing tungsten and studio strobe lighting. Techniques of still life, portraiture, fashion, and figure photography will be stressed.
Prerequisite: PHO 120 or permission of the instructor

PHO 314  Contemporary Issues in Photography
(Also ART 314)
4 hours; 4 credits
This course will investigate contemporary issues in photography from aesthetic, art historical, and philosophical perspectives. It will be team-taught by an art historian and photographer. Students are strongly advised to take ART 303 prior to enrolling.
Prerequisites: ART 100 or ART 200 or ART 201 or PHO 220 and ENG 151

PHO 365  Conceptual and Aesthetic Concerns of Image Making – Photography III
4 hours; 4 credits
An appreciation of the intellectual bases of photographic works and their theoretical ramifications. Furthermore, it will expand the student’s critical and aesthetic understanding of the photographic image beyond the standard silver gelatin print. The course shall provide students with the intellectual tools to develop their own individual work and to critically determine if they have done so in a meaningful and substantial manner. Students will study a spectrum of motivations and expressions that exist in the field of photography and apply the gained knowledge to their work.
Prerequisites: PHO 120 and PHO 220 or permission of the instructor

PHO 360  Studio Photography II
4 hours; 3 credits
Methodology of producing pictures under totally controlled conditions. Lighting and camera techniques for portraiture, still life, and illustrations will be stressed. Both artistic concerns and professional studio practices are covered.
Prerequisite: PHO 250 or permission of the instructor

PHO 315  Visiting Artist Workshop
4 hours; 3 credits
This course will consist of three individual workshops with fine arts photographers who will each teach a four-to five-week segment. Students will get acquainted with their work and have the opportunity to have in-depth discussions with the artists about their motivation, research, procedure, and execution processes used in creating their respective bodies of work. Students will be introduced to specific technical processes, readings, and theoretical concepts that each artist considers fundamental to his/her work process. Each workshop will conclude with a visual assignment that addresses the specific issues and techniques discussed. This course may be repeated for credit.
Prerequisites: PHO 120 and PHO 220 or permission of the coordinator

PHO 320  The Photographic Portfolio
4 hours; 3 credits
Goals and marketing for photography. The definition and preparation of a personal photographic portfolio. A survey of ideas leading to a photographic direction, and the techniques necessary to realize the portfolio needed to pursue that direction. This course may be repeated for credit.
Prerequisite: Any 200-level PHO course or permission of the instructor

Physical Education Course

Department of Nursing, Marcus Hall (5S), Room 213
Chairperson: Associate Professor Mary O’Donnell

PED 190  Fitness for Life
2 hours; 1 credit
This course is designed to inform students about current issues and practices in fitness and wellness. It combines theory and practice in lectures and physical activities to enable students to plan for a healthy independent future.
Prerequisite: Current medical examination on file with the College Health Center.
Successful completion of PED 190 fulfills the general education requirement in Physical Education.
Physical Therapy

The CUNY Graduate Center and the College of Staten Island offer jointly a clinical Doctoral program in Physical Therapy leading to the Doctorate in Physical Therapy. For doctoral program admission requirements, please refer to the CUNY Graduate Center Website http://web.gc.cuny.edu/ClinicalDoctoral/pt-overview.asp or contact Professor Jeffrey Rothman at 718.982.3153 or by email: rothmanj@mail.csi.cuny.edu.

The DPT program is accredited by the Commission of Accreditation in Physical Therapy Education (CAPTE) and in keeping with the American Physical Therapy Association recommendation that physical therapists be doctorally credentialed. Students wishing to enroll eventually in the doctorate program should contact Jeffrey Rothman regarding a choice of appropriate undergraduate major.

Physics

Physics (BS)

General Education Requirements for the BS
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity Requirements: 21-27 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11-12 credits)*
   a. Science and Technology: (8 credits)
   b. Mathematics: (3-4 credits)
      *Fulfilled in the pre-major requirements.
2. Social Scientific Analysis: (3-4 credits)
   One course from either category:
   a. Social Scientific Analysis: 100-level
   b. Social Scientific Analysis: 200-level
3. The Contemporary World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (3-4 credits)
   One course from either category:
   a. Literature: 200-level
   b. Arts and Communication: 100- or 200-level
5. Pluralism and Diversity Requirement: (0-4 credits)
   See section on general education requirements for approved course lists and complete details.

Pre-Major Requirements: 32-35 credits
Students planning to major in Physics must complete the following pre-major requirements. These courses may also be used to satisfy general education requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHY 120</td>
<td>General Physics I</td>
<td>3</td>
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<tr>
<td>PHY 121</td>
<td>General Physics I Laboratory</td>
<td>1</td>
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<tr>
<td>PHY 160</td>
<td>General Physics II</td>
<td>3</td>
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<tr>
<td>PHY 161</td>
<td>General Physics II Laboratory</td>
<td>1</td>
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<tr>
<td>PHY 240</td>
<td>Waves and Modern Physics</td>
<td>3</td>
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<tr>
<td>PHY 250</td>
<td>Engineering Mechanics</td>
<td>3</td>
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<tr>
<td>MTH 229</td>
<td>Calculus Computer Laboratory</td>
<td>1</td>
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<tr>
<td>MTH 230</td>
<td>Calculus I with Pre-Calculus</td>
<td>6</td>
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<tr>
<td>MTH 229</td>
<td>Calculus Computer Laboratory</td>
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<tr>
<td>MTH 231</td>
<td>Analytic Geometry and Calculus I</td>
<td>3</td>
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<tr>
<td>MTH 232</td>
<td>Analytic Geometry and Calculus II</td>
<td>3</td>
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<tr>
<td>MTH 233</td>
<td>Analytic Geometry and Calculus III</td>
<td>3</td>
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<tr>
<td>MTH 299</td>
<td>Calculus Computer Laboratory</td>
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<td>MTH 325</td>
<td>Accelerated Calculus I</td>
<td>5</td>
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<tr>
<td>MTH 326</td>
<td>Accelerated Calculus II</td>
<td>5</td>
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<tr>
<td>CHM 141</td>
<td>General Chemistry I</td>
<td>3</td>
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<tr>
<td>CHM 121</td>
<td>General Chemistry I Laboratory</td>
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<tr>
<td>CHM 142</td>
<td>General Chemistry II</td>
<td>3</td>
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<tr>
<td>CHM 127</td>
<td>General Chemistry II Laboratory</td>
<td>1</td>
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<tr>
<td>MTH 330</td>
<td>Applied Mathematical Analysis I</td>
<td>4</td>
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<tr>
<td>MTH 331</td>
<td>Applied Mathematical Analysis II</td>
<td>4</td>
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<tr>
<td>PHY 310</td>
<td>Thermodynamics</td>
<td>4</td>
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<tr>
<td>PHY 316</td>
<td>Dynamics</td>
<td>4</td>
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<tr>
<td>PHY 356</td>
<td>Theory of Electromagnetic Radiation</td>
<td>4</td>
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<td>PHY 485</td>
<td>Properties of Materials</td>
<td>4</td>
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<tr>
<td>PHY 309</td>
<td>Basic Measurements Laboratory</td>
<td>2</td>
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<tr>
<td>PHY 315</td>
<td>Advanced Physics Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>PHY 442</td>
<td>Quantum Mechanics</td>
<td>4</td>
</tr>
</tbody>
</table>

Major Requirements: 48
CSC 126  Introduction to Computer Science 4 credits
MTH 330  Applied Mathematical Analysis I 4 credits
MTH 311  Probability Theory and an Introduction to Mathematical Statistics 4 credits
MTH 335  Applied Mathematical Analysis II 4 credits
PHY 310  Thermodynamics 4 credits
PHY 316  Dynamics 4 credits
PHY 356  Theory of Electromagnetic Radiation 4 credits
PHY 485  Properties of Materials 4 credits
PHY 309  Basic Measurements Laboratory 2 credits
PHY 315  Advanced Physics Laboratory 2 credits
PHY 442  Quantum Mechanics 4 credits

One advanced mathematics course at the 300 or 400 level 4 credits
Two advanced physics courses at the 300 or 400 level 8 credits
One but not both PHY 318 and PHY 381 may be used to satisfy this requirement.

Electives: 12-18 credit
Total Credits Required: 120

Honors in Physics:
1. To graduate with Honors in Physics a student must meet the following requirements:
2. Fulfillment of all the requirements for the Physics degree.
3. An overall grade point average of 3.5 and a grade point average of 3.5 in the major.
4. A senior paper supervised by a mentor, and approved by the mentor and the Department Chair.

Physics Minor (Effective Fall 2010)

Minor
Pre-Minor requirements:
A. Mathematics
   MTH 231  Analytical Geometry and Calculus I 3 credits
   MTH 232  Analytical Geometry and Calculus II 3 credits
   MTH 233  Analytical Geometry and Calculus III 3 credits
   or
   MTH 330  Applied Mathematical Analysis I 4 credits
B. Physics
   PHY 120  General Physics I 3 credits
   PHY 121  General Physics I Laboratory 1 credit
   PHY 160  General Physics II 3 credits
   PHY 161  General Physics II Laboratory 1 credit
Physics Courses

**PHY 102**  Sound and Light
3 class hours, 2 laboratory hours; 4 credits
Study of sources, transmission, and reception of sound and light. Application to music, art, and photography. Topics to be discussed will include the general nature of waves, optical and musical instruments, pigments, physics of seeing and hearing, and other related subjects. (science)
Prerequisite: MTH 015 or MTH 020 or an appropriate score on the CUNY Mathematics Assessment Test

**PHY 103**  Matter and Antimatter
3 class hours, 2 laboratory hours; 4 credits
A study of the elementary particles in the universe. Interactions, symmetries, accelerators, and cosmic rays. Designed for non-science students. (science)
Prerequisite: MTH 015 or MTH 020 or an appropriate score on the CUNY Mathematics Assessment Test

**PHY 105**  Galileo to Newton and Beyond
3 class hours, 2 laboratory hours; 4 credits
A presentation of traditional physics that considers its historical development. The coverage of topics is traditional: mechanics, fluids, and heat; taking into account the innovative contributions of the major figures in physics. Readings in the original literature in English translation will be required. (science)
Prerequisites: MTH 015 or MTH 020 or an appropriate score on the CUNY Mathematics Assessment Test in Mathematics, Reading and Writing.

**PHY 107**  Maxwell to Einstein and Beyond
3 class hours, 2 laboratory hours; 4 credits
A presentation of traditional physics that takes into account its historical development. The coverage of topics is traditional: electricity and magnetism; waves, light, and modern physics; taking into account the innovative contributions of the major figures in these areas of physics. (science)
Prerequisite: MTH 030

**PHY 110**  College Physics I
3 hours, 3 credits
Non-calculus physics for technology students. Units, vectors, uniformly accelerated motion, forces, equilibrium, Newton's laws and applications, work energy, conservation laws, circular motion; temperature, expansion, heat capacity, thermal properties. (science)
Prerequisite: MTH 015 or MTH 020 or an appropriate score on the CUNY Mathematics Assessment Test or MTH 108

**PHY 111**  College Physics I Laboratory
2 laboratory hours, 1 credit
Measurement, density, pendulum, vectors, free fall, projectiles, acceleration, friction, Newton's laws, circular motion, collisions, energy, rigid body. (science)
Corequisite: PHY 110

**PHY 114**  Introduction to Physics
2 laboratory hours, 3 class hours; 4 credits
A quantitative survey of physics with emphasis on the scientific method. Topics covered are motion, energy, temperature and heat, electricity and magnetism, light, sound, atomic structure, and nuclear radiation. Not intended for Physical Science majors. (science)
Prerequisite: MTH 015 or MTH 020 or an appropriate score on the CUNY Mathematics Assessment Test or MTH 108

**PHY 116**  Physics I
3 class hours, 2 laboratory hours; 4 credits
Intended for Biology and Health Science majors. Weight, balance; forces and torques exerted by muscles; introduction to motion and fluid flow; conservation of energy in animate and inanimate systems; energy consumption and metabolism; heat, gravitation, molecular potential energies; energy levels and transitions; binding and dissociation in large and small systems; free energy in chemistry and biology. Articulated experiments include mechanical systems simulating forces and torques in the human arm, energy conversion such as electrical energy to heat. (science)
Prerequisite: MTH 123

**PHY 120**  General Physics I
4 hours; 3 credits
Calculus-based physics for Science and Engineering majors. Vectors, forces, kinematics, Newton's laws and applications, particle dynamics, work, energy, conservation laws, collisions, rotational dynamics, ideal gas, thermal properties, heat transfer, thermodynamics. (science)
Pre- or corequisites: MTH 230 or MTH 231 or MTH 235, and PHY 121

**PHY 121**  General Physics I Laboratory
2 laboratory hours; 1 credit
Measurement, pendulum, gravity, projectiles, force equilibria, acceleration, friction, energy, collisions, centripetal force, calorimetry, Boyle's law. (science)
Corequisite: PHY 120

**PHY 150**  College Physics II
3 hours; 3 credits
Non-calculus physics for technology students. Waves, sound, light, geometrical optics, mirrors, lenses, diffraction; electric charge, potential, capacitance, current, resistance, magnetism, induction. (science)
Prerequisite: PHY 110
Corequisite: PHY 151

**PHY 151**  College Physics II Laboratory
2 laboratory hours, 1 credit
Standing waves, reflection, refraction, lenses, Millikan experiment, electric fields, capacitance, Ohm's law, Wheatstone bridge, meters, magnetic field, AC circuits. (science)
Corequisite: PHY 150

**PHY 153**  Waves, Optics, and Modern Physics
3 class hours, 2 laboratory hours; 4 credits
Non-calculus physics for electrical technology students. Simple harmonic motion, wave motion, sound, light, optics, electric and magnetic fields, atomic and nuclear physics. (science)
Prerequisite: PHY 110

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Prerequisites/Co-requisites</th>
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<tbody>
<tr>
<td>PHY 156</td>
<td>Physics II</td>
<td>4 credits</td>
<td>Continuation of PHY 116 for students requiring one year of physics. Extension of the energy concept to atoms and electricity; nuclear energy and radioactivity; electricity as energy and information transfer in animate and inanimate systems; magnetism; mass spectroscopy and its uses; light, with applications to the eye, the camera, microscopes, fiber-optical diagnostic instruments, and spectroscopy. Articulated experiments include optics, optical and mass spectroscopy, electricity, heat, instrumentation. (science)</td>
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<tr>
<td>PHY 160</td>
<td>General Physics II</td>
<td>3 credits</td>
<td>Calculus-based physics for Science and Engineering majors. Electrostatics, potential, Ohm’s law, resistance, capacitance, RC circuits, magnetism, induction, waves, and geometric optics. (science)</td>
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<td>Prerequisite: PHY 200</td>
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<td>Corequisites: MTH 232 or MTH 236, and PHY 161</td>
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<tr>
<td>PHY 161</td>
<td>General Physics II Laboratory</td>
<td>2 credits</td>
<td>Millikan experiment, electric fields, capacitance, Ohm’s law, Wheatstone bridge, DC circuits, meters, RC circuits, electron beams, CRO, AC circuits, standing waves, spectroscope. (science)</td>
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<td>Prerequisite: PHY 120</td>
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<td>Corequisite: PHY 160</td>
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<tr>
<td>PHY 206</td>
<td>Nature of Physical Processes</td>
<td>3 credits</td>
<td>A culturally oriented course and associated laboratory for liberal arts students who seek to deepen their understanding and appreciation of the style and status of modern physical inquiry. Topics will be drawn from Newtonian mechanics, quantum theory, relativity, and nuclear physics.</td>
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<td>Prerequisites: A minimum GPA of 2.75, MTH 025 or MTH 030 or an appropriate score on the Mathematics Department Placement Examination; and at least one Scientific Analysis course other than ELT, MET, or SCI courses.</td>
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<tr>
<td>PHY 230</td>
<td>Physics for Engineers</td>
<td>4 credits</td>
<td>A review of the natural laws necessary for the understanding of engineering and applied problems. Included will be topics in classical mechanics, electricity and magnetism, and wave motion.</td>
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<td>Prerequisite: PHY 150 or equivalent</td>
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<td>Corequisite: ENS 200 or equivalent</td>
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<td>Prerequisite: PHY 160 or 230</td>
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<td>Pre- or corequisite: MTH 330</td>
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<td>Prerequisite: PHY 310 and CSC 126</td>
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<td>Pre- or corequisite: MTH 350</td>
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<tr>
<td>PHY 309</td>
<td>Basic Measurements Laboratory</td>
<td>4 credits</td>
<td>Basic instrumentation and precise measurements in engineering applications. Design, construction, testing, and analysis of simple analog systems using the circuit design tools and simulation software. Comparison of measured data to simulated data and reconciliation of discrepancies is emphasized. (Non-liberal arts designation)</td>
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<tr>
<td>PHY 310</td>
<td>Thermodynamics</td>
<td>4 credits</td>
<td>Nuclear force, nuclear structure, applications of special relativity, nuclear reactions, radioactive decay.</td>
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<td>Prerequisite: PHY 240</td>
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<td></td>
<td>Prerequisites: PHY 250 and CSC 270 or CSC 126</td>
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<td>Pre- or corequisite: MTH 350</td>
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<tr>
<td>PHY 315</td>
<td>Advanced Physics Laboratory</td>
<td>4 credits</td>
<td>Experiments in atomic absorption spectroscopy, fluids, mechanics, microwaves, optics, semiconductors, statistical physics, and turbulence.</td>
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<td>Prerequisite: PHY 309</td>
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<td>Prerequisites: PHY 250 and CSC 270 or CSC 126</td>
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<td>Pre- or corequisite: MTH 350</td>
<td></td>
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<tr>
<td>PHY 318</td>
<td>The Scientific Revolution</td>
<td>4 credits</td>
<td>The history of physics from Galileo to Newton. Readings and study in the original literature.</td>
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<td>Prerequisite: MTH 233 or MTH 236</td>
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<tr>
<td>PHY 350</td>
<td>Transport Processes (Effective Fall 2009)</td>
<td>4 credits</td>
<td>Introduction to momentum, heat, and mass transfer. Introduction to continuous media, control volume formulation of conservation laws, momentum and energy conservation of fluid flow, heat transfer by conduction and radiation, mass diffusion, analogies and breakdown of analogies among momentum, heat, and mass transfer.</td>
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<td>Prerequisites: PHY 310 and CSC 126</td>
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<td></td>
<td>Pre- or corequisite: MTH 350</td>
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</tbody>
</table>
PHY 356   Theory of Electromagnetic Radiation
(Also ENS 356)
4 hours; 4 credits
This course is designed to give the student an understanding of the way in which electromagnetic waves are produced, propagated, scattered, and absorbed. Building on the knowledge obtained from an introductory treatment of electromagnetism, students proceed to a study of the Maxwell equations in differential form, of wave equation, energy transfer, and the behavior of waves at metallic and dielectric surfaces. Production of radiation by dipoles and its absorption. Antennas, wave guides, and other applications.
Prerequisites: PHY 160 and CSC 270
Pre- or corequisite: MTH 330

PHY 360   Relativity
4 hours; 4 credits
The principle of relativity, the Michelson-Morley experiment, the relativity of simultaneity, the relativity of length and time, the Lorentz transformation, relativistic momentum and energy, relativistic mechanics, relativistic electromagnetism, general relativity.
Prerequisite: PHY 240

PHY 365   Optics
4 hours; 4 credits
Applications of Maxwell’s equations, polarization, Fresnel equations, Fermat’s principle, interaction of light with matter, nonlinear optical phenomena.
Prerequisites: PHY 240

PHY 381   History of Modern Physics
4 hours; 4 credits
The history of modern physics. Selected topics from relativity, quantum theory, nuclear physics, solid state physics, and particle physics. Readings in the original literature.
Pre- or corequisite: PHY 240

PHY 383   Electrical Properties of Materials
(Also ENS 383)
3 hours; 3 credits
Electrons in atoms, electrons in crystals, contacts between materials and p-n junctions, bipolar transistors, optoelectronic devices, field-effect transistors, charge transfer devices, integrated circuits, solid state lasers. Photo cells and LEDs.
Prerequisites: PHY 240 and CSC 270

PHY 384   Mechanical Properties of Materials
(Also ENS 384)
3 hours; 3 credits
Prerequisite: Physics 240 or permission of the instructor

PHY 425   Astrophysics
4 hours; 4 credits
Applications of the major areas of physics in space-related fields. Random processes—the Boltzman and Saha equations and thermodynamic applications; relativistic effects—Pointing-Robertson drag and synchrotron radiation; Electromagnetic-Faraday rotation, plasmas, and Compton effect; Quantum-Ionized hydrogen spectra, cosmic masers, radiative transfer in stellar atmospheres.
Prerequisites: PHY 310, PHY 316, and PHY 356

PHY 442   Quantum Mechanics
4 hours; 4 credits
Schrodinger equation, solutions to barrier and well potentials, quantum harmonic oscillator, angular momentum and spin, perturbation theory, atomic structure and transitions.
Prerequisite: PHY 240

PHY 450   Fluid Mechanics (Effective Fall 2009)
(Also ENS 450)
4 hours; 4 credits
Fluid properties, fluid statics, buoyancy and stability, fluids in rigid-body motion. Basic fluid equations in differential and integral form, Navier-Stokes equation. Euler equation, Bernoulli equation, and engineering applications. Dimensional analysis and similitude. Internal incompressible viscous flow and flow measurement.
Prerequisite: PHY 310
Pre- or corequisite: MTH 330

PHY 463   Introduction to Nanotechnology
(Also ENS 463)
2 class hours, 4 laboratory hours; 4 credits
This is an introductory course on nanotechnology. It covers the physical basics of submicron- and nano-size structures, methods, and materials of nanotechnology; characterization of nanostructures; and their industrial applications. The course covers (i) mechanical, electronic, and optical properties of nanoscopic systems; (ii) engineering approaches in nano-electro-mechanics, nanoelectronics, and nanophotonics; (iii) practical computer simulation and design of nanodevices; (iv) practical nanofabrication of rudimentary nanodevices with focused ion beams.

Political Science
(Bachelor of Arts, Dual Major with Philosophy, Minor)
Department of Political Science, Economics, and Philosophy
Chairperson and Professor Mark White
Coordinator: Associate Professor Michaela Richter
Marchi Hall (2N), Room 234

Political Science (BA)
General Education Requirements for the BA
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity Requirements: 28-47 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11-12 credits)
a. Science and Technology: (8 credits)
2. Social Scientific Analysis: (7-8 credits)  
Two courses, at least one from category b:  
- Social Scientific Analysis: 100-level  
- Social Scientific Analysis: 200-level
3. The Contemporary World: (4 credits)  
4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)  
   - One course from each category:  
     - Literature: 200-level  
     - Arts and Communications: 100- or 200-level
5. Pluralism and Diversity Requirement: (0-4 credits)
6. Foreign Language: (0-12 credits)

See section on general education requirements for approved course lists and complete details.

**Major Requirements:** 31-32 credits

Thirty-one credits in political science courses including POL 100 American Government and Politics or POL 235 The American Political System, and at least one course above the 100 level in each of the following areas:

1. American Politics (POL 220-239, 320-339)  
2. Political Theory (POL 200-219, 300-319)  
3. Comparative Politics (POL 240-259, 340-359)  
4. International Politics (POL 260-279, 360-394)

At least 28 credits must be at or above the 200 level and, of these, at least 12 credits must be at or above the 300 level.

In addition, students must take 12 credits in social science courses other than political science chosen in consultation with a faculty adviser.

**Electives:** 30-49 credits

**Total Credits Required:** 120

**Honors**

To graduate with honors in Political Science a student must have a 3.5 grade point average in political science courses and must complete POL/ECO/PHL 490 Senior Seminar in Political Science, Economics, and Philosophy, and a thesis or project determined by the student and his or her faculty sponsor.

### Political Science Minor

**Minor Requirements:** 15-16 credits

a. Either
   - POL 100 American Government and Politics  
   - POL 235 The American Political System  

b. At least one course in one of the following: 4 credits  
   - Political Theory  
   - Comparative Government  
   - International Politics

c. At least one 300-level course  

d. Any additional POL course at the 200-level or above.

### Political Science Courses

**POL 100 American Government and Politics**  
3 hours; 3 credits  
A study of the structure and operations of the U.S. political system, the process of its evolution, the philosophical principles and theories on which it rests, the social pressures and forces operating on it. (social science) Not open to students who have taken POL/SLS 235.

**POL 103 Understanding the Political World: An Introduction to Political Science**  
3 hours; 3 credits  
An introduction to the world of politics and the fundamentals of political science. Major topics: the basics of politics: power, government, nation, state; forms of political behavior from democratic participation to revolutionary violence; political ideas and norms; varieties of democratic and non-democratic forms of government; politics and society, the global context of politics. (social science)

**POL 201 Early Political Theory**  
(Also PHL 200)  
4 hours; 4 credits  
Analysis of major ideas and concepts of Western political theory from the Greeks to Hobbes. Such questions as the ends of politics, the nature of citizenship, the extent and limits of political obligation, and the relationship between rulers and the ruled will be discussed. (social science)  
Prerequisites: ENG 111, COR 100

**POL 202 Modern Political Theory**  
(Also PHL 202)  
4 hours; 4 credits  
The development of modern theories of the state, with emphasis on democracy and theories of representation, the forces underlying political change and revolution, and the growth of “collectivism.” Such authors as Locke, Rousseau, Hegel, Mill, and Marx will be read. (social science)  
Prerequisites: ENG 111, COR 100

**POL 204 American Political and Legal Thought**  
(Also PHL 204)  
4 hours; 4 credits  
A study of the political ideology dominating several periods of U.S. history, including the Puritan, revolutionary, pre-Civil War, populist, and New Deal era. Analysis of the writing of at least one current theorist and one major legal philosopher. (social science)  
Prerequisites: ENG 111, COR 100

**POL 218 Politics and the Novel**  
4 hours; 4 credits  
An analysis of a number of 19th- and 20th-century novels dealing with the relationship of the individual to the political world. Writers such as Conrad, Stendhal, Malraux, and Mailer will be read and discussed.  
Prerequisites: ENG 111, COR 100

**POL 219 Politics, Cinema, Media**  
(Also CIN 204)  
4 hours; 4 credits  
Analyzes political and social aspects of cinema and media within historical and contemporary contexts. Possible topics include race, class, gender, ethnicity, globalization, colonialism, imperialism, and nationalism and its discontents, as they relate to cinema and media. (arts & com.) (social science)  
Prerequisites: ENG 111, COR 100

**POL 221 The American Presidency**  
4 hours; 4 credits  
A study of the executive branch of the federal government, including the U.S. presidency. The President’s relations with Congress, political parties, and the cabinet. (social science)  
Prerequisites: ENG 111, COR 100

**POL 222 The American Legal System**  
4 hours; 4 credits  
The role of law and the courts in U.S. society and the historical background and philosophical principles upon which the U.S. legal system is based. Examination of the powers and workings of courts, how judges and lawyers act, and how U.S. citizens are affected by the legal system. (social science)
Prerequisites: ENG 111, COR 100

**POL 223** Public Administration
(Also MGT 223)
4 hours; 4 credits
Examination of the concepts in the execution of public policy. Relationships of administrative process to the executive, legislative bodies, the public, special interest groups, the clientele, and the courts. Considers personnel administration and administrative law and regulation. (social science)
Prerequisites: ENG 111, COR 100

**POL 227** Political Parties, Elections, and Interest Groups
4 hours; 4 credits
The role and significance of political parties and interest groups in the U.S. political process; the development, organization functions, the finances of U.S. political parties; campaigning and voting behavior, and the goals and techniques of the major formal and informal pressure groups that influence public policy in the United States.
Prerequisites: ENG 111, COR 100

**POL 229** Law, Justice, and Politics
4 hours; 4 credits
The course looks at law as a political instrument, politics in legislation, structure of politics, including government and political parties; surveys the basic documents of the U.S. judicial system. Current political events, national and local, are examined in the light of legal principles.
Prerequisites: ENG 111, COR 100

**POL 231** City Hall and Albany
4 hours; 4 credits
A study of New York City’s mayoralty, New York State’s governorship, the City and State legislatures, the interest groups and political parties to which these institutions are sometimes beholden, and the use and decline of patronage. Attention will be paid to City-State relations and to the financial problems and the racial-ethnic tensions that City and State must confront. Comparisons with other cities and states will be made. (social science)
Prerequisites: Permission of the instructor, ENG 111, COR 100

**POL 233** CUNY Internship Program in New York Government and Politics I
4 hours; 4 credits
A program common to all the senior colleges of The City University that involves working eight hours a week for a public official, city agency, or public service organization. In addition, all students attend four seminars a month, one at the University’s graduate center and three at their own college. (social science)
Prerequisites: Permission of the instructor, ENG 111, COR 100

**POL 234** CUNY Internship Program in New York Government and Politics II
4 hours; 4 credits
A continuation of POL 233. (social science)
Prerequisite: POL 233

**POL 235** The American Political System
(Also SLS 235)
4 hours; 4 credits
Study of major American political institutions: the Presidency, Congress, Supreme Court, bureaucracy, and the Democratic and Republican parties. The course will emphasize the extent to which the actual workings of our political systems differ from, and are affected by, constitutional theory and legal rules and thus will discuss the impact of pressure groups and public opinion. It will also cover selected state and local political issues. (social science) Not open to students who have taken POL 100.
Prerequisites: A minimum GPA of 2.75; ENG 111 and ENG 151, COR 100

**POL 237** Criminal Courts and Defendants’ Rights
4 hours; 4 credits
This course deals with the purposes and aims of the criminal justice and the criminal court system. It examines law enforcement arraignments and bail, the legal profession, plea bargaining, and sentencing. The structure, concepts, and theories of criminal law are studied and a comparison is made between the adversary and inquisitorial systems.
Prerequisites: ENG 111, COR 100

**POL 239** The American Civil War
(Also AMS 239)
4 hours; 4 credits
The course focuses on the civil and military aspects of the Civil War, including the events and issues leading up to the war, the struggle over the expansion of slavery, the Union’s and the Confederacy’s military strategies, and analysis of key battles. The course will examine the presidency of Lincoln and will explore major constitutional issues, such as the right of secession and the problems of maintaining civil liberties during a civil war.
Prerequisites: ENG 111, COR 100

**POL 240** Comparative Government
4 hours; 4 credits
An examination of contemporary political systems in the global context. Studies the nature of globalization; its effects on the nation-state; its impact on the political institutions, economic systems, and societies of the advanced liberal democracies, post-Communist, and developing nations; and the interaction between politics, economy, and society in today’s interdependent world. (cont. wld.) (p&d)
Prerequisites: ENG 151, COR 100

**POL 241** Western European Politics: United Kingdom, France, Italy, Germany
4 hours; 4 credits
An introduction to four Western European democracies, with the principal focus on the United Kingdom, France, Germany, and Italy. Student understanding of the democratic experience is broadened by comparing four different forms of democratic government, their relationship to market economics, their way of dealing with social diversity, their divergent solutions to social and economic problems. (social science)
Prerequisites: ENG 111, COR 100

**POL 244** From the Soviet Union to the Commonwealth of Independent States
4 hours; 4 credits
The development of the Soviet Union from the 1917 Revolution to the collapse of communism. Major topics: the historical and ideological foundations of the Soviet Union; the communist system in practice; the collapse of communism and the breakup of the Soviet Union into the Commonwealth of Independent States; the chances for democracy and a market economy in Russia and the newly independent republics. (social science)
Prerequisites: ENG 111, COR 100

**POL 246** Nazism and The Holocaust
4 hours; 4 credits
An examination of the political, moral, and legal problems arising out of the extermination of the European Jews. The course will study the rise of Nazism, the construction of a totalitarian society, the terror apparatus, the institution of the concentration camp, and the planning and implementation of the killing process. There will be further examination of the responses of the Jews, the Allies, neutrals, and important institutions like the church and the Red Cross. At all points the question will be asked: What does this phenomenon reveal about the nature of modern society and modern politics? (social science)
Prerequisites: ENG 111, COR 100; sophomore standing or permission of the instructor
POL 251  International Political Economy
(Also ECO 251)
4 hours; 4 credits
This course examines the relationships among nation-states, corporations, and key international trade and financial organizations in today’s global environment. It also examines how globalization and world politics affect distribution of economic wealth and, in turn, how economic growth/changes affect world and the global order. (cont. wld.) (p & d)
Prerequisites: At least one political science or economics course, ENG 151, COR 100.

POL 252  Middle East Politics
4 hours; 4 credits
This course analyzes various stages of regional and international relations in the Middle East from the conclusion of World War II to the present. The course will also provide an introduction to the domestic politics of the region’s most important countries, paying special attention to the religious, cultural, and ideological uniqueness of the modern Middle East. (social science) (p&d)
Prerequisites: ENG 111, COR 100; sophomore standing

POL 253  African Politics
(Also AFA 253)
4 hours; 4 credits
An examination of the colonial and post-colonial problems of Africa, and the developmental process in general. Other topics to be discussed include the sociopolitical and historical-philosophical appeal of communism to Africa, ideology, strategy, and the communist model of development; and the idea of revolution as an agent of rapid transformation versus the Euro-American model of evolutionary change. (p&d)
Prerequisites: ENG 111, COR 100

POL 256  East Asian Politics
4 hours; 4 credits
This course examines the transformation of China, Japan, and other Southeast Asian countries since World War II, focusing on their historical development and more recent experiences of revolutionary turmoil. It compares the different paths to modernization taken by these countries, differences in their economic and political systems, and the economic, cultural, ideological, and political changes they have undergone in the contemporary period. Global importance and foreign policies of these countries will also be analyzed. (cont. wld.) (p&d)
Prerequisites: ENG 151, COR 100

POL 259  International Security (Effective Spring 2011)
4 hours; 4 credits
This course examines conceptions of security comparing traditional and contemporary understandings of international security including human security. The course discusses the causes, conduct, and consequences of international conflict, while also recognizing other sources of insecurity such as the environment, education, and health. Topics in the course include causes of inter-state war and intra-state conflict, weapons of mass destruction, new wars, terrorism, economic security, and environmental security. The class studies these topics with reference to representative contemporary cases. (cont. wld.)
Prerequisites: ENG 151, COR 100

POL 260  International Politics: In Search of a New World Order
4 hours; 4 credits
An analysis of the political and economic problems of the world today. The emphasis is on current trends in international relations, problems of war and peace, globalization, and prospects for the development of a new world order or global chaos. (cont. wld.)
Prerequisites: ENG 151, COR 100

POL 261  International Organizations
4 hours; 4 credits
Examines how international organizations (intergovernmental, non-governmental, supranational, regional, functionally specialized) shape and are shaped by the contemporary global order. Special emphasis on the structures and functions of the United Nations, regional organizations (e.g., EEU, Organization of American States, Arab League, ASEAN), and the WTO. (cont. wld.)
Prerequisites: ENG 151, COR 100

POL 264  Political Geography
(Also GEG 264)
4 hours; 4 credits
All politics are embedded in geographical space. This course examines the ways in which people have territorially arranged the Earth’s surface, internal and external relationships of politically organized areas, the effects of political actions on social and economic conditions, and the significance of geographical factors behind political situations, problems, and conflicts within and between different territories. (cont. wld.)
Prerequisites: ENG 151, COR 100

POL 303  Recent Political Theory
(Also PHL 303)
4 hours; 4 credits
An examination of leading works in political theory of the late 19th and 20th centuries. The central theme will be the attacks on and the reaffirmations of liberal democratic thought. Discussion of problems of order and violence, social and political revolutions, and democratic processes. Readings will be drawn from original works in political theory by writers such as Arendt, Dewey, Freud, Hayek, Lenin, Marx, and Sorel.
Prerequisites: Sophomore standing and any 100-level political science or philosophy course

POL 307  History of Legal Thought
(Also PHL 307)
4 hours; 4 credits
An analysis of the writings of major legal philosophers from classical times to the present. Writers to be studied include Aristotle, Cicero, Aquinas, Austin, Savi gny, Cardozo, and Holmes.
Prerequisites: Sophomore standing and any political science or philosophy course

POL 310  Political Sociology (Effective Spring 2011)
4 hours; 4 credits
A discussion of key issues dealing with understanding political and social structure and the distribution of power in society. Such problems as personality, elites, leadership, political culture, power, legitimacy, consensus, and political change will be discussed.
Prerequisites: Sophomore standing or any 100-level POL or PHL course

POL 323  Public Policy Analysis
(Also MGT 323)
4 hours; 4 credits
A study of how government deals with problems in such areas as health, energy, environment, education, crime, and economic stability. In addition to focusing on substantive policies in these fields, the course will examine how problems come to government’s attention and analyze various techniques for determining whether a governmental program is successful.
Prerequisite: POL 100 or ECO 101

POL 330  Legal Philosophy
(Also PHL 331)
4 hours; 4 credits
The nature of legal principles and, in particular, their application to moral and political life. Such topics as freedom of speech, the control of sexual behavior, the distribution of property and income, punishment, the morality of war, the
choice of political means. Particular attention will be paid to the question of the extent to which the state should employ the technique of law in enforcing the community’s moral and political principles.

Prerequisite: At least one 200-level course in philosophy or two POL courses or permission of the department.

**POL 331** Law and Economics
(Also ECO 331)
4 hours; 4 credits
Fundamental concepts of economics, especially efficiency, will be utilized to explain and evaluate legal rulings. The tools of economics will be employed to analyze not only tort, contract, and property principles, but also marriage and divorce law, criminal law, and constitutional issues such as abortion, the death penalty, and racial and gender-based discrimination.
Prerequisites: ECO 101 and BUS 160 or any two POL courses or ECO 210

**POL 335** Internships in New York State Government
12 credits
Students spend an entire semester in Albany interning for the New York State Senate, New York State Assembly, or an interest group dealing with the New York State legislature. Internship duties average 35 hours a week and may include research, memoranda and bill writing, lobbying, talking with lobbyists, and meeting constituents. All students write a term paper of 12 to 15 pages based upon their experiences and assigned readings. Students interning for the State Assembly must attend a course on New York State politics given by a professional social scientist employed by the Assembly. Majors in Political Science may apply these 12 credits toward their major. Minors in Political Science may apply eight of these credits toward their minor.
Prerequisites: Sophomore standing, permission of the instructor, prior acceptance by the internship program.

**POL 336** American Constitutional Law
4 hours; 4 credits
An examination of how the Supreme Court has interpreted the economic and military powers of the federal government, how it deals with state attempts to regulate business, and how it has resolved disputes about the proper jurisdiction of the three branches of the federal government. The problems facing the U.S. court systems, and the variables affecting the formulation of judicial policy are considered.
Prerequisite: Sophomore standing or permission of the instructor

**POL 338** Civil Rights and Liberties
4 hours; 4 credits
A normative and empirical analysis of the behavior and decisions of the Supreme Court in the area of civil rights and liberties. Emphasis on freedom of speech and association, church-state relations, racial problems, and the rights of the criminal defendant. (p&d)
Prerequisite: Sophomore standing or permission of the instructor

**POL 340** Uniting Europe: The Political Economy of the European Union
4 hours; 4 credits
The course focuses on the post-1945 movement toward the economic, monetary, and political union of European states. It examines the origins of European integration, the evolution from a six-nation common market in the 1950s to a single European market with a common currency. Analyzes the European Union’s distinctive political system— its governing institutions, policy process, party politics, the problems created by expanding membership, persisting tensions between national and European interests—as well as Europe’s external relations and role as global actor.
Prerequisite: A college-level course in political science, preferably POL 240, or permission of the instructor.

**POL 341** The Politics of the New Germany
4 hours; 4 credits
This course examines Germany’s political development after 1945. Major topics: formation of East and West Germany as two distinctive political systems; the collapse of communist East Germany; German unification and its domestic as well as external impact; united Germany’s new international role.
Prerequisite: Sophomore standing or permission of instructor.

**POL 342** Comparative Politics of Developing Countries
4 hours; 4 credits
A study of political systems of developing countries; some theories and problems of political and economic development. Countries in Latin America, Africa, and Southeast Asia will be studied as examples. (p&d)
Prerequisite: A previous college-level course in politics or economics or permission of the instructor. The course POL 240 is recommended.

**POL 343** Democracy and Democratization
4 hours; 4 credits
Designed to examine the social, economic, and political conditions needed for democracy to emerge; the nature and problems of transitions to democracy in different settings; the difficulties of consolidating democracies; why democracies survive or break down. The original emergence of democracy will be compared to recent democratic transitions in Southern Europe, former communist nations, and the Third World.
Prerequisite: Sophomore standing or permission of instructor

**POL 349** Comparative Human Rights
4 hours; 4 credits
A comparison of how human rights are conceptualized and protected in various Western and non-Western nations. The focus will be on such rights as speech, religion, fair trial, and equitable treatment of ethnic and racial minorities in countries such as Canada, the United Kingdom, India, Russia, South Africa, Nigeria, Israel, and China. (p&d)
Prerequisite: POL 100 or POL 240 or POL 336 or POL 338

**POL 353** China: Politics and Foreign Relations
4 hours; 4 credits
A discussion of basic institutions and major issues in contemporary Chinese politics and China’s behavior both at home and internationally. It examines the communist revolution and its aftermath in China, and political development under Mao Zedong; but the focus of this course is on the policies (both internal and foreign), process, and problems of the changing communist system in China under the post-Mao reforms. (p&d)
Prerequisites: Sophomore standing and ENG 111

**POL 365** Current American Foreign Policy
4 hours; 4 credits
An analysis of the historical roots of U.S. foreign policy: how it is made, how it affects the average U.S. citizen, and how it is likely to develop. Includes an examination of the Cold War, Vietnam, military alliances, the United States in the United Nations, and American policy in the multipolar world of today.
Prerequisite: POL 100 or POL 260 or POL 261 or POL 262

**POL 375** International Law
4 hours; 4 credits
A study of the nature and sources of international law, tracing its historical development, and concluding with a discussion of recent proposals to strengthen world law and recent events that have made international law more enforceable.
Some time will be devoted to an analysis of the work of international tribunals, including the International Court of Justice.
Prerequisite: Sophomore standing or permission of the instructor
Pre-Medical Advisory Committee

Students interested in dentistry, medicine, or chiropractic medicine should consult the Pre-Medical Advisory Committee, chaired by Associate Professor Elena C. McCoy, Department of Biology, as soon as possible after enrolling in the College. The Committee will advise students about their choice of courses starting with the freshman year. A student guide for the Pre-Medical Advisory Committee is available from the Committee's office.

Pre-Chiropractic Preparation

Chiropractic schools in the United States do not require or recommend any particular undergraduate major for applicants. Most schools suggest that the study in depth of any of the liberal arts and sciences is valuable preparation for medical studies. All medical schools require a strong foundation in the natural sciences (biology, chemistry, physics, and mathematics), effective communications skills, and a solid background in the social sciences and humanities. Some medical schools have established admissions criteria and additional recommendations. It is important for pre-medicine students to choose appropriate courses to prepare for admission to medical schools. Students should become familiar with the recommendations of the schools to which they intend to apply. The minimal requirements for admission to medical schools in the United States are: one year of English, general biology with laboratories, general chemistry with laboratories, general physics with laboratories, and organic chemistry with laboratories. Also recommended are at least one year of advanced mathematics, including calculus, and one or more advanced courses in science.

All applicants to medical schools in the United States must take the Medical College Admission Test (MCAT). The four areas tested are: verbal reasoning, physical sciences, biological sciences, and writing. Most medical schools use the MCAT scores, evaluated in conjunction with college grades, as predictors of performance in medical school. MCAT scores and college transcripts are the most important determinants of admission to medical school. Also strongly considered are a letter of recommendation from the College’s pre-medical advisory committee, research experience, extracurricular activities, work-related experience, required essay, and personal interview.

In recent years, graduates of CSI have been admitted to medical schools throughout the region including: Albert Einstein, SUNY Upstate and Downstate, Harvard, Cornell, New York University, Buffalo, Baltimore, Albany, Stony Brook, and Mount Sinai.

Pre-Dentistry Preparation

Dental schools in the United States do not require or recommend any particular field of study as an undergraduate major for applicants. Most schools suggest that the study in depth of any of the liberal arts and sciences is valuable preparation for dentistry. Some dental schools have established admissions criteria and additional recommendations. It is important for pre-dental students to choose appropriate courses to prepare for admission to dental school. Students should become familiar with the recommendations of the schools to which they intend to apply. The minimal requirements for admission to dental schools in the United States are: one year of English, biology with laboratories (may include a half-year of genetics and a half-year of botany), general physics with laboratories, and organic chemistry with laboratories. Also recommended are at least one year of advanced mathematics, and one or more advanced courses in science, sociology, and psychology.

All applicants to dental schools in the United States must participate in the Dental College Admission Program and take the Dental College Admissions Test (DAT). The four examinations that comprise the testing program cover: principles of biology, general chemistry, organic chemistry, perceptual ability, reading comprehension, and quantitative reasoning. Most dental schools use the DAT scores, evaluated in conjunction with college grades, as predictors of performance in dental school. DAT scores and college transcripts are the most important determinants of admission to dental school. Also considered are letters of recommendation, extracurricular activities, work-related experience, required essay, and personal interview.

Pre-Medicine Preparation

Medical schools in the United States do not require or recommend any particular undergraduate major for applicants. Most schools suggest that the study in depth of any of the liberal arts and sciences is valuable preparation for medical studies. All medical schools require a strong foundation in the natural sciences (biology, chemistry, physics, and mathematics), effective communications skills, and a solid background in the social sciences and humanities. Some medical schools have established admissions criteria and additional recommendations. It is important for pre-medicine students to choose appropriate courses to prepare for admission to medical school. Students should become familiar with the recommendations of the schools to which they intend to apply. The minimal requirements for admission to medical schools in the United States are: one year of English, general biology with laboratories, general chemistry with laboratories, general physics with laboratories, and organic chemistry with laboratories. Also recommended are at least one year of advanced mathematics, including calculus, and one or more advanced courses in science.

All applicants to medical schools in the United States must take the Medical College Admission Test (MCAT). The four areas tested are: verbal reasoning, physical sciences, biological sciences, and writing. Most medical schools use the MCAT scores, evaluated in conjunction with college grades, as predictors of performance in medical school. MCAT scores and college transcripts are the most important determinants of admission to medical school. Also strongly considered are a letter of recommendation from the College’s pre-medical advisory committee, research experience, extracurricular activities, work-related experience, required essay, and personal interview.

Pre-Law Preparation

Recommended preparation for the study of law includes study of the social sciences, the humanities, and the technological aspects of contemporary life, as well as mastery of the English language. There is no particular Pre-Law curriculum. Students should consult the faculty adviser early in the planning of their program. The Law School Admission Test, required by most law schools, should be taken early in the senior year. Assistant Professor Michael Paris, Department of Political Science, Economics, and Philosophy, is the pre-law adviser.
Committee letter of recommendation is available from the Office of the Dean of Science and Technology.

Professional School Affiliations

Medical School

The College of Staten Island has an early assurance agreement with the State University of New York Health Science Center at Brooklyn (SUNY/HSCB) whereby up to five places per year will be reserved in the entering medical school class for those CSI students who complete a bachelor’s degree. Assurance of a seat in the medical college will be given after the student has completed the sophomore year and has met the following requirements:

1. A minimum overall GPA of 3.5.
2. A minimum science GPA of 3.5, calculated from all courses completed in the areas of biology, chemistry, physics, and mathematics.
3. An MCAT score acceptable to SUNY/HSCB, where no individual quantitative score would be lower than 9; applicants must take the test at the April administration during their junior year in college.
4. All courses required by the medical school would have a grade no lower than C; courses required by the medical school are:
   - one year of general chemistry with lab (CHM 141/121 and CHM 142/127)
   - one year of organic chemistry with lab (CHM 250/256)
   - one year of biology with lab (BIO 170/171 and BIO 180/181)
   - one year of physics with lab (PHY 116/156 or PHY 120/121, and PHY 160/161)
   - one year of English composition and/or literature.

Students who meet the biology requirement with AP credit must take at least one advanced biology course at CSI; in addition, it is strongly recommended that students take a course in calculus and a course in biochemistry;

1. Course loads each semester must be a minimum of 12 credits and applicants must complete a minimum of three years at CSI before applying to the medical school.
2. All pre-med required courses must be completed at CSI.
3. The organic chemistry sequence should be completed at CSI by the end of the sophomore year, but no later than the fall semester of the junior year.
4. Students must take two science courses together during three of the five semesters they complete before applying to the medical school.
5. The program will give preference to applicants who have demonstrated commitment to community/social service outreach activities.
6. Students are required to have health-related work/volunteer/observational experiences before entering the medical school.
7. The program is limited to U.S. citizens or permanent residents who qualify as NY State residents.

Application procedure:

1. No later than March 15 of each year, CSI recommends to the medical school students in their junior year of college who are interested in early conditional admission to the medical school and who meet all the above criteria.
2. The recommended applicants fill out an HSCB supplemental application and write a short biographical statement including the reasons for applying to the program. CSI submits these materials to the medical school with a letter of recommendation from the Pre-Med Advisory Committee and a CSI transcript.
3. The College of Medicine reviews the applicants in April and selects five candidates.
4. Students selected by the medical school will receive conditional admission for the following year’s entering class, pending submission of satisfactory MCAT scores and satisfactory completion of the senior year and/or requirements for the BS/BA degree at CSI.
5. Accepted students fill out an “Early Decision” AMCAS application by June 1, designating the HSCB as their school of choice, and submit the application to the Admissions Office of the Medical School. All administrative procedures related to an official application will be taken care of by the medical school and there will be no application fees involved.

Students interested in this program should contact Associate Professor Elena C. McCoy, Building 6S, Room 312, 718.982.3860, as soon as possible after enrolling at CSI.

Optometry

The College of Staten Island has an affiliation agreement with the State University of New York College of Optometry, located in Manhattan. The foundation of this affiliation is a seven-year program that allows students to complete their baccalaureate and professional studies through three years of study at CSI followed by the four-year Optometry program at the College of Optometry. The bachelor’s degree is awarded after one year of successful study in the optometry program.

The minimum pre-optometry requirements are: one year of general biology, general physics, general chemistry, social science; one year of calculus (I & II), English composition and literature, one semester of general psychology, organic chemistry, and statistics.

In addition, a student must maintain a 3.2 grade point average, achieve a score of 320 on the Optometry Admissions Test, and have a successful personal interview.

Podiatric Medicine

The College of Staten Island has an affiliation agreement with the California College of Podiatric Medicine located in San Francisco. Students pursue a curriculum pre-approved by both the College of Staten Island and the California College of Podiatric Medicine. The foundation of this affiliation is a seven-year program that allows students to complete their baccalaureate and professional studies through three years of study at CSI followed by the four-year podiatric medicine program at the California College of Podiatric Medicine. The bachelor’s degree is awarded after one year of successful study in the podiatric medicine program.

The minimum pre-podiatric medicine requirements are: two years of biological sciences; one year of general chemistry, organic chemistry or biochemistry, physics, English/communications skills; and two years of other courses in liberal arts and sciences.

A student must maintain a 3.2 grade point average or higher in required pre-podiatry courses, achieve a score of 35 or higher on the Medical College Admissions Test, and have a successful personal interview at the time of entry to the California College of Podiatric Medicine.

For detailed information, consult the Pre-Medical Advisory Committee.

Physician Assistant

The BS degree in Physician Assistant in conjunction with clinical affiliations is in abeyance due to the closing of our affiliate hospital. Admission to this program is currently suspended pending the approval of a new affiliate hospital. The College is presently seeking to develop new affiliations. Currently CSI is working with accredited physician assistant programs in the metropolitan area and recommending qualified CSI students for acceptance into the professional training level of these programs. Students interested in studies geared toward degrees in physician assistant should consult with faculty advisors Dr. Jacqueline LeBlanc (Building 6S, Room 302) or Dr. Abdeslem El-Idrissi (Building 6S, Room 134) both from the Department of Biology. Most physician assistant programs require a strong background in the natural sciences (biology, chemistry, physics, and mathematics).
Psychology

(Bachelor of Arts, Bachelor of Science, Minor)
Department of Psychology, Building 4S, Room 108
Chairperson and Associate Professor John Lawrence
(See the Graduate Catalog for information on graduate programs.)

Psychology (BA)

General Education Requirements for the BA
ENG 111, ENG 151, COR 100, PED 190:  12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity Requirements:  28-47 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis:  (11 credits)
   a. Science and Technology:  (8 credits)
   b. Mathematics:  (4 credits) Psychology BA Majors must complete MTH 113 or MTH 123 in order to fulfill this requirement.

2. Social Scientific Analysis:  (7-8 credits)
   Two courses, at least one from category b:
   a. Social Scientific Analysis:  100-level
   b. Social Scientific Analysis:  200-level

3. The Contemporary World:  (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis:  (6-8 credits)
   One course from either category:
   a. Literature: 200-level
   b. Arts and Communications: 100- or 200-level

5. Pluralism and Diversity Requirement: (0-4 credits)
6. Foreign Language: (0-12 credits)

See section on general education requirements for approved course lists and complete details.

Degree Requirements for the Psychology BA

Pre-Major Requirements:  3 credits
PSY 100  Intro to Psychology

Major Requirements: 38 credits
Psychology majors must complete:

A. 
   PSY 201  Foundations of Psychological Research  4 credits
   PSY 266  Statistics in Psychology  4 credits
   PSY 352  History and Systems of Psychology  4 credits

   and a psychology laboratory course chosen from:
   PSY 330  Experimental Psychology: Cognition and Perception  6 credits
   or
   PSY 333  Experimental Psychology: Learning and Behavior  6 credits
   or
   PSY 334  Experimental Psychology: Social and Personality  6 credits
   or
   PSY 335  Experimental Psychology: Development  6 credits

B. Twenty additional credits in psychology at the 200-level or higher. These additional 20 credits must include at least four credits at the 300 or 400 level.

Courses should be chosen in consultation with an advisor in accordance with student goals. PSY 594 may be used once to satisfy the 300 or 400 level requirement.

Electives:  19-42 credits
Total Credits Required:  120
PSY 103, 211, 318, 340, and 368 are non-liberal arts and science courses.

Honors
To graduate with honors in Psychology, students must have and maintain a 3.5 grade point average in their psychology courses. They must also complete an honors thesis under the supervision of a Psychology faculty member. Typically, these are research projects that span more than one semester of work. These are graded by the supervisor (pass/fail) based on the feedback received by two other faculty readers. The department as a whole votes to confer honors on students at the April department meeting. It is expected that these will be presented at a suitable research conference or the annual CSI Undergraduate Research Conference. To meet these deadlines, the final thesis must be completed by April 1 for June or August graduation, and November 1 for January graduation.

Psychology (BS)

General Education Requirements for the BS
ENG 111, ENG 151, COR 100, PED 190:  12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity Requirements:  21-27 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis:  (12 credits)
   a. Science and Technology:  (8 credits)
   b. Mathematics:  (4 credits) Psychology BS Majors must complete MTH 113 or MTH 123 in order to satisfy this requirement.

2. Social Scientific Analysis:  (3-4 credits)
   One course from either category
   a. Social Scientific Analysis:  100-level
   b. Social Scientific Analysis:  200-level

3. The Contemporary World:  (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis:  (3-4 credits)
   One course from either category:
   a. Literature 200-level
   b. Arts & Com: 100- or 200-level

5. Pluralism and Diversity (0-4 credits)

See section on general education requirements for approved course lists and complete details.

Degree Requirements for the Psychology BS
(Recommended for Pre-Nuerosience, Pre-Medicine, and Pre-Physical Therapy students)

Pre-Major Requirements:  3 credits
PSY 100  Intro to Psychology

Major Requirements: 42 credits
A. 
   PSY 201  Foundations of Psychological Research  4 credits
   PSY 266  Statistics in Psychology  4 credits
The page contains information about Psychology courses, minors, and requirements. Here is a structured representation of the text:

### Psychology Minor

#### Requirements
- Any four PSY courses at the 200 level or higher

#### Electives: 28-34 credits

#### Total Credits Required: 120

### Honors

To graduate with honors in Psychology, students must have and maintain a 3.5 grade point average in their psychology courses. They must also complete an honors thesis under the supervision of a Psychology faculty member. Typically, these are research projects that span more than one semester of work. These additional 12 credits must include at least four credits at the 300- or 400-level. Course selection should be chosen in consultation with an advisor in accordance with student goals for graduate study. PSY 594 may be used once to satisfy the 300- or 400-level requirement.

### Electives

- Any four PSY courses at the 200 level or higher

### Psychology Courses

#### PSY 100  Psychology
- 3 hours; 3 credits
  - A study of the important facts and theories concerning human behavior and its motivation. Included will be research methodology; at least three topics from learning, cognition, testing, physiology, and phenomenology; and at least three topics from personality, psychopathology, emotion and motivation, history and systems, development, and social factors. Topics will be related to major trends in recent cultural history and to current social and moral issues. (social science)
  - Prerequisite: Passing the CUNY Assessment Test in Reading and Writing

#### PSY 201  Foundations of Psychological Research
- (Effective Fall 2012)
- 4 hours; 4 credits
  - An introduction to the methods of psychological research. Comparison, evaluation, and illustration of research methods such as survey, case study, questionnaire, interview, experiential, correlational, and experimental using a broad range of psychological topics such as physiological, developmental, learning, perception, personality, social, clinical, and industrial. Research design, data presentation and analysis, relation of data and theory, and ethical problems in research will be discussed. Majors should take the course within their first 12 credits in psychology.
  - Prerequisites: Minimum grade of C in PSY 100

#### PSY 202  Child Psychopathology
- 4 hours; 4 credits
  - An investigation into psychological disorders of children. The course will emphasize research-based knowledge about the etiology, diagnosis, and treatment of childhood psychological disorders and highlight ethical and social issues involved. Major topics will include deviancy of development, behavior, emotion, learning, and communication.
  - Prerequisite: PSY 100

#### PSY 211  Methods of Applied Behavior Analysis (ABA)
- (Effective Spring 2009)
- 4 hours; 4 credits
  - Introduction to the methods of applied behavior analysis (ABA). ABA is the application of the scientific study of behavior toward improved human well-being. Over many decades, it has been established as one of the most effective and cost-efficient technologies and therapies in clinical psychology, education, and behavior/organizational management. It has been helpful in particular for persons with developmental disabilities such as autism but also has been applied widely to ordinary daily life issues (e.g., work performance, family relations, self-help, and community services). This course follows the guidelines for courses to be approved by the Behavior Analyst Certification Board®. For this it will cover: defining and measuring behavior, treatment program development and evaluation, token economies, self-management techniques, and professional responsibilities and ethics. The course will focus on skill acquisition through hands-on experience.
  - Prerequisite: Successful completion of the CUNY Mathematics Assessment Test
PSY 212  Social Psychology
4 hours; 4 credits
Social psychology is the study of human social behavior viewed from an interpersonal perspective. The role of others in shaping self-concept will be explored as well as the formation of attitudes, attribution theory, the causes and methods of reducing prejudice, social influence and obedience, interpersonal attraction, aggression, altruism, and the development of gender roles and stereotypes, and nonverbal behavior. Research methods and results will serve as the context in which each topic will be discussed. (social science)
Prerequisite: PSY 100 and ENG 151

PSY 213  Cross-Cultural Psychology
4 hours; 4 credits
The pervasive role of culture in shaping behavior, thought, motivations, and emotions will be introduced. Various theories will be described that explain the transmission and modification of culture, the psychological outcomes of cultural transitions, and the behavioral and attributional errors that occur as a result of the lack of cultural understanding. Students will be exposed to various research methodologies and will utilize several of these analytic tools. Empirical findings will be applied to education, health care, and work settings. (p&d)
(cont. wld.)
Prerequisites: PSY 100, ENG 151, COR 100

PSY 214  Psychology of Advertising
4 hours; 4 credits
How and why advertising influences behavior. Contemporary examples of magazine, television, and radio advertising are analyzed according to their application of basic principles of motivation, perception, learning, memory, personality, and social psychology, with the major focus on motivational concepts.
Prerequisites: PSY 100, ENG 151, COR 100

PSY 215  Psychological Perspectives on Disabilities
4 hours; 4 credits
Contributions of psychology to the study of disabilities will be discussed in a framework including physical, emotional, and cognitive disabilities. Topics may include the measurement of intelligence, eugenics, mental disorders, nomenclature and diagnosis, treatment methods coping strategies, cross-cultural issues, and quality of life and activism of people with disabilities and their families. (p&d)
Prerequisites: PSY 100 and ENG 151

PSY 216  Drugs and Behavior
4 hours; 4 credits
An examination of the effects of psychoactive drugs (including alcohol, nicotine, and caffeine) on mood, motivation, thinking, and behavior. Emphasis is on the pharmacology, therapeutic potential, and side effects of these substances and how they aid brain function and mental disorders. The course also considers how drugs affect reproductive and neonatal health, and alternative non-drug treatments of mental disorders.
Prerequisite: PSY 100

PSY 217  Psychology and Chinese Culture (Effective Spring 2011)
4 hours; 4 credits
An examination of the role of Chinese culture in shaping psychological concepts, thinking and behavior, and of the growth of the discipline of academic psychology throughout the Chinese world. (p&d)
Prerequisite: PSY 100 and COR 100 and ENG 151

PSY 220  Motivation
4 hours; 4 credits
A consideration of theory and research in human motivation from various points of view including those of learning theory, psychoanalysis, and biology. The course will discuss conscious and unconscious processes in motivation as well as concepts related to anxiety, curiosity, and the needs for achievement, affiliation, and power.
Prerequisite: PSY 100

PSY 223  Health Psychology
4 hours; 4 credits
Health psychology is the study of the relationships among cognition, behavior, social environment, and health. The class will focus on the interaction between social/psychological factors, stress, immunology, and diseases. There will be an emphasis on how health professionals can promote health-enhancing behaviors and modify health-compromising behaviors.
Pre- or corequisite: PSY 100

PSY 226  Theories of Personality
4 hours; 4 credits
A survey of the important factors and theories underlying personality patterns, their origins, and development. Such topics as the review of major theories, integration and conflict, and the development of personality in childhood and adolescence. Emphasis on experimental, clinical, and cross-cultural data with special attention to case studies. (social science)
Prerequisites: PSY 100, ENG 111, COR 100

PSY 232  Physiological Psychology: Cognitive and Behavioral Neuroscience
4 hours; 4 credits
A study of the brain-behavior relationship with focus on neuroanatomy, neuronal potentials, neuronal conduction, synaptic chemistry, sensory psychophysiology, learning and memory, language, and lateralization.
Prerequisite: PSY 100

PSY 235  Gender and Sexuality
(Also WGS 235)
4 hours; 4 credits
A critical examination of the way in which human sexual functioning has been viewed by both women and men. Critical consideration of theories of sexuality in psychology, including psychoanalytic, evolutionary, social constructionist, and feminist theories of sexuality. Evaluation of recent research on AIDS/HIV, lesbian and gay issues, sexual violence against women, and sex education. Special attention to cultural factors that influence women’s and men’s understandings of their sexuality and of other sexually transmissible diseases. Present problems and practices as well as future possibilities will be discussed. (p&d)

PSY 236  Biological Origins of Behavior
4 hours; 4 credits
A survey of the biological origins of diverse areas of behavior. While focusing primarily on human behavior, the course will also discuss relevant examples of behavior in animals and continuities between humans and animals. Topics will include areas such as the evolution of behavior, methods of comparative psychology and ethology, critical periods, imprinting, aggressive behavior, social behavior, language, sexual behavior, personality, biological rhythms, certain forms of psychopathology, and nutritional factors in behavior.
Prerequisite: PSY 100

PSY 239  Physiological Psychology: Motivated Behavior
4 hours; 4 credits
A study of the nervous system mechanisms that operate in the control of feeding, drinking, sexual and reproductive behavior, temperature regulation, sleep and dreaming, wakefulness, attention, and psychopathology.
Prerequisite: PSY 100

PSY 242  Developmental Psychology
4 hours; 4 credits
A survey of psychological growth and development during childhood, adolescence, young adulthood, middle age, and old age. The emphasis will be placed on developmental tasks as distinguishing features of successive life stages. Pat-
tems of intellectual growth, psychological growth under different social-cultural conditions, personality, and social development will be considered. (social science)
Prerequisites: PSY 100, ENG 111, COR 100

**PSY 254 Phenomenological Psychology**
4 hours; 4 credits
A study of the phenomenological research method, the descriptive analysis of human behavior. The course explores such topics as moral and aesthetic values, creativity, love, freedom, insight, and various states of consciousness.
Prerequisite: PSY 100

**PSY 266 Statistics in Psychology (Effective Fall 2012)**
4 hours; 4 credits
A study of statistical methods most commonly used in psychology. Descriptive techniques including the measurement of central tendency, dispersion, and association as well as inferential techniques including the analysis of differences among groups will be considered, as will parametric and nonparametric techniques.
Prerequisites: Minimum grade of C in PSY 201; and Minimum grade of C in MTH 113 or Minimum grade of C in MTH 123

**PSY 268 Psychology of Women**
(Also WGS 268)
4 hours; 4 credits
A critical review of theories and issues concerning the psychology of women. Theories of gender including biological, psychoanalytic, and social learning, among others will be discussed. Issues particularly relevant to the lives of women and to the psychology of gender will be explored, including gender stereotypes, physical and mental health issues, sexuality, personal relationships, and violence against women. (p&d)
Prerequisite: PSY 100

**PSY 280 Psychology of Religion (Effective Spring 2010)**
4 hours; 4 credits
A review of the positions that various psychologists have taken regarding the function of religious experience in human life. Included are viewpoints that deny the validity of such experience (e.g., Freud and Watson, as well as those who believe it is of central importance, e.g., James, Jung, Allport, Maslow, Frankl, and Watts). The probable nature of the function of religious experience is explored. A discussion of the truth value of religions is outside the scope of this course.
Prerequisite: ENG 151, COR 100, PSY 100

**PSY 286 Psychology of Creativity**
4 hours; 4 credits
Theory and research concerning the identification, measurement, development, and appreciation of creativity. Cognitive processes underlying creativity are discussed and possible physiological components in creativity are explored. Analysis of selected works of music, literature, art, and/or scientific problem solving illustrate basic concepts.
Prerequisite: PSY 100

**PSY 288 Cognitive Psychology**
4 hours; 4 credits
Cognitive psychology encompasses a broad range of topics related to higher mental processes, including such areas as research methodology, brain physiology, learning, memory, and language. This course is designed as an introduction to the field of study in cognition. Through lectures, demonstrations, and video presentations, several objectives will be met. Students will learn about the important issues and debates in cognitive psychology, how to apply this knowledge to real-world situations, how to critically evaluate research and ongoing debates in cognitive psychology, and to develop critical thinking skills. Readings, writing assignments, and tests will all reflect these objectives. (social science)

**PSY 290 Psychology of Death and Dying**
4 hours; 4 credits
An exploration of the emotional, social, medical, and religious aspects of facing death. Personal attitudes toward living and dying will be examined with a view to providing a better understanding of the dynamics of death, dying, suicide, separation, mourning, and grief.
Prerequisites: PSY 100 and permission of the instructor

**PSY 302 Advanced Psychopathology**
4 hours; 4 credits
An exploration in depth of behavior disorders due to paranoia, schizophrenia, and manic-depressive psychoses as well as organic dysfunctions. Current research is investigated. Differential diagnostic procedures and case studies are examined.
Prerequisite: PSY 202

**PSY 315 Psychology and the Law**
4 hours; 4 credits
This course will examine the interface of psychology and the law. Social science impacts of the legal process and psychologists are increasingly being asked to participate by providing knowledge to this system. This course examines the breadth of this participation and the application of psychological science to the American justice system. Sample topic areas include use of psychologists as expert witnesses, legal competence. jury consulting/selection, the insanity defense, and predictions of dangerousness.
Prerequisites: PSY 202

**PSY 318 The Child in Community Fieldwork**
4 hours; 4 credits
One aim of the course is to teach students to analyze the protective and rehabilitative efforts of social agencies serving children and youth. Another is to help students develop and refine psychological skills that foster the growth of children and youth within social agencies. These aims are implemented through supervised fieldwork in various social agencies.
Prerequisites: PSY 242 and permission of the instructor

**PSY 322 Industrial Psychology**
4 hours; 4 credits
A study of the application of psychological principles to business and industry. Topics discussed will include personnel selection and placement, employee and public relations, analysis and design of the work environment, organizational psychology.
Prerequisite: PSY 266 or permission of the instructor

**PSY 330 Experimental Psychology: Cognition and Perception (Effective Fall 2012)**
4 class hours, 4 laboratory hours; 6 credits
A laboratory course introducing basic findings and techniques in the scientific study of behavior. Topics discussed will include research design, data analysis and presentation, and research in cognition and perception. In the laboratory, students will collect and analyze data from representative areas of psychology and write laboratory reports in APA format.
Prerequisites: Minimum grade of C in PSY 266; PSY 288 or PSY 232 or PSY 239

**PSY 332 Psychological Tests and Measurements**
4 hours; 4 credits
Introduction to test construction and application: item analysis, reliability, validity, establishing norms, and scoring procedures. A survey of available tests is undertaken: intelligence, aptitude, achievement, personality. Special problems in test administration and interpretation are considered.
Prerequisite: PSY 266 or permission of the instructor
PSY 333  Experimental Psychology: Learning and Behavior (Effective Fall 2012)
4 class hours, 4 laboratory hours; 6 credits
Basic principles of behavior analysis will be taught in a systematic fashion and applied to the analysis of simple and complex animal and human behavior. Students also conduct experiments designed to illustrate basic concepts in learning theory and principles of scientific methodology as appropriate for experimental psychology. Acquisition and analysis of experimental data and relating empirical data to theoretical concepts will be emphasized. Laboratory reports are written in APA format.
Prerequisite: Minimum grade of PSY 266

PSY 334  Experimental Psychology: Social and Personality (Effective Fall 2012)
4 class hours, 4 laboratory hours; 6 credits
This laboratory course introduces basic findings and techniques in the study of social behavior and personality. It will review all phases of research including research design, ethics, data collection, analysis, and presentation, with a specific focus on current methods used in personality and social psychology. In the laboratory, students will design and complete group or individual research projects illustrative of the major topics covered, as well as a term-long major project.
Prerequisites: PSY 212 or PSY 226; and Minimum grade of C in PSY 206

PSY 335  Experimental Psychology: Child Development (Effective Fall 2012)
4 class hours, 4 laboratory hours; 6 credits
This laboratory course introduces basic findings and techniques in the study of developmental psychology. It will review all phases of research including research design, ethics, data collection, analysis, and presentation, with a specific focus on current methods used to study the psychological development of children. In the laboratory, students will design and complete group research projects illustrative of the major topics covered, culminating in APA-style research papers.
Pre-requisites: PSY 242 and Minimum grade of C in PSY 206

PSY 340  Mentoring and Adolescent Development
(Also WGS 340)
3 class hours, 2 fieldwork hours; 4 credits
Introduction to the developmental concerns and clinical skills needed to form mentoring relationships with at-risk adolescent populations. Course work entails review of the literature on mentoring as well as specific issues regarding adolescent development, with an emphasis on gender identity. Other topics addressed may include race, ethnicity, class, and sexual orientation. Students do onsite mentoring under faculty supervision and have the opportunity to evaluate these fieldwork experiences in class.
Prerequisites: Permission of the instructor, a minimum of 45 credits completed, and successful completion of PSY 226 or PSY 242

PSY 342  Language Development
4 hours; 4 credits
Research in social and cognitive processes involved in language development and early communication is explored. Topics include listening to speech in the first year of life, babbling, word learning, grammatical development, the critical period hypotheses, and developmental language disorders such as dyslexia and Specific Language Impairment.
Prerequisite: PSY 242

PSY 343  Infancy
4 hours; 4 credits
This course is concerned with how infants come to understand the world around them. Students will learn classic and current theoretical perspectives on infant development as well as methodologies and results from recent empirical papers. We will discuss what sort of evidence would provide a meaningful answer to the question of how learning occurs. Topics to be discussed include prenatal development, physical and motor development, and cognitive, perceptual, language, and emotional development.
Prerequisite: PSY 242

PSY 345  Motor Development
4 hours; 4 credits
A central goal for this class is to understand the psychological aspects of motor development. Over their first two years of life, babies’ bodies, skills, and environments change rapidly and dramatically. How do infants learn to cope with a changeable body in a variable world? In this class, we will discuss infant motor development in the context of traditionally separate domains of psychology—perceptual, cognitive, and social development.
Prerequisite: PSY 242

PSY 350  Prejudice and Social Identity
4 hours; 4 credits
The relationship between prejudice, stereotyping, and social identity will be discussed. Social psychological research on prejudice in regard to areas such as ageism, gender, ethnicity, sexual orientation, and body weight will be reviewed. Students will be introduced to a variety of research paradigms in social psychology including cognitive, attitudinal, behavioral, social identity, feminist, and postmodern frameworks. Students will also gain research experience by conducting an interview and an observational study.
Prerequisite: PSY 212

PSY 352  History and Systems of Psychology
4 hours; 4 credits
Historical development of contemporary psychology including a critical survey of its chief contemporary systems: structuralism, functionalism, psychoanalysis, behaviorism, Gestalt psychology, and others.
Prerequisite: PSY 201 and eight additional PSY credits at the 200 level or higher

PSY 355  Contemporary Issues in Human Sexuality (Effective Spring 2011)
(Also WGS 355)
4 hours; 4 credits
This course focuses on current issues in the psychological study of human sexuality, with an emphasis on social psychological perspectives. It will review contemporary debates in the psychological theory and research on human sexuality. It will begin with an overview of current theories, research methods, and issues related to the study of sexuality in psychology. It will then cover current controversies in the measurement of sexuality, theories of sexual desire, debates about sexual pathologies and treatments, the impact of technology on sexuality, and conclude with a few unresolved issues and future directions.
Prerequisites: PSY 235

PSY 362  Approaches to Psychotherapy
4 hours; 4 credits
Primary source readings in representative schools of psychotherapy. Undertaken are an evaluation, description, and comparison of major treatment theories and techniques (e.g., the rationale and methods involved in one-to-one therapy, group therapy, encounter and sensitivity groups, and counseling).
Prerequisite: PSY 202 or PSY 226

PSY 366  Psychology of Dreams
4 hours; 4 credits
A review of theories of dream interpretation within the context of the recent data collected in sleep and dream laboratories. Major theories will be compared and contrasted. Basic physiological correlates of dreaming will be discussed and empirical findings of content analysis presented. The structure and function of dreams will be compared to the structure and function of hallucinations, myths, and fairy tales.
Prerequisites: ENG 151; and PSY 202 or PSY 226
PSY 368  Counseling Psychology
3 class hours, 5 fieldwork hours; 5 credits
Introduction to the principles of counseling, psychological and philosophical issues in counseling, the interview and its role in counseling. This course includes five hours per week of fieldwork experience in a school guidance setting or another psychological service. Students must reserve one day per week for this fieldwork assignment.
Prerequisites: PSY 202 and permission of the instructor

PSY 385  Psychology of Memory
4 hours; 4 credits
This course will bring together two major cognitive psychology approaches to studying memory, theoretical and applied. The theoretical topics will cover the history of research on memory; classical laboratory research on short-term, working, and long-term memory; and memory impairments. The applied topics will include memory in everyday life, memory and the law, and memory improvement.
Prerequisite: PSY 288 or PSY 232

PSY 390  Human Evolution (Effective Spring 2011)
(Also ANT 390)
4 hours; 4 credits
The evolution of Human life history. Close reference to the actual fossil record and archaeological sites as grounds for inferences that can be drawn concerning evolutionary changes in human growth and development, the social life of prehistoric peoples and the development of language and culture. Using methods of anthropology and comparative psychology, the course will emphasize the evolution of human psychological capabilities such as language, moral reasoning, long-term reciprocity, and culture.
Prerequisites: ANT 202 or BIO 106 or BIO 180, or PSY 232 or PSY 239 or PSY 242 or PSY 288

PSY 416  Group Dynamics
4 hours; 4 credits
Group experience as a path to effective interpersonal relationships. The course aims to provide an understanding of the nature of group goal setting and leadership training. Explored are one's attitudes toward oneself and their relationship to ethnic groups and social action. A variety of encounter techniques will be used to achieve course aims.
Prerequisites: At least 12 credits of psychology courses numbered 200 or higher, including at least two from PSY 202, PSY 212, PSY 226, PSY 362; and permission of the instructor

PSY 420  Advanced Seminar in Psychology
4 hours; 4 credits
Critical study of a selected area of psychology. Students will be encouraged to work on experimental, theoretical, and applied problems.
Prerequisite: Permission of the instructor

PSY 464  Applied Behavior Analysis
4 hours; 4 credits
Introduction to the methods and theory of applied behavior analysis with a special focus on individuals with developmental disabilities. Topics include, but are not limited to, classical and operant conditioning, reinforcement theory, schedules of reinforcement, stimulus control, single-subject design, development of treatment programs, assessment procedures, data analysis, token economies, and professional responsibilities and ethics.
All students will receive supervised experience in behavior modification settings using the principles of Applied Behavior Analysis.
Prerequisite: PSY 333

PSY 480  Advanced Learning and Behavior
4 hours; 4 credits
Behavioral principles will be related to complex processes such as attention, memory, and concept formation. Students will read and discuss relevant litera-

Public Administration Minor

(Minor)
Interdisciplinary Program
Coordinators: Associate Professor Thomas Bucaro, Associate Professor Richard Flanagan, Associate Professor Vasilios Petratos
Students in any major may minor in Public Administration.

Minor Requirements: 15-16 credits
Required courses
\begin{itemize}
  \item \textbf{Economics}
    \begin{itemize}
      \item ECO 292 \hspace{1cm} Urban Economics \hspace{1cm} 4 credits
      \item ECO 330 \hspace{1cm} Public Finance \hspace{1cm} 4 credits
      \item ECO 338 \hspace{1cm} Government and Business \hspace{1cm} 4 credits
    \end{itemize}
  \item \textbf{Management}
    \begin{itemize}
      \item MGT 322 \hspace{1cm} Human Resource Administration \hspace{1cm} 4 credits
      \item SOC 380 \hspace{1cm} Sociology of Organizations \hspace{1cm} 4 credits
    \end{itemize}
  \item \textbf{Government}
    \begin{itemize}
      \item POL 231 \hspace{1cm} City Hall and Albany \hspace{1cm} 4 credits
      \item POL 233 \hspace{1cm} CUNY Internship in New York \hspace{1cm} 4 credits
      \item MGT 323 \hspace{1cm} Public Policy Analysis \hspace{1cm} 3 credits
      \item MGT 339 \hspace{1cm} Administrative Law \hspace{1cm} 4 credits
      \item HST 248 \hspace{1cm} New York City: History and Problems \hspace{1cm} 4 credits
      \item HST 251 \hspace{1cm} History of the U.S. City \hspace{1cm} 4 credits
    \end{itemize}
\end{itemize}

Science Course

Department of Engineering Science and Physics, Building 1N, Room 226A
Professor and Chairperson: Professor Syed A. Rizvi

SCI 106  Power, Pollution, and Energy
3 class hours, 2 laboratory hours; 4 credits
Topics include the effects of radioactivity, noise, heat, and various forms of energy on the environment. The physical principles will be developed to understand these phenomena and the scope of the related environmental problem. Laboratory studies and student projects illustrative of the fundamental principles associated with power, pollution, and energy complement the lectures. Not intended for the Physics or Engineering Science major. (science)
Prerequisite: MTH 025 or MTH 030 or an appropriate score on the CUNY Mathematics Assessment Test
Science, Letters, and Society (BA)

(Bachelor of Arts)

Interdisciplinary Program

Science, Letters, and Society Office, Building 3S, Room 202
Director, Associate Professor Eric Ivison, March Hall (2N), Room 205

The major in Science, Letters, and Society (SLS) is designed for students seeking an overview of the liberal arts and sciences rather than a specialization in a single discipline. It undertakes to present a unified view of the modern intellectual enterprise. Consequently, the program requires a balanced sequence of broadly conceived upper-level courses in the humanities, social sciences, mathematics, and science. The development of high levels of competence in reading and writing is particularly emphasized. For admission to and continuation in the major of Science, Letters, and Society, a minimum GPA of 2.75 is required.

SLS is the major ordinarily required of students seeking certification in early childhood and childhood education. These students receive academic advisement from both the coordinator of SLS and an adviser from the appropriate program in the Department of Education. Issues relating to substitution of another liberal arts and sciences major for the SLS major must be referred to the SLS-Education Undergraduate Admissions and Standing Committee; students seeking to pursue a major other than SLS should write to the Committee, care of the chairperson, Department of Education, Building 3S, Room 208.

Students already in the program whose GPA drops below the minimum of 2.75 may submit an appeal if they have a GPA of 2.65 or higher. For further information contact the SLS office.

General Education Requirements for the BA

ENG 111, ENG 151, COR 100, PED 190: 12 credits

Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity Requirements: 28-47 credits

Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)
2. Social Scientific Analysis: (7-8 credits)
   *Fulfilled by pre-major courses: HST 260 and PSY 100
3. The Contemporary World: (4 credits)
   *Fulfilled by pre-major Geography requirement.
4. Textual, Aesthetic, and Linguistic Analysis: One course from each area (6-8 credits)
   a. Literature: 200-level *Fulfilled by pre-major English (ENH) requirement.
   b. Arts and Communications: 100-level Arts and Communications: 200-level
5. Pluralism and Diversity Requirement: (0-4 credits)
6. Foreign Language: (0-12 credits)

See section on general education requirements for approved course lists and complete details.

Pre-Major Requirements: 15 credits

PSY 100 Introduction to Psychology

ENH 200-level (Fulfills prerequisite for Psychological Foundations of Education courses)

HST 260 U.S. History First Encounters to the Present
GEG 200-level A 200-level Geography course chosen from GEG 225, GEG 250, GEG 252, ECO 252, GEG 264, POL 264, GEG 260
ENH 200-level A 200-level English Literature (ENH) course that fulfills the Textual, Aesthetic, and Linguistic Analysis requirement. *(Fulfills prerequisites for SLS 301, SLS 302, SLS 303)*

Major Requirements: 36 credits

Natural Sciences and Mathematics:

Sixteen credits in mathematics and the natural sciences:

- SLS 217 Fundamentals of Mathematics I
- SLS 218 Fundamentals of Mathematics II
- SLS 261 Nature of Physical Processes
- SLS 262 Life Science in Context

Humanities:

Twelve credits in the humanities:

- SLS 301 Humanities I: Ancient Culture
- SLS 302 Humanities II: Medieval and Early Modern Culture
- SLS 303 Humanities III: Modern Culture

Social Sciences:

Eight credits in the social sciences, history, and political science chosen from:

- SLS 230 American Society
- SLS 235 The American Political System
- SLS 240 World Civilization I
- SLS 241 World Civilization II
- SLS 245 Contemporary Social Issues
- SLS 325 Social Thought

Note: Students with advanced preparation or appropriate transfer credits in one of the above areas of study may be permitted some substitution of courses in that area, if approved by the coordinator of the SLS program.

Electives: 25-46 credits

(including credits in education courses)

Total Credits Required: 120

Honors

Graduating SLS majors may apply for graduation with honors in SLS. To graduate with honors a student must have:

1. Fulfilled the requirements for the SLS major
2. Earned a 3.5 grade point average or better in SLS courses
3. Completed an honors thesis to the satisfaction of his or her Honors Committee.

Successful honors projects are characterized by originality, depth, and critical thinking; many honors projects include research. Papers must be carefully proofread, and those including research must have accurate citations. Submissions must be typed in clear, letter-quality print and be free of comments by faculty members or others. The honors thesis should be a substantial paper or write-up of a significant research project supervised by a committee of three SLS and education faculty members: a primary supervisor, a reader, and a committee chair. This committee may be comprised entirely of SLS faculty, or may include an Education faculty member as the primary supervisor or the reader. The SLS coordinator will serve as the chair of all committees or appoint chairs as appropriate. The honors candidate may register for up to four credits of Independent Study with the primary supervisor, who will advise the candidate on a new project or on extending a project or paper previously submitted in a course. The SLS coordinator must approve all thesis proposals prior to the commencement of the project. Completed theses submitted to the Honors Committee Chair must have the signatures of both
members of the candidate's committee (the primary supervisor and the read-
er) on the title page.

Time frame: honors thesis proposals must be approved by the mid-term of the semester prior to the semester of graduation. Completed theses for majors graduating in January must be submitted to the SLS Office by November 20. Completed theses for majors graduating in June or August must be submitted by April 1.

Science, Letters, and Society Courses

SLS 217 Fundamentals of Mathematics I
(Also MTH 217)
4 hours; 4 credits
A study of the conceptual basis of arithmetic operations on integers, decimals and fractions designed for students seeking certification as elementary school teachers. Ideas behind familiar algorithms are explored using visual models, verbal problems, and other concrete representations. Emphasis is placed on students being able to provide verbal and written explanations for these ideas. Prerequisites: A minimum GPA of 2.75 and MTH 030 or permission of the Department of Mathematics or an appropriate score on the CUNY Mathematics Placement Test, and a 100-level mathematics general education course.

SLS 218 Fundamentals of Mathematics II
(Also MTH 218)
4 hours; 4 credits
A study of geometry, data representation, probability, and statistics designed for students planning to teach at the elementary or early-childhood level, with an emphasis on mathematical reasoning, problem solving, and communication. Build[s on and is a continuation of MTH/SLS 217. Prerequisites: A minimum GPA of 2.75, MTH/SLS 217 with a grade of C or higher.

SLS 240 World Civilization I
(Also HST 238)
4 hours; 4 credits
A comparative study of the growth and development of the major global civilizations from earliest times to the onset of modernity. An overview of the development of civilizations, examining their structure and organization, characteristic ideas and institutions, and the processes of cultural diffusion and conflict within and between them. Prerequisites: A minimum GPA of 2.75, ENG 111, and ENG 151

SLS 241 World Civilization II
(Also HST 239)
4 hours; 4 credits
The growth and development of the major civilizations around the globe from the onset of modernity to present times, with particular attention to the changing relationships among global communities. (p&d.
Prerequisites: A minimum GPA of 2.75, ENG 111, and ENG 151

SLS 245 Contemporary Social Issues
(Also SOC 245)
4 hours; 4 credits
A study of selected contemporary social problems such as poverty, criminal just-
tice, ethnicity, or race relations from the perspectives of political science, eco-
nomics, and sociology. The emphasis will be on urban problems. The course will explore the types of questions that might be raised about the topics by persons trained in the social sciences and will explore the methods used to answer such questions. Relationships between modes of inquiry, types of questions asked, and the answers obtained. An emphasis on developing the ability to read, understand, and think critically about writings in the social sciences. (social science)
Prerequisites: A minimum GPA of 2.75, ENG 111, ENG 151, COR 100

SLS 261 Nature of Physical Processes
(Also PHY 206)
3 class hours, 2 laboratory hours; 4 credits
A culturally oriented course and associated laboratory for liberal arts students who seek to deepen their understanding and appreciation of the style and status of modern physical inquiry. Topics will be drawn from the physics of everyday phenomena, such as the properties of air, pollutants, the chemical processes of global warming; acid rain; plastics and polymers, nutrition, and genetic engineering. The course will develop the student's independent problem-solving and analysis skill while building a global awareness of chemical processes.
Prerequisites: A minimum GPA of 2.75, and MTH 030 or an appropriate score on the Mathematics Department Placement Examination; and at least one 200-level course other than ELT, MET, or SCI courses

SLS 262 Life Science in Context
3 class hours, 2 laboratory hours; 4 credits
This course connects fundamental issues from the daily world with the respective underlying life-science concepts. It is integrated with and complements the Physical Processes course (SLS 261) by stimulating a perception of an interconnected nature. Through lectures and laboratory work, students analyze the proposition of a problem, develop laboratory procedures, analyze and interpret data, and present results. The course will connect the student’s independent problem-solving skill while building a global awareness of chemical processes.
Prerequisites: A minimum GPA of 2.75, and MTH 030 or an appropriate score on the Mathematics Department Placement Examination; and SLS 261

SLS 301 Humanities I: Ancient Culture
4 hours; 4 credits
A study of selected works from the literature, history, and philosophy of ancient civilization with some attention to the fine arts of the period.
Prerequisites: A minimum GPA of 2.75, ENG 111, ENG 151, and an ENH 200-level course

SLS 302 Humanities II: Medieval and Early Modern Culture
4 hours; 4 credits
A study of selected works from the literature, history, and philosophy of the medieval and early modern world, with some attention to the fine arts of the period.
Prerequisites: A minimum GPA of 2.75, ENG 111, ENG 151, and an ENH 200-level course

SLS 303 Humanities III: Modern Culture
4 hours; 4 credits
A study of selected works from the literature and philosophy of modern civilization with some attention to the fine arts of the period.
Prerequisites: A minimum GPA of 2.75, ENG 111, ENG 151, and an ENH 200-level course
NOTE: Admission to the Bachelor of Arts in Social Work has been suspended.

Chairperson and Professor (Arthur) Leigh Binford
Department of Sociology, Anthropology, and Social Work

Prerequisite: Permission of the department

Degree Programs

BSSW, is designed to prepare students for social work practice as generalists and for advanced study in graduate schools of social work. The BSSW is recognized as the entry level by the social work profession. As practitioners, graduates are able to work with people of diverse backgrounds and needs in a variety of settings in such fields as child welfare, mental health, family services, criminal justice, housing, services to people with disabilities, services to people who are elderly, urban development, community organizing, and health and medical care.

Social Work (BA)

NOTE: Admission to the Bachelor of Arts in Social Work has been suspended.

Admission and Retention Requirements

Students should apply during their upper sophomore year and must have completed 40 credits before applying to the program. Entering students are required to have attained a 2.5 GPA and to maintain at least a 2.5 GPA to continue in the program.

The academic records of transfer students will be reviewed and equated with the academic major and general education course offerings of the College of Staten Island to determine the placement of the students in the program.

Please consult the program coordinator about admission procedures.

General Education Requirements for the BA

ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity Requirements: 28–47 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11-12 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3-4 credits)

2. Social Scientific Analysis: (7-8 credits)
   Two courses, at least one from category b:
   a. Social Scientific Analysis: 100-level
   b. Social Scientific Analysis: 200-level

3. The Contemporary World: (4 credits)
   4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)
   One course from each category:
   a. Literature: 200-level
   b. Arts and Communications: 100 or 200-level

5. Pluralism and Diversity Requirement: (0-4 credits)
6. Foreign Language: (0-12 credits)
See section on general education requirements for approved course lists and complete details.

Pre-Major Requirement: 14 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SWK 200</td>
<td>Introduction to Social Work</td>
<td>4</td>
</tr>
<tr>
<td>BIO 106</td>
<td>Principles of Biology I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 107</td>
<td>Principles of Biology I Laboratory</td>
<td>1 credit</td>
</tr>
<tr>
<td>BIO 170</td>
<td>General Biology I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 171</td>
<td>General Biology I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PSY 100</td>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 100</td>
<td>Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

The curriculum of the Bachelor of Science in Social Work, also called the BSSW, is designed to prepare students for social work practice as generalists and for advanced study in graduate schools of social work. The BSSW is recognized as the entry level by the social work profession. As practitioners, graduates are able to work with people of diverse backgrounds and needs in a variety of settings in such fields as child welfare, mental health, family services, criminal justice, housing, services to people with disabilities, services to people who are elderly, urban development, community organizing, and health and medical care.

Social Work

(Bachelor of Arts, Bachelor of Science)
Department of Sociology, Anthropology, and Social Work
Chairperson and Professor (Arthur) Leigh Binford

NOTE: Admission to the Bachelor of Arts in Social Work has been suspended.
Professional Foundation Content Requirements: 40 credits

- SWK 301 Social Work Practice Research 4 credits
- SWK 274 Social Welfare 4 credits
- SWK 378 Social Policy and Planning 4 credits
- SWK 310 Human Behavior and Social Environment I 4 credits
- SWK 320 Human Behavior and Social Environment II 4 credits
- SWK 350 Social Work Methods I 4 credits
- SWK 360 Social Work Methods II 4 credits
- SWK 451 Field Instruction I 6 credits
- SWK 461 Field Instruction II 6 credits

Required Courses: 20 credits

- SOC 200 Sociological Theory 4 credits
- PSY 202 Psychopathology 4 credits
- POL 204 American Political and Legal Thought 4 credits

One course in Urban Sociology of Anthropology selected from the following:

- SOC 370 Urban Sociology
- ANT 370 Urban Anthropology 4 credits

One additional Sociology Course selected from the following:

- SOC 240 Minority Groups
- SOC 260 Class, Status, and Power
- SOC 340 Ethnicity and Immigration 4 credits

Electives: 0-13 credits

Total credits required: 120

Fieldwork

Fieldwork courses are included in the Professional Foundation Content Requirement. Fieldwork is designed to facilitate the integration of theoretical knowledge and professional skills. Students are placed in health, education, and social service agencies on Staten Island and in other boroughs for two semesters during their senior year. Under the supervision of professional social workers, students work with individuals, families, groups, and communities. Students are evaluated by the agency supervisor at the end of each semester. Students participate in the evaluation process and sign the evaluation forms.

Social Work (BS)

Admission and Retention Requirements

Students must have completed 40 credits including SWK 200 for entry into the program. Entering students are required to have attained a 2.5 GPA and to maintain a 2.5 GPA to continue in the program and earn a grade of C or better in all Social Work courses, except SWK 350 and SWK 360 where a grade of B or better is required to advance. SWK 454 and SWK 464 are pass/fail.

The academic records of transfer students will be reviewed and evaluated with the academic major and general education course offerings of the College of Staten Island to determine the placement of the students in the program.

Students must complete 40 credits and a 2.5 GPA, including SWK 200 for entry into the program. Please consult the Program Director about admission procedures.

General Education Requirements for the BA

ENG 111, ENG 151, COR 100, PED 190: 12 credits

Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity Requirements: 28-47 credits

Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11-12 credits)
   a. Science and Technology: (8 credits) Students should choose appropriate courses from pre-major requirements.
   b. Mathematics: (3-4 credits) It is recommended that students complete MTH 113 or MTH 123 in order to satisfy this requirement.

2. Social Scientific Analysis: (7-8 credits)
   Two courses, at least one from category b:
   a. Social Scientific Analysis: 100-level (Students should choose appropriate courses from pre-major requirements.)
   b. Social Scientific Analysis: 200-level (Students should choose appropriate courses from pre-major requirements.)

3. The Contemporary World: (4 credits)

4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)
   One course from each category:
   a. Literature: 200-level
   b. Arts and Communications: 100- or 200-level

5. Pluralism and Diversity Requirement: (0-4 credits)

6. Foreign Language: (0-8 credits)

See section on general education requirements for approved course lists and complete details.

Pre-Major Requirement: 14 credits

- SOC 100* Sociology 3 credits
- PSY 100* Psychology 3 credits
- POL 100* American Government and Politics 3 credits
- SWK 200 Introduction to Social Work 4 credits
- BIO 106* Principles of Biology I 3 credits
- BIO 107* Principles of Biology I Laboratory 1 credit
- BIO 170* General Biology I 3 credits
- BIO 171* General Biology I Laboratory 1 credit
- PSY 202* Psychopathology 4 credits
- Any 200-level Sociology course 4 credits

*TThese courses may be used to satisfy general education requirements.

Professional Foundation Content Requirements: 40 credits

- SWK 300 Social Work Research I 5 credits
- SWK 302 Social Work Research II 5 credits
- SWK 305 Diversity in Social Work 5 credits
- SWK 311 Human Behavior in the Social Environment I 3 credits
- SWK 312 Human Behavior in the Social Environment II 3 credits
- SWK 350 Social Work Practice I 4 credits
- SWK 360 Social Work Practice II 4 credits
- SWK 454 Social Work Field Practicum I 4 credits
- SWK 455 Social Work Field Seminar I 2 credits
- SWK 464 Social Work Field Practicum II 4 credits
- SWK 465 Social Work Field Seminar II 3 credits

Three to four additional social work related courses may be chosen from the list below, in consultation with an advisor.

- ANT 331/ Women and Work 4 credits
**Social Work Courses**

**SWK 107 Introduction to Developmental Disabilities**
3 hours; 3 credits
Overview of the key knowledge on developmental disabilities. Issues to be explored include defining the disabled throughout the life cycle, normalization, deinstitutionalization, mainstreaming, case management and advocacy, ethical and legal issues, the Developmental Disabilities Movement and its impact on the family and community.

**SWK 200 Introduction to Social Work (Effective Spring 2012)**
3 hours; 3 credits
The course is an introduction to the profession of social work through an examination of its value base, fields of practice, and role in society. Major social problems, philosophies of the delivery of social welfare provision, program and policy initiatives, and the response of social work as a profession are addressed. The obligation of professional social workers to promote social and economic justice on behalf of populations vulnerable to or oppressed by ethnocentrism, racism, heterosexism, ableism, ageism, or religious/spiritual affiliations is emphasized.
Pre- or corequisites: ENG 111, SOC 100

**SWK 300 Social Work Research I (Effective Fall 2011)**
3 hours; 3 credits
This course provides an examination of the principles and theory underlying scientific inquiry and the practices of social science research. The focus is on developing informed consumers of social work research. The course introduces students to critical reading, understanding, and the use of library research and web resources in social work practice, often referred to as evidence-based practice, steps in conducting research, and research efforts toward developing and evaluating social work knowledge and skills.
Prerequisite: Open only to Social Work majors
Pre- or corequisite: SWK 305 (if taken as a prerequisite, requires a grade of C or higher)

**SWK 302 Social Work Research II (Effective Fall 2011)**
3 hours; 3 credits
Continuation of Social Work Research 1. This course deals with identifying appropriate research methods, and evaluating and applying standard social science research methods. Qualitative and quantitative methods are explored. Descriptive and inferential statistics are presented. In addition, the course covers the logic of data preparation and analysis. It reviews the basic skills required to evaluate and write research reports including graphic and statistical analysis and presentation. This course fosters an appreciation for diversity and an awareness of and sensitivity to social work research with diverse groups, based on multiple dimensions including race, ethnicity, gender, sexual orientation, and disability.
Prerequisite: SWK 300 with a grade of C or higher

**SWK 305 Diversity in Social Work (Effective Fall 2011)**
3 hours; 3 credits
A framework for the development of the cultural competency skills needed to work with diverse clients, social groups, and communities. The course introduces the student to Critical Multicultural Theory, a theoretical framework for understanding and respecting culturally diverse populations. The theories presented in this course are the basis for the integration of cultural diversity issues throughout the curriculum.
Prerequisite: Open only to Social Work majors

**SWK 307 Drugs and Alcohol (Effective Fall 2011)**
3 hours; 3 credits
Drugs and alcohol from a social work perspective. This course focuses on the social reality of drug use, and drug users, within contemporary society and includes a historical analysis of the social construction of drug use, drug users, abuse, and addiction. Students will investigate complex relationships among individual behavior, group behavior, and social structure. Central concepts such as social learning, labeling, power, and inequality, as well as socio-cultural definitions of drugs, behavior, and the people who use drugs, will be the tools of analysis. Special attention will be given to the complex legal history surrounding drug use, the link between drugs and crime, the impact of the medicalization of human behavior, and varying perspectives on “doing something about drugs”.
Prerequisite: Open only to Social Work majors
Pre- or corequisite: SWK 305 (if taken as a prerequisite, requires a grade of C or higher)

**SWK 311 Human Behavior in the Social Environment I (Effective Fall 2011)**
3 hours; 3 credits
The first of two foundation theory courses. The course will provide the student with the theoretical framework needed to develop as a generalist social work practitioner. Students learn to apply key theoretical frameworks to the exploration of societal issues and the impact of racial, ethnic, class, cultural, religious/spiritual, and gender diversity on behavior. The course will examine the reciprocal nature of these interactions on persons, families, social groups, communities, organizations, and institutions.
Prerequisite: Open only to Social Work majors
Pre- or corequisite: SWK 305 (if taken as a prerequisite, requires a grade of C or higher)

**SWK 312 Human Behavior in the Social Environment II (Effective Fall 2011)**
3 hours; 3 credits
The second of two foundation theory courses. The course will provide the student with the theoretical framework needed to develop as a generalist social work practitioner. This course will provide the generalist social worker with a broad, theoretical knowledge base to work effectively with individuals, families, groups, organizations, and communities. The students will study human development...
from a life course perspective recognizing patterns in the human behavior related to biological age, psychological age, and social age norms. The course will cover diversity in the life course related to historical time, gender, race, ethnicity, social class, current global trends, and other dimensions.

Prerequisite: SWK 311 with a grade of C or higher

SWK 350 Social Work Methods I (Effective Spring 2012)
4 hours; 4 credits
This course provides an introduction to the basic theory and methods of social work practice with individuals, families, groups, organizations, and communities and an overview of the generalist approach to social work practice. The generalist approach is linked to system theory, ecological theory, and problem solving approaches to social work practice. Interviewing skills are studied and case studies are reviewed to identify and develop social work processes and skills within the framework of an ecological model. This course may be repeated once. NOTE: A grade of B or higher is required in SWK 350.

Prerequisites: SWK 311 with a grade of C or higher
Pre- or corequisite: SWK 312 (if taken as a prerequisite, requires a grade of C or higher)

SWK 360 Social Work Methods II (Effective Fall 2011)
4 hours; 4 credits
This course builds on the generalist approach introduced in Social Work Practice I with an emphasis on the study of generalist skills as applied to small and large groups, communities, and organizations. The interaction of individual change, group processes, and community dynamics are demonstrated through case materials, role playing, and class projects. This course may be repeated once.

NOTE: A grade of B or higher is required in SWK 360.

Prerequisites: SWK 350 with a grade of B or higher

3 hours; 3 credits
An introduction to fundamental concepts, values, terminology, frameworks, and ethical issues that define social welfare policy. Students will be introduced to the historical and philosophical bases of American social welfare programs. This course will help students understand the contemporary welfare state in terms of its underlying motivations - political, economic, ideological, religious, and social - their impact on social welfare institutions, and the role of the profession of social work in this context. This is the first of a two-part sequence. This course builds upon the roots of social work and the historical and philosophical bases of American social welfare programs. It is designed to offer students knowledge of issues surrounding the development, implementation, and evaluation of social welfare policies that have affected and continue to affect student in developing greater cultural awareness and sensitivity. Students will gain skills while working under the instruction of professional social work practitioners who are "teachers" in the field, in conjunction with the guidance of the Social Work faculty at CSI. The Practicum will be graded as Pass/Fail.

Prerequisite: SWK 350 with a grade of B or higher
Corequisite: SWK 455

SWK 455 Social Work Field Seminar I
2 class hours; 2 credits
First course of a two-semester sequence taken in conjunction with field practicum. This course provides an introduction to the basic theory and methods of social work practice with individuals, families, groups, organizations, and communities and an overview of the generalist approach to social work practice. The generalist approach is linked to system theory, ecological theory, and problem solving approaches to social work practice. Interviewing skills are studied and case studies are reviewed to identify and develop social work processes and skills within the framework of an ecological model. This course may be repeated once.

NOTE: A grade of B or higher is required in SWK 350.

Prerequisites: SWK 311 with a grade of C or higher
Pre- or corequisite: SWK 312 (if taken as a prerequisite, requires a grade of C or higher)

SWK 464 Social Work Field Practicum II
16 field hours; 4 credits
A continuation of the Field Practicum I. Students are expected to spend a minimum of 240 hours during the semester (16 hours per week) in the agency. Direct interaction with individuals and groups from diverse backgrounds, reflective supervision, and process recordings will aid the student in developing greater cultural awareness and sensitivity. Students will gain skills while working under the instruction of professional social work practitioners who are "teachers" in the field, in conjunction with the guidance of the Social Work faculty at CSI. The Practicum will be graded as Pass/Fail.

Prerequisite: SWK 360 with a grade of B or higher; SWK 454 with a passing grade; SWK 455 with a grade of C or better
Corequisite: SWK 465

SWK 465 Social Work Field Seminar II
3 hours; 3 credits
The second course of a two-semester sequence which continues to facilitate students' integration of the educational experience in class and the field. In addition, the field seminar is the capstone course in the social work program that synthesizes theory, research, policy, and practice methods. Students are to produce documents that combine research and analysis applied to practice in the field. Understanding of social work concepts and readiness/competency to begin the professional social work practice is the goal of the capstone course. Students will explore significant social work issues, bringing their experience and knowledge to bear on the interaction of their values and skills within the major. In consultation with the instructor, students will choose a major area of practice as a focus for the integrative project. Students will integrate their experience in this area with relevant theory, knowledge and skills, research, and evaluation. Students may choose between developing a poster presentation or a video/online presentation.

Prerequisite: SWK 360 with a grade of B or higher; SWK 454 with a passing grade; SWK 455 with a grade of C or better
Corequisite: SWK 464

3 hours; 3 credits
This is the second policy course in a two semester sequence. This course builds on the historical perspectives presented in SWK 370. It is designed to offer students knowledge of issues surrounding the development, implementation, and evaluation of social welfare policies that have affected and continue to affect
historically oppressed groups in the United States. Specific policy areas to be discussed include healthcare, mental health, child welfare, people with disabilities, the elderly, and criminal justice. Students in this course will understand the need for social work involvement in political arenas, advocacy groups, and as part of organizational change, to advance social, political, and economic justice. The course will demonstrate the various policy analysis tools to teach students to better understand how policy affects practice and how social workers can influence policy.

Prerequisite: SWK 370 with a grade of C or higher

Sociology/Anthropology

(Bachelor of Arts, Minor)
Department of Sociology, Anthropology, and Social Work, Building 4S, Room 223
Chairperson and Professor Leigh Binford

The joint major in Sociology/Anthropology offers several options: most of the 35-credit requirement may be met by courses in sociology or in anthropology, according to the student’s primary interest; courses from both disciplines may be mixed equally. The program prepares students for such areas as teaching sociology or anthropology, social work, urban planning, public health, management, and law. Selected sociology and anthropology courses will also be of particular interest to majors in Biology, Psychology, History, Economics, International Studies, Nursing, and Computer Science.

Sociology/Anthropology (BA)

General Education Requirements for the BA
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity Requirements: 28–47 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)
2. Social Scientific Analysis: (7-8 credits)
   Two courses, at least one from category b:
   a. Social Scientific Analysis: 100-level
   b. Social Scientific Analysis: 200-level
3. The Contemporary World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)
   One course from each category:
   a. Literature: 200-level
   b. Arts and Communications: 100- or 200-level
5. Pluralism and Diversity Requirement: (0–4 credits)
6. Foreign Language: (0–12 credits)

See section on general education requirements for approved course lists and complete details.

Major Requirements: 35 credits

SOC 100 Sociology
SOC 200 Sociological Theory
SOC 201 Methods of Sociological Research
ANT 201 Cultural Anthropology

Any additional Anthropology course at our above the 200 level, included among at least 16 additional credits sociology or anthropology at the 200 level or above, of which 12 credits must be at the 300 or 400 level.

Electives: 26–45 credits

Total Credits Required: 120

Honors
To graduate with honors in Sociology/Anthropology a student must have a 3.5 grade point average in sociology/anthropology courses and must complete an honors thesis or project under the supervision of a Sociology or Anthropology faculty member.

Sociology/Anthropology Minor

Pre-minor requirements: 3 credits
SOC 100 Sociology

Minor Requirements: 16 credits

Two of the following courses:
SOC 200 Sociological Theory
SOC 201 Methods of Sociological Research
ANT 201 Cultural Anthropology

Eight additional credits in sociology or anthropology courses at or above the 200 level

Of the 16 credits at least 4 credits must be in anthropology.

Sociology/Anthropology Courses

ANT 100 Introduction to Anthropology
3 hours; 3 credits
An overview of human physical and social evolution, and the range of diversity in contemporary human societies. The development of language and communication; tribal and peasant societies in the modern world; ethnicity, race and gender; migration and urbanization. (social science)

ANT 201 Cultural Anthropology
4 hours; 4 credits
Case studies of specific societies—tribal, peasant, and urban—to illustrate the variety of anthropological approaches to understanding social relations. Discussion of contemporary social issues in comparative perspective. (social science) (p&d)
Prerequisites: ENG 111, COR 100, and either ANT 100 or SOC 100

ANT 202 Physical Anthropology
4 hours; 4 credits
The evolution of non-human primates and human populations, with special focus on physical variation and its sources among contemporary human groups. The emergence of human forms of social organization and symbolic communication. (social science)
Prerequisites: ENG 111, COR 100, and either ANT 100 or SOC 100

ANT 205 Native American Societies
4 hours; 4 credits
Origins of Native North American societies and their transformation following contact with Europeans. Special emphasis on the diverse ways native people have coped with, adapted to, and resisted continually changing circumstances from colonial times to the present. (p&d)
Prerequisites: ENG 111, COR 100, and either ANT 100 or SOC 100
ANT 225  Multicultural Literacy  
(Also COM 225)  
4 hours; 4 credits  
An exploration of culture as it is defined by various disciplines and understood through prisms of class, race, gender, ethnicity, and the nation state. The class approaches literacy and culture from interdisciplinary perspectives, drawing on anthropology, sociology, literary theory, media studies, and gender studies. (social science) (art & com.) (p&d)  
Prerequisites: ENG 151, COR 100; and any 100-level ANT, COM, HST, POL, SOC, or WGS course.

ANT 305  Power and Society in Latin America  
(Also SOC 305/INT 305)  
4 hours; 4 credits  
This course will offer students a general overview of the political, economic, and cultural forces shaping Latin American societies. It will focus particular attention on social inequalities and the effects of contemporary global changes on the region. Readings and class discussions will address both specific countries and trends affecting the region more broadly.  
Prerequisites: (SOC 200 or SOC 240 or SOC 260 or ANT 201) permission of the instructor.

ANT 306  Latinas/os in the United States (Effective Spring 2011)  
(Also SOC 306/AMS 306)  
4 hours; 4 credits  
An examination of the sociological and anthropological literature on Latinas/os in the United States. The main goal is to acquaint students with the most important economic, political, and social aspects that contemporary Latino communities are experiencing. Using ethnographies, the course will focus on community formation, social movements, race and ethnicity, gender and sexuality issues, immigration, and transnationalism. Class discussions will also address differences based on national origin, class, and generation. This is a reading and writing intensive course in which students are expected to conduct primary research. (p&d)  
Prerequisites: ANT 201 and one of the following: SOC 200, SOC 201, SOC 240, or SOC 260

ANT 307  Caribbean Societies (Effective Spring 2011)  
(Also INT 307/SOC 307)  
4 hours; 4 credits  
An introduction to the sociological and anthropological literature on Caribbean societies. The main objective is to acquaint students with the most important economic, political, and social aspects of the region. Using ethnographies, the course will focus on the development of plantation society, nation-state formation, race and ethnicity, gender, political economy, and transnationalism. Class discussions will also address issues of economic development, human rights, globalization, and U.S. foreign policies on the region. This is a reading and writing intensive course in which students are expected to conduct primary research.  
Prerequisite: INT 200 or INT 203 or any ANT or SOC 200-level course.

ANT 312  Food, Self, and Society  
(Also SOC 312/WGS 312)  
4 hours; 4 credits  
A sociological and anthropological examination of the ways in which the production and consumption of food shape and are shaped by the self and the social world. A major theme of the course will be the gendering of food through topics such as women's traditional roles as home cooks, women laborers in global food production, and female body image. Particular attention will be given to the meaning of practices of eating, preparing and sharing food for the individual, family, community, and nation; and how these practices are influenced by larger forces such as social inequality and globalization. Students are expected to conduct primary research.  
Prerequisites: ENG 151, ANT 201, or SOC 201, or by permission of the instructor.

ANT 331  Women and Work  
(Also SOC 330, WGS 330)  
4 hours; 4 credits  
The social and cultural constraints affecting women's participation and attainments in the world of work. Conflicts between work role expectations and gender role expectations (e.g., femininity, nurturance, maternity). The effects of class background and race/ethnicity on women's occupations, professions, and incomes. (p&d)  
Prerequisites: Any 100-level sociology or anthropology course and any 200-level sociology or anthropology course or permission of the instructor.

ANT 345  Early Civilizations  
4 hours; 4 credits  
Case studies in the rise of civilization, in light of anthropological theory, using examples from Mesopotamia, Egypt, India, China, and Central and South America. The social and cultural changes associated with the rise of cities and empires, slavery, the emergence of writing and monumental architecture.  
Prerequisites: ANT or SOC 100 and any of the following: ANT 201, SOC 200, SLS 240 or permission of the instructor.

ANT 350  Foraging Societies  
4 hours; 4 credits  
Studies of small bands of hunters and gatherers in which basic human biological evolution and cultural development have taken place over three million years. Their social organization, gender and family relations, the tensions and alliances of gift-based economies, religions without leaders, and politics without chiefs. The contemporary situation of such societies. (p&d)  
Prerequisites: ANT or SOC 100 and ANT 201 or permission of the instructor.

ANT 365  Political Anthropology  
4 hours; 4 credits  
The central topic in political anthropology is the emergence of the state and urban society from tribal societies. This course will examine different explanations for the emergence of states and show the importance of this problem to anthropology as a whole.  
Prerequisites: Any 100-level sociology or anthropology course and any 200-level sociology or anthropology course or permission of the instructor.

ANT 367  Globalization and the World System  
(Also SOC/INT 367)  
4 hours; 4 credits  
This course explores major issues and current approaches in sociological thinking on globalization and the world system. Globalization will be examined as a multifaceted phenomenon, encompassing changing economic and political forces and the movement of people, ideas, images, and technologies across national boundaries. Particular attention will be given to how global forces structure inequalities both across nations and within them.  
Prerequisites: (SOC 200 or SOC 240 or SOC 260 or ANT 201) permission of the instructor.

ANT 370  Urban Anthropology  
4 hours; 4 credits  
The social and cultural organization of urban life examined from two perspectives: detailed and comparative studies of households, neighborhoods, homeless shelters, and other urban institutions, and the transformations in the Third World involving mass migrations and industrial relocation.  
Prerequisites: Any 100-level sociology or anthropology course and any 200-level sociology or anthropology course or permission of the instructor.

ANT 390  Human Evolution (Effective Spring 2011)  
(Also PSY 390)  
4 hours; 4 credits
The evolution of human life history. Close reference to the actual fossil record and archaeological sites as grounds for inferences that can be drawn concerning evolutionary changes in human growth and development, the social life of prehistoric peoples and the development of language and culture. Using methods of anthropology and comparative psychology, the course will emphasize the evolution of human psychological capabilities such as language, moral reasoning, long-term reciprocity, and culture.

Prerequisites: ANT 202 or BIO 108 or BIO 180, or PSY 232 or PSY 239 or PSY 242 or PSY 288

ANT 450  Anthropology of Philosophy and Religion
4 hours; 4 credits
The intellectual confrontation with nature and the attempt to reduce nature to a knowable and controllable form. A survey of philosophical and religious systems as efforts by people to define their place in the world. Special topics will include witchcraft, magic, ritual, and esoteric religious systems.
Prerequisite: Any 100-level sociology or anthropology course and any 200-level sociology or anthropology course, or permission of the instructor.

ANT 460  Personality and Culture
4 hours; 4 credits
Examination of the different ways of understanding "human nature" in specific social contexts. Topics will include the development of anthropological theories of personality and culture, and Western and non-Western concepts of personhood and mental health. (p&d)
Prerequisites: ANT 201 and any of the following: PSY 212, PSY 226, PSY 236, PSY 242, SOC 200, SOC 201, SOC 226, SOC 292, or permission of the instructor.

SOC 100  Sociology
3 hours; 3 credits
A study of modern society with emphasis on such fundamental groupings as the family, class, the community, the state, the interaction between cultures and the individual, and the processes by which institutions come into being and develop, and important social theories. (social science)

SOC 120  Social Problems
3 hours; 5 credits
Conditions defined by sociocultural groups and institutions as social problems, as well as potential solutions, are examined from various sociological perspectives. Emphasis is given to problem issues prevalent in contemporary metropolitan settings such as physical and mental health issues, access to social services, poverty, and prejudice and discrimination. (social science)

SOC 200  Sociological Theory
4 hours; 4 credits
Prerequisites: SOC 100 and one 200-level SOC course

SOC 201  Methods of Sociological Research
4 hours; 4 credits
How sociologists collect and analyze data. Examination of various methods of research, including questionnaires, interviews, participant observation, and the use of historical and literary sources.
Prerequisites: ENG 111, COR 100, SOC 100
 Majors are advised to take this course within the first 15 credits of sociology/anthropology.

SOC 202  Gender, Race, Ethnicity, and Class
(Also WGS 202)
4 hours; 4 credits
How gender, race, ethnicity, and class interact with each other and influence personal identities, opportunities, and life experiences. The effects of these factors on attitudes and ideology, from the perspectives of scholars to those of political groups within and among nation states. The effects of political economy and the division of labor on gender, race, and class. (social science) (p&d)
Prerequisites: ENG 111, COR 100

SOC 210  Sociology of Health and Medicine
4 hours; 4 credits
Examination of the norms, values, beliefs, role relationships, and organizations of medical practice as a form of human behavior. Emphasis on the social processes that occur in the medical setting. Analysis of the medical environment from a sociological perspective. (social science)
Prerequisites: ENG 111, COR 100, SOC 100

SOC 212  Criminology
4 hours; 4 credits
Sociological research and theory on crime and criminal behavior. Social, cultural, economic, and psychological factors affecting crime. The definition of crime in historical and cross-cultural perspectives: interpersonal violence, organized crime, corporate crime, and political violations of human rights. (social science)
Prerequisites: ENG 111, COR 100

SOC 220  Marriage and the Family
4 hours; 4 credits
Marriage and the family as social institutions. The historical development of these institutions, with special emphasis on the personal and social problems of the matrimonial relationship and of modern family life. (social science)
Prerequisites: ENG 111, COR 100

SOC 226  Socialization of the Child
4 hours; 4 credits
The socialization of the child will be examined in detail in the context of social, cultural, economic, and political institutions; various sociological and psychological theories concerning child rearing. Adolescent socialization, moral development, and the impact of factors such as sex, birth order, social class, and ethnicity will be discussed. (social science)
Prerequisites: ENG 111, COR 100, SOC 100 or PSY 100 or permission of the instructor

SOC 230  Sociology of Women
(Also WGS 230)
4 hours; 4 credits
Social and cultural forces affecting women’s lives. The problems, struggles, and accomplishments of women in social and historical contexts. Changing sex roles and relationships as affected by ethnicity, race, and class. (social science) (p&d)
Prerequisites: ENG 111, COR 100

SOC 232  Sociology of Aging
4 hours; 4 credits
Social implications of aging in contemporary society. The changing roles, relationships, and opportunities of people as they grow older; affected by social, cultural, medical, political, and economic conditions. Issues related to the elderly who need care. (social science)
Prerequisites: ENG 111, COR 100; and SOC 100 or permission of the instructor

SOC 238  Sociology of Men
(Also WGS 238)
4 hours; 4 credits
Comparative, historical perspectives on the male gender role and male domination through social institutions and male gender role socialization. Issues regarding the relationships of men with each other as well as between men and women. (p&d) (social science)
Prerequisites: ENG 111, COR 100
SOC 240    Minority Groups
4 hours; 4 credits
Social, political, economic, and historical factors affecting minority group status.
The roots of prejudice and discrimination; analysis of their psychological and social causes and consequences in modern societies. Emphasis will be placed on a comparison of different cultures in a global context. (cont. wld.) (p&d)
Prerequisites: ENG 151, COR 100

SOC 245    Contemporary Social Issues
(After SLS 245)
4 hours; 4 credits
A study of selected contemporary social problems such as poverty, criminal justice, ethnicity, or race relations from the perspectives of political science, economics, and sociology. The emphasis will be on urban problems. The course will explore the types of questions that might be raised about the topics by persons trained in the social sciences and will explore the methods used to answer such questions. Relationships between modes of inquiry, types of questions asked, and the answers obtained. An emphasis on developing ability to read, understand, and think critically about writings in the social sciences. (social science)
Prerequisites: A minimum GPA of 2.75, ENG 111, ENG 151, COR 100

SOC 250    Sociology of Religion
4 hours; 4 credits
The relationship between religion and society from historical and cross-cultural perspectives. Effects of religion on the culture of groups and societies. The effects of social structure and social change on religion; emergence of new religious forms. (social science)
Prerequisites: ENG 111, COR 100, SOC 100

SOC 255    Sociology of the Arts
4 hours; 4 credits
The relationship between the arts and other institutions of contemporary society (e.g., economics, politics, religion). The structure of different art worlds, and the function of both High and Popular art forms in both strengthening and weakening class boundaries. (social science)
Prerequisites: ENG 111, COR 100; and SOC 100 or permission of the instructor

SOC 260    Class, Status, and Power
4 hours; 4 credits
Historical and comparative analysis of social classes and strata—their emergence, persistence, and change—in different types of societies. The effects of class, status, and power on the quality of life and social relations. Recent changes in class structure. (p&d) (cont. wld.)
Prerequisites: ENG 151, COR 100

SOC 270    The Community
4 hours; 4 credits
Processes of neighborhood identity formation, cohesion, conflict, decline, and revitalization. The role of women, and ethnic and class-determined groups in community institutions and community organizing. Staten Island as a case study. (social science)
Prerequisites: ENG 111, COR 100; and SOC 100 or permission of the instructor

SOC 274    Social Welfare (Effective Fall 2011)
(also SWK 274)
4 hours; 4 credits
The social welfare system in the contemporary state. Social functions and the historical, economic, and political foundations of the welfare system, including the structure of transfer payments and the social relations that it establishes. (social science)
Prerequisites: ENG 111, COR 100, SOC 100

SOC 275    Sociology of Education
4 hours; 4 credits
The changing social and cultural context of contemporary American education. The relationship between education and social inequality, social mobility, and social change. Issues and debates regarding contemporary education. This course does not meet New York State requirements for teacher certification. (social science)
Prerequisites: ENG 111, COR 100

SOC 280    Sociology and Politics
4 hours; 4 credits
The social background of political elites and movements, bureaucracy and the problem of political power, conflict and social class, and industrial and postindustrial society. Readings from classical theorists and contemporary empirical work. (social science)
Prerequisites: ENG 111, COR 100, SOC 100

SOC 292    The Individual in Society
4 hours; 4 credits
The social context and meaning of individual behavior and face-to-face interaction. An examination of sociological theory and research, from the classic writings of Mead to recent phenomenologists and critics of psychotherapy. (social science)
Prerequisites: ENG 111, COR 100

SOC 301    Computerized Research Analysis
4 hours; 4 credits
This course will help students to acquire quantitative research skills by introducing them to important computer applications in the social sciences. It covers data management and analysis using appropriate software packages such as SPSS. Topics on social statistics will focus on the understanding of principles, selection of procedures, and interpretation of results.
Prerequisites: SOC 201; MTH 102, MTH 113, or a higher-level mathematics course

SOC 302    Contemporary Sociological Theory
4 hours; 4 credits
Theoretical traditions and schools of thought within contemporary sociology including those of functionalism, conflict theory, exchange theory, neo-Marxism, feminism, ethnography, world-systems theory, and historical-comparative theory. Underlying assumptions and cultural biases in social thought.
Prerequisite: SOC 200

SOC 305    Power and Society in Latin America
(After ANT 305/AMS 305)
4 hours; 4 credits
This course will offer students a general overview of the political, economic, and cultural forces shaping Latin American societies. It will focus particular attention on social inequalities and the effects of contemporary global changes on the region. Readings and class discussions will address both specific countries and trends affecting the region more broadly.
Prerequisites: SOC 200 or SOC 240 or SOC 260 or ANT 201 and permission of the instructor.

SOC 306    Latinas/os in the United States
(After ANT 306/AMS 306)
4 hours; 4 credits
An examination of the sociological and anthropological literature on Latinas/os in the United States. The main goal is to acquaint students with the most important economic, political, and social aspects that contemporary Latino communities are experiencing. Using ethnographies, the course will focus on community formation, social movements, race and ethnicity, gender and sexuality issues, immigration, and transnationalism. Class discussions will also address differences based on national origin, class, and generation. This is a reading and writing intensive course in which students are expected to conduct primary research. (p&d)
SOC 307  Caribbean Societies (Effective Spring 2011)  
(Also ANT 307/INT 307)  
4 hours; 4 credits  
An introduction to the sociological and anthropological literature on Caribbean societies. The main objective is to acquaint students with the most important economic, political, and social aspects of the region. Using ethnographies, the course will focus on the development of plantation society, nation-state formation, race and ethnicity, gender, political economy, and transnationalism. Class discussions will also address the issues of economic development, human rights, globalization, and U.S. foreign policies on the region. This is a reading and writing intensive course in which students are expected to conduct primary research. 
Prerequisite: INT 200 or INT 203 or any ANT or SOC 200-level course 

SOC 312  Food, Self, and Society  
(Also ANT 312 and WGS 312)  
4 hours; 4 credits  
A sociological and anthropological examination of the ways in which the production and consumption of food shape and are shaped by the self and the social world. A major theme of the course will be the gendering of food through topics such as women's traditional roles as home cooks, women laborers in global food production, and female body image. Particular attention will be given to the meaning of practices of eating, preparing, and sharing food for the individual, family, community, and nation, and how these practices are influenced by larger forces such as social inequality and globalization. Students are expected to conduct primary research. 
Prerequisites: ENG 151, ANT 201 or SOC 201, or by permission of the instructor 

SOC 325  Social Thought  
(Also SLS 325)  
4 hours; 4 credits  
Analysis of key trends in social theory from ancient times to the present. Includes the study of thought concerning the early organization of human society, the development of agricultural and feudal societies, the effects of industrialization and the modern age, and the already-significant impacts of the computer age and the Internet. The course is especially concerned with major social questions in science, philosophy, urbanism, and political economy. Emphasis on reading and discussing original sources (social science) 
Prerequisites: A minimum GPA of 2.75, ENG 111, ENG 151, and a 200-level Social Scientific Analysis course 

SOC 330  Women and Work  
(Also WGS 330, ANT 331)  
4 hours; 4 credits  
The social and cultural constraints affecting women's participation and attainment in the world of work. Conflicts between work role expectations and gender role expectations (e.g., femininity, nurturance, maternity). The effects of class background and race/ethnicity on women's occupations, professions, and incomes. (p&d) 
Prerequisites: Any 100-level SOC or ANT course and any 200-level SOC or ANT course or permission of the instructor 

SOC 340  Ethnicity and Immigration  
4 hours; 4 credits  
Social, cultural, and historical factors affecting ethnic group experience and socioeconomic status, both in the United States and among immigrants in other societies. Comparison of immigrant groups of first, second, and third generations. The role of women in different ethnic groups. (p&d) 
Prerequisites: ANT or SOC 100 and a 200-level ANT or SOC course or permission of the instructor 

SOC 350  Psychosocial Aspects of Disability  
4 hours; 4 credits  
The psychosocial impact of disability, differential development, and social adjustment among disabled groups, friendships, intimacy, and sexuality. The changing role and status of the disabled in our society with particular emphasis on the issues of stigmatization and labeling. (p&d) 
Prerequisites: SWK 107 and SOC 100 

SOC 360  Sociology of Work and Leisure  
4 hours; 4 credits  
Analysis of the world of work and the separate world of leisure, and their social and economic pre-conditions and consequences. Theories of occupations and professions, career patterns, and their relationship to the social structuring of class, status, power, race, and gender. 
Prerequisites: ANT or SOC 100 and a 200-level ANT or SOC course or permission of the instructor 

SOC 367  Globalization and the World System  
(Also ANT 367/INT 367)  
4 hours; 4 credits  
This course explores major issues and current approaches in sociological thinking on globalization and the world system. Globalization will be examined as a multifaceted phenomenon, encompassing changing economic and political forces and the movement of people, ideas, images, and technologies across national boundaries. Particular attention will be given to how global forces structure inequalities both across nations and within them. 
Prerequisites: SOC 200 or SOC 240 or SOC 260 or ANT 201 and permission of the instructor 

SOC 370  Urban Sociology  
4 hours; 4 credits  
The social structure and culture of city life. Issues of urban politics, racial and ethnic relationships, housing, crime, cultural institutions, economics, communications, city planning and design. Historical origins of the city in the Western world; the future of cities worldwide. New York City as a case study. 
Prerequisites: ANT or SOC 100 and a 200-level ANT or SOC course or permission of the instructor 

SOC 371  Media and the Margins  
(Also COM 371)  
4 hours; 4 credits  
An examination of the role of the mass media as cultural institutions that shape the images and self-images of marginalized groups. The course engages with definitions based on, but not limited to, age, disability, ethnicity, gender, race, and sexuality. (p&d) 
Prerequisites: COM 150 or a 100-level and a 200-level ANT or SOC course 

SOC 372  Institutions of Control  
4 hours; 4 credits  
How leading social institutions (family, schools, mass media, government, and the economy) shape and control U.S. society. The role of racism, sexism, violence, and economic exploitation as forms of social control. Existing patterns of domination and subordination. 
Prerequisites: ANT or SOC 100 and a 200-level ANT or SOC course or permission of the instructor 

SOC 374  Mass Media in Modern Society  
(Also COM 374)  
4 hours; 4 credits  
Sociological analysis of the mass media: their comparative histories and organizations, and their political and social effects. Their persuasive role in propaganda and public opinion, and their function in providing information and entertainment for the common culture. 
Prerequisites: COM 150 and a 200-level ANT or SOC course
SOC 376  Social Change
4 hours; 4 credits
Analysis of societal and cultural transformations. Leading theories of social change. Empirical case studies in interpersonal relationships and race relations as well as technological, economic, and political changes. The role of mass media, communities, and organizations.
Prerequisites: ANT or SOC 100 and a 200-level ANT or SOC course or permission of the instructor

SOC 378  Social Planning (Effective Fall 2011)
4 hours; 4 credits
Analysis of the underlying assumptions and values embedded in social policy with respect to such issues as poverty, homelessness, education, drug abuse, family violence, community development, human rights, and affirmative action. Cross-cultural models of social planning and the planning process.
Prerequisite: SOC 274

SOC 380  Sociology of Organizations
4 hours; 4 credits
The analysis of modern organizational structures and processes, focusing on social control through specific collective and bureaucratic organizations (business, educational, medical, legal, service, etc.). Comparison of internal organizational cultures in public, voluntary, and private sectors.
Prerequisites: ANT or SOC 100 and a 200-level ANT or SOC course or permission of the instructor

SOC 410  Sociological Issues
4 hours; 4 credits
Detailed exploration of selected social issues according to student interest (e.g., homelessness, health care, substance abuse, domestic violence), as affected by such variables as social class, race, religion, gender, technological change.
Prerequisite: SOC 201 or permission of the instructor

SOC 420  Birth and Death
(Also WGS 420)
4 hours; 4 credits
An exploration of the different sociological renderings of birth and death in contemporary societies. Understanding the concepts of birth and death from a sociological perspective offers an excellent opportunity to explore the intersections of race, class, gender, spirituality, and age. This course will be heavily geared toward feminist and critical perspectives. It will explore recent technological innovations and their implications for representations of conception, birth, and death.
Prerequisites: ANT or SOC 100 and a 200-level ANT or SOC course or permission of the instructor

SOC 427  Sociology of Language
(Also ENL 427)
4 hours; 4 credits
Areas of discussion include language and class, language and sex, language and race, and language and ethnicity.
Prerequisite: ENG 151

Spanish
(Bachelor of Arts, Minor)
Department of World Languages and Literatures, Building 2S, Room 109
Chairperson and Associate Professor Jane Marcus-Delgado

The department offers a major in Spanish (Track 1) and a major in Spanish with an Adolescence Education sequence (Track 2) that prepares students for teacher certification for grades 7-12.

All students with prior training in Spanish must take a proficiency examination to determine placement at an appropriate level. Students interested in Early Childhood or Childhood Education should see the Department of Education coordinator of these programs for permission to enroll in this major.

Transfer students must take at least four courses at the 300 or 400 level

Spanish (BA)

General Education Requirements for the BA
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity Requirements: 28-47 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11-12 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3-4 credits)

2. Social Scientific Analysis: (7-8 credits)
   Two courses, at least one from category b:
   a. Social Scientific Analysis: 100-level
   b. Social Scientific Analysis: 200-level

3. The Contemporary World: (4 credits)

4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)
   One course from each category:
   a. Literature: 200-level
   b. Arts and Communications: 100- or 200-level

5. Pluralism and Diversity Requirement: (0-4 credits)

6. Foreign Language: (0-12 credits)
See section on general education requirements for approved course lists and complete details.

1. Track One: Spanish:

Pre-Major Requirements: 16 credits
Four semesters of college-level language study (SPN 113, SPN 114, SPN 213, SPN 215) or the equivalent (SPN 120, SPN 220, SPN 215). Students who enter the College with ability in Spanish take a placement examination to determine the level at which they should begin language study. These courses may also be used to satisfy general education requirements.

Major Requirements: 36 credits
Students majoring in Spanish must complete the following requirements:
An advanced communication skills course 4 credits (SPN 313)
A Spanish Society and Literature course 4 credits (SPN 339, SPN 341)
A Spanish-American Society and Literature course (SPN 342, SPN 343)
An additional 24 credits of courses chosen from 300- or 400-level Spanish courses 24 credits

2. Track Two: Preparation for Teaching Spanish (Grades 7-12):
In addition to the requirements for the Spanish major, students wishing to be recommended by the College for teacher certification must complete the following sequence of education courses for 24 credits:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 201</td>
<td>Social Foundations of Secondary Education</td>
<td>4</td>
</tr>
<tr>
<td>EDS 202</td>
<td>Psychological Foundations of Secondary Education</td>
<td>4</td>
</tr>
<tr>
<td>EDS 305</td>
<td>The Pedagogy of Secondary School in Foreign Language</td>
<td>4</td>
</tr>
<tr>
<td>EDS 319</td>
<td>The Secondary School Curriculum in Foreign Language</td>
<td>4</td>
</tr>
<tr>
<td>EDS 400</td>
<td>Student Teaching in Secondary Education</td>
<td>6</td>
</tr>
<tr>
<td>EDS 401</td>
<td>Reflection and Analysis in Student Teaching in Secondary Education</td>
<td>2</td>
</tr>
</tbody>
</table>

See also Education/Adolescence Education.

Electives: 9-40 credits
Total Credits Required: 120

Liberal Arts and Sciences Requirement
Most education courses are non-liberal arts and sciences.

Honors
To graduate with honors in Spanish a student must have a 3.5 grade point average in Spanish language courses and must complete a special project under the direction of a faculty member. A faculty committee will vote on the recommendation for honors.

Spanish Minor
At least 12 credits of courses in Spanish at or above the 200 level.

Spanish Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPN 101</td>
<td>Spanish Conversation I</td>
<td>2 (2 credits)</td>
</tr>
<tr>
<td>SPN 102</td>
<td>Spanish Conversation II</td>
<td>2 (2 credits)</td>
</tr>
<tr>
<td>SPN 113</td>
<td>Basic Spanish I (Closed to Native Speakers)</td>
<td>4 (4 credits)</td>
</tr>
<tr>
<td>SPN 114</td>
<td>Basic Spanish II (Closed to Native Speakers)</td>
<td>4 (4 credits)</td>
</tr>
<tr>
<td>SPN 120</td>
<td>Intensive Spanish I</td>
<td>6 (6 credits)</td>
</tr>
<tr>
<td>SPN 121</td>
<td>Continuing Spanish I</td>
<td>4 (4 credits)</td>
</tr>
<tr>
<td>SPN 122</td>
<td>Intensive Spanish II (Effective Spring 2009)</td>
<td>6 (6 credits)</td>
</tr>
<tr>
<td>SPN 213</td>
<td>Continuing Spanish II</td>
<td>4 (4 credits)</td>
</tr>
<tr>
<td>SPN 215</td>
<td>Advanced Communication Skills</td>
<td>4 (4 credits)</td>
</tr>
<tr>
<td>SPN 220</td>
<td>Advanced Composition</td>
<td>4 (4 credits)</td>
</tr>
<tr>
<td>SPN 313</td>
<td>Introduction to Translation</td>
<td>4 (4 credits)</td>
</tr>
<tr>
<td>SPN 320</td>
<td>The Civilization of Spain</td>
<td>4 (4 credits)</td>
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</tbody>
</table>

Prerequisite: SPN 113 or equivalent. Passing the CUNY Assessment Test in Reading and Writing tests; closed to native speakers.

SPN 120 Intensive Spanish I
6 hours; 6 credits
A beginning intensive course in fundamentals of expression and communication for those who have had no previous work in the language and are interested in pursuing upper-division courses in Spanish. By the end of the semester the student will have completed a program that provides a strong basis in the functional literacy in Spanish. (foreign lang.)
Prerequisite: Passing the CUNY Assessment Test in Reading and Writing.

SPN 213 Continuing Spanish I
4 hours; 4 credits
Grammar review and more intensive training in the fundamentals of expression and communication, both written and oral, based on selected cultural readings. Regular attendance in the World Languages and Literatures Media Center is required. (foreign lang.)
Prerequisite: SPN 114 or equivalent

SPN 215 Continuing Spanish II
4 hours; 4 credits
A continuation of SPN 213 with stress on written and oral composition and on selected cultural and literary readings of intermediate difficulty. Regular attendance in the World Languages and Literature Media Center is required. (foreign lang.)
Prerequisite: SPN 213 or equivalent

SPN 220 Intensive Spanish II (Effective Spring 2009)
6 hours; 6 credits
A continuing intensive course in fundamentals of expression and communication for those who have successfully completed SPN 120, and are interested in pursuing upper-division courses in Spanish. Particular emphasis will be placed on written and oral communication based on selected cultural readings. (foreign lang.)
Prerequisite: Passing the CUNY Assessment Test in Reading and Writing and SPN 120.

SPN 313 Advanced Communication Skills
4 hours; 4 credits
Refinement of written and oral expression through composition, translation, oral reports, and critical study of the Spanish grammar based on the analysis of selected literary readings of advanced difficulty. Regular attendance in the World Languages and Literatures Media Center is required.
Prerequisite: SPN 215 or equivalent

SPN 315 Advanced Composition
4 hours; 4 credits
Designed to improve students’ written Spanish and to provide advanced training. Students will write in a variety of situations, learn to distinguish between spoken and written styles, and focus on problems of contrastive grammar. Emphasis is on developing fluency and accuracy in the written language. Regular attendance in the World Languages and Literatures Media Center is required.
Prerequisite: SPN 313 or equivalent

SPN 319 Introduction to Translation
4 hours; 4 credits
Development of skills for reading and translating technical and literary Spanish into English. Emphasis on the use of general and specialized dictionaries and other tools of the professional translator.
Prerequisites: SPN 313 or equivalent, and ENG 151 or ENG 152 or an ENH 200-level course

SPN 320 The Civilization of Spain
4 hours; 4 credits
A panoramic approach to the history, art, literature, and other aspects of Spanish civilization. 
Prerequisite: SPN 313 or equivalent

**SPN 325**  The Civilization of Pre-Colombian Spanish America  
4 hours; 4 credits  
The Mayan, Incan, and Aztec cultures of pre-Columbian Spanish America.  
Taught bilingually. Readings and assignments in Spanish required for majors; readings and assignments may be done in English for non-majors. (p&d)  
Prerequisite: SPN 313 or equivalent

**SPN 330**  The Civilization of Spanish America  
4 hours; 4 credits  
A panoramic approach to the history, art, literature, and other aspects of the civilization of Spanish America. (p&d)  
Prerequisite: SPN 313 or equivalent

**SPN 339**  Spanish Society and Literature through 1700  
4 hours; 4 credits  
The purpose of this course is to introduce the historical and cultural movements in Spain through the 1700s. This course will explore the main historical, literary, and cultural tendencies that occurred in Spain from the Middle Ages until the 18th century. Topics will include the link between literature, history, and the arts, society and its traditions. The student will study a main text on the civilization and the culture of Spain as well as selections of literary, critical, and/or artistic works related to the topics discussed in class.  
Prerequisite: SPN 313 or equivalent

**SPN 340**  An Introduction to the Literature of Spain  
4 hours; 4 credits  
A survey of Spanish literature from medieval times through the Romantic period. (literature)  
Prerequisite: SPN 313 or equivalent

**SPN 341**  Spanish Society and Literature from 1700 to the Present  
4 hours; 4 credits  
The purpose of this course is to introduce the historical and cultural movements in Spain from the 1700s to present times. This course will explore the main historical, literary and cultural tendencies that occurred in Spain from the 18th century to 21st century. Topics will include the link between literature, history, and the arts, society and its traditions. The student will study a main text on civilization and culture of Spain as well as selections of literary, critical, and/or artistic works related to the topics discussed in class.  
Prerequisite: SPN 313 or equivalent

**SPN 342**  Spanish American Society and Literature through Modernism  
4 hours; 4 credits  
The purpose of this course is to introduce the student to the literature and sociocultural context of Spanish America from the pre-Columbian civilizations through the “modernismo” period at the end of the 19th century. Through the reading of historical accounts, essays, excerpts of novels, short stories, and poetry, as well as through the analysis of art, film, and music from the different regions, we will span over 400 years of Spanish American literature and culture up to the emergence of the independent American states.  
Prerequisite: SPN 313

**SPN 343**  Spanish American Society and Literature from Modernism to the 21st Century  
4 hours; 4 credits  
The purpose of this course is to introduce the student to the literature and sociocultural context of Spanish America from the “modernismo” period at the end of the 19th century up to the most recent literary movements in the 21st century. Through the reading of historical accounts, essays, excerpts of novels, short stories, and poetry, as well through the analysis of art, film, and music from the different regions, we will span over a century of Spanish American literature and culture.  
Prerequisite: SPN 313

**SPN 345**  Spanish Theater  
(Also DRA 345)  
4 hours; 4 credits  
Discussion of ideas, background, and staging traditions of representative Spanish-language plays from the Golden Age to the present. The course is taught in English. Readings and assignments in Spanish required for majors; readings and assignments may be done in English for non-majors. (literature)  
Prerequisite: SPN 313 or equivalent for those doing readings and assignments in Spanish; ENG 151 or a 200-level English course for those doing readings and assignments in English

**SPN 350**  Introduction to Spanish American Literature  
4 hours; 4 credits  
A survey of the development of Spanish American literature from pre-Columbian literature to modernism. (literature)  
Prerequisite: SPN 313 or equivalent

**SPN 352**  Studies in Spanish American Literature and Culture I  
4 hours; 4 credits  
Intensive study of selected topics in Spanish American literature and culture. The specific emphasis will vary from semester to semester and will be announced in the Semester Information.  
Prerequisite: SPN 313

**SPN 359**  Studies in Peninsular Spanish Literature and Culture I  
4 hours; 4 credits  
Intensive study of selected topics in Peninsular Spanish Literature and Culture. The specific emphasis will vary from semester to semester and will be announced in the Semester Information.  
Prerequisite: SPN 313

**SPN 425**  The Golden Age of Spanish Drama  
(Also DRA 425)  
4 hours; 4 credits  
Works by Cervantes, Lope de Vega, Tirso de Molina, Guillén de Castro, Mira De Amescua, Ruiz de Alarcón, Calderón de la Barca, Rojas Zorrilla, Agustín Moreto, and others. (literature)  
Prerequisite: SPN 313 or equivalent

**SPN 430**  Cervantes: Don Quixote and Other Works  
4 hours; 4 credits  
A study of the language, thought, and art of Cervantes as seen in his masterpieces. (literature)  
Prerequisite: SPN 313 or equivalent

**SPN 450**  The Modern Spanish Novel  
4 hours; 4 credits  
A study of Spanish novelists from Galdós to the present. (literature)  
Prerequisite: SPN 313 or equivalent

**SPN 452**  Studies in Spanish American Literature and Culture II  
4 hours; 4 credits  
Intensive study of selected topics in Spanish American Literature and Culture. The specific emphasis will vary from semester to semester and will be announced in the Semester Information.  
Prerequisite: SPN 313
**SPN 453  Modernism and The Generation of 98**
4 hours; 4 credits
This course examines the role of the Generation of 98 in late-19th and early-20th-century Spanish literature (1895-1936). The members of the Generation were deeply committed to the fervent political and cultural debate that began before 1898 and persisted until the Civil War. Recent research has also extolled the Modernist features of their works. In order to place the Generation of 98 in its historical, cultural, and literary contexts, this course discusses a selection of texts (prose, poetry, and drama), that show the concern of these “Noventayochistas” in the scrutiny of Spanish national identity and of its role in the Spanish decadence that led to the 1898 crisis; Spanish politics from the 1890s to the Civil War; the impact of the crisis in the early-20th-century novel, poetry and drama; the representations of Modernism; and the influence of the Generation of 98 upon later literary groups, especially Novecentismo.
Prerequisite: SPN 313

**SPN 455  The Modern Spanish American Novel**
4 hours; 4 credits
Reading and interpretation of the works of representative modern and contemporary writers from several Spanish American countries. (literature)
Prerequisite: SPN 313 or equivalent

**SPN 459  Studies in Peninsular Spanish Literature and Culture II**
4 hours; 4 credits
Intensive study of selected topics in Peninsular Spanish Literature and Culture. The specific emphasis will vary from semester to semester and will be announced in the Semester Information.
Prerequisite: SPN 313

**SPN 462  Lorca and the Spanish Poetry of the 20th Century**
4 hours; 4 credits
The works of Lorca, Machado, Unamuno, J.R. Jiménez, Alexisandre, Guillén, Cernuda, and Salinas will be considered. (literature)
Prerequisite: SPN 313 or equivalent

**SPN 463  Spanish American Poetry from Modernism to the 21st Century**
4 hours; 4 credits
The purpose of this course is to introduce the student to a panoramic survey of Spanish American poetry. We will begin with the irruption of “modernismo,” an innovative trend through which poets such as Rubén Darío, José Martí, and Manuel Gutiérrez Nájera imported European models and renovated Spanish American poetry. The course will then study the various Spanish American avant-garde movements to conclude with the most important poetic projects of the second half of the 20th century, including the works of Octavio Paz, Nicanor Parra, José Lezama Lima, and Jorge Luis Borges.
Prerequisite: SPN 313

**SPN 465  Spanish Theater in the 20th Century**
(Also DRA 465)
4 hours; 4 credits
Principal tendencies in Spanish theater in the 20th century. Including an analysis of the major works of dramatists such as Benavente, Valle-Inclán, García Lorca, Mihura, Buero Vallejo, Alfonso Sastre, Carlos Muniz, Lauro Olmo, Arribal, Antonio Gala, and others. (literature)
Prerequisite: SPN 313 or equivalent

**SPN 470  Spanish American Theater in the 20th Century**
4 hours; 4 credits
A study of the main trends and an analysis of the most significant plays of contemporary Spanish American playwrights. (literature)
Prerequisite: SPN 313 or equivalent

**SPN 475  The Contemporary Spanish American Short Story**
4 hours; 4 credits
Readings and discussion of the works of outstanding contemporary authors. (literature)
Prerequisite: SPN 313 or equivalent

**SPN 480  Literature of the Hispanic Caribbean**
4 hours; 4 credits
Reading and discussion of literary works of outstanding modern and contemporary Cuban, Dominican, and Puerto Rican authors. (literature) (p&d)
Prerequisite: SPN 313 or equivalent

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**Student Services Courses**

**SPD 101  Issues in College Life**
2 hours; 1 credit
A developmental overview of college life. Emphasis is placed on those concepts and skills that relate to broader life issues. Through discussion of the individual’s educational goals, attitudes, and values, the student explores the learning community, educational options, choices, and techniques to improve study and college survival skills. The course is graded on a pass/fail basis.
Not to be taken in the same semester with SPD 102.

**SPD 102  Career Development**
2 hours; 1 credit
Factors to be considered in career decision making; the value and limitations of test data; clarification of work values; mid-career change; non-traditional careers; trends in the world of work; career opportunities in various professional, technical, and business fields; the changing labor market; reasons for attending college; educational options; job finding techniques (resources, résumés, interviews).

**SPD 105  Personal Growth and Development**
2 hours; 1 credit
Exploration of personal growth, individual differences and their origins, methods of coping with stress, and personality change. The focus is on the development of the self and the influences of external and internal forces on it. Strategies for coping with life’s challenges will be discussed and explored.
Women's, Gender, and Sexuality Studies

(Bachelor of Arts, Minor)
Interdisciplinary Program
Director, Associate Professor Alyson Bardsley, March Hall (2N), Room 105

Women’s, Gender, and Sexuality Studies is an interdisciplinary program that draws on anthropological, artistic, economic, historical, literary, psychological, and sociological perspectives to explore women’s lives, and the significance of gender in general, in contemporary and past societies both in the United States and across the globe.

Women’s, Gender, and Sexuality Studies (BA)

General Education Requirements for the BA

ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The Contemporary World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity Requirements: 28–47 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)

2. Social Scientific Analysis: (7-8 credits)
   Two courses, one from each group:
   a. Social Scientific Analysis: 100-level
   b. Social Scientific Analysis: 200-level

3. The Contemporary World: (4 credits)

4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)
   One course from each group:
   a. Literature: 200-level
   b. Arts and Communications: 100- or 200-level

5. Pluralism and Diversity Requirement: (0-4 credits)

6. Foreign Language: (0-12 credits)

See section on general education requirements for approved course lists and complete details.

Major Requirements: 36 credits

WGS 201 Introduction to Women's Gender, and Sexuality Studies
Thirty-one to 32 credits of Women's, Gender, and Sexuality Studies courses, with at least 12 credits at the 300 level or higher, including:
1. At least one WGS course with a focus in history, American studies, or African American studies from among the following:
   WGS 217 Introduction to Women’s History
   WGS 286 History of American Women
   WGS 386 The Recovery of Women’s Past
   WGS 389 Themes in American Women’s History

2. At least one WGS course with a focus in English, modern languages, or arts from among the following:
   WGS 222 Women and Literature
   WGS 256 Women in European Literature
   WGS 263 Mythology of Women
   WGS 266 Women in European Literature to the Renaissance
   WGS 267 Women in European Literature after the Renaissance
   WGS 270 Women and the Fine Arts
   WGS 280 Introduction to Women’s Written Expression
   WGS 348 Women Novelists
   WGS 353 The Feminist Challenge in French Literature
   WGS 384 Major Woman Author I
   WGS 385 Major Woman Author II
   WGS 387 Major Woman Author III
   WGS 390 Women in Literature and the Arts
   WGS 391 Woman as Hero
   WGS 442 Women’s Written Expression

3. At least one WGS course with a focus in psychology, sociology, or anthropology from among the following:
   WGS 202 Gender, Race, Ethnicity, and Class
   WGS 230 Sociology of Women
   WGS 234 Anthropology of Women
   WGS 235 Gender and Sexuality
   WGS 238 Sociology of Men
   WGS 268 Psychology of Women
   WGS 312 Food, Self and Society
   WGS 330 Women and Work
   WGS 340 Mentoring and Adolescent Development
   WGS 420 Birth and Death

4. Additional WGS courses from either those listed in categories 1-3 above or those listed below:
   WGS 235 Gender and Sexuality
   WGS 240 Sex Roles and the Law
   WGS 272 Women as Creative Persons
   WGS 300 Research Problems in Feminism
   WGS 304 Non-Sexist Education
   WGS 306 Community Workshop

Electives: 35–44 credits

Total Credits Required: 120

Honors

Graduating Women’s, Gender, and Sexuality Studies majors may apply for graduation with honors in Women’s, Gender, and Sexuality Studies. To graduate with honors a student must have:

1. Fulfilled the requirements for the Women’s, Gender, and Sexuality Studies major
2. Earned a 3.5 grade point average or better in WGS courses
3. Been recommended for Honors by the Women’s, Gender, and Sexuality Studies Honors Committee. To be recommended, a student must have submitted a proposal for an honors thesis and have completed this thesis to the satisfaction of the Honors Committee.

The honors thesis should be a substantial research paper supervised by a committee of two Women’s, Gender, and Sexuality Studies faculty members. One member of this committee will be the primary supervisor with whom the student will register for up to eight credits of Independent Study. Candidates should ask a Women’s, Gender, and Sexuality Studies faculty member of their choosing to be their primary supervisor. The primary supervisor and the program coordinator will appoint the other member of the candidate’s committee in consultation with the candidate. The thesis submitted need not be a new work; it can be an extension of a paper previously submitted in a course. Theses submitted to the Honors Committee Chair must have the signature of both members of the candidate’s committee on the title page.

Students planning to apply for graduation with honors must submit a one-page proposal for their Honors thesis, signed by the members of their committee, to the Women’s, Gender, and Sexuality Studies Honors Committee in the final semester of their junior year. Honors thesis for majors graduating in January must be submitted to the Women’s, Gender, and Sexuality Studies office (Building 2N, Room 216) by November 20; for majors graduating in June or August, thesis must be submitted by April 1.
Women’s, Gender, and Sexuality Studies Minor

Minor Requirements: 15-16 credits
A total of 15-16 credits in women's, gender, and sexuality studies courses, with at least 12 credits at the 200 level or higher, including:

1. At least one WGS course with a focus in history, American studies, or African American studies, as listed for the major requirements.
2. At least one WGS course with a focus in English, modern languages, or arts, as listed for the major requirements.
3. At least one WGS course with a focus in psychology, sociology, or anthropology, as listed for the major requirements.
4. One additional WGS course, as listed for the major requirements.

Women’s, Gender, and Sexuality Studies Courses

WGS 100 Women’s History and Feminist Theory
(Also HST 182)
3 hours; 3 credits
This course explores both the history of women’s experience and feminist interpretations of their historical condition. Emphasis is on the development of analytic and writing skills. (social science)

WGS 201 Introduction to Women’s, Gender, and Sexuality Studies (Effective Fall 2010)
4 hours; 4 credits
An introduction to the study of women, gender (including femininity and masculinity), and sexuality as they have developed over time, paying particular attention to the importance of political engagement and social movements and to markers/questions of difference, such as race, ethnicity, class, religion, and physical ability. The course will highlight the interdisciplinary nature of the study of women, gender, and sexuality, exposing students to a range of foundational texts including film, performance, literature, and other relevant media. (p&d)
Prerequisites: ENG 151, COR 100

WGS 202 Gender, Race, Ethnicity, and Class
(Also SOC 202)
4 hours; 4 credits
How gender, race, ethnicity, and class interact with each other and influence personal identities, opportunities, and life experiences. The effects of these factors on attitudes and ideology, from the perspectives of scholars to those of political groups within and among nation-states. The effects of political economy and the division of labor on gender, race, and class. (social science) (p&d)
Prerequisites: ENG 111, COR 100

WGS 203 Gender in the Contemporary World
(Also INT 203)
4 hours; 4 credits
An introduction to issues of gender worldwide. This interdisciplinary course draws on literary, cultural, social scientific, and historical approaches to explore the significance of gender in societies in Africa, Asia, Latin America, and the Middle East, and to enable students to think critically about gender issues. (cont.wrld.) (p&d)
Prerequisites: COR 100, ENG 151

WGS 217 Introduction to Women’s History
(Also HST 217)
4 hours; 4 credits
An overview of the history of women and the role of gender in history, focusing especially on the period since the 1700s. The course will examine key texts regarding women and their status in world history and address the development of the discipline of women’s history within the larger field of women’s studies. For History majors and minors, this is designated as a world history course. (social science) (p&d)
Prerequisites: ENG 111, COR 100

WGS 222 Women and Literature
(Also ENH 222)
4 hours; 4 credits
A study of works by and about women drawn from a variety of periods and genres. (literature) (p&d)
Prerequisites: ENG 151 or any 200-level ENG course

WGS 230 Sociology of Women
(Also SOC 230)
4 hours; 4 credits
Social and cultural forces affecting women’s lives. The problems, struggles, and accomplishments of women in social and historical contexts. Changing sex roles and relationships as affected by ethnicity, race, and class. (social science) (p&d)
Prerequisites: ENG 111, COR 100

WGS 235 Gender and Sexuality
(Also PSY 235)
4 hours; 4 credits
A critical examination of the way in which human sexual functioning has been viewed by both women and men. Critical consideration of theories of sexuality in psychology, including psychoanalytic, evolutionary, social constructionist, and feminist theories of sexuality. Evaluation of recent research on AIDS/HIV, lesbian and gay issues, sexual violence against women, and sex education. Special attention to cultural factors that influence women’s and men’s understandings of their sexuality and of other sexually transmittable diseases. Present problems and practices as well as future possibilities will be discussed. (p&d)

WGS 238 Sociology of Men
(Also SOC 238)
4 hours; 4 credits
Comparative, historical perspectives on the male gender role and male domination through social institutions and male gender role socialization. Issues regarding the relationships of men with each other as well as between men and women. (social science) (p&d)
Prerequisites: ENG 111, COR 100

WGS 240 Sex Roles and the Law
4 hours; 4 credits
Examination of the legal rights of women and men in employment, marital law, housing, and other areas where sex discrimination can be observed.

WGS 266 Women in European Literature to the Renaissance
(Also LNG 266)
4 hours; 4 credits
Women as writers and characters in European literature from classical antiquity to the Renaissance. (literature) (p&d)
Prerequisites: ENG 111, ENG 151

WGS 267 Women in European Literature after the Renaissance
(Also LNG 267)
4 hours; 4 credits
Women as writers and characters in European literature from the Renaissance to modern times. (literature) (p&d)
Prerequisites: ENG 111, ENG 151

WGS 268 Psychology of Women
(Also PSY 268)
4 hours; 4 credits
A critical review of theories and issues concerning the psychology of women. Theories of gender including biological, psychoanalytic, and social learning, among others, will be discussed. Issues particularly relevant to the lives of women and to the psychology of gender will be explored including gender stereotypes, physical and mental health issues, sexuality, personal relationships, and violence against women. (p&d)
Prerequisite: PSY 100

WGS 270 Women and the Fine Arts
(Also ART 240)
4 hours; 4 credits
This course examines the twofold relationship of women to the fine arts; their role as subjects and as artists. Topics such as the portrayal of women as goddess, mother and housewife, and as artist will be undertaken with a view to the social and historical input and implications of this imagery. The circumstances of women artists from the Renaissance to the present will also be considered. (arts & com.) (p&d)
Prerequisites: ENG 111, and WGS 100 or ART 100 or 103 or 104 or permission of the instructor

WGS 271 Women and Film
(Also CIN 271)
4 hours; 4 credits
Explores the historical trajectory of the representation and self-representation of women in film, with particular attention to the significant developments in the status and achievements of women as stars, screenwriters, directors, consumers, and spectators. Screenings of key films, techniques of critical analysis of the moving image, weekly readings, discussions, and lectures, will all help to shape this consideration of film representations of what gender is, and what it has produced, over a period of more than 100 years.
Prerequisites: ENG 151

WGS 272 Women as Creative Persons
4 hours; 4 credits
Exploration of women’s aesthetic in the visual arts.

WGS 280 Introduction to Women’s Written Expression
(Also ENL 280)
4 hours; 4 credits
A course to develop skills in both imaginative and critical writing based primarily on the student’s personal experiences with some analysis of poetry and short stories written by selected women authors.
Prerequisite: ENG 151

WGS 286 History of American Women
(Also HST 286)
4 hours; 4 credits
This course introduces students to broad themes in American women’s history from colonial times to the present and focuses on women as historical actors and on the historical forces shaping the construction of womanhood. The course will pay particular attention to differences among women with respect to race, class, ethnicity, and sexual orientation. (social science) (p&d)
Prerequisites: ENG 111, and COR 100 or any college-level history course

WGS 300 Research Problems in Feminism
4 hours; 4 credits
Review of current feminist research emphasizing specific problems. Students will complete original research projects.

WGS 306 Community Workshop
4 hours; 4 credits
This course will provide students with an opportunity to learn about and discuss methods for social change, to plan their own fieldwork, and to evaluate its effectiveness.

WGS 312 Food, Self, and Society
(Also SOC 312 and ANT 312)
4 hours; 4 credits
A sociological and anthropological examination of the ways in which the production and consumption of food shape and are shaped by the self and the social world. A major theme of the course will be the gendering of food through topics such as women’s traditional roles as home cooks, women laborers in global food production, and female body image. Particular attention will be given to the meaning of practices of eating, preparing and sharing food for the individual, family, community and nation, and how these practices are influenced by larger forces such as social inequality and globalization. Students are expected to conduct primary research.
Prerequisites: ENG 151, ANT 201 or SOC 201, or permission of the instructor

WGS 330 Women and Work
(Also SOC 330, ANT 331)
4 hours; 4 credits
The social and cultural constraints affecting women’s participation and attainments in the world of work. Conflicts between work role expectations and gender role expectations (e.g., femininity, nurturance, maternity). The effects of class background and race/ethnicity on women’s occupations, professions, and incomes. (p&d)
Prerequisites: Any 100-level sociology or anthropology course and any 200-level sociology or anthropology course or permission of the instructor

WGS 340 Mentoring and Adolescent Development
(Also PSY 340)
3 classroom hours, 2 fieldwork hours; 4 credits
Introduction to the developmental concerns and clinical skills needed to form mentoring relationships with at-risk adolescent populations. Coursework entails review of the literature on mentoring as well as specific issues regarding adolescent development, with an emphasis on gender identity. Other topics addressed may include race, ethnicity, class, and sexual orientation. Students do onsite mentoring under faculty supervision and have the opportunity to evaluate these fieldwork experiences in class.
Prerequisites: Permission of the instructor, a minimum of 45 credits completed, and successful completion of PSY 225 or PSY 242

WGS 348 Women Novelists
(Also ENL 348)
4 hours; 4 credits
Significant novels by such women authors as Jane Austen, George Eliot, Elizabeth Gaskell, Willa Cather, Virginia Woolf, Doris Lessing, Jean Rhys. (p&d)
Prerequisite: An ENH 200-level course

WGS 353 The Feminist Challenge in French Literature
(Also FRN 350)
4 hours; 4 credits
A study of the most important women writers in French literature, focusing primarily on selected works of Christine de Pisan, Marguerite de Navarre, Madame de Staël, George Sand, Colette, Simone de Beauvoir, Françoise Sagan, Nathalie Sarraute. Taught in French. (literature)
Prerequisite: FRN 313 or equivalent

WGS 355 Contemporary Issues in Human Sexuality
(Effective Spring 2011)
(Also PSY 355)
4 hours; 4 credits
This course focuses on current issues in the psychological study of human sexuality, with an emphasis on social psychological perspectives. It will review contemporary debates in the psychological theory and research on human sexuality. It will begin with an overview of current theories, research methods, and issues related to the study of sexuality in psychology. It will then cover current controversies in the measurement of sexuality, theories of sexual desire, debates about
sexual pathologies and treatments, the impact of technology on sexuality, and conclude with a few unresolved issues and future directions.

Prerequisites: PSY 235

WGS 368  Queer Studies (Effective Spring 2011)
(Also ENL 368)
4 hours; 4 credits
An introduction to the field of lesbian/gay/bisexual/transgender and queer studies. Readings will be drawn from a variety of literary and critical works that explore sexual identity categories and their meaning in culture (p&d)
Prerequisite: ENG 151,
Prerequisite or corequisite: 200-level ENH course

WGS 380  Women in Performance
(Also DRA 380)
4 hours; 4 credits
This class is a study of performing women, in particular women performance artists, who have made a significant difference in helping women’s images and voices achieve greater representation in culture as a whole. Students will study works by the artists, reviews, and critical writing about the works, and create their own performances.
Prerequisites: Any 200-level ENH or WGS course

WGS 384  Major Woman Author I
(Also ENL 384)
4 hours; 4 credits
Intensive study of the works of a major woman author. (p&d)
Prerequisite: An ENH 200-level course

WGS 385  Major Woman Author II
(Also ENL 385)
4 hours; 4 credits
Intensive study of the works of a major woman author. (p&d)
Prerequisite: An ENH 200-level course

WGS 386  The Recovery of Women’s Past
(Also HST 386)
4 hours; 4 credits
An examination of the history of women, beginning with ancient and classical notions of patriarchy in Mediterranean and Near Eastern cultures. Review of Jewish, Christian, and Islamic prescriptions about women as a basis for understanding the changes in modern Western history. Approximately half of the course will examine the past two centuries when women’s movements, feminisms, gender analysis, and sexual liberation evolved. (p&d)
Prerequisites: Any 200-level history course and ENG 151

WGS 387  Major Woman Author III
(Also ENL 386)
4 hours; 4 credits
Intensive study of the works of a major woman author. (p&d)
Prerequisite: An ENH 200-level course

WGS 389  Themes in American Women’s History
(Also HST 389)
4 hours; 4 credits
An exploration of selected themes in American women’s history from the colonial era to the present. This course, which is organized either around a chronological period, a thematic topic, or a geographical region, also examines women’s historical methodology and literature. (p&d)
Prerequisites: Any 200-level history course and ENG 151

WGS 390  Studies in Women in Literature and the Arts
(Also ENL 390)
4 hours; 4 credits
This course examines women’s literature, art, and film as shaped by national culture, historical circumstances, class, and age. (p&d)
Prerequisite: An ENH 200-level course

WGS 391  Woman as Hero
(Also ENL 391)
4 hours; 4 credits
Selected readings from Greek drama through current literature, revealing the position and experience of women as heroes. (p&d)
Prerequisite: An ENH 200-level course

WGS 420  Birth and Death
(Also SOC 420)
4 hours; 4 credits
An exploration of the different sociological renderings of birth and death in contemporary societies. Understanding the concepts of birth and death from a sociological perspective offers an excellent opportunity to explore the intersections of race, class, gender, spirituality, and age. This course will be heavily geared toward feminist and critical perspectives. It will explore recent technological innovations and their implications for representations of conception, birth, and death.
Prerequisites: ANT 100 or SOC 100 and a 200-level ANT or SOC course or permission of the instructor

WGS 442  Women’s Written Expression
(Also ENL 442)
4 hours; 4 credits
A seminar to develop skills in both imaginative and critical writing, incorporating an analysis and comparison of the stylistic developments of women authors. Prerequisites: ENG 111, ENG 151
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Professors Emeriti and Emeritae

Joseph Albanese, Biology
John Antonopoulos, Engineering Technology
Electa Arenal, Spanish
Evelyn Barish, English
Howard Baumel, Biology
Reuben Benumof, Engineering
Joel Berger, Education
Frederick M. Binder, History
Irwin B. Blatt, Student Services
Bernard Blau, English
Ira Blei, Chemistry
Fred Bohensky, Biology
Barry Bressler, Vice President of Academic Affairs
Zelda Brooks, Spanish
Felix Cardegna, Vice President and Provost
Robin Carey, Economics
Martin Cheikin, Education
Phyllis Chesler, Psychology
Robert E. Chiles, Philosophy
H. John Clitheroe, Biology
Thomas Crowl, Education
Dominick Coppola, Library
Claudia Corradini, Italian
Patrick C. Cullen, English
Irene Deitch, Psychology
William Demby, Jr., English
Ronald Doll, Education
Walter T. Dornfest, Library
Martin Eger, Physics
Herman Erlichson, Engineering
Carolyn Fazzolari, Engineering Technology
Daniel Fuchs, English
Andrew Fuller, Psychology
Audrey Glynn, Student Services
Philip Goldberg, Mathematics
Joan E. Hartman, English
Howard H. Haukerstock, Chemistry
Marion P. Holt, Spanish
George Jochnowitz, English
Sally Kaminsky, Education
Arthur Kaufman, Vice President of Administration
Diane M. Kelder, Art
Lester J. Keyser, English
Sasha Koulish, Biology
Daniel C. Kramer, Political Science
Leonard Kreisman, Student Services

Martin A. Kuhn, Dean of Faculty
Albert K. Levine, Chemistry
Arthur Levine, Art
Harriet Levine, Nursing
Herbert Liebman, English
Louise Malarkey, Nursing
Ann M. Mamorale, Psychology
Edward Margolies, Psychology
Victor Mattfeld, Music
Ann Merlino, Biology
Arthur Minerof, English
Thornton Monez, Education
Paul Nace, Biology
Larry D. Nachman, Political Science
John Nankivell, Engineering Technology
Harvey Natanson, Philosophy
Phill Niblock, Multimedia
Peter Nigro, Business
Theresa F. O'Connor, English
George Odian, Chemistry
June Olsen, Nursing
Ercument Ozizmire, Mathematics
Grace Petrone, Dean of Students
Barbara Quart, English
Leonard Quart, Cinema Studies
Panagiotis Razelos, Engineering
Rosalie Reich, English
Amado Ricon, Spanish
Phyllis Roberts, History
Steven M. Rosen, Psychology
Luciano Rusich, Italian
Richard Saez, English
James Sanders, Education
Mortimer Schiff, Creative Writing
Richard Schwartz, Mathematics
David Seeley, Education
Vivian Sessions, Library
Michael F. Shugrue, English
Gerald Sider, Sociology
Max Spalter, English
Robin Spock, Engineering Technology
Judith B. Stelboom, English
Yehuda Tamir, Engineering Technology
Harvey B. Taub, Psychology
Alex Tufano, Engineering Technology
Roberta Vogel, Psychology
Edmond L. Volpe, President
Henry Wasser, Dean of Faculty
Nathan Weiner, Engineering Technology
Stamos Zades, Student Services
Steven Zuckermann, Student Services

**Associate Professors Emeriti and Emeritae**

Leon Ablon, Mathematics
Lynne Belaief, Philosophy
Claude Campbell, English
Dure Jo Gilliken, English
Ronald Gruberg, Education
Jerrold Hirsch, Student Services
Robert Hulton-Baker, English
Edward C. Johnson, Student Services
Nora M. Kelley, English
Jed Luchow, Education
Peter Mazzella, Chemistry
Deanna Nass, Student Services
Rose Ortiz, English
Albert Porreca, Business
Miriam Tausner, Computer Science
Lawrence Schwartz, Political Science
Michael Sormani, Mathematics
APPENDIX

Students Rights and Responsibilities and College Regulations

The College of Staten Island of the City University of New York

Appendix i - Campus Behavior Code


Rules and Regulations for the Maintenance of Public Order pursuant to Article 129 A of the Education Law

The tradition of the University as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedom: the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views, free from external pressures or interference. These freedoms can flourish only in an atmosphere of mutual respect, civility, and trust among teachers and students, only when members of the University community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy.

Academic freedom and the sanctuary of the University campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends, or who violate the norms of conduct established to protect that freedom. Against such offenders the University has the right, and indeed the obligation, to defend itself. We accordingly announce the following rules and regulations to be in effect at each of our colleges, which are to be administered in accordance with the requirements of due process as provided in the Bylaws of the Board of Higher Education.

With respect to enforcement of these rules and regulations we note that the Bylaws of the Board of Higher Education provide that:

THE PRESIDENT. The president, with respect to his educational unit, shall:

a. Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his jurisdiction;

b. Be the advisor and executive agent of the Board and of his respective College Committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the Bylaws, resolutions and policies of the Board, the lawful resolutions of any of its committees and the policies, programs and lawful resolutions of the several faculties;

c. Exercise general superintending over the concerns, officers, employees and students of his educational unit.

I. Rules:

a. A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall he interfere with the institution’s educational processes or facilities, or the right of those who wish to avail themselves of any of the institution’s instructional, personal, administrative, recreational, and community services.

b. 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.

c. 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.

d. 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.

e. Each member of the academic community or an invited guest has the right to advocate his position without having to fear abuse, physical, verbal, or otherwise from others supporting conflicting points of view. Members of the academic community and other persons on the college grounds shall not use language or take actions reasonably likely to provide or encourage physical violence by demonstrators, those demonstrated against, or spectators.

f. 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.

g. Disorderly or indecent conduct on University/college owned or controlled property is prohibited.

h. No individual shall have in his 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 grounds of the University/college without the written authorization of such educational institution. Nor shall any individual have in his 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.

i. 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.

j. 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.

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

2. Penalties:

a. Any student engaging in any manner in conduct prohibited under Substantive Rules 1-8 shall be subject to the following range of sanctions as hereafter defined: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, ejection, and/or arrest by the civil authorities.

b. Any tenured or non-tenured faculty member, or tenured or non-tenured member of the administrative or custodial staff engaging in any manner in conduct prohibited under Substantive Rules 1-8 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of the Board of Higher Education, or suspension with/without pay pending a hearing before an appropriate college authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities.
Penalties 1-4 shall be in addition to any other penalty provided by law or The City University Trustees.

Sanctions defined:

a. Admonition: An oral statement to the offender that he has violated university rules.
b. Warning: Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may be cause for more severe disciplinary action.
c. Censure: Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any University regulation within a period stated in the letter of reprimand.
d. Disciplinary Probation: Exclusion from participation in privileges or extra-curricular University activities as set forth in the notice of disciplinary probation for a specified period of time.
e. Restitution: Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.
f. Suspension: Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a definite period of time.
g. Expulsion: Termination of student status for an indefinite period. The conditions of readmission, if any is permitted, shall be stated in the order of expulsion.
h. Complaint to Civil Authorities.
i. Ejection.

Resolved, That a copy of these rules and regulations be filed with the Regents of the State of New York and with the Commissioner of Education. Resolved, That these rules and regulations be incorporated in each college bulletin.

Appendix ii - Computer User Responsibilities

The computer resources of The City University of New York and the College of Staten Island must be used in a manner that is consistent with the University’s educational purposes and environment. All users of computer resources are expected to act in a spirit of mutual respect and cooperation, and to adhere to the regulations for their use set forth in this document. As a user of CUNY computer resources:

- You must not circumvent system protection facilities.
- You may not knowingly use any system to produce system failure or degraded performance.
- You may not engage in unauthorized duplication, alteration or destruction of data, programs or software. You may not transmit or disclose data, programs or software belonging to others and may not copy material protected by copyright.
- You may not engage in abusive or improper use of computer hardware. This includes, but is not limited to, tampering with equipment, unauthorized attempts at repairing equipment and unauthorized removal of equipment components.
- You may not use computer resources for private purposes, including, but not limited to, the use of computer resources for profit-making or illegal purposes.
- You may not use computer resources to engage in abuse of computer personnel or other uses. Such abuse includes the sending of abusive or obscene messages within CUNY or beyond via network facilities.
- The use of college computer resources may be subject to college regulations, and you are expected to be familiar with those regulations.
- These regulations and college regulations are subject to revision. You are expected to be familiar with any revisions in the regulations.

The University reserves the right to monitor, under appropriate conditions, all data contained in the system to protect the integrity of the system and to ensure compliance with regulations.

Any user who is found to be in violation of these rules is subject to the following:

- Suspension and/or termination of computer privileges;
- Disciplinary action by appropriate college and/or University officials;
- Referral to law enforcement authorities for criminal prosecution;
- Other legal action, including action to recover civil damages and penalties.

“Computer Resources” is an inclusive term referring to any and all computing/information technology: hardware, software, and access. Hardware includes, but is not limited to, terminals, personal computers, workstations, printers, wire, monitors, cabling, peripheral devices. Software includes, but is not limited to, mainframe shared software, networked software, and stand-alone software residing on personal computers. Access includes, but is not limited to, accounts on timesharing systems as well as access to stand-alone personal computing systems and other relevant technology.

Appendix iii - CUNY Policy on Academic Integrity

CUNY POLICY ON ACADEMIC INTEGRITY

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

1. Definitions and Examples of Academic Dishonesty

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

Examples of cheating include:

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

2. Unauthorized use during an examination of any electronic devices such as cell phones, computers or other technologies to retrieve or send information.

1.2. Plagiarism is the act of presenting another person’s ideas, research or writings as your own. Examples of plagiarism include:
• Copying another person’s actual words or images without the use of quotation marks and footnotes attributing the words to their source.
• Presenting another person’s ideas or theories in your own words without acknowledging the source.
• Failing to acknowledge collaborators on homework and laboratory assignments.
• Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or “cutting & pasting” from various sources without proper attribution.

1.3. Obtaining Unfair Advantage is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student. Examples of obtaining unfair advantage include:
• Stealing, reproducing, circulating or otherwise gaining access to examination materials.
• Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
• Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
• Intentionally obstructing or interfering with another student’s work.

1.4. Falsification of Records and Official Documents

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

2. Methods for Promoting Academic Integrity

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

2.2. All college catalogs, student handbooks, faculty handbooks, and college websites shall include the CUNY Policy on Academic Integrity and, if applicable, college procedures implementing the policy and the consequences of not adhering to the Policy.

2.3. Each college shall subscribe to an electronic plagiarism detection service and shall notify students of the fact that such a service is available for use by the faculty. Colleges shall encourage faculty members to use such services and to inform students of their use of such services.

3. Reporting

3.1. Each college president shall appoint an Academic Integrity Officer in consultation with the elected faculty governance leader. The Academic Integrity Officer shall serve as the initial contact person with faculty members when they report incidents of suspected academic dishonesty. The Academic Integrity Officer may be the college’s Student Conduct Officer, another student affairs official, an academic affairs official, or a tenured faculty member. Additional duties of the Academic Integrity Officer are described in Sections 4.1, 4.2.1, 4.2.2, 4.3 and 4.4.

3.2. A faculty member who suspects that a student has committed a violation of the CUNY Academic Integrity Policy shall review with the student the facts and circumstances of the suspected violation whenever feasible. Thereafter, a faculty member who concludes that there has been an incident of academic dishonesty sufficient to affect the student’s final course grade shall report such incident on a Faculty Report Form. Form in substantially the same format as the sample annexed to this Policy and shall submit the Form to the college’s Academic Integrity Officer. Each college shall use a uniform form throughout the college, which shall contain, at a minimum, the name of the instructor, the name of the student, the course name and number and section number, the date of the incident, a description of the incident and the instructor’s contact information.

3.3 The Academic Integrity Officer shall update the Faculty Report Form after a suspected incident has been resolved to reflect that resolution. Unless the resolution exonerates the student, as described in Section 4.4, the Academic Integrity Officer of each college shall place the Form in a confidential academic integrity file created for each student alleged to have violated the Academic Integrity Policy and shall retain each Form for the purposes of identifying repeat offenders, gathering data, and assessing and reviewing policies. Unless the student is exonerated, written decisions on academic integrity matters after adjudication also shall be placed in the student’s academic integrity file. The Academic Integrity Officer shall be responsible for maintaining students’ academic integrity files.

4. Procedures for Imposition of Sanctions

4.1. Determination on academic vs. disciplinary sanction
The Academic Integrity Officer shall determine whether to seek a disciplinary sanction in addition to an academic sanction. In making this determination, the Academic Integrity Officer shall consult with the faculty member who initiated the case and may consult with student affairs and/or academic affairs administrators as needed. Before determining which sanction(s) to seek, the Academic Integrity Officer also shall consult the student’s confidential academic integrity file, if any, to determine whether the student has been found to have previously committed a violation of the Academic Integrity Policy, the nature of the infraction, and the sanction imposed or action taken. Prior violations include both violations at the student’s current college and violations that occurred at any other CUNY college. In making the determination on prior violations, the Academic Integrity Officer shall determine whether the student previously attended any other CUNY colleges and, if so, shall request and be given access to the academic integrity files, if any, at such other CUNY colleges. The Academic Integrity Officer should seek disciplinary sanctions only if (i) there is a substantial violation; or (ii) the student has previously violated the Policy; or (iii) academic sanctions are unable to be
imposed because the student has timely withdrawn from the applicable course. Examples of substantial violations include but are not limited to forging a grade form or a transcript; stealing an examination from a professor or a university office; having a substitute take an examination or taking an examination for someone else; having someone else write a paper for the student or writing a paper for another student; sabotaging another student’s work through actions that prevent or impede the other student from successfully completing an assignment; and violations committed by a graduate or professional student or a student who will seek professional licensure. The college also should consider any mitigating circumstances in making this determination.

4.2. Procedures in Cases Involving Only Academic Sanctions

4.2.1. Student Admits to the Academic Dishonesty and Does Not Contest the Academic Sanction

If a faculty member wishes to seek only an academic sanction (i.e., a grade) and the student does not contest either his/her guilt or the particular reduced grade the faculty member has chosen, then the student shall be given the reduced grade, unless the Academic Integrity Officer decides to seek a disciplinary sanction. The reduced grade may apply to the particular assignment as to which the violation occurred or to the course grade, at the faculty member’s discretion. A reduced grade may be an “F” or another grade that is lower than the grade that the student would have earned but for the violation. The faculty member shall inform the Academic Integrity Officer of the resolution via email and the Officer shall update the applicable Faculty Report Form to reflect that resolution.

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

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

4.2.3. Student Denies the Academic Dishonesty

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

4.3. Procedures in Cases Involving Disciplinary Sanctions

If the college decides to seek a disciplinary sanction, the case shall be processed under Article XV of the CUNY Bylaws. If the case is not resolved through mediation under Article XV, it shall be heard by the college’s Faculty-Student Disciplinary Committee. If the college seeks to have both a disciplinary and an academic sanction imposed, the college shall proceed first with the disciplinary proceeding and await its outcome before addressing the academic sanction. The student’s grade shall be held in abeyance by using the PEN grade established for this purpose, pending the Committee’s action. If the Faculty-Student Disciplinary Committee finds that the alleged violation occurred, then the faculty member may reflect that finding in the student’s grade. The student may appeal the finding in accordance with Article XV procedures and/or may appeal the grade imposed by the faculty member in accordance with section 5.2.1.

4.2.2. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur, then no sanction of any kind may be imposed. Where a matter proceeds to the Faculty-Student Disciplinary Committee, the Academic Integrity Officer shall promptly report its resolution to the faculty member and file a record of the resolution in the student’s confidential academic integrity file, unless, as explained below, the suspected violation was held to be unfounded.

4.4. Required Action in Cases of No Violation

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

5. Implementation

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

It is necessary to complete this form to report an incident of suspected and/or resolved academic dishonesty. Make a copy for your records and forward the original, along with copies of all available supporting documentation, to the:

Office of the Academic Integrity Officer

[Fill in name of college]

Instructor Name:
Dept:_________________________ Tel.No:_______email:_____________________
Course:_________________ Section:_________________ Semester:_________________
Student Name:_________________________ Student ID#:_________________
Date of Incident:_______________________________________________________
Type of Incident: ________Cheating ________Plagiarism _________Other
Description of Incident: ___________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Did the student admit to the charge of cheating, plagiarism or other act of academic dishonesty? Yes_____ No_____ Student could not be contacted _____
Explanation____________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Explanation of recommended sanction _______________________________________
_____________________________________________________________________
Signature of Faculty Member________________________________ Date_________

Resolution of the Case after Adjudication

Academic sanction _________________________________________
Disciplinary sanction ________________________________________
Signature of Academic Integrity Officer _______________________ Date__________
Appendix vii - Immunization Requirement

New York State law requires that students attending postsecondary institutions be immunized against measles, mumps, and rubella. Specifically, all matriculated students born on or after January 1, 1957 must file a form with the Medical Office, signed by a physician, certifying immunity to these diseases prior to registering for more than five credits.

Appendix ix - Policy Against Sexual Harassment

Action of The City University Board of Trustees at the meeting of June 26, 1995: Policy Statement

It is the policy of The City University of New York to promote a cooperative work and academic environment in which there exists mutual respect for all University students, faculty, and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the University policy of equal employment and academic opportunity without regard to age, sex, sexual orientation, alienage or citizenship, religion, race, color, national or ethnic origin, handicap, and veteran or marital status. Sexual harassment is illegal under Federal, State, and City laws, and will not be tolerated within the University.

The University, through its colleges, will disseminate this policy and take other steps to educate the University community about sexual harassment. The University will establish procedures to ensure that investigations of allegations of sexual harassment are conducted in a manner that is prompt, fair, thorough, and as confidential as possible under the circumstances, and that appropriate corrective and/or disciplinary action is taken as warranted by the circumstances when sexual harassment is determined to have occurred. Members of the University community who believe themselves to be aggrieved by harassment, for filing a complaint alleging sexual harassment, or for participating in any proceeding to determine if sexual harassment has occurred.

a. Prohibited Conduct

It is a violation of University policy for any member of the University community to engage in sexual harassment or to retaliate against any member of the University community for raising an allegation of sexual harassment, for filing a complaint alleging sexual harassment, or for participating in any proceeding to determine if sexual harassment has occurred.

b. Definition of Sexual Harassment

For purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other oral or written communications or physical conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic standing;
2. submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or abusive work or academic environment.

Sexual harassment can occur between individuals of different sexes or of the same sex. Although sexual harassment most often exploits a relationship between individuals of unequal power (such as between faculty/staff member and student, supervisor and employee, or tenured and untenured faculty members), it may also occur between individuals of equal power (such as between fellow students or co-workers), or in some circumstances even where it appears that the harasser has less power than the individual harassed (for example, a student sexually harassing a faculty member). A lack of intent to harass may be relevant to, but will not be determinative of, whether sexual harassment has occurred.

c. Examples of Sexual Harassment

Sexual harassment may take different forms. Using a person’s response to a request for sexual favors as a basis for an academic or employment decision is one form of sexual harassment. Examples of this type of sexual harassment (known as quid pro quo harassment) include, but are not limited to, the following:

- requesting or demanding sexual favors in exchange for employment or academic opportunities (such as hiring, promotions, grades, or recommendations);
- submitting unfair or inaccurate job or academic evaluations or grades, or denying training, promotion, or access to any other employment or academic opportunity, because sexual advances have been rejected.

Other types of unwelcome conduct of a sexual nature can also constitute sexual harassment, if sufficiently severe or pervasive that the target does find, and a reasonable person would find, that an intimidating, hostile or abusive work or academic environment has been created. Examples of this kind of sexual harassment (known as hostile environment harassment) include, but are not limited to, the following:

- sexual comments, teasing, or jokes;
- sexual slurs, demeaning epithets, derogatory statements, or other verbal abuse;
- graphic or sexually suggestive comments about an individual's attire or body;
- inquiries or discussions about sexual activities;
- pressure to accept social invitations, to meet privately, to date, or to have sexual relations;
- sexually suggestive letters or other written materials;
- sexual touching, brushing up against another in a sexual manner, graphic or sexually suggestive gestures, cornering, pinching, grabbing, kissing, or fondling;
- coerced sexual intercourse or sexual assault.

d. Consensual Relationships

Amorous dating, or sexual relationships that might be appropriate in other circumstances have inherent dangers when they occur between a faculty member, supervisor, or other member of the University community and any person for whom he or she has a professional responsibility. These dangers can include: that a student or employee may feel coerced into an unwanted relationship because he or she fears that refusal to enter into the relationship will adversely affect his or her education or employment; that conflicts of interest may arise when a faculty member, supervisor, or other member of the University community is required to evaluate the work or make personnel or academic decisions with respect to an individual with whom he or she is having a romantic relationship; that students or employees may perceive that a fellow student or co-worker who is involved in a romantic relationship will receive an unfair advantage; and that if the relationship ends in a way that is not amicable, either or both of the parties may wish to take action to injure the other party.

Faculty members, supervisors, and other members of the University community who have professional responsibility for other individuals, accordingly, should be aware that any romantic or sexual involvement with a student or employee for whom they have such a responsibility may raise questions as to the mutuality of the relationship and may lead to charges of sexual harassment. For the reasons stated above, such rela-
tionships are strongly discouraged. For purposes of this section, an individual has “professional responsibility” for another individual at the University if he or she performs functions including, but not limited to, teaching, counseling, grading, advising, evaluating, hiring, supervising, or making decisions or recommendations that confer benefits such as promotions, financial aid or awards or other remuneration, or that may impact upon other academic or employment opportunities.

e. Academic Freedom

This policy shall not be interpreted so as to constitute interference with academic freedom.

f. False and Malicious Accusations

Members of the University community who make false and malicious complaints of sexual harassment, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action.

g. Procedures

The University shall develop procedures to implement this policy. The President of each constituent college of the University, the Deputy Chancellor at the Central Office, and the Dean of the Law School shall have ultimate responsibility for overseeing compliance with this policy at his or her respective unit of the University. In addition, each dean, director, department chairperson, executive officer, administrator, or other person with supervisory responsibility shall be required to report any complaint of sexual harassment to an individual or individuals to be designated in the procedures. All members of the University community are required to cooperate in any investigation of a sexual harassment complaint.

h. Enforcement

There is a range of corrective actions and penalties available to the University for violations of this policy. Students, faculty, or staff who are found, following applicable disciplinary proceedings, to have violated this Policy are subject to various penalties, including termination of employment and permanent dismissal from the University.

Procedures for Implementation of The City University’s Policy Against Sexual Harassment

The following are procedures for the implementation of the Policy Against Sexual Harassment of The City University of New York (hereinafter “Policy”):

1. Responsibilities of the Presidents

The President of each constituent college of The City University of New York, the Deputy Chancellor at the Central Office, and the Dean of the Law School (hereinafter “Presidents” and “colleges”) are responsible for overseeing compliance with the implementation of the Policy. Each President shall:

a. Appoint and provide for appropriate training to a Sexual Harassment Panel (hereinafter “Panel”) to be available to students and employees who wish to make complaints of sexual harassment. The structure of the Panel and respective responsibilities of the various Panel members are set forth in paragraph 2 below.

b. Appoint and provide for appropriate training to a Sexual Harassment Education Committee to be responsible for educating the college community about sexual harassment, through printed materials, workshops, and the like.

c. Disseminate the Policy against sexual harassment, including the names, titles, telephone numbers, and office locations of college Panel members, annually to all students and employees. It is recommended that such information be included in student, faculty, and staff handbooks and newsletters.

d. Submit annually to the Chancellor, or his/her designee, a report regarding sexual harassment, including a summary of the educational activities undertaken at the college during the year and a summary of the number of complaints filed and the general outcomes thereof. An annual summary report will also be provided to the Board of Trustees.

e. Appoint and provide for appropriate training to a Sexual Harassment Panel (hereinafter “Panel”) to be available to students and employees who wish to make complaints of sexual harassment. The structure of the Panel and respective responsibilities of the various Panel members are set forth in paragraph 2 below.

f. Appoint and provide for appropriate training to a Sexual Harassment Education Committee to be responsible for educating the college community about sexual harassment, through printed materials, workshops, and the like.

2. Structure and Responsibilities of the Sexual Harassment Panel

a. The Panel shall consist of a Coordinator, a Deputy Coordinator, and four to six additional members, all of whom shall be appointed by and serve at the pleasure of the President. The President must include among that number two instructional staff members selected by the College-wide Personnel and Budget (P&B) Committee, or equivalent personnel committee, from among a list of four to six instructional staff member nominees submitted to it by the President. It is strongly recommended that the President select one of these two Panel members as the Deputy Coordinator. Further, it is strongly recommended that the Panel reflect the diversity of the college, be composed of faculty, administrators, staff, and students, and include the college Affirmative Action Officer.

b. Panel members shall be appointed by the President as described in paragraph 2(a) above for two-year terms and may be reappointed for additional two-year terms, subject to at-will removal by the President at any time. The initial appointments shall be staggered, as follows: half of the Panel members, including the Coordinator, shall be appointed for three-year terms; the remaining members of the Panel, including the Deputy Coordinator, shall be appointed for two-year terms. Thereafter, terms for all Panel members shall be two years. An appointment to fill a vacancy on the Panel shall be made pursuant to the procedures described above, and shall be for the remainder of the unexpired term of the vacancy.

c. All members of the Panel shall be available to receive complaints of sexual harassment from any member of the College community, to explain the University complaint procedures, and to refer individuals to appropriate resources. All Panel members have an obligation to maintain confidentiality to the fullest extent possible.

d. The Panel Coordinator is responsible for reviewing all complaints of sexual harassment; and for making efforts to resolve those complaints informally, if possible. When informal resolution is not possible, the Panel Coordinator and the Deputy Coordinator shall fully investigate the complaint; and the Panel Coordinator shall report to the President (and the Chief Student Affairs Officer, if the accused is a student) the results of the investigation. The Deputy Coordinator may also assume responsibility for the informal resolution or investigation of a complaint to the extent directed by the Panel Coordinator or Deputy Coordinator.

e. In the event that the Panel Coordinator is unavailable, the functions of the Panel Coordinator shall be performed by the Deputy Coordinator.

f. In the event that the complainant, the accused, or a third party believes that any member of the panel, including the Panel Coordinator or Deputy Coordinator, has a conflict of interest or for some other reason should not participate in the informal resolution or investigation of a particular complaint, he or she may ask the Panel Coordinator not to allow the Panel member (including the Panel Coordinator) to participate. Alternatively, the individual raising the issue may ask the President to direct that a particular Panel member not be involved in the informal resolution or investigation of a particular complaint.

3. Confidentiality

The privacy of individuals who bring complaints of sexual harassment, who are accused of sexual harassment, or who are otherwise involved in the complaint process should be respected, and information obtained in connection with the bringing, investigation, or resolution of complaints shall be handled as confidentially as possible. It is not possible, however, to guarantee absolute confidentiality and no such promises should be made by any member of the Panel or other University employee who may be involved in the complaint process.
4. Making a Complaint of Sexual Harassment

Any member of the University community may report allegations of sexual harassment to any member of the Panel. Employees who are covered by collective bargaining agreements may either use their contractual grievance procedures, within the time limits provided in those agreements, to report allegations of sexual harassment, or, they may report such allegations directly to a member of the Panel as provided in these Procedures. Members of the University community who believe themselves to be aggrieved under the Policy are strongly encouraged to report the allegations of sexual harassment as promptly as possible. Delay in making a complaint may make it more difficult for the college to investigate the allegations.

5. Responsibilities of Supervisors

a. Each dean, director, department chairperson, executive officer, administrator, or other person with supervisory responsibility (hereinafter “supervisor”) is responsible within his or her area of jurisdiction for the implementation of the Policy and must report to the Panel Coordinator any complaint of sexual harassment made to him or her and any other incidents of sexual harassment of which he or she becomes aware or reasonably believes to exist. Having reported such complaint or incident to the Panel Coordinator, the supervisor should keep it confidential and not disclose it further, except as necessary during the complaint process.

b. Each supervisor shall arrange for the posting, in his or her area, of the University policy against sexual harassment; the names, titles, telephone numbers, and office locations of college Panel members; and any other materials provided to him or her by the Sexual Harassment Education Committee for posting.

6. Responsibilities of the University Community-At-Large

Members of the University Community who become aware of allegations of sexual harassment should encourage the aggrieved individual to report the alleged sexual harassment to a member of the Panel.

7. Informal Resolution of Sexual Harassment Complaints

a. Any member of the Panel who receives a complaint of sexual harassment shall promptly advise the Panel Coordinator or, in his or her absence, the Deputy Coordinator of the complaint. Once the Panel Coordinator becomes aware of a complaint of sexual harassment, either through a member of the Panel or through another source, he or she shall conduct a preliminary investigation and make efforts, whenever possible, to resolve the complaint informally, i.e., by an arrangement that is acceptable to the complainant, the accused, and the college. Examples of informal resolutions include, but are not limited to:

- arranging for a workshop on sexual harassment to be conducted for the unit, division, or department in which the sexual harassment is alleged to have occurred;
- having a supervisor or a member of the Panel speak to the accused regarding the allegations of sexual harassment and counsel the accused as to appropriate behavior;
- arranging for a meeting between the complainant and the accused, with a third party present, to discuss and resolve the allegation;
- having the accused write a letter of apology.

Whenever possible, an informal resolution should be acknowledged in writing, signed by the complainant. The accused should also be asked to sign such an acknowledgment.

a. If no informal resolution of a complaint is achieved following the preliminary investigation, the Panel Coordinator and the Deputy Coordinator shall conduct a formal investigation of the complaint. It is recognized, however, that complaints may be resolved by mutual agreement of the complainant, the accused, and the college at any time in the process.

8. Investigations of Sexual Harassment Complaints

While the investigation of sexual harassment complaints may vary depending upon the nature of each case, it is recommended that an investigation include the following, to the extent feasible:

a. The Panel Coordinator and the Deputy Coordinator shall interview the complainant. The complainant may request that the Panel member to whom he or she originally brought the complaint be present at the interview. The complainant should be informed that an investigation is being commenced, that interviews of the accused and possibly other people will be conducted, and that the President (or the Chief Student Affairs Officer, if the accused is a student) will determine what action, if any, to take after the investigation is completed. A written statement, signed and dated by the complainant, should be obtained, which sets forth the particulars of the complaint, including dates and places, as well as the impact of the alleged harassment. The complainant should also be asked for the names of potential witnesses or others who may have relevant information.

b. The Panel Coordinator and the Deputy Coordinator shall interview the accused. The accused should be advised that a complaint of sexual harassment has been received, that an investigation has begun, which may include interviews with third parties, and that the President (or the Chief Student Affairs Officer, if the accused is a student) will determine what action, if any, to take after the investigation is completed. The accused should be advised of the nature of the allegations against him or her and be given an opportunity to respond. A written statement, signed and dated by the accused, should be obtained, which sets forth his or her response to the allegations. The accused should also be asked for the names of potential witnesses or others who may have relevant information. In addition, the accused should be advised that any sexual harassment of or other retaliation against the complainant or others is prohibited and, if engaged in, will subject the accused to severe discipline, up to and including termination of employment or, if the accused is a student, permanent dismissal from the University. An accused employee who is covered by a collective bargaining agreement may, upon request, consult with a union representative and have a union representative present during the interview.

c. In addition to interviews with the complainant, the accused, and those persons named by them, it should be determined whether there are others who may have relevant information regarding the events in question and whether there is documentary evidence which may be relevant to the complaint. Whenever possible, written statements signed and dated by each person interviewed should be obtained. Persons interviewed should be advised that information related to the complaint should be kept confidential and not disclosed further, except as necessary during the complaint process. Consultation with other members of the Panel may also be sought during, or at the completion of, the investigation, as deemed appropriate by the Panel Coordinator.

d. In the event that a complaint is anonymous, the complaint should be investigated as thoroughly as possible under the circumstances.

e. While some complaints of sexual harassment may require extensive investigation, whenever possible, the investigation of most complaints should be completed within 60 days of the receipt of the complaint.

9. Action Following Investigation of Sexual Harassment Complaints

a. Promptly following the completion of the investigation, the Panel Coordinator shall make a report of the findings to the President. In the event that the accused is a student, the Panel Coordinator shall also submit the report to the Chief Student Affairs Officer.
b. Following receipt of the report, the President (or the Chief Student Af-
fares Officer, if the accused is a student) shall promptly take such ac-
tion as he or she deems necessary and proper to correct the effects of 
or to prevent further harm to an affected party or others similarly sit-
uated, including commencing action to discipline the accused under 
applicable University Bylaws or collective bargaining agreements. In 
addition to initiating disciplinary proceedings, corrective action may 
include, but is not limited to, transferring a student to another class 
section, transferring an employee, or granting a benefit wrongly 
withheld.
c. The complainant and the accused should be apprised of action taken 
as a result of the complaint.

10. Immediate Preventive Action

The President can, in extreme cases, take whatever action is appropriate to 
protect the college community.

11. False Complaints

In the event that the Panel Coordinator concludes that a complainant 
made a complaint of sexual harassment with knowledge that the allega-
tions were false, the Panel Coordinator shall state this conclusion in his or 
her report. The failure to substantiate a sexual harassment complaint, 
however, is not in and of itself sufficient to demonstrate that a complaint 
was false.

12. Records and Reports

a. The Panel Coordinator shall keep the President informed regarding 
complaints of sexual harassment and shall provide the information 
necessary to prepare the annual report to the Chancellor referenced 
above in paragraph 1(d).
b. Records regarding complaints of sexual harassment shall be main-
tained in a secure location.

13. Applicability of Procedures

a. These Procedures are applicable to all of the colleges of the University. 
The Hunter College Campus Schools may make modifications to these 
procedures, subject to approval by the University, as appropriate to 
address the special needs of their elementary and high 
school students.
b. These Procedures are intended to provide guidance to the Presidents 
and Panel members for implementing the University policy against 
sexual harassment; these procedures do not create any rights or privi-
leges on the part of any others.

Members of the Sexual Harassment Awareness and Intake 
Committee

Lisa Ebert, Acting Director of the Office of Diversity and Compliance, the Col-
lege’s Compliance Officer, Title IX Coordinator, and 504 Coordinator.
Her office is located in Building 1A, Room 103, Ext. 2250.
Winnie Eng, PhD. (SEEK) Deputy Sexual Harassment Coordinator, Building 
1A Room 109B x2738
Calvin Holder PhD (History), Marchi Hall (2N),Room 210 x2880
Sondra Brandler PhD (SASW), Building 4S,Room 224, x3769
Cindy Wong PhD (Media Culture), Center for the Arts (1P),Room 226 x2615
Fran Mittelher (Sports and Recreation), Sports and Recreation Center (1R), 
Room 204, x3167
Daryll Hill PhD (Psychology), Building 4S, Room 212, x3758
Karen Contreras (Nursing), Marcus Hall (5S), Room 210, x3799
Chris Cruz Cullari (Disability Services), Center for the Arts (1P), Room 101E, 
x2697

Title IX - Coordinator
Ms. Lisa Ebert, Acting Director of the Office of Diversity and Compliance 
Building 1A, Room 103, Ext. 2250

Appendix v - New York State Education Law

Section 224-a

Students unable because of religious beliefs to register or attend classes on 
certain days:

1. No person shall be expelled from or be refused admission as a student to 
an institution of higher education for the reason that he/she is unable, 
because of his/her religious beliefs, to register or to attend classes or to 
participate in any examination, study, or work requirements on a particu-
lar day or days.
2. Any student in an institution of higher education who is unable, because 
of his/her religious beliefs, to register or attend classes on a particular day 
or days shall, because of such absence on the particular day or days, be 
excused from any examination or any study or work requirements.
3. It shall be the responsibility of the faculty and of the administrative offi-
cials of each institution of higher education to make available to each 
student who is absent from school, because of his/her religious beliefs, an 
equivalent opportunity to register for classes or to make up any examina-
tion, study, or work requirements which he/she may have missed because 
of such absence on any particular day or days. No fees of any kind shall 
be charged by the institution for making available to the said student such 
equivalent opportunity.
4. If registration, classes, examinations, study, or work requirements are 
held on Friday after four o’clock post meridian or on Saturday, similar or 
makeup classes, examinations, study, opportunity to register, or work re-
quirements 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, registration, or work requirements held 
on other days.
5. In effectuating the provisions of this section, it shall be the duty of the 
faculty and of the administrative officials of each institution of higher 
education to exercise the fullest measure of good faith. No adverse or 
prejudicial effects shall result to any student because of his or her availing 
himself or herself of the provisions of this section.
6. Any student, who is aggrieved by the alleged failure of any faculty or ad-
ministrative officials to comply in good faith with the provisions of this 
section, shall be entitled to maintain an action or proceeding in the su-
preme court of the county in which such institution of higher education is 
located for the enforcement of his/her rights under this section.
6-a. It shall be the responsibility of the administrative officials of each 
institution of higher education to give written notice to students of their 
rights under this section, informing them that each student who is absent 
from school, because of his or her religious beliefs, must be given an 
equivalent opportunity to register for classes or to make up any examina-
tion, study, or work requirements which he or she may have missed be-
cause of such absence on any particular day or days. No fees of any kind 
shall be charged by the institution for making available to each student 
such equivalent opportunity.
7. As used in this section, the term “institution of higher education” shall 
mean any institution of higher education, recognized and approved by the 
regents of the University of the State of New York, which provides a course 
of study leading to the granting of a postsecondary 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 organiza-
tion 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 “reli-
(Appendix vi - Access to Student Records)
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, DC 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, email 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, current and former students 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 vii - Section 504 Statement of Nondiscrimination)
The College of Staten Island is an Equal Opportunity and Affirmative Action institution. The College does not discriminate on the basis of race, color, national or ethnic origin, religion, age, sex, sexual orientation, transgender, disability, genetic predisposition or carrier status, alienage or citizenship, veteran or marital status in its student admissions, employment, access to programs, and administration of educational policies.

Ms. Danielle E. Dimitrov, Esq., the Director of the Office of Diversity and Compliance (Acting), serves as the College’s Compliance Officer, Title IX Coordinator, and 504 Coordinator. Her office is located in Building 1A, Room 103, and her telephone number is 718.982.2250.

(Appendix viii - Federal Rehabilitation Act)
The 1973 Federal Rehabilitation Act as amended (29 U.S.C. 794) and 1990 Americans with Disabilities Act (ADA) require reasonable accommodation and prohibit discrimination on the basis of disability. Section 504 states, in part, that “no otherwise qualified individual with handicaps . . . shall, solely by reasons of his/her handicap, be excluded from the participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . . .”

Policies and Procedures for Moving Programs/Activities to Accessible Areas
The campus of the College of Staten Island was designed according to the accessibility guidelines at the time of its construction. However, events such as broken equipment or elevators, or unique needs of a student or College employee with a disability may require reasonable accommodations. The student or employee requiring that a class, academic program, or academic activity on campus be moved to make it accessible should contact the Office of Disability Services, IP-101, extension 2510. Ms. Margaret Venditti, Director of Disability Services, IP-101D, extension 2513, is responsible for arranging for the change of site to an accessible area. It is the responsibility of the student or employee to make the Office of Disability Services aware of the need for accommodations to allow adequate time for the change.

If an activity or program other than a class or an academic program/activity needs to be moved, the responsibility to ensure accessibility lies with the sponsoring agent.
Informal Procedure for Handling a Complaint

Students and employees may avail themselves of an informal procedure for handling complaints. Ms. Margaret Venditti may be contacted by students at Room 101D Center for the Arts, telephone 718.982.2513. Employees may contact Danielle E. Dimitrov, the Director of the Office of Diversity and Compliance (Acting), Title IX Coordinator, and 504 Coordinator. His office is located in Building 1A, Room 103, and the telephone number is 718.982.2250. Discussions of complaints will be entirely informal and Ms. Venditti and Ms. Dimitrov will attempt an informal resolution.

Formal Procedures for Handling a Complaint

A formal complaint shall be filed with the 504 Coordinator, Danielle E. Dimitrov. The complaint, which may be transmitted in writing or verbally, should briefly describe the alleged violation of the regulations and contain the name, address, and telephone number of the person filing it. The complaint must be filed within 45 days after the complainant becomes aware of the alleged violation. This requirement can be waived at the discretion of the 504 Committee.

An investigation, as may be appropriate, shall follow a filing of a complaint. The 504 Coordinator may request the assistance of one or more members of the 504 Committee. The investigation will afford all interested persons and their representatives, if any, an opportunity to submit evidence relevant to a complaint. Under the Office for Civil Rights regulations, the College need not process complaints from applicants for employment or from applicants for admission to post-secondary educational institutions.

A written determination as to the validity of the complaint and a description of the resolution, if any, shall be issued by the 504 Coordinator and a copy forwarded to the complainant no later than 45 days after its filing. This requirement is extended an additional 45 days at the discretion of the 504 Committee. The 504 Coordinator shall maintain the files and records of the College relating to the complaints filed.

A complainant may appeal a determination directly to the Office of the President. An appeal shall be made in writing within 15 days after the delivery of the decision. This requirement may be waived in a particular case for good cause by the President, who shall consider the appeal and communicate her/his decision to the complainant within 20 days of receipt.

Appendix x - Campus Safety and Security

The main Campus Public Safety office is located in Building 2A, Room 108. Two satellite desks are located in the lobbies of the Campus Center and the Library. Campus Public Safety officers are on duty at the main gate and patrol the campus 24 hours a day. Emergency pull stations, identified by a blue light, are located throughout the campus, indoors and outdoors. The Office of Public Safety is charged with the maintenance of security and personal safety of all members of the College community and visitors while on campus. All students and members of the faculty and staff are required to have a valid, updated college identification card in their possession while on campus.

Crime Awareness and Campus Security Act

The Federal Crime Awareness and Campus Security Act of 1990 mandates that every college in the nation publicize the incidents of crime reported on its campus. Below are the incidents of crime reported at the College of Staten Island.

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*Arrests only

No Smoking Policy

The College complies with The City University policy regarding smoking, which prohibits smoking inside all facilities of the College.

The City University of New York 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 individual(s).

Scope

All faculty, staff, students, vendors, contractors, consultants, and others who do business with the University, whether in a University facility or off-campus location where University business is conducted, are covered by this policy. This policy also applies to other persons not affiliated with the University, such as former employees, former students, and visitors. When students have com-
plaints about other students, they should contact the Office of Student Affairs at their campus.

**Definitions**

1. Workplace violence is any behavior that is violent, threatens violence, coerces, harassing 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:

2. 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).

3. Intentional physical contact for the purpose of causing harm (such as slapping, stabbing, punching, striking, shoving, or other physical attack).

4. 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.

5. 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 be ignored by any member of the University community. Workplace violence should promptly be reported to the appropriate University official (see below). Additionally, faculty, staff and students are encouraged to report behavior that they reasonably believe poses a potential for workplace violence as defined above. It is important that all members of the University community take this responsibility seriously to effectively maintain a safe working and learning environment.

**2. Imminent or Actual Violence**

Any person experiencing or witnessing imminent danger or actual violence involving weapons or personal injury should call the Campus Public Safety Office immediately, or call 911.

**3. Acts of Violence Not Involving Weapons or Injuries to Persons**

Any person who is the subject of a suspected violation of this policy involving violence without weapons or personal injury, or is a witness to such suspected violation, should report the incident to his or her supervisor, or in lieu thereof, to their respective Campus Public Safety Office. Students should report such incidents to the Office of Student Affairs at their campus or in lieu thereof, their campus Public Safety Office. The Campus Public Safety Office will work with the Office of Human Resources and the supervisor or the Office of Student Affairs on an appropriate response.

**4. Commission of a Crime**

All individuals who believe a crime has been committed against them have the right, and are encouraged, to report the incident to the appropriate law enforcement agency.

**5. False Reports**

Members of the University community who make false and malicious complaints of workplace violence, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action and/or referral to civil authorities as appropriate.

**6. Incident Reports**

The University will report incidents of workplace violence consistent with the College Policies for Incident Reporting Under the Campus Security Policy and Statistical Act (Cleary Act).

**Responsibilities**

**1. Presidents**

The President of each constituent college of The City University of New York, the Chief Operating Officer at the Central Office, and the Deans of the Law School and the Sophie Davis School of Biomedical Education shall be responsible for the implementation of this policy on his or her respective campus. The responsibility includes dissemination of this policy to all members of the college community, ensuring appropriate investigation and follow-up of all alleged incidents of workplace violence, constituting a Workplace Violence Advisory Team (See #7. below), and ensuring that all administrators, managers, and supervisors are aware of their responsibilities under this policy through internal communications and training.

**2. Campus Public Safety Office**

The Campus Public Safety Office is responsible for responding to, intervening, and documenting all incidents of violence in the workplace. The Campus Public Safety Office will immediately log all incidents of workplace 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 crisis 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.

Approved by the Board of Trustees
June 28, 2004
Last Updated: 7/13/04
TRAVEL INFORMATION

CSI Clean Air NY Champions
The College is partnered with Clean Air NY through our CommuterLink car pooling efforts, and we are considered to be a “Clean Air NY Champion”. The College’s ongoing efforts in making substantial contributions to improving the air we breathe by promoting car pooling and ride sharing, and by providing students, faculty and staff with a Shuttle bus and Loop bus to reduce the number of cars on campus has allowed us to achieve the status of “Champion”.

College of Staten Island Free Shuttle Service
Ride the CSI Ferry Shuttle Bus free! Travel non-stop Monday through Friday when classes are in session between CSI and the St. George Ferry Terminal. The first shuttle leaves the ferry terminal at 7:05am each weekday morning to the CSI campus and then departs every half hour. Pickup from the ferry terminal is at the lower public parking area at the base of the Grand staircase. The last shuttle from the ferry terminal to CSI will be at 10:35 pm. The first shuttle leaves the CSI campus at 7:35 am each weekday morning. Pick up from CSI is in front of the Center of the Arts (Great Lawn side). The last shuttle from CSI to the ferry terminal will be at 11:05 pm. When classes are not in session the shuttle will run once every hour, departing the ferry terminal at 05 and CSI at 35. For further information, call 718.982.3220 or visit www.csi.cuny.edu/ferryshuttle.

Schedule:
Departs Ferry Terminal  Departs CSI
7:05am first shuttle     7:35am first shuttle
10:35pm last shuttle   11:05pm last shuttle

Pick-up locations:
- St. George Ferry Terminal:  Lower public parking areas at the base of the Grand staircase.
- CSI Center for the Arts (Building 1P):  Great Lawn Entrance near box office

Carpooling
Students, faculty, and staff are encouraged to utilize the services of the regional carpooling and rideshare organization.

- CommuterLink:  Commuterlink provides information on carpooling and rideshare for regional commuters including a guaranteed ride home program for people who have emergency needs to alter their hours or work late. Faculty and staff are particularly encouraged to utilize the services of Commuterlink: www.csi.cuny.edu/commuterlink/
- GoLoco:  Students are strongly encouraged to utilize the services of rideshare programs such as GoLoco.  The College is working with www.goloco.org to promote rideshare and lower commuting costs for students.  By notifying students of potential rideshare opportunities, the College hopes to increase the availability of carpooling from key student resident areas.  The College has already established a group Webpage for CSI.  For more information go to: www.goloco.org

By Bus
Buses on the Victory Boulevard route stop at the main entrance to the College. Buses on the Forest Hill Road route stop at the East entrance to the College.

Victory Boulevard buses - St. George/Travis
S62 - frequent weekday service and service every 30 minutes on Saturdays and Sunday.

From 8:30am to 11:30pm to the ferry, and from 7:30am to 12:20am from the ferry; the S62 makes a stop inside the Victory Boulevard entrance to the campus.
S92 - commuter schedule from Travis every 15 minutes from 6:30am to 7:42am and from St. George every 15 minutes from 4:50pm to 6:00pm.

Richardson Avenue buses - North/South route
The Richmond Avenue and Victory Boulevard stop is two blocks from the entrance to the campus.
S44 - frequent service on weekdays and runs every 30 minutes on Saturday and Sunday.
S59 - every 30 minutes every day.

Forest Hill Road buses - South Shore/St. George route
S61 - frequent daily and weekend service.
S91 - commuter schedule weekdays.

Brooklyn buses
S53    Bay Ridge - 95th Street/Port Richmond
Frequent weekday service; stops at Victory Boulevard for transfer to S62 or S92.
S93    The S93 runs limited service Monday-Friday between 86th Street and 4th Avenue R subway station in Brooklyn and the College. This route eliminates bus transfer and saves you up to 15 minutes a trip.

Manhattan/Staten Island Express bus
X-10 Express bus - frequent daily schedule from 57th Street and 3rd Avenue to Victory Boulevard and the return route; stops at the campus main entrance.
Call 718.330.1234 for information and schedules for local buses and Manhattan/Staten Island express buses.

By automobile from the Staten Island Expressway (Interstate 278)
Traveling westbound on the Staten Island Expressway from the Verrazano-Narrows Bridge, take the Victory Boulevard Exit (#10). At Victory Boulevard, turn left and continue under the Expressway and turn left into the campus at the first traffic light. Eastbound on the SI Expressway, take the Victory Boulevard Exit (#8) and turn left onto Victory Boulevard, and turn right at the traffic light to enter the campus.

Parking
On-campus parking is available to registered students who purchase a decal and agree to observe all parking regulations. Decals are available from the Office of Parking Services located in Building 1A, Room 102, telephone 718.982.2294.  Students are sold permits for on-campus parking at the time of registration on a first-come, first-served basis. A detailed parking information booklet is available upon request.  Speed limit:  25 mph.

Transportation within the Campus
Loop Bus - leaves the main gate approximately every ten minutes for a trip around the campus with regular stops, in operation during regular class schedule with adjusted hours for advisement and registration periods.

Van for Disabled
Dispatched by the Office of Operational Services or Security as requested.
For more information go to: www.mta.info/nyc/service/bus/busch.htm or www.hopstop.com
INDEX

0
0-LEVEL COURSES IN READING AND WRITING FOR NATIVE SPEAKERS OF
ENGLISH ................................................................. 128
0-LEVEL COURSES IN READING AND WRITING FOR NON-NATIVE SPEAKERS
OF ENGLISH ......................................................... 129

2
200 LEVEL ENL WRITING COURSES .............................................................. 131

3
300 AND 400 LEVEL ENL WRITING COURSES ........................................... 136

A
ABOUT THE COLLEGE ....................................................................................... 6
ACADEMIC ADVISEMENT .................................................................................. 30
ACADEMIC DISMISSAL .................................................................................... 38
ACADEMIC FREEDOM ...................................................................................... 41
ACADEMIC INTEGRITY, PLAGIARISM, AND CHEATING .................................. 41
ACADEMIC POLICIES ....................................................................................... 35
ACADEMIC PROBATION ................................................................................... 37
ACADEMIC REQUIREMENTS FOR ADMISSION TO ASSOCIATE’S DEGREE 
PROGRAMS (TWO-YEAR) .............................................................................. 11
ACADEMIC REQUIREMENTS FOR ADMISSION TO BACHELOR’S DEGREE 
PROGRAMS (FOUR-YEAR) ............................................................................ 10
ACADEMIC REQUIREMENTS FOR ADMISSION TO THE MACAULAY HONORS
COLLEGE .......................................................................................................... 10
ACADEMIC REQUIREMENTS FOR ADMISSION TO THE TEACHER EDUCATION 
HONORS ACADEMY ......................................................................................... 11
ACADEMIC REQUIREMENTS FOR ADMISSION TO THE VERRAZANO SCHOOL ... 11
ACADEMIC STANDARDS POLICY ..................................................................... 37
ACADEMIC STANDING ...................................................................................... 37
ACADEMIC WARNING ...................................................................................... 37
ACCOUNTING ................................................................................................. 53
ACCOUNTING (BS) .......................................................................................... 53
ACCOUNTING COURSES .................................................................................. 54
ACCOUNTING MINOR ..................................................................................... 54
ADMINISTRATION OF SEX OFFENDERS ......................................................... 12
ADMISSIONS ..................................................................................................... 10
ADMISSIONS COMMITTEE ................................................................................. 11
ADOLESCENCE EDUCATION ........................................................................... 115
ADULTS RETURNING TO COLLEGE PROGRAM (ARC) .................................. 30
ADVANCED PLACEMENT .................................................................................. 12
AFRICAN AMERICAN STUDIES ......................................................................... 55
AFRICAN AMERICAN STUDIES (BA) ................................................................. 55
AFRICAN AMERICAN STUDIES COURSES .................................................... 55
AFRICAN AMERICAN STUDIES MINOR ......................................................... 55
AFTER ACCEPTANCE TO THE COLLEGE OF STATEN ISLAND ...................... 12
ALUMNI RELATIONS ......................................................................................... 30
AMERICAN SIGN LANGUAGE COURSES ....................................................... 57
AMERICAN STUDIES ......................................................................................... 57
AMERICAN STUDIES (BA) ............................................................................... 57
AMERICAN STUDIES COURSES ..................................................................... 58
AMERICAN STUDIES MINOR .......................................................................... 58
ANTHROPOLOGY COURSES .......................................................................... 60
APPENDIX ......................................................................................................... 242
APPENDIX I - CAMPUS BEHAVIOR CODE ....................................................... 242
APPENDIX II - COMPUTER USER RESPONSIBILITIES ................................... 243
APPENDIX III - CUNY POLICY ON ACADEMIC INTEGRITY ........................... 243
APPENDIX IV - IMMUNIZATION REQUIREMENT ............................................ 247
APPENDIX IX - POLICY AGAINST SEXUAL HARASSMENT ............................. 247
APPENDIX V - NEW YORK STATE EDUCATION LAW SECTION 224-A ............... 250
APPENDIX VI - ACCESS TO STUDENT RECORDS ........................................... 251
APPENDIX VII - SECTION 504 STATEMENT OF NONDISCRIMINATION ........... 251
APPENDIX VIII - FEDERAL REHABILITATION ACT ........................................ 251
APPENDIX X - CAMPUS SAFETY AND SECURITY ........................................... 252
APPLICATION FOR GRADUATION .................................................................. 38
APPLICATION PROCEDURES AND DEADLINES .............................................. 17
ARABIC COURSES ............................................................................................ 60
ART ...................................................................................................................... 60
ART (BA OR BS) PHOTOGRAPHY CONCENTRATION .................................... 62
ART (BA) .......................................................................................................... 60
ART (BS) .......................................................................................................... 61
ART COURSES .................................................................................................. 63
ART MINOR ...................................................................................................... 62
ASSOCIATE PROFESSORS EMERITI AND EMERITAE ...................................... 241
ASTRONOMY COURSES .................................................................................. 67
ATTENDANCE POLICIES ................................................................................... 39
AUDITING A COURSE ...................................................................................... 40

B
BIOCHEMISTRY ................................................................................................. 67
BIOCHEMISTRY (BS) ......................................................................................... 67
BIOCHEMISTRY MINOR ..................................................................................... 68
BIOLOGY ............................................................................................................ 68
BIOLOGY (BS) .................................................................................................. 69
BIOLOGY COURSES .......................................................................................... 71
BIOLOGY MINOR .............................................................................................. 71
BOARD OF TRUSTEES ..................................................................................... 76
BUSINESS .......................................................................................................... 76
BUSINESS (AAS) .............................................................................................. 76
BUSINESS (BS) ................................................................................................ 76
BUSINESS COURSES ....................................................................................... 78
BUSINESS MINORS .......................................................................................... 78
C
CAMPUS ACTIVITIES BOARD (CAB) ............................................................... 29
CAMPUS CENTER .............................................................................................. 27
CENTER FOR INTERNATIONAL SERVICE ....................................................... 30
CENTER FOR STUDENT ACCESSIBILITY ......................................................... 28
CENTER FOR THE ARTS ................................................................................... 30
CHANGE OF CURRICULUM OR MAJOR .......................................................... 36
CHEMISTRY ....................................................................................................... 83
CHEMISTRY (BS) ............................................................................................. 83
CHEMISTRY COURSES ..................................................................................... 84
CHEMISTRY MINOR .......................................................................................... 84
CHILDHOOD EDUCATION ................................................................................ 114
CHILDREN’S CENTER ....................................................................................... 27
CHINESE COURSES .......................................................................................... 86
CHINESE MINOR ............................................................................................... 86
CINEMA COURSES .......................................................................................... 88
CINEMA STUDIES ............................................................................................ 87
CINEMA STUDIES (BA) .................................................................................... 87
CINEMA STUDIES MINOR ............................................................................... 88
CLASS OR STANDING ......................................................................................... 37
CLUBS AND ORGANIZATIONS ......................................................................... 27
COLLEGE ADVANCEMENT .............................................................................. 31
COLLEGE OF STATEN ISLAND ASSOCIATION, INC ........................................ 31
COLLEGE PREPARATORY INITIATIVE (CPI) ................................................... 12, 43
COLLEGE SUCCESS INITIATIVE ..................................................................... 31
COLLEGE-LEVEL MATHEMATICS COURSES .................................................. 163
COLLEGIATE SCIENCE AND TECHNOLOGY ENTRY PROGRAM (CSTEP) ........ 31
COMMITTEE ON COURSE AND STANDING ................................................... 37
COMMUNICATION COURSES .......................................................................... 92
COMMUNICATIONS ........................................................................................ 90
COMMUNICATIONS (BS) ................................................................................. 90
COMMUNICATIONS MINORS .......................................................................... 91
COMPASS MATHEMATICS TEST .................................................................... 38
COMPASS READING TEST ............................................................................... 38
COMPUTER SCIENCE – MATHEMATICS (BS) .................................................. 98
COMPUTER SCIENCE (BS) .............................................................................. 97
<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>103</td>
<td>DANCE</td>
</tr>
<tr>
<td>105</td>
<td>DANCE COURSES</td>
</tr>
<tr>
<td>37</td>
<td>DEAN'S LIST</td>
</tr>
<tr>
<td>36</td>
<td>DECLARATION OF MAJOR</td>
</tr>
<tr>
<td>43</td>
<td>DEGREE REQUIREMENTS</td>
</tr>
<tr>
<td>5</td>
<td>DEPARTMENT CHAIRPERSONS</td>
</tr>
<tr>
<td>23</td>
<td>DEPARTMENT OF BIOLOGY</td>
</tr>
<tr>
<td>23</td>
<td>DEPARTMENT OF BUSINESS</td>
</tr>
<tr>
<td>23</td>
<td>DEPARTMENT OF CHEMISTRY</td>
</tr>
<tr>
<td>23</td>
<td>DEPARTMENT OF COMPUTER SCIENCE</td>
</tr>
<tr>
<td>24</td>
<td>DEPARTMENT OF EDUCATION</td>
</tr>
<tr>
<td>24</td>
<td>DEPARTMENT OF ENGINEERING SCIENCE AND PHYSICS</td>
</tr>
<tr>
<td>24</td>
<td>DEPARTMENT OF ENGLISH</td>
</tr>
<tr>
<td>24</td>
<td>DEPARTMENT OF HISTORY</td>
</tr>
<tr>
<td>24</td>
<td>DEPARTMENT OF MATHEMATICS</td>
</tr>
<tr>
<td>25</td>
<td>DEPARTMENT OF MEDIA CULTURE</td>
</tr>
<tr>
<td>25</td>
<td>DEPARTMENT OF NURSING</td>
</tr>
<tr>
<td>25</td>
<td>DEPARTMENT OF PERFORMING AND CREATIVE ARTS</td>
</tr>
<tr>
<td>26</td>
<td>DEPARTMENT OF PHYSICAL THERAPY</td>
</tr>
<tr>
<td>26</td>
<td>DEPARTMENT OF POLITICAL SCIENCE, ECONOMICS, AND PHILOSOPHY</td>
</tr>
<tr>
<td>26</td>
<td>DEPARTMENT OF PSYCHOLOGY</td>
</tr>
<tr>
<td>26</td>
<td>DEPARTMENT OF SOCIOLOGY, ANTHROPOLOGY, AND SOCIAL WORK</td>
</tr>
<tr>
<td>25</td>
<td>DEPARTMENT OF THE LIBRARY</td>
</tr>
<tr>
<td>26</td>
<td>DEPARTMENT OF WORLD LANGUAGES AND LITERATURES</td>
</tr>
<tr>
<td>41</td>
<td>DEPARTMENTAL CHALLENGE EXAMINATIONS</td>
</tr>
<tr>
<td>23</td>
<td>DEPARTMENTS</td>
</tr>
<tr>
<td>104</td>
<td>DISABILITY STUDIES</td>
</tr>
<tr>
<td>31</td>
<td>DISCOVERY INSTITUTE</td>
</tr>
<tr>
<td>27</td>
<td>DIVISION OF STUDENT AFFAIRS</td>
</tr>
<tr>
<td>43</td>
<td>DOUBLE MAJORS/DUPLICATE DEGREES</td>
</tr>
<tr>
<td>104</td>
<td>DRAMATIC ARTS</td>
</tr>
<tr>
<td>104</td>
<td>DRAMATIC ARTS (BS)</td>
</tr>
<tr>
<td>105</td>
<td>DRAMATIC ARTS MINOR</td>
</tr>
<tr>
<td>105</td>
<td>DRAMATICS ARTS COURSES</td>
</tr>
<tr>
<td>114</td>
<td>EARLY CHILDHOOD EDUCATION</td>
</tr>
<tr>
<td>108</td>
<td>ECONOMICS</td>
</tr>
<tr>
<td>108</td>
<td>ECONOMICS (BA)</td>
</tr>
<tr>
<td>109</td>
<td>ECONOMICS (BS)</td>
</tr>
<tr>
<td>110</td>
<td>ECONOMICS COURSES</td>
</tr>
<tr>
<td>115</td>
<td>EDC - EARLY CHILDHOOD</td>
</tr>
<tr>
<td>117</td>
<td>EDD - GENERAL EDUCATION</td>
</tr>
<tr>
<td>117</td>
<td>EDE - ELEMENTARY EDUCATION</td>
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