Policies on Non-Discrimination and Sexual Harassment

The City College prohibits discrimination on the basis of age, gender, sexual orientation, transgender, disability, genetic predisposition or carrier status, alienage or citizenship, religion, race, color, nationality or ethnic origin, or veteran, military or marital status in its student admissions, employment, access to programs, and administration of educational policies. Questions, concerns, or complaints based on any of the above may be directed to the Office of Diversity and Compliance, Wille Administration Building, Room 212 (212-650-6310). In addition, the specific form of gender discrimination, “sexual harassment,” is prohibited by the policies of the Board of Trustees of The City University of New York. Student complaints alleging sexual harassment should be directed to the Sexual Harassment Awareness and Intake Coordinator (see Appendix B.15, and the Sexual Harassment brochure for the name of the current Coordinator and a list of Committee members who may be contacted). Brochures are available in the Office of Diversity and Compliance, the Office of Human Resources, the Office of the Vice President for Student Affairs and at the NAC Welcome Center. Information is also available on the City College website under Office of Diversity.

Statement Regarding Lapse in Undergraduate College Bulletin

This recent edition of The City College Undergraduate Bulletin is in effect for the 2013-2014 and 2014-2015 academic years. City College did not publish a bulletin for the 2011-2012 and 2012-2013 academic years. Therefore, the preceding undergraduate bulletin covering the 2009-2010 and 2010-2011 academic years is deemed to have remained in effect for the 2011-2012 and 2012-2013 academic years.

Disclaimer

The City College of New York, 2013–2015 Undergraduate Bulletin represents the academic policies and procedures, services, course and program offerings that are in effect at the time of publishing. The Bulletin will not be updated to include any changes taking effect since publication. The most current information regarding academic programs and course descriptions, academic policies and services available to students can be found on The City College of New York web site. For matters of academic policy (e.g., applicable degree requirements), students are also advised to consult their major department adviser, refer to the departments web page, the Office of the Provost, and/or the Registrar for additional information.

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 (or website) are similarly subject to change by the Board of Trustees of the City University of New York. The University regrets any inconvenience this may cause. The College does not guarantee to offer all courses it announces. The announcement is made in good faith, but circumstances beyond the control of the College may sometimes necessitate changes. The college may cancel courses if the enrollment does not warrant their being offered or if other contingencies make such a cancellation necessary.
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Welcome to The City College of New York! You are about to embark on a great adventure – and the people and ideas that you meet along the way will help you prepare for the future that you choose.

At the heart of your journey is the excellent education you will receive here at City College. At CCNY you will be taught by intensely committed faculty, whose internationally recognized achievements in fields as diverse as molecular biology, film and video production, creative writing, computer science and psychology, to name just a few, will be part of your classes. You may find yourself working with world-renowned scholars in search of a cure for cancer, for example, or examining the best ways to "green" a city, or directing a film about your neighborhood. Whatever you choose to study, you will be studying with the best.

As a college student, you are now at a unique point in your life. Part of our responsibility as teachers and mentors is to awaken in you a life-long love of learning, to impart the content and the skills you need to engage the world around you in ways you may not have yet dreamed of, to exercise the rights and responsibilities of citizenship, and to change the world if you wish. At the same time we must prepare you for careers that will satisfy you and support your families. This is our obligation and our privilege; it's why we are here.

Use this Bulletin to begin to familiarize yourself with our undergraduate majors and areas of specialization. Each one will prepare you to become a leader in an increasingly complex and global world, whether you are thinking about going on to graduate school or moving directly into the workforce. Perhaps you have already chosen a career and know exactly what you want to study. Or perhaps you want to explore as many different academic options as you can. CCNY's rich curriculum offers you the depth and breadth to find your own path.

Of course college equals more than classes, and life at City is as varied and exciting as our student body. Bring your talents and energy to your undergraduate student government, to our varsity and intramural programs – or to one of the 150-odd student clubs. Whatever your passion, City probably has a club to match it. If we don't, you can always start one!

In choosing City, you have made the right choice. You have chosen a place of innovation and entrepreneurship, of ambitious and accomplished fellow-students, of cutting edge research, scholarship and creativity – and a place that inspires so many of its best and brightest to give back, to make a difference in the lives of others.

I look forward to welcoming you personally to City College.

Sincerely,
Lisa S. Coico
President
### Mail Address:
The City College/CUNY  
160 Convent Avenue at 138th Street  
New York, N.Y. 10031  
Telephone: 212-650-7000  
www.ccny.cuny.edu

### School and Division Offices
- **Architecture (Bernard and Anne Spitzer School of)**
  - Location: SSA 113
  - Telephone: 212-650-7118
- **Biomedical Education**
  - Location: HR 107
  - Telephone: 212-650-5275
- **Education (School of)**
  - Location: NA 3/203
  - Telephone: 212-650-5471
- **Engineering (Grove School of)**
  - Undergraduate:
    - Location: ST 209
    - Telephone: 212-650-8020
  - Graduate:
    - Location: ST 152
    - Telephone: 212-650-8030
- **Liberal Arts and Science (College of)**
  - Humanities and Arts (Division of)
    - Location: NA 5/225
    - Telephone: 212-650-8166
  - Science (Division of)
    - Location: MR 1320
    - Telephone: 212-650-6850
  - The Colin L. Powell School for Civic and Global Leadership (formerly the Division of Social Science)
    - Location: NA 6/141
    - Telephone: 212-650-5967
- **Division of Interdisciplinary Studies at the Center for Worker Education**
  - Location: 25 Broadway
  - Telephone: 212-925-6625

### Other Important Numbers
- **Academic Standards**
  - Location: Admin 206/216
  - Telephone: 212-650-8507
- **Admissions**
  - Location: Admin 101
  - Telephone: 212-650-6977
- **Bookstore**
  - Location: NA 1/103
  - Telephone: 212-650-7109
- **Bursar**
  - Location: Admin 103
  - Telephone: 212-650-7218
- **Career and Professional Development Institute**
  - Location: NA 1/116
  - Telephone: 212-650-5327
- **AccessAbility Center**
  - Location: NA 1/218
  - Telephone: 212-650-5913
- **Office of Diversity and Compliance**
  - Location: Admin 210B
  - Telephone: 212-650-6310
- **Financial Aid**
  - Location: Admin 104
  - Telephone: 212-650-5819
- **Student Life and Leadership Development**
  - Location: NA 1/210
  - Telephone: 212-650-5002
- **Honors Center**
  - Location: NA 4/150
  - Telephone: 212-650-6917
- **Welcome Center**
  - Location: NA 1/205
  - Telephone: 212-650-5338
- **Intercollegiate Athletics**
  - Location: MR 20
  - Telephone: 212-650-8228
- **International Student Services**
  - Location: NA 1/107
  - Telephone: 212-650-8106
- **Office of Recreation and Campus Fitness**
  - Location: WG floor 3
  - Telephone: 212-650-7556
- **Library (Main)**
  - Location: NA floor 2
  - Telephone: 212-650-7155
- **Architecture Library**
  - Location: SSA 101
  - Telephone: 212-650-8768
- **CWE Library**
  - Location: 25 Bwy, 7th floor
  - Telephone: 212-925-6625 x228
- **Music Library**
  - Location: SH 160
  - Telephone: 212-650-7174
- **Science/Engineering Library**
  - Location: MR 29
  - Telephone: 212-650-8246
- **Lost and Found**
  - Location: NA 4/201
  - Telephone: 212-650-6911
- **Ombudsperson, Faculty**
  - Location: Admin 216
  - Telephone: 212-650-8507
- **Registrar**
  - Location: Admin 102
  - Telephone: 212-650-7850
- **Security**
  - Location: NA 4/201
  - Telephone: 212-650-6911
- **Student Affairs**
  - Location: Admin 204
  - Telephone: 212-650-5426
- **Student Services**
  - Location: NA 1/210A
  - Telephone: 212-650-5010
- **Graduate Student Council**
  - Location: NA 1/113
  - Telephone: 212-650-5319
- **Student Support Resources**
  - Location: MR 15
  - Telephone: 212-650-8222
The College of Liberal Arts and Science

General Statement

The aims of the College of Liberal Arts and Science (CLAS) are several: first, to develop students as broadly cultivated and intelligent citizens of the world in which they live; secondly, to impart to students a critical cast of mind that is agile in its reception of new ideas, and accustomed to the mastery of new skills; thirdly, to educate students so that each may be able to perform some particular function in the community in a worthy and ethical manner. In attaining these goals, students fulfill requirements in a broad range of categories, such as art, literature, foreign language, social science, mathematics and natural science.

Academic Standards

The attainment of high academic standards at The City College entails more than the satisfaction of minimum GPA requirements. Diligent attendance of classes, on-time arrival for each scheduled session, careful preparation for class and timely completion of coursework are also significant factors in ensuring academic success.

Undergraduate Majors and Degrees Offered

The College of Liberal Arts and Science offers courses of study leading to the degrees of Bachelor of Arts, Bachelor of Science, and Bachelor of Fine Arts. In addition, some departments offer combined B.A./M.A. and B.S./M.S. programs (see individual department listings for further information). Through its constituent divisions:

- Humanities and the Arts
- Interdisciplinary Studies at the Center for Worker Education
- Science
- The Colin L. Powell School for Civic and Global Leadership (formerly the Division of Social Science)

the College of Liberal Arts and Science offers undergraduate degrees in over thirty-five fields. Advisors are available in the office of each divisional Dean to assist students in choosing a major and planning an appropriate academic program.

Degree Requirements

To be awarded a degree by the College of Liberal Arts and Science, all students must:

1. Complete a minimum of 120 credits. These credits are composed of general education requirements, major requirements and free electives.
2. Maintain a minimum "C" or better average (i.e., a G.P.A. of at least 2.0) for all coursework taken at The City College, as well as a minimum G.P.A. of at least 2.0 in their major. (Note that some majors require a higher minimum G.P.A.)
3. Satisfy a residency requirement by completing a total of 80 credits or the final 30 credits at City College, as well as at least 60% of their major at City College.
4. Clear their account of any fees and fines due.

Transfer Students

Most college-level liberal arts and science courses taken at accredited institutions for which the student has earned a grade of "C" or higher are transferable. Courses from non-accredited institutions may be transferable on a limited basis and at the discretion of the major department. Courses from other CUNY institutions with grades less than "C" are transferable (as are those from non-CUNY institutions up to 12 credits and at the discretion of the major department). CUNY Associate Degree holders are guaranteed 60 credits upon transfer. The maximum number of transfer credits is 90. Transferred courses may or may not meet major degree requirements. Students should consult with the academic advisor in the major department for more information.

All transfer students must meet with the designated advisor to discuss the appropriate sequence of courses necessary for their degree.
# Department of Anthropology

(The Colin L. Powell School for Civic and Global Leadership, formerly the Division of Social Science)

**Professor Arthur Spears, Acting Chair** • Department Office: NA 7/112 • Tel: 212-650-7361

## General Information

The City College offers the following undergraduate degree in Anthropology:

**B.A. in Anthropology**

## Programs and Objectives

Anthropology is the holistic study of people across time and space. Looking on humans as both biological and cultural beings, anthropology is inherently interdisciplinary, bridging the humanities, arts, natural sciences, and social sciences. Within the field, the Anthropology Department at The City College has refined its focus to specialize in the study of inequality and social justice within an urban context, specifically that of New York City. Looking at migration, the diasporas, and transnationalism, the Department is concerned with issues of representation, identity, citizenship and exclusion, as well as race, ethnicity, class, religion, and gender.

With this focus, the Department plays a vital role within the College. It can provide a theoretical and methodological center for various inter-disciplinary programs such as Black Studies, Asian Studies, Latin American Studies, and International Studies. It can also provide the cross-cultural perspective necessary for students planning careers in other fields, including engineering, architecture, education, international studies, journalism, medicine and public health, social work, and allied professions. All of these fields require knowledge of social interaction as well as of the structure and content of culture. This focus also serves the Department's majors well, providing a firm foundation for graduate work for those who choose to go on in the field. Most importantly, it provides all students with a framework for understanding themselves in the context of their community, nation, and world.

## Secondary School Teaching

An approved program of courses provides training in both subject matter and teaching methods that prepares the student for New York State certification. Graduates will be eligible to teach in NYS schools. For more information, please consult the Department of Education section of this Bulletin.

## Requirements for Majors

Students majoring in Anthropology must complete the following:

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ANTH 20000: Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 20100: Cross-Cultural Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 20200: Languages and Dialects in Cross-Cultural Perspective</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 20300: Human Origins</td>
<td>3</td>
</tr>
<tr>
<td>One 30000-level course</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses**

<table>
<thead>
<tr>
<th>Additional credits</th>
<th>Total Credits</th>
</tr>
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<tbody>
<tr>
<td>15</td>
<td>30</td>
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</table>

As many as 6 of the 15 elective credits may be related courses outside the Department of Anthropology, e.g. courses in Asian Studies, Biology, Black Studies, History or Sociology. These courses must be chosen in consultation with a departmental advisor.

## Grade Point Average Requirements

A 2.0 GPA in the major is required for graduation. The GPA in the major is calculated from courses in the major based in the major department only, and that have been taken at City College or through ePermit, including all courses in excess of the minimum required for the degree.

## General Education Requirements ("Pathways")

In general, students are required to complete 42 credits of General Education coursework, with some adjustments for transfer students. See the General Education Requirements ("Pathways") section of the Bulletin for more information.

## Requirements for Minors

Fifteen (15) credits of anthropology courses, not including ANTH 10100. It is recommended that the minor include at least one course from each of the four subfields of anthropology.

After the student has completed the minor requirements and:

1. had her/his anthropology advisor sign off on them, doing this at least by the beginning of the semester before graduating, the student should notify the Registrar’s Office in writing that she/he wants to have the Anthropology Minor noted on her/his transcript.
2. The notification letter must be accompanied by a letter from his/her anthropology advisor stating that the requirements have been fulfilled.

## Advisement

**General Advisors**

Students seeking information on Anthropology courses or the major should contact the Anthropology Department Office, NA 7/112, where they will be directed to a faculty member in the appropriate subfield of Anthropology.

**Honors Advisor**

Professor Arthur Spears

## Facilities and Activities

### The Anthropology Society

The Anthropology Society is an ongoing student organization that sponsors programs of anthropological interest.

### Awards

**The Ward Medal**

The College gives the Ward Medal annually to the graduating senior demonstrating the greatest proficiency in the field of Anthropology.

## Anthropology Course Descriptions

The general prerequisite for elective courses is either ANTH 10100 or sophomore standing, or permission of the instructor. Other prerequisites may be listed under certain courses.

### Core Courses

**ANTH 10100: General Anthropology**

Humankind from its prehistoric beginnings in Africa and its evolution to the present; human nature; cultural bias and fallacies of cultural and racial superiority; society, social groups (ethnic, racial, class, etc.) and social stratification; cultural change and diffusion; the cultural vs. the individual and biological; the interaction among biology, environment, and culture; conflict, culture change, and "modernization"; and ritual, symbol, beliefs, values, customs and language. 3 hr./wk.; 3 cr.

**ANTH 10101: General Anthropology—Honors**

Humankind from its prehistoric beginnings in Africa and its evolution to the present; human nature; cultural bias and fallacies of cultural and racial superiority; society, social groups (ethnic, racial, class, etc.) and social stratification; cultural change and diffusion; the cultural vs. the individual and biological; the interaction among biology, environment, and culture; conflict, culture change and "modernization"; and ritual, symbol, beliefs, values, customs, and language. 3 hr./wk.; 3 cr.

### Introductory Courses

**ANTH 13300-13600: Tutorials in Anthropological Research Laboratory**

See “Anthropological Research Laboratory” at the end of the Anthropology course listings.

**ANTH 20000: Archaeology**

The basic aims and methods of archaeological field work and interpretation, with emphasis on the interrelationship of archaeology to general anthropology. Strategies involving the reconstruction of culture, history, past life ways, and processual and post-processual studies will be reviewed against a background survey of world prehistory. 3 hr./wk.; 3 cr.

**ANTH 20100: Cross-Cultural Perspectives**

Human universals and differences in family life, economics, politics and religion in societies around the world. Insights about American life and about how the world’s peoples are interdependent. Emphasis on major controversies and issues about gender relations, economic development, inequality, violence and aggression, religion, healing and cultural identity. (W) 3 hr./wk.; 3 cr.
ANTH 20200: Languages and Dialects in Cross-Cultural Perspective
A survey of the nature, structure, and social use of languages and dialects. Topics included are sound, word, and sentence structure; multilingualism; speech events and genres; language and education; language and thought; child language acquisition; creole languages; and varieties of Spanish and African-American English. (W) 3 hr./wk.; 3 cr.

ANTH 20300: Human Origins
An introduction to human diversity, the relationship of humans to other animals, the fossil record, non-human behavior, genetics and forensics. 3 hr./wk.; 3 cr.

ANTH 21002: Writing for the Social Sciences
To develop the skills necessary for writing in the social sciences through the methods and techniques used in Anthropology. The focus of the course is on ethnography (a primarily descriptive account of a single cultural scene). Students will explore the steps used to create an ethnography, including reviewing previous research, formulating hypotheses based on this review, gathering data through fieldwork, and writing a research paper on the results. Prereq.: ENGL 11000. 3 hr./wk.; 3 cr.

Advanced Courses

Archaeology Courses

ANTH 20500: Historical Archaeology
Archaeological investigations of the modern period. Topics covered include the archaeological method, European colonialism, gender class and ethnicity, the African, Irish, and other diasporas in the Americas. (W) 3 hr./wk.; 3 cr.

ANTH 20501: Historical Archaeology Field School
Basic field experience in the creation of a research design, the excavation of selected sites, the recovery and classifying of artifacts, and laboratory analysis. Excavations will be conducted in the New York metropolitan area on local historic sites. (W) 6 hr./wk., lab. and excavation; 5 cr.

ANTH 21500: The Origins of the State
The background and development of urban society in the Old World from the Neolithic period. Life in the early cities of Africa, Asia and the Mediterranean, as revealed by archaeological data. The nature of and reasons for similarities and differences. (W) 3 hr./wk.; 3 cr.

Sociocultural Anthropology Courses

ANTH 22500: Class, Ethnicity and Gender
Interrelationship of social organization with economical, political, and religious structures in selected societies chosen to represent various levels of integration in different parts of the world. Modern issues facing increasingly heterogeneous urban societies. (W) 3 hr./wk.; 3 cr.

ANTH 22600: Culture, Personality, and Behavior
Anthropological approaches to the study of the interaction between cultural and psychological phenomena in different societies and ethnic groups. Topics include child rearing patterns; perception and logic; socialization patterns and the learning process; formal education and its interface with cultural concepts of class, status, knowledge, and power; maintenance and change of cultural and ethnic identity; adult personality and national character; trance and possession states; mental illness. (W) 3 hr./wk.; 3 cr.

ANTH 22800: Anthropology of Urban Areas
Anthropological perspectives on the understanding of the urban experience. Urbanization and urbanism from an international perspective. The forces that shape people's lives in the metropolis. Topics will include the role of ethnicity, race, class, poverty and culture in urban life. Emphasis on urban institutions, ethnicity, race and class in New York City. (W) 3 hr./wk.; 3 cr.

ANTH 22900: Cultural Change and Modernization
The impact of Western colonial systems on the politics and cultures of the Third World. The growth of new nations and national institutions in Africa, Asia and Latin America. (W) 3 hr./wk.; 3 cr.

ANTH 23100: Anthropology of Law
The comparison of legal institutions and practices of and cultural concepts of danger and crime, conformity and conflict, and dispute management and settlement in non-Western societies and in the urban United States. Topics include law and social change; ordeals and verbal dueling; the relationship of marginal groups and individuals; American family law; and American Indian law. (W) 3 hr./wk.; 3 cr.

ANTH 23200: Witchcraft, Magic and Religion
The relationship between social behavior and ideas about supernatural forces. Topics include the origin and role of religion in society; comparison of types of supernatural beings, powers, and religious practitioners; the practice of witchcraft and magic in different societies and ethnic groups; the interpretation of ritual symbols and mythology. (W) 3 hr./wk.; 3 cr.

ANTH 23600: Sex, Marriage, and Family in Cross-Cultural Perspective
Courtship, mating and sexual patterns, psychocultural dynamics of marriage forms, rituals and mores, parenting patterns, and the impact of separation and divorce cross-culturally. (W) 3 hr./wk.; 3 cr.

ANTH 24000-24700: Special Area Studies
A group of courses devoted to the study of the cultures and societies of major world areas. Economic patterns, social structures, political organization and religious life. Relation of traditional cultures to contemporary politics. (W)

ANTH 24000: Peoples of Africa
Traditional and modern African cultures viewed on their own terms; African roots of all humanity; the nature of pre-colonial societies; legacy of slavery and colonialism. Special topics include apartheid, African arts and music, African descendants in the Americas, alternate healing systems, and communal religion and trance. (W) 3 hr./wk.; 3 cr.

ANTH 24200: Peoples of the Caribbean
This course examines the cultural formation of the Caribbean and the diversity of contemporary Caribbean societies. Both the colonial and post-colonial experience of the Afro-Caribbean and the Hispanic Caribbean will be explored. Among the topics to be discussed will be family, religion, rural and urban life, race, color and class, and international migration. (W) 3 hr./wk.; 3 cr.

ANTH 24300: Peoples of Latin America
Review of the pre-conquest civilizations of Middle and South America provides a historical basis for considering contemporary cultures and societies of the western hemisphere south of the U.S. border. Varieties of adaptation in horticultural villages of the Amazon, peasant cultivators of highland Andes and Mexico, and urban dwellers will be compared using recent ethnographies. Migration of Hispanics from Latin America to the U.S. will be addressed. (W) 3 hr./wk.; 3 cr.

ANTH 24600: Peoples of the Middle East
3 hr./wk.; 3 cr.

ANTH 24800: Field Work Methods in Cultural Anthropology
Firsthand experience with cultural diversity in New York City, with emphasis on direct observation in various neighborhoods and institutional settings. Problems of gathering and analyzing qualitative and quantitative data, framing research questions, and the ethics of research in culturally unfamiliar settings. (W) 3 hr./wk.; 3 cr.

ANTH 24900: Visual Anthropology
Selected world cultures and societies as viewed through the camera lens. Comparisons are drawn between visual and printed records, different styles of filmmaking, and changing cultural patterns. The evolution of anthropology as a discipline. Selected film topics include patterns of work, ritual, the construction of gender roles, and child socialization. (W) 3 hr./wk.; 3 cr.

ANTH 25400: American Cultural Patterns
Anthropological perspectives on contemporary United States culture: ethnic and class variations; effect of mass communication on cultural expression; impact of business and commercial enterprise on the development of culture. Critiques of American culture from national and foreign sources. (W) 3 hr./wk.; 3 cr.

ANTH 25500: Anthropology of Health and Healing
The cultural and ecological aspects of human disease, the evolution of humanity and its ills, and the study of healing on a cross-cultural basis. (W) 3 hr./wk.; 3 cr.

ANTH 25600: Women in Cross-Cultural Perspective
Comparative study of women's social roles around the world and through history. The sexual division of labor and evolution of humanity. Family forms and sex roles in hunting-gathering and horticultural society. The forms and origins of patriarchy. Women and family in Third World and industrial nations today. Prereq.: ANTH 10100, WS 10000, sophomore standing, or instructor's permission. 3 hr./wk.; 3 cr.

ANTH 27200: Television & Film: Anthropological Perspectives on the Mass Media
How television and film reflect the sociocultural environment in which they are produced. The emphasis is on the analysis of signs (language, nonverbal communication, and symbolism) in order to understand the ideological content of these media. (W) 3 hr./wk.; 3 cr.

ANTH 32100: Health Issues and Alternatives
A comparative and holistic study of concepts and practices of wellness and healing in various cultures. The course examines the origins, philosophies and applications of diverse cultures' healing systems to the prevention and treatment of selected dis-ease conditions. The class will also explore the many alternative modalities now available in this area. 3 hr./wk.; 3 cr.
ANTH 32200: Immigrant and Refugee Movements and Cultures
This course covers the main issues, causes and effects of mass population movements. It is a comparative study of selected recent and current immigrant and refugee groups, their origins, cultures and current socioeconomic situations. It covers their strengths, challenges and contributions to their new societies. The realities of particular class, ethnic, gender, generation and political groups will be analyzed. Refugee and immigrant groups within communities of North America and other areas will be studied. 3 hr./wk.; 3 cr.

ANTH 32300: Islamic Cultures and Issues
An introduction to basic beliefs, the socio-historical backgrounds of Islamic peoples, current geo-cultural spread, practices/acts of worship, and values and morals. The course examines Islam comparatively: traditional festivals and observances, family and community life, as well as customs and relations with other communities. Also covered are Islamic contributions, issues, migrations and organizations, and frequent media stereotyping and misrepresentations. 3 hr./wk.; 3 cr.

ANTH 32400: Violation of Human Rights
A review of the development of human rights accords and legislation, followed by an examination of international institutions overseeing and enforcing human rights standards. Special attention will be given to media and institutional responses to human rights issues, such as those tied to international, regional, and class injustices, with an emphasis on situations involving women and social minorities/oppressed groups. 3 hr./wk.; 3 cr.

ANTH 33000: Contemporary Culture Theory
The theories underlying the analysis of archaeological and cultural data and differing explanations for cultural regularities: evolutionary, sociobiological, Marxist, structuralist, political, and ethical issues and anthropological theory. Prereq.: ANTH 20100 and two additional elective courses in Anthropology or instructor's permission. (W) 3 hr./wk.; 3 cr.

ANTH 33100: History of Anthropological Theory
History of the field of Anthropology. Nineteenth century evolutionary theories, and early 20th century historical particularistic and structural functionalism. The personality and culture school. Colonialism and politics of anthropological theory. Prereq.: ANTH 20100 and at least two electives in Anthropology, or instructor's permission. (W) 3 hr./wk.; 3 cr.

ANTH 35000: Race and Racism
An examination of the idea of race from biological, sociocultural, and historical standpoints, particularly as it arose in support of the development of western European colonialism and imperialism. Also investigated will be the role of race/racism via-a-vis socioeconomic inequality, gender, class, ethnicity, and sexuality. (W) 3 hr./wk.; 3 cr.

Anthropological Linguistics Courses
ANTH 26500: Language and Society
Various regional and social class dialects are considered along with bilingualism and contact languages such as Haitian French Creole. Focuses on how behavior is affected by value judgments about dialect differences and how language is used to operate in different social contexts, including the classroom, workplace, neighborhood, and in multicultural situations generally. (W) 3 hr./wk.; 3 cr.

ANTH 27300: Black English: Structure and Use
The grammatical structure of Black American English and how it is used in Black culture and the educational system. (W) 3 hr./wk.; 3 cr.

ANTH 27500: Creole Sociolinguistics
The origin, history, and grammar of Haitian (French Creole) and related languages such as St. Lucian, Jamaican (Patois), and Guyanese. Topics include the use of Creole in education, Creole orthography, and the relationship of Creole languages to their European language lexifiers. (W) 3 hr./wk., plus conf.; 3 cr.

Biological Anthropology Courses
ANTH 28500: Human Heredity, Race and Intelligence
Environmental, cultural, and genetic interaction in human diversity and evolution. Topics: detecting inherited traits by pedigree, twins, population, chromosome and genetic code methods. Race, intelligence, sex roles, retardation, schizophrenia. Importance of culture and genetics in inherited diseases (sickle-cell trait, lactase deficiency), aggression and war. (W) 3 hr./wk.; 3 cr.

ANTH 29000: Dynamics of Human Ecology
Interactions of environmental, cultural, and biological factors in human adaptation. Topics: proxemics, privacy; personal space, territory, crowding, population problems; kinesics (gestures); pollution, food, energy crises, aggression and war causes. (W) 3 hr./wk.; 3 cr.
Department of Art

(Division of Humanities and the Arts)

Professor Anna Indych-Lopez, Chair • Department Office: Compton-Goethals 109 • Tel: 212-650-7421

General Information
The City College offers the following undergraduate degrees in art:

- B.A. in Art
- B.F.A. in Electronic Design & Multimedia

Programs and Objectives
Study in New York City offers an unparalleled opportunity to absorb not only the range and excitement of the current art scene, but also the riches of the past, through cultural resources of exceptional quality. The programs of the Art Department provide both the general student and the pre-professional with a solid foundation in studio art and art history, as well as advanced work in several specialized fields. Formal course work is reinforced with visits to museums, galleries, and artists’ studios; guest lectures and critiques; and exhibitions in the Art Department Gallery.

B.A. Program Concentrations

- Studio Art
  For Studio Art students, general instruction in the theory and practice of the visual arts is provided along with training that may include a focus in one or more of the following areas: drawing, painting, electronic design and multimedia, printmaking, photography, sculpture, or ceramic design. This focused study may be either broad or narrow, allowing students to build their skills in one or more areas after receiving foundation training in design. Studio Art students also take art history courses.

- Art History
  Art History students take introductory survey courses that are multicultural in focus. Advanced courses provide a grounding in historical and current visual culture traditions. Special topic courses are often linked to current museum exhibitions, and professional internships are open to qualified students. This concentration prepares students for career paths in museums and galleries, art publishing, auction houses, art appraisal, teaching art history, archaeology, and other art-related fields. Art History students also take studio art courses.

Teaching Art K-12

Students interested in teaching in schools, community centers, and/or museums pursue coursework in three main areas: studio art, art history, and education. Building on a solid foundation in the theory, history, and practice of creating and analyzing art, students also learn how to create culturally-relevant lesson plans, build community with diverse populations, and teach the arts in multiple settings. Students in this concentration can elect to pursue Initial Certification with the New York State Department of Education that enables them to teach in the public school system in New York. Students seeking their Initial Certification in Art K-12, must complete student teaching requirements via the School of Education. Alternatively, students may opt to teach in out-of-school settings via the non-certification track.

B.F.A. in Electronic Design & Multimedia

The B.F.A. in Electronic Design and Multimedia (EDM) is a professional program in design for print and interactive media which integrate a variety of digital media into all stages of design and production.

The program emphasizes a foundation in the principles of basic design as the prerequisite to intensive studio practice in design and imaging for a variety of visual communications media. The program builds skills in typography, design and imaging, and visual problem-solving completely integrated into digital technology. Using the industry standards in hardware and software, students gain practice in both concept and production. Students are encouraged to gain practical experience through internships and freelance projects. CCNY students have entree to the resources of New York City’s vast publishing and multimedia industries through industry partnerships.

B.F.A. Prerequisites for Admission

Students seeking admission must present a portfolio for review to the EDM admissions committee. The portfolio should demonstrate aptitude; finished, professional work is not a criterion. The committee is looking for raw ability, talent, and motivation. Students lacking a portfolio may enter the college in the B.A. program, and may apply to the B.F.A. after completing level 10000 and 20000 courses in the major. Transfer students in art must apply before completing 72 credits. Transfer students in other majors are also subject to the 72 credit rule. These students will submit a portfolio of work from those classes and be evaluated by the program’s instructors. A GPA of 2.5 will be required for all students to be accepted into the B.F.A. in Electronic Design & Multimedia.

B.F.A. Program Requirements

The B.F.A. Program in Electronic Design and Multimedia requires a total of 75 credits in the major, plus the college core for the B.F.A. of 42 credits, with additional credits in Liberal Arts electives making up the total of 120 credits toward the degree. Students must also fulfill the City College foreign language requirement. These requirements may raise the total credits needed for completion above 120.

B.F.A. Graduation Requirements

B.F.A. students are required to take Senior Thesis and complete a one-semester creative project under faculty supervision. Thesis students mount an exhibition of their projects and prepare a book that includes their thesis and also documents the process of their project in print and digital media. A copy of the book is retained by the department and kept on file with the EDM Program. Additionally, students may be required to complete and internship in an area related to their major concentration.

Requirements for Majors

A 2.5 GPA in the major is required for graduation. The GPA in the major is calculated from courses in the major based in the major department only, and that have been taken at City College or through epermit, including all courses in excess of the minimum required for the degree. In addition, students must maintain an overall GPA of 2.5 and above to graduate with a degree in Art.

Pre- and Co-requisite Courses for all majors (nine credits)
ART 10000: Introduction to the Visual Arts of the World (3 credit core)
ART 21000: Writing about Art or equivalent

Courses required for all majors (9 credits)
ART 10100: 2-Dimensional Design 3
One course from the following 2-Dimensional Group: 3
ART 10200: Introduction to Drawing
ART 10300: Introduction to Printmaking
ART 10400: Introduction to Photography
ART 10410: Photography and Visual Perception
ART 10500: Introduction to Painting
One course from the following 3-Dimensional Group: 3
ART 10600: Introduction to Sculpture
ART 10700: Introduction to Ceramic Design
ART 10800: Introduction to Wood Design
ART 10900: 3-Dimensional Design

B.A. Concentration Requirements

Students are required to have a GPA of 2.5 in order to declare a BA Art major and must maintain that GPA in order to remain in the program.

Studio Art Concentration

Art History requirements: choose 1 course from Group I; choose 2 courses from Group II; choose 1 course from either group. 12
Studio Art electives 9
Studio Art electives at the 20000-level or above 12
Total credits 42

Art History Concentration

Art History requirements: choose 2 courses from Group I; choose 4 courses from Group II; choose 2 courses from either group. 24
Studio Art electives 6
ART 21090: Research Methods 3
Total Credits 42

B.A. Teaching Art K-12 Concentration

Studio Art:
Any five additional studio art courses, at least one 20000-level, and one 30000-level 15
Art History:
ART 21062: History of Art I: Ancient through Medieval 3
ART 21064: History of Art II: Renaissance through Modern 3
Choose one Art History course from EACH of the two groups: 6
I. Visual Arts of the Ancient to Early Modern Worlds
II. Visual Arts of the Modern World
Education Courses:
B.F.A. in Electronic Design & Multimedia

Students are required to have a GPA of 2.5 in order to declare a BFA Electronic Design & Multimedia major and must maintain that GPA in order to remain in the program.

Studio Art:

ART 29500: Typography I 3
ART 29510: Graphic Design Concepts 3
ART 29520: Illustration 3
ART 29526: 2-D Imaging and Illustration 3
ART 39510: Electronic Design I 3
ART 39512: Print Production 3
ART 39540: Design for the World Wide Web I 3
ART 39550: Multimedia Design I 3
ART 39560: Digital Video 3
ART 39590: Seminar in Critical Issues in Design, Technology and Media 3
ART 49590: Electronic Design Portfolio 3
ART 49598: Senior Thesis 6
One of the following two: 3
ART 21067: History of Design 3
ART 21068: History of Graphic Design 3
Any five EDM electives at the 20000 level or above 15
Any three Art History courses at the 2000 level or above from at least three of the six distinct art history groups 9
Total B.F.A. Credits 75

Honors and Research

Qualified students may be approved for honors work in studio projects (ART 31591-31593) or art historical research (ART 31094-31096).

General Education Requirements ("Pathways")

In general, students are required to complete 42 credits of General Education coursework, with some adjustments for transfer students. See the General Education Requirements ("Pathways") section of the Bulletin for more information.

Minor in Art

The minor in Art consists of six courses (18 credits). Art minors will have a broad and flexible choice of courses to fulfill their minor requirements. Students will choose the courses to fulfill their minor requirements in consultation with Art Department faculty advisors.

Studio Art Option:

ART 10100: 2-Dimensional Design 3
Four studio art electives, at least one of which must be at the 20000 level or above 12
One art history elective at the 20000 level or above (except ART 21000) 3
Art History Option:

ART 10100: 2-Dimensional Design 3
Four art history electives at the 20000 level or above 12
One studio art elective at the 20000 level or above 3

Facilities

Art Gallery

The Art Department’s gallery space displays work of undergraduates, graduate students, and professional artists, as well as specially curated exhibitions. Approximately 2000 sq. ft. in size, the gallery accommodates two-and three-dimensional art.

Ceramic Design

The facilities include a large open work area with 18 pottery wheels and a slab roller, extruder, and a kiln room with three electric kilns. There is a plaster studio where students learn mold-making. Various clay bodies are used for utilitarian, sculptural and architectural ceramics, with equal emphasis on clay’s multicultural traditions (e.g., Egyptian paste and majolica).

Electronic Design & Multimedia

The electronic design studio incorporates two general-purpose computer labs, two specialized digital media labs, a Digital Output Center, and a design studio classroom, facilitating interaction between traditional and digital design production. The computer labs include: a multi-purpose lab for design, publishing and illustration; a multimedia lab for animation, interactive multimedia, and web design; and two specialized labs focusing on digital video, 3-Dimensional animation, and digital media integration. The electronic design studio is equipped with industry-standard computers configured for design and multimedia and running current graphics and multimedia software. With an open studio policy for currently enrolled students, the lab is available over 60 hrs./wk. under the supervision of the lab manager, faculty, and lab assistants. This facility mirrors the real-world graphics environments found in industry in order to better prepare students for positions in the field.

Painting and Drawing

The painting and drawing rooms are equipped with architectural-quality drafting tables and large easels. Each studio has wall space for critiques and large-scale projects. Model platforms, mat cutters, props and tools for the construction of painting supports are available. The Art Visual Resource Library maintains a collection of slides of student work for reference.

Photography

The facility houses a large, group black/white darkroom, a color darkroom and processing lab, private darkrooms, a studio, a process camera room, and a mounting/finishing area. Equipment includes Beseler and Omega enlargers, a Colenta processor and a NuArc process camera. Digital scanning via an Imacon scanner and large-format flatbed scanner is also supported. The David and Lenore Levy Collection of Contemporary Photography is available for student and faculty use.

Printmaking

The studio is equipped for the teaching of intaglio, lithography, relief processes including woodcut and lino-cut, collagraph, carborundum aquatint, water-based silk-screen, photo-printmaking in etching, silkscreen and lithography, and combinations of all the print media. There are three etching, one relief and two lithography presses, a 62” x 62” NuArc plate maker with a deep well blanket, plate cutter, large hot plate, aquatint box, large aluminum bed for lithographic plates, lithographic stones in a full range of sizes, queen size drying rack, numerous rollers of various durometers and dimensions, hydrobooth and hydroblaster for silk screen and a large copy camera to facilitate the production of oversized images. The integration of equipment for digital and photographic processes with conventional printmaking equipment allows for the full range of printmaking experiences.

Sculpture

The sculpture studio facility is amply equipped for the creation of traditional and non-traditional three-dimensional art. It accommodates various techniques including wood assemblage, construction, woodcarving, plasters, clay, and stone carving. There is a small efficient area for metal fabrication with metal working tools including mig welders and plasma cutters. The studio also houses a basic wood design shop with a table saw, jointer, surface tools, hand tools, and several band saws.

Visual Resources Library

Consisting of over 120,000 digital images and slides of works from prehistoric times to the present, the collection includes painting, sculpture and architecture of the Americas, Africa, Asia, and Europe, as well as ceramics, ivories, metalwork, manuscripts, printmaking, photography, textiles, interior design and comparative materials. The library also provides access to 500,000 art images through its subscription to ARTStor.
ART 10000: Introduction to the Visual Arts of the World
Introductory Courses

ART 10000: Introduction to the Visual Arts of the World
Concepts underlying content, formal structure, and historical development of the visual arts; art as a global phenomenon from prehistory to the present; relationship of art to the natural world, the built environment, political and other human institutions, and the realm of spirituality. 3 hr./wk.; 3 cr.

ART 10001: Introduction to Art for Honors Students
This course will introduce the students to world art through a study of painting, sculpture, and architecture made in Europe, America, Africa, and Asia. We will analyze a number of key works from prehistoric times to the present day, as we view them in relation to their social and historical content. In addition to the chronological approach, it will be the discussion of a number of questions and issues pertaining to art throughout the ages, including cultural property, gender and culture identity, orientalism, colonialism, primitivism, and postcolonialism. 3 hr./wk.; 3 cr.

ART 10100: 2-Dimensional Design
Introduction to the principles of two-dimensional concepts to explore visual vocabulary in design. Particular emphasis is made on representational and abstract aspects of composition to describe shape, structure, and space. Other design issues focus on the application of pictorial elements through pattern, texture, rhythm, balance, gravity, line, and the illusion of three-dimensional effects on two-dimensional surfaces. Color principles, the interaction of color, color phenomena, and the function of color in design are closely examined. 3 hr./wk.; 3 cr.

ART 10900: 3-Dimensional Design
An introductory course that involves process and problems of creating three-dimensional forms. Concentration on concepts of spatial organization. Particular emphasis on the exploration of various materials, fabrication methods, and techniques using a variety of tools and light machinery. Focus on the formation and analytical ideas for their interpretation as three-dimensional constructions. 3 hr./wk.; 3 cr.

ART 21000: Writing about Art
Practice in the styles and forms of expository writing required in the arts. Readings that acquaint students with standards of good writing about the arts. Prereq.: ENGL 11000 and ART 10000 or equivalent. 3 hr./wk.; 3 cr.

Drawing Courses

ART 10200: Introduction to Drawing
Drawing emphasizing fundamentals of visual perception, representation, abstraction, and pictorial organization. Introduction to the practice and articulation of elements of drawing involving composition, armature, structure, form, volume, line, texture, value, and space. Observation and specific problems stress experimentation with a variety of drawing materials including dry and aqueous media. Various papers and drawing surfaces are also examined during the course. 3 hr./wk.; 3 cr.

ART 22000: Intermediate Drawing
Continuation of introductory drawing through exploration of various dry and aqueous media in black and white. Emphasis on formal concerns, drawing devices, process, and expressive drawing to develop a personal visual language. Prereq.: ART 10200. 3 hr./wk.; 3 cr.

Printmaking Courses

ART 10300: Introduction to Woodcut
This course will explore the fundamentals of woodblock printing. Projects presented in class will introduce students to a wide range of woodblock printing techniques: chiaroscuro, reduction printing, and multi-color printing. Woodblock printing will be discussed in relation to the history of printmaking and its relevance in contemporary art making practices. Students will examine the interrelated nature of form, process, expression, and meaning. Prereq.: ART 10100 or ART 10200. 3 hr./wk.; 3 cr.

ART 10310: Introduction to Etching/Bookbinding
This course will explore fundamental etching techniques such as hard ground, aquatint and spit bite. Projects presented in class will introduce students to a wide range of mark marking and imagery. Combining different techniques will be emphasized. Some prints will be formatted for traditional and non-traditional books. Bookbinding will be introduced and various techniques will be demonstrated. Prereq.: ART 10100 or ART 10200. 3 hr./wk.; 3 cr.

ART 10320: Introduction to Lithography
This course will explore the fundamentals of stone and photographic lithography. Projects presented in class will introduce students to a wide range of lithographic techniques: images hand-drawn directly on the stone, multi-color printing, transferred images, and printing from computer-generated outputs. Prereq.: ART 10200. 3 hr./wk.; 3 cr.

ART 23000: Projects in Printmaking
Advanced work in various printmaking processes, methods, and techniques. The use of photo, digital, and hand-derived imagery to produce work in photo-silkscreen, photo-lithography, and photo-etching, as well as intaglio, lithography, relief printing, collagraph, silk-screen, and monotype printing. Specific course content will vary from semester to semester and be announced beforehand. Prereq.: ART 10300, ART 10400 or permission of the instructor. This course may be taken as many as 4 times for credit. 3 hr./wk.; 3 cr.

Photography Courses

Digital photography courses are listed under Electronic Design and Multimedia

ART 10400: Introduction to Photography
Principles and fundamentals of black and white photography as an art form. Development of film, processing, and printing will be studied. Students will be required to acquire a manual 35mm film camera. 3 hr./wk.; 3 cr.

ART 10410: Photography and Visual Perception
In this introductory course, students use their digital cameras and the college’s lab in a hybrid, hands-on approach to creating work that expresses a personal photographic vocabulary. Students will gain an understanding of the medium by looking analytically at photographs, through critiques, workshops, and demonstrations, as well as in readings and class discussions. 3 hr./wk.; 3 cr.
ART 24000: Photography II
Emphasis on the craft of photography. Problems leading to the mastery of technical skills regarding camera usage, exposure, film processing, printing, and finishing. Students will be required to acquire a manual 35mm film camera. Prereq.: ART 10400. 3 hr./wk.; 3 cr.

ART 2410: Color Photography
Practical experience in basic techniques as well as exploration of creative directions in the field of color photography. Prereq.: ART 10400. 3 hr./wk.; 3 cr.

ART 2420: Photographic Journalism
The making of still photographs for use in visual communications media. The function, scope, and influence of photographic journalism in contemporary society. Prereq.: ART 10400. 3 hr./wk.; 3 cr.

ART 2430: Documentary Photography
Visual recording, by means of still photographs, of people and the products of their society. Prereq.: ART 10400. 3 hr./wk.; 3 cr.

ART 2450: Genres in Photography
A project based course exploring current issues and working methods in contemporary fine-art photography. Prereq.: ART 24000 or ART 2410 or ART 29530. 3 hr./wk.; 3 cr.

ART 3400: Photo Portfolio and Projects
Advanced and individualized projects in any area of photography. Portfolio development for students specializing in photography. Group and individual critiques and reviews, as well as readings and discussions to develop and hone one’s artistic vision, and to promote passionate and sustained involvement in photography as a communication medium of personal, social and cultural significance. Prereq.: ART 24000 and ART 2410 or ART 29530. This course may be taken as many as 4 times for credit. 3 hr./wk.; 3 cr.

ART 3440: Alternative Processes in Photography
Introduction to unconventional photographic processes. Exploration of historic and new methods and materials that allow extension of photographic imagery beyond the standard black and white silverprint. Experimentation with hand-made emulsions and papers, incorporation of photographic imagery into new and varied contexts, such as drawings, paintings, and books. Prereq.: ART 24000, ART 2410 or permission of the instructor. 3 hr./wk.; 3 cr.

ART 3460: Studio Photography and Lighting
Emphasis on developing a studio sensibility. Exploration of various lighting systems such as tungsten and quartz, studio and portable flash, natural light, and mixed sources. We will address the artistic and technical problems associated with portraiture, still life, and product photography. Use of hand-held meters, flash meters, lighting accessories, filters, and an introduction to the view camera. Prereq.: ART 24000, ART 2410 and permission of the instructor. 3 hr./wk.; 3 cr.

ART 3470: Large Format Photography
An introduction to the large format view camera as used in fine art and commercial photography. A studio course covering fundamental camera movements, perspective controls and optics selection, applied lighting set-ups, metering and exposure calculation procedures, and specialized film processing and printing skills. Students will get hands-on experience with the 4x5 inch camera, while fostering a studio sensibility through the development of skills and techniques unique to large format photography. The course will introduce students to another way of seeing by exploring the special properties inherent in large format, while working in a professional, studio environment. Prereq.: ART 24000. 3 hr./wk.; 3 cr.

Painting Courses

ART 1050: Introduction to Painting
The medium of oil painting as related to visual perception and composition. Exploration of traditional and non-traditional approaches to painting. Emphasis on materials, color mixing, and technical implications in the process of painting. Prereq.: ART 10200. 3 hr./wk.; 3 cr.

ART 25000: Projects in Painting
Exploration of problems in painting in representational and nonrepresentational approaches. Emphasis on painting from direct observation, personal concepts, and solutions to assigned projects. The course focuses on formal concerns including color mixing, value, color interaction, composition, and problems of pictorial space. Studies and medium-size paintings will investigate the overlapping relationships of painting and drawing. Experimentation with materials, techniques, and various alternatives in the handling of paint. Prereq.: ART 10500. This course may be taken up to 4 times for credit. 3 hr./wk.; 3 cr.

ART 35000: Watercolor
Continued experience with aqueous media, both transparent and opaque, including applications to other areas of artistic expression. Prereq.: ART 10100. 3 hr./wk.; 3 cr.

Sculpture Courses

ART 10600: Introduction to Sculpture
The problems of sculpture as related to visual perception and composition. 3 hr./wk.; 3 cr.

ART 10800: Introduction to Wood Design
This is a course that provides an introduction to design and fabrication with wood as the primary medium. The projects will explore the intrinsic qualities of wood and creative design, from sketch to final form. The goal is to create work that shows a cohesive integration of design, material and execution. The safe use and the proper use of hand and power tools is a vital component of this course. 3 hr./wk.; 3 cr.

ART 26000: Projects in Sculpture
The principles of visual communication and expression in sculpture. The sculptural idea will be taken through the necessary paces from doodle to final presentation. The course aims to provide an environment that encourages students to explore these ideas through research, process, and materials. The students will be exposed to historical and contemporary precedence in art making and are taught to think independently to gain an understanding of a wide range of sculptural concerns. The course will revolve around traditional and contemporary methods of fabrication, such as welding, carving, and construction, as well as the use of alternative materials, such as concrete, polystyrene, etc. Prereq.: ART 10600. This course may be taken as many as 4 times for credit. 3 hr./wk.; 3 cr.

ART 28000: Projects in Wood Design
Continuation of Introduction to Wood Design. Emphasis on development and construction of more sophisticated designs. Advanced woodworking techniques. Prereq.: ART 10800. This course may be taken as many as 4 times for credit. 3 hr./wk.; 3 cr.

Ceramic Design Courses

ART 10700: Introduction to Ceramic Design
Principles of ceramics as an art form, introducing handbuilding methods, such as slab, coil, and pinching to create ceramic forms. 3 hr./wk.; 3 cr.

ART 10710: Architectural Ceramics
Architectural ceramics is the use of clay to make structural and decorative elements for the built environment. This course is an introduction to basic skills and techniques of ceramics—pinchpot, coil, and slab as taught through the prism of architectural tiles and decorative units. There are field and museum trips to see firsthand the rich multicultural history of ceramic tile and ornament. Provides students with hands-on experience making single and multiple forms. Learn how to make and use plaster press molds, plaster slip-casting molds, and the extruder. Form making, kiln firing, and glazing are covered in this alternate way of exploring the special plastic properties of clay. 3 hr./wk.; 3 cr.

ART 27000: Projects in Ceramic Design
A course that introduces throwing on the potter’s wheel, glazing, and kiln firing. Slide presentations, films, demonstrations, and critiques, with emphasis on individual projects and the development of a personal approach to clay. Students are expected to participate in kiln loading and firing of their work. Prereq.: ART 10700. This course may be taken as many as 4 times for credit. 3 hr./wk.; 3 cr.

ART 37000: Clay and Glazes
The study of the raw materials used in the ceramic process to formulate clay bodies and glazes. A lecture and laboratory course which will give students the basic knowledge necessary to mix their own glazes and clay bodies. Prereq.: ART 27000. 3 hr./wk.; 3 cr.

Electronic Design & Multimedia Courses

ART 2950: Typography I
Type as abstract structure and its relation to problems of graphic communication. Application of typographic design in the creation of posters, brochures, magazine and book design, print ads and packaging. Prereq.: ART 10100. 3 hr./wk.; 3 cr.

ART 29510: Graphic Design Concepts
Exploring the relationship of image and type in graphic design, with emphasis on developing conceptual and visualization skills. Design and imaging using traditional tools and technology in projects ranging from the development of graphic icons to the design of promotional materials. Prereq.: ART 10100. 3 hr./wk.; 3 cr.
ART 29520: Illustration  
Aspects of contemporary illustration in various media. Projects in editorial (book, magazine), advertising (product, technical), and promotional (poster) illustration. Pre- or coreq.: ART 10100 or ART 10200. 3 hr./wk.; 3 cr.

ART 29526: 2-D Imaging and Illustration  
Electronic illustration and image processing with an overview of approaches from painting to montage. Exploring imaging techniques through the use of masks, channels, filters, and special effects. Issues of color management, color correction, resolution, and printing. Prereq.: ART 10100 and ART 29520. 3 hr./wk.; 3 cr.

ART 29530: Digital Photography I  
Introduction to digital photographic practices. Technical concerns and aesthetic issues of digital image capture and digital photo manipulation and output/display. Exploration of contemporary digital photography and student concept development through the digital photographic process. Prereq.: Art 10400 or permission of the instructor. 3 hr./wk.; 3 cr.

ART 39500: Typography II  
A continuation of Typography I. This course will focus more closely on the expert usage of type in all forms of graphic design. Students will learn to create powerful graphic statements using the diverse properties of typographic expression. Emphasis on communication systems, cohesive identity packages, logo development and publication design with orderly, logical and aesthetically appropriate typographic usage. Various projects will explore enhancing comprehension through intelligent use of typographic levels of emphasis. Prereq.: ART 29500. 3 hr./3 cr.

ART 39510: Electronic Design I  
Design for print media with special focus on page layout, integration of text and graphic illustration, and corporate identity systems. Use of the computer as a design and production tool, with an introduction to vector and raster-based software for design and illustration. Prereq.: ART 29500 and ART 29510. 3 hr./wk.; 3 cr.

ART 39512: Print Production  
Investigation of print production for graphic design, from concept to execution. Development of concepts from initial visualization to comprehensives to mechanicals for black and white and color printing. Exploration of systems for page layout (such as the grid system) and other approaches to the design of visual information. Overview of special techniques in printing including embossing, die-cuts and paper selection. Prereq.: ART 39510. 3 hr./wk.; 3 cr.

ART 39530: Digital Photography II  
This course builds on the concepts and skills learned in ART 29530. A further examination of conceptual and technical concerns surrounding digital photography. Prereq.: ART 29530. 3 hr./wk.; 3 cr.

ART 39540: Design for the World Wide Web I  
Interface design, information structuring and interactivity for the World Wide Web. Sites will be examined from the perspective of design, utility and interactivity. Development of HTML documents and images, design and prototype testing of a logical hierarchical information structure. Students will work individually and in teams, and develop an actual site. Prereq.: ART 29500 and ART 29526. 3 hr./wk.; 3 cr.

ART 39542: Web Animation  
This course explores tools and techniques for animation and the design of interactive experience for the Web. Exploration of traditional animation techniques (frame-by-frame animation and tweening) and the development of code-based animation and interactivity. Projects in visual communication for the Web incorporating text, audio, and moving images controlled via Actionscript. Prereq.: ART 39540. 3 hr./wk.; 3 cr.

ART 39550: Multimedia Design I  
Introduction to creative and production techniques of media integration and multimedia. Topics include sprite and frame based animation, screen and interface design, and interactive system design. Special emphasis will be placed on working with sound, animation and video in both linear and non-linear formats. Basic elements of scripting and programming for developing interactive projects will also be covered. Prereq.: ART 29500 and ART 29526. 3 hr./wk.; 3 cr.

ART 39560: Digital Video I  
This course provides an introduction to digital motion graphics and desktop video on the Macintosh. We will survey a variety of imaging techniques through the history of video as an art form, and learn how to apply these modes of visual thinking to our own projects. This course will provide practical experience in design and production of Quicktime-based digital video and motion graphics using a variety of software, especially Adobe After Effects. Prereq.: ART 29526 or ART 29530. 3 hr./wk.; 3 cr.

ART 39570: 3-Dimensional Computer Imaging and Animation I: Foundation  
This course provides students with a solid foundation in both the creative and technical aspects of 3-Dimensional image creation on the computer. Topics include 3-Dimensional modeling, animating, lighting, shading, texturing, camera composition and rendering techniques. Both still image and animation will be covered. In addition to discussing a range of 3-Dimensional software programs, this course will explore the role of 2-Dimensional drawing and painting programs in the creation of 3-Dimensional image environments. The role of 3-Dimensional imaging in film, design, multimedia art, and electronic gaming will also be discussed. Prereq.: ART 29526. 3 hr./wk.; 3 cr.

ART 39580: Game Workshop  
This course teaches the fundamentals of game play design. Students are introduced to a variety of games and work individually and collaboratively to create new board and card games. The class emphasizes an iterative design process. Prereq.: ART 21000 or other 200-level writing course. 3 hr./wk.; 3 cr.

ART 39598: Concept Research  
This class is recommended for all BFA students who want to prepare for their final thesis or other independent projects. This course examines the creation of an individual project through concepts, research, experimentation, and exercises. Through readings, discussions and field trips, students will learn to come up with a strong idea and to formulate an argument for it. Prereq.: Permission of instructor. Permission will be based on instructor's evaluation of student's course work to date, and submission of a brief proposal (100-200 words) that articulates the student's creative research interest. Students from other majors who wish to develop a creative research project are invited to apply. 3 hr./wk.; 3 cr.

ART 49510: Electronic Design II  
Continuation of Electronic Design I. Investigation of contemporary design styles and exploration of issues in typography and information design through advanced projects in publication design and graphic illustration. Prereq.: ART 39510. 3 hr./wk.; 3 cr.

ART 49518: Design & Publishing Projects  
An advanced exploration of the creative and production process for print media, organized around a semester-long group collaboration. The chosen project, executed in consultation with a guest designer, will explore the intersection of original text and image. It will proceed from research through imaging and printing, and result in a single issue publication or other printed matter. Interdisciplinary collaborations will be encouraged. Prereq.: ART 49510 or permission of the instructor. 3 hr./wk.; 3 cr.

ART 49540: Design for the World Wide Web II  
This course provides students who already have a solid foundation in web design an opportunity to extend their web skills to include scripting and interactivity, audio, video and animation over the web and sophisticated data handling and processing. In addition, the course will look at other multimedia environments on the Internet, such as the Palace, video conferencing, and audio tools. Prereq.: ART 39540. 3 hr./wk.; 3 cr.

ART 49550: Multimedia Design II  
This course provides students who already have a solid foundation in multimedia design an opportunity to extend their skills in scripting and interactivity, controlling digital audio and video, and creating finished CD-ROMs. The course will focus on the development of a fully integrated and mastered CD-ROM of students' projects. Prereq.: ART 39550. 3 hr./wk.; 3 cr.

ART 49558: Multimedia Projects  
This course is an advanced exploration of the creation process for interactive multimedia, organized around a semester-long group collaboration. This project, produced in collaboration with a guest artist/designer, will explore the intersections of sound, image, animation, and interactivity. The project will be realized through design and production, up to integration, programming, and distribution of a CD-ROM, web site, or other multimedia form. Interdisciplinary collaborations will be encouraged. Prereq.: ART 39550. 3 hr./wk.; 3 cr.

ART 49560: Digital Video 2  
This advanced course covers topics related to complex compositions for animation, video art, editing techniques, post-production and research methods for motion graphic projects. It requires a basic knowledge of digital video applications (as covered in Digital Video 1). Students will gain an in-depth understanding of the field by looking analytically at videos, through critiques, workshops, demonstrations, readings and class discussions. Prereq.: ART 39560. 3 hr./wk.; 3 cr.
ART 49570: 3-Dimensional Computer Imaging and Animation II: Animation and Visual Effects
This advanced course builds upon the skills learned in 3-Dimensional Computer Imaging and Animation I. The class will focus on animation techniques and applying visual effects to scenes using dynamics. Topics include traditional and procedural animation, creating visual effects using particle systems and emitters, creating dynamic environments using physics-based properties, camera rigging and advanced rendering techniques. Importing and exporting relevant file formats will also be explored. Prerequisite: ART 39570. 3 hr./wk.; 3 cr.

ART 49590: Electronic Design Portfolio
Advanced projects and portfolio evaluation for students planning a career in graphic design or illustration. Exploration of graphic presentation techniques to create highly finished comps; introduction to the business of graphic design, career resources and business practices. Portfolio preparation for the student’s area of specialization; practical experience in making portfolio presentations; creation of self-promotion materials. Prerequisite: Three 30000-level and two 40000-level EDM courses. 3 hr./wk.; 3 cr.

ART 49598: Senior Thesis
Advanced design seminar in which students develop a sustained individual project in a major area of concentration (print, Internet, multimedia). This semester-long project is designed to encourage extended development and the synthesis of communication skills and related design disciplines. Additionally, collateral promotion and presentation materials will be created to support the project. The final requirement for graduation, the thesis project will be presented in an exhibition and in oral presentation to faculty and invited critics. Prerequisite: completion of all major requirements for the BFA. 6 hr./wk.; 6 cr.

Advanced Courses in Studio Art (permission of the instructor only)
ART 31501-31510: Selected Topics in Studio Art
Advanced study in selected subjects outside of the regular curriculum. Course announcements will be made in the preceding semester. 3 hr./wk.; 3 cr.

ART 32098-39598: Internships and Fieldwork
Credit is available to advanced students for internships and fieldwork in cooperation with commercial and industrial firms, museums and galleries, and governmental agencies. Students can register for specialized internships based on the area of study. Permission of instructor and chair required. 3 cr. each. No more than 6 credits accepted.

ART 32099-39599: Independent Study in Studio Art
Independent study in art under staff guidance. Three previous courses (or equivalent) in area of study chosen and permission of instructor and Chair required for admission. 3 cr. each. No more than 9 cr. accepted.

ART 31591-31593: Honors I-III in Studio Art

Critical Issues in Studio Art Courses
ART 21510: Art and Protest
This course offers the opportunity to reflect upon the relationship between art and activism by applying, in students’ own creative work, critical tools and methods generated by contemporary theory and social history. While art is often perceived as unrelated to and independent of politics and social history, this course will examine how these underlying contexts affect aesthetics. Many artists have resisted traditional and conventional approaches to art in order to inform us of the existence of other perspectives, histories and voices. Through creative projects and the exposure to other artists’ works, readings and films, this course will explore the realities within which images are made. Some of many questions for contemplation and discussion include: What is taste and how is it acquired? Who is responsible for the writing of our history? What is the relationship between money and art history? To what extent do artists simply parrot traditional values in their work? What outlets are available for activist artists? Have alternative aesthetics and radical activities challenged the writing of mainstream representation? How can artists define a political/activist position, and what responsibility do they bear in making images? Prerequisite: ART 10000, ART 21000, and at least two studio art courses. 3 hr./wk.; 3 cr.

ART 39590: Critical Issues in Design, Technology and New Media
Seminar exploring the visual language of image and typography and its function in mass communications; the syntax of video, audio and interactive works; and the aesthetic and social challenges raised in design for print, time-based media and telecommunications. The seminar will provide students with a thorough grounding in technology-related issues through selected readings and discussion. Prerequisite: ART 21067 or ART 21068 or related 20000-level Art History course. 3 hr./wk.; 3 cr.

Teaching Art K-12 Courses
ART 15500: Art in Education I
Drawing, painting and design with materials basic to the art experiences of children. 3 hr./wk.; 3 cr.

ART 25500: Art in Education II
Experience in drawing, painting, design and crafts related to art in the junior and senior high schools; projects suitable for classroom use related to curriculum needs. Prerequisite: ART 15500. 3 hr./wk.; 3 cr.

Art History Courses
Elective Courses
ART 10000 is a prerequisite and ART 21000 (or equivalent) is a pre- or corequisite for all elective art history courses.

Group I: Visual Arts of the Ancient to Early Modern Worlds
ART 21012: Egyptian Art and Architecture
Painting, sculpture, architecture, and decorative arts of Egypt from Predynastic times through the Ptolemaic period. (W) 3 hr./wk.; 3 cr.

ART 21014: Greek and Roman Art
Art of the Classical civilizations: Greece from the Geometric period through the Hellenistic era; the Etruscan contribution; Rome from the Republican period through late Imperial times. (W) 3 hr./wk.; 3 cr.

ART 21022: Romanesque and Gothic Art
Art of the later Middle Ages: architecture, sculpture, manuscripts, stained glass; emphasis on French cathedrals, regional schools in emerging national states, and Byzantine influence on the West. (W) 3 hr./wk.; 3 cr.

ART 21024: Italian Renaissance Art and Architecture
An overview of the painting, sculpture, and architecture created in Italy during the fourteenth, fifteenth, and sixteenth centuries. Discussion will focus on the needs and ambitions of private, civic, and ecclesiastical patrons, as well as the creative responses of individual artists from Giotto to Michelangelo. (W) 3 hr./wk.; 3 cr.

ART 21025: Northern Renaissance Art
An overview of painting, sculpture, and printmaking created in Northern Europe during the fourteenth, fifteenth, and sixteenth centuries. Trace the development of naturalism and humanism in France, Germany, and the Netherlands, as well as the dialogue between Northern Europe and Italy during the Renaissance. Discussion will explore the needs and ambitions of private, civic, and ecclesiastical patrons, as well as the creative responses of individual artists from Van Eyck to Bruegel. (W) 3 hr./wk.; 3 cr.

ART 21026: Baroque and Rococo Art in Europe
Seventeenth and eighteenth century art in Italy, France, Spain, and Holland. Artists include Bernini, Poussin, Caravaggio, Artemisia Gentileschi, Velazquez, Rubens, Rembrandt, and Vermeer. (W) 3 hr./wk.; 3 cr.

ART 21043: Ancient Art of Meso-America, the Andes, and the Caribbean
A survey of sculpture, architecture, the town plan, and crafts in select pre-European cultures of the Caribbean Basin, the Andes, and Meso-America, including the Taino, the Inca, and the Aztec. (W) 3 hr./wk.; 3 cr.

ART 21052: Islamic Art
Architecture and decorative arts of the Islamic world, including Syria, Egypt, Persia, Turkey, Spain, and northern Africa. (W) 3 hr./wk.; 3 cr.

ART 21053: Art of India and Southeast Asia
Art of India, Southeast Asia, and Indonesia; Buddhist, Jain, and Hindu Art in India; Buddhism, and Hindu art in Southeast Asia and Indonesia. (W) 3 hr./wk.; 3 cr.

ART 21054: Art of China, Japan, and Korea
The art and architecture of China, Japan, and Korea from prehistoric times to the nineteenth century. (W) 3 hr./wk.; 3 cr.

ART 21062: History of Art I: Ancient through Medieval
A chronological survey of world art and architecture from prehistoric times through the early Renaissance. Analysis of visual expression in terms of style and content in historical and cultural context. Prerequisite: ENG 11000, ART 10000 and ART 21000. (W) 3 hr./wk.; 3 cr.

ART 31550: The Artist in Society: South Asian Perspectives
This course challenges students to think about how concepts of the artist develop in historically and culturally specific ways, and to consider how such concepts influence visual traditions. It focuses on the painters, sculptors, architects and craftspeople of South Asia. Major themes include concepts of art, artist/patron relationships, workshop practices, techniques and materials, tradition and innovation, and distinguishing historical and cultural perceptions of artists. All periods of South Asian art history are covered, but the emphasis is
on the 16th to 19th centuries. Prereq: ART 10000; Coreq: ART 21000. (W) 3 hr./wk; 3 cr.

Group II: Visual Arts of the Modern World

ART 21030: Nineteenth Century Art in Europe
The art of western Europe, primarily France, including Romanticism, Realism, Impressionism, and Post-Impressionism. (W) 3 hr./wk; 3 cr.

ART 21032: American Art 1776-1900
Art of the United States from colonial times to the late 19th century; consideration of European influences and regional contributions in the development of American architecture, sculpture, and painting. (W) 3 hr./wk; 3 cr.

ART 21036: Early Modern Art in Europe and the U.S.
The development of early modern art styles in France, Germany, Italy, Russia, and the U.S., including Fauvism, Cubism, Futurism, Constructivism, Expressionism, Dada, and Surrealism. (W) 3 hr./wk; 3 cr.

ART 21038: Postwar Art in the U.S. and Europe
Art from 1945 through 1980 in the U.S. and Europe, including Abstract Expressionism, Pop art, Minimal art, Conceptual art, the development of earthworks and public art, feminist and other issue-based art. (W) 3 hr./wk; 3 cr.

ART 21044: Art of Native North America
A survey of select artistic traditions of native North American Indian art including Aleut and Inuit. Emphasis on artistic context as a synthesis of regional and cultural-historical phenomena. (W) 3 hr./wk; 3 cr.

ART 21064: History of Art II: Renaissance through Modern
A chronological survey of world art and architecture from the early Renaissance to the present. Analysis of visual expression in terms of style and content in historical and cultural context. Prereq.: ENGL 11000 and ART 10000 and ART 21000. (W) 3 hr./wk; 3 cr.

ART 21067: History of Design
Historical and cultural influences and technical developments in the design of objects for use. Required for the BFA in Electronic Design & Multimedia. (Choice of either History of Design or History of Graphic Design.) Prereq.: ART 10000 + 1/20000-level writing course. (W) 3 hr./wk; 3 cr.

ART 21068: History of Graphic Design
The study of graphic design as a tool for communicating, reinforcing and shaping socially constructed ideals by tracing the role of communication arts from pre-historic to contemporary postmodern aesthetics. Required for the BFA in Electronic Design & Multimedia. (Choice of either History of Design or History of Graphic Design.) Prereq.: ART 10000 + 1/20000-level writing course. (W) 3 hr./wk; 3 cr.

ART 21069: Art Criticism
A study of historical and contemporary theories and methodology. Critical analysis and evaluation of original works of art. Student reports, papers, and discussion. (W) 3 hr./wk; 3 cr.

ART 21070: Topics in “Outsider” Art
This course will examine the work of self-taught or “ Outsider” artists in the twentieth and twenty-first centuries, from the emergence of the concept of “ Outsider Art” in European Art Brut and its translation into American Art, to current day iterations of such work around the world. Pre-req: ART 10000; Co-req: ART 21000. (W) 3 hr./wk; 3 cr.

ART 31012: Arts of Africa: An Introduction
Artists from Africa and African diasporas have historically created vibrant and diverse arts that shape and are shaped by local and global politics as well as social and religious experiences. In this introductory course, students examine a broad range of arts and cultures linked to the continent and consider how arts and artistic practices move. To understand how knowledge about African arts has formed and changed, students investigate categories used to classify African arts and ways people have studied such arts. (W) 3 hr./wk; 3 cr.

ART 31013: Contemporary Arts of Africa
Artists linked to Africa increasingly resist framing their work according to ethnic or national identities. Yet, the construction of cultural and national histories often contributes to the content and reception of artists’ projects. In this course, we consider how colonial, postcolonial, transnational, and international experiences intersect with arts created from diverse mediums. We also investigate the classifications “contemporary,” “African,” and “contemporary African” in relationship to artistic production, promotion, and display. (W) 3 hr./wk; 3 cr.

ART 31106: Issues of Identity in Modern Art
This course will explore identity issues in modern art with an emphasis on contemporary art. We will consider a range of questions, including how to identify and define identity, orientalism and the “other,” cultural aesthetics, diaspora, dislocation, hybridity and multiculturalism. (W) 3 hr./wk; 3 cr.

ART 31118: Themes and Methods of African Arts
Dynamic sculptures, textiles, masquerades, assemblages, photography, and architecture made from a variety of materials constitute some of the arts that diverse artists from across West Africa have historically produced. Using a thematic approach, students examine a range of arts linked to the continent and investigate similarities and differences in strategies of artistic production. Students also consider different methods scholars have developed to understand such arts. (W) 3 hr./wk; 3 cr.

ART 31530: Modern Art in Latin America
An overview of the various currents of modernism that developed in Latin America from 1900 to 1945. Emphasis will be placed on the artistic production of certain countries, such as Mexico, Brazil, Argentina, Cuba, and Uruguay. (W) 3 hr./wk; 3 cr.

ART 31531: Modern Mexican Art
This undergraduate course is an in-depth look at the period known as the “Mexican Renaissance” when numerous artists, intellectuals, and government institutions responded to the goals, proposals, and failures of the Mexican Revolution (1910-1920), the first social uprising of the twentieth century. It will provide an overview of Mexican muralism and consider the role of diverse media (easel painting, graphic art, and photography) in expressing issues such as cultural nationalism, gender, class, and race in post-Revolutionary Mexican society. The course is organized as a series of classroom lectures based on slides and selected thematic and chronological topics. A field trip to the Orozco mural at the New School and/or a local museum and/or gallery will provide students with first-hand knowledge of the art under discussion. (W) 3 hr./wk; 3 cr.

ART 31532: Contemporary Art in Latin America
Artistic manifestations in post-World War II Latin America, including the work of diaspora artists and Latino/a artists in the United States. (W) 3 hr./wk; 3 cr.

ART 31534: History of Photography
The aesthetic, historical, and technical development of still photography viewed as a major medium of artistic expression in the nineteenth and twentieth centuries. (W) 3 hr./wk; 3 cr.

ART 31538: Art since 1980
This course explores art since 1980 both in a historical context and in terms of contemporary criticism. Frequent gallery visits and conversations with artists, curators, gallery assistants. (W) Prereq. ART 21038. 3 hr./wk; 3 cr.

ART 31553: Asian Art Since 1850: Tradition and Nation
This course looks at ideas of tradition and nation in modern and contemporary Asian arts, at rejections of these ideas and at the struggle of individuals to escape the confines of nationalist thinking and East/West dichotomies. The course will focus primarily on India and Japan, respectively colonized and colonizing nations, but Pakistan, Korea and China are also discussed. Pre-req: ART 10000; Co-req: ART 21000. (W) 3 hr./wk; 3 cr.

ART 31570: “Outsider” Art Environments
This course will explore 20th and 21st-century “outsider” art environments: vernacular expressions of art, architecture, and/or landscape architecture, which emerge as public and private expressions by artists/builders who do not have formal training, and which are generally grounded in the local concerns and experiences of their makers. Pre-req: ART 10000; Co-req: ART 21000. (W) 3 hr./wk; 3 cr.

Advanced Courses in Art History

ART 21090: Research Methods in Art History
Techniques of art historical scholarship; use of bibliographical materials, iconographic and stylistic analyses; oral presentations; writing of a research paper. Required for all students concentrating in art history. (W) 3 hr./wk; 3 cr.

ART 31098: Internship in Art History
Credit is available to art history students for internships and fieldwork in cooperation with commercial and industrial firms, museums, galleries, and governmental agencies.

ART 31099: Independent Study in Art History
Individual research in selected problems under faculty guidance. Advance application and permission of instructor and chair required for admission. 3 cr. May not be taken more than 3 times.

ART 31011-31020: Selected Topics in Art History
Advanced study in selected subjects outside of the regular curriculum. Course announcements will be made in the preceding semester.

ART 31094-31096: Honors I-III in Art History
Approval of Dean and Department Honors Supervisor required. Apply in NA 5/225 no later than December 10 in the fall term or May 1 in the spring term. Usually 3 cr./sem.
Faculty
Molly Aitken-Zaidi, Assistant Professor
B.A., Harvard Univ.; M.A., Columbia Univ., M.Phil., Ph.D.
Becca Albee, Associate Professor
B.A., Evergreen State College; M.F.A., Univ. of North Carolina Chapel Hill
Patterson Beckwith, Lecturer
B.F.A., Cooper Union; M.F.A., Univ. of California (Los Angeles)
Colin Chase, Associate Professor
A.A.S., Fashion Institute of Technology; B.F.A., Cooper Union; M.F.A., Univ. of Michigan
Marit Dewhurst, Assistant Professor
B.A., Univ. of Michigan; Ed.M., Harvard University, Ed.D.
Joel Wellington Fisher, Lecturer
B.A., Univ. of New Hampshire; M.F.A., Rhode Island School of Design
Megan Foster, Lecturer
B.F.A., Rhode Island School of Design; M.F.A., Columbia Univ.
Leopoldo Fuentes, Assistant Professor
B.F.A., California State Univ. (Los Angeles); M.F.A., Northwestern Univ.
Susan Gagliardi, Assistant Professor
B.A., John Hopkins Univ.; M.A., Univ. of East Anglia (U.K); Ph.D., Univ. of California, Los Angeles
Ethan Ham, Associate Professor
B.A., Univ. of California, Santa Cruz; M.F.A., Portland State Univ.
Ellen Handy, Associate Professor
B.A., Barnard College; Ph.D., Princeton Univ.
Craig Houser, Lecturer
B.A., Carleton College; M.A., Hunter College; M. Phil., CUNY Graduate Center, Ph.D.
Anna Indych-López, Associate Professor
B.A., New York Univ., M.A., Ph.D.
Lise Kjaer, Lecturer
M.F.A., Academy of Fine Arts (Poland); M. Phil., CUNY Graduate Center, Ph.D.
Hajoe Moderegger, Associate Professor
M.F.A, Bauhaus-University Weimar (Germany)
Sylvia Netzer, Professor
B.A., City College; M.F.A., Columbia Univ.
Ina Saltz, Associate Professor and Chair
B.F.A., Cooper Union
Harriet F. Senie, Professor
B.A., Brandeis Univ.; M.A., Hunter College; Ph.D., New York Univ.
Tom Thayer, Lecturer
B.F.A., Northern Illinois Univ., M.F.A.
Annette Weintraub, Professor
B.F.A., Cooper Union; M.F.A., Univ. of Pennsylvania

Professors Emeriti
Robert E. Borgatta
Sherman Drexler
Madeleine Gekiere
Catti James
Michi Itami
Irving Kaufman
Jay Milder
Seong Moy
Elizabeth O'Connor
George Nelson Preston
Joan Webster Price
Asian Studies Program

(Division of Humanities and the Arts)

Professor Richard Calichman, Chair · Department Office: NAC 5/223 · Tel: 212-650-7495

General Information
The City College offers the following undergraduate degree in Area Studies:

- B.A.

Programs and Objectives
The Program in Asian Studies offers an interdisciplinary concentration.

Requirements for Majors
Students are required to take a total of 30 credits related Asian Studies. At least 24 credits must be above the 20000 level. Students who are proficient in Asian languages may use their language ability to fulfill requirements of up to six credits. A 2.0 GPA in the major is required for graduation. The GPA in the major is calculated from courses in the major based in the major department only, and that have been taken at City College or through ePermit, including all courses in excess of the minimum required for the degree. In addition, students must maintain an overall GPA of 2.0 and above to graduate with a BA in Asian Studies.

General Education Requirements ("Pathways")
In general, students are required to complete 42 credits of General Education coursework, with some adjustments for transfer students. See the General Education Requirements ("Pathways") section of the Bulletin for more information.

Requirements for Minors
Students are required to take a total of 15 credits of courses related to Asian subjects. Of those credits, at least 6 must be above the 20000 level. Students who are proficient in Asian languages may use their language ability to fulfill requirements of up to six credits.

Advisement
Advisors are available in the program office.

Majors in the Department of Asian Studies are expected to maintain a minimum GPA of 2.5. Those who fall below that number will be called in for a conference with a departmental advisor to discuss ways of improving academic performance. The advisor may recommend taking a particular course for better preparation, meeting with a tutor in the Writing Center, taking a course load lower than 15 credits, or other strategies for achieving academic success. All students should try to maintain the highest possible GPA in order to enhance their prospects for acceptance to graduate programs and career opportunities.

Asian Studies Course Descriptions
Courses on Asian and Asian-American subjects offered at The City College are listed below and are accepted toward fulfilling the program's requirements. Students may also take courses offered at other CUNY campuses with permission of the program director. Courses taken abroad during an exchange program may also be accepted with permission.

Asian Studies Introductory Courses

ASIA 10100: Asian Cultures and Peoples
The major factors that have shaped the Asian countries and peoples; geography, civilization, migration, and settlements of ethnic groups; philosophies, religions, historical events, leaders, and modern political and socioeconomic institutions. 3 hr./wk.; 3 cr.

ASIA 10200: Asian Literature in English Translation
Selected masterpieces of Asian literature. Lectures and classroom discussions, supplemented with audiovisual aids. 3 hr./wk.; 3 cr.

ASIA 20100: Asians in America
The processes of assimilation, adaption, competition, conflict and adjustment of Asian minorities in the United States from the mid-19th century to the present. 3 hr./wk.; 3 cr.

ASIA 20200: Contemporary Asia
The cultural tradition of Asia in general and of China and Japan in particular. The peoples and their psychological, educational, social, artistic, political and economic behavior. 3 hr./wk.; 3 cr.

Advanced Asian Studies Elective Courses

ASIA 20402-20404: Asian American Communities II: Practicum on Asian American Communities
Participation in community work. Students select a cooperating agency or organization and work in one of its programs. (W) 2-6 cr.

ASIA 20500: Contemporary China
Historical events, political, cultural and socioeconomic conditions, and foreign relations of the People's Republic of China since 1949. Analysis of the Cultural Revolution; economic growth of the People's Republic; relations with the U.S. and the former Soviet Union; Communist leadership to the present. (W) 3 hr./wk.; 3 cr.

ASIA 20700: Asian Women
The position and role of Asian women in historical, political and psychological contexts. Traditional stereotypes; role in Asian history; Asian women in America; relationship to white and Third World women; alternatives to women's liberation. (W) 3 hr./wk.; 3 cr.

ASIA 20800: Asians and American Law and Politics
A comparison of the legal and political background of the East and West. American law and politics as they affect the lives of Asian minorities. Sample cases, familiarization with various legal proceedings and governmental institutions. (W) 3 hr./wk.; 3 cr.

ASIA 21400: Chinese Experience in America
The struggle for survival, acceptance, and full participation in American life from Gold Rush days to the present. 3 hr./wk.; 3 cr.

ASIA 30700: Asian American Communities I: Analysis of Asian American Communities
Empirical and theoretical analysis of community processes affecting Asian Americans, using New York's Asian communities (e.g., Chinatown) as models. Power structures, communications networks, role conflicts, and community change. (W) 3 hr./wk.; 3 cr.

ASIA 33100: Chinese Literature from the Early Period to 1919 (in English)
Historical review of literary development from the ancient to the modern period. Selections of masterpieces in poetry, prose, drama and fiction, in original versions or English translation, for reading and discussion. Reading knowledge of Chinese not required. (W) 3 hr./wk.; 3 cr.

ASIA 33200: Modern Chinese Literature (in English)
Leading authors and masterpieces since the May 4th Movement in 1919. Works from the Mainland, Taiwan, Hong Kong, Singapore and the West selected for reading and review. Reading knowledge of Chinese not required. (W) 3 hr./wk.; 3 cr.

Asian Studies Independent Studies and Topical Studies Courses

ASIA 30100-30300: Honors I-III
Individual reading and research or individual field study project on a topic or area under the guidance of a faculty member to complete a thesis or report on a project at the end of the three-term sequence. Approval of Dean and program director required. Apply in NA 5/225 no later than December 10 in the Fall term or May 1 in the Spring term. Variable cr.

ASIA 31001-31004: Independent Study
For students with special cultural, literary, or linguistic interests who wish to pursue independent study and research. For juniors and seniors only. Program approval required. (W) 1-4 cr.

ASIA 31100-32000: Selected Topics in Asian Studies

Asian Languages Courses

Asian Languages are administered in the Department of Foreign Languages and Literatures. All Asian languages are offered at elementary and intermediate levels. No credit will be given for taking only the first part of any level of language courses.
**Bengali Courses**

**BENG 19300: Bengali for Heritage Speakers and Listeners I**
A course designed for heritage speakers and heritage listeners of Bengali who speak and/or understand the language to various degrees. This course emphasizes grammar, reading, writing and vocabulary acquisition. 4 hr./wk. plus 1 hr. at the Language Media Center; 3 cr.

**BENG 19400: Bengali for Heritage Speakers and Listeners II**
A further study of the grammatical structure of Bengali with emphasis on the nuances of the target language and more intensive practice in reading, writing and vocabulary acquisition. Pre-req: BENG 19300 or placement examination. 4 hr./wk. plus 1 hr. at the Language Media Center; 3 cr.

**Chinese Courses**

**CHIN 12300: Introductory Chinese (Mandarin) I**
An introduction to modern vernacular Chinese based on the speech of Beijing. Essentials of sound patterns, grammar and vocabulary. Practice in speaking, reading and dictation in class and at the Language Media Center. 4 hr./wk. plus 1 hr. at the Language Media Center; 3 cr.

**CHIN 12400: Introductory Chinese (Mandarin) II**
A continuation of Chinese 12300 including Further practice in modern vernacular Chinese based on the speech of Beijing. Essentials of sound patterns, grammar and vocabulary. Practice in speaking, reading and dictation in class and at the Language Media Center. Prereq.: CHIN 12300 or permission of the instructor. 4 hr./wk. plus 1 hr. at the Language Media Center; 3 cr.

**CHIN 22600: Intensive Intermediate Chinese**
An intermediate course that will build on the skills acquired in basic Chinese 12300 and 12400 with increased emphasis on reading and writing from modern sources in addition to aural/oral proficiency. Prereq.: CHIN 12400 or placement exam. 4 hr./wk. plus 1 hr. at the Language Media Center; 3 cr.

**Hindi Courses**

**HNDI 12300: Introductory Hindi I**
An introductory course in the spoken and written language. In addition to classroom hours, students will be expected to do some work in the language laboratory. 4 hr./wk. plus 1 hr. at the Language Media Center.; 3 cr.

**HNDI 12400: Introductory Hindi II**
An introductory course offering further practice in spoken and written Hindi. In addition to classroom instruction, students will also work on aural/oral skills at the Language Media Center. Prereq.: HNDI 12100 or permission of the instructor. Pre-req: HNDI 12300 or placement. 4 hr./wk. plus 1 hr. at the Language Media Center; 3 cr.

**HNDI 22600: Intermediate Hindi**
A one-semester Hindi course at the intermediate level. This course will review the grammar of the Hindi language, enhance vocabulary, increase fluency in reading and writing, and will include literary and cultural content. The four basic skills of listening, speaking, reading comprehension and writing will be further developed through class discussions, writing exercises and the use of multimedia and the Internet. Prereq.: HNDI 12400 or placement exam. 4 hr./wk. plus 1 hr. at the Language Media Center; 3 cr.

**Japanese Courses**

**JAP 12300: Introductory Japanese I**
An introductory course in spoken and written Japanese. In addition to classroom instruction, students will also work on aural/oral skills at the Language Media Center. 4 hr./wk. plus 1 hr. at the Language Media Center; 3 cr.

**JAP 12400: Introductory Japanese II**
An introductory course offering further practice in spoken and written Japanese. In addition to classroom instruction, students will also work on aural/oral skills at the Language Media Center. Prereq: JAP 12300 or placement. 4 hr./wk. plus 1 hr. at the Language Media Center; 3 cr.

**JAP 22600: Intermediate Japanese**
A one-semester Japanese course at the intermediate level. This course will review the grammar of the Japanese language, enhance vocabulary, and will include literary and cultural readings. It will further develop listening, speaking, reading comprehension, and writing skills through class discussions and the use of multimedia and the Internet. Prereq.: JAP 12400 or placement exam. 4 hr./wk. plus 1 hr. at the Language Media Center; 3 cr.

**Courses from Other Departments**
Students are encouraged to take appropriate courses in other departments with the permission of their advisors. Some courses that may be of interest are listed below.

- ART 28500: Art of China, Japan, and Korea
- ENGL 38001: Oriental Literature I
- ENGL 38002: Oriental Literature II
- PSC 34100: Political Systems in Asia
- PSC 34200: International Relations in Asia
- HIST 25100: Traditional Civilization of China
- HIST 25300: Modern China
- HIST 25400: Traditional Civilization of Japan
- HIST 25500: Modern Japan
- HIST 26300: Traditional Civilization of India
- HIST 26400: History of Modern India

**Faculty**
The faculty of the program includes those professors who teach the program's courses and those whose departmental courses may be credited to the major.
Department of Biology

(Division of Science)

Professor Tadmiri Venkatesh, Chair • Department Office: MR 526 • Tel: 212-650-6800

General Information
The City College offers the following undergraduate degree in Biology:

B.S. in Biology
B.S. in Biotechnology
B.S.,/M.S. in Biology (Combined Degree)
Minor in Biology

Programs and Objectives
The Department of Biology offers courses in several areas, including Physiology, Neuroscience, Cell, Molecular, & Developmental Biology, and Ecology, Evolution, and Behavior.

The Biology core curriculum covers a broad range of topics from molecular biology to ecosystems. It emphasizes learning about the many principles of biology and the ability to use the scientific method to gain new understanding. Evolution is emphasized as an organizing theme throughout.

A wide range of elective courses allows the student to investigate a variety of biological processes and phenomena and to explore the relationships among organisms. Qualified advanced students are encouraged to take independent Study or Honors (research) and may also take selected graduate courses.

The Department cooperates with the Program in Premedical Studies (PPS), a program of the Division of Science. PPS features a curriculum that integrates physical tools to modify living organisms for a specific purpose, such as drug development, improved agricultural crops, and environmental cleanup. The core program provides a thorough grounding in biology, chemistry, and physics and their applications to biotechnology. Electives allow the students to explore their specific interests and to prepare them for the workforce or further graduate education. Because biotechnology is an applied field, students will be required to perform research through the independent studies or honors research programs.

BS Degree in Biotechnology
This program trains students in the many aspects of biotechnology, which takes advantage of recent molecular biological, chemical, and biological physical tools to modify living organisms for a specific purpose, such as for drug development, improved agricultural crops, and environmental cleanup. The core program provides a thorough grounding in biology, chemistry, and physics and their applications to biotechnology. Electives allow the students to explore their specific interests and to prepare them for the workforce or further graduate education. Because biotechnology is an applied field, students will be required to perform research through the independent studies or honors research programs.

The Combined BS/MS Degree
The goal of the joint degree is to better prepare Biology students for careers in academe, medicine, and the biotechnology and pharmaceutical industries. The Biology Department's strength in research enables highly motivated undergraduates to concentrate on biological research and to take graduate-level courses in their chosen specialty for an additional year. Students fulfill their required undergraduate and Master's course requirements while performing cutting-edge research in their chosen field. Research will focus on one of three biological disciplines in Biology: Molecular, Cell, & Developmental Biology, Neurobiology, or Ecology & Evolutionary Biology. Combining the two degrees affords the student increased flexibility in designing their course plans and provides them with consistent advisement.

A total of 142 credits are required for the BS/MS in Biology. The requirements include a total of 64 biology course credits of which 30 credits must be 400-level or graduate-level courses. A minimum of 8 of these 30 credits must consist of graduate-level courses designated C or V that are not research courses or colloquia. Students are expected to maintain at least a 3.0 overall average.

Research Opportunities
The Biology Department has an active undergraduate research program. Students who wish to do laboratory research may enroll for Independent Study (BIO 31000) if their Biology GPA is above 3.0, or, if their Biology GPA is above 3.5, Honors (BIO 30100-30300). Up to 6 of the credits from these courses may be applied to the major's elective requirements. Students interested in research should consult with the Honors and Independent Study Committee. Financial support for research during the academic year and the summer is available through a variety of grant sponsored programs.
Residency Requirement

24 of the 39 total Biology course credits required for the Major must be taken at City College.

Major GPA Requirement: A GPA of 2.0 or higher in the major is required to maintain Major status and for graduation. The GPA in the major is calculated from all Biology Dept. major courses taken at CCNY or by ePermit, as well as non-Biology Dept. courses that count as Biology Major electives.

Minimum course grade requirements: Biology 10100, 10200, 20600, and two of 20700, 22800, and 22900 must be passed with a grade of ‘C’ or higher. To enroll in a Biology course, students must pass all Biology course prerequisites with a grade of ‘C’ or higher.

Note that courses in other departments that count towards Biology elective credit **DO NOT** count towards the 24 credits.

Requirements for the B.S Degree in Biotechnology

Math and Science Requirements

<table>
<thead>
<tr>
<th>Course Code/Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 10301-10401: General Chemistry and Laboratory</td>
<td>8</td>
</tr>
<tr>
<td>CHEM 26100: Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 26200: Organic Chemistry Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 26300: Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 45902: Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>MATH 20500: Elements of Calculus I, MATH 20900: Elements of Calculus and Statistics, OR</td>
<td>8</td>
</tr>
<tr>
<td>MATH 21000: Calculus I, MATH 20900*: Elements of Calculus and Statistics OR</td>
<td>7</td>
</tr>
<tr>
<td>MATH 21000: Calculus I, MATH 20200: Calculus II, MATH 17300: Introduction to Probability &amp; Statistics</td>
<td>10</td>
</tr>
<tr>
<td>MATH 21000: Calculus I, MATH 20200: Calculus II, MATH 20300: Calculus II</td>
<td>10</td>
</tr>
<tr>
<td>PHYS 20300-20400: General Physics</td>
<td>8</td>
</tr>
</tbody>
</table>

Total Math and Science Credits 34-37

*With permission of Math Department

Biology and Major Elective Requirements

Required courses:

<table>
<thead>
<tr>
<th>Course Code/Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 10100: Biological Foundations I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 10200: Biological Foundations II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 20600: Introduction to Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 22900: Cell &amp; Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 48300: Laboratory in Biotechnology</td>
<td>5</td>
</tr>
<tr>
<td>Six credits of BIO 3100x: Independent Study OR BIO 30100-30200: 30300</td>
<td>6</td>
</tr>
<tr>
<td>Additional Advanced Electives*</td>
<td>11</td>
</tr>
</tbody>
</table>

Total Biology and Major Elective Credits 38

*Electives may include SCI 28000 (3cr.), BIO 35000(4cr.), BIO 35500 (4cr.), BIO 37500 (3cr.), BIO 38000 (4cr.), BIO 41000 (3cr.), BIO 42000 (4cr.), BIO 42500 (3cr.), CHEM 32500 (5cr.), CHEM 40600 (3cr.), CHEM 48005 (3cr.), PHYS 31500 (3cr.), PHYS 42200 (3cr.), PHYS 52200 (3cr.)

Additional Requirements

Please see “Additional Requirements” for the B.S. Degree in Biology

Requirements for the BS/MS Degree

Math and Science Requirements

<table>
<thead>
<tr>
<th>Course Code/Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 10100: Biological Foundations I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 10200: Biological Foundations II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 20600: Introduction to Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 20700: Organismic Biology (4cr.)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 22800: Ecology &amp; Evolution (4cr.)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 22900: Cell &amp; Molecular Biology (4cr.)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 30100-30200-30300: Honors I-II OR</td>
<td>9</td>
</tr>
<tr>
<td>BIO 3100x: Independent Study</td>
<td>9</td>
</tr>
<tr>
<td>BIO B9901-B9902: Thesis Research*</td>
<td>6</td>
</tr>
<tr>
<td>BIO V9200: Tutorial; BIO V9201: Advanced Study*</td>
<td>6</td>
</tr>
<tr>
<td>BIO V9100: Colloquium</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits 47

Additional Biology Electives 17

Total Degree Credits in Biology** 64

*Students fulfill their Masters research requirements through a combination of these courses. No more than 6 credits of research can be taken per semester.

**30 credits must be at the 400- or graduate-level courses. A maximum of 8 of these 30 credits may consist of 400- level courses. A minimum of 8 of these 30 credits must consist of graduate-level, non-research, non-colloquium courses with C or V designations. Students are expected to maintain at least a 3.0 overall GPA.

Additional Requirements

Please see “Additional Requirements” for the B.S. Degree in Biotechnology

Students are required to write a Master’s thesis and defend it before a panel of three faculty members. Please email Prof. Jonathan Levitt at jlevitt@ccny.cuny.edu for more details on thesis requirements and Prof. Jay Edelman at jedelman@ccny.cuny.edu for general questions related to the B.S./M.S. degree.

Minor in Biology

Required Courses:

<table>
<thead>
<tr>
<th>Course Code/Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 10100: Biological Foundations I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 10200: Biological Foundations II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 20600: Introduction to Genetics</td>
<td>4</td>
</tr>
<tr>
<td>One of the following three:</td>
<td></td>
</tr>
<tr>
<td>BIO 20700: Organismic Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 22800: Ecology and Evolution</td>
<td>4</td>
</tr>
<tr>
<td>BIO 22900: Cell and Molecular Biology</td>
<td>4</td>
</tr>
</tbody>
</table>

Total credits 16

Only students taking BIO 20600 in Fall 2009 may complete only 15 Biology credits for the minor.

Advisement

The Department provides advice and information on career opportunities, programs and opportunities for financial support. Prospective biology majors should email the Head Undergraduate Advisor, who will sign the Majors form. All Biology majors will be assigned a faculty advisor. Students needing advice on planning elective programs should consult with their faculty advisor. Non-majors seeking advice on individual courses should consult with the Head Undergraduate Advisor.

TO DECLARE A MAJOR IN BIOLOGY

Head Undergraduate Advisor (including transfer students)

Fardad Firooznia
MR 5th Floor - Room 517
212-650-6580
Email: ffirooznia@ccny.cuny.edu

Head Advisor for B.S. Program in Biotechnology

Christine Li
MR 7th Floor - Room 718
212-650-8450
Email: cli@sci.ccny.cuny.edu

Head Advisor for B.S./M.S. Program in Biology

Jay Edelman
MR 7th Floor - Room 734
212-650-8461
Email: jedelman@sci.ccny.cuny.edu

Premedical Studies

Belinda Smith, Director
MR 5th Floor - Room 529
212-650-7845
Email: bs smith@sci.ccny.cuny.edu

ePermits

Christine Klusko
MR 5th Floor - Room 526
212-650-6802
Email: cklusko@ccny.cuny.edu

Honors and Independent Research Advisor

Professor Kamilah Ali
MR 5th Floor - Room 516
212-650-8495
Email: Kali@ccny.cuny.edu
Tutoring
Special tutoring services are available to those students needing help in Biology. Students seeking to avail themselves of such services are directed to the Division of Science Advising Center/CCAPP Administrative Office located on the first floor of the Marshak Building, Room 108.

Facilities

Resource Center
The Resource Center of the Department of Biology (MR 502) maintains a wide variety of reference materials for student use in conjunction with many of the undergraduate courses. Instructors will inform students as to the availability of materials available for their course. The facility is open Monday through Friday (hours are posted outside MR 502).

Imaging Complex
The Imaging Complex houses a transmission electron microscope, a scanning electron microscope, a confocal microscope, a digital darkroom, and complete support facilities for tissue preparation. In addition to its use in several courses, the facility supports faculty and student research in many aspects of cellular biology.

Departmental Activities

The Caduceus Society
The Caduceus Society, a student-run organization, provides programs for those interested in the biological and biomedical sciences.

Awards
The following awards are made annually to deserving students on the basis of merit and superior scholarship in biology:

The Edmund Baermann Scholarship in Natural Sciences
To a sophomore or junior completing the Biology core. Selection is based on performance in the Biology core.

The Sharon D. Cosloy Scholarship
To a junior who demonstrates potential in research and who will pursue graduate work in the biomedical field.

The August Anthony Gavasci Award
To a student demonstrating promise in research in the fields of Microbiology or Molecular Biology.

The Professor Joseph Grossfield Memorial Scholarship
To a senior who excels in biology courses and in the humanities.

The Professor Paul L. Krupa Award for Excellence in Research
To the student completing Honors or Independent Studies who demonstrates the greatest proficiency in research.

The Professor Paul Margolin Scholarship
To a sophomore or junior who demonstrates creativity in research.

The Olivia McKenna Award
To a graduating senior demonstrating the greatest research proficiency in Neuroscience.

The Sylvia F. Rubin/Martin Saks Award
To the student demonstrating the greatest proficiency in research in Environmental Science.

The Professor William Stratford Prize
To the student demonstrating the greatest proficiency in both course work in zoology and zoological research.

The Ward Medal
To the student with the best overall record in his/her Biology courses.

Biology Course Descriptions

Courses for Non-Majors

BIO 10000: Biology: The Strategy of Life
The basic properties of living systems with emphasis on human beings as functioning biological entities. 3 lect., 1 rec., hr./wk.; 3 cr.

BIO 10004: Human Biology
(Satisfies CUNY Pathways Life & Physical Sciences Requirement) A Biology course for non-science majors that emphasizes the function of the human body. Medical issues relating to personal and community health, as well as ethical issues will be discussed. Not open to Science majors. Students cannot receive credit for both Bio 10004 and Bio 10000. 2 lec hr, 2 lab hours every other week, 3 cr. Pre-req: none, but it is recommended that have successfully completed 24 credits.

BIO 32100: Physiological Processes
This course is designed to introduce fundamental concepts of physiology to biomedical engineering students. Areas covered include muscular function, cardiovascular system function, bioelectrical signals, capillary-level transport, organ-level exchange and immune system function. For Biomedical Engineering Students only. Prereq: BIO 10100 and MATH 20103. 3 hr./wk.; 3 cr.

Introductory Courses

BIO 10050-10099: Special Topics in Biology for Freshman & Non-Science Majors
These are experimental courses specifically designed to serve students who have no prior experience in College-level Biology courses and to precede the first course for Biology majors. Some may fulfill General Education requirements. Pre/Coreq.: Completion of remediation, including ESL. 3-4 hr./wk.; 3-4 cr.

BIO 10100: Biological Foundations I
Introduction to biology, emphasizing primarily the cell and molecular levels of organization. Topics include characteristics of life, cellular organization and diversity, chemistry of life, bioenergetics, reproduction and early development, and major living groups. The course features in-depth study of selected topics that provide the foundation for upper level study. Students develop critical thinking and technical skills that are essential for mastering the content areas and for being successful in upper level courses. These include: vocabulary skills, critical thinking, collaborative learning, microscopy, collection and handling of scientific data, and elements of scientific investigation. Required for Biology Majors. Pre- or Coreq.: MATH 19000 or MATH 19500 or MATH 20100 or MATH 20500. 3 lect., 3 lab., hr./wk.; 4 cr.

BIO 10200: Biological Foundations II
Second semester of Introductory Biology, emphasizing organismic biology, evolution, and ecology. Topics include heredity, macro- and microevolution, structure and function of body systems, and ecology. The course features a survey of topics in lecture and in-depth study of selected topics in laboratories and workshops. Students develop critical thinking and technical skills that are essential for mastering the content areas and being successful in further study. These include: vocabulary skills, problem solving, collaborative learning, computer skills, experimental design, collection and analysis of scientific data, and preparing scientific reports. Required for Biology majors. Prereq: A grade of C or better in BIO 10100 or an equivalent course or permission of the instructor. 3 lect., 3 lab., hr./wk.; 4 cr.

BIO 20600: Introduction to Genetics
A thorough introduction to the principles of genetics. Using a combined cell biology and Mendelian genetic approach, the course covers DNA organization, chromosome structure, genes and alleles, and transmission of genetic information in normal and genetically compromised organisms. Prereq: BIO 10100 and BIO 10200 or equivalent. 3 lect., 1 rec., hr./wk.; 4 cr.

BIO 20700: Organismic Biology
Emphasizes the physiological adjustments organisms make to specific challenges in their environments. Bioenergetics, osmoregulation and transport are the areas of focus. Laboratories are investigational and intended to develop skills in experimental design, the use of technology in acquiring data, data analysis and presentation, and in scientific writing. The development of problem solving and thinking and analysis in biology is emphasized in all aspects of the course. Prereq: BIO 10100 and BIO 10200 or equivalent; pre- or coreq.: CHEM 10301, ENGL 21003, and MATH 19500. (W) 2 lect., 4 lab., hr./wk.; 4 cr.

BIO 22800: Ecology and Evolution
Introduction to the basic principles of ecology and evolutionary biology emphasizing quantitative approaches and hypothesis testing. Computer literacy is attained using spreadsheets and the Internet. Prereq. or coreq.: BIO 20600 and MATH 20900. (W) 2 lect., 4 lab., hr./wk.; 4 cr.

BIO 22900: Cell and Molecular Biology
Fundamental concepts at the cellular and molecular level of living organisms, including structure, metabolism, genetic continuity, and response mechanisms. Prereq.: Bio 20666. 3 lect., 3 lab., hr./wk.; 4 cr.

Advanced Electives

BIO 31100-32000: Selected Topics in Biology
Discussions, student seminars, literature survey, experimental study focusing attention on specific areas in biology. Course topics will be selected by instructor and announced early in the preceding semester. Prerequisites to be determined by instructor. Hrs. and cr. (to a maximum of 4 cr.) to be determined by instructor.
BIO 33000: Survey of the Vertebrates
Survey of the major features of the vertebrates, including brief modern classification of the major groups and summary review of their morphological features, evolutionary history, distribution, ecology, and social behavior. Specific additional characteristics such as mimicry, ectothermy-endothermy, cannibalism, migration, predation, defense and use of venom will be discussed. Special attention is given to conservation, destruction of the environment and human impact on vertebrate life. Prereq.: BIO 10200. 3 hr./wk.; 3 cr.

BIO 34000: Biology of Invertebrates
The structure and function of various invertebrates selected to illustrate morphological, physiological and ecological adaptations. Prereq.: BIO 10200. 2 lect., 4 lab. hr./wk.; 4 cr.

BIO 34500: Botany
Survey of the structure, physiology, diversity and ecology of photosynthetic plants and fungi. (W) Prereq.: BIO 10200 and CHEM 10301. 2 lect., 4 lab. hr./wk.; 4 cr.

BIO 34900: Field Botany
Identification and ecological relationships of local plants. Prereq.: BIO 10200 and BIO 34500. 2 lect., and at least 4 hr. of fieldwork/wk.; 4 cr.

BIO 35000: Advanced Microbiology

BIO 35400: Introduction to Neurobiology
Introduction to the physiology and organization of the nervous system. Topics include essentials of cellular and molecular neurobiology, electrophysiology, synaptic transmission, sensory and motor systems, development, neural basis of learning, memory, and cognition. Prereq.: BIO 20700 or BIO 22900. 3 lect.; hr./wk.; 3 cr.

BIO 35500: Introduction to Analysis of Scientific Literature Using CRE-ATE
This course has two goals: teach students to read primary literature (journal articles) and humanize science/scientists. We use a newly devised method, C.R.E.A.T.E. (Consider, Read, Elucidate the hypotheses, Analyze the data, and Think of the next Experiment) and supporting materials to give students tools needed for reading and analysis of complex material, interpretation of tables, graphs, charts, etc., and critical analysis of data. Students are challenged to devise their own follow-up experiments for each paper read. Because we read papers in series, and communicate directly with some of the authors, students also get a "behind the scenes" view of how projects evolve in labs and about the people behind the published papers. If you take this course, you can expect to significantly improve your scientific reading/analysis skills, and get a more realistic perspective on "how science is done." Prereq.: BIO 20600 or BIO 22900. 4 hr./wk.; 4 cr.

BIO 37500: Developmental Biology
An in-depth analysis of the cellular and molecular mechanisms regulating development of animals and plants. Topics include: the production and storage of genetic information; sperm egg interactions; nuclear and cytoplasmic determinants; morphogenetic movements, inductive interactions and the development of primary organ rudiments; organogenesis; growth, differentiation and morphogenesis, mechanisms of aging, cancer, the immune system and regeneration; development of birth abnormalities; role of experimentation in the analysis of major developmental mechanisms in animals. (W) Prereq.: BIO 22900. 3 lect. hr./wk.; 3 cr.

BIO 37900: Developmental Neurobiology
This course covers the principles underlying the development of a functional nervous system. Topics covered include: early neural determination and differentiation, process, outgrowth, target recognition, and synapse formation. Students will be expected to read and discuss primary literature. Prereq.: BIO 22900. lect., 3 hr./wk.; 3 cr.

BIO 38000: Eukaryotic Genetics
Classical, molecular, and population genetics of humans and model eukaryotic organisms (corn, yeast, fruit flies, etc.). Includes experimental and analytical techniques; human genetic disorders; forensic and diagnostic applications. Recommended for all life science students, especially those with career goals in the health and/or legal professions. (W) Prereq.: BIO 22900 and BIO 22800. 2 lect., 4 lab. hr./wk.; 4 cr.

BIO 40000: Physiology and Functional Anatomy I
The integrated functioning of the musculoskeletal and nervous systems is considered. Emphasis is placed on in-depth problem solving, experimentation, interpretation of data and clinical case studies. This course is appropriate for students considering health related careers or advanced study in biomedical science. Not open to students who have taken BIO 33200. (W) Prereq.: BIO 20700 or equivalent. 2 lect., 4 lab. hr./wk.; 4 cr.

BIO 40100: Cardiovascular, Renal, and Respiratory Physiology
This is in-depth exploration of the integrated functioning of the cardiovascular, renal and pulmonary systems. Emphasis is primarily on human dynamic, non-pathological responses to a range of conditions including exercise and extreme environments. Structural and physiological aspects are covered. Clinical case studies highlight the interdependence of the systems. This course is appropriate for students considering health-related careers or advanced study in biomedical science. Not open to students who have taken Bio 33300. (W) Prereq.: BIO 20700 or permission of instructor. 3 lect., 3 lab.hr./wk.; 4 cr.

BIO 40200: Physiology and Functional Anatomy II
Physiological processes of energy acquisition and expenditure, including nutrition, digestion, and reproduction. Specific topics include endocrine regulation of food intake and reproduction, exercise physiology and limits to metabolic output, and temporal variation in physiological capabilities. (W) Prereq.: BIO 20700. 2 lect., 4 lab. hr./wk.; 4 cr.

BIO 40500: Development and Evolution
Principles of development as they relate to evolutionary changes in morphology of organisms. Discussion and analysis of classic papers in the literature. Prereq.: BIO 22800 or equivalent. 3 lect., hr./wk.; 3 cr.

BIO 41000: Cell Development and Cellular Senescence
Current topics related to the molecular biology of cell development including cell death or apoptosis and cellular aging. A series of lectures which cover pertinent topics, such as oxidative stress, genetic and stochastic factors in aging. Students are required to present orally two primary journal articles and to write a final paper in which a review of the current literature and a vision of experimental designs are required to answer a chosen question. Prereq.: BIO 22900. (W) 3 hr./wk.; 3 cr.

BIO 42000: Virology
Introductory survey of diverse genera of animal viruses and bacteriophages and methods used in the classification, detection, and quantification of viruses. The course emphasizes an understanding of the mechanisms of DNA/RNA replication, expression and macromolecular assembly into functional, infectious units (virions) in different viruses. Selected examples are presented in detail, including oncogenic RNA/DNA viruses and HIV/AIDS. Prereq.: BIO 22900 and BIO 35000, or permission of instructor. 4 lect. hr./wk.; 4 cr.

BIO 42500: Cancer Biology
Introduction to the fundamental principles of the cellular and molecular biology underlying cancer. Lectures will include principles of cell division and growth, and role of growth factors, oncogenes, tumor suppressor genes, and angiogenesis on the development of cancer. Discussions will include cancer epidemiology, health disparities, cancer prevention, and cancer treatment. Prereq.: BIO 22900. 3 lect., 3 hr./wk.; 3 cr.

BIO 43000: Genetics of Prokaryotes
The lectures will cover basic microbial genetics, including the biology of bacteria and their phases, structure and function of nucleic acids, gene transmission in microbial systems and the mechanisms of genetic recombination, transposition, and gene regulation. The laboratory experiments will teach mastery in techniques of mutagenesis, selection and screening, gene mapping, and use of transposons in the construction of genetically useful strains. Prereq.: BIO 22900 and BIO 35000, or permission of the instructor. (W) 3 lect., 2 lab. hr./wk.; 4 cr.

BIO 44300: Insect Ecology
Introduction to the diversity and biology of major insect groups, focusing on the role of insects and other arthropods in natural ecosystems and their role in human affairs. Prereq.: BIO 22800 or permission of instructor. 6 hr./wk.; 4 cr.

BIO 44900: Biology of Birds
The goals of this course are to introduce students to the immense variation among birds, compare and contrast the biology of birds with that of mammals and other vertebrates, and provide perspective and understanding of Earth's ecology and biodiversity. The course consists of a combination of a standard lecture format, laboratory activities, and demonstrations. Field trips will be scheduled as necessary to reinforce scientific concepts. Pre/Coreq.: BIO 20700 or BIO 22800. 4 combined lect., & lab., hr./wk.; 4 cr.
BIO 45000: Symbiosis
Symbiosis is a major phenomenon for all levels of living organisms and has been a major phenomenon in evolution and the adaptation of various groups. The course aims to explain scientific methodology and approaches used in scientific inquiry on symbiotic interactions. Pre/Coreq.: BIO 22900. 3 lect. hr./wk.; 3 cr.

BIO 45100: Movement and Muscle: The Neuroscience of Motor Control
The function and organization of motor systems. Topics include biomechanics, muscle organization and physiology, the neural activation of muscle, spinal and brainstem reflexes, locomotion, the control of arm and eye movements, motor planning, and motor learning. Not open to students who have taken BIO 40000 or BIO 31311. Prereq.: BIO 20700 or BIO 35400 or permission of instructor. 3 hr./wk.; 3 cr.

BIO 45300: Conservation Biology
Principles of conservation biology, including habitat fragmentation, exploitation of natural resources, species extinction and the consequences of inbreeding in small populations. Prereq.: BIO 22800 or equivalent. (W) 3 hr./wk.; 3 cr.

BIO 45400: Sensory Perception
Different types of sensory systems with their functional modalities will be presented. The biological bases for how these functions are generated and modified will then be described. As vision is the principal means of perception, we will focus in this course most on visual processing. Scientific data will be integrated into the lectures, such that students develop critical skills in analyzing data and proposing hypotheses. Prereq.: BIO 20700 or BIO 22900. 2 lect., hr./wk.; 3 cr.

BIO 45500: Advanced Ecology
Introduction to the analytical techniques necessary to quantify modern ecological theory. Emphasis on application of mathematical tools and computers to models of population growth, interspecific interactions and ecosystem function. Prereq.: BIO 22800 and MATH 20900. 3 hr./wk.; 3 cr.

BIO 45800: Biogeography
Introduction to biogeography, the study of spatial patterns of biological diversity. The course addresses the study of geographic variation in nature at all levels from genes to communities to ecosystems, with both ecological and evolutionary perspectives. It includes analyses of real data regarding biogeographic problems relevant to conservation biology. Prereq.: BIO 22800 or permission of instructor. 3 lect., hr./wk.; 3 cr.

BIO 45900: Biological Oceanography
A survey course in biological oceanography that includes discussion of the physical and chemical properties of the ocean, processes controlling primary and secondary production, biodiversity, and special environments such as polar ecosystems and upwelling systems. Lecture only. Prereq.: CHEM 10401, BIO 22800 or permission of the instructor. (W) 3 hr./wk.; 3 cr.

BIO 46000: Animal Behavior
The biological bases of behavior, with emphasis on such topics as the development, evolution, genetics and ecology of behavior; sensory physiology; social behavior and communication. Prereq.: BIO 10200. (W) 3 hr./wk.; 3 cr.

BIO 46100: Laboratory in Animal Behavior
Experiments and observations to demonstrate various types of behavior and behavioral capacities at different phyyletic levels. Introduction to techniques of behavioral research through experiments and an individual research project. Coreq.: BIO 46000. (W) 3 lab. hr./wk.; 2 cr.

BIO 46400: Laboratory in Neurobiology
Laboratory course in which techniques used in cellular and systems neurobiology are taught in the context of solving biological problems. Techniques to be covered include basic histological, molecular biological, electrophysiological, and behavioral techniques used in modern neurobiology. Prereq.: BIO 35400. (W) 6 lab. hr./wk.; 3 cr.

BIO 46600: Plant Physiology
The growth, development, metabolism, nutrition and water relations of vascular plants and algae. Prereq.: BIO 20700 or BIO 22900. 3 hr./wk.; 3 cr.

BIO 46800: Comparative Animal Physiology
This course examines the physiological process involved on energy acquisition (e.g., nutrition, digestion) and expenditure (e.g., thermoregulation, locomotion) as well as water balance (e.g., osmotic stress, kidney function) in a wide variety of organisms inhabiting diverse environments. Laboratory exercises include problem solving recitations, experimentation and interpretation of data. Prereq.: BIO 20700. (W) 2 lect., 4 lab. hr./wk.; 4 cr.

BIO 48300: Laboratory in Biotechnology
This course is designed to give students an introduction to modern molecular biological techniques in the context of solving biological questions. The techniques that will be taught include DNA isolation, restriction enzyme mapping, subcloning of DNA fragments into plasmids, polymerase chain reaction, protein purification, cell culture, and other techniques of gene manipulation. Emphasis will be on application of recombinant DNA technology. Prereq.: BIO 22900 and permission of instructor. (W) 2 lect., 6 lab. hr./wk.; 5 cr.

BIO 48500: Evolution
Historical development and current understanding of the principles of evolution. Prereq.: BIO 22900 or permission of instructor. (W) 3 hr./wk.; 3 cr.

Honors and Special Courses
The maximum for both Honors and Independent Studies is nine credits but only six may count toward the 39 required for the major.

BIO 30100-30300: Honors I-III
Honors work requires the approval of the Dean, of the Departmental Committee on Honors and Independent Studies and of the mentor. Application must be made in J1320 and also to the Departmental Committee. Entrance standards are BIO 10100, BIO 10200, BIO 20600, and at least two of BIO 20700, BIO 22800, or BIO 22900 for Biology majors with an average of 3.5 in Biology and 3.0 or better overall. Only laboratory or field projects will be accepted for Honors. All students participating are expected to present the results of their work at the Honors and Independent Study symposium in the Spring. A written paper must accompany the presentation. Although mentors are responsible for giving grades, these grades will be reviewed by the Committee before a final grade is awarded. 3 cr./sem. for a total of 9 cr. which must be completed.

BIO 31000: Independent Study
Individual laboratory, field, or library investigation of a problem. Recommended background: BIO 10100, BIO 10200, BIO 20600, and at least two of BIO 20700, BIO 22800 or BIO 22900, with a 3.0 average in Biology. Apply to the Committee on Honors and Independent Studies. Students may not register for Independent Study without written permission from the Committee every semester. Students must present a written proposal with well defined goals to the committee for approval. No more than three credits of library research may be taken. In order to receive credit, a written paper must be produced and presented to the Committee. Students who work with mentors outside the department must also have a co-sponsor inside the department. Although mentors are primarily responsible for giving grades, these grades will be reviewed by the Committee before a final grade is awarded. 1-3 cr./sem.

Courses in other Departments that count towards Biology Elective Requirements
The following non-Biology courses count towards the Biology Major electives and will be used to calculate the GPA in the Biology major, but they do not count towards the Biology Department residency requirement.

CHEM 45902: Biochemistry 3
PHIL 34905: Biomedical Ethics 3
PHYS 42200: Biophysics 3
SCI 28000: BioInformatics & Biomolecular Systems 3

Graduate Courses Open to Undergraduates
Qualified undergraduate students may take selected graduate courses. Permission of the Instructor, and the Biology Department advisors or the Deputy Chair must be obtained before a student may register for these courses. The courses are described in the Graduate Bulletin of The City College.

Faculty
Kamalah Ali, Assistant Professor
B.S., California St. Univ.; M.S., Northridge; Ph.D., Yale University
Robert P. Anderson, Associate Professor
B.A., Kansas State Univ.; Ph.D., Univ. of Kansas
Amy Berkov, Assistant Professor
B.F.A., Univ. Colorado; Ph.D., CUNY
Avrom Caplan, Professor
B.Sc., University of Sussex (U.K.); Ph.D., Univ. of London (U.K.)
Ana Carnaval, Assistant Professor
B.S., Universidad Federal do Rio de Janeiro (Brazil), M.S.; Ph.D., Univ. of Chicago
Jay A. Edelman, Associate Professor

26  |  The College of Liberal Arts and Science
A.B., Univ. of California (Berkeley), Ph.D. (Berkeley/San Francisco)  
Mark Emerson, Assistant Professor  
B.A., Oberlin College; Ph.D. Harvard University  
Fardad Firooznia, Lecturer  
B.S., Yale University; Ph.D. Cornell University  
Jane C. Gallagher, Professor  
B.S.–A.M., Stanford Univ.; Ph.D., Univ. of Rhode Island  
Shubha Govind, Professor  
B.S., M.S., Delhi Univ.; Ph.D., Univ. Illinois (Urbana-Champaign)  
Jerry Guyden, Professor  
B.A., North Texas State, M.S.; Ph.D., Univ. of California (Berkeley)  
Michael Hickerson, Assistant Professor  
B.S., The Evergreen State College, M.S., Western Washington Univ.; Ph.D., Duke Univ.  
Sally Hoskins, Professor  
B.S., Univ. of Illinois; Ph.D., Univ. of Chicago.  
Karen Hubbard, Professor  
B.A., Barat College; Ph.D., Illinois Inst. Of Tech.  
Anuradha Janakiraman, Associate Professor  
B.Sc., Presidency College; M.Sc. Univ. of Calcutta; M.S. Kent State Univ.; Ph.D. Univ. of Illinois (Urbana-Champaign)  
John J. Lee, Distinguished Professor  
B.S., Queens College; M.A., Univ. of Mass.; Ph.D., NYU  
Daniel Lemons, Professor  
B.A., Goshen College; M.S., Portland State Univ.; Ph.D., Columbia Univ. Medical School  
Jonathan B. Levitt, Associate Professor  
B.A., Univ. of Pennsylvania; M.A., New York Univ., Ph.D.  
Christine Li, Professor  
A.B., Columbia Univ., M.S.; Ph.D., Harvard Univ.  
David Lohman, Assistant Professor  
B.S., Bradley University; Ph.D., Harvard Univ.  
Mark Pezzano, Associate Professor  
B.S., William Paterson; Ph.D., CUNY  
Robert Rockwell, Professor  
B.S., Wright State, M.S.; Ph.D., Queen’s Univ., Kingston (Canada)  
Adrian Rodriguez-Contreras, Assistant Professor  
B.Sc., Universidad Nacional Autonoma de Mexico; Ph.D., University of Cincinnati  
Shireen Saleque, Assistant Professor  
B.Sc., M.Sc., Calcutta Univ., India; M.A., M.Phil., Columbia Univ.; Ph.D., Albert Einstein Col. of Med.  
Gillian M. Small, Professor and University Dean for Research, CUNY  
B.Sc. Wolverhampton Univ. (U.K), Ph.D.  
Tadmiri R. Venkatesh, Professor and Chair  
B.S., Univ. of Mysore, India; M.S., Birla Institute of Technology and Science, India, Ph.D.  

Professors Emeriti  
Donald Cooper  
Lawrence J. Crockett  
Robert P. Goode  
Joseph Griswold  
Kumar Krishna  
Linda H. Mantel  
Olivia Mckenna  
James A. Organ  
Robert A. Ortman  
Joseph Osinchak  
Gerald S. Posner  
Janis A. Roze  
Norman M. Saks  
Robert J. Shields  
Carol Simon  
William N. Tavolga  
John H. Tietjen  
Aaron O. Wasserman  
Stanley C. Wecker  
Ralph C. Zuzulo
Black Studies Program

(Division of Humanities and The Arts)

Professor Cheryl Sterling, Director • Program Office: NA 6/108 • Tel: 650-8117

General Information

The City College offers the following undergraduate degree in Area Studies:

B.A.

Programs and Objectives

Black Studies is a body of knowledge reflecting global African peoples’ participation in and contribution to the evolution, development and civilizations of mankind. It is a multidisciplinary program, encompassing a broad-based approach to the Africana experience within the context of human evolutionary development, history, race, ethnicity, and politico-economic interrelationships. The scholarship and teaching of Black Studies emanates from a set of distinct principles that are based on the interconnectedness of African and African Diaspora peoples’ diverse experiences. Scholarship and teaching in Black Studies involves the interdisciplinary creation and dissemination of knowledge about peoples of African descent from a perspective that places Black people at the center of their own experiences. Fundamental to this venture is the intent not only to study the world but also to actively engage in transforming it. Black Studies interrogates the methods, paradigms and assumptions of the various disciplines in the humanities, social sciences, arts, and natural sciences not only as a corrective but also as an independent discipline that produces its own body of knowledge, methods and theories. This distinguishes Black Studies from an interest in black issues based on traditional disciplinary paradigms, which often marginalize, minimize or neglect black people and lack a component of advocacy for social change. The program curriculum offers academic training in various interdisciplinary approaches, methods, interpretations, ethics, philosophies, and ideologies. Students are offered the opportunity to be placed in community-based organizations for at least one year.

The CCNY Black Studies program offers geopolitical, socioeconomic and cultural concentrations in Africa, the Caribbean and African-America.

Structure of Curriculum

The courses of the Black Studies program are categorized under four subject matter areas and three geopolitical areas. Through guidance, students interested in identified subject matter areas will be able to develop an individual plan of study.

Subject Matter Areas

Black World Development
African American Socio-Economy
Latin American and Caribbean Socio-Economy
Special Topics and Independent Studies

Geopolitical Areas

African
African-American
Caribbean-Brazilian

Requirements for Majors

A 2.0 GPA in the major is required for graduation. The GPA in the major is calculated from courses in the major based in the major department only, and that have been taken at City College or through ePermit, including all courses in excess of the minimum required for the degree. In addition, students must maintain an overall GPA of 2.0 and above to graduate with a BA in Black Studies.

Required Courses

BLST 10100: African Heritage and the Afro-American Experience 3
BLST 10200: African Heritage and the Caribbean-Brazilian Experience 3

Elective Courses

Black Studies 24

Total Credits 30

Additional Requirements

In addition to major requirements, all Black Studies majors must complete the following:

1. General Education Requirement including FIQWS, FQUAN, Perspective and In-depth requirements (for students who entered after Fall 2007) or Old Core Requirement, including ENGL 11000, ENGL 21000 or equivalent, and the Writing Across the Curriculum requirement (for students who entered before Fall 2007)
2. Foreign Language Requirement
3. SPCH 11000 or the Speech Proficiency Test

For more information, please consult the chapter entitled General Education Requirements at the end of this Bulletin.

Requirements for Minors

Required Courses

BLST 10100: African Heritage and the Afro-American Experience 3
BLST 10200: African Heritage and the Caribbean-Brazilian Experience 3

Elective Courses

Four approved courses 12

Total Credits 18

Program Activities

Program Activities include: Institute for Research on the African Diaspora in the Americas and the Caribbean,

Awards

• Black Faculty and Staff Annual Scholarship Awards
• Annual Convocation Awards for Outstanding Services
• Wilfred Cartey Award for Africana Literary and Creative Excellence
• Edward Scobie Award for Africana Social Science Research
• Marshariki Chaney Award for Achievement and Community Service

Advisement

Professor Venus Green
NA 4/120, 212-650-8656

Black Studies Course Descriptions

Black Studies Introductory and Intermediate Courses

BLST 10100: African Heritage and the Afro-American Experience
Introduction to Black “roots” from ancient Africa to contemporary America as an orientation to the nature of Black Studies emphasizing its relationships to world history, Europe, Asia, the Americas, slavery, Reconstruction, colonization, racism, and their politico-economic and cultural impact upon African descendants worldwide. 3 hr./wk.; 3 cr.

BLST 10200: African Heritage and the Caribbean-Brazilian Experience
Analysis of historical conditions which shaped the lives of African peoples in the Caribbean and Brazil emphasizing cultural continuities, human organizations and similarities in global Black experience among Africans on the continent and in the Western hemisphere, vis-a-vis European politico-economic control and cultural impact. 3 hr./wk.; 3 cr.

BLST 14900: Religion and Survival
An historical analysis of the role of religion and the church in sustaining the survival of Black people within white America. (W) 3 hr./wk.; 3 cr.

BLST 15500: Black Studies and Black Psychology
Derives its unique status from African philosophy which formulates the values, customs, attitudes, and behavior of Africans in Africa and the African diaspora. Examines, conceptualizes and interprets from an Afrocentric perspective, centered in the history and development of Africa. (W) 3 hr./wk.; 3 cr.

BLST 17100: Roots: Seminar on the Black World Experience
The study of a people involuntarily and forcibly transported from Africa to the Americas. The organizing concepts include African world history, culture and religion, family and genealogy, capitalism and slavery, humanism and communalism, socialization and values, cosmology and philosophical thought. (W) 3 hr./wk.; 3 cr.

BLST 17600: The Black Revolution
A survey of the forces shaping the current unrest in the world-wide Black community. Movements that project the changed attitude toward being Black for Blacks and non-Blacks. Highlights both the positive and negative reactions resulting from the new self-pride on the part of Black people. (W) 3 hr./wk.; 3 cr.
BLST 20000-20400: Practicum
Field work experience in various areas of community service and pre-professional work. Hours arranged. One day per week in field and two hour seminar bimonthly. Students are limited to two courses. 3 cr. each.

BLST 21000-21300: African World Area Studies
A semester or summer-long course designed to expose selected groups of students to major areas populated by persons of African descent through in-area observation, study, laboratory, and cooperative volunteer work experiences with students and other citizens of the area visited. (W) 3 hr./wk.; 3 cr.

BLST 21000: African Area Studies
BLST 21100: Afro-American Studies
BLST 21200: Caribbean Studies
BLST 21300: Brazilian and Afro-Latin American Area Studies

Black World Development Courses
BLST 12300: African Politics
The emergence of the modern state structures from colonial Africa. A comparative analysis of colonialism, nationalism and political development of selected African countries. (W) 3 hr./wk.; 3 cr.

BLST 12400: National Building and Development in Africa
A survey of patterns of leadership, ideologies, and political organization in contemporary Africa. The "revolutionary" pattern will be contrasted to the "conservative" pattern in an effort to provide a contextual understanding of the relationship between political attitudes and social problems. (W) 3 hr./wk.; 3 cr.

BLST 12800: The United Nations and New Nation States
The major legal and constitutional problems in international organizations arising in the work of the United Nations with particular reference to decolonization, apartheid, transfer of "appropriate" technology to the developing world, trusteeship questions, peacekeeping functions, human rights, and domestic jurisdiction. (W) 3 hr./wk.; 3 cr.

BLST 13500: Economic Development of the Black Community
The impact of technology and industrialization on the Black ghetto; the economics of transportation; perpetuation or disintegration of the ghetto; public welfare; municipal services; effects of migration, limited autonomy, and hostile external political and fiscal policies upon continuous underdevelopment. (W) 3 hr./wk.; 3 cr.

African-American Socio-Economy Courses
BLST 13200: The Afro-American Child in His Urban Setting
The sociological, psychological and educational needs of Black children in New York City public and private schools. (Education majors must consult their advisor.) (W) 3 hr./wk.; 3 cr.

BLST 13400: The Harlem Community
The origins and ethnic development of the Harlem community: demographic trends, institutions, culture, resources, and the role of Harlem as a training ground for Black leadership. Field learning experiences include visits to historic sites and community landmarks. 3 hr./wk.; 3 cr.

BLST 14500: Capitalism and Colonialism in Contemporary America
White America is described as capitalist and colonialist. Efforts will be made to comprehend the relative importance of the two phenomena for strategies of liberation depending upon the understanding of who and what is the American and America. (W) 3 hr./wk.; 3 cr.

BLST 14700: The Civil Rights Movement
The struggle for civil rights related to differences in organizational structures, ideologies and tactics. An attempt is made to evaluate each organization in its situation and in contrast to its social environment. 3 hr./wk.; 3 cr.

BLST 15700: Racism and the American Legal System
Contemporary legal institutions, their intrinsic race and class biases, the peculiar development and entanglement of the institution of slavery and American jurisprudence, and the effect of the racist application of the American legal system on every facet of the Black experience. (W) 3 hr./wk.; 3 cr.

BLST 18900: Sociopolitical Impact of Race and Racism
The historical development and contemporary impact of the concepts of race and racism, focusing upon the early attempts at human classification, notions of polygenesis, the biological and social concepts of race, the origins of racism, slavery, sexism, institutional racism, and contemporary polarization. (W) 3 hr./wk.; 3 cr.

BLST 19000: Malcolm X: His Life, Leadership and Legacy
Charismatic, mesmerizing, energetic life. Rise from criminal to international fame. Leadership greatly influenced poor African-American masses, stunned Black conservatives and shocked white America. Black Muslims controversy vis-a-vis civil rights forced him to fight independently. Left legacy of beloved martyr slain in Black struggle. (W) 3 hr./wk.; 3 cr.

BLST 33000: Afro-American Heritage: 1619 to 1865
A survey of the sociocultural experiences of African peoples in the North American diaspora defining the historical, economic and political origins of the contemporary position of the Afro-American. 3 hr./wk.; 3 cr.

BLST 33100: Afro-American Heritage: 1865-Present
A survey of the Black experience in America, this course will focus upon the major issues, trends, personalities, and literature of the period, the contradictions of Emancipation, and will examine Reconstruction, migration, and exodus, Black Renaissance, the Civil Rights Movement, Black power and nationalism. 3 hr./wk.; 3 cr.

BLST 33300: The Black Woman
The various contemporary situations and problems peculiar to Afro-American women in the community and in American society. Entails a study of such institutions as marriage, family, childrearing practices, religion, politics and business. Attention also given to how she is projected in literature and theater. A comparative study of African and Caribbean women will be presented. 3 hr./wk.; 3 cr.

Latin American and Caribbean Socio-Economy Courses
BLST 16100: Caribbean and Brazilian Heritage
A survey of economic and sociocultural factors. History of the Caribbean and Brazil, with special emphasis on the experience of African peoples dispersed in these areas, their role in the affairs of the Third World, varied colonial experiences, covering the pre-Columbian period through the present. 3 hr./wk.; 3 cr.

BLST 16300: Race and Politics in the Caribbean
The relationship between race and class: political power dependency in various Caribbean areas. The colonial and neocolonial experiences of key islands, and movements toward autonomy and independence. (W) 3 hr./wk.; 3 cr.

BLST 16600: Caribbean Immigration
An analysis of the economic and political factors leading to the 19th and 20th century population movements into, within, and from the Caribbean region, stressing migration to the United States, the Caribbean communities in New York, Panama, Central America, London, Paris, Montreal, New Haven, Caracas and Toronto. Immigration issues worldwide will be studied comparatively. 3 hr./wk.; 3 cr.

Black Studies Special Topics and Independent Studies
BLST 30100-39400: Honors
Approval of the Program Director required. no Apply no later than December 10 in the Fall term and May 1 in the Spring term. Variable cr., but usually 4 cr./semester.

BLST 31000: Independent Reading in Black Studies
Approval of Program Director is mandatory. Program thoroughly planned and structured. The student will be required to produce evidence of the readings available and relevant to his/her interests. The readings must be compiled into a comprehensive report. Limited to upper-class students with adequate background in Black Studies. (W) 1-4 cr.

Courses in other Departments
In addition to the courses listed above, many courses from other divisions and departments of the College may be accepted towards the degree. Please consult the Program Director and Program Advisor each semester for a list of acceptable courses.

Faculty
The faculty of the program includes those professors who teach the program's courses and those whose departmental courses may be credited to the major.
Department of Chemistry

(Division of Science)

Professor Simon Simms, Chair • Department Office: MR 1024 • Tel: 212-650-8402

General Information

The City College offers the following undergraduate degree in Chemistry:

- B.S. in Chemistry
- B.S./M.S. in Chemistry (Combined Degree)

Programs and Objectives

The Chemistry Department, established in 1849, offers instruction and research training in the following areas:

- Analytical Chemistry
- Biochemistry
- Environmental Chemistry
- Inorganic Chemistry
- Organic Chemistry
- Physical Chemistry

The B.S. program is available for students planning to go into advanced study, government service, the health professions, and secondary school education. There are a number of pathways by which students may specialize in chemistry. The Standard Chemistry curriculum is the program of choice for those who have not yet decided upon their specific career goals and who wish to maximize their opportunities. The Biochemistry Concentration is more specialized and is often chosen by premedical students and students interested in doing life science research. The Environmental Concentration is for students wishing to pursue an industrial or graduate career in the environmental sciences. Students taking this concentration are trained to identify the effects of chemical species on the environment, to trace the sources, reactions and fates of such species and to devise chemical methods for treating environmental problems and bringing them under control. The Secondary Education Concentration is for students who plan to become secondary school teachers upon graduation. Each of the pathways is flexible and detailed curricula may be obtained by phoning or visiting the Department Office.

There is no “premed major” as such at City College. Premedical students major in biochemistry, biology, chemistry or some other discipline while completing the requirements for admission into medical school. The Department cooperates closely with the Program in Premedical Studies (PPS), a program of the Division of Science. This program features a curriculum which integrates a variety of learning experiences specifically preparing participants to meet the requirements of medical, dental and veterinary schools, and also the requirements for admission into physician’s assistant and physical therapy advanced degree programs.

Research and Honors

The Chemistry Department maintains an active undergraduate research program. Students may receive up to 9 credits for their research work by enrolling in Honors (CHEM 30100-30400) or Independent Study (CHEM 31001-31004) with permission of the Undergraduate Research Supervisor. Financial support for research may be available for some students through a variety of grant-sponsored programs.

The Combined BS/MS Degree

The primary purpose of the B.S./M.S. degree program is to prepare chemistry majors for positions in industry. In addition, students who want to strengthen their preparation for graduate and professional schools would also benefit from this program. The combined B.S./M.S. degree program is designed to be completed in five years, and is research intensive. Students will complete three semesters of undergraduate research plus another two semesters of research at the graduate level which culminates in a master’s thesis.

Prospective students are expected to have a strong undergraduate background in the sciences and a desire to perform research. Students will be considered for admission generally during their junior year after they meet the requirements for admission to the Chemistry major and have three of the five required core Chemistry courses for this program. A total of 75 credits must be fulfilled before an application will be considered. Students must have a 3.0 minimum GPA in chemistry courses and a 3.0 overall GPA. Furthermore, students must be working on a research project with a mentor. A recommendation letter from the research mentor on the student’s ability to conduct scientific research will be required. A total of 145 credit hours is required to complete the combined B.S./M.S. degree program, and students will benefit from early faculty advisement and mentoring.

Requirements for Majors

A GPA of 2.0 or higher in the major is required for graduation. The GPA in the major is calculated from courses in the major based in the major department only, and that have been taken at City College or through ePermit, including all courses in excess of the minimum required for the degree.

Non-Chemistry Core Requirements

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BIO 10100</td>
<td>Foundations of Biology I</td>
</tr>
<tr>
<td>MATH 20100</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MATH 20200</td>
<td>Calculus II</td>
</tr>
<tr>
<td>PHYS 20700</td>
<td>General Physics I</td>
</tr>
<tr>
<td>PHYS 20800</td>
<td>General Physics II</td>
</tr>
<tr>
<td>BIO 10200</td>
<td>Foundations of Biology II</td>
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</tbody>
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All Chemistry majors must complete “Chemistry Core Courses” and either the "Standard Chemistry Concentration" or one of the alternative concentrations. Students may also elect to satisfy the American Chemical Society Certification requirements.

Chemistry Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>CHEM 10301</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CHEM 10401</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>CHEM 24300</td>
<td>Quantitative Analysis</td>
</tr>
<tr>
<td>CHEM 26100</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>CHEM 26300</td>
<td>Organic Chemistry II</td>
</tr>
<tr>
<td>CHEM 27200</td>
<td>Organic Chemistry Laboratory I</td>
</tr>
<tr>
<td>CHEM 33000</td>
<td>Physical Chemistry I</td>
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Total Credits for Chemistry Core Courses: 24

Standard Chemistry Concentration

Required Courses

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>CHEM 42500</td>
<td>Inorganic Chemistry</td>
</tr>
<tr>
<td>CHEM 33100</td>
<td>Physical Chemistry Laboratory I (Spring semester only)</td>
</tr>
<tr>
<td>CHEM 33200</td>
<td>Physical Chemistry II</td>
</tr>
<tr>
<td>CHEM 37400</td>
<td>Organic Chemistry Laboratory II</td>
</tr>
<tr>
<td>CHEM 43400</td>
<td>Physical Chemistry and Chemical Instrumentation Laboratory II (Fall semester only)</td>
</tr>
<tr>
<td>CHEM 45902</td>
<td>Biochemistry I</td>
</tr>
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Total Credits: 17

Biochemistry Concentration

Required Courses

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CHEM 32500</td>
<td>Physical Biochemistry (Spring semester only)</td>
</tr>
<tr>
<td>CHEM 37400</td>
<td>Organic Chemistry Laboratory II</td>
</tr>
<tr>
<td>CHEM 45902</td>
<td>Biochemistry I</td>
</tr>
<tr>
<td>CHEM 45904</td>
<td>Biochemistry Laboratory I</td>
</tr>
<tr>
<td>CHEM 48000</td>
<td>Biochemistry II (Spring semester only)</td>
</tr>
<tr>
<td>BIO 10200</td>
<td>Foundations of Biology II</td>
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</tbody>
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One of the following two:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BIO 20600</td>
<td>Introduction to Genetics</td>
</tr>
<tr>
<td>BIO 22900</td>
<td>Cell and Molecular Biology</td>
</tr>
</tbody>
</table>

Total Credits: 24

Environmental Concentration

Required Courses

<table>
<thead>
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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CHEM 32002</td>
<td>Biochemistry I</td>
</tr>
<tr>
<td>CHEM 33100</td>
<td>Physical Chemistry Laboratory I (Spring semester only)</td>
</tr>
<tr>
<td>CHEM 33200</td>
<td>Physical Chemistry II</td>
</tr>
<tr>
<td>CHEM 37400</td>
<td>Organic Chemistry Laboratory II</td>
</tr>
<tr>
<td>CHEM 40600</td>
<td>Fundamentals of Environmental Chemistry</td>
</tr>
<tr>
<td>CHEM 40601</td>
<td>Environmental Chemistry Laboratory II</td>
</tr>
<tr>
<td>CHEM 40700</td>
<td>Environmental Organic Chemistry</td>
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<tr>
<td>CHEM 42500</td>
<td>Inorganic Chemistry</td>
</tr>
<tr>
<td>CHEM 43400</td>
<td>Physical Chemistry and Chemical Instrumentation Laboratory II (Fall semester only)</td>
</tr>
</tbody>
</table>

Total Credits for Environmental Concentration: 25
Secondary Education Concentration
Major requirements are listed below. Pedagogical requirements are listed in the Department of Education section in this Bulletin.

Required Courses
CHEM 33100: Physical Chemistry Laboratory I 2
CHEM 33200: Physical Chemistry II 3
CHEM 43400: Physical Chemistry and Chemical Instrumentation Laboratory II 3

Total Credits for Secondary Ed. Option 8

Additional Requirements
All Chemistry majors must maintain a C average in Chemistry courses. No courses beyond General Chemistry may be taken unless a C is obtained in all prerequisite courses (or permission is received from the Chair).

GENERAL EDUCATION REQUIREMENTS ("PATHWAYS")
In general, students are required to complete 42 credits of General Education coursework, with some adjustments for transfer students. See the General Education Requirements (Pathways) section of the Bulletin for more information. Chemistry students will satisfy their "Pathways" requirements most efficiently by following these recommendations:

Fixed Core
English Composition I: FIQWS
English Composition II: ENGL 21003
Mathematical and Quantitative Reasoning: MATH 20100
Life and Physical Sciences: CHEM 10301

Flexible Core
World Cultures and Global Issues: any of CLAS offerings in this category
Individual and Society: any of CLAS offerings in this category
U.S. Experience in its Diversity: any of CLAS offerings in this category
Creative Expression: any of CLAS offerings in this category
Scientific World: BIO 10100

Additional course in Scientific World: CHEM 10401 or PHYS 20700

College Option
Speech 11100, 00380 or exemption on the basis of demonstrated proficiency in a foreign language – two semesters of college-level study, or exemption on the basis of two years of high-school level study, or demonstrated proficiency in a language other than English – any of CLAS offerings in this category

Minor in Chemistry
Procedure for declaring a Minor in Chemistry:
1. The student, no matter which major they have declared, must meet with the chemistry minor advisor, Prof. Glen Kowach.
2. The advisor must review the requirements of a chemistry minor with the student.
3. The advisor then completes a major form for the student and indicates the minor in chemistry.

Requirements:
CHEM 10301: General Chemistry I 4
CHEM 10401: General Chemistry II 4
CHEM 26100: Organic Chemistry I 3
CHEM 26300: Organic Chemistry II 3
CHEM 26200: Organic Chemistry Laboratory I 3

Two of the following:
CHEM 33000: Physical Chemistry I 3
CHEM 45902: Inorganic Chemistry I 3
CHEM 42500: Inorganic Chemistry I 3
CHEM 40600: Environmental Chemistry OR CHEM 40700: Environmental Organic Chemistry 3

Total Credits 23

For American Chemical Society Certification
Students wishing to receive American Chemical Society Certification must complete the requirements for their chosen option and the following courses.

Standard Chemistry Concentration
Three graduate level courses in consultation with the advisor (may include up to six credits of Honors Research/Independent Study or three credits of Environmental Chemistry):

Biochemistry Concentration
CHEM 42500: Inorganic Chemistry 3
CHEM 37400: Organic Chemistry Laboratory II 3
CHEM 45902: Biochemistry I 3

Premedical or Predental Students
Pre-medical or pre-dental students who are not chemistry or biochemistry majors are required to take the following:

Required Courses
CHEM 10301: General Chemistry I 4
CHEM 10401: General Chemistry II 4
CHEM 26100: Organic Chemistry I 3
CHEM 26300: Organic Chemistry II 3
CHEM 26200: Organic Chemistry Laboratory I 2

Elective Courses
If additional chemistry electives are desired, the following courses are recommended:
CHEM 24300: Quantitative Analysis 4
CHEM 33000: Physical Chemistry I 3
CHEM 33500: Physical Biochemistry 5
CHEM 37400: Organic Chemistry Laboratory II 3
CHEM 45902: Biochemistry I 3
CHEM 45904: Biochemistry Laboratory 2
CHEM 48005: Biochemistry II 3

Students Planning Graduate Work
For students planning graduate work in chemistry, the following additional courses are recommended:

Mathematics:
MATH 39100: Methods of Differential Equations 3
MATH 39200: Linear Algebra and Vector Analysis 3
Experience in statistics and computer science.

MATH 20100: Calculus I 3
Math 20200: Calculus II 3
MATH 20300: Calculus III 4
MATH 39100: Methods of Differential Equations 3
PHYS 20700-20800: General Physics I and II 8

Total Credits 68
Electives
Chemistry Electives 9
Total Credits 9

Honors Research
Honors Research I 3
Honors Research II 3
Honors Research III 3
Total Credits 9
Total BS Degree Credits 107

MS Degree Requirements
CHEM B1000: Inorganic Chemistry 5
CHEM B5000: Organic Mechanisms 5
CHEM B9901-B9905: Thesis Research 10
CHEM A6200: Chemistry-Physics-Engineering Seminar I 1
CHEM A8300: Chemistry-Physics-Engineering Seminar II 1
MS Chem Electives: 10
Any combination of Chemistry MS courses that total 10 credits.
Total MS Degree Credits 32
Total Combined BS/MS Degree Credits 139

Advisement
All students, including premedical and predental students, planning to concentrate in chemistry should consult a Concentration Advisor.

Chemistry
Professor John Lombardi
MR 1119; 212-650-6032

Biochemistry
Professor Themis Lazaridis
MR 1338; 212-650-8364

Undergraduate Research Supervisor
Professor Simon Simms
MR 1024; 212-650-8402

Exemption Examinations
Professor Glen Kowach
MR 1116; 212-650-5247

Undergraduate Research Programs
Minority Access and Research Careers (MARC) Research Initiative for Scientific Enhancement (RISE)
Professor M. Steinberg
MR 629; 212-650-8560

Center for Analysis of Structures and Interfaces (CASI)
Professor D. Akins
MR 1120; 212-650-6953

Pathways Bioinformatics and Biomolecular Center
Professor D. Gosser
MR 1102; 212-650-8870

CUNY Institute for Macromolecular Assemblies
Professor Ruth Stark
MR 1208; 212-650-8803

CENTER for Exploitation of Nanostructures in Sensors and Energy Systems (CENSES)
Professor Daniel Akins
MR 1120; 212-650-6953

Tutoring
Limited tutoring services are available for general chemistry students in the Chemistry Learning Center (MR 1029) during each school day. Additional tutoring is offered through CCAPP and several undergraduate research programs.

Seminars
The Chemistry Department sponsors weekly seminars on topics of current interest. Advance notice of these seminars will be posted near Room 1024, and all interested students are invited to attend.

Awards, Prizes and Scholarships
Each year the Department presents a number of awards and prizes to its outstanding students.

Baskerville Award
J. Birnbaum Scholarship Award
Frank and Rose Brescia Award
Ernest Borek Scholarship
Freshman Handbook Award
Benjamin Harrow Memorial Award
Robert and Frances Hochman Scholarship
Arthur G. Levy Prize
Seymour Mann Scholarship
Marks Neidle Memorial Prize
Max Pavey Scholarship
Ward Medal in Chemistry

Chemistry Course Descriptions
Students may register for CHEM 10301 if eligible for Calculus on the basis of mathematics placement test scores or completion of MATH 19500. All others are required to take CHEM 10100 (Introduction to Chemistry) prior to 10301.

Non-Chemistry Majors
CHEM 10000: Chemistry and Society
The fundamental principles of chemistry and their application to social issues. (Not Open to Science majors). 3 hr./wk; 3 cr.

CHEM 21000: Applied Chemistry for Biomedical Engineers
Introduces students to organic chemistry and biochemistry principles relevant to the study of the human body. Topics covered include: hydrocarbons; functional groups; and structure and function of biomolecules (lipids, carbohydrates, proteins, and nucleic acids), along with their interactions; and introduction to molecular genetics. Prereq.: CHEM 10401 (min. C grade). 3 hr./wk.; 3 cr.

Introductory Chemistry Courses
CHEM 10100: Introduction to Chemistry
(For students with limited background in mathematics or the physical sciences.) Problem-solving in chemistry: introduction to chemical and physical concepts. Coreq.: MATH 19000. 3 hr./wk.; 1 cr.

Chemistry Core Courses
CHEM 10301: General Chemistry I
This is the first semester of a two-semester general chemistry course-sequence. An in-depth introduction to the fundamental laws and techniques of chemistry for majors in science and engineering. Topics include: measurement; stoichiometry; the gaseous state; thermochemistry; atomic structure and chemical bonding; redox reactions; solids, liquids and intermolecular forces. Prereq.: MATH 19500. 3 lect., 2 lab, 2 workshop hr/wk.; 4 cr.

CHEM 10401: General Chemistry II
This is the second semester of a two-semester general chemistry course-sequence. An in-depth introduction to the fundamental laws and techniques of chemistry for majors in science and engineering. Topics include: chemical kinetics; chemical equilibrium; acids and bases; free energy, entropy and the second law of thermodynamics; electrochemistry; advanced bonding concepts; metals and coordination chemistry; and nuclear chemistry. Prereq.: Grade of C or higher in CHEM 10301 or placement by the department. 3 lect., 3 lab, 1 workshop hr/wk.; 4 cr.

CHEM 24300: Quantitative Analysis
Volumetric, spectrophotometric and electrometric analyses. Prereq.: Grade of C or higher in CHEM 10401 or placement by the department. 3 lect., 4 lab., hr/wk.; 4 cr.

CHEM 26100: Organic Chemistry I
An introduction to the chemistry of carbon compounds, current interpretation of the reactions and properties of these compounds. Prereq.: Grade of C or higher in CHEM 10401 or placement by the department. 3 lect., 1 rec., hr/wk.; 3 cr.

Total BS Degree Credits 9
Total MS Degree Credits 32
Total Combined BS/MS Degree Credits 139
CHEM 2600: Organic Chemistry Laboratory I
Prereq.: Grade of C or higher in CHEM 26100 or placement by the department. Coreq.: CHEM 26300. 3 lect., 1 rec., 4 hr./wk.; 2 cr.

CHEM 26300: Organic Chemistry II
A continuation of CHEM 26100. Prereq.: Grade of C or higher in CHEM 26100 or placement by the department. 3 lect., 1 rec. hr./wk.; 3 cr.

CHEM 2700: Organic Chemistry Laboratory I
(For Chemistry majors). Exercises stressing the techniques involved in the preparation, isolation, purification, and analysis of carbon compounds. Prereq.: Grade of C or higher in CHEM 26100 or placement by the department. Coreq.: CHEM 26300. 6 hr./wk.; 3 cr.

CHEM 33000: Physical Chemistry I
Ideal and real gases, kinetic molecular theory, thermodynamics and phase equilibrium, solutions. Prereq.: CHEM 10401, MATH 20300, and PHYS 20700 or placement by the department. Coreq.: PHYS 20800 (recommended as a prereq.). Students who feel that they would benefit from workshops should also take CHEM 33001. 3 hr./wk.; 3 cr.

CHEM 33001: Physical Chemistry I Workshop
(Non-credit course) Coreq.: CHEM 33000. 2 hr./wk.; 0 cr.

Advanced Chemistry Courses

CHEM 33100: Physical Chemistry Laboratory I
Vapor pressures; phase diagram; combustion calorimetry; gas viscosities; electrochemical determination of thermodynamic quantities and other experiments based on topics covered in CHEM 33000. Prereq.: CHEM 24300; pre-or coreq: CHEM 33000. (W) Spring Semester only. 5 hr./wk.; 2 cr.

CHEM 33200: Physical Chemistry II
Spectroscopy, quantum mechanics, and statistical thermodynamics. Students who feel that they would benefit from workshops should also take CHEM 33201. Prereq: CHEM 33000 or (CHE 22900 and CHE 33000). MATH 391 is highly recommended. 3 hr./wk.; 3 cr.

CHEM 33201: Physical Chemistry II Workshop
(Non-credit course) Coreq.: CHEM 33200. 2 hr./wk.; 0 cr.

CHEM 33500: Physical Biochemistry
(For students taking the biochemistry concentration) Thermodynamics, kinetics, transport, spectroscopy, solids, surface and electrochemistry as applied to biological systems. Prereq.: CHEM 24300, CHEM 26300, and CHEM 33000. Spring semester only. (W) 3 lect., 1 rec., 4 lab. hr./wk.; 5 cr.

CHEM 37400: Organic Chemistry Laboratory II
A continuation of CHEM 27200 stressing qualitative organic analysis. Prereq.: CHEM 27200 or (the discretion of the chair) and CHEM 26300. 6 hr./wk.; 3 cr.

CHEM 38200: Chemistry-Physics-Engineering Seminar I
Required for certain undergraduates; emphasis on topics in physical, organic and inorganic chemistry. Fall semester only. 1 cr.

CHEM 38300: Chemistry-Physics-Engineering Seminar II
Required for certain undergraduates; emphasis on topics in physical, organic and inorganic chemistry. Spring semester only. 1 cr.

CHEM 40300: Chemical Information Sources
An introduction to the retrieval of chemical information. Topics covered: primary, secondary and tertiary literature, including the major abstract journals, data sources, compendia, patents, current awareness, and computer readable sources. Prereq.: CHEM 10401 and CHEM 26100. Spring semester only. 1 hr./wk.; 1 cr.

CHEM 40500: Safety in Chemistry
Laboratory and plant safety and toxicology; safety regulations. Prereq.: CHEM 10401 and CHEM 26100. Spring semester only. 1 hr./wk.; 1 cr.

CHEM 40600: Environmental Chemistry
Chemical cycles, aquatic chemistry and microbial biochemistry, phase interactions, water pollution and treatment, atmospheric chemistry and pollution, geochemistry, soil chemistry, energy resources, hazardous wastes, toxicological chemistry, and analytical methods. Intended to broaden the students' understanding of chemical processes taking place in our environment. The relationship between atmospheric, soil and water chemistry will be underlined. This course draws upon general, analytical and organic chemistry experience. Prereq.: CHEM 24300 and CHEM 26100. 3 hr./wk.; 3 cr.

CHEM 40601: Environmental Chemistry Laboratory
Introduction to environmental analysis. Samples of water, air, soil, food, etc. will be obtained and analyzed both qualitatively and quantitatively for pollutants. The effects of these pollutants on the environment will be discussed and linked to urban problems. Analytical techniques will include titrations, separations (GC, HPLC, GC/MS), and polarography. Prereq.: CHEM 40600. 4 hr./wk.; 2 cr.

CHEM 40700: Environmental Organic Chemistry
An examination of processes that affect the behavior and fate of anthropogenic organic contaminants in aquatic environments. Students learn to predict chemical properties that are influencing the transfers between hydrophobic organic chemicals, air, water, sediments and biota. This knowledge will be based on a fundamental understanding of intermolecular interactions and thermodynamic principles. Mechanisms of important thermochemical, photochemical, and biochemical transformation reactions are also investigated, leading to the development of techniques (such as structure-reactivity relationships) for assessing environmental fate or human exposure potential. Prereq.: CHEM 26100. 3 hr./wk.; 3 cr.

CHEM 42500: Inorganic Chemistry
Concepts of inorganic chemistry including bonding theory, structure of complexes, symmetry, and reaction mechanisms. Prereq.: CHEM 26100, CHEM 26300, CHEM 33000; pre-or coreq: CHEM 33200 or CHEM 33500 recommended. 3 hr./wk.; 3 cr.

CHEM 43400: Physical Chemistry and Chemical Instrumentation Laboratory II
This course introduces students to experimental methods in physical chemistry, instrumental analysis and the principles and applications of chemical instrumentation. The course will acquaint the student with the behavior of real chemical systems, the theory of the chemical phenomenon under observation and the design and methodology of measurement systems to detect the chemical phenomenon. Prereq.: CHEM 33100; pre or coreq: CHEM 33200. (W) Fall semester only. 1 lect., 5 lab. hr./wk.; 3 cr.

CHEM 32002: Biochemistry I
This is the first semester of a two-semester Biochemistry course sequence. The course covers the cellular biochemistry of amino acids, proteins, carbohydrates, lipids and nucleic acids, in depth. Prereq.: Grade of C or better in CHEM 26100 and CHEM 26300 or placement by the department. 3 hr./wk.; 3 cr.

CHEM 45904: Biochemistry Laboratory I
Intro to Biochemistry lab. Prereq.: CHEM 26300; Coreq.: CHEM 45902. 4 hr./wk.; 2 cr.

CHEM 48005: Biological Chemistry II
Molecular basis of enzyme action, membranes (transport and transduction), protein structure, signal transduction, virology, bioinformatics, genomics, proteomics, molecular basis of replication, transcription and translation of genetic information, and immunology. Prereq.: CHEM 45902. Spring semester only. 3 hr./wk.; 3 cr.

Honors, Independent Study and Special Courses

Students can register for undergraduate research projects in the Honors Program or the Independent Study Program. In order to graduate "with Honors," the student must maintain a "B" average or better in the Major subject, submit an Honors paper which is a report in research publication format, and be given 9 credits of "A" for this work by the mentor. A maximum of nine credits may be credited toward the degree.

Students are trained to design and perform experiments, to keep a notebook, to write a report and research paper, and to make oral and poster presentations. Research reports are required for all undergraduate research students for every term for which a grade is given.

Every student in these programs must have a conference with the designated departmental advisor (Prof. Simms), every term he or she is working in research. An information form, including the student's major, the name of the mentor, the title of the research project and the projected graduation date must be on file with the advisor.

Please make an appointment with Prof. Simms in MR 1024 or call (212) 650-8402.

CHEM 30100-30400: Honors
Students are provided the opportunity to do individual laboratory research under the direction of a member of the faculty which culminates in a term paper. A GPA of 3.0 in chemistry courses is required. Approval of Department Undergraduate Research Supervisor required prior to registration. 3 cr./sem.
CHEM 31001-31004: Independent Study
Students are provided the opportunity to do individual library, special project or laboratory research under the direction of a member of the faculty which culminates in a term paper. A GPA of 2.5 in chemistry courses is required. Approval of Department Undergraduate Research Supervisor required prior to registration. 1-4 cr./sem.

CHEM 31100-32000: Selected Topics in Chemistry
Special topics not covered in the usual department offerings. Topics will vary from semester to semester depending on student and instructor interest. Credits and hours to be determined by instructor and department with a maximum of 4 cr. per course.

Graduate Courses Open to Undergraduates
Qualified students with departmental approval may take any course available in the master’s programs or the first year of the doctoral programs in Chemistry or Biochemistry. These courses are described in their appropriate bulletins.

Faculty
Daniel L. Akins, Professor
B.S., Howard Univ.; Ph.D., Univ. of California, Berkeley
Valeria Balogh-Nair, Professor
B.Sc., Univ. of Louvain (Belgium), Ph.D.
Teresa Bandosz, Professor
B.S., M.S., Univ. of Mining Metallurgy (Cracow, Poland); Ph.D., Technical Univ. of Cracow
Ronald Birke, Professor
B.S., Univ. of North Carolina; Ph.D., M.I.T.
Mark Bisceo, Assistant Professor
B.A., Wesleyan Univ.; Ph.D., Columbia Univ.
Sean Boson, Lecturer
B.S., M.S., Jahangimargar Univ., (Bangladesh); Ph.D., Univ., of Cambridge (UK)
Zimei Bu, Associate Professor
B.Eng., Chengdu Univ., of Science & Technology, (China); Ph.D., Louisiana State Univ.
David H. Calhoun, Professor
B.A., Birmingham-Southern College; Ph.D., Univ. of Alabama
Ranajeeet Ghose, Associate Professor
B.Sc., Presidency College (India); M.S., Yale Univ., Ph.D.
David K. Gosser, Professor
B.S., St. Joseph’s Univ.; Ph.D., Brown Univ.
Michael E. Green, Professor
A.B., Cornell Univ.; M.S., Yale Univ., Ph.D.
Urs Jans, Associate Professor
Diploma in Chemistry, Swiss Federal Inst. of Technology, Ph.D.
David Jeruzalmi, Professor
B.S., Univ., of Cincinnati; M.S., Ph.D., Yale University
George John, Professor
B.S., Univ. of Kerala (India), Ph.D.
Reza Khayat, Assistant Professor
B.S., Univ., of California, Irvine; M.S., Ph.D., Columbia University
Glen Kowach, Associate Professor, Exemption Examinations and Minor Advisor
B.S., Univ. of Wisconsin, Madison; Ph.D., Cornell Univ.
Mahesh Lakshman, Professor,
B.S., University of Bombay (India), M.S.; Ph.D., University of Oklahoma
Themis Lazaridis, Professor
Diploma in Chemical Engineering, Aristotle Univ. (Greece); Ph.D., Univ. Of Delaware
John R. Lombardi, Professor
A.B., Cornell Univ.; M.A., Harvard Univ., Ph.D.
Stephen O’Brien, Associate Professor
B.Sc., Sussex Univ. (UK); D. Phil., Oxford Univ. (UK)
Kevin Ryan, Associate Professor
B.S., Providence College; M.S., Univ. of Rochester, Ph.D.
Issa Salame, Lecturer and Master Teaching Fellow
B.S., The City College; M.Phil., CUNY, Ph.D.
Simon A. Simms, Associate Professor and Chair
B.S., The City College; Ph.D., Princeton Univ.
Ruth Stark, Distinguished Professor
A.B., Cornell Univ., Ph.D. Univ. of California (San Diego)
Mark L. Steinberg, Professor
B.A., Univ. of Michigan; Ph.D., Univ. of Pennsylvania
Maria Tamargo, Professor
B.S., Univ. of Puerto Rico; M.S., Johns Hopkins Univ., Ph.D.
Barbara Zajc, Associate Professor
B.S., Univ. of Ljubljana, M.S., Ph.D.
Professors Emeriti
John S. Arents
Theodore Axenrod
Vernon G.S. Box
Thomas Haines
Neil McKelvie
Jack I. Morrow
Stanley R. Radel
Henri L. Rosano
Charlotte S. Russell
Horst Schulz
Amos Turk
Michael Weiner
Arthur E. Woodward
Comparative Literature Program
(Division of Humanities and the Arts)

Professor Joshua Wilner, Director • Program Office: SH 101 • Tel: 212-650-8350

General Information
The City College offers the following undergraduate degree in Comparative Literature:

B.A. in Comparative Literature

Programs and Objectives
The Comparative Literature program offers students an opportunity to study literature from a broader, more comprehensive point of view than one restricted to the works of a single nation or a single language area.

The B.A. program is designed to make the student aware of the international culture in which national literatures flourish. The student will study the ways in which the literatures of different nations enrich, influence, and help define each other, in order to be able to recognize those traits that are universally shared and those that are distinctive and unique to each one.

The program in Comparative Literature also gives the student the opportunity to enhance his or her competence in a foreign language through the study of literature.

Each student majoring in Comparative Literature will design his or her own program in consultation with one of the faculty advisors, whose approval of the program is required. The choice of electives will reflect the student’s background, special interests, and objectives.

Students should review course offerings in the departments or programs of Foreign Languages and Literatures, English, Asian Studies, Black Studies, Jewish Studies, Latin American and Hispanic Caribbean Studies, and Women’s Studies.

The possibilities for interdisciplinary study are numerous. Students may, for example, choose to orient their study of the national literatures to such topics as literature and science, literature and society, or literature and other arts, and may include in their programs related courses in such fields as anthropology, art, history, music and theatre.

Requirements for Majors
A 2.0 GPA in the major is required for graduation. The GPA in the major is calculated from courses in the major based in the major department only, and that have been taken at City College or through ePermit, including all courses in excess of the minimum required for the degree. In addition, students must maintain an overall GPA of 2.0 and above to graduate with a BA in Comparative Literature.

Students majoring in Comparative Literature must complete the following:

Required Courses
CL 35000: Introduction to Comparative Literature 3
CL 41100-42000: Seminars in Comparative Literature 3

Elective Courses
National literatures in the original language:
Courses in the first language minimum 15
Courses in a second language minimum 6
Related free electives 9
Total Credits 36

General Education Requirements (“Pathways”)
In general, students are required to complete 42 credits of General Education coursework, with some adjustments for transfer students. See the General Education Requirements (“Pathways”) section of the Bulletin for more information.

Advisement
Students interested in Comparative Literature should consult with the Director, Professor Joshua Wilner, who will assist them in identifying a faculty advisor.

Majors in the Department of Comparative Literature are expected to maintain a minimum GPA of 2.5. Those who fall below that number will be called in for a conference with a departmental advisor to discuss ways of improving academic performance. The advisor may recommend taking a particular course for better preparation, meeting with a tutor in the Writing Center, taking a course load lower than 15 credits, or other strategies for achieving academic success. All students should try to maintain the highest possible GPA in order to enhance their prospects for acceptance to graduate programs and career opportunities.

Comparative Literature Course Descriptions
Comparative Literature Advanced Courses
CL 35000: Introduction to Comparative Literature
Study of major themes, genres, and periods. Basic introduction to ways of comparing various literatures and to the relations between literature and other art forms. Readings from world literature (in translation, as necessary) and from secondary sources. Prereq.: WHUM C10100 and WHUM C10200. (W) 3 hr./wk.; 3 cr.

CL 31100-32000: Selected Topics in Comparative Literature
A changing series of innovative and experimental cases on topics not generally covered in regular courses. Students should consult the list of course offerings each semester to determine which selected topic will be offered. (W) 3 hr./wk.; 3 cr.

CL 41100-42000: Seminars in Comparative Literature
Intensive study of a particular period, theme, genre, or literary movement, or of a particular problem in the theory and methods of comparative literature. Prereq.: CL 35000 or approval of the instructor. (W) 2 hr./wk.; 3 cr.

Faculty
The faculty of the program includes those professors who teach the program’s courses and those whose departmental courses may be credited to the major.
Department of Earth and Atmospheric Science

(Division of Science)

Professor Jeffrey Steiner, Chair • Department Office: MR 106 • Tel: 212-650-6984

General Information
The City College offers the following undergraduate degrees in Earth and Atmospheric Sciences:

- B.S. in Geology

Programs and Objectives
The Department of Earth and Atmospheric Sciences offers a unique version of the Earth System Science (ESS) model, the proposed national curriculum for the earth sciences. The ESS approach has been adopted by NASA and other government agencies as the appropriate method for understanding and modeling the complexities of the world system. By understanding the relationships that sustain the earth’s oceans and atmosphere we can better develop methods for phrasing and solving environmental problems. EAS/ESS emphasizes a curriculum that deals with the geochemical and geophysical relationships that produce an environmentally sound and self-perpetuating world.

This new approach attempts to be as multi-disciplinary as possible, allowing students to choose electives from other science departments and from engineering. The special strengths of the department include hydrology/subsurface remediation, geophysics and environmental geophysics, meteorology and remote sensing, and environmental geochemistry. Students graduating from EAS with the system science training are especially able to include geological/GIS mapping and remote sensing in their portfolio of skills. These and related skills are especially valuable to engineering geology companies, government agencies, such as NASA and NOAA, and a multitude of areas that involve spatial planning. By careful selection of electives students can be equally well prepared for careers ranging from classical Geology to Environmental Public Policy, and Terrestrial Ecology. Majors are also ideally prepared to pursue careers in education and advanced degrees in the Earth Sciences.

Departmental Facilities
The EAS Department maintains well-equipped hydrology, geochemistry, geophysics, remote sensing, and cryospheric processes laboratories. Geochemical equipment includes a Phillips x-ray fluorescence station, a Thermo X-series2 ICP-MS, and Thermo flame and graphite furnace atomic absorption facilities. A Thermo Finnigan Trace DQG Gas Chromatography/Mass Spectrometry system with chemical ionization and autosampler, a Glasm-modulated extraction system, Dionex Summit HPLC with gradient pump and UV detector, a Kodak Image Station 2000MM Multi-modal high performance digital imaging system and related equipment are available for contaminant hydrology. The High Pressure Laboratory includes a 0-100,000 PSI Harwood intensifier, a Honeywell temperature-regulating system, and a petrographic microscope laboratory. Additional equipment includes access to x-ray diffraction stations, a ZEISS Supra 55VP SEM with a Princeton Gammatech Energy Dispersive Analysis System, Soiltest resistivity meter, a Worden student gravimeter, and a GSM-19T activity meter, a Syscal Kid Switch 24 automated resistivity system, an older generation SeisSite Assessments, Geothermal Resources, and a course on the environmental applications of the Matlab computer program. Under certain circumstances, higher-level electives from other departments may also be counted toward the major. This option is limited, however, and is approved on a case-by-case basis. Courses from other departments and selections from the set of EAS electives are chosen in consultation with either Professor Steiner or Professor Kenyon, to ensure a coherent program.

It is recommended that EAS majors complete PHYS 20700-20800, though the PHYS 20300-20400 sequence may be preferred for some students. MATH 20100-20300 is recommended, but MATH 20500-20900 is an acceptable option for some students. Recommendations are on a case-by-case basis.

Requirements for Majors
A GPA of 2.0 or higher in the major is required for graduation. The GPA in the major is calculated from courses in the major based in the major department only, and that have been taken at City College or through ePermit, including all courses in excess of the minimum required for the degree.

The EAS Curriculum comprises a basic set of courses (Basic Courses for EAS Majors) complemented by elective courses (Electives for Standard EAS Option). The EAS elective set is variable, and the courses listed below can be supplemented by special topics courses offered on subjects of interest to students and faculty. Recent special topics courses have included Environmental Site Assessments, Geothermal Resources, and a course on the environmental applications of the Matlab computer program. Under certain circumstances, higher-level electives from other departments may also be counted toward the major. This option is limited, however, and is approved on a case-by-case basis. Courses from other departments and selections from the set of EAS electives are chosen in consultation with either Professor Steiner or Professor Kenyon, to ensure a coherent program.

For general advisement for all program options:
Professor Patricia Kenyon
MR 933; 212-650-6472
Professor Jeffrey Steiner
MR 106; 212-650-6984

Requirements for Majors
A GPA of 2.0 or higher in the major is required for graduation. The GPA in the major is calculated from courses in the major based in the major department only, and that have been taken at City College or through ePermit, including all courses in excess of the minimum required for the degree.

The EAS Curriculum comprises a basic set of courses (Basic Courses for EAS Majors) complemented by elective courses (Electives for Standard EAS Option). The EAS elective set is variable, and the courses listed below can be supplemented by special topics courses offered on subjects of interest to students and faculty. Recent special topics courses have included Environmental Site Assessments, Geothermal Resources, and a course on the environmental applications of the Matlab computer program. Under certain circumstances, higher-level electives from other departments may also be counted toward the major. This option is limited, however, and is approved on a case-by-case basis. Courses from other departments and selections from the set of EAS electives are chosen in consultation with either Professor Steiner or Professor Kenyon, to ensure a coherent program.

It is recommended that EAS majors complete PHYS 20700-20800, though the PHYS 20300-20400 sequence may be preferred for some students. MATH 20100-20300 is recommended, but MATH 20500-20900 is an acceptable option for some students. Recommendations are on a case-by-case basis.

Requirements for Majors
A GPA of 2.0 or higher in the major is required for graduation. The GPA in the major is calculated from courses in the major based in the major department only, and that have been taken at City College or through ePermit, including all courses in excess of the minimum required for the degree.

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It is recommended that EAS majors complete PHYS 20700-20800, though the PHYS 20300-20400 sequence may be preferred for some students. MATH 20100-20300 is recommended, but MATH 20500-20900 is an acceptable option for some students. Recommendations are on a case-by-case basis.

Standard EAS Option, Leading to a B.S. Degree
All EAS majors in the standard option must complete the Basic Courses for EAS Majors with a grade of at least C in each course and pass 33 credits of courses from the elective list with a C average.

Basic Courses:
- EAS 10600: Earth Systems Science 22
- EAS 21700: ESS: Systems Analysis of the Earth 4
- EAS 22700: Structural Geology 4
- EAS 30800: ESS: Modeling/Databases 3
- EAS 41300: Environmental Geochemistry 3
- EAS 47200: Environmental Project 4

Electives for Standard EAS Option:
- EAS 32800: Global Environmental Hazards 3
- EAS 33000: Geographic Information Systems 3
- EAS 34500: Hydrology 3

Departmental Activities
The Green Planet Society
The Green Planet has meetings during club hours. Meetings include guest lectures, environmental films, and field trips in the NYC area.

Society of Exploration Geophysicists (SEG)
A student chapter of this society has recently been formed, with a focus on the use of geophysics for environmental and engineering applications.

American Meteorological Society
The American Meteorological Society is for students interested in meteorology and its applications. Visits to weather stations are scheduled.

Awards
The Ward Medal
Presented each year to outstanding graduating seniors. For detailed information, see the Guide to City College Prizes, Awards, and Medals in the office of the Chair.

Advisement
For general advisement for all program options:
Professor Patricia Kenyon
MR 933; 212-650-6472
Professor Jeffrey Steiner
MR 106; 212-650-6984

Requirements for Majors
A GPA of 2.0 or higher in the major is required for graduation. The GPA in the major is calculated from courses in the major based in the major department only, and that have been taken at City College or through ePermit, including all courses in excess of the minimum required for the degree.

The EAS Curriculum comprises a basic set of courses (Basic Courses for EAS Majors) complemented by elective courses (Electives for Standard EAS Option). The EAS elective set is variable, and the courses listed below can be supplemented by special topics courses offered on subjects of interest to students and faculty. Recent special topics courses have included Environmental Site Assessments, Geothermal Resources, and a course on the environmental applications of the Matlab computer program. Under certain circumstances, higher-level electives from other departments may also be counted toward the major. This option is limited, however, and is approved on a case-by-case basis. Courses from other departments and selections from the set of EAS electives are chosen in consultation with either Professor Steiner or Professor Kenyon, to ensure a coherent program.

It is recommended that EAS majors complete PHYS 20700-20800, though the PHYS 20300-20400 sequence may be preferred for some students. MATH 20100-20300 is recommended, but MATH 20500-20900 is an acceptable option for some students. Recommendations are on a case-by-case basis.

Standard EAS Option, Leading to a B.S. Degree
All EAS majors in the standard option must complete the Basic Courses for EAS Majors with a grade of at least C in each course and pass 33 credits of courses from the elective list with a C average.

Basic Courses:
- EAS 10600: Earth Systems Science 22
- EAS 21700: ESS: Systems Analysis of the Earth 4
- EAS 22700: Structural Geology 4
- EAS 30800: ESS: Modeling/Databases 3
- EAS 41300: Environmental Geochemistry 3
- EAS 47200: Environmental Project 4

Electives for Standard EAS Option:
- EAS 32800: Global Environmental Hazards 3
- EAS 33000: Geographic Information Systems 3
- EAS 34500: Hydrology 3

Research
Qualified students are encouraged to become research assistants to faculty, and must complete a capstone research project as part of the major requirements sequence. Many are assisted in their research with support from the CCNY National Oceanic and Atmospheric Administration Cooperative for Remote Sensing Science and Technology (CREST) Center and the CUNY-GISS REU: Global Climate Change. Through an exciting research program with the United States Geological Survey (USGS), up to ten students per summer are supported to perform fieldwork under the direct supervision of USGS scientists. Student fieldwork under this program has been carried out from New Jersey to Massachusetts, with new possibilities being created for 2012 throughout the United States. Internships are also available in a variety of earth science disciplines with the NASA Jet Propulsion Laboratory in Pasadena, California.
EAS 36500: Coast and Ocean Processes 3
EAS 41700: Satellite Meteorology 3
EAS 43900: Mineral/Energy Resources 4
EAS 44600: Groundwater Hydrology 3
EAS 48800: Climate Change 4
EAS 52800: Plate Tectonics/Geodynamics 3
EAS 56100: Geophysics 3
EAS 56500: Environmental Geophysics 3

Total Standard Option Credits: 55

Requirements for a B.A. in EAS
B.A. Science Core 9
Required EAS Courses 22
EAS Electives 24
Total Credits: 55

Requirements for a Minor in EAS
A minor in EAS requires a minimum of 9 credits beyond EAS 10600. These courses are in addition to the science core requirements.

Secondary Education Concentration
Major requirements are listed below. Pedagogical requirements are listed in the Department of Education section of this Bulletin.

Basic Courses:
- EAS 10600: Earth Systems Science 4
- ENGR 10610 3

Required Courses:
- EAS 22700: Structural Geology 4
- EAS 30800: ESS: Modeling Data Bases 3
- EAS 41300: Environmental Geochemistry 3
- EAS 47200: Environmental Project 4
- Electives: 9
- EAS 32800: Global Environment Hazards 3
- EAS 33000: Geographic Information Systems 3
- EAS 34500: Hydrology 3
- EAS 36500: Coast and Ocean Processes 3
- EAS 41700: Satellite Meteorology 3
- EAS 42600: Environmental Remote Sensing & Image Analysis 3
- EAS 43900: Mineral and Energy Resources 4
- EAS 44600: Groundwater Hydrology 3
- EAS 48800: Climate Change 4
- EAS 52800: Plate Tectonics/Geodynamics 3
- EAS 56100: Geophysics 3

Total Secondary Education Concentration Credits: 34

Additional Requirements

GENERAL EDUCATION REQUIREMENTS ("PATHWAYS")
In general, students are required to complete 42 credits of General Education coursework, with some adjustments for transfer students. See the General Education Requirements (Pathways) section of the Bulletin for more information. Earth and Atmospheric Science students will satisfy their "Pathways" requirements most efficiently by following these recommendations:

Fixed Core
- English Composition I: FQWS
- English Composition II: ENGL 21003
- Mathematical and Quantitative Reasoning: MATH 20100
- Life and Physical Sciences: CHEM 10301

Flexible Core
- World Cultures and Global Issues: any of CLAS offerings in this category
- Individual and Society: any of CLAS offerings in this category
- U.S. Experience in its Diversity: any of CLAS offerings in this category
- Creative Expression: any of CLAS offerings in this category
- Scientific World: BIO 10100
- Additional course in Scientific World: CHEM 10401 or PHYS 20700

College Option
- Speech 11100, 00380 or exemption on the basis of demonstrated proficiency
- Foreign language – two semesters of college-level study, or exemption on the basis of two years of high-school level study, or demonstrated proficiency
- Philosophy - any of CLAS offerings in this category

Earth and Atmospheric Science Course Descriptions

Core Earth and Atmospheric Science Courses

EAS 10000: The Dynamic Earth
Basic concepts of geology for non-science majors. The materials, structures, and surface features of the earth, and the processes which have produced them. 3 lect. hr./wk; 3 cr.

EAS 10100: The Atmosphere
An introduction to the processes and phenomena of our atmosphere for non-science majors. Topics include clouds, sky color, greenhouse effect, storms, climates and Ice Ages. 3 lect. hr./wk; 3 cr.

EAS 10300: Environmental Geology
An introduction to the geological aspects of environmental issues and sustainability for non-science majors. Presents the basic concepts of geology, followed by discussion of selected environmental issues, such as mineral and energy production; water supplies and pollution; flooding and erosion; earthquake and volcanic hazards. 3 lect., hr./wk; 3 cr.

EAS 10400: Perspectives of Global Warming
Provides a concise and current view of the factors governing global warming and climate change and its implications for society as a whole. The use of climate models and data analysis build an understanding of the quantitative elements of the climate system and demonstrate how climate change is measured. Topics include: Earth’s energy balance, measuring climate change, statistical significance of cycles, natural and anthropogenic sources of climate change, consequences of climate change, and modeling and predicting climate change. This course is recommended for non-EAS majors with an interest in learning the science behind the climate change debate. 3 lect., 1 lab hr./wk; 3 cr.

EAS 10600: Earth Systems Science
A systematic global view of the features, processes, and underlying scientific concepts of the earth, atmosphere, and oceans, emphasizing environmental applications. 3 lect., 3 lab. hr./wk; 4 cr.

EAS 22700: Structural Geology
Geometry of elementary earth structures, especially faults and fractures, their modes of origin, stress analyses, and models. The mechanics of naturally occurring structures and their relationship to human-made structures. Includes earthquake mechanics and development of geological maps. Prereq.: EAS 10000, EAS 10600. 3 lect., 2 lab. hr./wk; 4 cr.

Advanced Earth and Atmospheric Science Courses

EAS 21700: ESS: Systems Analysis of the Earth
Analysis and modeling of the grand cycles and systems in the Earth Sciences, including plate tectonics and climate change, by incorporating the underlying physical, chemical and biological principles. Physical and chemical properties of earth materials are examined. EXCEL, Visual Basic and PowerPoint are all used extensively. Prereq.: EAS 10600, PHYS 20300 or CHEM 10301 or equivalent. 3 lect., 2 lab. hr./wk; 4 cr.

EAS 30000: Earth and Environmental Science Seminar
Presentations and discussions by faculty and guest speakers on current topics in the area of earth and environmental science. Prereq.: EAS10600 or ENGR 10610, or permission of instructor; can be taken twice for credit. 1 hr./wk; 1 cr.

EAS 30100-30400: Honors I-IV
Research and studies in Earth Systems Science. Approval from the Department required. Apply in MR-106, no later than December 10 in the Fall term or May 1 in the Spring term. Variable cr., usually 3 cr./sem.

EAS 30800: ESS Modeling/Databases
Applications of the principles of ESS to the diagnosis and modeling of global and local environmental problems. Introduction to remote sensing techniques, processing, and analyses of global data sets, and computer models of Earth Systems. Prereq.: EAS 21700, or permission of instructor. (W) 3 lect., 1 lab. hr./wk; 3 cr.

EAS 31000: Independent Study
Individual laboratory, field or library investigation of a problem in Earth Systems Science. Approval of instructor required. 1-4 cr./sem.

EAS 31100-31500: Selected Topics in Earth Systems Science
Current topics and problems with emphasis on aspects not treated in regular courses. Department permission required. 3 lect. or rec. hr./wk; 3 cr./sem.
EAS 32800: Global Environmental Hazards
Study of important, naturally-occurring, destructive phenomena, such as earthquakes, volcanic eruptions, landslides and coastal flooding. Long-term causes and remediation of these problems. Topics will focus on consequenc-es to urban environments. 3 lect. hr./wk.; 3 cr.

EAS 33000: Geographic Information Systems
Introduction to Geographic Information Systems using ArcGIS. Analysis of spatial data based on location. Hands-on work with downloading databases from the Internet, modification of formats, editing, and data analyses. Visual representation of data will emphasize different data types (point, linear, and spatial) and use of various analytical tools (IDW, spline, nearest neighbor, quadrat analysis, and different pattern types, such as random, clustered, uniform, bi-modal, etc). Environmental Applications are stressed in class and include: Earthquake Patterns and Risk Analysis, Vegetation Patterns and Changes over Time, Patterns of Sea Level Change due to Global Warming, remote sensing of fracture patterns, aerosol dispersal over time, pollution plumes in subsurface groundwater. 3 hr./wk.; 3 cr.

EAS 34500: Hydrology
Introduction to hydrological data, the hydrologic cycle. Precipitation, stream-flow, evaporation, and runoff. Emphasis is on their interactions and process-es. Prereq.: MATH 20300 or MATH 20900, PHYS 20800, or permission of in-structor. 2 lect., 2 lab. hr./wk.; 3 cr.

EAS 36500: Coast and Ocean Processes
Principles governing atmosphere-coast-ocean interactions. The role of the world's oceans in current global warming/cooling models will be examined. Topics also include: bathymetric features, origins of the hydrosphere, sea-level change, wave formation, temperature, salinity, and density of the ocean water, and remote sensing of oceanic/atmospheric data from space. Prereq.: EAS 10600 or BIO 10200, or permission of instructor. 3 lect. hr./wk.; 3 cr.

EAS 41300: Environmental Geochemistry
A traditional geochemistry survey course that emphasizes earth system sci-ence considerations. The survey includes groundwater systems, the ocean system, carbon-silicon cycle relative to these systems, stable and radioiso-tope geochemistry, trace metal distribution theory and applications, and an introduction to igneous and metamorphic petrology. Hands-on exercises in x-ray fluorescence and x-ray diffraction spectrometry complement lecture materials. Prereq.: EAS 10600 or CHEM 10401, or permission of instructor; pre- or co-req. CHEM 10401. (W) 3 lect., 1 lab. hr./wk.; 3 cr.

EAS 41700 Satellite Meteorology
Satellites have become an increasingly important tool for studying and mon-itoring the Earth's weather and climate. Topics include orbits of meteorological satellites, instruments they carry, fundamentals of atmospheric radia-tion and remote sensing, meteorological parameters that can be retrieved from satellites, and applications. Matlab is used to analyze satellite data. Prereq.: MATH 20300, and PHYS 20800, or permission of instructor. 3 hr./wk.; 3 cr.

EAS 42600: Environmental Remote Sensing and Image Analysis
Remote sensing of the environment is a course devoted to the study of earth system interactions through downloading and manipulating satellite data. The course reviews the historical creation of satellite platforms, current usages of satellite data in the earth sciences, and emphasizes image analytical techniques used to highlight important data sets. Lecture and laboratory work emphasizes the use of Interactive Data Language (IDL) programming to perform image manipulations. Prereq.: undergraduate course in computer science or permission of instructor. 3 lect. hr./wk.; 3 cr.

EAS 43900: Mineral/Energy Resources

EAS 44600: Groundwater Hydrology
Occurrence of ground water. Basic equations and concepts of groundwater flow. Flow nets. Methods of groundwater investigation. Prereq.: MATH 20300 or MATH 20900, and Physics 20800, and EAS 10600 or permission of instruc-tor. 2 lect., 2 rec. hr./wk.; 3 cr.

EAS 45000: Environmental Field Methods
This course introduces basic field concepts and applications related to the environmental evaluation of water, soil, and sediment quality. It focuses on various environmental sampling and monitoring techniques, laboratory chemical analyses, and data reporting. Topics will include surface/ground water sampling, soil sampling, sediment sampling, stream gauging, ground-water level monitoring, monitoring well installation, etc. The class consists of lectures, field trips, and labs. Each student will prepare field reports, and carry out a small project of his/her choice. Prereq.: CHEM 10401, PHYS 20800, and EAS 44600, or permission of instructor. 3 hrs./wk.; 3 cr.

EAS 47200: Environmental Project
Senior-level capstone research project utilizing laboratory, remote sensing, and/or field data, in combination with associated measurement techniques and analysis tools to address a problem in the geosciences selected with a faculty mentor. Upon completion, students are required to write an in-depth scientific report and make an oral presentation of their work to the faculty. Course may be taken over two semesters. Prereq.: EAS 21700 and EAS 22700; Coreq.: EAS 30800, and permission of instructor. 4-6 credits (minimum 4 credits in total).

EAS 48800: Climate Change
This course links processes and interactions of the atmosphere, ocean, and solid earth and their impact on climate and climate change. Topics include the physical principles of climate; climates of the past and present; Ice Age theories; the Greenhouse Effect; and human impact on climate. Prereq.: EAS 10100 or EAS 10600; one semester of college math. 3 lect., 2 lab. hr./wk.; 4 cr.

EAS 52800: Plate Tectonics/Geodynamics
This course treats the processes that change the face of the earth. It includes the concepts of mantle convection, continental drift, leading to the modern theory of plate tectonics. The perspective is global and process-oriented, with examples from nearby active plate boundaries. The plate tectonic model explains global distributions of earthquakes, volcanoes, mineral deposits, and long-term climate patterns. Prereq.: EAS 10600 and EAS 22700. 3 lect. hr./wk.; 3 cr.

EAS 56100: Geophysics
This course covers the physical principles that govern the behavior and tech-niques used to infer the earth's internal structure, composition, and mineral resources. It provides earth scientists and engineers with the techniques to determine earth structures, locate environmental pollutants, and prospect for natural resources from remote locations. Topics include: seismology, geodesy, gravity, magnetics, and thermal properties of the earth. Prereq.: EAS 10600 and PHYS 20800. 3 lect. hr./wk.; 3 cr.

EAS 56500: Environmental Geophysics
The application of geophysics to environmental and engineering problems. Hands-on work and demonstrations on seismic, electrical, electromagnetic and magnetic instruments and techniques. Survey design and execution. Computer analysis of survey results. Prereq.: MATH 20100 or MATH 20500. 3 lect., hr./wk.; 3 cr.

EAS 56600: Solid Earth Geochemistry
Deep earth involvement in Earth Systems Science: plutonism and volcanism; isotopic age dating; non-radiogenic isotope systematics; and trace metal characteristics of evolving earth systems. Course introduces petrography and x-ray fluorescence. 3 lect. hr./wk.; 3 cr.

Graduate Courses Open to Undergraduates
Qualified undergraduate students may take, with permission of depart-ment, courses available in the Master's Program in Earth Systems Science (see Graduate catalogue) or at Lehman College or other CUNY campuses.

Faculty
Karim Block, Assistant Professor
A.B., Univ. of Michigan; M.Phil., CUNY, Ph.D.
Patricia Kenyon, Associate Professor
B.S., Rensselaer Polytechnic Inst.; Ph.D., Cornell Univ.
Zhengzhao Johnny Luo, Assistant Professor
B.S., Peking Univ. (China); M.Phil., Columbia Univ., Ph.D.
Kyle McDonald, Professor
B.E.E., Georgia Inst., of Technology; M.S., Johns Hopkins Univ.; M.S., Univ., of Michigan, Ph.D.
Federica Raia, Associate Professor
B.S., Univ. of Naples, Ph.D.
Jeffrey Steiner, Professor and Chair
B.S., Washington State Univ.; Ph.D., Stanford Univ.
Marco Tedesco, Assistant Professor
M.E., University of Napoli ‘Fedrico II’; Ph.D., Institute of Applied Physics ‘Carrara’ and The Univ. of Potenza.

Pengfei Zhang, Associate Professor
B.S. Univ. of Science & Technology of China; M.S., Montana Tech of the Univ. of Montana; Ph.D., Univ. of Utah

Professor Emeritus
Stanley Gedzelman
Edward Hindman
Margaret Anne Winslow
Department of Economics and Business

(The Colin L. Powell School for Civic and Global Leadership, formerly the Division of Social Science)

Professor Kevin Foster, Acting Chair • Department Office: NA 4/121 • Tel: 212-650-5403

General Information
The City College offers the following undergraduate and combined degrees:

B.A. in Economics
B.A. in Management and Administration
B.A./M.A. (Combined Degree) in Management and Administration

Programs and Objectives
Economists are concerned with the problems that arise in allocating scarce resources to alternative uses. They analyze supply, demand and market conditions both for individual goods and services the public sector, and the economy as a whole. Students prepare for a variety of careers in the business, non-profit, public and academic sectors of society. The study of Economics helps people to make informed decisions as citizens and community leaders and in their private affairs.

The Management and Administration major prepares students to be effective contributors to organizations by developing key managerial abilities critical for success in the contemporary workplace. Students develop their abilities to research and critically analyze business information, make recommendations to solve real-world business problems, and become effective team members and team leaders. The Management and Administration major uses an integrating management framework (manager’s environment, strategy & leadership, business functions) to develop systems thinking and analysis, problem solving, and interacting and leading as key managerial abilities. This framework enables students to view organizations as complex systems and to make decisions that recognize the diverse needs of multiple stakeholders.

B.A./M.A. Program
The B.A./M.A. program is an intensive program that affords academically gifted undergraduate students the opportunity to obtain an M.A. degree along with a B.A. degree. Entering students with a superior high school record making them eligible for Freshman Honors and sophomores or juniors with a B+ overall average are eligible for the B.A./M.A. program.

Degree Requirements

Economics

Required Courses

Required courses in Economics
ECO 10250: Principles of Management
ECO 10250: Principles of Microeconomics
ECO 10350: Principles of Macroeconomics
ECO 20150: Principles of Statistics
ECO 20250: Microeconomics Theory I
ECO 20350: Macroeconomics I
ECO 20450: Principles of Accounting I
ECO 31650: Introduction to Econometrics

Three of the following from a single field, one of which must be a capstone (denoted Cap)

Field courses in Economics
ECO 31850: Managerial Economics (3 cr)
ECO 23150: Environmental Economics & Sustainability (3 cr)
ECO 23250: Energy, Commodities, & the Environment (2 cr)
ECO 23350: Economic History (3 cr)
ECO 24350: Law & Economics (3 cr)
ECO 25550: Public Economics (3 cr)
ECO 32150: International Finance (3 cr)
ECO 32250: Money & Banking (3 cr)
ECO 33350: Macroeconomics II (3 cr)
ECO 33550: Urban Economics (3 cr)
ECO 33650: Public Finance (3 cr)
ECO 33750: Transportation Economics (3 cr)
ECO 43350: Labor Economics (3 cr)
ECO 43550: Econometrics II (3 cr)
ECO 43450: Public Investment Analysis (Cap) (3 cr)
ECO 49150/49250: Honors (Cap)

Field courses in Financial Economics
ECO 21450: Business Law I (3 cr)
ECO 21850: Managerial Economic (3 cr)
ECO 22250: Corporate Finance (3 cr)
ECO 22350: Economics of Investments (3 cr)
ECO 31450: Business of Law II (3 cr)
ECO 32150: International Finance (3 cr)
ECO 32250: Money & Banking (3 cr)
ECO 32350: Accounting II (3 cr)
ECO 43550: Econometrics II (3 cr)
ECO 42150: Advanced Financial Economics (Cap) (3 cr)
ECO 42250: Options & Futures (Cap) (3 cr)
ECO 49150/49250: Honors (Cap)

Two major electives

One of the following
MATH 20100: Calculus I (3 cr.) or
MATH 20500: Elements of Calculus I (4 cr.)

Total Credits

ECON 102000 can substitute for ECO 10250 and ECO 10350. ECON 19150 can substitute for ECO 10250 and ECO 10350.

Management and Administration

Required Courses

Economics:
ECO 10150: Principles of Management (3 cr)
ECO 10250: Principles of Microeconomics (3 cr)
ECO 10350: Principles of Macroeconomics (3 cr)
ECO 20150: Principles of Statistics
ECO 20250: Microeconomics Theory I
ECO 20350: Macroeconomics I
ECO 20450: Principles of Accounting I

Three Field courses in Management and Administration from this list, one of which must be a capstone (denoted Cap)

ECO 21150: Consumer Behavior
ECO 21250: Marketing
ECO 21350: International Environment of Business
ECO 21450: Business Law I
ECO 22250: Corporate Finance
ECO 31250: Human Resource Management
ECO 31150: Developing Management Skills
ECO 31350: Operations and Production
ECO 31450: Business Law II
ECO 31550: Marketing Research
ECO 31650: Organizational Behavior
ECO 31750: Economics of Environmental Entrepreneurship
ECO 31850: Managerial Economics
ECO 31950: Leadership
ECO 32350: Accounting II
ECO 41250: Entrepreneurship
ECO 41150: Strategic Management (Cap)
ECO 41350: Business and Society (Cap)
ECO 41450: Information and Technology Management (Cap)

Two major Elective Courses

One of the following
MATH 20100: Calculus I (3 cr.) or
MATH 20500: Elements of Calculus I (4 cr.)

Total Credits

ECON 104000 can substitute for ECO 10250 and ECO 10350. ECO 19150 can substitute for ECO 10250 and ECO 10350.

Field courses in Management and Administration

Field courses in Financial Economics

Field courses in Economic Development (Cap) (3 cr)
ECO 49150/49250: Honors (Cap)
ECO 10350: Principles of Macroeconomics
Theory and practice of the modern organization, its historic development, and its role in our modern society. The course takes a functional approach, first introducing the role of a manager and the modern managerial environment, then exploring planning, organizing, leading, and control. Particular attention is given to developing the skills necessary to manage, lead, and compete in today's world. 3 hr./wk.; 3 cr.

ECO 10250: Principles of Microeconomics
This introductory course develops the basic tools and methods of microeconomic analysis. The choices of individual decision makers are analyzed in studying how markets operate. The fundamentals of supply and demand, consumer and firm behavior, and market interactions are examined. Applications to current microeconomic issues are discussed in the course, for example, the role of government in markets. 3 hr./wk.; 3 cr.

ECO 10350: Principles of Macroeconomics
This introductory course develops the basic tools and methods of macroeconomic analysis. Issues of employment and unemployment, inflation, the level of output and its growth, and other important current policy problems are examined within the framework of models that economists use. The main area of current applications will be the United States economy, but attention will also be given to international economic issues. 3 hr./wk.; 3 cr.

ECO 10400: Introduction to Quantitative Economics
For students enrolled in the School of Engineering. An integrated intensive treatment of micro- and macroeconomics. Modern analytical approach employed to treat topics including theory of consumer demand, theory of firm, market structure, inflation, unemployment, and economic growth. Special emphasis on managerial economics and empirical methods by which economists test hypotheses and estimate parameters. Replaces ECO 10250 and ECO 10350. Prereq.: MATH 20100 or MATH 20500. 3 hr./wk.; 3 cr.

ECO 19150: Honors Principles
For students enrolled in Honors Program. Replaces ECO 10250 and ECO 10350. 3 hr./wk.; 3 cr.

ECO 20150: Principles of Statistics
Introduction to statistical methods and reasoning. Nature and scope of statistical inquiries, collection, and presentation of data. Descriptive methods, with particular reference to frequency distribution, regression and correlation, index numbers, and time series analysis. Elements of probability, sampling methods, sampling error, and principles of estimation and testing. Prereq.: ECO 10150, ECO 10250, ECO 10350, and MATH 20100 or MATH 20500. 4 hr./wk.; 4 cr.

ECO 20250: Intermediate Microeconomics
Forces determining product and factor prices and quantities under alternative market structures. Consumer demand, production, and cost; firm and industry. Prereq.: ECO 10150, ECO 10250, ECO 10350, and MATH 20100 or MATH 20500. 3 hr./wk.; 3 cr.

ECO 20350: Intermediate Macroeconomics
Factors determining income, employment, price levels, and interest rates. Emphasis placed on policy problems. Prereq.: ECO 10150, ECO 10250, ECO 10350, and MATH 20100 or MATH 20500. 3 hr./wk.; 3 cr.

ECO 20450: Principles of Accounting I
Introduction to accounting cycle, fundamental concepts and techniques of accounting for business transactions, and preparation of financial statements. Prereq.: ECO 10150, ECO 10250, ECO 10350, and MATH 20100 or MATH 20500. 4 hr./wk.; 3 cr.

ECO 21250: Principles of Marketing
Distribution and sale of goods and services from production to final consumption. Includes changing behavior of consumers and relationship to producers' selling behavior; and the economics of merchandising, including product life cycle, location theory, and optimal sales effort. Prereq.: ECO 10150. 3 hr./wk.; 3 cr.

ECO 21350: International Environment of Business
Overview of the physical processes of extraction of selected commodities such as gold and other metals, fuels such as coal and petroleum, water, and food. The markets for these commodities, the institutions that shape these markets, and the economic forces impelling valuation changes. Review of global climate change, evaluation of economic forces, the spectrum of government policies, and the implications for commodities. Prereq.: ECO 10150, ECO 10250, ECO 10350, and MATH 20100 or MATH 20500. 3 hr./wk.; 3 cr.

ECO 21450: Business Law
Basic principles of law of business contracts and their applications to business transactions. Prereq.: ECO 10150, ECO 10250, ECO 10350, and MATH 20100 or MATH 20500. 3 hr./wk.; 3 cr.

ECO 21850: Managerial Economics
Use of management science for the efficient administration of economic units, including applications to production, financial, and marketing operations. Attention given to the formulation of models to analyze management problems. Prereq.: ECO 10150, ECO 10250, ECO 10350, and MATH 20100 or MATH 20500. 3 hr./wk.; 3 cr.

ECO 22250: Corporate Finance
Economic principles underlying operations of modern business corporations and regulatory controls pertaining thereto. Procurement of capital and conservation of capital resources. Problems of capitalization. Prereq.: ECO 20150, ECO 20250, ECO 20350, ECO 20450 and MATH 20100 or MATH 20500. 3 hr./wk.;

ECO 22350: Economics of Investments
Security analysis with emphasis upon meaning, measurements and relationship of risk. Portfolio analysis, alternative approaches to valuation, determination of asset values in open market, internal and external rates of return, objectives of investment decision. Prereq.: ECO 20150, ECO 20250, ECO 20350, ECO 20450 and MATH 20100 or MATH 20500. 3 hr./wk.; 3 cr.

ECO 23150: Environmental Economics and Sustainability
How the science of economics helps to understand and moderate human effects on the environment; how people make choices when their unlimited wants meet scarce resources particularly public goods; how to ensure that the finite resources of the globe are sustainable. Students will integrate theory with public policy in analyzing proposed solutions in areas such as pollution regulation, emissions cap-and-trade, and tradable permits. Students will evaluate particular theories about the effectiveness of such strategies against empirical findings documented in studies from a variety of disciplines not limited to economics. Prereq.: ECO 20150, ECO 20250, ECO 20350, and MATH 20100 or MATH 20500. 3 hr./wk.; 3 cr.
ECO 23250: Energy, Commodities, and the Environment
Overview of the physical processes of extraction of selected commodities such as gold and other metals, fuels such as coal and petroleum, water, food. The markets for these commodities, the institutions that shape these markets, and the economic forces impelling valuation changes. Review of global climate change, evaluation of economic forces, the spectrum of government policies, and the implications for commodities. Coreq.: EAS “Energy, Commodities, & the Environment”. 3 hr./wk.; 3 cr.

ECO 23350: Economic History
Traces the important development developments that have led to our current economic world. Commercial and Industrial Revolutions, the spread of trade correlation with imperialism. Economic causes and effects of the Great Depression as well as wars. Patterns of trade and development in post-war period. Origins of current economic issues; how current institutions and business practices first arose. Prereq.: ECO 20150, ECO 20250, ECO 20350, 3 hr./wk.; 3 cr.

ECO 31000: Independent Study
The student will pursue a program under the direction of a member of the Department with approval of the Chair. Credit may be from 1-4 credits, determined before registration, by the instructor with the approval of the Department Chair.

ECO 31150: Developing Management Skills
This experiential course attempts to bridge the theory-practice gap, addressing both time-honored principles of effective management and the latest research in the area. Students are introduced to surveys, exercises, and simulations that help them analyze and evaluate their existing managerial skills. A variety of conceptual tools help students develop and refine these skills. Prereq.: ECO 20150, ECO 20250, ECO 20350, ECO 20450 and MATH 20100 or MATH 20500. 3 hr./wk.; 3 cr.

ECO 31250: Human Resource Management
Critical assessment and evaluation of human resources management (HRM) policies and practices. Emphasized skills include: Understanding performance appraisal forms; conducting basic job analysis and applying understanding of job requirements to other HRM systems such as selection and compensation; related applications of theories on managing people in organizations. Personal functions in larger organizations; attitudes toward work; role of government, public interest groups and unions in determining job environment. Development of manpower and management resources; planning manpower needs, management of compensation programs. Prereq.: ECO 20150, ECO 20250, ECO 20350, and MATH 20100 or MATH 20500. 3 hr./wk.; 3 cr.

ECO 31350: Operations and Production
Investigation of production systems. Application of analytical techniques to product and process design, optimal plant location, efficient plant design. Planning for production. Systems of inventory and quality control. Prereq.: ECO 20150, ECO 20250, ECO 20350, and MATH 20100 or MATH 20500. 3 hr./wk.; 3 cr.

ECO 31450: Business Law II
Basic principles of law concerning the formation, operations and dissolution of proprietorships, partnerships and corporations. Prereq.: ECO 20150, ECO 20250, ECO 20350, and MATH 20100 or MATH 20500. 3 hr./wk.; 3 cr.

ECO 31550: Managerial Research
This course is focused on providing a background in marketing research not just to those planning to pursue careers as researchers, but to anyone who might commission, manage, or use marketing research as a part of his/her career. Students will gain an understanding of the critical aspects of executing a marketing project, including research design, data acquisition, and data analysis. They will become familiar with both quantitative and qualitative marketing research techniques. They will gain proficiency in marketing data analysis through hands-on work on a data project. Prereq.: ECO 20150, ECO 20250, ECO 20350, and MATH 20100 or MATH 20500. 3 hr./wk.; 3 cr.

ECO 31950: Leadership
Leadership in an organizational context. This course serves to encourage students to carefully analyze their responsibilities and commitments in the context of leadership for the common good and for purposeful change. Includes the study of leadership as well as the application of leadership theories, concepts, and skills. Prereq.: ECO 20150, ECO 20250, ECO 20350, and MATH 20100 or MATH 20500. 3 hr./wk.; 3 cr.

ECO 32150: International Finance
Prereq.: ECO 20150, ECO 20250, ECO 20350, and MATH 20100 or MATH 20500. 3 hr./wk.; 3 cr.

ECO 32250: Money and Banking
Organization and operation of U.S. financial system, both public and private; money and capital markets, commercial banking policy; relationship between financial and economic activity, including monetary and fiscal policy. Prereq.: ECO 20150, ECO 20250, ECO 20350, and MATH 20100 or MATH 20500. 3 hr./wk.; 3 cr.

ECO 32350: Accounting II
Emphasis on the use of accounting data and analysis of management decisions. Prereq.: ECO 20400. 4 hr./wk.; 3 cr.

ECO 33150: Introduction to Econometrics
To introduce students to the fundamentals of econometric models and techniques. Course includes critical evaluation of economic modeling objectives; econometric methodology; examples of empirical economic research and exercises in applied econometrics. Emphasizes applications to economics, finance and business. Prereq.: ECO 20150, ECO 20250, ECO 20350, and MATH 20100 or MATH 20500. 4 hr./wk.; 4 cr.

ECO 33250: Microeconomic Theory II
Factor markets; introduction to general equilibrium theory, capital theory, and welfare economics. Prereq.: ECO 20150, ECO 20250, ECO 20350, and MATH 20100 or MATH 20500. 3 hr./wk.; 3 cr.

ECO 33350: Macroeconomics II
Theoretical analysis of economic growth as well as convergence/divergence, globalization, and macro dynamics. Emphasis on intertemporal maximization problems such as overlapping generations and general-equilibrium growth theories. Prereq.: ECO 20150, ECO 20250, ECO 20350, ECO 20450, and MATH 20100 or MATH 20500. 3 hr./wk.; 3 cr.

ECO 33450: International Trade
Development; trade doctrines; gains from trade; theory and practice of protection; balance of payments, capital exports, and theory of transfer; interrelations between domestic economies and international economy. Prereq.: ECO 20150, ECO 20250, ECO 20350, and MATH 20100 or MATH 20500. 3 hr./wk.; 3 cr.

ECO 33550: Urban Economics
Economic origins of cities and suburbs; effects of technological change on industrial structure and urban land use patterns; economics of urban transportation, housing, public utilities, and municipal services; roles of government and private enterprise. Prereq.: ECO 20150, ECO 20250, ECO 20350, and MATH 20100 or MATH 20500. 3 hr./wk.; 3 cr.

ECO 33650: Public Finance
Taxes and debts of federal, state and local government; budgets and inter-governmental fiscal relationships; the economic implications of their financial activities. Prereq.: ECO 20150, ECO 20250, ECO 20350, and MATH 20100 or MATH 20500. 3 hr./wk.; 3 cr.

ECO 33850: Public Economics
Examines the role of government in private economies including public goods and externalities; spending and taxation at national, state, and local levels; analysis of current government policies. Prereq.: ECO 20150, ECO 20250, ECO 20350, ECO 20450, and MATH 20100 or MATH 20500. 3 hr./wk.; 3 cr.

ECO 40100: Internship
Work in a city agency or a private organization for a year as research aide, gaining some practical applications of economic analysis to urban policy programs. Students work approximately ten hours per week in the placement and attend a seminar on campus. Student is expected to complete two consecutive semesters. Prereq.: ECO 20150, ECO 20250, ECO 20350, and MATH 20100 or MATH 20500, department permission. 3 cr./sem.

ECO 41150: Strategic Management
Focuses on developing coherent and lasting visions for organizations’ future survival and prosperity. Examines decision processes that link an organization’s internal capabilities with the external opportunities it faces in the environment. Tools of analysis, planning, and action related to keeping an organization aligned with its environment are introduced. Prereq.: ECO 20150, ECO 20250, ECO 20350, and MATH 20100 or MATH 20500. 3 hr./wk.; 3 cr.

ECO 41250: Entrepreneurship
Emphasis on the identification and analysis of competencies required to launch new ventures. Topics include: the study of entrepreneurial behavior, characteristics of successful entrepreneurs, scanning for unique ideas, methods and techniques for analyzing the competitive environment, writing a business plan, and understanding the challenges of managing a startup organization through various stages of growth. Prereq.: ECO 20150, ECO 20250, ECO 20350, ECO 20450 and MATH 20100 or MATH 20500. 3 hr./wk.; 3 cr.
ECO 41350: Business and Society
Analysis of a business's social, legal, political, and ethical responsibilities to both external and internal groups that have a stake, or interest, in that business. An emphasis is placed on the need to understand that business situations will continually arise that will truly test one's values and ethics. Application of stakeholder and ethical systems to specific business problems. Prereq.: ECO 20150, ECO 20250, ECO 20350, ECO 20450 and MATH 20100 or MATH 20500. 3 hr./wk.; 3 cr.

ECO 41450: Information and Technology Management
Critical analysis of the issues facing managers of information technology. The course explores possible information technology management strategies of an organization, and provides conceptual frameworks for the development and evaluation of information technology management strategies. Emphasis on information technology as a process enabler and strategic facilitator in the Internet age. Prereq.: ECO 20150, ECO 20250, ECO 20350, ECO 20450 and MATH 20100 or MATH 20500. 3 hr./wk.; 3 cr.

ECO 42150: Advanced Financial Economics
Leading and contemporary developments in financial management, including security analysis, portfolio analysis, capital budgeting, working capital management, and benefit-cost analysis. Prereq.: ECO 20150, ECO 20250, ECO 20350, ECO 20450 and MATH 20100 or MATH 20500. 3 hr./wk.; 3 cr.

ECO 42250: Options and Futures
Option pricing theory and applications to corporate finance and security valuation. Options on stocks, futures, commodities and currencies. Organization and operation of futures markets. Futures on commodities and fixed income securities. Stock indexes and international securities. Applications of futures for financial management. Prereq.: ECO 20150, ECO 20250, ECO 20350, ECO 20450 and MATH 20100 or MATH 20500. 3 hr./wk.; 3 cr.

ECO 43150: Industrial Organization
Structure of the American economy. Public policy in maintaining competition. Antitrust activities of Justice Department and F.T.C., with special emphasis on leading recent cases. Prereq.: ECO 20150, ECO 20250, ECO 20350, and MATH 20100 or MATH 20500. 3 hr./wk.; 3 cr.

ECO 43250: Economic Development
Rates of growth and stages of development; strategic factors in theory and practice; domestic and international problems of growth, with principal attention to underdeveloped countries. Prereq.: ECO 20150, ECO 20250, ECO 20350, and MATH 20100 or MATH 20500. 3 hr./wk.; 3 cr.

ECO 43350: Labor Economics
Survey of labor, utilization, allocation and compensation of labor. Unionism, government regulation, and other factors affecting labor resources. Prereq.: ECO 20150, ECO 20250, ECO 20350, and MATH 20100 or MATH 20500. 3 hr./wk.; 3 cr.

ECO 43450: Public Investment Analysis
Decisions on public spending and implementation of public investments are based on myriad considerations, including economic, planning, engineering, social, environmental, legal, institutional and political. In this MA Economic course we will examine in-depth mainly economic and political-economy factors, relative to their theoretical, analytical, and empirical underpinnings. Real world examples, mainly of transportation projects will be discussed. Prereq.: ECO 20250, ECO 20350, ECO 20450, and MATH 20100 or MATH 20500. 3 hr./wk.; 3 cr.

ECO 49150: Honors Thesis I
Approval of Chair is required. Variable cr.

ECO 49250: Honors Thesis II
Approval of Chair is required. Variable cr.
Department of English

(Division of Humanities and the Arts)

Professor Renata Miller, Chair • Department Office: NA 6/219 • Tel: 212-650-6302

General Information
The City College offers the following undergraduate degree in English:
B.A. in English

Programs and Objectives
Courses in literature and writing enhance the experience of students in virtually all areas of the liberal arts, the performing arts, and the sciences.

Departmental majors may concentrate in the following:
• Literature
• Creative Writing
• Secondary English Education

The discipline of English has changed dramatically over the past few decades, and the offerings of the City College English Department reflect those changes. The required "Introduction to Literary Study" course, English 25000, takes the analysis of literary genres as its subject. This course helps students develop the basic vocabulary and skills of close textual analysis, while also introducing influential theoretical concepts and encouraging students to read literary texts in light of these concepts. The "Representative Writers" sequences in United States and British literature replace traditional surveys of major writers and provide a more interdisciplinary and intertextual approach to the American and British literary traditions. The "Selected Topics" courses offer visiting and permanent faculty members the opportunity to share their particular research interests with students, while the "Seminars" allow for comprehensive treatment of a particular topic in a more intimate classroom setting.

Creative Writing
The teaching of creative writing at the College began in 1919, and the Department's graduates include some of the most eminent authors of this century. Workshops in fiction, poetry, and playwriting are regularly offered by professors who are themselves accomplished authors.

Secondary English Education
The teaching concentration is a specific regimen of literature, language, and writing courses required by most states (including New York) of candidates for high school teaching certification.

Publishing Certificate Program
This program is for students interested in pursuing a career in publishing. Students take four courses—one of which must be Introduction to Publishing—offered campus-wide in the editorial, marketing and design track. To complete the certificate, students must maintain a 3.0 average in their publishing courses and take part in paid internships at a publishing house suitable to their career goals. Faculty and guests include some of the leading publishing professionals in the country. For information, contact David Unger, the Program Director, at 212-650-7925.

The English Honors Program
Majors and minors with a 3.3 GPA who have taken at least two upper-division English electives may apply to the English Honors Program, which includes two seminars and a course devoted to the writing of a thesis under the supervision of a faculty mentor. The program also offers advising, lectures, outings, and opportunities for students to share their work. Creative writing students may submit a manuscript of poems or stories in lieu of the thesis. Students should contact the program's administrative assistant, Ms. Renee Philippi, or the Program Director, Professor Mikhal Dekel for information.

Requirements for English Majors
Students who declare an English major in the Fall 2013 term and after are required to maintain a major GPA of 2.5 or higher. The GPA in the major is calculated from courses in the major based in the major department only, and that have been taken at City College or through ePermit, including all courses in excess of the minimum required for the degree. In addition, students must maintain an overall GPA of 2.5 and above to graduate with a BA in English. This applies to all students who declare themselves English majors on or after September 1, 2013. Students whose departmental GPA falls below 2.5 will be notified and given one year's probation in the major.

Required Courses
ENGL 25000: Introduction to Literary Study 3
Historical Survey or Representative Writers course 3

Elective Courses
Electives in one of the three concentrations 30
[See specific requirements for concentrations below.]
Total Credits 36

Composition and World Humanities are prerequisites to all concentrations within the English major.

Areas of Concentration
English majors choose one of the three areas of concentration and complete 30 credits as listed below:

Literature
Additional literature courses (30000-level or above) 30
[See the chief departmental advisor for a list of the department’s recommendations.]

Creative Writing
Additional Literature Courses 12
ENGL 22000: Introduction to Creative Writing 3
ENGL 22100: Intermediate Creative Writing 3
Creative writing (22000 or 30000-level or above) 12

Secondary English Education
Specific courses required by the New York State Department of Education Electives 9
[See the senior departmental advisor for appropriate requirements.]

General Education Requirements ("Pathways")
In general, students are required to complete 42 credits of General Education coursework, with some adjustments for transfer students. See the General Education Requirements ("Pathways") section of the Bulletin for more information.

Minor in English
The Department offers a minor as well as a major in English.

ENGL 25000: Introduction to Literary Study 3
Additional credits in English (22000-level or above) 12
Total Credits for Minor 15

Advisement

English
Professor Elizabeth Mazzola NA 6/219; 212-650-6360
Professor Daniel Gustafson NA 6/219; 212-650-6360

Freshman English
Professor Barbara Gleason, Director
NA 6/333A; 212-650-6329

English Honors Program
Professor Mikhal Dekel
Fellowship Office
NA 6/348; 212-650-6305

Majors in the Department of English are expected to maintain a minimum GPA of 2.5 (this will be required of students entering the major in the Fall 2013 semester and after). Those who fall below that number will be called in for a conference with a departmental advisor to discuss ways of improving academic performance. The advisor may recommend taking a particular course for better preparation, meeting with a tutor in the Writing Center, taking a course load lower than 15 credits, or other strategies for achieving academic success. All students should try to maintain the highest possible GPA in order to enhance their prospects for acceptance to graduate programs and career opportunities.

Publications
Fiction, the internationally renowned literary magazine.
Promethean, the City College literary magazine.

Events and Productions
Members of the English Department arrange events throughout the year, including:
The Langston Hughes Festival
Awards
The Department of English awards $50,000 in prizes and over $20,000 in grants every year to undergraduate students.

Creative Writing Awards
- The Henry Roth Memorial Scholarship
- The Goodman Fund Grants
- The Goodman Fund Short Story Award
- The Undergraduate Children's Writing Award

Poetry Awards
- The David Markowitz Poetry Award
- The Esther Unger Poetry Award
- The Goodman Fund Poetry Award
- The James Emanuel Poetry Prize

Essay Awards
- The Allan Danzig Memorial Award in Victorian and Romantic Literature
- The David Markowitz Essay Award
- The Riggs Gold Medal Essay Award

The Irwin and Alice Stark Awards
- The Stark Short Fiction Prize
- The Stark Award in Fiction in Honor of Henry R. Roth
- The Stark Award for Essay in Literature
- The Stark Award in Drama in Memory of Ross Alexander
- The Stark English Composition Award in Memory of Mina Shaugnessy

General Excellence Awards
- The Albert Friend Award for Excellence in Medieval Studies
- The Edward C. and Ruth P. Mack Graduate Fellowship
- The Julius and Elizabeth Isaacs Scholarship
- The Leon/Ward Prize
- The Paul Roberts Memorial Scholarship Fund
- The Richard Shephard Award for Excellence in Writing
- The Sydney Jacoff Graduate Fellowship
- The Toni Cade Bambara Endowed Scholarship
- The William Bradley Otis Fellowship in American Literature

English Course Descriptions

Writing Courses
ENGL 11000: Freshman Composition
The longer paper, and practice in essay forms. 3 hr./wk., plus conf.; 3 cr.

ENGL 21000: Introduction to Academic Writing
Practice in the styles and forms of expository writing required in specific disciplines. Readings that acquaint students with standards of good writing in their field. Prereq: ENGL 11000, or exemption from it on the basis of the placement test. 3 hr./wk., plus conf.; 3 cr.

ENGL 21001: Writing for Humanities and the Arts
ENGL 21002: Writing for the Social Sciences
ENGL 21003: Writing for the Sciences

ENGL 21007: Writing for Engineering
ENGL 23000: Writing Workshop in Prose
Emphasis on development of a prose style appropriate to a given disciplinary or work-world context. Prereq. ENGL 21000. May be repeated for credit when focus varies. 3 hr./wk., plus conf.; 3 cr.

Creative Writing Courses
All Creative Writing courses are conducted by teachers who are themselves professional creative writers sensitive to the efforts of the beginning writer. Interested students should check the available descriptions for information concerning specific sections, which may vary from term to term.

ENGL 22000: Introductory Workshop in Creative Writing
Students acquire the basic knowledge, skills, and habits of successful creative writing in a variety of genres and by analyzing the work of professional writers and peers. This course is the prerequisite for all advanced level creative writing courses (ENGL 32000, ENGL 32100, ENGL 32200, ENGL 32400) 3 hr./wk.; 3 cr.

ENGL 22100: Intermediate Creative Writing: Reading as Writers
This intermediate creative writing workshop focuses on the continued improvement of student writing through reading and discussing models in literature. These may include poems, short stories, essays, and plays. The emphasis of the course is on reading texts as writers, and discussion of craft, based on the work of a few published authors considered in-depth. It operates with the belief that writers must read deeply and extensively in order to hone their work. Prereq. ENGL 22000. 3 hr./wk.; 3 cr.

ENGL 32000: Workshop in Fiction
More advanced than ENGL 22100, for students who wish to concentrate on the writing of fiction. Reading and analyzing contemporary short stories, and writing stories that will be discussed in class with other students and in regular conferences. May be taken three times for credit. Prereq.: ENGL 22100. (W) 3 hr./wk.; 3 cr.

ENGL 32100: Workshop in Poetry
More advanced than ENGL 22100, for students who wish to concentrate on the writing of poetry. Regular conferences. May be taken twice for credit. Prereq.: ENGL 22100. 3 hr./wk.; 3 cr.

ENGL 32200: Workshop in Fiction
More advanced than ENGL 22100, for students who wish to concentrate on the writing of fiction. Reading and analyzing contemporary short stories, and writing stories that will be discussed in class with other students and in regular conferences. May be taken twice for credit. Prereq.: ENGL 22100. (W) 3 hr./wk.; 3 cr.

ENGL 32300: Workshop in Film and Television
Writing scripts for film and television. Regular conferences. (W) 3 hr./wk.; 3 cr.

ENGL 32400: Reading and Writing Children's Literature
This course investigates the essential aspects of writing for children, including: appropriate vocabulary, voice, audience, theme, style and technique. Both fiction and poetry are examined. Skills of editing, revision, and presentation are presented. Prereq.: ENGL 22000. 3 hr./wk.; 3 cr.

Literature Courses
Prerequisite: students must, unless granted special permission, take composition and introductory literature courses before enrolling in literature electives. All English majors must take the sequence below. See Requirements for English Majors.

ENGL 25000: Introduction to Literary Study
A practical introduction to significant works of English, American, and Anglophone literature from the late Middle Ages to the present, with special attention to literary terms, concerns, and forms, and an emphasis on close reading and on the relation of text and context. (W) 3 hr./wk.; 3 cr.

English Literature Courses
ENGL 35000-35100: A Historical Approach to Literature
A year-long course in English literature from the Middle Ages to the present. (W) 3 hr./wk.; 3 cr./sem.

ENGL 35001-35101: A Generic Approach to Literature
First semester: tragedy and comedy; second semester: lyric and epic. (W) 3 hr./wk.; 3 cr./sem.

ENGL 35200: Representative British Writers of the Middle Ages
An introduction to the literature of the Middle Ages in England. Readings include narrative poetry and prose, religious writings, drama, and lyrics. (W) 3 hr./wk.; 3 cr.

ENGL 35201: Old English
The language and literature of the Anglo-Saxons. (W) 3 hr./wk.; 3 cr.

ENGL 35202: Chaucer: The Canterbury Tales
(W) 3 hr./wk.; 3 cr.

ENGL 35300: Representative Writers of the Renaissance
An introduction to Renaissance literature. Readings include a variety of genres: poems, plays, epic, literary criticism, and fiction. (W) 3 hr./wk.; 3 cr.

ENGL 35301: Shakespeare I
Early and middle comedies, major histories, early tragedies, poems, and sonnets. (W) 3 hr./wk.; 3 cr.

ENGL 35302: Shakespeare II
The major tragedies, the problem plays, the late comedies, and romances. (W) 3 hr./wk.; 3 cr.
ENGL 35303: Shakespeare in Film
(W) 3 hr./wk.; 3 cr.

ENGL 35304: Seventeenth-Century English Poetry
Donne, Herbert, Jonson, the early Milton. (W) 3 hr./wk.; 3 cr.

ENGL 35500: Representative British Writers of the Restoration and Eighteenth Century
An introduction to English Romantic poetry and prose. Readings include poetry, fiction, autobiography, philosophy, literary criticism, letters and personal journals from men and women of the period. (W) 3 hr./wk.; 3 cr.

ENGL 35501: Milton
Paradise Lost and other major works. (W) 3 hr./wk.; 3 cr.

ENGL 35502: The Eighteenth-Century English Novel
From the beginnings to Austen. (W) 3 hr./wk.; 3 cr.

ENGL 35600: Representative British Writers of the Romantic Period
An introduction to English Romantic poetry and prose. Readings include poetry, fiction, autobiography, philosophy, literary criticism, letters, and personal journals from men and women of the period. (W) 3 hr./wk.; 3 cr.

ENGL 35700: Representative British Writers of the Victorian Period
An introduction to Victorian literature through representative works in a variety of genres. (W) 3 hr./wk.; 3 cr.

ENGL 35701: Nineteenth-Century British Novel
From Austen to Hardy. (W) 3 hr./wk.; 3 cr.

ENGL 35800: Representative British Writers of the Modernist Period
An introduction to representative modern writers of England and Ireland. (W) 3 hr./wk.; 3 cr.

ENGL 35802: The Twentieth-Century British Novel
An introduction to British novelists from the twentieth century, including Woolf, Joyce, Orwell, Ford, and Conrad. (W) 3 hr./wk.; 3 cr.

American Literature Courses
ENGL 36000: Representative Writers of the United States: Early American Literature
Literature of the Colonial and Revolutionary periods, including devotional literature, captivity narratives, slave narratives, political rhetoric, and the gothic and sentimental novel. (W) 3 hr./wk.; 3 cr.

ENGL 36100: Representative Writers of the United States: The Nineteenth Century
Embraces the antebellum period and the late nineteenth century: likely topics include Transcendentalism, literary nationalism, the literature of emancipation, and the cult of domesticity as well as post-Civil War developments in regionalism, realism, and naturalism. (W) 3 hr./wk.; 3 cr.

ENGL 36200: Representative Writers of the United States: The Twentieth Century
Modern and contemporary American literature from the rise of modernism to postmodernist developments in the late twentieth century. (W) 3 hr./wk.; 3 cr.

ENGL 36201: Twentieth-Century American Poetry
(W) 3 hr./wk.; 3 cr.

ENGL 36300: Latino Literature in the U.S.
A one semester elective course on selected literature, from a variety of genres, by contemporary Latino writers. 3 hr./wk.; 3 cr.

Africana Literature Courses
ENGL 37001: African American Literature in America
A historical survey. (W) 3 hr./wk.; 3 cr.

ENGL 37004: African American Fiction
(W) 3 hr./wk.; 3 cr.

ENGL 37006: Comparative Africana Fiction
Africa, the United States, the Caribbean. (W) 3 hr./wk.; 3 cr.

Literary Perspectives on Women Courses
ENGL 37501: Women Writers of the Middle Ages and the Renaissance
An historic and thematic examination of significant works by women of the Middle Ages and Renaissance, with consideration of related historical, social, and religious issues. (W) 3 hr./wk.; 3 cr.

ENGL 37502: Nineteenth-Century Women Writers
Austen, Eliot, the Brontes, and minor figures. (W) 3 hr./wk.; 3 cr.

ENGL 37503: Twentieth-Century Women Writers
Woolf, Bowen, Wharton, Glasgow, Moore, Lessing, Murdoch, Mansfield, Stein, Porter, McCullers, Welty, Plath, and others. (W) 3 hr./wk.; 3 cr.

Historical Studies in World and Comparative Literature Courses
ENGL 38001: Oriental Literature I
Readings in Arabic, Persian and Hindu Indian literature, secular and sacred. (W) 3 hr./wk.; 3 cr.

ENGL 38002: Oriental Literature II
Readings in Buddhist, Indian, Chinese and Japanese literature. (W) 3 hr./wk.; 3 cr.

ENGL 38003: The Bible as Literature I
The Old Testament. (W) 3 hr./wk.; 3 cr.

ENGL 38004: The Bible as Literature II
The New Testament. (W) 3 hr./wk.; 3 cr.

ENGL 38007: Introduction to Comparative Literature
Introduction to ways of comparing various literatures. Readings from world literature. (W) 3 hr./wk.; 3 cr.

Modern Studies in World and Comparative Literature Courses
ENGL 38104: Modern Drama I
Nineteenth century to 1914. Ibsen, Chekhov, Strindberg, Shaw, Synge. (W) 3 hr./wk.; 3 cr.

ENGL 38105: Modern Drama II
Since 1914. (W) 3 hr./wk.; 3 cr.

Genres Courses
ENGL 39000: Genres
Studies of the forms and historical development of various literary genres. (W) 3 hr./wk.; 3 cr.

ENGL 39001: Satire (W)
ENGL 39005: Literary Criticism (W)
ENGL 39006: Science Fiction (W)
ENGL 39100: Themes
Consideration of various themes, ideas, literary patterns, and concepts in literature. 3 hr./wk.; 3 cr.

ENGL 39102: The Vampire
An exploration of certain ideas of evil in Western literature. (W)

ENGL 39105: The Literature of Im/Migration
An introduction to the main themes of literature of Im/Migration, with the focus in particular on American literature. Readings will include novels, short stories, poetry, and memoirs as well as screening of film excerpts. (W) 3 hr./wk.; 3 cr.

Literature and Other Disciplines Courses
ENGL 39200: Literature and Other Disciplines
The relationship of literature to spiritual and social forces, to science, and to art. 3 hr./wk.; 3 cr.

ENGL 39203: The Political Novel (W)

Selected Topics
ENGL 31100-32000: Selected Topics in Language and Literature
A changing series of innovative and experimental courses on topics not generally covered in regular courses. Students should consult the Department's course offerings booklet each semester to determine which selected topics courses will be offered. (W) 3 hr./wk.; 3 cr.

Seminars
ENGL 41100-42000: Seminars in Language and Literature
One writer, a group of writers, a literary subject, a theme, or a period is studied intensively. Offerings change each term, and students should consult the Department's course offerings booklet each semester to determine which seminars will be given. (W) 2 hr./wk.; 3 cr.

Tutorial Courses
These courses provide students an opportunity to pursue independent study and research in areas of literature and language beyond the scope of departmental offerings. Except in extraordinary circumstances, no tutorial in a given subject shall extend beyond one semester; no more than one tutorial may be taken in any semester.
In order to be admitted to a tutorial course, a student must:

- Have completed twelve credits of elective work with an average of 8 or better;
- Present a letter of recommendation from an instructor who is willing to serve as a mentor.

**ENGL 31001-31004: Independent Study**
Independent study and research under the supervision of a mentor. (W) 1-4 cr.

**Language, Linguistics, and Literacy Courses**

**ENGL 34200: Advanced Grammar**
This course describes, reviews, and clarifies principles of English grammar and usage, particularly for Learning Center tutors and those who plan to teach English. 3 hr./wk.; 3 cr.

**Publishing Certificate Program Courses**

**ENGL 32501: Introduction to Publishing I**
A dynamic overview of who does what and why in book publishing, providing broad knowledge of book acquisitions, editing, design and production, sales, marketing, advertising, corporate management, and the financial and legal professional areas of the industry. 3 hr./wk.; 3 cr.

**ENGL 32502: Publishing Practicum**
A simulation of the complete book publishing process from contract negotiations to bound book. Designed to complement the fall-semester *Introduction to Publishing* by providing opportunities for students to put their previous learning to practical use. Prereq.: ENGL 32501. 3 hr./wk.; 3 cr.

**ENGL 32600: Books for Young Readers**
A practical look at the specialized world of publishing for children and young adults, with an emphasis on the creative passion involved in producing books for American young people. Licensing, merchandising, sales and marketing to all age groups and every category in publishing will be discussed. Substantial reading of children’s titles and discussions of the development of publishing programs, with special focus on multicultural programs. 3 hr./wk.; 3 cr.

**ENGL 32700: The Editorial Process**
An in-depth look at the process specific to the editorial profession, including book acquisition, manuscript editing (copyediting, line editing, proofreading); selling a manuscript at the editorial meeting; author/agent/editor relations; book contracts and subsidiary rights; seeing a writer’s project from concept to manuscript to bound book; the book review process; and the editor’s relationship with the marketing, sales, and advertising departments. This course will include class visits by authors and industry professionals, who will explore their individual relationship to the process of book making. Students will acquire the basic skills and knowledge necessary to successfully enter a professional editorial position. 3 hr./wk.; 3 cr.

**ENGL 32800: Fundamentals of Copyediting and Proofreading**
Intensive, practical instruction in basic copyediting and proofreading. Working with a variety of texts (including fiction, nonfiction, cookbooks, reference works), students will learn how to assess a manuscript and employ universal copyediting/proofreading symbols in type-marking manuscripts. Students will also learn design coding; drafting a style sheet; querying; preparing a manuscript for author review and typesetting; composition quality standards; and how to perform the tasks at each stage of the bookmaking process. Prereq. coreq.: ENGL 32501. 3 hr./wk.; 3 cr.

**ENGL 32900: Independent Study: Publishing Internship**
Students work a minimum of 150 hours in the department of their choice. An essay reviewing and analyzing the relationship between the student’s academic and work experience is required. Permission of the Director is required. 150 hrs./3 cr.

**Faculty**

- **Salar Abdoh**, Associate Professor
  B.A., U.C. Berkeley; M.A. City College
- **Linsey Abrams**, Professor
  B.A., Sarah Lawrence College; M.A. The City College
- **Doris Barkin**, Lecturer
  B.A., Queens College; M.A., CUNY
- **Felicia Bonaparte**, Professor
- **Richard Braverman**, Lecturer
  B.A., Hamilton College; M.A., Columbia University, Ph.D.
- **Carla Cappetti**, Professor
  B.A., Torino; M.A., Univ. of Wisconsin; M. Phil., Columbia Univ., Ph.D.
- **Gladys Carro**, Associate Professor
  B.A., Manhattanville College; M.S., Fordham Univ., Ph.D.
- **Mikhail Dekel**, Associate Professor
  Tel Aviv School of Law; M.A., The City College, Ph.D., Columbia University
- **Lyn Di Iorio**, Professor
  B.A., Harvard Univ.; M.A., Stanford Univ.; Ph.D., Univ. Of California (Berkeley)
- **Grazyna Drabik**, Lecturer
  M.A., Univ. of Warsaw; M.A., Columbia Univ., M. Phil.
- **Keith Gandal**, Professor
  B.A., Amherst College; M.A., Univ. of California (Berkeley)
- **Barbara Gleason**, Associate Professor
  B.S., Univ. of Missouri (Columbia); M.A., Oklahoma State Univ.; Ph.D., Univ. of Southern California
- **Daniel Gustafson**, Assistant Professor
  B.A., Kenyon College; M.A., Yale University, Ph.D.
- **Jo-Ann W. Hamilton**, Assistant Professor
  B.A., Univ. of Pennsylvania; M.F.A, The City College; Ed.D., Teachers College, Columbia University
- **Laura Hinton**, Professor
  B.A., Univ. of Arizona; M.A., Stanford Univ.
- **András Kiséry**, Assistant Professor
  M.A., Univ. of Bristol (U.K.); M.Phil., Columbia Univ., Ph.D.
- **Pamela Laskin**, Lecturer
  B.A., Harper College, M.A.
- **Jane Marcus**, Distinguished Professor
  A.B., Radcliffe College; M.A., Brandeis Univ.; Ph.D., Northwestern Univ.
- **Elizabeth Mazzola**, Professor
  B.A., Univ. of Virginia; M.A., New York Univ., Ph.D.
- **Renata Kobetts Miller**, Associate Professor
  B.A., Princeton; M.A.; Indiana University, Ph.D.
- **Mark Jay Minsky**, Professor
  B.A., Harvard Univ.; M.A.; Stanford Univ.
- **Geraldine Murphy**, Professor
  B.A., Boston Univ.; M.A., Columbia Univ., Ph.D.
- **Paul Oppenheimer**, Professor
- **Emily Raboteau**, Associate Professor
  B.A., Yale Univ.; M.F.A, New York Univ., Ph.D.
- **Fred Reynolds**, Professor
  B.A. Midwestern State Univ.; M.A., M.A. (Speech), Univ. of Oklahoma, Ph.D.
- **Gordon Thompson**, Associate Professor
  B.A., The City College; M.A., Yale Univ., Ph.D.
- **Michelle Valladares**, Lecturer
  B.A., Bryn Mawr College; M.F.A., Sarah Lawrence College
- **Harold Aram Veesper**, Professor
  B.A., Columbia Univ., M.A., Ph.D.
- **Michelle Wallace**, Professor
  B.A., CCNY, M.A.; Ph.D., NYU (Cinema Studies)
- **Joshua Wilner**, Professor
  B.A., Cornell Univ.; M. Phil., Yale Univ., Ph.D.
- **Cynthia Zarin**, Distinguished Lecturer
  A.B., Harvard College; M.F.A. Columbia University

**Professors Emeriti**

- **Marcia Allentuck**

**Professors Emeriti**
English as a Second Language Courses

(Division of Humanities and the Arts)

General Information
Courses in American English are offered to non-native speakers whose CUNY/ACT scores indicate that their language skills (listening, speaking, reading, and writing) are insufficient for college-level work. The goals of the program are to help students become fluent, clear and correct in their writing, reading and oral communication skills.

The coursework in the ESL Department is on two levels. Students are placed in class on the basis of their CUNY/ACT scores; ENGL 11000 must be taken following completion of the Level II courses; SPCH 11100 may be taken following completion of ESL 03000. Upon completion of ENGL 11000 and SPCH 11100, students should be ready to pass the CUNY Proficiency Examination and Speech Proficiency Examination.

Students are permitted to take ESL classes along with certain liberal arts electives and Core required courses. Students are encouraged to advance as rapidly as possible. A student may be exempted from any course in the sequence upon recommendation of the instructor and approval by the course coordinator.

English as a Second Language Course Descriptions

Level 1 ESL Courses

**ESL 12000: Intermediate American English for Non-Native Speakers**
An intensive writing course that focuses on clarity of ideas with heavy emphasis on academic writing and reading as related to the liberal arts elective course(s) being taken. 3 hr./wk.; 0 cr.

**ESL 12100: Reading for Non-Native Speakers**
Instruction in reading and vocabulary development necessary to pass the liberal arts course(s) being taken. 3 hr./wk.; 0 cr. Students take ESL 12000 and ESL 12100 along with required Core and/or elective Liberal Arts courses (e.g. Sociology, Art).

Level 2 ESL Courses

**ESL 13000: Advanced Composition for Non-Native Speakers**
An intensive writing course that focuses on correctness in argumentative and persuasive writing. Reading materials are included to help develop expository skills in the Core and/or liberal arts elective courses being taken and to help students pass the CUNY/ACT. Special sections of ESL 13000 are offered for graduate and transfer students. Prereq.: ESL 12000 or placement. 4 hr./wk.; 2 cr.

**ESL 19901: History, Society, and Culture**
Advanced reading course for ESL students at the second level of the reading sequence. Designed to introduce concepts related to the Core and Liberal Arts elective course(s) in which students are registered and to help students pass the CUNY/ACT. Prereq.: ESL 12100 or placement. 4 hr./wk.; 2 cr. Note: Students take ESL 13000 and/or ESL 19901 along with Core required and/or Liberal Arts elective courses (e.g., World Civilization, Anthropology, Computer Science, etc.).
Environmental Earth Systems Science Program

(Interdisciplinary Program of the Division of Science and the Grove School of Engineering)

Professor Fred Moshary, Program Director • ST 417 • Tel: 212-650-7251
Professor Jeffrey Steiner, Program Deputy Director and Science Advisor • MR 106 • Tel: 212-650-6984

General Information
The City College offers the following undergraduate degree in Environmental Earth Systems Science:

B.S.

Programs and Objectives
Environmental Earth Systems Science (EESS) is designed for students interested in emerging environmental issues as well as environmental policy.

A combined curriculum of science and engineering courses provides a foundation for studying emission control, climate change, global warming, resource management, public health, and environmental remediation.

These broad areas will continue to drive environmental research for the coming decades with the goal of providing lawmakers with accurate information for developing sound environmental policies. The EESS degree program is designed to connect to major existing environmental research programs at CCNY, including the National Oceanic and Atmospheric Administration Center for Cooperative Remote Sensing Science and Technology (NOAA-CREST) and the National Aeronautics and Space Administration Center for Optical Sensing and Imaging (NASA-COSI). Together, the curriculum and associated science and engineering research provide a superior basis for entry into careers in environmental and earth systems science at local and federal levels and in related industries as well as government regulatory and policy arenas.

Program Facilities and Research
Environmental Earth Systems Science and the related centers provide state-of-the-art equipment in the areas of remote sensing, hydrology and groundwater hydrology, emergent contaminant evaluation and remediation, subsurface sensing-environmental geophysics, aerosol particulate collection and analysis and a host of related fields. The remote sensing laboratories coordinate a state-of-the-art LIDAR sensor with environmental aerosol collectors (such as the Environmental Beta-Attenuation Monitor) and a new satellite receiving station together with sophisticated satellite data analysis software (such as Interactive Data Language and ENVI). The EESS facilities also include a complete Weather Center that operates a wide range of weather-analyzing systems including a Mesoscale Meteorological System (MMS) and coordinated links with the National Weather Service.

The Geochemical and Geophysical Laboratories include an extensive array of equipment including x-ray fluorescence, x-ray diffraction, atomic absorption spectrometers, gas chromatography-mass spectrometry, and ion chromatography. Specialized systems include photo-dye tracing diffusion systems, electromagnetic geophysics, gravitational geophysics and related techniques. The laboratories have access to scanning and transmission electron microscopes and complete image-processing software, including ImagePro.

Program Requirements
The EESS Program leads to a Bachelors of Science degree whereas its sister program Earth System Science and Environmental Engineering leads to a Bachelors of Engineering degree concentration (see the Engineering Section of this Bulletin). The two programs share some of the lower and upper division courses, but do not have the same requirements. Both programs have suggested degree concentrations for students, but these can be modified to better suit a particular area of study interest. There is an EESS/EEE Committee responsible for assuring that course tracks are appropriate for each student.

Students entering the EESS/EEE Programs will be assigned to the EESS general advisor, Professor Jeffrey Steiner, for the first year in EESS. In the sophomore year, the student is assigned a mentor faculty member whose research most closely matches the career interest of the individual student. By year three, students are expected to focus on a particular environmental area of study and create an appropriate program of study from a list of approved Elective Courses.

Flexibility within EESS is achieved by creating a core sequence of essential courses and a relatively large number of electives. This allows a student to focus on specific career objectives.

Requirements for EESS Majors
A GPA of 2.0 or higher in the major is required for graduation. The GPA in the major is calculated from courses in the major based in the major department only, and that have been taken at City College or through EPermit, including all courses in excess of the minimum required for the degree.

All EESS majors must take the mathematics and science courses and the Major Requirements listed below. In addition, each student will complete the requirements for one of the three tracks listed. Courses marked with * must be completed with a minimum grade of C.

Science (includes Science Requirements in General Education Core):
BIO 10100: Biological Foundations I 4
CSC 10200: Introduction to Computing 3
CHEM 10301–10401: General Chemistry* 8
PHYS 20700–20800: General Physics* 8
EAS 10600: Earth System Science* 4

Mathematics:
MATH 20100: Calculus I* 3
MATH 20200: Calculus II* 3
MATH 20300: Calculus III* 4
MATH 39100: Methods of Differential Equations* 3
*Minimum grade of "C" required

Total Math and Science credits 40

Major Requirements:
EAS 21700: Systems Analysis of Earth 4
EAS 30800: ESS Modeling/Databases 3
EAS 30000: Earth and Environmental Science Seminar 1-2
EAS 33000: Geographic Information Systems 3
EAS 47200: Environmental Project 5-6
CHEM 33000: Physical Chemistry I 3

Total Major Requirements 20

Technical Electives for Student's Track

Track 1: Environmental Chemistry Requirements:
EAS 41300: Environmental Geochemistry 3

Additional electives from the Program Technical list below to reach 27 credits.
Electives must include a minimum of 5 additional courses in Chemistry.

Track 2: Hydrology and Climate Requirements:
EAS 31107: Fundamentals of Atmospheric Science 3
EAS 34500: Hydrology 3
EAS 41300: Environmental Geochemistry 3
EAS 42600: Environmental Remote Sensing/Image Analysis 3
EAS 44600: Groundwater Hydrology 3
EAS 48800: Climate Change 4

Total Track 2: 19

Additional electives from the Program Technical list below to reach 27 credits.

Track 3: Ecosystems and Environmental Science Requirements*:
BIO 10200: Biological Foundations II 4
BIO 20600: Introduction to Genetics 4
BIO 22800: Ecology and Evolution 4

Total Track 3: 12

Additional credits from the Program Technical list below to reach 27 credits. Electives must include a minimum of 2 additional courses in biology.

*Pending approval by the Biology Department

Program Technical Electives:
BIO 20700: Organismic Biology 4
BIO 22800: Ecology and Evolution 4
BIO 22900: Cell and Molecular Biology 4
BIO 34500: Botany 4
BIO 35000: Microbiology 4
BIO 45300: Conservation Biology 3
BIO 45500: Advanced Ecology 3
BIO 45900: Biological Oceanography 3
BIO 48500: Evolution 3
CHEM 24300: Quantitative Analysis 4
CHEM 26100: Organic Chemistry I 3
CHEM 26300: Organic Chemistry II 3
CHEM 33200:  Physical Chemistry II  3
CHEM 40600:  Environmental Chemistry  3
CHEM 40601:  Environmental Chemistry Lab  2
CHEM 40700:  Environmental Organic Chemistry  3
EAS 22700:  Structural Geology  4
EAS 34500:  Hydrology  3
EAS 41300:  Environmental Geochemistry  3
EAS 41700:  Satellite Meteorology  3
EAS 42600:  Environmental Remote Sensing and Image Analysis  3
EAS 43900:  Mineral and Energy Resources  3
EAS 44600:  Groundwater Hydrology  3
EAS 45000:  Environmental Field Methods  3
EAS 48800:  Climate Change  4
EAS 56500:  Environmental Geophysics  3

Total Technical Electives:  27
Free Electives to reach 120 credits:  0-6

Additional Requirements

GENERAL EDUCATION REQUIREMENTS ("PATHWAYS")
In general, students are required to complete 42 credits of General Education coursework, with some adjustments for transfer students. See the General Education Requirements (Pathways) section of the Bulletin for more information. Earth and Atmospheric Science students will satisfy their "Pathways" requirements most efficiently by following these recommendations:

Fixed Core
- English Composition I: FIQWS
- English Composition II: ENGL 21003
- Mathematical and Quantitative Reasoning: MATH 20100
- Life and Physical Sciences: CHEM 10301

Flexible Core
- World Cultures and Global Issues: any of CLAS offerings in this category
- Individual and Society: any of CLAS offerings in this category
- U.S. Experience in its Diversity: any of CLAS offerings in this category
- Creative Expression: any of CLAS offerings in this category
- Scientific World: BIO 10100
- Additional course in Scientific World: CHEM 10401 or PHYS 20700

College Option
- Speech 11100, 00380 or exemption on the basis of demonstrated proficiency
- Foreign language – two semesters of college-level study, or exemption on the basis of two years of high-school level study, or demonstrated proficiency
- Philosophy – any of CLAS offerings in this category

Faculty Advisors
For a complete list of participating Science and Engineering Faculty, please refer to the section on Earth System Science and Environmental Engineering in the Grove School of Engineering section of this Bulletin.
Department of Foreign Languages and Literatures

(Division of Humanities and the Arts)

Professor Carlos Riobó, Chair • Department Office: NA 5/223 • Tel: 212-650-6731

General Information
The City College offers the following undergraduate degrees in Foreign Languages:

B.A. in Romance Languages

Programs and Objectives
The Department of Foreign Languages and Literatures offers undergraduate courses in: Arabic, Bengali, Chinese, Classical Greek, French, German, Hindi, Italian, Japanese, Latin, Linguistics, Portuguese, and Spanish.

Placement Examinations
All students beginning language study at CCNY must take a placement examination. Students should arrange to take the placement examination as early as possible before starting language study.

If a student is placed at the level of Exempt, he or she will be considered to have fulfilled the foreign language requirement (no credits are granted for the exam). In the event that the student is not placed at the level of Exempt, he or she has two options: to finish the language requirement in the language in which the placement exam was taken, or to take another language.

The Department of Foreign Languages and Literatures also administers competency examinations in various languages in which it offers no courses. Students may take a competency examination to be considered for exemption from the Foreign Language Requirement. Students who wish to be examined for competency in a language in which the Department offers no courses must identify an instructor within the CUNY system who would be able to evaluate their language competency, and submit the name of the faculty member to the Department of Foreign Languages and Literatures. An exam will be administered and evaluated in collaboration with that faculty member.

For more information about placement and competency exams, please contact the Department of Foreign Languages and Literatures.

Advisement
Students wishing to take courses in any of the listed languages should consult with a designated faculty member. Call or visit the department office for the most up-to-date information, NA 5/223, 212-650-6731.

Chinese
Professor I-Hsien Wu
NA 5/223F; 212-650-8120

Classical Studies
Professor Jennifer Roberts
NA 6/343; 212-650-6397

French
Professor Maxime Blanchard
NA 320B; 212-650-7932
Professor Bettina Lerner
NA 6/320A; 212-650-7935
Ms. Nelly Saint-Maurice
NA 6/359; 212-650-7667

Hebrew
Dr. Amy Kratka
NA 5/223E; 212-650-6790
Dr. Roy Mittelman
NA 5/218C; 212-650-7522

Italian
Ms. Corinna Messina-Kociuba
NA 5/223E; 212-650-5042

Professor Devid Paolini
NA 5/223G; 212-650-6385

Japanese
Professor Richard Calichman
NA 5/223K; 212-650-7495

Spanish
Dr. Regina Castro McGowan
NA 6/336A; 212-650-6382
Ms. Corinna Messina-Kociuba
NA 5/223E; 212-650-5042

Spanish Linguistics
Professor Laura Callahan
NA 6/331A; 212-650-7928
Professor Dulce García
NA 6/364; 212-650-7921

Majors in the Department of Foreign Languages and Literatures are expected to maintain a minimum GPA of 2.5. Those who fall below that number will be called in for a conference with a departmental advisor to discuss ways of improving academic performance. The advisor may recommend taking a particular course for better preparation, meeting with a tutor in the Writing Center, taking a course load lower than 15 credits, or other strategies for achieving academic success. All students should try to maintain the highest possible GPA in order to enhance their prospects for acceptance to graduate programs and career opportunities.

Tutoring Office
The Department offers tutoring in various languages. Tutors are advanced students who have been recommended by the faculty. Tutoring hours are posted outside the department office, NA 5/223.

Department Activities

Clubs
The Department sponsors the following student clubs:
- Lumière, for students of Francophone cultures.
- Spanias, a student association devoted to the appreciation of Iberian and Latin American culture.
- Italian Club, a space outside the classroom where students can practice the language, as well as further their knowledge of the culture and history of Italy.

Honor Society
Students who meet the necessary scholastic requirements may apply to become members of the National Honor Society:
- Sigma Delta Pi (Spanish)

Cultural Activities
Lectures by members of the Department and by other distinguished scholars in the field are periodically given on campus. See the Department’s website for a list of current events: http://www.ccny.cuny.edu/foreignlang_lit/index.html

Faculty members frequently organize student groups to attend cultural events, such as foreign language plays, concerts, and art exhibits in New York City.

Study Abroad Opportunities
Students are encouraged to participate in study abroad programs organized by the College or other institutions. Many programs are available to interested students. For additional information inquire in the department office (NA 5/223), consult the department website, or visit the CCNY Study Abroad Office (NA 5/216).

Awards
The department awards a variety of prizes each year:

The Charles E. Downer Memorial Fund Scholarship for a Summer of Study Abroad
For outstanding majors in French or Spanish.
Students majoring in languages must complete courses in both areas (A and B). Courses are divided as follows:

Group A: Language

Group B: Literature

Concentration in French or Italian

Required Courses
- Three courses from Group A: 9 credits
- Five courses from Group B: 15 credits

Elective Courses
- Four additional courses from either A or B: 12 credits

Total Credits: 36

Concentration in Spanish

Required Courses
- SPAN 32100: Problems of Spanish Grammar: 3 credits
- SPAN 32200: Practice in Writing Spanish: 3 credits

Elective Courses
- Three of the following courses (at least one from each cluster): 9 credits
  - Cluster 1
    - SPAN 35100: Studies in Spanish Literature (3 cr.)
    - SPAN 35200: Studies in Spanish Literature (3 cr.)
    - SPAN 45100: Spanish Civilization (3 cr.)

Concentration in Spanish Linguistics

Required Courses
- SPAN 32100: Problems of Spanish Grammar: 3 credits
- SPAN 32200: Practice in Writing Spanish: 3 credits
- SPAN 32500: Spanish Phonetics and Phonology: 3 credits
- SPAN 32700: Introduction to Spanish Linguistics: 3 credits
- SPAN 37000: History of the Spanish Language: 3 credits
- SPAN 37300: Advanced Composition for Bilingual Education Students: 3 credits
- SPAN 46200: Spanish Dialectology and Sociolinguistics: 3 credits

One of the following:
- SPAN 32401: Translation I (3 cr.)
- SPAN 32402: Translation II (3 cr.)

One of the following:
- SPAN 46301: Spanish in Contact Worldwide (3 cr.)
- SPAN 46302: Spanish in Contact in the US (3 cr.)

One of the following three:
- SPAN 35100: Studies in Spanish Literature I (3 cr.)
- SPAN 35200: Studies in Spanish Literature II (3 cr.)
- SPAN 45100: Spanish Civilization

One of the following three:
- SPAN 35300: Studies in Spanish American Literature (3 cr.)
- SPAN 45201: Topics in Spanish American Civilization I (3 cr.)
- SPAN 45202: Topics in Spanish American Civilization II (3 cr.)

Total Credits: 36

Teaching Spanish in Secondary Schools

Major requirements are listed below. Pedagogical requirements are listed in the Department of Secondary Education section of this Bulletin.

Required Courses
- SPAN 32100: Problems of Spanish Grammar: 3 credits
- SPAN 32200: Practice in Writing Spanish: 3 credits
- SPAN 32700: Introduction to Spanish Linguistics: 3 credits
- SPAN 37300: Advanced Composition and Conversation: 3 credits
- SPAN 37400: Literature in Spanish for Children and Adolescents Living in the U.S.: 3 credits
- SPAN 45400: Latino Culture and Literature in the U.S.: 3 credits

One of the following three courses:
- SPAN 35100: Studies in Spanish Literature I
- SPAN 35200: Studies in Spanish Literature II
- SPAN 45100: Spanish Civilization

Two of the following three courses:
- SPAN 35300: Studies in Spanish American Literature
- SPAN 45201: Topics in Spanish American Civilization I
- SPAN 45202: Topics in Spanish American Civilization II

Three additional Spanish courses at the 300 or 400 level*:

Total Credits: 36

*SPAN 32500: Spanish Phonetics and Phonology is HIGHLY recommended.

Concentration in Two Romance Languages

A student concentrating in two Romance languages will be required to complete a minimum of twelve advanced courses, including a minimum of six in each language. Among the six advanced courses chosen in each language, two must be from Group A and two must be from Group B. The remaining two courses may be selected from either group A or B.

Students concentrating in two languages will be required to have two specialization advisors, one from each language area. With guidance from their advisors, students will choose those courses that are most pertinent to their backgrounds and objectives.

General Education Requirements ("Pathways")

In general, students are required to complete 42 credits of General Education coursework, with some adjustments for transfer students. See the General Education Requirements ("Pathways") section of the Bulletin for more information.
Asian Languages Courses
All Asian languages are offered at elementary and intermediate levels. No credit will be given for taking only the first part of any level of language courses.

Bengali Courses
BENG 19300: Bengali for Heritage Speakers and Listeners I
A course designed for heritage speakers and heritage listeners of Bengali who speak and/or understand the language to various degrees. This course emphasizes grammar, reading, writing and vocabulary acquisition. 4 hr./wk. plus 1 hr. at the Language Media Center; 3 cr.

BENG 19400: Bengali for Heritage Speakers and Listeners II
A further study of the grammatical structure of Bengali with emphasis on the nuances of the target language and more intensive practice in reading, writing and vocabulary acquisition. Pre-req: BENG 19300 or placement examination. 4 hr./wk. plus 1 hr. at the Language Media Center; 3 cr.

Chinese Courses
CHIN 12300: Introductory Chinese (Mandarin) I
An introduction to modern vernacular Chinese based on the speech of Beijing. Essentials of sound patterns, grammar and vocabulary. Practice in speaking, reading and dictation in class and at the Language Media Center. 4 hr./wk. plus 1 hr. at the Language Media Center; 3 cr.

CHIN 12400: Introductory Chinese (Mandarin) II
A continuation of Chinese 12300 including Further practice in modern vernacular Chinese based on the speech of Beijing. Essentials of sound patterns, grammar and vocabulary. Practice in speaking, reading and dictation in class and at the Language Media Center. Prereq.: CHIN 12300 or permission of the instructor. 4 hr./wk. plus 1 hr. at the Language Media Center; 3 cr.

CHIN 22600: Intensive Intermediate Chinese
An intermediate course that will build on the skills acquired in basic Chinese 12300 and 12400 with increased emphasis on reading and writing from modern sources in addition to aural/oral proficiency. Prereq.: CHIN 12400 or placement exam. 4 hr./wk. plus 1 hr. at the Language Media Center; 3 cr.

Hindi Courses
HNDI 12300: Introductory Hindi I
An introductory course in the spoken and written language. In addition to classroom hours, students will be expected to do some work in the language laboratory. 4 hr./wk. plus 1 hr. at the Language Media Center; 3 cr.

HNDI 12400: Introductory Hindi II
An introductory course offering further practice in spoken and written Hindi. In addition to classroom instruction, students will work on aural/oral skills at the Language Media Center. Prereq.: HNDI 12100 or permission of the instructor. Pre-req: HNDI 12300 or placement. 4 hr./wk. plus 1 hr. at the Language Media Center; 3 cr.

HNDI 22600: Intermediate Hindi
A one-semester Hindi course at the intermediate level. This course will review the grammar of the Hindi language, enhance vocabulary, increase fluency in reading and writing, and will include literary and cultural content. The four basic skills of listening, speaking, reading comprehension and writing will be further developed through class discussions, writing exercises and the use of multimedia and the Internet. Prereq.: HNDI 12400 or placement exam. 4 hr./wk. plus 1 hr. at the Language Media Center; 3 cr.

Japanese Courses
JAP 12300: Introductory Japanese I
An introductory course in spoken and written Japanese. In addition to classroom instruction, students will also work on aural/oral skills at the Language Media Center. 4 hr./wk. plus 1 hr. at the Language Media Center; 3 cr.

JAP 12400: Introductory Japanese II
An introductory course offering further practice in spoken and written Japanese. In addition to classroom instruction, students will also work on aural/oral skills at the Language Media Center. Prereq: JAP 12300 or placement. 4 hr./wk. plus 1 hr. at the Language Media Center; 3 cr.

JAP 22600: Intermediate Japanese
A one-semester Japanese course at the intermediate level. This course will review the grammar of the Japanese language, enhance vocabulary, and will include literary and cultural readings. It will further develop listening, speaking, reading comprehension, and writing skills through class discussions and the use of multimedia and the Internet. Prereq.: JAP 12400 or placement exam. 4 hr./wk. plus 1 hr. at the Language Media Center; 3 cr.
Classical Studies Courses

Latin Courses

LAT 12100-12200: Elementary Latin
An introduction to the Latin language, to the Latin roots of English and the Romance languages, and to the civilization of the ancient Romans. Prepares students to read Latin literature. 4 hr./wk.; 3 cr. each

LAT 25200: Selections from Latin Prose
Students will complete their study of the grammar of the Latin language and proceed to readings from Cicero and other prose authors. Prereq.: LAT 12100-12200 or two years of Latin in high school. 4 hr./wk.; 3 cr.

LAT 30100-30300: Honors I-III
Approval of Dean and Department Honors Supervisor required. Apply in NA 5/225 no later than December 10 in the Fall term or May 1 in the Spring term. (W) Variable cr.

LAT 31000: Independent Study
Approval of Department required before registration. 1-4 cr.

LAT 31100-32000: Selected Topics
Consult Department prior to registration for offerings.

LAT 35300: Virgil
Selections from the Aeneid. Prereq.: three years of high school Latin, three semesters of college Latin or permission of the department. 4 hr./wk.; 3 cr.

Classical Culture Courses

No knowledge of Greek or Latin is required for these courses.

CLSS 12100: Greek and Latin Roots in the English Language
A practical analysis of Greek and Latin stems, prefixes and suffixes and their functions in various types of English vocabulary. 3 hr./wk.; 3 cr.

CLSS 32100: Classical Mythology
Greek and Roman myths, their connections with religion, the ancient sources, and the survival and reinterpretation of classical myth in subsequent literature and film up to the present day. 3 hr./wk.; 3 cr.

CLSS 32300: Greek and Roman Comedy and Satire in Translation
Selections from Aristophanes, Menander, Plautus, Terence, Horace, Juvenal, Martial, and Lucian. The comic and satiric spirit; the classical forms and their modern counterparts. 3 hr./wk.; 3 cr. (W)

CLSS 33100: Latin Literature in Translation
The principal literary works of ancient Rome, studied both in their historical settings and as contributions to the development of modern literature. 3 hr./wk.; 3 cr. (W)

CLSS 34100: Science in Antiquity
The origins of Greek scientific thought; its substantive achievements in Mathematics, Astronomy, Physical and Biological Sciences, Technology, and Medicine; its social and cultural relations; its impact upon subsequent ages. 3 hr./wk.; 3 cr.

CLSS 40100: Modern Problems in Perspective
Problems of the individual and society as they appear in the general cultural tradition, particularly in the literature of the ancient Greek, Hebrew, and Roman civilizations. Problems selected according to the interests of faculty members and students. 3 hr./wk.; 3 cr. (W)

CLSS 40103: Women in Antiquity
From prostitutes to priestesses and even prophets, women played a variety of roles in the cultures of antiquity. In this course, we will study their lives and men's perceptions of them through both literary and visual remains. An exploration of the role of women in the development of Christianity and the ways in which Christianity affected expectations and opportunities for both sexes will also be explored. 3 hr./wk.; 3 cr.

French Courses

Introductory and Intermediate French Courses

FREN 12300: Introductory French I
An introductory course using a communicative approach to develop conversational skills and provide the student with a foundation in French grammar, pronunciation and vocabulary. 4 hr./wk. plus 1 hr. at the Language Media Center; 3 cr.

FREN 12400: Introductory French II
A continuation of French 12300 using a communicative approach to develop conversational skills and provide students with further study of French grammar and vocabulary. Pre-req: FREN 12300 or placement. 4 hr./wk. plus 1 hr. at the Language Media Center; 4 cr.

FREN 22600: Intermediate French
A one-semester French course at the intermediate level. This course will review the grammar of the French Language, enhance vocabulary, and will include literary and cultural readings. It will further develop listening, speaking, reading comprehension, and writing skills through class discussions and the use of multimedia and the Internet. Prereq.: FREN 12400, or placement examination. 4 hr./wk. plus 1 hr. at the Language Media Center; 3 cr.

Advanced French Courses

The prerequisite for all 30000-level French courses is French 22500 or four years of high school preparation. The prerequisite for all 40000-level courses is at least one of the following: FREN 32100 or FREN 32200.

Group A: Language

FREN 32100: Problems of French Grammar
Applied review of grammar. Extensive practice in applying the grammatical structures needed for the correct use of the language. 3 hr./wk.; 3 cr.

FREN 32200: Practice in Writing French
Study of contemporary prose to acquaint students with standards of good writing. Intensive practice in writing different types of compositions in French. 3 hr./wk.; 3 cr.

FREN 32300: Spoken French
Intensive practice of the spoken language focused on topics of current interest. Work on oral comprehension, correct pronunciation and contemporary idiomatic speech. Discussion of topics of current interest. 4 hr./wk.; 3 cr.

FREN 32400: Studies in Translation
Development of skills in the art of translation from French to English and vice versa through the use of a wide range of materials. 3 hr./wk.; 3 cr.

Group B: Literature

FREN 33300: French Cinema and Literature
In this course, students will discuss important ideological, and formal questions related to the cinematographic adaptation of canonical French texts. In analyzing historical contexts, characters, narrative structures, themes, styles, and techniques, students will think about the relationship between cinema and literature, and about the political and social implications of each film. Close readings of films by Demy, Bresson, Clouzot, Clément, Resnais, Vadim, Chabrol, Angelo, and Miller adapted from texts by Perrault, Diderot, Laclos, Zola, Duras, Flaubert, Balzac, and Carrière will engage students in a larger critique of contemporary visual culture. The course is taught in English. Films (with English subtitles) will be watched in class. French majors and minors students may write their papers in French. 3 hr./wk.; 3 cr.

FREN 42100: French Poetry
A survey of French poetry from the Middle Ages to the present day in light of the evolution of different styles, themes and cultural contexts. 3 hr./wk.; 3 cr.

FREN 42300: French Philosophers and Essayists
Study of representative works of Maupassant, Descartes, Pascal, Montesquieu, Diderot, Rousseau, Saint-Simon and Auguste Comte. Emphasis will be placed on the evolution of ideas by French thinkers, and on the style of their writings. 3 hr./wk.; 3 cr.

FREN 42500: French Theatre
Study of major plays (tragedy, drama and comedy) from the Middle Ages to the present day taking into account the evolution of the French theatre in terms of themes, styles and social contexts. 3 hr./wk.; 3 cr.

FREN 42700: French Novel
Study of representative narrative works by selected authors from different literary periods and trends. 3 hr./wk.; 3 cr.

FREN 42701: The Novel in France before 1850

FREN 44100: French Literature Outside France
A survey of the major literary works from Francophone regions and countries such as Belgium, Switzerland, French Africa, Canada, the French West Indies, and others. 3 hr./wk.; 3 cr.

FREN 45100: French Civilization
The study of the cultural history of France along with its social and political structures and attitudes, with an emphasis on current evolution. 3 hr./wk.; 3 cr.

FREN 30103-30300: Honors I-III
Variable cr., 1-4

FREN 31000: Independent Study
Variable cr., 1-4
ITAL 32100: Problems of Italian Grammar
An advanced and intensive course that focuses on Italian grammar. It is a fundamental and required course for Italian majors and minors as well as for students interested in improving their language and conversational skills. Prereq: ITAL 22500 or placement by department. 3 hr./wk.; 3 cr.

ITAL 32200: Practice Writing in Italian
This is an advanced and intensive writing class for students who wish to develop the skills necessary to prepare students for literature courses and other classes in which they are expected to produce term papers, to answer questions, and to otherwise develop their ideas in writing. The course will include descriptive, narrative, and expository prose as well as summary and argumentation. Prereq: ITAL 22500 or placement by department. 3 hr./wk.; 3 cr.

ITAL 32300: Spoken Italian
Practice in conversation with emphasis on contemporary idiomatic speech. Discussions of topics of current interest. 4 hr./wk.; 3 cr.

Group B: Literature
ITAL 35100: Introduction to Italian Literature I
A survey of Italian literature from the Middle Ages to the end of the 17th century, with emphasis on the different styles and periods and on the characteristics of the representative genres. Prereq: ITAL 22500 or placement by department. 3 hr./wk.; 3 cr.

ITAL 35200: Introduction to Italian Literature II
A survey of Italian literature from the 18th century to the present, with emphasis on the different styles and periods and on the characteristics of the representative genres. Prereq: ITAL 22500 or placement by department. 3 hr./wk.; 3 cr.

ITAL 42300: Boccaccio and the Decameron
This course will focus on the study of the Decameron, the world-renowned masterpiece written by Boccaccio in the middle of the 14th century. In particular, it will undertake close readings of selected “novella,” trying to figure out the main characteristics of Boccaccio’s work and ideas and his influence on the European literature. It will also place the masterpiece in its social and historical context, trying to analyze its possible sources, its language and style, and its author’s view about Church, State and morality. Prereq: ITAL 22500 or placement by department. 3 hr./wk.; 3 cr.

ITAL 42400: Renaissance Literature
Study of the major works written during the Italian Renaissance with an emphasis on their cultural, political and aesthetic context. The topics will vary. 3 hr./wk.; 3 cr.

ITAL 42500: Machiavelli and II Principe
This course will focus on the study of the II Principe, the world-renowned masterpiece written by Machiavelli in the second half of 1513. In particular, it will undertake close readings of selected chapters, trying to figure out the main characteristics of Machiavelli’s work and ideas and his influence on the European literature. It will also place the masterpiece in its social and historical context, trying to analyze its possible sources, its language and style, and its author’s view about Church, State and morality. Prereq: ITAL 22500 or placement by department. 3 hr./wk.; 3 cr.

ITAL 43300: Italian Women Writers of the XX Century
This course focuses on reading and analyzing selected works of renowned Italian women writers of the XX century. The selection of works covers a variety of genres: novel, short story, journalistic enquiry, essay and poetry. Occasionally, movies that are based on texts read in class will be shown. Students will participate in class discussions and write papers to demonstrate close reading skills, to express individual interpretation, and to understand the common themes and unique literary characteristics of the genre. Topics include love, motherhood, education, folly, politics and social issues, among many others. The course also covers cultural and historical contexts that influenced the authors. Prereq: ITAL 22500 or placement by department. 3 hr./wk.; 3 cr.

ITAL 43400: Italian Short Stories from the XX Century to Contemporary Writers
This course focuses on reading and analyzing selected short stories of renowned Italian writers of mainly the XX and XXI Centuries. Students will participate in class discussions and write papers to demonstrate close reading skills, to express individual interpretation, and to understand the common themes and unique literary characteristics of the genre. The course also covers cultural and historical contexts that influenced the authors. Prereq: ITAL 22500 or placement by department. 3 hr./wk.; 3 cr.
ITAL 45000: Italian Culture and Civilization
The course will attempt to set forth the uniqueness of Italian civilization and to show how these qualities have been transmitted from Italy to other nations. 3 hr./wk.; 3 cr.

ITAL 30103-30300: Honors I-III
Variable cr., 1-4

ITAL 31000: Independent Study
Variable cr., 1-4

ITAL 31100-32000: Selected Topics
3 hr./wk.; 3 cr.

Italian Courses Taught in English
Courses taught in English do not count toward the Italian major or minor.

ITAL 28100: Dante to Machiavelli
Dante’s and Boccaccio’s Decameron, a selection of Petrarch’s love poetry, and Machiavelli’s The Prince. (W) 3 hr./wk.; 3 cr.

ITAL 28200: Pirandello to Moravia
The great authors of modern Italian literature: Pirandello, Svevo, Vittorini and Moravia. (W) 3 hr./wk.; 3 cr.

ITAL 28700: Italian Cinema and Literature
A study of the different relationships that have occurred between Italian film and literature in this century. The cinema as translation of literature will be reviewed through the works of Visconti, Pasolini, DeSica, Bertolucci, Antonioni, Rossellini, Fellini and others. 3 hr./wk.; 3 cr.

LING 22100: General Introduction to Linguistics
The nature of language, the methods and principles of linguistic science, factors in the evolution of language, and language as a medium of cultural tradition. 3 hr./wk.; 3 cr.

LING 32100: General Linguistics
A continuation of Linguistics 22100 with more detailed treatment of topics in descriptive, historical and comparative linguistics. Prereq.: LING 22100 or permission of the Department. 3 hr./wk.; 3 cr.

LING 42001: Linguistics and Literary Analysis
Linguistic theories and techniques relevant to the typological, semiotic and stylistic description of literature. Linguistic approaches applied to literary theory and to analysis of selected works. 3 hr./wk.; 3 cr.

LING 30100-30300: Honors I-III
Approval of Dean and Department Honors Supervisor required. Apply in NA 5/225 no later than December 10 in the Fall term or May 1 in the Spring term. Variable cr.

LING 31000: Independent Study
For students with special literary or linguistic interests who desire to pursue independent study and research. Generally for juniors and seniors. Department approval required. Variable cr.

Portuguese Courses
PORT 12300: Introductory Portuguese I
An introductory course using a communicative approach to develop conversational skills and provide the student with a foundation in Portuguese grammar, pronunciation and vocabulary. 4 hr./wk. plus 1 hr. at the Language Media Center; 3 cr.

PORT 12400: Introductory Portuguese II
A continuation of Portuguese 12300 using a communicative approach to develop conversational skills and provide students with further study of Portuguese grammar, pronunciation and vocabulary. Prereq.: PORT 12300 or placement. 4 hr./wk. plus one hr. at the Language Media Center; 3 cr.

PORT 22600: Intensive Intermediate Portuguese
A one-semester Portuguese course at the intermediate level. This course will review the grammar of the Portuguese language, enhance vocabulary, and will include literary and cultural readings. It will further develop listening, speaking, reading comprehension, and writing skills through class discussions and the use of multimedia and the Internet. Prereq.: PORT 12400 or placement examination. 4 hr./wk. plus 1 hr. at the Language Media Center; 3 cr.

PORT 22300: Mallory Portuguese
An introduction to the Portuguese language, culture, and society. Des tagned for students who speak and/or understand the Portuguese language to various degrees. This course emphasizes grammar, reading, writing and vocabulary acquisition. 4 hr./wk. plus 1 hr. at the Language Media Center; 3 cr.

SPAN 12300: Introductory Spanish I
An introductory course for non-native speakers using a communicative approach to develop conversational skills and provide the student with a foundation in Spanish grammar, pronunciation and vocabulary. 4 hr./wk. plus 1 hr. at the Language Media Center; 3 cr.

SPAN 12400: Introductory Spanish II
A continuation of Spanish 12300 using a communicative approach to develop conversational skills and provide the student with a foundation in Spanish grammar, pronunciation and vocabulary. Pre-req.: SPAN 12300 or placement examination. 4 hr./wk. plus 1 hr. at the Language Media Center; 3 cr.

SPAN 22600: Intermediate Spanish
A one-semester Spanish course at the intermediate level. This course will review the grammar of the Spanish language, enhance vocabulary, and will include literary and cultural readings. It will further develop listening, speaking, reading comprehension, and writing skills through class discussions and the use of multimedia and the Internet. Prereq.: SPAN 12400 or placement. 4 hr./wk. plus 1 hr. at the Language Media Center; 3 cr.

SPAN 19300: Spanish for Heritage Speakers and Listeners I
A course designed for heritage speakers and heritage listeners of Spanish who speak and/or understand the language to various degrees. This course emphasizes grammar, reading, writing and vocabulary acquisition. 4 hr./wk. plus 1 hr. at the Language Media Center; 3 cr.

SPAN 19400: Spanish for Heritage Speakers and Listeners II
A further study of the grammatical structure of Spanish with emphasis on the nuances of the target language and more intensive practice in reading, writing and vocabulary acquisition. Pre-req.: SPAN 19300 or placement examination. 4 hr./wk. plus 1 hr. at the Language Media Center; 3 cr.

Advanced Spanish Courses
SPAN 32100 is the prerequisite, and SPAN 32200 is the co-requisite, for all 30000-level Spanish courses except SPAN 32300, SPAN 37300, and any other course designated as “bridge” in its description. The prerequisites for 40000-level courses are SPAN 32100 and SPAN 32200.

Group A: Language

SPAN 32100: Problems of Spanish Grammar
An advanced look at Spanish grammar focusing on description and explanation of selected Spanish syntactic phenomena such as uses of infinitive ser/estar, the order of major constituents, uses of se, and uses of the subjunctive. Students will analyze Spanish syntax increase their understanding of the structure of Spanish and develop stylistically correct Spanish prose. Students are advised to take SPAN 37300, Advanced Spanish Composition & Conversation, prior to this course or in the same semester. 3 hr./wk.; 3 cr.

SPAN 32200: Practice in Writing Spanish
An intensive course in written Spanish, with stress on correct structure of descriptive, narrative and expository prose. 3 hr./wk.; 3 cr.

SPAN 32300: Spanish Conversation
Development of speaking skills through discussion of current topics (not open to native speakers). 4 hr./wk.; 3 cr.

SPAN 32400: Translation
Development of skills in the art of translation from English to Spanish and vice versa through the use of a wide range of materials. Prereq.: SPAN 32401 or placement exam or permission of the instructor. 3 hr./wk.; 3 cr.

SPAN 32401: Studies in Translation I

SPAN 32402: Studies in Translation II

SPAN 32500: Spanish Phonetics and Phonology
A study of phonetic transcription and phonetic and phonological theory in the different Spanish-speaking areas. Especially recommended for students who plan to teach Spanish. 3 hr./wk.; 3 cr.

SPAN 32600: Spanish in the Business World
Development of technical vocabulary and forms of expression used in the world of commerce, economics and finance. 3 hr./wk.; 3 cr.

SPAN 32700: Introduction to Spanish Linguistics
A presentation of the tools and methods of modern linguistics and their application to the study of the phonological, morphological and syntactic characteristics of contemporary Spanish, especially those related to Spanish in the Americas. 3 hr./wk.; 3 cr.
SPAN 37000: History of the Spanish Language
Study of the development of the Spanish language from Latin to the present, including language contact, especially in the area of lexicology. Prereq.: SPAN 32700 or LING 22100, SPAN 32500 or EDUC 35000, SPAN 32100 or permission of the instructor. LAT 12100 strongly recommended. 3 hr./wk.; 3 cr.

SPAN 37300: Advanced Spanish Composition & Conversation
This course is required for Bilingual Education majors. The course will develop and improve the students' capacity to express themselves in writing and speech utilizing various techniques. It is recommended that students take this course prior to or concurrently with SPAN 32100, Problems of Spanish Grammar. 3 hr./wk.; 3 cr.

SPAN 46200: Spanish Dialectology and Sociolinguistics
This course examines regional and social variation in the Spanish of Spain and Latin America. It examines variable phenomena in Spanish phonology and morphosyntax, and correlates them with predictive factors such as region, nationality, level of education, sex, and age. Also included is a look at such areas as language attitudes, policy and planning, and discourse analysis. 3 hr./wk.; 3 cr.

SPAN 46301: Spanish in Contact Worldwide
This course examines varieties of Spanish spoken in areas where another language is also in widespread use, in Latin America, Spain, North America and other areas where Spanish is spoken. The course considers some of the linguistic and sociocultural effects of bilingualism. Through readings, multimedia materials, and web-based interactive discussions, students learn to appreciate, describe, and compare different varieties of Spanish in contact as they learn to think critically in the field. 3 hr./wk.; 3 cr.

SPAN 46302: Spanish in Contact in the US
The course examines varieties of Spanish spoken in the continental United States, focusing on variable phenomena and on the role of the home dialects in shaping US varieties. Special emphasis is placed on contact with English and on the public policy and educational consequences of the widespread use of Spanish in the US. 3 hr./wk.; 3 cr.

Group B: Literature

SPAN 33000: Representations of Contemporary Spain in its Cinema
This course is designed to introduce students to major social, historical, and cultural issues in Spain since the end of the Franco dictatorship in 1975, through an exploration of some of the most outstanding films of the contemporary period. Class discussions may be held either in English or Spanish or both. Prerequisites: SPAN 22400, SPAN 22500 or permission of the instructor. 3 hr./wk.; 3 cr.

SPAN 33100: Representations of Latin America Through its Cinema
This course will analyze various aspects of the culture and society of Latin American countries through film. A careful selection of movies and texts presented in class will help students improve their ability to read films aesthetically, culturally, and historically. Cultural and social aspects such as the role of women in Latin American society, political ideologies, social and economic structures, power institutions, e.g., the Catholic Church, the State, drug lords, etc., will be examined and discussed through a systematic study of films selected. Prerequisites: SPAN 22400/22500 or permission of chairperson or instructor. 3 hr./wk.; 3 cr.

SPAN 35100: Studies in Spanish Literature I
A survey of the literature of Spain from the Middle Ages to the end of the 17th century, with emphasis on the different styles and periods and on the characteristics of representative genres. 3 hr./wk.; 3 cr.

SPAN 35200: Studies in Spanish Literature II
A survey of the literature of Spain from the 18th century to the present, with emphasis on the different styles and periods and on the characteristics of representative genres. 3 hr./wk.; 3 cr.

SPAN 35300: Studies in Spanish American Literature
An overview of the development of Spanish American literature since its origins to contemporary times. This course will emphasize the literary trends and cultural currents that have shaped Spanish-American letters through the analysis of representative works. 3 hr./wk.; 3 cr.

SPAN 35400: Dominican Literature and Culture
This course will use a variety of texts including the novel, the essay, the short story, popular poetry, representations of the oral tradition, paintings, music, films, to provide students with a unique opportunity to learn about some of the first literary and cultural manifestations in the Dominican Republic. Readings will cover selections from Columbus Diary and letters, and other selections from chronicles. The course will also focus on how Dominican intellectuals have incorporated modern artistic trends into their creations. Prereq: SPAN 22400 and SPAN 22500. 3 hr./wk.; 3 cr.

SPAN 36000: Techniques for Literary Analysis
The study of critical techniques and terminology for the analysis of different literary genres and contemporary criticism. 3 hr./wk.; 3 cr.

SPAN 42100: Studies in Medieval Spanish Literature
A literary and linguistic analysis of the major texts of the medieval period, including “cantigas,” Poema del Cid, Milagros de Nuestra Señora, Libro de Buen Amor, and La Celestina. 3 hr./wk.; 3 cr.

SPAN 42400: Cervantes: Don Quijote
An exploration of Cervantes’ major works from different critical points of view. 3 hr./wk.; 3 cr.

SPAN 42600: Golden Age of Spanish
The study of the major literary and ideological currents that developed in Spain during the Renaissance and the Baroque periods along with the reading and analysis of representative works. 3 hr./wk.; 3 cr.

SPAN 42601: Lope de Vega and the Evolution of the Spanish Theatre

SPAN 42602: Renaissance and Baroque Prose and Poetry

SPAN 42800: Spanish Literature of the 18th and 19th Centuries

SPAN 43400: Studies in Spanish American Literature
An exploration of the major trends in Spanish Literature of the 20th century through the study of different genres. 3 hr./wk.; 3 cr.

SPAN 43401: The Spanish Novel since the Civil War

SPAN 43402: Contemporary Spanish Poetry and Theater

SPAN 43600: Spanish American Colonial Literature
The formation and development of colonial discourse focusing on how indigenous and foreign modes interacted in order to represent a complex reality. 3 hr./wk.; 3 cr.

SPAN 43800: Spanish American Literature of the 19th Century
A study of literary currents of 19th century Spanish America through its major works. 3 hr./wk.; 3 cr.

SPAN 44100: The Literature of Social Protest in Spanish America
A study of literary works from different genres focusing on how they portray and respond to a given social, political and/or economic situation. 3 hr./wk.; 3 cr.

SPAN 44200: The Spanish American Essay
The evolution of the essay from the period of independence to the present, taking into account the philosophical currents and historical events that have shaped this genre. 3 hr./wk.; 3 cr.

SPAN 44400: Studies in Contemporary Spanish American Literature
Major developments in narrative, poetry and theater from the early 20th century to the present. 3 hr./wk.; 3 cr.

SPAN 44402: Contemporary Spanish American Poetry and Theater

SPAN 44403: Contemporary Spanish American Short Story

SPAN 44404: The Spanish American Contemporary Novel

SPAN 44600: Literature of the Spanish Caribbean
Differences and similarities in the cultural and social structures of Cuba, Puerto Rico and the Dominican Republic through the analysis of selected texts of various genres. 3 hr./wk.; 3 cr.

SPAN 45100: Spanish Civilization
An exploration of Spanish history and culture from their origins to the present. Topics include geography, folklore, development of the arts, ideologies, socio-political changes and social issues. 3 hr./wk.; 3 cr.

SPAN 45200: Topics in Spanish American Civilization
A study of the social, cultural and political developments of Spanish America. Topics include the contributions of the Native, Iberian and African civilizations; the struggle for independence; the development of the arts; the impact of revolutionary movements; and the place of women in society. 3 hr./wk.; 3 cr.

SPAN 45201: Topics in Spanish American Civilization I

SPAN 45202: Topics in Spanish American Civilization II
SPAN 45300: Gender Issues in Hispanic Letters
An exploration of the impact of gender in the literature of the Spanish-speaking world. 3 hr./wk.; 3 cr.

SPAN 45400: Latino Culture and Literature in the U.S.
An exploration of the Latino cultural legacy and its contemporary influence in the United States. The study of the development of Latino communities, history and patterns of immigration, and similarities and differences among these communities. This course will also focus on sociological, economic, political and anthropological factors such as transculturation, assimilation, linguistic similarities, problems of identity and discrimination. It will also examine various psychological factors of the Latino cultures throughout the U.S. through the different ways of expression such as art and literature, taking into account the elements that distinguish these from those of their countries of origin and North America. The course will normally be conducted in Spanish. Readings may be in Spanish and English. 3 hr./wk.; 3 cr.

SPAN 30100-30300: Honors I-III
Approval of Dean and the Department Honors Supervisor required. Apply no later than December 10 in the Fall term or May 1 in the Spring term. Variable cr., 1-4

SPAN 31000: Independent Study
For students with special literary or linguistic interests who desire to pursue independent study and research. For juniors and seniors, ordinarily. Departmental approval required. Variable cr., 1-4

SPAN 31100-32000: Selected Topics
A series of advanced courses to be offered with varying frequency on selected topics not generally covered in the set course offerings. Topics to be announced in the preceding semester. 3 hr./wk.; 3 cr.

Spanish Literature in Translation
Courses taught in English do not count toward the Spanish major or minor.

SPAN 28100: Masterworks of Spanish Literature I
The evolution of Spanish literature from the Medieval period through the Golden Age. Critical analysis of representative works and writers. (W) 3 hr./wk.; 3 cr.

SPAN 28200: Masterworks of Spanish Literature II
The development of Spanish literature during the 18th and 19th centuries. Critical analysis of representative works, writers and movements. (W) 3 hr./wk.; 3 cr.

SPAN 28300: Masterworks of Latin American Literature
Representative works and authors of Spanish American letters from the mid-20th century to the present. The texts are analyzed in light of the social, political, cultural and ideological contexts in which they were produced. (W) 3 hr./wk.; 3 cr.

Faculty
Maxime Blanchard, Associate Professor  
B.A., Univ. de Montreal; M.A., Univ. of Minnesota; D.E.A., Univ. de Paris-IV (Sorbonne); Ph.D., Harvard

Silvia Burunat, Professor  
B.A., M.A., Boston University; Ph.D., City University of New York

Richard F. Calichman, Professor  
B.A., Colby College; M.A., Ph.D., Cornell University

Laura Callahan, Associate Professor  
B.A., M.A., San José State University; Ph.D., University of California at Berkeley

Regina Castro McGowan, Lecturer  
B.A., City College of New York; Ph.D., City University of New York

Raquel Chang-Rodríguez, Distinguished Professor  
B.S., Montana State University; M.A., Ohio University; Ph.D., New York University

Angel Luis Estévez, Assistant Professor  
B.A., Hunter College; Ph.D., City University of New York

Dulce M. García, Associate Professor  
B.A., Barry University; M.S., Ph.D., Georgetown University

Amy Kratka, Lecturer  
B.A., Queens College; M.A., Ph.D., Boston University

Bettina Lerner, Assistant Professor  
B.A., Ph.D., Yale University

Juan Carlos Mercado, Professor  
B.A., Univ. del Comahue (Argentina); M.A., Queens College; Ph.D., City University of New York

Corinna Messina-Kociuba, Lecturer  
B.A., S. Pio V Univ. of Rome; M.A., City College of New York

Roy Mittelman, Lecturer  
B.A., University of Pennsylvania; M.A., Ph.D., Temple University

Devid Paolini, Assistant Professor  
M.A., University of Bologna; Ph.D., City University of New York

Carlos Riobó, Assistant Professor and Chair  
B.A., Columbia University; M.A., Ph.D., Yale University

Jennifer Roberts, Professor  
B.A. Yale College; M.A., Ph.D., Yale University

Nelly D. Saint-Maurice, Lecturer  
B.T.S., CNAM, Paris; B.F.A., M.A., City College of New York; M.Phil., City University of New York

Mary Ruth Strzeszewski, Associate Professor  
B.A., M.A., Ph.D., Columbia University

Araceli Tinajero, Associate Professor  
B.A., M.A., Ph.D., Rutgers University

Vanessa K. Valdés, Assistant Professor  
B.A., Yale University; M.A., Ph.D., Vanderbilt University

I-Hsien Wu, Assistant Professor  
B.A., Boston University; M.A., Ph.D., Columbia University

Professors Emeriti
Gisele Corbiere-Gille  
Stephen G. Daigt  
Gabriella de Beer  
Antonio R. de la Campa  
Manuel de la Nuez  
Adriana Garcia-Davila  
Françoise Dorenlot  
Janette Gatty  
Marshall S. Hurwitz  
Theodore Litman  
Antonio Sacoto  
Eve Sourian  
Elizabeth Starčević  
Zvi Henri Szubin  
Renée Waldinger  
Sharifa M. Zawawi  
Jacques Zéphir
Department of History

(Division of Humanities and the Arts)

Professor Andreas Killen, Chair • Department Office: NA 5/144 • Tel: 212-650-7137

General Information
The City College offers the following undergraduate and combined degrees in History:

B.A. in History

B.A./M.A. (Combined Degree) in History

Programs and Objectives
History is basic to a college education: it provides the knowledge of where we have been that is essential to any individual’s understanding of his or her role in contemporary society; it advances analytical skills and promotes the expression of one’s ideas in writing and speech; and it encourages students to think critically, which includes the ability to evaluate material and draw appropriate conclusions. The offerings at City College are designed to meet the needs of our diverse student body.

A wide range of occupations is open to history majors beyond those in the teaching area, including positions in business and industry, law, communications, and many agencies of government at all levels. A strong background in history also complements majors in social sciences because it provides the perspective that deepens one’s understanding of contemporary developments and problems. In addition, historical study traditionally has been an asset to those interested in literature and other humanities and arts areas.

Requirements for Majors
History majors are required to maintain a major GPA of 2.0 or higher. The GPA in the major is calculated from courses in the major based in the major department only, and that have been taken at City College or through ePermit, including all courses in excess of the minimum required for the degree. In addition, students must maintain an overall GPA of 2.0 and above to graduate with a BA in History.

Elective Courses
Five courses in one selected field of history (e.g., American History, Asian History European History) 15
Six courses distributed among other fields of history 18
Total Credits 33

Teaching Social Science in Secondary Schools*
Students wishing to teach history in secondary schools must be certified in the area of Social Studies. Major requirements are listed below. Students should also consult Professor Susan Semel (School of Education).

Required Courses
Two courses in American History 6
Two courses in European History 6
One course in two of the following areas: Asian History, African History and Latin American History 6
Additional History courses in one area (American, African, Asian, European) 12
Additional History Elective 3
Upper division course in Economics or Political Science 3
Total Credits 36

*Powell School students also have these general education core requirements: ECO 10000: Modern U.S. Economy (3 cr.) and PSC 10100: U.S. Government and Politics (3 cr.).

General Education Requirements ("Pathways")
In general, students are required to complete 42 credits of General Education coursework, with some adjustments for transfer students. See the General Education Requirements ("Pathways") section of the Bulletin for more information.

The B.A./M.A. Degree
The department offers a B.A./M.A. program that enables outstanding students to receive both degrees in four to five years upon the completion of 138 credits. For details see the Chair or the Departmental Advisor.

Minor in History
Students wishing to complete a minor in History must complete 15 credits of elective courses chosen in consultation with an advisor.

Advisement
Please inquire about History advising in the Departmental Office: NA 5/144.

Majors in the Department of History are expected to maintain a minimum GPA of 2.5. Those who fall below that number will be called in for a conference with a departmental advisor to discuss ways of improving academic performance. The advisor may recommend taking a particular course for better preparation, meeting with a tutor in the Writing Center, taking a course load lower than 15 credits, or other strategies for achieving academic success. All students should try to maintain the highest possible GPA in order to enhance their prospects for acceptance to graduate programs and career opportunities.

Department Activities

The History Society provides a student voice in departmental affairs, discuss problems in the field of history, and hear speakers. Open to all interested students.

Awards
The History Department awards a number of medals and grants to outstanding undergraduates. For detailed information see the Chair of the History Department.

Paul Aron Award
For the best undergraduate research paper.

Charles T. Cromwell Award
For a senior History major with the highest average in History.

Dail W. Diffie Award
For outstanding work in a core course.

Carl Dunat Scholarship
To help support future studies.

Joan Kelly Prize
For the best essay written in an elective course in History.

Oscar Lloyd Meyerson Prize
For the best Honors essay.

Sidney I. Pomerantz Prize
For the best essay on the history of New York City written in an elective course.

J. Salwyn Shapiro Award
For outstanding work in a core course.

General Tremain Prize
For a student who writes the best essay on some aspect of American History related to the Civil War.

Joseph E. Wisan Prize
For the best essay written in an elective course in History.

J. Salwyn Shapiro Award
For the best essay on the history of New York City written in an elective course.

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Europe

HIST 20100: The Ancient World: The Near East and Greece
Examines the rise and fall of civilizations in the ancient Near East and the Greek world to the Hellenistic Age. Prereq: FIQSWS. (W) 3 hr./wk.; 3 cr.

HIST 20200: The Ancient World: Rome
Surveys the history of classical antiquity from the Hellenistic Age to the fall of the Western Empire. Prereq: FIQSWS. (W) 3 hr./wk.; 3 cr.

HIST 20400: Early-Modern Europe
An overview of European history from the resurgence of urban life and classical culture during the Renaissance to the trials and tribulations of the French Revolution. Prereq: FIQSWS. (W) 3 hr./wk.; 3 cr.

HIST 20600: Modern Europe
An overview of social, economic, political, and intellectual developments in Europe from the Enlightenment to the present, and an introduction to the
study of history. Topics include the problem of revolution, industrialization and the transformation of rural societies, the emergence of liberalism and the challenges it has faced in the twentieth century. Prereq: FIQWS. (W) 3 hr./wk.; 3 cr.

HIST 32500: The Age of the Renaissance
An in-depth exploration of the culture of the Italian Renaissance. Through primary sources, this course reconstructs experiences of: citizenship in the Italian city-states; the culture of art and the vices and vantages of the business world; maternity, paternity/maternity and sexuality; elementary education and University study; art patronage and visual culture; the entertainments and decorum of life at Court as well as expressions of religiosity. Prereq: Sophomore standing, one 200-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 35000: The Scientific Revolution
Especially important will be placed upon the institutions, sociability and material culture of science in the early modern period and their importance for the development of modern scientific theory. Topics will include: Renaissance natural philosophy; from natural to mechanical philosophy; the telescope and the new world view of Galileo; the culture of observation, the embrace of empiricism, and the invention of experimentation; the print culture of science and the dissemination of new scientific ideas. Prereq: Sophomore standing, one 200-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 35100: The Age of Enlightenment
An in-depth exploration of the protean culture and new knowledges of eighteenth-century Europe. Through primary sources and select historiography, this course reconstructs: the rising literacy rate and popularizations of print culture; the culture of literary and art salons; the appeal of the exotic and the idea of the noble savage; meditations on happiness and pleasure; the problem of luxury and the discovery of the market as well as the new sciences of the mind, of language and of progress. Prereq: Sophomore standing, one 200-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 32850: The French Revolution
A thorough introduction to the French Revolution - one of the defining events of modern times and the crucible in which key elements of modern politics were forged or redefined: universal manhood suffrage, human rights, civil equality, direct democracy, ideological dictatorship, nationalism, women's liberation, and revolution itself. Prereq: Sophomore standing, one 200-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 32950: History of the Soviet Union
Survey of the 20th century Russian history, with an emphasis on the Soviet polity from its establishment in October 1917 to its collapse in 1991. Includes Russian Revolution, socialist state-building, collectivization and industrialization, Great Terror, and the collapse of the Soviet empire. Prereq: Sophomore standing, one 200-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 37900: The Collapse of Communism and Post-Soviet Europe
Examines the history of the Soviet Union and Eastern Europe from the late 1960s to the present. Topics include the long- and short-term causes of the collapse of Communism, the economic, political, social, and cultural legacies of Communism, and the challenges confronting the post-Communist world. Prereq: Sophomore standing, one 200-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 35700: History of Socialism
The growth of the socialist movement in the nineteenth and twentieth centuries and its main ideological expressions: utopian, Marxist, revisionist, syndicalist. The relations between ideology and concrete historical circumstances; trade unionism; revolution; working class growth and change; Bolshevism; national liberation. Prereq: Sophomore standing, one 200-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 34200: The History of Medicine
Geographical and chronological focus will vary. Themes will include: religious and secular efforts to define “disease”; the importance of gender for medical theory and practice; the relationship between patient rights and the common interest; the development of public health programs; and milestones in the history of biology and medicine. Prereq: Sophomore standing, one 200-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 35200: Intellectual History of Modern Europe
Examines European thought from the Enlightenment and its ideological offspring – 19th C. liberalism and the socialist and anti-scientific critique of the Enlightenment, beginning with Nietzsche and culminating in later 20th C. post-structuralism. Prereq: Sophomore standing, one 200-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 41201: Law & Society in Medieval and Early Modern Europe
An intensive survey of ideas about the nature and the natural rights of the individual and of the state in medieval and early modern Europe, placing an especial emphasis upon the legal writings of scholars such as Aquinas, Bar- tolus, Vitoria, Bodin, Grotius, Hobbes, Locke, Pufendorf, Vico, Montesquieu, Rousseau, Smith, and Kant. Prereq: Junior standing, one 300-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 41600: The Early-Modern European City
Urbanization in Europe from 1400 through 1800. In particular, it will reconstruct the spectacular emergence of the hallmark features of Europe’s preeminent capital cities out of their most intense periods of crisis and transformation in the early modern period. Especial emphasis will be placed upon the new cosmopolitanism of Rome, London and Paris. Prereq: Junior standing, one 300-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 42000: The Modern European City
Examines cities such as London, Paris, Vienna, Prague, and Berlin as incubators of specific versions of the "modern." Themes covered will include urban planning and architecture; class and ethnic conflict, and the rise of mass politics; the emergence of women’s movements, youth culture, and anti-Semitism; and the relationship between modernism and mass culture. Prereq: Junior standing, one 300-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 42100: Work and Welfare in Modern Europe
Examines the emergence of the industrial revolution and efforts to control it, to manage markets for capital and labor, since the eighteenth century. Prereq: Junior standing, one 300-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 42300: Psychiatry, Madness, and Society
Examines social, cultural, intellectual and institutional aspects of the history of madness in Europe since 1789. The course will begin with the age of the so-called "Great Confinement," then move on to consider the institutional and therapeutic reforms of the revolutionary and post-revolutionary era; the rise of theories of degeneration, hysteria and neurasthenia in the second half of the 19th century; psychoanalysis and sexology; war neurosis and military psychiatry; psychiatry under the Nazis. It will conclude by looking at the anti-psychiatry movement of the 1960s and the new biological psychiatry of the 1980s and 1990s. Prereq: Junior standing, one 300-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 42400: The Great War
A comprehensive overview of World War I. Central themes include the origins of the conflict, both long- and short-term; the nature of industrial killing; the growth of the state, of mass armies, of economic regulation; and the revolutionary movements that the prolonged war effort spawned. Prereq: Junior standing, one 300-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 42500: Age of Dictators
Examines the totalitarian regimes that emerged in Soviet Russia and Nazi Germany. Beginning with the impact of WWI on both societies and ending with WWII, it traces the rise of two regimes that despite their ideological opposition had many features in common: a single party system, the extensive use of propaganda and terror, an embrace of science and of cultural programming, the leadership cult surrounding Stalin and Hitler, and the camps system. (W) 3 hr./wk.; 3 cr.

HIST 42900: Minorities in Modern Europe
Beginning with the emancipation of Jews during the French Revolution and the emergence of modern, national citizenship, the course will examine the ways in which European states have managed ethno-religious minorities, with a special emphasis on the 20th C. Topics will include WWI and the break-up of multi-ethnic empire, forced population transfers, refugees, and genocide, as well as the growth of labor migration, welfare and guest-worker systems. Prereq: Junior standing, one 300-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 43000: France and Francophone Africa
Examines the relationships between France and countries of the former French overseas empire in Africa from the occupation of Algeria in 1830 to political independence, to issues of post-colonial dependency in Africa and the emergence of multicultural France today. Prereq: Junior standing, one 300-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.
HIST 43100: The History of Sexuality
This course examines how varying sociopolitical contexts and cultural systems have shaped people's understandings and expressions of sexuality through history. Themes include: same-sex and trans-gendered sexualities; sexual implications of colonialism and racism; pornography; prostitution; rape; and reproductive sexualities. Prereq: Junior standing, one 300-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 44500: European Land Empires
An introduction to Europe's great land empires: the Ottoman, Russian, and Habsburg. The course begins with an overview of each empire’s historical development, political structure, economy, and social character. It then turns to the 19th and early 20th centuries. Topics include: concepts of empire; concepts of modernization; the challenges of nationalism, revolution, and terrorism; definitions of citizenship and rights; and the long and short-term causes for each empire’s collapse. Prereq: Junior standing, one 300-level course in history, or instructor’s permission. (W) 3 hr./wk.; 3 cr.

The United States
HIST 24000: The United States: From Its Origins to 1877
The major theological and social conflicts of 17th century English colonies; the political and ideological process that defined an American identity; the social and economic forces that shaped the early Republic; the nature and the regional conflicts that culminated in civil war. Prereq: FIQWS. (W) 3 hr./wk.; 3 cr.

HIST 24100: The United States: Since 1865
Examines the social conflicts that accompanied the transformation of the U.S. from an agrarian republic and slave society to one of the most powerful industrial nations in the world. Particular attention will be paid to the building of new social and economic institutions and to cultural and visual representations of the nation and its people. Prereq: FIQWS. (W) 3 hr./wk.; 3 cr.

HIST 32100: Early America: From Settlement to the Great Awakening
This course examines the formation of early American society on the Atlantic seaboard. Particular attention is given to the establishment of four distinct regional socio-political cultures in New England, the Middle Colonies, the Chesapeake, and the Deep South. Other topics include the impact of European settlement and trade on Amerindian life and culture, the emergence and rise of slavery, and the role of women and the family in early American society. Prereq: Sophomore standing, one 200-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 32200: The Era of the American Revolution
This course details the causes, events, and consequences of one of the first and most important revolutionary movements of the Enlightenment, down to the creation and ratifications of the United States Constitution. Particular attention is devoted to the social and political causes of the uprising, as well as its cultural meaning for the different participants in the American scene. Prereq: Sophomore standing, one 200-level course in history, or instructor’s permission. (W) 3 hr./wk.; 3 cr.

HIST 32300: The New Nation, Slave and Free
Republicanism and the democratization of politics, industrialization of an American working class, social reform and the making of the middle class, westward expansion and the removal of the Native Americans, sectional conflict and slave culture. Prereq: Sophomore standing, one 200-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 32400: The Era of Civil War and Reconstruction, 1840-1877
The causes and consequences of the American Civil War, focusing on the reasons for sectional conflict, emancipation, the role of Abraham Lincoln, the conflict over Reconstruction and the new status of emancipated slaves. Prereq: Sophomore standing, one 200-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 32501: The Gilded Age and Progressive Era, 1877-1920
The political, economic, and social phases of the development of the United States from Reconstruction to WWI. Populism and Progressivism; the industrialization of society and emergence of the labor movement. Prereq: Sophomore standing, one 200-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 32600: The U.S. from 1914-1945
America and WWI, the Roaring Twenties, the Depression, and the New Deal, Roosevelt’s leadership, WWII, and the beginnings of the Cold War. Prereq: Sophomore standing, one 200-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 32700: The U.S. Since 1945
The course will analyze the main political, social, and economic events shaping the United States during this period and try to explain the key political/economic change during these years: The transformation of a country employing an activist Keynesian economic policy and belief in government action to rectify social and economic ills to one espousing market or neo-liberal principles. Prereq: Sophomore standing, one 200-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 36100: The Writing of American History
The aim of this course is to study selected writings of major American historians who have thought perceptively and written eloquently about the past. Readings will stress ideas that have challenged, and continue to challenge, thinking people. Prereq: Sophomore standing, one 200-level course in history, or instructor’s permission. (W) 3 hr./wk.; 3 cr.

HIST 36300: African-American History to Emancipation
A survey of African American experience including their origins in Africa, the slave trade, colonial and plantation slavery, slave culture, resistance, the Civil War and Emancipation. Prereq: FIQWS. (W) 3 hr./wk.; 3 cr.

HIST 36500: African-American History from Emancipation to the Present
The post-slavery experience of African-Americans: the creation and destruction of a black peasantry, the growth of a black working class, and the resulting change in black politics and culture. Prereq: Sophomore standing, one 200-level course in history, or instructor’s permission. (W) 3 hr./wk.; 3 cr.

HIST 36600: U. S. Women's Movement
This course traces the linkage between women’s roles in U.S. society and their activism to achieve women’s rights. Prereq: Sophomore standing, one 200-level course in history, or instructor’s permission. (W) 3 hr./wk.; 3 cr.

HIST 37000: American Legal History
Examines key legal and constitutional conflicts in the 19th and 20th centuries: U.S. in order to understand the role of law and the social and cultural meaning of law in American history. Topics include slave law; property law and economic change; the law of husband and wife; race and the Constitution; and legal ethics, among others. Prereq: Sophomore standing, one 200-level course in history, or instructor’s permission. (W) 3 hr./wk.; 3 cr.

HIST 37500: U.S. South
Explores the historical characteristics of the South and relates the experience of the region to that of the U.S. as a nation. Prereq: Sophomore standing, one 200-level course in history, or instructor’s permission. (W) 3 hr./wk.; 3 cr.

HIST 37800: American Liberalism
A survey of liberalism in the U.S. drawing on both primary sources and historians' accounts, this course provides a thorough, contextualized understanding of this country's central political ideology. Prereq: Sophomore standing, one 200-level course in history, or instructor’s permission. (W) 3 hr./wk.; 3 cr.

HIST 44000: Labor, Technology, and the Changing Workplace
Technological change has a profound impact on both work and society. This course explores the meaning of these changes for workers, their unions and consumers. Questions related to resistance, progress and how new technologies are shaped are the main concerns of the course. Various issues and historical landmarks that pertain to the changing workplace; social and individual costs and benefits of technology; and work restructuring and how union respond to change will be examined. Prereq: Junior standing, one 300-level course in history, or instructor’s permission. (W) 3 hr./wk.; 3 cr.

HIST 44100: The History of American Labor
Focuses on the period since 1850. Discusses industrialization and the worker, immigration, the impact of social reformers and radicals. Considerable attention to the labor movement, which is viewed within the broader context of American society. Prereq: Junior standing, one 300-level course in history, or instructor’s permission. (W) 3 hr./wk.; 3 cr.

HIST 44600: The American Health Care System
The development of modern medicine, and the politics, economics, and organization of the current American health care system. Issues include whether the health care system favors the wealthy over the poor, discrimination against women, and results in the overutilization of drugs, surgery and hospitals. 4 hr./wk.; 4 cr.

HIST 44800: American Urban History
Economic, social, and physical development to the present. Merchant, industrial, and corporate stages of urbanization and their distinctive architectural expressions. Slides and walking tours to examine urban forms and spatial arrangements. Major objective is analysis of physical consequences of market decisions. Prereq: Junior standing, one 300-level course in history, or instructor’s permission. (W) 3 hr./wk.; 3 cr.
HIST 44900: Power, Race, and Culture: The History of New York City
This course will introduce students to the interdisciplinary study of American culture through an examination of New York City—its history, literature and culture. Students will examine the historical and cultural context of New York as a center of migration and immigration and power, as a cultural capital, and as an arena of racial, ethnic, and religious traditions and conflicts. Prereq: Junior standing, one 300-level course in history, or instructor's permission. 3 hr./wk.; 3 cr.

HIST 45000: History of American Foreign Relations
Traces the interrelationship between basic domestic forces and their manifestation in the objectives of United States foreign policy. Emphasis is on Puritanism, Messianism, the rise of corporate capitalism, and twentieth-century attempts to shape the American imperium. Prereq: Junior standing, one 300-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 45100: Comparative Slavery
Slavery, a relationship in which one man held property in another's person, existed in many societies, ancient and modern. By examining the role of slavery in various cultures over time, characteristics useful in understanding the development of New World slavery will be explored. The course will begin with slavery in ancient civilizations (e.g., Greece, Rome, Africa), and then examine the New World societies created after 1492. Finally, the sources and character of emancipation and abolition will be considered. Prereq: Junior standing, one 300-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 47700: The Vietnam War and U.S. Society
The Vietnam War presented in two ways: first, as several wars within Vietnam, including civil, revolutionary, and anti-colonial; second, as a war between the U.S. and Vietnam and its resulting conflicts within the U.S. Prereq: Junior standing, one 300-level course in history, or instructor's permission. 3 hr./wk.; 3 cr.

Asia
HIST 25100: Traditional China
The early formation of the Chinese state, the intellectual foundation that has sustained its long history, the shaping of the Confucian way of life, and the cultural sophistication and its decline on the eve of the modern world. Prereq: FIQWS. (W) 3 hr./wk.; 3 cr.

HIST 25300: Modern China
Change and continuity in the Chinese tradition across the 19th and 20th centuries. The encounter with the West, social and political disruptions, efforts to industrialize, and especially the evolution and outcome of the Chinese revolution will be stressed. Prereq: FIQWS. 3 hr./wk.; 3 cr.

HIST 25400: Traditional Japan
Japanese history from its origins to the nineteenth century, i.e., the "classic" Heian period, "medieval" Kamakura to Sengoku periods and the "early modern" Tokugawa world. Topics: Japan's contacts and borrowings from other civilizations, especially China; Shinto and Buddhism; women and the family; the rise and transformation of bushi or warriors; artistic traditions. Prereq: FIQWS. (W) 3 hr./wk.; 3 cr.

HIST 25500: Modern Japan
Survey of the building of the modern Japanese state, society and economy from 1868 to the present, with focus on continuity and change, the social costs of rapid industrialization and the emergence of Japan in the global economy. Prereq: FIQWS. 3 hr./wk.; 3 cr.

HIST 26300: Traditional Civilization of India
The history and culture of Indian civilization before modern times; major emphasis will be on its formation and classical age, its continuity and change, and the coming of Islam. Prereq: FIQWS. 3 hr./wk.; 3 cr.

HIST 26400: Modern India
Surveys the elements which have shaped the characteristic institutions of India; the disintegration of the Mogul empire and the rise of the British to dominance; political, economic, cultural, and social developments during the British period and the changes wrought by the republic. Prereq: FIQWS. 3 hr./wk.; 3 cr.

HIST 33350: Twentieth-Century China
This course will examine China's revolutionary changes in the last century. In particular, it will focus on major events from the Boxer uprising and the 1911 Revolution to the Cultural Revolution, the evolution of Sino-U.S. relations, and the post-Mao economic reforms and related social and political changes. Prereq: Sophomore standing, one 200-level course in history, or instructor's permission. 3 hr./wk.; 3 cr.

This course will help students to understand the origin, development, and consequences of the movement through the examination of key events, careers of major political players, and the life of average participants of the Cultural Revolution. It will also consider the source, difficulties, and prospects of the ongoing reforms in China. Prereq: Sophomore standing, one 200-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 33550: Japanese Society since WWII
This course will look at changing dynamics of Japanese society since 1945, with some emphasis on Japan today in contrast to the United States. Topics include: dynamics of family and work life, popular culture, education, women's roles, major political and ethnic/regional issues, challenges of globalization, urban cultures, Japan's issues with terrorism, and Japan's status in Asia. Prereq: Sophomore standing, one 200-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 46400: Science and Technology in China
A survey of the scientific and technological developments in China from ancient times to the present. The course covers not only the great Chinese inventions and the decline of Chinese science and technology and its consequences, but also more recent achievements and their relation to developments elsewhere in Asia and around the world. Prereq: Junior standing, one 300-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 46600: The Japanese Empire in the 20th Century
This course will examine Japan's modern history by considering historical work that reexamines the period of the Japanese empire, 1895-1945. Topics will include the dynamics of colonial culture, issues of gender and marginality, and emerging debates on wartime responsibility and memory. Prereq: Junior standing, one 300-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 46700: The Pacific War, 1931-1945
This course will explore significant milestones and issues of both U.S. and Japanese societies during the course of the Pacific War. Our focus will be on the human experience and changes that came to both societies as well as contemporary issues regarding the contested memory and responsibility of many aspects of the war. Prereq: Junior standing, one 300-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 46800: Architecture in Modern India
This course will explore the traditional (Hindu and Islamic), colonial, and modern representations of Indian architectural traditions of India. Central themes include: the political manipulation of architecture in different periods and its social and cultural influence in modern India. Prereq: Junior standing, one 300-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 46900: Indian Cinema and Popular Culture
This course will explore the social impact of Indian cinema and the making of the new culture of Bollywood. Central themes include: How has Indian cinema influenced social change? What has been its social and cultural impact in modern India? Prereq: Junior standing, one 300-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 47000: Religions of India
This course will explore the many religious traditions of India, including the dominant Hinduisum, along with Buddhism, Jainism, Islam, Sikhism, and Zoroastrianism. Central themes include the origins of each religious tradition; the philosophical underpinnings and the historical growth of each religion; and the social and political conflict/accommodation of multiple religious traditions in modern India. Prereq: Junior standing, one 300-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 47100: Pakistan: Religion, Military, and the State
This course will explore the complex ties between religion, politics, and military, while tracing the circumstances of the creation of Pakistan in 1947 out of British India. Central themes include: How was Pakistan created? How did the military usurp political Power? Notwithstanding a sizeable middle class, why does religion play such an important role in Pakistan, and what does religion have with the military? Finally, the central issue of Indo-Pakistan rivalry. Prereq: Junior standing, one 300-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

Latin America, the Middle East, and Africa
HIST 26200: The Middle East Under Islam
The rise of Islam and Arab conquests of the Middle East and North Africa through the Crusades and Mongol invasion. Covering the period 600 to 1500, we will focus on politics, culture, and society. Prereq: FIQWS. (W) 3 hr./wk.; 3 cr.
HIST 27600: Africa and the Modern World
A social history of Africa from the 19th century to the present, with emphasis on state formation, impact of the slave trade, and resistance to colonialism. Prereq: FIQWS. (W) 3 hr./wk.; 3 cr.

HIST 27700: Africa Since Independence
Examines the diverse and complex history of sub-Saharan Africa, from the 1960s to the present. Themes will include the rise of the post-colonial state, legacies of colonialism, ideologies of development, globalization, as well as questions relating to ethnicity, race, class, and culture. Prereq: FIQWS. (W) 3 hr./wk.; 3 cr.

HIST 28000: Latin America in World History
A historical introduction to the cultures and societies of Latin America and the Caribbean from the pre-Colombian era to the present and their place in world history. Prereq: FIQWS. (W) 3 hr./wk.; 3 cr.

HIST 28100: Colonial Latin America
A study of the impact and meaning of colonial rule in Latin America and the Caribbean, focusing on the interaction between European goals and institutions, and indigenous American and African strategies of socio-cultural survival. Prereq: FIQWS. (W) 3 hr./wk.; 3 cr.

HIST 28200: Modern and Contemporary Latin America
Contemporary economic, social and political problems of Latin America and the Caribbean studied in historical perspective. Themes include foreign economic and political intervention; labor systems and patterns of land ownership; class, ethnic, and racial relations; the politics of reform, revolution and authoritarianism. Prereq: FIQWS. (W) 3 hr./wk.; 3 cr.

HIST 33800: Islamic Political Movements
This course will introduce students to the history of the Middle East, including the region from North Africa to Afghanistan, in the nineteenth and twentieth centuries. Central themes include: modernizing attempts by the Ottoman and Qajar Empires in the face of European encroachment; transition from empire to nation-state; the role of religion in politics; Arab nationalism; and the role of tribes and oil in state formation. Prereq: Sophomore standing, one 200-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 33450: The Modern Middle East
This course will introduce students to the history of the Middle East, including the region from North Africa to Afghanistan, in the nineteenth and twentieth centuries. Central themes include: modernizing attempts by the Ottoman and Qajar Empires in the face of European encroachment; transition from empire to nation-state; the role of religion in politics; Arab nationalism; and the role of tribes and oil in state formation. Prereq: Sophomore standing, one 200-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 37600: Women of the African Diaspora
This course will provide a historical background to the various contemporary situations and problems peculiar to women of the African diaspora. It will study marriage, family, religious practices, politics, business, and work. Prereq: Sophomore standing, one 200-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 45100: Comparative Slavery
HIST 48100: Power and Resistance in Latin America
This course analyzes the history and culture of recent indigenous insurgencies in Latin America. Focuses on the interplay between historical memory, subaltern organization, and anti-systemic politics in the formation of cultures of resistance. Prereq: Junior standing, one 300-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 48200: Women and Gender Relations in Latin America
This course examines three broad themes in the history of Latin America and the Caribbean: colonial foundations of patriarchal relations; gender ideology and nation building; and gender transformations within the context of revolution and globalization. Prereq: Junior standing, one 300-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 48500: Women and Gender in the Middle East
This course examines the history of women and gender from the rise of Islam to the spread of contemporary Islamic political movements. Particular attention will be paid to the ways in which religion shapes women's lives as well as the ways in which women shape religion, women's roles in political and social movements, gendered economic activities, and male-female relations. (W) 3 hr./wk.; 3 cr.

HIST 48600: Arab-Israeli Conflict
This course looks at a century of struggle between nationalist movements that have vied for control of the same territory. In the first fifty years, the conflict was more-or-less contained in territory under Ottoman and then British jurisdiction. In the second fifty years — from 1948 — the conflict widened as wars erupted every decade. The course considers the political, socio-economic, and cultural ramifications of the struggle. (W) 3 hr./wk.; 3 cr.

HIST 48800: History of African Nationalist Thought
A historical treatment of African nationalist thought with special emphasis on the social movements and processes that stimulated the ideological development of the nationalist leaders. Readings will include the writings of these leaders. (W) 3 hr./wk.; 3 cr.

HIST 48900: Power and Consciousness in Southern Africa
Focuses on the history of South Africa in the 19th and 20th centuries, from the period of Shaka Zulu to the end of Apartheid. Prereq: Junior standing, one 300-level course in history, or instructor's permission. 3cr. / 3hr.

HIST 49100: Decolonization in Africa and the Caribbean
Analyzes the rise of independence movements in Africa and the Caribbean. Countries to be studied include Kenya, Guyana, Ghana, Algeria, Jamaica, Zimbabwe, Angola, and Trinidad & Tobago. Prereq: Junior standing, one 300-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 34200: The History of Medicine
Geographical and chronological focus will vary. Themes will include: religious and secular efforts to define “disease”; the importance of gender for medical theory and practice; the relationship between patient rights and the common interest; the development of public health programs; and milestones in the history of biology and medicine. Prereq: Sophomore standing, one 200-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 35000: Scientific Revolution
HIST 35101: Science, Technology, and Modernity
Explores the relation between science, technology and modern society from the industrial revolution to the rise of fascism, paying particular attention to the life sciences. Prereq: Sophomore standing, one 200-level course in history, or instructor's permission. 3hr. / 3cr.

HIST 35201: Science and Technology in the 20th Century
This course covers the history of major developments in science and technology during the 20th C. It presents the making of these scientific and technological achievements and the lives of some of the greatest scientists and inventors as well as their social, economic, and cultural influence. Prereq: Sophomore standing, one 200-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

HIST 42300: Psychiatry, Madness, and Society
HIST 44500: The American Health Care System
HIST 45400: Science and Technology in China
HIST 49300: Einstein and His World
Albert Einstein was a towering influence over the 20th century not only because of his epoch-making discoveries in physics but also because of his active involvements in social and political debates in his world. This course will introduce to students Einstein’s scientific achievements as well as his views on the social, political, and religious issues of his day. Prereq: Junior standing, one 300-level course in history, or instructor's permission. (W) 3 hr./wk.; 3 cr.

Special Topics in History
These courses are intended for students who have completed at least two elective courses in history or other Social Science and Humanities and Arts disciplines. These course offerings, some of which are conducted as seminars or colloquia, vary from term to term, and students should consult the Department's published list to determine which courses are being offered in any semester.

HIST 21001-21099: Special Topics in History
These special topics courses offer experimental and thematic courses on a rotating basis, providing broad, introductory surveys suitable for first and second year students. (W) 3 hr./wk.; 3 cr.
HIST 31100-32000: Selected Topics in History
Special study in topics not covered in the usual department offerings, more intensive examinations of regional and topical themes. Topics vary from semester to semester, depending upon student and instructor interest. (W) Usually 3 hr./wk.; 3 cr.

Advanced Research in History
HIST 30100-30300: Honors I-III
A program of individual reading and research under the guidance of faculty members specializing in various areas of historical study. Ordinarily the three-term sequence culminates in the writing of an honors thesis. The Departmental Honors Committee also conducts informal colloquia on problems of historical method and criticism, and on important books on history. Approval of Dean and the Departmental Honors Committee is required. Apply no later than December 10 in the Fall term and May 1 in the Spring term. (W) Credit flexible but usually 3 cr./sem.

HIST 31000: Independent Study in History
Designed to meet the needs of students for work not covered in regular offerings. The student will pursue a reading program, with periodic conferences, under the direction of a member of the Department, and with the approval of the Department Chair; limited to juniors and seniors with an adequate background for the work to be pursued. (W) Credit flexible, but will not exceed 4 credits. Credit will be determined by the instructor with the approval of the Chair.

Faculty
Harriet Alonso, Professor
B.S., New York Univ.; M.A., Sarah Lawrence; Ph.D., SUNY (Stony Brook)

Beth Baron, Professor
B.A., Dartmouth College; M.A., Univ. of London; Ph.D., Univ. of California (Los Angeles)

Susan K. Besse, Associate Professor
Certificat, Institut d'Etudes du Developpement, Geneva, Switzerland; B.A., Smith College; Ph.D., Yale Univ.

Barbara Brooks, Associate Professor
B.A., Yale Univ.; Ph.D., Princeton Univ.

Craig Daigle, Associate Professor
B.A., Univ. of Maryland; M.A., James Madison Univ.; Ph.D., George Washington Univ.

Gregory P. Downs, Associate Professor
B.A., Yale Univ.; M.F.A., Univ. of Iowa; M.A., Northwestern Univ.; Ph.D., Univ. of Pennsylvania

John Gillody, Lecturer
B.A., UCLA.; M.A., Columbia Univ., Ph.D.

Emily Greble, Associate Professor
B.A., The College of William & Mary; M.A., Stanford Univ.; Ph.D.

Venus Green, Associate Professor
B.A., Hunter College; M.A., Columbia Univ., Ph.D.

Danian Hu, Associate Professor
B.E., Bejing Jiaotong Univ.; M.A., Case Western Reserve Univ.; Ph.D., Yale Univ.

David Johnson, Associate Professor
B.A., Univ. of Sussex, England; M.A., Univ. of London, Ph.D.

Ravi Kalia, Professor
B.A., Univ. of Delhi, M.A.; M.B.A, Univ. of California (Los Angeles), Ph.D.

Andreas Killen, Professor and Chair
B.A., Reed College (English); M.A., New York Univ., Ph.D.

Anne M. Kornhauser, Assistant Professor
B.A., Barnard College; M.A., Columbia Univ., Ph.D.

Barbara Naddeo, Associate Professor
B.A., Princeton Univ.; Ph.D., Univ. of Chicago

Adrienne Petty-Roberts, Assistant Professor
B.S., Northwestern Univ.; M.A., Columbia Univ., Ph.D.

Gerardo Renique, Associate Professor
B.S., Universidad Nacional Agraria (Peru); M.A., Columbia Univ., Ph.D.

Clifford Rosenberg, Associate Professor
B.A., Carleton College; M.A., Princeton Univ., Ph.D.

Susan Semel, Professor

Darren Staloff, Professor
B.A., Columbia College; M.A., Columbia Univ., Ph.D.

Judith Stein, Distinguished Professor
B.A., Vassar College; Ph.D., Yale Univ.

Barbara Syrrakos, Lecturer
B.A., Univ. of Wisconsin, M.A.; M.A., New School for Social Research, Ph.D.

Matthew Vaz, Lecturer
B.S., Cornell Univ.; M.S. Brooklyn College; M.A., Columbia Univ., Ph.D.

Eric Weitz, Professor & Dean of Humanities and the Arts
B.A., SUNY Binghamton; M.A., Boston Univ., Ph.D.

Professors Emeriti
Bernard Bellush
Fred L. Israel
Lawrence Kaplan
Thomas H.C. Lee
Radmila Milentijevic
Dante A. Puzzo
George Schwab
Conrad M. Schirokauer
Richard Skolnik
Herbert A. Strauss
Walter Struve
Arthur Tiedemann
Robert Twombly
Martin Waldman
Joel Weiner
Irwin Yellowitz
Oscar Zeichner

The College of Liberal Arts and Science  |  65
History and Philosophy of Science and Technology Program

(Division of Humanities and the Arts)

Program Office: NA 5/144

General Information
The program offers and coordinates courses for the following purposes:
• History and/or philosophy specialization in the history and philosophy of science and technology, as a preparation for graduate study in these fields;
• Electives for pre-professional programs in medicine, law, teacher education;
• Electives or sub-specialization for students of liberal arts and science who want to enhance their general education through a better understanding of the role of science and technology in the world.

Requirements for Specialization
In addition to their major requirements, History and Philosophy majors seeking specialization in History and Philosophy of Science and Technology complete a series of courses chosen in consultation with their advisor. Students completing majors other than history or philosophy and seeking elective coursework in History and Philosophy of Science and Technology should consult an advisor in either the History or Philosophy department.
Department of Interdisciplinary Arts & Sciences

Division of Interdisciplinary Studies
Professor Juan Carlos Mercado, Dean
Professor Kathlene McDonald, Chair
25 Broadway 7th Floor
New York, New York
Telephone: 212-925-6625

General Information
The City College offers the following undergraduate degrees through the Department of Interdisciplinary Arts & Sciences:

- **B.A. in Interdisciplinary Arts and Sciences**
- **B.S. in Early Childhood Education**

The Center for Worker Education, first established in 1981 by a collaboration of The City College, public employers, and public employee unions became the Division of Interdisciplinary Studies 2006. The Center for Worker Education, which has been retained as the name of the name of the City College satellite campus at Bowling Green where the Department of Interdisciplinary Arts & Sciences and the Undergraduate Program in Early Childhood Education are housed. Classes and offices are located in the historic Cunard Building at 25 Broadway, 7th Floor, near Battery Park and South Ferry.

Mission Statement
The primary mission of the Division of Interdisciplinary Studies at The Center for Worker Education (CWE) is to provide an excellent education to working adults from New York City and surrounding regions. CWE offers an interdisciplinary Bachelor of Arts degree, a Bachelor of Science degree in Early Childhood Education, and a number of certificate programs. CWE serves a population that would be otherwise underserved by the College, and its courses and educational programs are specifically designed for students whose access to higher education may have been limited or interrupted due to financial limitations, work responsibilities, and family obligations.

A spirit of open inquiry, curricular innovation, and academic integrity are linchpins of the CWE mission. Equally important are respect for diversity among faculty, staff, and students, and a continuous search for our common ground as learners, teachers, and scholars. In providing its program, CWE seeks mutually beneficial relationships with labor unions, community-based organizations, city agencies, and employers in both the non-profit and private sectors who share our educational mission. With a dual focus on excellence and access, and by reaching out to the community, CWE aims to be a positive force in lower Manhattan and the New York metropolitan area.

Programs and Objectives
CWE offers working adults a flexible, non-traditional, interdisciplinary program leading either to the B.A. in Interdisciplinary Arts & Sciences or the B.S. in Early Childhood Education. All of CWE’s programs emphasize critical thinking, reading and writing skills, which offer students the tools needed to participate in the discourse of uncovering, researching, analyzing, and articulating the diversity of the human experience. Progress through the curriculum is planned with an academic advisor who mentors students enrolled in a degree program and is one of the benefits of matriculating at the center.

Courses are generally taken for 4 credits and meet once per week in the evenings and during the day on Saturdays. As per CUNY requirements, students must earn 120 credits to receive the B.A. or B.S. degree from the City College of New York.

The Center also sponsors research and conferences that reflect its interdisciplinary approach to teaching and learning, including the Women and Work Conference, the Book Talk Series, Is Hip Hop History? Conference, and the Patai Lecture Series.

Admission
All students must apply for admission directly at CWE. Students with a high school diploma, GED, or Associate’s degree or other accumulated undergraduate transfer credits are eligible to apply. The program is geared for those twenty-five years and older; exceptions may be made for younger students who are working full time. The first step in the application process is to attend an orientation/admissions workshop. Please check the CWE website (https://ccny.cuny.edu/cwe) for workshop dates. After you have been accepted, in order to select and register for courses, you will be required to see an advisor by individual appointment. Courses are generally open only to students who have been admitted to the program.

Academic Advisement
Advising has been at the heart of the academic experience at CWE since the beginning of the program. From the point of admission, students meet with an advisor to discuss academic and intellectual goals and strategies, and to plan his or her academic career in conjunction with work, family and personal schedules.

CWE Academic Advisors:
- provide guidance, assistance and information to students whenever needed
- facilitate the development of a coherent plan aimed at successfully completing an undergraduate degree and/or personal and professional goals
- communicate with students in a professional and respectful manner
- serve as liaisons between students, CWE, and the uptown CCNY campus
- refer students to appropriate resources provided by CCNY and CWE
- assist students in understanding the mission of CWE, as well as the nature and purpose of an Interdisciplinary Arts & Sciences degree (B.A.) or Early Childhood Education degree (B.S.)
- subscribe to and respect confidentiality agreements related to their work, including information collection, analysis, assessment, and presentation.

Advising is available on a daily basis, year round. Students meet with their advisor at least once each semester to register for classes. Advisors provide information about college policies, offices and services and assist students in course withdrawals, appeals, degree verification and planning for graduate school.

Requirements for the Degree

CWE Pathways Requirements
In general, students are required to complete 42 credits of General Education coursework, with some adjustments for transfer students. Students in The Department of Interdisciplinary Arts & Sciences will satisfy their “Pathways” requirements most efficiently by adhering to the following recommendations:

**COMMON CORE**

**ENGLISH COMPOSITION:** (students must take two courses in this area)
- IAS 10000: Writing for Interdisciplinary Studies I
- IAS 10100: Writing for Interdisciplinary Studies II

**MATHEMATICS & QUANTITATIVE REASONING:**
- MATH 150: Math for the Contemporary World 3 crs
- MATH 180: Quantitative Reasoning 3 crs

**LIFE & PHYSICAL SCIENCES:**
- IAS 10400: Nature & Human Beings I

**FLEXIBLE CORE**

**WORLD CULTURES & GLOBAL ISSUES:** (students must take two courses in this area)
- SPAN 12104: Intro Spanish 1
- SPAN 12204: Intro Spanish 2

**U.S. EXPERIENCE IN ITS DIVERSITY:**
- HIST 12404: American Civilization I OR PSC 10104: U.S. Government & Politics

**CREATIVE EXPRESSION:**
- ART 29104: Women in World Art
- IAS 31292: Introduction to Urban Studies and Planning OR SOC 38144: School in American Societies
- OR PSY 10204: Psychology in the Modern World
- IAS 10500: Nature & Human Beings II

**COLLEGE OPTION**
Beginning students and transfer students with less than 30 credits will need to take 12 credits total. As courses in the Common Core are 4 credits, 1 credit from each of the 10 courses will count toward the College Option, for a total of 10 credits. These students will also take:

SPAN 22300: Intermediate Spanish (2 crs)

Transfer students with more than 30 credits will take 6-9 College Option credits depending on how many credits they had at the time of transfer, selected from the following courses:

SPAN 22300: Intermediate Spanish (2 crs)

English: ENGL 31134: The Essay (4 crs)

Or

ENGL 31384: Advanced Composition (4 Credits) (4 crs)

Students with a foreign language exemption may select from the following World Cultures courses:

ENGL 31809: Home and Away: The Literature of Immigration (4 crs)

ENG 31864: Latin American Novel in Translation (4 crs)

HIST 31354: Decolonization: Africa and the Caribbean (4 crs)

IAS 31104: Latin American Popular Culture (4 crs)

Additional Degree Requirements
At least 32 credits must be earned in upper division courses. The last 30 credits must be earned in residence at the Department of Interdisciplinary Arts & Sciences. No more than 16 credits of the residency requirement may be met through a combination of independent study and life experience credits. An overall GPA of 2.0 is required to graduate with a B.A. in Interdisciplinary Arts and Sciences.

Autobiography and Life Experience Program
CWE offers two separate, unique experiences designed to award students college credit for previously learned knowledge.

Autobiography component: Students take the Seminar in Autobiography (4 credits) which prepares them to write a 50-150-page Autobiography. After completing the Seminar, students can choose to work independently to write their Autobiographies. Two anonymous readers will then evaluate the Autobiographies. Students can earn up to a total of 8 Life Experience credits (tuition-free) for their Autobiographies.

Life Experience component: In the Life Experience Program, students begin by enrolling in a 2-credit online workshop. The workshop is designed to introduce students to the requirements for petitioning for life experience credit and help develop the framework for the Life Experience Portfolio. Students examine their previous professional and/or volunteer experience to determine whether their previous work aligns with a college-level course. Following the workshop, students work with a mentor to complete their portfolios. Portfolios are then submitted for external review. Students can earn up to 12 Life Experience credits (tuition-free) for their portfolios.

Interdisciplinary Arts and Sciences Course Descriptions
The courses listed below represent a range of recent courses offered for the B.A. degree in Interdisciplinary Arts and Sciences. Many more disciplinary and interdisciplinary courses are offered each term.

ANTH 10104: General Anthropology
Humankind from its beginnings in Africa to the present. This course focuses on human biological and cultural evolution through prehistorical times, identification of cultural bias in attempts to understand the human experience past and present, and exploration of the fallacies of racial and cultural superiority. Topics include the development of social stratification, cultural definitions of reality, language and thought, alternative ways of generating cooperation and handling conflict, and culture change and "modernization." 4hr/wk; 4 cr.

ANTH 22804: Urban Anthropology
Anthropological perspectives on the understanding of the urban experience. Urbanization and urbanism from an international perspective. The forces that shape people’s lives in the metropolis. Topics will include the role of institutions, landscapes, ethnicity, race, class, poverty, gender, and culture in urban life with an emphasis on New York City. This course is offered as a HYBRID and students must be prepared to use online resources and participate in weekly online discussions. Prereq: IAS 10300 or 10400 or equivalent. 4hr/wk; 4 cr.

ART 25504: Anthropology of Health and Healing
The relationship between health and culture are explored. Rather than focusing on health and illness in terms of biology, students will learn how to analyze the ways in which different societal structures and cultural practices influence these categories. The course will look at medicine through a cross-cultural lens and will present both theoretical material and case studies to illuminate how health, disease, culture, and political-economic power meet up in both national and international settings. 4 hrs/wk; 4 cr.

ART 28604: History, Aesthetics and Criticism of Still Photography
The aesthetic, historical and technical development of still photography viewed as a major medium of artistic expression in the 19th and 20th centuries are examined. 4hr/wk; 4 cr.

ART 29104: Women in World Art
Women in World Art will examine the key issues, artists, and historical periods beginning in prehistory, through the middle ages when women first emerged as artists, and on to the contemporary art scene. Students will explore the imaging of women in art as subject and women as creators of art, the political climates that excluded women from art production, and women artists’ struggles for recognition and equality as they have achieved a foothold in the art world. 4hr/wk; 4 cr.

ENGL 31134: The Essay
"The essay" is potentially one of the most interdisciplinary, creative, and non-commercial of the literary genres. More than any other form, the essay requires that its practitioners articulate prior knowledge and personal experience, as well as incorporate research. Essay writers also hover between self-disclosure and objective argument, and must often bend language between storytelling and expository purposes. Students will also study experimental essays that challenge traditional thesis-plus-evidence essay structures interrogating the very notions of authority, linearity, and the stability of language itself. Prereq: IAS 10000 and IAS 10100 or equivalents. 4hr/wk; 4 cr.

ENGL 31809: Home and Away: The Literature of Immigration
Throughout the decades, whether in the U.S. or abroad - the literatures of immigration have provided a source of innovative writing, as well as an important voice in the debates concerning immigration policy. Through the use of various texts - literature, film, media, and legal documents - this course will explore the notion of identity, especially as it relates to the concepts of “home” and “homeland.” Students will complement literary readings with comparative study of immigration policies of countries including the U.S., Canada and the United Kingdom. 4hr/wk; 4cr.

ENGL 32514: Introduction to Publishing
A dynamic overview of who does what and why in book publishing, providing broad knowledge of book acquisitions, editing, design and production, sales, marketing, advertising, corporate management and the financial and legal professional areas of the industry. This course is offered as a HYBRID and students must be prepared to use online resources and participate in weekly online discussions. 4hr/wk; 4cr.

ENGL 33204: The Nazi Holocaust
How do we begin to understand the mass destruction of civilians, and especially Jews, by the Nazis during World War II, commonly known as the Holocaust? This course will examine some of the conditions that led to this extraordinary process of transforming whole peoples into the “other” and as potential objects for extermination. Students will look especially at how the race hatred of anti-Semitism became state policy under the Nazis, and what economic, social and political conditions encouraged its rise. The course will also look at examples of resistance to the Holocaust. Guest lectures will be included as part of the Patai Program’s Lecture Series. 4hr/wk; 4cr.

HIST 32034: The Nazi Holocaust
How do we begin to understand the mass destruction of civilians, and especially Jews, by the Nazis during World War II, commonly known as the Holocaust? This course will examine some of the conditions that led to this extraordinary process of transforming whole peoples into the “other” and as potential objects for extermination. Students will look especially at how the race hatred of anti-Semitism became state policy under the Nazis, and what economic, social and political conditions encouraged its rise. The course will also look at examples of resistance to the Holocaust. Guest lectures will be included as part of the Patai Program’s Lecture Series. 4hr/wk; 4cr.

HIST 33204: The New Nation, Slave and Free
North and South: Puritans and Witchcraft: Plantations and Slavery. In this course students will examine two radically different experiments in creating a new society in the early years of our nation. The economic and social systems, membership, and successes and failures, of two of the first permanent settlements - the Jamestown Virginia Plantation and the Massachusetts Bay Colony - will be starting points to examine how such radically different societies came together to fight a revolutionary war for independence. These issues will be framed in terms of the legacies, tragedies, compromises, and conflicts that followed and set the tone for our many of our current systems and laws. Prereq: IAS 10000 & IAS 10100; IAS 10200 & IAS 10300 or equivalent. 4hr/wk; 4 cr.
IAS 10000: Writing for Interdisciplinary Studies I
Writing for Interdisciplinary Studies I and II are humanities-based writing courses. Reading includes a wide range of essays, each proposing a groundbreaking theory pertinent to a particular discipline. These essays will be matched with short fiction and shorter essays providing a social context for the theories proposed by writers such as Sigmund Freud, Karl Marx, Dr. Martin Luther King, Carl Jung, Alice Walker and Virginia Woolf, Thomas Kuhn, Charles Darwin and others. In response to these combinations, text-based student essays of at least 750 words will pair interdisciplinary theory with a social context. These courses emphasize critical reading, thinking, and writing skills as well as various rhetorical approaches to the composition of the academic essay. 4 hr/wk; 4 cr.

IAS 10100: Writing for Interdisciplinary Studies II
Core Humanities II is an interdisciplinary humanities-based writing course built on critical reading, thinking and writing skills. Students read theoretical essays by authors such as Charles Darwin, Thomas Kuhn, Georg Simmel, Friedrich Nietzsche, and Hannah Arendt, paired with social context writers such as Gabriel Garcia Marques, Flannery O’Connor and Michael Gold. Students will respond to these combinations by producing a text-based essay of at least 1250 words that includes proper citation of sources. This course will emphasize critical reading, writing and thinking skills as well as a number of more complex rhetorical approaches to the composition of text-based academic writing. 4 hr/wk; 4 cr.

IAS 10200: Work, Family & Community I
This social science course introduces students to the methodologies and approaches of the various social sciences by exploring themes and problems associated with the development of the modern world. There is a focus on work and workers in various social and historical contexts. Prereq: IAS 10000 and IAS 10100. 4hr/wk; 4 cr.

IAS 10400: Nature & Human Beings I
Designed as an overview of the basic concepts and experiments in the physical sciences and biology, this course provides students with the foundational knowledge required to decipher scientific methodology and contemporary scientific knowledge. Another important goal is to convey an appreciation of both the possibilities and limitations of science and technology. Prereq: IAS 10000, IAS 10100, IAS 10200, IAS 10300. 4 hr/wk.; 4 cr.

IAS 10500: Nature and Human Beings II
This course will broaden students' understanding of fundamental ideas in physical science as well as the interaction of science with society. Students will use their understanding of scientific method and model building to explore the possibilities and limitations of science and technology. Students will also examine the origin and evolution of the universe, earth and life through research and hands-on explorations. Prereq.: IAS 10000, IAS 10100, IAS 10200, IAS 10300. 4 hr/wk.; 4 cr.

IAS 21900: Introduction to Labor Studies
This course will analyze the history of the labor movement in the United States, the structure of labor unions, and the legal foundation of labor-management relations. The impact of economics, political, social and ideological factors of the lives of workers and their families will be examined. Selected topics include organizing the unorganized, affirmative action, sexual harassment, occupational safety and health and comparative labor movements. 4hr/wk; 4 cr.

IAS 31106: Works on Paper
Is paper just for drawing? Works on Paper will encompass various ways that artists use paper as the foundation for students to explore materials and methods by which they can develop various works of art. Through practice, theory, research and discussion, students will learn to use the artist's basic tools, nurture a creative perspective by which to engage in art, and develop artistic sensibilities. Materials fee in lieu of text. 4hr/wk; 4 cr.

IAS 31170: Seminar in Autobiography
The Seminar in Autobiography is the first step in the CWE Autobiography Program. This initial course introduces students to the genre of life writing, which encompasses different styles and forms of autobiography and memoir, such as the coming-of-age narrative, family history, the personal essay, and memoirs of illness, grief, trauma, and recovery. The course involves studying the basic types of life writing, completing some introductory life-writing exercises, reading and analyzing several autobiographies, and, finally, creating an autobiographical story. Pre req.: 1 literature or creative writing course 4 hr/wk; 4 cr.

IAS 31195 Introduction to Public Administration
This course offers an introduction to public administration through the lens of urban management. In this course, we will primarily explore the political and cultural contexts of public administration as they relate to urban management in the US. We will discuss and analyze specific topics related to the management of public organizations, such as organizational behavior, human resource management, leadership, and budgeting. Pre-req.: PSC 10104 4 hr/wk; 4 cr.

SPCH 35104: Argumentation
This course will help participants understand the characteristics of young children with autism spectrum disorders, the effects of having a child with autism in the family, parental roles, and intervention approaches designed to meet the special needs of this population. 4hr/wk; 4cr.

IAS 31216: Women and Work
This course examines the impact of women workers on contemporary U.S. society and the role of work in women’s lives. Women are most unlike male workers because they have two work sites: in the paid labor force and in the household. This course focuses on the intersection, conflicts, and tensions with as well as between these work sites. The primary goal of the course is to provide students with the ability to understand the social, economic, and historical contexts of their lives as workers. 4 hr/wk.; 4 cr.

IAS 31225: Introduction to Developmental Disabilities
This course will provide an overview of the field of developmental disabilities using interdisciplinary approaches to survey the nature, diagnosis, and treatment of such disorders as intellectual disability, autism, epilepsy, learning disabilities, and cerebral palsy. Advocacy, the role of the law, and education will be examined. 4 hr/wk; 4 cr.

IAS 31280: Women and the Law
Have women come a long way? Through original source materials, including autobiography, fiction and film we will study the evolution of women’s rights in the United States. Our study will include topics such as women and reproductive rights, women and the workplace, women in the American criminal justice system and in the law enforcement and legal professions. 4hr/wk/4cr.

IAS 31292: Introduction to Urban Studies and Planning
Who are urban planners and what do they do? What is a utopia? a dystopia? And, what does this have to do with cities and urban development? What makes neighborhoods great? How do urban spaces affect children? These are only some of the questions explored as students examine how the past continues to shape today’s patterns of segregation and uneven development in US cities and suburbs. Issues such as sustainable urban development, transit oriented development, spatial equity and effective place-making will be studied. 4 hr/wk; 4 cr.

IAS 31334: Introduction to Interdisciplinary Studies
Where are we? Why are we here? What is the meaning of life? Philosophers, poets, theologians, scientists, sociologists, anthropologists, novelists, and artists have been asking such questions for as long as we can remember. As an introduction to interdisciplinary studies, this course explores some of the ways that different disciplines have approached the topic of “Being Human” and the similar and different intellectual and cultural traditions that have shaped our understanding of the world and our place in it. The course will emphasize critical reading and research skills, and is recommended for students in the first two semesters in the program. 4 hr/wk; 4 cr.

IAS 32181: Book Talk Series
The Book Talk Series was introduced in Fall 2008 by the Distinguished Lecturers and Endowed Chairs of CCNY and CUNY Lecture Series. Since then CWE has offered Book Talks on varied subjects such as: W.W. Norton Published Authors; Writers on Writing; Aesthetic and Cultural Expressions of African Derived Religions; The Child; and City on City. Book Talks offers students opportunities to explore topics through an interdisciplinary approach as they attend a series of lectures by authors whose works make up the course readings. 4 hr/wk/4 cr.

LBST 39804: Seminar in Labor Studies
A seminar for students who have completed courses in the Labor Studies Concentration. The course involves a review of labor history in New York City since World War II. The focus will be on unions in five areas: clothing, communications, education, health care, and the public sector. Reading, discussion and research on an advanced level will prepare students for careers in labor organizations, educational programs, or management. 4 hr/wk.; 4 cr.

PHIL 11104: Critical Thinking
Students will study the role of evidence and inference. Special emphasis is given to developing skills in reasoning and the appraisal of arguments. Arguments in the sciences, social sciences, law, and politics will be considered. 4hr/wk; 4 cr.
PHIL 11000: Philosophy and Literature
This course will examine philosophical questions as they arise in literature. We will read and discuss works of fiction and drama along with philosophical works. We will then explore the ways in which the philosophical texts and literary texts interact with each other. Topics such as politics, metaphysics, ethics, ontology, and life and death will be covered. Special attention will be paid to the differences and similarities in the treatment of these topics by philosophers and authors of literature. 4 hr/wk; 4 cr.

PHIL 30804: Ethics
Analysis of the concepts employed in moral reasoning, such as good, right, duty, obligation, virtue, freedom and choice. Critical study of various theories of moral justification—such as utilitarianism, deontological ethics, virtue ethics, and of the status of moral judgments such as subjectivism, objectivism, relativism, and skepticism is encouraged. The relation between morality and religion, moral dilemmas, and some problems in practical ethics (for example: abortion, famine, the environment) are considered. 4 hr/wk; 4 cr.

PSC 12504: Introduction to Public Policy
This is a course in what governments do in political, social and economic contexts. Models of the formulation, legitimation and implementation of domestic policies in areas such as health, welfare, education, civil rights, and the environment are examined. 4 hr/wk; 4 cr.

PSC 25604: Contemporary World Conflict
The world in the late 20th century and at the beginning of the 21st century has witnessed several major conflicts locally, nationally and globally. Militarism, poverty, and socio-economic inequality, women’s subordination and oppression, racial and ethnic discrimination, human rights violations, nationalism, religious fundamentalism, terrorism, globalization and environmental degradation constitute some of the more important factors generating the conflicts in question. This course will focus on three things: (a) clarify the meaning of the term “conflict” and discuss the various means by which conflict management and resolution are achieved; (b) examine the nature and development of multi-factor conflicts in such selected situations as Northern Ireland, South Africa, former Yugoslavia (especially Bosnia), Afghanistan, and Israel and Palestine; and (c) outline and analyze such phenomena as the struggle for human rights and women’s rights, the peace movement, the confrontation between Islamic fundamentalism and the West, the recent war against terrorism, the anti-globalization movement, and the politics of humanitarian intervention. 4 hr/wk; 4 cr.

PSC 27504: Contemporary Political Thought
Issues and ideas discussed will include alienation, anomie, mass society, eclipse of community, bureaucratization, uses and abuses of technology, totalitarianism, and ambiguities of modernization. Readings may include Marx, Weber, Freud, Kafka, Arendt, Orwell, and other nineteenth and twentieth century thinkers. 4 hr/wk; 4 cr.

PSY 24504: Psychology of Human Sexual Behaviors
Sexual behavior, attitudes, development, and the consequences of these are examined from a psychological perspective. Topics include historical and cross-cultural viewpoints, theories of human sexuality, gender roles and identification, sexual dysfunction, sexual preference, psychological development of adult and aging sexuality. Prereq: PSY 10204. 4 hr/wk; 4 cr.

PSY 10204: Psychology in the Modern World
An introduction to the study of human development and learning, personality and motivation, sex differences, attitudes, aggressions, interpersonal attraction, behavior in groups and work settings, abnormal behavior and its treatment. Emphasis on the ways in which psychological theory and research can be applied to individual and social problems. Required for all other Psychology courses. 4 hr/wk; 4 cr.

PSY 31824: Psychology of Parenting
In this ONLINE course, students are given opportunities to examine the practice of parenting through interdisciplinary approaches. Students will explore the roles of parenting and parenting styles as well as the effects of particular parenting strategies on the social, physical, emotional, cognitive and overall growth and development of children. Cultural similarities and difference in beliefs regarding child rearing will also be discussed. This course is offered as a HYBRID and students must be prepared to use online resources and participate in weekly online discussions. Prereq: PSY 10204 or equivalent. 4 hr/wk; 4 cr.

SOC 24404: Principles of Social Work
Introduction to principles of group work, case work, and community action. Primarily designed for those planning a career in Social Work. Concurrent fieldwork required. Coreq: SOC 23301. 4 hr/wk; 4 cr.

SOC 31511: Interviewing
This practicum introduces students to accepted interviewing techniques with individuals and groups using both structured and unstructured questionnaires, reviews current federal regulations concerning the protection of human subjects and their informed consent, provides observations of good interviewing and recording techniques, and examines the theory and practice of focus groups. The use of translation and translators and other practical cultural and ethical issues are discussed. Students gain an understanding of the function of interviews conducted in the social sciences and in a variety of professional settings including social work, human resources, health and human services and journalism. Training and supervision in structured interviews with volunteer research subjects will be provided. Advanced students may conduct supervised focus groups. 4 hr/wk; 4 cr.

SOC 31654: The Color Line: Sociological Perspectives on Race and Racism in 20th Century American Life
This course provides an historical and sociological background for examining the concept and expression of “race” and racism in America. The course does not confine itself to the traditional Black vs. White notions of race relations, but includes Latin, Asian, and Native American experiences, anti-Semitism and the experiences of “white” ethnic groups such as Italians and the Irish. The significance of the growth of “mixed race” population is also covered. The course intends to help those enrolled better understand personal experiences of race and to challenge stereotypes and pre-judgments. 4 hr/wk; 4 cr.

SOC 38144: School and American Societies/Sociology of Education
Analysis of selected social, political and economic forces that influence the school as an institution, and in turn are influenced by the school, especially in urban settings. Special attention to immigrant, language and ethnic minority groups. Required for Early Childhood Education Majors. Offered both: 4 hrs/wk; 4 cr.

SPCH 35104: Argumentation
Detailed study of the various elements of argumentative discourse and their roles in the analysis, preparation and presentation of arguments. Abundant practice in the analysis of argumentative materials is provided. Prereq: SPCH 11104 or permission. 4 hr/wk; 4 cr.

THTR 31209: From Page to Stage
This course will focus on close examination of play scripts and the directoral conception of the components. Students will study at least 3 major works of the theater including one currently in production in NYC and will meet with and have structured discussions with professional actors, directors and designers. Students will analyze production concepts and create a final project as director and designer. Both textbook and theater ticket purchases will be required for this course. 4 hr/wk; 4 cr.

WS 10004: Introduction to Women’s and Gender Studies
This course is designed to develop a cross-cultural understanding of gender relations as historical practices of inequality. Students discuss the ways in which dominant definitions of gender roles and relations emerge in different societies at different historical moments, using findings of various interdisciplinary inquiries, such as history, psychology, sociology and fiction. Questions to be explored aim to move the learner beyond essentialism that takes sexual identity for granted. Also considered are cultural consequences of biological differences and sexual stereotypes in the media. A large portion of the class is devoted to historical and geographical survey of complex dynamics of gender relations, multiplicity of ideas about the roles that men and women perform, and values associated with these activities in various cultural settings. The dynamics of gender relations will be examined to see how gender is socially constructed and what the constraints of such constructions are on both women and men, in terms of legal positions, education, professional opportunities, family and ethnicity. 4 hr/wk; 4 cr.

WS 31894: Latinas in Translation
This course will provide a framework for understanding Latinas as a diverse group of women that may share a common heritage from Spain, Africa, and/or Indigenous Nations, but with a particular heritage from their countries, which distinguishes them from each other. The experiences of Latinas will be examined in terms of how their migratory historical, cultural, psycho-social, political and economic experiences shape their everyday lives in NYC. Further, attention will be given to the changing role of women and men as well as the impact of class, race and gender. 4 hr/wk; 4 cr.
B. S. in Early Childhood Education

In connection with the School of Education, the Division offers a Bachelor of Science degree with a major in Early Childhood Education. In 2004, the ECE Program received accreditation from the National Council for the Accreditation of Teacher Education (NCATE).

Graduates of the ECE Program are recommended by City College for New York State Initial Teacher Certification in Early Childhood Birth through Second Grade.

The ECE Program’s curriculum is designed to prepare knowledgeable, reflective, and caring educators who will be committed to teaching, participating, and leading in the life of diverse communities.

Admission to the Early Childhood Education Program

Students must apply and meet the following criteria:
- Submit a School of Education Undergraduate Admission Application
- Pass the School of Education Admissions Test (S.E.A.T.) or NY State L.A.S.T.
- Complete at least 45 credits including: IAS 10000, 10100, 10200, 10300, (or their transfer equivalents); SOC 38144; EDCE 20604 and EDCE 20614 (or their transfer equivalents)
- Maintain a 2.8 grade point average
- Successfully complete an ECE Program admission interview with ECE faculty.

Student Teaching

The application for student teaching must be submitted one semester prior to student teaching placement. To be admitted to student teaching, students must have:
- A recommendation from their advisor
- Completed all requirements in the core and the co-major, and requisite education courses with grades of “C” or higher
- Maintained a GPA of 2.8 or higher
- Completed 100 hours of field experiences
- As a candidate for New York State Initial Certification in Early Childhood Education, students must be prepared to fulfill a minimum of 300 hours of supervised student teaching
- Passed the L.A.S.T.
- Fully fulfilled all requirements set forth by New York State for Initial Certification in Early Childhood Education

Completion of the B.S. Degree

- A 2.8 GPA in the major is required for graduation. The GPA in the major is calculated from courses in the major based in the major department only, and that have been taken at City College or through ePermit, including all courses in excess of the minimum required for the degree.
- The City College will recommend the candidate for NYS Initial Certification once the following requirements are successfully fulfilled:
  - Liberal Arts and Sciences Test (LAST)
  - Assessment of Teaching Skills – Written (ATS-W)
  - Content Specialty Test (CST)
  - Child Abuse Identification and Violence Prevention Certificates

Teacher Certification

In 2012 the New York State Board of Regents approved a change to the implementation schedule for new testing requirements for the initial certification of teachers. Candidates applying for certification on or after May 1, 2014 will be required to take new exams.

The following will apply:

Initial Certificates for Teachers

Candidates who have completed all requirements for initial certification on or before April 30, 2014 and who apply for certification on or before April 30, 2014, will need to pass the LAST (Liberal Arts and Sciences Test), the ATS-W (Assessment of Teaching Skills-Written), and the CST in the area of the certificate on or before April 30, 2014.

A candidate who did not complete all requirements by April 30, 2014, applied but did not meet requirements by April 30, 2014, or applied after May 1 2014, will be required to pass the new Teacher Performance Assessment (edTPA), Revised Content Specialty Test(CST), Educating All Students Test (EAS), and Academic Literacy Skills Test (ALST).

Candidates will not be permitted to mix and match examinations from the old and new tests.

We strongly advise candidates to become familiar with these new exams prior to application to the Undergraduate Early Childhood Education Program. Go to: http://www.highered.nysed.gov/tcert/certificate/certexam.html

B.S. Degree Requirements

EARLY CHILDHOOD

Core Courses: CUNY Pathways: 42 credits
(see CWE Core Course Requirements)
Content Core: Co-Concentration: 32 credits

Early Childhood Required Courses

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>MATH 180</td>
<td>Quantitative Reasoning</td>
<td>3 crs</td>
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<tr>
<td>IAS 31120</td>
<td>Math Lab</td>
<td>1 crs</td>
</tr>
<tr>
<td>MATH 18500</td>
<td>Basic Ideas in Math</td>
<td>3 crs</td>
</tr>
<tr>
<td>IAS 31120</td>
<td>Math Lab</td>
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</tr>
<tr>
<td>SPCH 11104</td>
<td>Foundations of Speech</td>
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Majors’ Courses

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>EDCE 20604</td>
<td>Theories of Development Applied to EC</td>
<td>4 crs</td>
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<tr>
<td></td>
<td>Practices</td>
<td>15 hrs</td>
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<tr>
<td>EDCE 20614</td>
<td>EC: Development, Assessment, Teaching</td>
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<tr>
<td></td>
<td>&amp; Learning in Inclusive Settings</td>
<td>15 hrs</td>
</tr>
<tr>
<td>EDCE 32304</td>
<td>Language Development &amp; Emergent Literacy</td>
<td>4 crs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15 hrs</td>
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<tr>
<td>EDCE 32204</td>
<td>How Children Learn Math</td>
<td>4 crs</td>
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<tr>
<td></td>
<td></td>
<td>15 hrs</td>
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<tr>
<td>EDCE 40200</td>
<td>Language Development &amp; Emergent Literacy II</td>
<td>2 crs</td>
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<tr>
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<td>10 hrs</td>
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<tr>
<td>EDCE 40300</td>
<td>Social Studies in EC Settings</td>
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<tr>
<td></td>
<td></td>
<td>10 hrs</td>
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<tr>
<td>EDCE 22100</td>
<td>School, Family, Community</td>
<td>5 crs</td>
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<tr>
<td></td>
<td></td>
<td>5 hrs</td>
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<tr>
<td>EDCE 40500</td>
<td>Facilitating Children’s Artistic Development</td>
<td>2 crs</td>
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<tr>
<td></td>
<td></td>
<td>5 hrs</td>
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<tr>
<td>EDCE 40600</td>
<td>Facilitating Children’s Musical Development</td>
<td>2 crs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 hrs</td>
</tr>
<tr>
<td>EDCE 31904</td>
<td>Science in ECE</td>
<td>2 crs</td>
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<tr>
<td></td>
<td></td>
<td>5 hrs</td>
</tr>
<tr>
<td>EDCE 40800</td>
<td>Student Teaching and Integrative Seminar</td>
<td>6 crs</td>
</tr>
<tr>
<td>EDCE 41900</td>
<td>Professional Seminar</td>
<td>300 hrs</td>
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<td></td>
<td>0 crs</td>
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</tbody>
</table>

EC Majors Total: 46 CREDITS

Advisement

Students should review their program planning sheet with their advisor during their pre-registration appointment to select courses. Students accepted into the program must meet with the Early Childhood Program Coordinator for advisement and registration.

ECE: Maintenance of Matriculation

As a professional school with the responsibility of recommending students for New York State certification, faculty of the Early Childhood Education Program must conduct ongoing professional assessment of all students. In cases where a faculty member determines that an individual is inappropriate for the teaching profession he/she may recommend removal from the teacher preparation program to the chair of the department. The student has the right to appeal to the Committee on Course and Standing. The findings of the Committee are final.

For additional requirements please see School of Education Undergraduate Programs in this catalog.

B.S. in Early Childhood Education Course Descriptions

EDCE 20604: Theories of Development Applied to Early Childhood Practice

An overview of early childhood education theory and practice from historical and sociocultural viewpoints. Major areas of study include child development, observation and recording techniques, developmentally appropriate practices, multicultural and inclusive classrooms, authentic assessment, family-child-teacher interactions, and subject area methods. Fieldwork required. 4 hr/wk; 4 cr.
EDCE 20614: Early Childhood: Development, Assessment, and Pedagogy in Inclusive Settings
Students construct a working knowledge of developmental theories and approaches to assessment in relation to the needs of young children with disabilities in inclusive settings. Students will learn to develop appropriate inclusive settings based on examination of special needs in early childhood literature, knowledge of individual children, inclusive curricula models, classroom management, and working with families, special education itinerant teachers, and early intervention and support agencies in multicultural settings. Prerequisite: EDCE 20604 or its equivalent. 4 cr. on per week for 15 weeks/15 hr. fieldwork. Open to all undergraduates.

EDCE 22100: School, Family, Community
Students gain an understanding of and skills for working with all kinds of families. This includes using the local community and cultures as resources and supports for the child and family, bringing the outside world into the school, and viewing the classroom as a community. Emphasis on special needs, inclusion, and English language learners. Field assignments link theory and practice. 2 hr./wk.; 2 cr.

SOC 38144: School and American Societies/Sociology of Education
Analysis of selected social, political and economic forces that influence the school as an institution, and in turn are influenced by the school, especially in urban settings. Special attention to immigrant, language and ethnic minority groups. Required for Early Childhood Education Majors. Offered both: 4 hrs./wk.; 4 cr.

EDCE 32204: How Children Learn Math
A constructivist foundation for teaching mathematics in Early Childhood based on Piaget, Vygotsky and current ECE theorists including Kamii. Development of mathematical concepts and skills in Early Childhood and through curricular materials. Field assignments link curriculum and theory with ECE classroom practice. 4 hr./wk.; 4 cr.

EDCE 32304: Language Development and Emergent Literacy I
Developmental and constructivist frameworks of early language development and emergent literacy. Children’s language development, the development of other communication skills, and the relationship of these to the process of reading. Children’s literature examined from sociocultural and multilingual perspectives. Field assignments provide experiences that link theory and practice. Open only to students formally accepted into the Early Childhood Education Program. 4 hr./wk.; 4 cr.

EDCE 40200: Language Development and Early Literacy II
Developmental processes of emergent-to-fluent reading, writing, speaking, and communicating. Multiple teaching/curricular/assessment approaches to beginning reading and writing for children of different cultures, linguistic backgrounds, abilities/disabilities, and developmental level. Field assignments link theory and practice. Open only to students formally accepted into the Early Childhood Education Program. Prereq.: EDCE 32304; Coreq.: EDCE 40300; 2 hr./wk.; 2 cr.

EDCE 40300: Social Studies in Early Childhood Settings
The social studies are developed as the core of an integrated ECE curriculum involving literacy, math, science, and play. Students will explore theories, methods, and materials to help the child understand his/her immediate environment and relationships to them. Emphasis on family, classroom, school and neighborhood. Field assignments link theory and practice. Open only to students formally accepted into the Early Childhood Education Program. Preq.: EDCE 32304; Coreq.: EDCE 40200. 2 hr./wk.; 2 cr.

EDCE 40500: Facilitating Children’s Artistic Development
Students explore the use of a range of art materials and activities for young children at various developmental stages and methods for supporting their total development. The natural sequences and stages of children’s drawings and their link to emergent literacy and other developmental areas are explored. Field assignments link theory and practice. Open only to students formally accepted into the Early Childhood Education Program.2 hr./wk.; 2 cr.

EDCE 40600: Facilitating Children’s Musical Development
A study of young children’s interest and response to rhythms, dramatic play, and spontaneous imaginative experiences that the teacher can guide and incorporate into a program of developmental activities. Field assignments link theory and practice. Open only to students formally accepted into the Early Childhood Education Program. 2 hr./wk.; 2 cr.

EDCE 40800: Student Teaching and Integrative Seminar in Early Childhood Education
Supervised student teaching in two of the three ECE levels: Pre-K, Kindergarten, and grades 1 & 2, with a minimum of 300 hours. Weekly seminar. Students must apply and be formally accepted into student teaching. 6 cr.

EDCE 31904: Science in Early Childhood Settings
An introduction to science in classrooms with young children. Through interactions with the physical and natural world, teachers will investigate ways to bring opportunities for inquiry and discovery to early childhood classrooms. Teachers will draw on NAECY’s Program Standards to underscore everyday experiences in the sciences, and to develop and cultivate children’s attempts at inquiry, discovery, and record keeping. Coreq.: Educ. 40800, 41900. 2 hr./wk.; 2 cr.

EDCE 41900: Professional Development Seminar
Workshops required for certification held on the CCNY campus including: Child Abuse Identification and Violence Prevention. 0 cr.

Division Of Interdisciplinary Studies Awards
The Barbara Aronson Social Justice Award
$2000 awarded to a CWE junior or senior for either study/research abroad in an underdeveloped nation to research issues of human rights, labor, or sustainable development or a one-year long internship in an organization whose mission is to promote social justice. Students will also document their experience in an essay. Student must have completed at least 60 credits, completed 24 credits at CWE, have a minimum 3.0 GPA at City College, and submit an essay.

Eugene Bellin Scholarship
A scholarship of $300 for two consecutive years is awarded to a CWE student who has completed between 60-90 credits, completed 2 semesters at CWE, has a minimum 3.0 GPA and has a documented record of activity on behalf of social justice.

Maria Bowen Chapin Scholarship
Full tuition for one semester for a CWE student who has completed at least 12 credits toward the B.A. or B.S. with a minimum 3.0 GPA and who demonstrates the need for financial aid.

The Robert Hartmann Scholarship
A scholarship for full tuition. Based on recommendation, personal essay and financial need and a grade point average of 3.0.

The Frances Patai Prize
$1000 prize for the best student paper inform any class or discipline addressing the role(s) played by women activists in any area related to the topics of war, genocide, and/or human rights.

The Edward Rivera Prize for Autobiography/Autobiographical Fiction
$500 awarded to a CWE student for excellence in autobiographical writing. The prize is named after Professor Edward Rivera, acclaimed novelist, writer, and teacher, who taught autobiography, fiction, and literature courses at the Center.

The Jagina Sharff Award
$75 awarded to a CWE student who excels in urban anthropology or the anthropology of women. This award was established in 2001 by the friends, family, and faculty in honor of Jagina Sharff, anthropologist, who taught for several years at CWE.

Leonard Spano Award
An award of $100 given annually to a CWE graduating senior who has demonstrated excellence in the study of history or the social sciences. The award was established in honor of Leonard Spano, a student at CWE from 1983 until his death in 1987.

Ada Shephard Creative Writing Award
An award of $75 is given annually to a CWE student for excellence in creative writing. The award was established by CWE graduate Katherine Tiktak, in honor of her mother.

The Samuel Wallach ’29 Award for Educators
A $1000 prize is awarded annually to a CWE graduating senior who plans a career in public school teaching or labor education; who demonstrates a commitment to public education and the teachers organizations that serve the needs of children as well as teachers; and with a commitment to teaching with the aim of achieving social justice. Award given based on faculty recommendations and student essay.

Faculty
Carlos Aguasasco, Assistant Professor
B.A., National University of Colombia; M.A., CCNY, Ph.D., Stony Brook University

Alessandra Benedicty, Assistant Professor
B.A., University of California, Santa Barbara; D.E.A., Université de Paris IV-Sorbonne; M.A., Ph. D., University of Wisconsin, Madison

Marlene Clark, Associate Professor
David Eastzer, Assistant Professor
B.A., Cornell University; M.S., CCNY; Ph.D., University of North Carolina (Chapel Hill)

Vicki Garavuso, Associate Professor
B.A., Lehman College; M.S., Miami; Bank Street College of Education; Ed.D., Teachers College, Columbia University

Mary E. Lutz, Lecturer
B.S., Columbia University; M.S., Hunter College; D.S.W., Columbia University

Elizabeth A. Matthews, Lecturer
B.A., New York University; M.A., M.Phil., Columbia University; Ph.D., The Graduate Center, CUNY

Kathlene McDonald, Associate Professor
B.A., Colgate University; M.A., SUNY (Binghamton); Ph.D., University of Maryland

Susanna Rosenbaum, Assistant Professor
B.A., Wesleyan University; M.A., Ph.D., New York University

Seamus Scanlon, Librarian
HDipEd, University College Galway, Ireland; MLS University of West London; MFA, City College

Susanna F. Schaller, Assistant Professor
B.A., Barnard College; M.A., MCRP, University of New Mexico; Ph.D., Cornell University

Justin C. Williams, Assistant Professor
B.A., Columbia College, M.A., Ph.D. Stony Brook University

Martin V. Woessner, Associate Professor
B.A., University of San Francisco; Ph.D., The Graduate Center, CUNY

Academic Advisors
Trisha Baboolal
B.A., York, CUNY; ABD, The Graduate Center, CUNY

John Calagione
B.A., University of Massachusetts, Amherst; M.A., Princeton

Jason Chappell
B.A., City College, CUNY

Sophia Demetriou
B.A., Queens, CUNY; PhD, The Graduate Center, CUNY

Deborah Edwards-Anderson
B.A., M.A., The City College, CUNY

Warren Orange
B.A., The City College, CUNY; M.A., Brooklyn College, CUNY

Elena Romero
B.A., New York University; M.S., New York University
International Studies Program

(The Colin L. Powell School for Civic and Global Leadership, formerly the Division of Social Science)

Dr. Griselda Rodriguez, Director • Program Office: NA 6/293 • Tel: 212-650-5842

General Information
The City College offers the following undergraduate degree in International Studies:

B.A.

Programs and Objectives
The International Studies program is an interdisciplinary program in which students may specialize in one of the following areas:

- International Relations
- Comparative Public Policy
- Culture and Communication
- Development

Students may also select International Studies as one major in a double major.

International Studies is an appropriate major for those seeking an internationally oriented career in either the public or private sector. A B.A. in International Studies can qualify students for entry-level positions in branches of the U.S. government, multinational corporations and Non-Governmental Organizations (NGOs), although an appropriate master’s degree is recommended.

International agencies in the private sector recruit students who have acquired both a broad liberal arts education and specialized skills during their undergraduate years. As the globalization of the market has accelerated, the demand for such graduates has also increased. Employment possibilities also exist in private and international organizations concerned with social issues such as the protection of human rights or the development of Third World countries, as well as with institutions involved in research and philanthropy.

Opportunities for study abroad are available to students in the program.

Internships
As upperclassmen, students are eligible to participate in internships in diplomatic missions to the United Nations, international businesses, research institutes, non-governmental organizations and other arenas of international issues. Interns normally spend up to ten hours per week in their on-the-job activities, meet with fellow interns at the College, and regularly consult a faculty supervisor. Interns learn about the policies of an international agency, as well as contribute to its operations.

Secondary School Teaching
Students wishing to teach Global Studies in secondary schools must be certified in the area of Social Studies. General social science distributional requirements for such certification are listed under the Department of Social Science listings in this Bulletin. Students should consult with their departmental advisor about which courses must be included within the International Studies major.

Requirements for Majors

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>INTL 20100</td>
<td>International Studies: A Global Perspective</td>
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<tr>
<td>ENGL 21002</td>
<td>Writing for the Social Sciences</td>
<td>3</td>
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<td>One of the following three courses:</td>
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<td>INTL 30500</td>
<td>Social Foundations of International Studies (3 cr.)</td>
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<td>PSC 20200</td>
<td>Comparative Political Economy (3 cr.)</td>
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<tr>
<td>PSC 25200</td>
<td>Approaches to International Relations (3 cr.)</td>
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<tr>
<td>One of the following quantitative skills courses:</td>
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<td>ECON 29000</td>
<td>Principles of Statistics (4 cr.)</td>
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<tr>
<td>PSY 21500</td>
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Overseas Study:
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General Information
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Advisement

Program Director
Dr. Griselda Rodriguez
(212) 650-5842

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Secondary School Teaching
Students wishing to teach Global Studies in secondary schools must be certified in the area of Social Studies. General social science distributional requirements for such certification are listed under the Department of Social Science listings in this Bulletin. Students should consult with their departmental advisor about which courses must be included within the International Studies major.

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International Studies Course Descriptions

Introductory Survey Course

INTL 20100: International Studies: A Global Perspective
Global problems, including the danger of war, imbalances in the international political economy, and the importance of Africa, Asia, and Latin America are examined. Competing world views are evaluated in light of key concepts, e.g., state power, race, ethnicity, class, imperialism and revolution, and are developed through case studies. The future of world order as well as alternative strategies for global transformation are considered. Prereq.: World Civilizations and two courses in social science. Normally taken in the sophomore year. (W) 3 hrs./wk; 3 cr.

Intermediate International Studies Courses

PSC 20200: Comparative Political Economy
An examination of the relationship between political and economic systems in selected industrialized and developing countries. Introduction to theories of political economy as they apply at the domestic and international levels. Preparation for advanced courses dealing with applications of such theories in particular problem or area settings. Prereq.: INTL 20100 or PSC 12200. (W) 3 hr./wk; 3 cr.

INTL 30500: Social Foundations of International Studies
The focus of this course is the cultural interaction among diverse groups in the world. Intercultural relations are examined through key themes such as religion and value systems, racial and ethnic relations, cultural identity, women’s experience in different cultural settings, intercultural communication and forms of contemporary artistic expression. Students seeking a concentration in Culture and Communication, Comparative Civilizations, Area Studies and Education may substitute this course for the core course 20200: Comparative Political Economy. Prereq.: INTL 20100. (W) 3 hrs./wk; 3 cr.

Advanced International Studies Courses

INTL 25100-25200: Internship in International Studies
Service as an intern engaged in research and other independent work in governmental or non-governmental organizations concerned with international affairs. Students will write an analytical term paper on a topic related to their internship. A second semester internship may be taken as an elective. Students may also work as interns during the summer for 3 or 6 credits with faculty supervision. Prereq.: approval of the instructor. HTBA; 3 cr.

INTL 30100: Honors Senior Seminar
Review and analysis of secondary literature to prepare students for thesis writing. Prereq.: GPA of 3.5 and approval of instructor. 3 hr./wk; 3 cr.

INTL 30200: Honors Senior Thesis
Preparation and writing of Honors Senior Thesis. Prereq.: Honors Senior Seminar. 3 hr./wk; 3 cr.

INTL 32100: Senior Seminar in International Studies
This seminar has two purposes. First, it is the capstone of the International Studies major. It brings to bear on one or more major international or global problems the approaches and insights of the several disciplines that comprise the major. Second, students will also begin the preparation of their senior thesis under the supervision of the instructor and, in some cases, a faculty mentor with particular expertise in the student’s area of inquiry. Prereq.: senior standing, completion of ENGL 21002 and quantitative skills courses; approval of the instructor and the Program Director. (W) 3 hr./wk; 3 cr.

INTL 32200: Senior Essay in International Studies
An essay dealing with an international or global problem or issue that demonstrates breadth of background, skill in research and critical evaluation of relevant literature. Normally the work on the essay will extend over two semesters, beginning in the fall semester of the senior year with INTL 32100. Prereq.: senior standing, completion of writing course and English proficiency requirements, and approval of the Program Director. (W) 3 hr./wk; 3 cr.

INTL 32400: Public Policy Portfolio
Prereq.: Senior Seminar in International Studies. 3 hr./wk; 3 cr.

Faculty
The faculty of the program includes those professors who teach the program’s courses and those whose departmental courses may be credited to the major.
Jewish Studies Program

(Division of Humanities and the Arts)

Professor Roy Mittelman, Director • Program Office: NA 5/202 • Tel: 212-650-7522

General Information
The City College offers the following undergraduate degree in Area Studies:

B.A.

Programs and Objectives
Jewish Studies offers a wide range of courses that examine the literature of the Jews, their history, philosophy, mysticism, sociology, and nationalism.

The Program in Jewish Studies is developing a series of courses to explore the links of American Jews to other ethnic minorities and speak to the vitality of Jewish culture from antiquity to the present. In cooperation with other departments in Humanities and the Arts, Jewish Studies courses, seminars and lectures will speak to the role of minority cultures in shaping and reacting to national identity. A major concern of Jewish Studies is the study of ethics in society, art and literature. In particular, Jewish Studies will address the philosophical, political and religious questions posed by racism and genocide in present and past centuries.

The Program coordinates a study abroad program for undergraduates and graduates at Tel Aviv University and Ben Gurion University. Financial assistance is available to qualified students.

Requirements for Majors
Students are urged to acquire an elementary knowledge of Hebrew. It is not a requirement of the program but study of the language makes it possible to do independent scholarly research. Although there are presently no course offerings in the study of the Yiddish language, tutorials can be arranged for those interested.

Students majoring in Jewish Studies, in addition to maintaining a cumulative GPA of 2.0 or higher, must complete the following:

Required Courses
JWST 10000: Introduction to Jewish Life and Religion 3
HEB 12100: Elementary Hebrew I 3
HEB 12200: Elementary Hebrew II 3

Elective Courses
All courses to be chosen in consultation with the program advisor
Total Credits 21

Recent faculty in Jewish Studies have included Elie Wiesel, Rabbi Irving Greenberg, H. Z. S Zubin, Rabbi Meyer Fund, and Paul Ritterband. Distinguished Jewish writers like Harold Brodkey, Cynthia Ozick, Grace Paley, Jakov Lind, Joseph Heller and Barbara Solomon have also taught in Humanities and the Arts Division on the City College campus.

General Education Requirements ("Pathways")
In general, students are required to complete 42 credits of General Education coursework, with some adjustments for transfer students. See the General Education Requirements ("Pathways") section of the Bulletin for more information.

Requirements for Minors
Students who choose to minor in Jewish Studies must complete the following:

Required Courses
Elective Courses 12
Students must select four electives that the Director approves as Jewish Studies courses. Only one of these courses may be related to film.
Total Credits 12

Advisement
Students wishing to major in Jewish Studies should consult Professor Roy Mittelman, NA 5/202; 212-650-7522

Jewish Studies Course Descriptions

Jewish Philosophy-History Sequence

JWST 10000: Introduction to Jewish Life and Religion
The traditional life and religion of the Jews and the ways that they have changed during the modern period. The ideals of Jewish religion; the nature of man, creation, revelation and redemption. The pattern of life in the pre-modern and modern worlds in relation to changes in the values held by Jews. 3 hr./wk.; 3 cr.

JWST 10411: Psychology of Religion
Understanding religious behavior through the language of psychology. Freud, Fromm, Maslow, Hillman, and others are considered. 3 hr./wk.; 3 cr.

JWST 10500: Jewish Law and Ethics
This course will serve as an intense introduction to the field of Jewish Law and Ethics. We begin with an examination of Kohlberg’s six stages of moral development, and then enter into a survey of halakhic literature with Biblical, Rabbinic, and Medieval source materials. 3 hr./wk.; 3 cr.

JWST 20200: History of God
Surveys contemporary scholarship on the history and evolution of God in Judaism, Christianity, and Islam. Uses historical critical approaches to scripture, as well as evolutionary, philosophical, theological, and psychological interpretations of scripture. Studies the history of the idea of God, covering a wide variety of interpretations and strategies for reading religion. 3 hr./wk.; 3 cr.

JWST 20400: History of the Afterlife
This course is divided into two parts. The first part explores contemporary Western attitudes and research on the afterlife. The second part examines how the Jewish concept of the afterlife has evolved from the early biblical period until now. 3 hr./wk.; 3 cr.

JWST 20500: Jewish Spiritual Medicine
Explores the role of Jewish tradition in directing Jews towards the healing arts, the biblical, rabbinic and kabalist ic texts that encouraged Jews to study and practice medicine and the traditional approaches to healing taught by Jewish tradition. 3 hr./wk.; 3 cr.

JWST 20700: Jesus the Jew
This course examines the figure of Jesus from a Jewish perspective. We see Jesus as a product of Herodian politics, the charismatic influences of Rabbi Hillel and Rabbi Shammay, the mystical Essene community based near Qumran, and the Hellenization of Judaism in the first century. We also consider the figure of Jesus as a Jew in the early Christian movements, especially in the Ebionite Christian communities. Issues such as the adherence to Law, Rabbinic interpretation of Law, the messianic movement, prophecy, magic, social reform, and growing anti-Semitism will be discussed. 3 hr./wk.; 3 cr.

JWST 30200: Jewish Mysticism
Introduces students to the mystical tradition within Judaism and explores its impact on Judaism today. In addition to surveying the history of Jewish mysticism, it studies the major texts and charismatic personalities of Jewish mystics from the time of the Bible to contemporary times. Particular attention will be focused on the mystical elements within the movement known as Hasidism. 3 hr./wk.; 3 cr.

JWST 31605: Biblical Archaeology
Examines the myriad issues in Biblical archaeology, including the chronolog- ical periods not mentioned in the Bible, the establishment of the early farming communities, and later Bronze and Iron age cities, the interconnections with neighboring cultures, and the archaeology of conquest (Assyrian, Babylonian, Greek and Roman). Considers not only the archaeological record in how it conforms to the Bible but how it may contradict it, and explores not only temple and city structures but the remains of cult and daily use objects. 3 hr./wk.; 3 cr.

Jewish Literature Sequence

JWST 11200: Introduction to Sephardic Literature
Explores the culture and history of Sephardim using their literature as an attempt to understand how Sephardic Literature differs from Ashkenazi Jew- ish literature, as well as other types of Jewish and world literature. Readings will be divided into three main sections: Religious material, Secular Philoso- phy and Secular Poetry, and contemporary selections including Holocaust writers. 3 hr./wk.; 3 cr.

JWST 11300: Introduction to Jewish Literature
Surveys the literature and culture of the Jews from the Bible onward, tracing the evolution of the text as a central concern of Jews throughout the centu- ries in legal, linguistic, religious, and cultural terms. Jewish American fiction will round out the course, along with a taste of Modern Hebrew literature, underscoring the urgency of Biblical themes and religious tradition, translat- ed and reworked for modern eyes and ears. 3 hr./wk.; 3 cr.
JWST 11400: Introduction to Jewish American Literature
Traces the experience of Jews in America from the beginning of the 20th Century to the present moment, garnering from characters and their stories a particular understanding of Jewish American identity and a more universal appreciation of the general human condition and its wants, needs, hurts, and loves. 3 hr./wk.; 3 cr.

JWST 21300: Humor and Despair in Modern Jewish Fiction
Examines the literary trajectory of the American Jew from his immigrant beginnings to his contemporary lifestyle with respect to the depth of human feeling. Characters seem to straddle two emotional camps: the joyful and the melancholy. Investigates character development, narrative style, and the ways in which Jewishness informs the central themes of humor and despair. 3 hr./wk.; 3 cr.

JWST 21400: Angelic and Demonic in Modern Jewish Fiction
Investigates the angels and demons, real and imagined, that populate Jewish American texts of the second half of the twentieth century. Discusses the ways in which such manifestations might be understood. Do demons represent history's calamities? Do angels stand in for the high moments? How are characters informed by their relationship to their heritage? How do they confront their inner angels and demons? 3 hr./wk.; 3 cr.

JWST 21500: Dreams-Nightmares in Modern Jewish Literature
Examines the way in which Jewish writers transmute their worries and aspirations into a literature of nightmares and dreams while reading about characters who find that the real world is just one step removed from the imagined. Where do these nightmares and dreams come from? From religious or cultural history? From personal or familial struggles? What purpose do they serve? How do they make us feel when we read about them? 3 hr./wk.; 3 cr.

JWST 21600: The Stories of Isaac Bashevis Singer
Examines the fictional universe of one of the 20th century's master storytellers, Isaac Bashevis Singer. Discussion of his many different literary locales; his Old Worlds, the Eastern European shtetl, his Warsaw, and his New Worlds, New York and Miami Beach, and explores the way his characters inhabit these worlds. 3 hr./wk.; 3 cr.

JWST 21700: Saints and Sinners in Jewish Literature
Investigates modern Jewish fiction through highly specialized lenses. The categories of "Saints and Sinners" apply to the characters in our novels and stories, suggesting people who do right or wrong, either to the world around them or to themselves. Considerations of the saintly, the good, the perfect, and notions of the sinful, the wrong-headed, the evil, as they apply to world events, world views, worldly pursuits. Discusses the specific ways Jewishness informs our perception of the good and the evil, especially with respect to Biblical precedent, Jewish law, and a contemporary ethical society. 3 hr./wk.; 3 cr.

JWST 32200: The Woman in Modern Jewish Fiction
This course will survey short stories and novels by modern Jewish writers, and focus on the characterization of the Jewish woman. The class will explore what, if anything, constitutes the essence of the Jewish woman character. What effect does history have on the formation of these women as strong or weak personalities? How do societal pressures exert themselves on a Jewish woman? Does the woman as intellectual character constitute a threat to her male counterparts? Is there such a thing as "the typical Jewish mother"? Fiction by Malamud, Roth, Ozick, Tillie Olsen, Grace Paley, Delmore Schwartz, I.B. Singer, and others. 3 hr./wk.; 3 cr.

JWST 32300: Modern Jewish Writers: Philip Roth and Cynthia Ozick
This course will introduce students to selected texts by two authors, Philip Roth and Cynthia Ozick. Students will get to know these authors through an exploration of biographical material, a reading of primary texts, and a careful selection of relevant critical material. By the semester's end, students will feel confident in their abilities to identify these writers and some of their central concerns. Students will see how these writers fit into the larger Jewish and Jewish literary tradition. 3 hr./wk.; 3 cr.

Arts Sequence
JWST 23100: Israeli Film
The history of Israeli cinema from 1932 to the present. Explores some of the major narratives and genres. We will also try to understand why recent Israeli cinema has become so appealing to international audiences. Investigates how these films reflect the inner voices of wide segments of the Israeli population, as well as the identities of some minorities. 3 hr./wk.; 3 cr.

JWST 23100: Israeli Film
This class explores the portrayal of Jewish characters in (mostly) post-WWII fiction and film. It discusses the depiction of Jewish identity and asks what role religion plays in these depictions. It also looks at the representation of women and men, parents and children, the importance of bearing witness to tragedy, and it investigates the way in which stories change when subjected to different media, discussing, in general, the larger questions that are posed by being Jewish in America. 3 hr./wk.; 3 cr.

JWST 33100: The Holocaust in Film
Examines the Holocaust through the medium of film. The problematic portrayal of genocide through a medium often associated with entertainment, the various images of the Jew, the differences in how nations directly involved reacted to and represent the Holocaust in film, narrative cinematic strategies used to depict this complex event are considered. 3 hr./wk.; 3 cr.

Jewish Communities Sequence
JWST 14100: Jewish Life in New York
Considers cultural, linguistic, religious, and nationalistic aspects of Jewishness in New York. The class will view several films and hear presentations by experts in the Jewish communal life of New York. 3 hr./wk.; 3 cr.

JWST 44500: Jews of Morocco
This advanced seminar is an intense introduction to the history, culture, and religious life of the Jewish community in Morocco. A five-day itinerary in Casablanca, Marrakech, and the High Atlas mountains will serve as a fieldwork component for this course. 3 hr./wk.; 3 cr.

JWST 30100-30300: Honors I-III
Approval of Dean and program required. Apply not later than December 10 in the Fall term or May 1 in the Spring term. (W) Variable cr., usually 3 cr./sem.

JWST 31000: Independent Study
Research on topics not covered by regular Departmental offerings, by individual arrangement with the instructor and with program permission. 1-4 cr.

JWST 31100-32000: Selected Topics in Jewish Studies
From semester to semester the Department offers elective courses not listed in the bulletin. Topics to be covered and names of instructors will be announced during the preceding semester. (W)

Faculty
Amy Kratka
B.A., Queens College; M.A., Ph.D., Boston University
Roy Mittelman
B.A., University of Pennsylvania; M.A., Ph.D., Temple University
Latin American and Latino Studies Program

(The Colin L. Powell School for Civic and Global Leadership, formerly the Division of Social Science)

Professor Sherrie Baver, Acting Director • Program Office: NA 6/108 • Tel: 212-650-6763

General Information
The City College offers the following undergraduate degree in Area Studies:

B.A.

Programs and Objectives
Students examine the culture, economics, politics, history, society and other crucial life experiences of the peoples of Latin America and their diaspora in the United States. Students also receive the necessary skills to obtain employment or enter graduate schools to pursue advanced degrees in anthropology, economics, history, political science, sociology, ethnic studies, international studies, law and international law, Latin American studies, social work, bilingual education, health and other disciplines.

To permit students to complement their education in other majors with a knowledge of Latin America and the Latino communities of the U.S., the program also offers a minor in Latin American and Latino Studies.

The following list of courses should be viewed as a helpful guide but not the only courses offered each semester that are relevant for Latin American and Latino Studies. Students majoring or minoring in LALS should consult with the Program Director and the Schedule of Classes each semester.

Requirements for Majors
Students must complete the following:

Required Courses
LALS 10200: Latin American and Caribbean Civilizations 3
LALS 31000: Independent Study in Latin America and Latino Studies 4

Electives
At least eight additional courses chosen in consultation and with the approval of the program advisor 24

Total Credits 31

While students may choose to have a disciplinary concentration within LALS, no more than four courses in any particular discipline (e.g., Anthropology, History, etc.) may be credited toward that concentration.

Grade Point Average Requirements
A 2.0 GPA in the major is required for graduation. The GPA in the major is calculated from courses in the major based in the major department only, and that have been taken at City College or through ePermit, including all courses in excess of the minimum required for the degree.

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Requirements for Minors
Students wishing to complement their learning in other majors with a knowledge of Latin America and the Latino community in the U.S. may minor in LALS.

One introductory Latin American History/civilization/heritage course 3

Four electives 12

Total Credits for the Minor 15

Latin American and Latino Studies Course Descriptions

Introductory Latin American and Latino Studies Electives
LALS 10100: The Heritage of the Spanish Antilles
The historical, cultural and ethnic forces that have shaped the character of the Hispanic people of the Caribbean. The variety of societies and cultures of the Hispanic Caribbean in their historical and contemporary setting up to and including the migration of Caribbean people to urban North America. 3 hr./wk.; 3 cr.

LALS 10200: Latin American and Caribbean Civilizations
A survey of Latin America’s economic, social, political, and cultural development from the Pre-Columbian era to the present. The course will focus on selected topics and themes including: colonization and resistance to colonization; the formation of social structures and labor systems; patterns of dependent development; reform, revolution, and counter-revolution. 3 hr./wk.; 3 cr.

LALS 12200: Puerto Rican Heritage: 1898 to Present
A survey of the cultural history of Puerto Rico. Special attention will be given to cultural conflicts and assimilative influences, as well as the existing relations between Puerto Rico and the United States. 3 hr./wk.; 3 cr.

LALS 12300: Dominican Heritage
A survey of the cultural development of the Dominican Republic from pre-Columbian times to the present. Special consideration will be given to socio-economic and political developments and the relationship that exists between the Dominican Republic and the United States. 3 hr./wk.; 3 cr.

Advanced Latin American and Latino Studies Electives
LALS 12600: Hispanics in the United States: Migration and Adjustment
The socioeconomic and political origins of migration and the impact that American society has had on mainland Hispanic communities in areas of housing, employment, education, family structure, social mobility, and community development. 3 hr./wk.; 3 cr.

LALS 13100: The Hispanic Child in the Urban Environment
A survey of the sociological, psychological and educational needs of Hispanic children in the New York City public schools. Emphasis will be given to the study of language problems, family structure, race relations and community life. (W) 3 hr./wk.; 3 cr.

LALS 13200: The Contemporary Hispanic Family
A study of change in Hispanic family structure from the early colonial period to the present day. Stress will be placed on moral values, religious beliefs, interpersonal relations, and family organization. 3 hr./wk.; 3 cr.

LALS 22600: Antillean Literature
Comparative study of literature in the Spanish Antilles. Special emphasis on contemporary works. Class conducted in Spanish. 3 hr./wk.; 3 cr.

LALS 23800: Dominican Heritage: From Trujillo to the Present
An in-depth study of the sociocultural and historical realities of the Dominican Republic from 1930 to the present. The course will also cover the Dominican migration and the growth of the Dominican community in the United States. 3 hr./wk.; 3 cr.

LALS 27100: Social Welfare in the Hispanic Community
A study of the social welfare system as it affects Hispanics and other minorities. Changing concepts of social welfare in the United States, Spain and Latin America from Juan Luis Vives to the present. (W) 3 hr./wk.; 3 cr.

LALS 29100: Culture and Health: Hispanics and Other Minorities
Different cultural values and beliefs will be examined as they relate to illness, treatment of the sick, readjustment, rehabilitation, health maintenance, and prevention. Emphasis on case studies of culture clash. Incorporating or rejecting cultural beliefs in planning health education and change. (W) 3 hr./wk.; 3 cr.

LALS 29200: Health Care Planning and the Hispanic Experience
The economic, social, political and ethical issues involved in planning health programs. Comparison of health care programs as they affect Hispanics and other minorities. (W) 3 hr./wk.; 3 cr.

LALS 30100-30400: Honors
Advanced independent work for outstanding majors in their upper junior and senior years. Honors will be granted to graduating seniors on the basis of research and a comprehensive written examination. Admission to the Honors course requires (a) a 3.2 average in courses taken in the Latin American and Hispanic Caribbean Studies Program since the freshman year and (b) approval of the Honors Supervisor. Application for admission must be made no later than December 10 in the Fall term and May 1 in the Spring term. Variable cr.

LALS 31000: Independent Studies
Independent research under the supervision of LALS faculty. Open to students in their senior year only, or with permission of LALS advisor. Hrs. to be arranged; 1-4 cr.

LALS 31100-32000: Selected Topics
Advanced study in selected topics related to Latin American and Hispanic Caribbean Studies. Prereq.: to be established by the instructors. 3 hr./wk.; 3 cr.
Elective Courses in Other Departments
The College offers a wide variety of courses that are acceptable toward the elective requirements of this major. A list of such courses is prepared each semester and is available in the program office before registration begins. If you have a question about the acceptability of a course that does not appear on the list, please contact the program office. Failure to receive permission to take courses not appearing on the list may result in that course failing to count toward the graduation requirements.

Faculty
The faculty of the program includes those professors who teach the program’s courses and those whose departmental courses may be credited to the major.

Professor Emeritus
Federico Aquino-Bermudez
Department of Mathematics

(Division of Science)

Associate Professor Christian Wolf, Chair • Department Office: NA 8/133 • Tel: 212-650-5346

General Information
The City College offers the following undergraduate degrees in Mathematics:

B.A./B.S. in Mathematics

Programs and Objectives
The Mathematics Department offers programs of study that enable students to prepare for graduate study in pure and applied mathematics, and careers in industry and education. Majors may choose to specialize in one of the following areas:

- Pure Mathematics
- Applied Mathematics
- Secondary School Education

Students enrolled in major programs in other departments can obtain a Minor in Mathematics by completing the requirements listed below.

Honors
Students planning to attend graduate school in mathematics are urged to apply for admission to the department Honors Program, which may lead to a degree with honors. Candidates should see the departmental Honors Advisor no later than the beginning of their junior year to plan a program of study.

Requirements for Majors
A GPA of 2.0 or higher in the major is required for graduation. The GPA in the major is calculated from courses in the major based in the major department only, and that have been taken at City College or through ePermit, including all courses in excess of the minimum required for the degree.

All Mathematics majors must make a 10-minute oral presentation of a mathematical topic and receive a passing grade based on a faculty evaluation.

Pure Mathematics (B.A. or B.S.)
In addition to completing the calculus sequence (20100, 20200 and 20300), students must complete a minimum of eight courses of mathematics including the following:

Required Courses
MATH 30800: Bridge to Advanced Math 3
MATH 32300: Advanced Calculus I 4
MATH 32404: Advanced Calculus II 4
MATH 34600: Elements of Linear Algebra 3

One of the following:
MATH 34700: Elements of Modern Algebra (4 cr.)
MATH 44900: Introduction to Modern Algebra (4 cr.)

Elective Courses
Students must choose three additional courses to complete the eight course minimum requirement from among the following:

MATH 32800: Methods of Numerical Analysis (3 cr.)
MATH 34500: Theory of Numbers (3 cr.)
MATH 36000: Introduction to Modern Geometry (3 cr.)
MATH 36500: Elements of Combinatorics (4 cr.)
MATH 37500: Elements of Probability Theory (3 cr.)
MATH 37600: Mathematical Statistics (4 cr.)
MATH 39100: Methods of Differential Equations (3 cr.)
MATH 42000: Theory of Functions of a Complex Variable I (4 cr.)
MATH 42400: Theory of Functions of a Real Variable I (4 cr.)
MATH 43500: Partial Differential Equations I (4 cr.)
MATH 44300: Set Theory (4 cr.)
MATH 44400: Mathematical Logic (4 cr.)
MATH 46100: Differential Geometry (4 cr.)
MATH 46300: Topology I (4 cr.)
MATH 47700: Stochastic Processes I (4 cr.)
MATH 47800: Advanced Mathematical Statistics (4 cr.)
MATH 51100: Selected Topics in Pure Mathematics (4 cr.)
MATH 51200: Selected Topics in Probability and Statistics (4 cr.)

Total Credits for Concentration 27-30

Additional Requirements
Students are also required to fulfill a minor concentration of two advanced courses with mathematical content from an allied discipline (e.g., Physical Sciences, Computer Science, Philosophy, Economics or Engineering) to be approved by the Assistant Chair.

Applied Mathematics (B.S.)
In addition to the calculus sequence 20100, 20200, 20300, students must complete eight required courses plus one of the specialization options.

Required courses
MATH 32800: Methods of Numerical Analysis 3
MATH 34600: Elements of Linear Algebra 3
MATH 36000: Elements of Combinatorics 4
MATH 36600: Introduction to Applied Mathematical Computation 2
MATH 37500: Elements of Probability Theory 3
MATH 37600: Mathematical Statistics 4
MATH 37700: Applied Statistics and Probability 2
MATH 39100: Methods of Differential Equations 3

Option 1: Statistics
MATH 47800: Advanced Mathematical Statistics 4

Option 2: Financial Mathematics
MATH 38100: Discrete Time Models in Financial Mathematics 3
MATH 38200: Continuous Time Models in Financial Mathematics 3

Total credits for Concentration 28-30

Secondary School Education (B.A. or B.S.)
In addition to completing the calculus sequence (20100, 20200 and 20300), students must complete the major requirements listed below. All Secondary Mathematics majors must take and pass the New York Content Specialty test before graduation. Pedagogical requirements for NYS certification are listed in the School of Education section of this Bulletin.

Required Courses
MATH 30800: Bridge to Advanced Mathematics 3
MATH 32300: Advanced Calculus I 4
MATH 34500: Theory of Numbers 3
MATH 34600: Elements of Linear Algebra 3
MATH 36000: Introduction to Modern Geometry 3
MATH 37500: Elements of Probability Theory 3

One of the following:
MATH 34700: Elements of Modern Algebra (4 cr.)
MATH 44900: Introduction to Modern Algebra (4 cr.)

Two of the following:
MATH 32404: Advanced Calculus II (4 cr.)
MATH 32800: Methods of Numerical Analysis (3 cr.)
MATH 34200: History of Mathematics (3 cr.)
MATH 36500: Elements of Combinatorics (4 cr.)
MATH 37600: Mathematical Statistics (4 cr.)
MATH 38100: Discrete Models of Financial Mathematics (3 cr.)
MATH 38200: Continuous Time Models in Financial Mathematics (3 cr.)
MATH 39100: Methods of Differential Equations (3 cr.)

Total credits for Concentration 29-31

Additional Requirements

GENERAL EDUCATION REQUIREMENTS ("PATHWAYS")
In general, students are required to complete 42 credits of General Education coursework, with some adjustments for transfer students. See the General Education Requirements (Pathways) section of the Bulletin for more information. Mathematics students will satisfy their "Pathways" requirements most efficiently by following these recommendations:

Fixed Core
English Composition I: FQWS
English Composition II: ENGL 21003
Mathematical and Quantitative Reasoning: MATH 20100
Life and Physical Sciences: BIO 10100 or BIO 10200 or CHEM 10301 or CHEM 10401 or EAS 10600 or EAS 22700 or PHYS 20300 or PHYS 20400 or PHYS 20700 or PHYS 20800

Flexible Core
World Cultures and Global Issues: any of CLAS offerings in this category
Individual and Society: any of CLAS offerings in this category
U.S. Experience in its Diversity: any of CLAS offerings in this category
Creative Expression: any of CLAS offerings in this category
Scientific World: BIO 10100 or BIO 10200 or CHEM 10301 or CHEM 10401 or EAS 10600 or EAS 22700 or PHYS 20300 or PHYS 20400 or PHYS 20700 or PHYS 20800
Additional course in Scientific World: BIO 10100 or BIO 10200 or CHEM 10301 or CHEM 10401 or EAS 10600 or EAS 22700 or PHYS 20300 or PHYS 20400 or PHYS 20700 or PHYS 20800

**College Option**
Speech 11100, 00380 or exemption on the basis of demonstrated proficiency
Foreign language – two semesters of college-level study, or exemption on the basis of two years of high-school level study, or demonstrated proficiency
Philosophy - any of CLAS offerings in this category

**Requirements for the Minor**
Students enrolled in major programs in other departments can also obtain a minor in Mathematics by completing the following requirements:

**Required courses**
A calculus sequence through MATH 20300
A total of twelve credits at the City College in 30000-level courses (excluding 30500), which includes one of the following:
- 34600: Elements of Linear Algebra 3
- 39200: Linear Algebra and Vector Analysis for Engineers 3

**Electives for Non-Majors**
Students wishing to take courses beyond 20300 are advised to consult with the Assistant Chair on the selection of appropriate courses.

**Advisement**
**Assistant Chair, Major Advisor**
Professor Joseph Bak
NA 8/133; 212-650-5175

**Undergraduate Advisor**
Mr. Chun Sae Park
NA 8/133; 212-650-5105

**Graduate Advisor**
Professor Benjamin Steinberg
NA 6/278; 212-650-5482

**Honors Advisor**
Professor Niel Shell
NA 6/294C; 212-650-5116

**Math Computer Laboratories Supervisor and Placement Advisor**
Mr. Mark Turner
NA 6/272; 212-650-5229

**Tutoring**
The Mathematics Help Desk (MR 418S) offers free tutoring in courses from the elementary level through calculus and differential equations.

**Exemption Credit**
Students can earn exemption credit in any Mathematics course by taking an exemption examination arranged by the Assistant Chair’s office. Exemption from the course is awarded for a grade of 70 or above; credit is granted for a grade of 80 or above. Students who have registered for a course or who have previously failed an exemption examination in a course may not take an exemption examination for that course. The Mathematics Department awards credit for the College Board Advanced Placement Examinations according to the following:
- AP Calculus (AB) score 4 or 5; credit for MATH 20100 or MATH 20500
- AP Calculus (BC) score 4 or 5; credit for MATH 20100 and MATH 20200 or MATH 20500
- AP Calculus (BC) score 3; credit for MATH 20100 or MATH 20500
- AP Statistics; score of 3 or higher; credit for MATH 17300

**Departmental Activities**
The Mathematics Club is open to mathematics majors as well as other student mathematical enthusiasts. The club plans and organizes lectures, discussions and social functions.
The Mathematics Colloquium meets regularly for talks by invited guests as well as Department faculty.
Various seminars meet regularly and discuss selected topics in mathematics.

**Awards and Scholarships**
The Mathematics Department awards several medals, prizes and scholarships to outstanding students.

**The Belden Medal**
To the student or students who complete the Advanced Calculus sequence with distinction.

**The Israel E. Drabkin Memorial Award**
To a promising mathematics student with broad cultural interests.

**The Bennington P. Gill Memorial Award**
To the most promising graduating senior committed to graduate study in Mathematics.

**The Emil L. Post Memorial Award**
To the graduating senior or seniors judged most promising in Mathematics.

**The Dr. Barnett and Jean Hollander Rich Mathematics Scholarships**
Awarded annually to talented and needy undergraduates who have demonstrated superior ability in mathematics and who are preparing for careers in mathematics or math related fields.

**The Harry Schwartz Fellowship**
To a Mathematics Major who has shown promise in Mathematics.

In addition to the medals and prizes listed above, the Mathematics Department annually awards prizes to the students turning in the best final examinations in calculus or related courses over the preceding two semesters.

**Mathematics Course Descriptions**

**Introductory Math Courses**
There are two calculus sequences: MATH 20100, MATH 20200, and MATH 20300; and MATH 20500 and 20900. Entry to the above sequences is determined by the placement examination or completion of the course prerequisites.

MATH 20500 and MATH 20900 may be taken by students who do not intend to study more advanced mathematics (e.g. Biology, Economics, and Architecture majors and students in the Program for Premedical Studies). Students who seek a B.S. degree should check the requirements of their major to determine which calculus sequence is appropriate.

MATH 20300 is a prerequisite for all advanced courses. After MATH 20500, students may take MATH 20200 with the permission of the Assistant Chair. Without prior approval by the Assistant Chair no credit is allowed for an introductory course if a more advanced course has previously been completed.

MATH 15000: Mathematics for the Contemporary World
Bombarded by statistics, assailed by advertisers and advocates of all persuasions, the average person needs mathematics to make sense of the world. This course aims to give students the tools needed to critically examine the quantitative issues of our times. Students will learn the basics of logical reasoning, the use of graphs and algebra to create quantitative models, and the role of statistics and probability in analyzing data. We will apply these ideas to assess the quantitative claims raised in contemporary case studies commonly discussed in the media. 3 hr./wk.; 3 cr.

MATH 17300: Introduction to Probability and Statistics
Descriptive statistics and frequency histograms; measures of location and dispersion; elementary probability; permutations and combinations; multiplication rule and conditional probability; Bayes’ Theorem; independent events; random variables, expected values; applications to binomial, hypergeometric, uniform and normal distributions; the Central Limit Theorem; testing statistical hypotheses; correlation; linear regression and least squares. Prereq.: placement by the Department. Credit will be given for only one of the following courses: MATH 17300, ECO 29500, PSY 21500, SOC 23100. 4 hr./wk.; 4 cr.

MATH 17700: Introduction to Biostatistics
The course is designed to provide an introduction to statistics for the biostatistics major. Topics include: descriptive statistics, fundamentals of hypothesis testing, estimation, confidence intervals, Z-tests, t-tests, chi-squared tests, analysis of variance, nonparametric tests, survival analysis and odds ratio. Biomedical applications and software implementation are emphasized for each topic. Prereq.: Placement by the Department. 3 lect., 1 lab. hr./wk.; 3 cr.

MATH 18000: Quantitative Reasoning
Investigation of the basis for elementary operations in concrete situations, such as addition, subtraction, multiplication, and division. Understanding of, and proficiency in, elementary mathematics is essential for a functioning democracy. 3 hr./wk.; 3 cr.
linear and exponential growth in situations, formulas, and graphs; rate of change; geometry of measurement; units, dimension, and scaling. Prereq.: placement by the Department. 4 hr./wk.; 3 cr.

MATH 18500: Basic Ideas in Mathematics
Problem solving, sets, operations with sets, functions, numerical systems with different bases, topics in number theory, probability and geometry. Includes writing exercises and collaborative work. This course is for potential education majors only. Prereq.: A grade of C or higher in MATH 18000 or placement by the department. 4 hr./wk.; 3 cr.

MATH 19000: College Algebra and Trigonometry
Introduction to functions, rational expressions and their applications, rational exponents, conic sections, Gaussian elimination and determinants, nonlinear systems of equations, introductions to trigonometric functions. Prereq.: placement at college entry or by subsequent examination. 4 hr./wk.; 2 cr.

MATH 19500: Precalculus
Intervals, inequalities, operations on functions, inverse functions, graphing polynomial functions, intervals, inequalities, operations on functions, inverse functions, graphing polynomial functions, exponential and logarithmic functions, trigonometric functions and formulas. Prereq.: A grade of C or higher in MATH 19000 or placement by the department. 4 hr./wk.; 3 cr.

MATH 20100: Calculus I
Limits, derivatives, rules of differentiation, trigonometric functions and their derivatives, differentials, graph sketching, maximum and minimum problems, related rates, conic sections, introduction to vectors. Prereq.: A grade of C or higher in MATH 19500 or placement by the Department. Credit will be given for only one of the following courses: MATH 20100, MATH 20200, MATH 20300 or MATH 20500. 4 hr./wk.; 3 cr.

MATH 20200: Calculus II
Introduction to integration and areas; application to solids of revolution and work; definition of exponential and logarithmic functions; integration of trigonometric, exponential and logarithmic functions, analytical and numerical methods of integration, improper and infinite integrals, polar coordinates; parametric representation of curves. Prereq.: A grade of C or higher in MATH 20100 or placement by the Department. After completion of MATH 20900, only 3 credits will be given for MATH 20200. (Part of sequence MATH 20100, MATH 20200, MATH 20300.) 4 hr./wk.; 3 cr.

MATH 20300: Calculus III
Vectors, infinite series, Taylor's theorem, solid analytic geometry, partial derivatives, multiple integrals with applications. Interpretations and calculations using Matlab software. Prereq.: A grade of C or higher in MATH 20200 or placement by the Department. 4 lect., 1 lab hr./wk.; 4 cr.

MATH 20500: Elements of Calculus
Limits, derivatives, rules of differentiation, differentials, graph sketching, maximum and minimum problems, related rates, exponential and logarithmic functions, exponential and logarithmic functions, trigonometric functions and formulas. Prereq.: A grade of C or higher in MATH 19500 or placement by the Department. Credit will be given for only one of the following courses: MATH 20100, MATH 20200, MATH 20300. (Recommended for Architecture and Economics majors.) 4 hr./wk.; 4 cr.

MATH 20900: Elements of Calculus and Statistics
Introduction to differential equations including numerical methods; qualitative analysis of solutions; phase plane analysis for systems; biological applications; analysis of univariate and bivariate data; regression and correlation; random variables; the normal, Poisson and binomial distributions; statistical inference; the use of spreadsheets such as Excel is used throughout the course. Prereq.: A grade of C or higher in MATH 20500 or placement by the Department. (Part of sequence MATH 20500, MATH 20900 for Biology majors.) 4 hr./wk.; 4 cr.

Advanced Math Courses
MATH 30800: Bridge to Advanced Mathematics
This course explores the logical and foundational structures of mathematics, with an emphasis on understanding proofs. Topics include set theory, logic, mathematical induction, relations and orders, functions, Cantor's theory of countability, and development of the real number system. Prereq.: A grade of C or higher in MATH 20300 or placement by the Department. 3 hr./wk.; 3 cr.

MATH 32300: Advanced Calculus I
Sequences, properties of continuous functions, derivatives and differentials, functions defined by series, integrability and integrals, convergence of function sequences. Prereq.: Grade of C or higher in MATH 30800 or placement by the Department. 4 hr./wk.; 4 cr.

MATH 32404: Advanced Calculus II
Sequences, continuity, compactness, completeness, differentiation and integration in R^n, implicit and inverse function theorems, line and surface integrals, theorems of Green, Gauss and Stokes. Prereq.: Grades of C or higher in MATH 32300 and MATH 34600 or placement by the Department. (Part of sequence 32300, 32404.) 4 hr./wk.; 4 cr.

MATH 32800: Methods of Numerical Analysis
Solution of equations by iteration techniques; Lagrange and Newton interpolation, Neville's method, divided differences, cubic splines; numerical integration, Romberg integration; systems of linear equations and pivoting techniques; Runge-Kutta methods for initial value problems. Prereq.: A grade of C or higher in MATH 34600, or MATH 39200, or placement by the Department and knowledge of Matlab or other high level programming language. Pre/CoReq.: MATH 39100. 3 hr./wk.; 3 cr.

MATH 34200: History of Mathematics
Historical development of mathematical ideas and methods in geometry, theory of numbers, algebra, and analysis. Prereq.: Grade of C or higher in MATH 30800, (W) 3 hr./wk.; 3 cr.

MATH 34500: Theory of Numbers
Divisibility, primes, fundamental theorem of arithmetic, congruences, number theory from an algebraic viewpoint, quadratic reciprocity, number theoretic functions, diophantine equations. Prereq.: A grade of C or higher in MATH 30800 or placement by the Department. 3 hr./wk.; 3 cr.

MATH 34600: Elements of Linear Algebra
Vector spaces, basis and dimension, matrices, linear transformations, determinants, solution of systems of linear equations, eigenvalues, and eigenvectors. Prereq.: Grade of C or higher in MATH 20300 or placement by the department. (After completion of MATH 39200 only 2 credits will be given for MATH 34600). 3 hr./wk.; 3 cr.

MATH 34700: Elements of Modern Algebra
Sets, mappings, rings, isomorphisms, integral domains, properties of integers, fields, rational numbers, complex numbers, polynomials, groups. PreReq.: Grades of C or higher in MATH 30800 and MATH 34600 or placement by the Department. Partial credit may be given for MATH 44900 after completion of MATH 34700. Recommended for prospective teachers and others who want a basic course in abstract algebra. 4 hr./wk.; 4 cr.

MATH 36000: Introduction to Modern Geometry
Logical deficiencies in Euclidean geometry, Euclid’s parallel postulate, introduction to non-Euclidean geometry, the logical consistency of the non-Euclidean geometries, Hilbert’s Axioms. Prereq.: A grade of C or higher in MATH 30800 or placement by the Department. 3 hr./wk.; 3 cr.

MATH 36500: Elements of Combinatorics
The three problems of combinatorics (existence, counting, optimization), basic counting rules, graph theory, generating functions, principles of inclusion and exclusion, principle, selected additional topics. Prereq.: A grade of C or higher in MATH 20300 or placement by the Department. 4 hr./wk.; 4 cr.

MATH 36600: Introduction to Applied Mathematical Computation
Calculus, linear algebra, elements and applications of probability theory are examined through use of Matlab. Topics selected from symbolic and numerical problems in analysis; matrices, linear mappings, eigenvalues and applications; queueing theory; random numbers and simulations; graphics. Prereq.: A grade of C or higher in MATH 34600 or placement by the Department. 3 hr./wk.; 3 cr.

MATH 37500: Elements of Probability Theory
Permutations and combinations, conditional probability, independent events, random variables, probability distributions and densities, expectation and variance, moment generating functions, functions of random variables, Central Limit Theorem, sampling, confidence intervals. Prereq.: A grade of C or higher in MATH 20300 or placement by the Department. 4 hr./wk.; 4 cr.

MATH 37600: Mathematical Statistics
The gamma, chi-square, T, F, and bivariate normal distributions; Central Limit Theorem; confidence intervals and tests of hypothesis; the Neymen-Pearson Theorem; likelihood ratio test; estimation; sufficiency, unbiasedness, completeness; the Rao-Blackwell Theorem; the Rao-Cramer inequality; the method of maximum likelihood; the chi-square test; introduction to the analysis of variance and regression. Prereq.: A grade of C or higher in MATH 37500 or placement by the Department. 4 hr./wk.; 4 cr.

MATH 37700: Applied Statistics and Probability
Introduction to SPSS; Introduction to Matlab; modeling and construction of random variables; study of Z, chi-square, t, and F distributions; study of order statistics; determination of p-values; understanding of hypothesis testing and confidence intervals; organization of data; various descriptive statistics such
MATH 38100: Discrete Models of Financial Mathematics
Definitions of options and exotic options on stocks, interests rates and indices; binomial trees; volatility and methods to estimate volatility; continuous models and Black-Scholes; hedging; bond models and interest rate options; spreadsheet methods and computational methods including difference methods and Monte Carlo simulations. Prereq.: A grade of C or higher in MATH 20200 or placement by the Department. 3 hr./wk.; 3 cr.

MATH 38200: Continuous Time Models in Financial Mathematics
Review of discrete time models and binomial trees. Cox, Ross, Rubinstein approach to the Black-Scholes model; Black-Scholes equation and option pricing formulae; Brownian motion and stochastic differential equations; Ito's calculus and Ito's lemma; stopping times; the heat equation; option pricing and the heat equation; numerical solution of parabolic partial differential equations; interest rate models; simulation and financial models. Prereq.: A grade of C or higher in MATH 20200 or placement by the Department. 3 hr./wk.; 3 cr.

MATH 39100: Methods of Differential Equations
First order equations; higher order linear equations with constant coefficients, undetermined coefficients, variation of parameters, applications; Euler's equation, series solutions, special functions; linear systems; elementary partial differential equations and separation of variables; Fourier series. Prereq.: A grade of C or higher in MATH 20300 or placement by the Department. 3 hr./wk.; 3 cr.

MATH 39200: Linear Algebra and Vector Analysis for Engineers
Matrix theory, linear equations, Gauss elimination, determinants, eigenvalue problems and first order systems of ordinary differential equations, vector field theory, theorems of Green, Stokes, and Gauss. Prereq.: A grade of C or higher in MATH 20300 or placement by the Department. No specializations credit will be given for both MATH 32404 and MATH 39200. (After completion of MATH 34600 only 2 credits will be given for MATH 39200.) 3 hr./wk.; 3 cr.

MATH 39300: Laplace and Fourier Transforms for Scientists and Engineers
Fourier series, the Fourier transform, discrete Fourier analysis, wavelet analysis, multisresolution analysis, computer applications using Matlab. Prereq.: A grade of C or higher in MATH 39100 or placement by the Department. 4 hr./wk.; 4 cr.

MATH 39500: Complex Variables for Scientists and Engineers
Linear algebra and vector analysis, conformal mapping, elementary, entire, meromorphic functions, Cauchy integral formulas, analyticity power series, the residue theorem and applications. Prereq.: A grade of C or higher in MATH 39100 or placement by the Department. After completion of MATH 43200, only 2 credits will be given for MATH 39500. 4 hr./wk.; 4 cr.

MATH 39900: Selected Topics in Mathematics
Topics to be chosen from the areas of probability, statistics, game theory, combinatorial analysis, etc. Prereq.: To be determined by the instructor. 3 hr./wk.; 3 cr.

MATH 44000: Mathematical Logic
The propositional calculus, the sentential calculus, normal forms, first order theories, consistency, categoricity, decidability, Godel's incompleteness theorem, the Loewenheim-Skolem theorem. Prereq.: A grade of C or higher in MATH 32300 or permission of the instructor. 4 hr./wk.; 4 cr.

MATH 44900: Modern Algebra I
Groups, rings, fields. Prereq.: A grade of C or higher in MATH 32300 and MATH 34600 or placement by the Department. Partial credit may be given for MATH 44900 after completion of MATH 34700. 4 hr./wk.; 4 cr.

MATH 46000: Differential Geometry
The theory of curves and surfaces in three-dimensional space: frames, fundamental forms, geodesics; curvature of surfaces; surfaces with boundary, the Gauss-Bonnet Theorem; introduction to Riemannian metrics. Prereq.: Grade of C or higher in MATH 32404. 4 hr./wk.; 4 cr.

MATH 46300: Topology I
A course in general topology. Sets of points on the real line and in general abstract spaces, relations between sets of points and between a set and the space containing it, operations with sets, open sets, countability, compactness, connectedness, maps, continuity, metric spaces, general topological spaces. Prereq.: A grade of C or higher in MATH 32404 or placement by the Department. 4 hr./wk.; 4 cr.

MATH 46700: Mathematical Modeling
Problems from industry, mathematical models, process of mathematical abstraction, problem-solving techniques, application of solutions. Prereq.: Grades of C or higher in MATH 34600, MATH 36600, MATH 37500, and MATH 39100 or placement by the Department. 3 hr./wk.; 3 cr.

MATH 47700: Stochastic Processes I
Special topics in probability such as stochastic processes, Markov chains. Prereq.: A grade of C or higher in MATH 34600, and MATH 37500 or placement by the Department. 4 hr./wk.; 4 cr.

MATH 47800: Advanced Mathematical Statistics
The multivariate normal distribution, multiple and partial correlation, regression and least squares, the analysis of variance. Prereq.: A grade of C or higher in MATH 34600 and MATH 37600 or placement by the Department. 4 hr./wk.; 4 cr.

MATH 51100: Selected Topics in Pure Mathematics
Topics to be chosen from the areas of algebra, analysis, topology, geometry, and logic. Prereq.: To be determined by the instructor. 3 hr./wk.; 3 cr.

MATH 51200: Selected Topics in Classical Analysis
Topics to be chosen from applied mathematics and related fields. Typical subjects are: asymptotic methods, wave propagation, mathematical biology. Prereq.: MATH 34600, MATH 39100, and other requirements to be determined by the instructor. 3 hr./wk.; 4 cr.

MATH 51300: Selected Topics in Probability, Statistics, and Operations Research
Topics to be chosen from the areas of probability, statistics, game theory, combinatorial analysis, etc. Prereq.: To be determined by the instructor. 3 hr./wk.; 4 cr.

Honors and Special Courses
MATH 30100-30400: Honors I-IV
Approval of Department Honors Advisor required. Credit flexible but usually 3 credits per term.

MATH 31000: Independent Study
A program of independent study under the direction of a member of the Department with the approval of the Assistant Chair. Credit may be from 1-4 credits, as determined before registration by the instructor with the approval of the Assistant Chair.

MATH 31100-32000: Selected Topics in Mathematics
Topics not covered in the usual department offerings. Topics vary from semester to semester, depending on student and instructor interest. Prerequisites as determined by the instructor. Credits and hours will be determined by the instructor and the department, with a maximum of 4 credits per course.

Graduate Courses Open to Undergraduates
Qualified students may take, with departmental approval, any course available in the master's program in Mathematics or the first year of the doctoral program in Mathematics. These courses are described in the appropriate catalogs.

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Faculty
Ethan Akin, Professor
B.S., CCNY; Ph.D., Princeton Univ.
Asohan Amarasingham, Assistant Professor
B.S. Univ. of Virginia; M.S., Ph.D. Brown Univ.,
Matthew Auth, Lecturer
B.A., Brandeis Univ.; Ph.D., Univ. of Massachusetts
Joseph Bak, Associate Professor
B.A., Yeshiva Univ., M.A., Ph.D.
Mark Brown, Professor
B.S., CCNY, M.S.; Ph.D., Stanford Univ.
Gautam Chinta, Professor
B.S., Yale Univ.; Ph.D., Columbia Univ.
Sean Cleary, Professor
A.B., Cornell Univ.; Ph.D., Univ. of California (Los Angeles)
Brook Feigon, Assistant Professor
B.S. Stanford Univ.; M.A., Ph.D. Univ. of California (Los Angeles)
Edward Grossman, Professor
A.B., New York Univ., Ph.D.
W. Patrick Hooper, Assistant Professor
B.S., Univ. of Maryland (College Park), M.A.; Ph.D., SUNY (Stony Brook)
Jay Jorgenson, Professor
B.S., Univ. of Minnesota; M.S., Stanford Univ., Ph.D.
Ralph D. Kopperman, Professor
A.B., Columbia Univ.; Ph.D., M.I.T.
Tamara Kuchernko, Lecturer
Dipl., Kharkov National Univ.; Ph.D., Univ. of Missouri
Andréa Marchese, Lecturer
B.A. Pace Univ.; M.A., M.S.,Ph.D, SUNY (Stony Brook)
Michael Marcus, Professor
B.S., Princeton Univ.; M.S., M.I.T., Ph.D.
Stanley Ocken, Professor
A.B., Columbia Univ.; M.A. Princeton Univ., Ph.D.
Chun Sae Park, Lecturer
B.S., CCNY, M.A.
Thea Pignataro, Associate Professor
B.S., Polytechnic Inst. of New York; M.A., Princeton Univ., Ph.D.
Rochelle Ring, Associate Professor
B.S., CCNY; M.S., New York Univ., Ph.D.
Bianca Santoro, Assistant Professor
B.S., Pontificia Universidade Católica do Rio de Janeiro, M.S.; Ph.D., M.I.T.
Niel Shell, Professor
B.S., Polytechnic Inst. of New York, M.S., Ph.D.
Vladimir Shpilrain, Professor
M.A., Moscow State Univ., Ph.D.
Benjamin Steinberg, Professor
B.A. Rice Univ.; Ph.D. Univ. of California (Berkeley)
Arthur Szlam, Assistant Professor
B.S., M.S. Emory Univ.; Ph.D, Yale Univ.
Christian Wolf, Associate Professor and Chair
Dipl. -Math., Univ. of Munich; Ph.D, Technical Univ. of Munich
Professor Emeritus
Jacob Barshay
Gilbert Baumslag
Isaac Chavel
Harvey Cohn
Morton Davis
Michael Engber
Jacob Eli Goodman
Alberto Guzman
Raymond Hoobler
Karel Hrbacek
John Landolfi
Jonah Mann
John Miller
Bernard Sohmer
William Sit
Fred Supnick
Norman Wagner
Department of Media and Communication Arts

(Division of Humanities and the Arts)

Professor Jerry Carlson, Chair • Department Office: SH 472 • Tel: 212-650-7167

General Information
The City College offers the following undergraduate degrees in Media and Communication Arts:
- B.A. in Communications
- B.F.A. in Film and Video

Programs and Objectives
Established in 1984, the Department of Media and Communication Arts combines history, theory, and critical analysis of the media with hands-on practical experience. This liberal-arts based, professionally-oriented department offers a broad education in media studies and writing and research in media studies with concentrations in the following:
- Advertising and Public Relations (B.A.)
- Film and Video Production (B.F.A.)
- Journalism (Minor)
- Cinema Studies (Minor)

Advertising and Public Relations
The Advertising/Public Relations program offers a competitive professional communications education. Students must apply to be accepted to this major. In addition to providing a rigorous curriculum which explores current theories in integrated marketing, advertising, corporate communications, public relations, and communications management, the Ad/PR Program is dedicated to delivering the sort of practical knowledge and hands-on experiences which students can only get by studying in New York City, the communications capital of the world.

Students are introduced to the techniques of writing and producing campaigns that market an idea, service, product or institution to specific audiences and stakeholders. Emphasis is on market research and measurement, strategic planning, and ethical execution of advertising and public relations campaigns through print, broadcast, Internet and social media.

While students have hands-on experience in creating their own advertising and public relations campaigns, research, writing, critical analysis skills and presentation skills are strongly emphasized in all classes.

In the senior workshop, students create an integrated communications campaign for an actual client and graduate with a professional portfolio of their work in advertising and public relations.

The Department strongly encourages its majors to apply for one or two internships, particularly in the senior year. Developed specifically for Media and Communication Arts majors, the internship program places students in a wide variety of well-known and respected agencies, firms and corporations. Students can receive up to six credits for their internship experiences.

The Department hosts student member chapters of the American Advertising Federation (AAF) and Public Relations Society of America (PRSSA). We provide intensive hands-on experience utilizing the latest technology in fiction and documentary media production. Embedded in a Liberal Arts academic environment, the program nurtures students to discover their own creative voice and provides them with the knowledge and diverse skills to enter an ever-changing media world, or to continue their studies in a graduate program.

Program Description
First established in 1941 as Masters Institute of Film Techniques, the Film & Video program in the Department of Media & Communication Arts at CCNY is one of the oldest film programs in the country. It is the only undergraduate program in the CUNY system to offer a B.F.A. degree in Film & Video.

The B.F.A. in Film & Video program provides a broad range of fundamental production skills in the areas of fiction and documentary media production. Courses in screenwriting, production, and editing prepare students to produce their own projects in digital video. In addition to production courses, students must also take courses in history, theory, and aesthetics of film to develop their own creative voice and provides them with the knowledge and diverse skills to enter an ever-changing media world, or to continue their studies in a graduate program.

Admission
Students applying to the B.F.A. program through a second application process. Applications forms to the B.F.A. program are available in the Department of Media & Communication Arts, SH 472, 212-650-7167 or online at www.ccny.cuny.edu/prospective/humanities/mca http://www.ccny.cuny.edu/prospective/humanities/mca.

Twenty-five students are admitted to the B.F.A. program each year with the program of study beginning in the fall semester. Students must apply in the spring semester preceding the fall semester they wish to start. Most students apply during their sophomore year; the program does not accept first semester freshmen. In addition, you must have completed, or be in the process of completing, MCA 10100, MCA 10500, and MCA 12100 when applying to the program.

Transfer Students
Transfer students should take special care in coordinating their transfer to the College, applying to the B.F.A. program, and satisfying the pre-requisite courses mentioned above. Students should first get a transcript evaluation of their general education courses done through the academic advisors in the Division of Humanities and Arts, NA 5/225, 212-650-8166. Those transferring from another film and video program or having taken courses related to media, must then get their course work evaluated through the academic department of study.
advisors of the B.F.A. program in MCA. This is to determine if any transfer credits can be applied to the three pre-requisite courses or for any other course in the B.F.A. curriculum.

Admissions Criteria and Creative Portfolio

Students are evaluated and admitted to the program based on 4 criteria:

• Creative Portfolio*  
• One page Personal Statement  
• A grade of “C” or better in MCA 10100, MCA 10500, and MCA 12100  
• A 2.7 cumulative G.P.A.

*The creative portfolio should consist of film/video work that the student has had major creative input on. It should demonstrate basic technical ability and a sense of visual storytelling. Having a polished, professionally created project is not a criterion for the portfolio. The portfolio work can be established in several ways:

• Projects created in MCA 10500: Introduction to Media Production.  
• Projects created at other colleges (transfer students).  
• Projects independently produced outside of college.

Overview of the B.F.A. Program Projects

The B.F.A. degree in Film & Video requires a minimum of 54 credits, which includes the prerequisite courses MCA 10100, MCA 10500, and MCA 12100. The program of study starts each fall semester and is completed in a 4 semester, 2-year cycle. The department is not open during the summer although the program will occasionally offer a critical studies course during the summer session. Not all courses in the curriculum are offered every semester, and a student who misses or fails a course will be “out of sequence” and may have to wait for another year for the course to be offered again.

G.P.A. – Students are required to maintain a 3.0 G.P.A. within the major to remain matriculated in the program. Transcripts are reviewed at the end of every semester by the B.F.A. advisors to determine your G.P.A. and status in the program.

Thesis Projects

A thesis project is required of all students to graduate with a B.F.A. degree. Each student will have the option to choose one of the following three for the thesis project; the student must declare his or her project by the end of the Fall II semester (the third semester in the 4 semester cycle.)

• a film or video production that is no longer than 10 minutes
• a fiction screenplay no longer than 30 pages
• a 25-50 page research paper in an area of critical studies

These options allow the student to create a thesis project that reflects his or her personal interest and strengths whether it is in production, as a screenwriter, or in the area of critical studies. The B.F.A. program reserves the right to determine the final number of thesis projects in each category.

Equipment & Facilities

Undergraduate students in the B.F.A. Film and Video program use 16mm film, as well as standard and Hi-Definition video cameras. Location and studio lighting equipment are available as well as sound recording and audio equipment. Editing facilities consist of non-linear digital editing labs with Final Cut Pro editing software and Macintosh computer systems. In addition, the department has film and video projection theatres, two production studios, a “black box” theatre space, and a resource center.

Journalism

Students learn the essentials of reporting and writing in the areas of print, radio and web-based production. The concentration is geared toward students interested in an interdisciplinary approach. Using the research and reporting techniques of journalism, students are encouraged to use New York City as a laboratory, exploring the city’s people, communities, government, art and culture. In addition to its full-time teaching staff, the program attracts leading journalists as lecturers and teachers.

The minor provides instruction in the principles and practices of journalism, emphasizing the development of strong writing skills, with emphasis on the intellectual and ethical issues they will face in the profession. Through the six courses (four of which are required and two of which are electives) students learn how to write and produce features, hard news stories, and profiles that can be part of their portfolios in each medium. As part of the curriculum, students also work at WHCR (“The Voice of Harlem”), the College’s community radio station, where they learn both production and radio journalism.

Students are encouraged to do one or two journalism internships before they graduate, taking advantage of the numerous opportunities that exist living and studying in the media capital of the world. Upon graduating, students are prepared to pursue entry-level jobs in journalism in all forms of media or graduate level studies in either journalism or other disciplines.

Requirements for All Majors

The following requirements apply to all students entering the College in the Fall 2009 semester or thereafter. Currently enrolled students are subject to the requirements in effect when they declared their major. Students reentering the college or transferring from other institutions with credits in the major should consult the appropriate Program Director for applicability of those courses to the current requirements.

A 2.5 GPA in the major is required for graduation. The GPA in the major is calculated from courses in the major based in the major department only, and that have been taken at City College or through ePertmit, including all courses in excess of the minimum required for the degree. In addition, students must maintain an overall GPA of 2.5 and above to graduate with a degree from the Department of Media & Communication Arts.

Requirements for the B.A. in Advertising and Public Relations

Program Director: Prof. Lynn Appelbaum

All majors in the B.A. in Advertising and Public Relations must maintain a minimum overall G.P.A. 2.5 and a minimum 2.5 G.P.A. in the Ad/PR specialization to remain in the major.

Required Courses

Note: MCA 10100 (3 cr.) is the prerequisite to all B.A. courses.

- MCA 20900: Introduction to Public Relations (3 cr.)
- MCA 21000: Introduction to Advertising (3 cr.)
- MCA 36000: Corporate Communications (3 cr.)
- MCA 36600: Market Research (3 cr.)
- MCA 36200: Public Relations Writing (3 cr.)
- MCA 36300: Advertising Copywriting (3 cr.)
- MCA 37500: Advertising Management I (3 cr.)
- MCA 37600: Advertising Management II (3 cr.)
- MCA 40100: Ethics and Values in Communications (3 cr.)
- MCA 46800: Advertising & Public Relations Workshop I (3 cr.)

Electives:

- MCA 21100: Advertising and Public Relations Production (3 cr.)
- MCA 23300: Introduction to Journalism (3 cr.)
- MCA 36500: Social Media Strategies (3 cr.)
- MCA 36700: Entrepreneurship for Media Studies (3 cr.)
- MCA 36800: Media Planning (3 cr.)
- MCA 37400: Event Planning (3 cr.)
- MCA 29900: Internship I (1-6 cr.)
- MCA 39900: Internship II (1-6 cr.)

Total Credits for the B.A. 36

Requirements for the B.F.A. Degree

Program Director: Prof. Herman Lew

BFA Film & Video students are required to maintain a major GPA of 3.0 or higher.

Required Courses

Note: MCA 10100, MCA 10500 and MCA 12100 (total 9 cr.) are prerequisites to all B.F.A. courses.

- MCA 20000: Introduction to Film Production (3 cr.)
- MCA 20500: Editing (3 cr.)
- MCA 21500: Sound Production & Design (3 cr.)
- MCA 22100: History & Theory of Film I (3 cr.)
- MCA 22200: History & Theory of Film II (3 cr.)
- MCA 23200: Documentary Workshop I (3 cr.)
- MCA 30100: Critical Approaches to Independent Cinema (3 cr.)
- MCA 32100: Motion Picture Production Workshop I (3 cr.)
- MCA 32300: Screenwriting Workshop I (3 cr.)
- MCA 32500: Directing for Film & Video (3 cr.)
- MCA 42400: Senior Writing Workshop (3 cr.)
- MCA 42600: Digital Post Production (3 cr.)

One of the following two:

- MCA 42200: Motion Picture Production Workshop II (3 cr.)
- MCA 43200: Documentary Workshop II (3 cr.)

One of the following four:

- MCA 40200: Critical Approaches to Film Directors (3 cr.)
- MCA 40300: The Documentary in Film & Television (3 cr.)
- MCA 40400: Studies in Film History & Aesthetics (3 cr.)
- MCA 29900-39900: Internship (3 cr.)

Total Credits for the B.F.A. 45
Requirements for the Minor in Journalism

Required Courses
MCA 10100: Introduction to Media Studies 3
MCA 23300: Introduction to Journalism 3
MCA 33300: Reporting and Writing 3
One of the following two:
MCA 34100: Radio Journalism 3
or
MCA 34300: Television Journalism 3
Two electives from departmental list 6
Total Credits 18

Requirements for the Minor in Cinema Studies

Required Courses
MCA 12100: Introduction to Film Studies 3
MCA 22100: History and Theory of Film I 3
Three courses from the following list: 9
ANTH 27200: Television and Film
ANTH 24900: Visual Anthropology
ASIA 31116: Japanese Film
ASIA 31825: Chinese Film
ASIA 31826: Chinese Film and Literature
ASIA 31100: Images of Asian Women through Film and Literature
ENGL 35303: Shakespeare on Film
ENGL 41414: Feminist Literature and Film
FREN 33300: French Cinema and Literature
ITAL 28700: Italian Cinema and Literature
SPAN 33000: Representations of Contemporary Spain in its Cinema
SPAN 33100: Representation of Latin America in its Cinema
HIST 46900: Indian Cinema and Popular Culture
JWST 31113: The Hollywood Jew
JWST 31116: The Jew in European Film
JWST 31402: Contemporary Israel and Palenstine in Cinema
MCA 22200: History and Theory of Film II
MCA 30100: Critical Approaches to Independent Cinema
MCA 40200: Critical Approaches to Film Directors
MCA 40400: Studies in Film History and Aesthetics
PHIL 31404: Philosophy and Film
Total Credits 15

General Education Requirements (“Pathways”)
In general, students are required to complete 42 credits of General Education coursework, with some adjustments for transfer students. See the General Education Requirements (“Pathways”) section of the Bulletin for more information.

Electives for Non-Majors
B.A. courses in the Department are open to non-majors with the approval of the program directors, provided prerequisites have been met. Students should see the appropriate program director for information.
MCA 10100: Introduction to Media Studies
MCA 10500: Introduction to Media Production
MCA 12100: Introduction to Film Studies
MCA 23300: Introduction to Journalism

Internships
Students who are declared Media and Communication Arts majors or journalism minors may apply for internship credit if they meet the following qualifications: a total G.P.A. of 2.5 or above; completion of a minimum of 15 credits toward the major with a G.P.A. in the major of 2.5; completion of a minimum of 70 academic credits. Life experience or previous internship credit is not acceptable.
Students can earn one, two, or three credits per internship and may take two internships (three, with permission of the Internship Director) during their undergraduate training. The number of credits per internship is determined by the Internship Director, based on hours worked.
Internships usually require students to work on-site 8-20 hours per week for 15 weeks.
All internships must be approved by the Internship Director in advance.
Internships are available through the MCA Department and the College’s Career Services Center located in the North Academic Center. Students must apply through the Department and be approved before starting an internship. The number of credits earned is decided by the Director. Applications are available in SH 472A, the office of the Internship Director.

Advisement
Upon enrolling as a major, each student is assigned a faculty advisor. For new majors and those who do not have an assigned advisor, see the appropriate Program Director.

Advertising and Public Relations
Professor Lynn Appelbaum, B.A. Program Director
SH 472A; 212-650-6561

Film and Video Production
Professor Herman Lew, B.F.A. Program Director
SH 473; 212-650-6558

Journalism
SH 472; 212-650-7167

Facilities and Equipment
Located in historic Shepard Hall, the Department of Media and Communication Arts provides a wide variety of equipment and facilities for film and video production, advertising and public relations, and journalism. Students enrolled in the appropriate courses have access to equipment and facilities that will support their education in the department as well as prepare them for industry standards when they graduate.

WHCR-FM (90.3)
The College’s low-power FM radio station, reaching all of upper Manhattan, serves the Harlem community especially and functions as a laboratory for Communications majors.

The Richard S. Cohen Resource Center
The Richard S. Cohen Resource Center is a comfortable setting for individual viewing of film and video, and reading and studying magazines, journals and newspapers.
The holdings include a few hundred VHS and DVD format films, a selection of film, advertising, PR and new media journals, political commentary magazines and the major metropolitan newspapers.

Computer Labs
Three labs with networked computers for word processing, data research, telecommunications, and simple desk-top publishing and advanced graphics design programs.

The Picker Center
The Picker Center brings to the Department of Media and Communication Arts distinguished scholars, artists, and media professionals. The Center sponsors events that promote a knowledge of the roles that the media arts play in contemporary society. No less important, the events serve to put students in contact with practitioners from the media professions. These encounters range from visits to small classes to gatherings open to the entire community. In the past, for example, Academy Award winning director Jonathan Demme offered a master class to directing students while producer Maggie Rienzi and director John Sayles previewed a feature film for the college community. The Picker family now includes several generations of distinguished film professionals. For many years, their philanthropy supported the department’s B.F.A. program which trained such filmmakers as Julie Dash (Daughters of the Dust) and Joseph Vasquez (Hangin’ with the Homeboys).

Awards and Scholarships

Communications Alumni Award
For excellence in Media and Communication Arts.

L.L. Richard Guylay Class of 1934 Prize
For a member of the editorial staff who has demonstrated outstanding commitment to The Campus paper throughout the year.

Irving Rosenthal Award
For an outstanding journalism student.
Applying to the BFA program in Film/Video.) 3 hr./wk.; 3 cr.

or business through documents and advertisements. Coreq.: MCA 21000. 3 cr.

personal computers to learn the basic applications of electronic layout and
dativa presentation skills essential for success in the highly competitive
communication industries. Open to all students in good academic standing. (Required for all Advertising/PR and Film/Video majors; open to other stu-
dents as an elective. This class replaces MCA 20200 as a pre-requisite for
applying to the BFA program in Film/Video.) 3 hr./wk.; 3 cr.

MCA 31100-32000: Selected Topics
Advanced study in selected topics in the areas of film and video, advertising
and public relations and journalism with emphasis upon aspects not treated
in regular courses. Hours and credits to be arranged.

Advertising and Public Relations Courses

MCA 20900: Introduction to Public Relations
This course introduces students to the fundamental concepts and theories
behind persuasive communications and the application to public relations.
Public opinion, audience research, media relations and tools for effective
communications using the Internet and traditional methods are also ex-
plored. Students develop and present a public relations proposal, incorpo-
rating research, objectives, strategy and tactics and evaluation techniques as
culmination to the course. Prereq.: MCA 10100. Open only to Ad/PR majors
or by permission of the instructor. 3 hr./wk.; 3 cr.

MCA 21000: Introduction to Advertising
This class provides an introduction to the advertising industry. Students
analyze campaigns from a marketing viewpoint and evaluate placement and
effectiveness of visual and written advertisements. Advertising strategies and
campaign development are introduced. Prereq.: MCA 10100. Open only to
Ad/PR majors or by permission of the instructor. 3 hr./wk.; 3 cr.

MCA 21100: Advertising and Public Relations Production
In this course, students learn the art and science of preparing typography,
graphic design, illustration and photography for printed documents used in
the advertising and public relations professions. This is an essential skill for
entry-level positions in this communications specialization. Students work on
personal computers to learn the basic applications of electronic layout and
design as a means of creating a cohesive visual message for an organization
or business through documents and advertisements. Coreq.: MCA 21000. 3
hr./wk.; 3 cr.

MCA 35000: Corporate Communications
This class familiarizes students with planning and implementing communica-
tions strategies for corporations and institutions. Through case studies, stu-
dents examine communications issues for internal and external audiences, and
learn how to conduct research, set objectives and effectively communi-
cate through a variety of tactics. Topics include creating brand value through
public relations, integrated marketing communications, media relations, and
crisis communications. Prereq.: ENGL 11000, MCA 20900. 3 hrs./wk.; 3 cr.

MCA 36000: Marketing Research
This course examines how to identify the necessary information to satisfy
customers’ needs and interests and make the marketing plan work. Students
examine the role of marketing research in the advertising or public relations
firm, different research designs, data collection procedures, sampling issues,
data analysis techniques and how to write a research report. Prereq.: MCA
20900 and MCA 21000. 3 hr./wk.; 3 cr.

MCA 36200: Public Relations Writing
Students learn how to create persuasive messages and effectively communi-
cate them to audiences through a variety of written and spoken tactics.
Communicating with the media through press releases, media kits, press
conferences, features, backgrounders, photo captions, video news releases
and PSA’s are explored. In addition, students learn the fundamentals of good
business writing for memos, letters, direct mail, brochures, proposals and oral
presentations. Internet and web public relations are covered. Prereq.: MCA
20900 or permission of the instructor. (W) 4 hr./wk.; 4 cr.

MCA 36300: Advertising Copywriting
In this course, students learn how to generate ideas that help solve market-
ing problems and to execute those ideas through copywriting. The class will
write, edit and evaluate advertising copy, including print, radio, television,
direct mail and promotional materials. Students work individually and in
teams on assignments that involve both word and image. Prereq.: MCA
21000 and MCA 37500. (W) 4 hrs./wk.; 4 cr.

MCA 36400: Advertising and Public Relations Portfolio Production
A continuation of MCA 21100. Students learn advanced skills and uses of
graphic software programs to create business and promotional presenta-
tions. The focus of this course is to provide students with the skills necessary
to create an entry-level portfolio according to industry standards. Students
produce graphic presentations of graphs charts, brochures, ad campaigns,
proposals and other forms of printed communications. Prereq.: MCA 21100. 3
hr./wk.; 3 cr.

MCA 36500: Social Media Strategies
This class explores the role of social media and related applications to the
shifting public relations landscape to digital communications. Topics include
social media trends, emerging digital technologies, online PR tools, case
studies, and social media applications. Prereq.: MCA 20900 and MCA 21000. 3
hr./wk.; 3 cr.

MCA 36700: Entrepreneurship for Media Studies
This course familiarizes students with media-related entrepreneurship using
time-tested business and brand building techniques and communications
 technologies that expand market share and global awareness of products or
expertise. Using case studies, the course helps students develop a personal
and professional global positioning system (GPS) to become an independent
business owner in a media related field. Field trips to the NYC Department of
Small Business Services (NYC Solutions) and New York Public Library’s Sci-
ence, Industry and Business Library (SIBL), help students refine their research
and business development expertise. Prereq.: Completed at least 30 credits. 3
hr./wk.; 3 cr.

MCA 37400: Event Planning
This course prepares students to plan effective meetings and events requir-
ing detailed preparation and coordination. Appropriate communication and
organizational skills will be utilized. From establishing goals to putting to-
gether budgets and scheduling media coverage, students learn the tech-
iques and skills necessary for successful special event execution. Veteran
event planners share their real-world knowledge and expertise. As a final
project, students create and plan a hypothetical event from start to finish.
Prereq.: MCA 20900. 3 hr./wk.; 3 cr.

MCA 37500: Advertising Management I
An introduction to the basic management principles of the advertising busi-
ness. Readings and discussions on the economic, social and legal aspects of
the industry with an emphasis on advertising’s role in a marketing plan, con-
sumer behavior, market segmentation, and position strategy. Prereq.: MCA
21000. 3 hr./wk.; 3 cr.

MCA 37600: Advertising Planning
Application of advertising management principles to specific problems and
case studies. Focus is on developing advertising strategies, budgets and
media plans. Attention will be given to national and international marketing
environments. Prereq.: MCA 37500. 3 hr./wk.; 3 cr.

MCA 40100: Ethics and Values in Communication
A senior seminar in the moral issues of communications, professional ethics.
Materials are presented through films, literature, and readings in philosophy
and social commentary, directed discussions. Prereq.: MCA 20900 and MCA
21000 or permission of the instructor. 3 hr./wk.; 3 cr.

MCA 46800: Advertising and Public Relations Workshop
This senior course is the capstone for the advertising/public relations pro-
gram. Students work individually and in teams to complete a campaign for a
client mail from research through execution. Professional presentation skills are
emphasized throughout. The course culminates in a project portfolio. Stu-
dents must receive approval of the instructor. Prereq.: MCA 35000, MCA
36200, MCA 36300 and MCA 37600. 4 hr./wk.; 4 cr.

Film and Video Courses
Note: MCA 10100, MCA 10500 and MCA 12100 (total 9 cr.) are prerequisites to all B.F.A
courses.
MCA 10500: Introduction to Media Production
This course introduces the fundamental elements of video production and is the "gateway" into the B.F.A. program. Projects produced in this course are used to evaluate a student's candidacy into the program. Using digital video cameras, students learn basic organizational, writing, camera, and editing skills through short group and individual exercises and projects. Visual storytelling and narrative structure in fictional and non-fictional forms are emphasized. Prereq.: ENGL 11000 or FIQWS. 3 hr./wk.; 3 cr.

MCA 12100: Introduction to Film Studies
This course examines the artistic and social power of film as a medium of audiovisual communication. The course emphasizes the analysis of narrative feature films, but also examines non-fiction and experimental forms. The course offers a systematic view of how cinema tells stories, organizes information, patterns, light and sound, and creates unique aesthetic and social experiences. Aspects treated by the course include sound, editing, cinematography, film style, narrative and non-narrative forms, the organization of film production, and the relations of film to broader artistic, social, and historical contexts. Attention is given to the ways film is now related to television, video, and new computer technologies. Prereq.: ENGL 11000 or FIQWS. 4 hr./wk.; 3 cr.

MCA 20000: Introduction to Film Production
This course introduces the student to the fundamentals of film production and builds on previously learned production skills in MCA 10500. Students learn how to use a 16mm film camera, the light meter and gain practical experience with B&W film stock and exposure control. Coreq.: MCA 20500. 3 hr./wk.; 3 cr.

MCA 20500: Editing
This course examines the theoretical aspects and the practical techniques of editing picture and sound. Narrative structure, storytelling strategies, and problem solving are explored. Using "Final Cut Pro" software, students will learn basic computer editing, media management, and organizational skills needed in post-production. Coreq.: MCA 20000. 3 hr./wk.; 3 cr.

MCA 21500: Sound Production & Design
This course introduces the technology, equipment and skills necessary for the acquisition of sound in film and video productions. In addition, the course will explore the theory and role of sound design in both fiction and non-fiction productions. Particular attention will be given to sound production and design as it relates to the films and videos that the student will make in the program. Prereq.: MCA 20000, MCA 20500; coreq.: MCA 23200. 3 hr./wk.; 3 cr.

MCA 22100: History and Theory of Film I
A chronological survey of the history and theory of cinema from its origins to World War II. Topics include the work of major directors, aesthetic theories, movements, technical innovations, methods of production and distribution, the influences on cinema from the other arts and contemporary ideologies. Prereq.: MCA 12100, ENGL 21000 or MCA 20200. 4 hr./wk.; 3 cr.

MCA 22200: History and Theory of Film II
A chronological survey of the history and theory of cinema from World War II to present. Topics include the work of major directors, aesthetic theories, movements, technical innovations, methods of production and distribution, the influences on cinema from the other arts and contemporary ideologies. Prereq.: MCA 12100, MCA 22100. 4 hr./wk.; 3 cr.

MCA 23200: Documentary Workshop I
This course is an introduction to documentary filmmaking and covers the various stages of non-fiction storytelling including research, script development/treatment, pre-production planning, production and post-production editing. The course will also examine work that falls outside of the traditional documentary form, including work that incorporates significant non-fictional components. Students develop, shoot and edit short documentary exercises and learn basic interview techniques, lighting, and sound recording techniques. Prereq.: MCA 10500, MCA 12100, 20000, MCA 20500; coreq.: MCA 21500. 4 hr./wk.; 4 cr.

MCA 30100: Critical Approaches to Independent Cinema
This course covers the history, theory, and practice of American independent film, particularly as it has evolved since 1975. This course investigates how the film and filmmaker contribute to a redefinition of American society that incorporates a broader spectrum of voices and experiences. Attention is paid to earlier artists such as Maya Deren and John Cassavettes as well as to such contemporary trends as digital technologies, mixing genres, and the globalization of production and distribution. Prereq.: MCA 22100, MCA 22200. 4 hr./wk.; 3 cr.

MCA 32100: Motion Picture Production Workshop I
Building on the student's basic knowledge of film, exposure, cameras, and cinematic language, this production course emphasizes visual storytelling and control of the motion picture frame. Visual strategies, technical, and aesthetic application of lighting in support of the narrative are emphasized. In addition, basic organizational elements needed in pre-production for students to produce, direct, and shoot their films are developed. Prereq.: MCA 20000, MCA 20500, MCA 21500, MCA 23200; coreq.: MCA 42400, MCA 32500. 4 hr./wk.; 4 cr.

MCA 32300: Screenwriting Workshop
This course examines the fundamental principles and forms of narrative storytelling and their expression through the screenplay format. Emphasis is placed on the elements that create drama and conflict, and particular attention will be given to visual storytelling. The course will also examine the similarities and differences between the short and long narrative forms and compare various storytelling models and strategies. Extensive outside writing assignments and rewrites are required for this course. Prereq.: MCA 20000, MCA 20500, MCA 21500, MCA 23200; coreq.: MCA 23200. 3 hr./wk.; 3 cr.

MCA 32500: Directing for Film and Video
This course explores the aesthetics, basic principles and skills needed to direct film and video productions. Through various exercises and analysis, students learn how to work with actors and the use of different techniques and strategies to elicit performances. Pre-production responsibilities, scene analysis, blocking, and shot breakdowns are also covered. Prereq.: MCA 20000, MCA 20500, MCA 21500, MCA 23200; coreq.: MCA 32100, MCA 42400. 3 hr./wk.; 3 cr.

MCA 40200: Critical Approaches to Film Directors
Studies of major filmmakers from American & world cinema such as Griffith, Eisenstein, Ford, Kurosawa, Buñuel, Fellini, Altman, Sembene, and Varda. Emphasis is given to detailed analysis of films within their cultural, historical, and industrial contexts. Prereq.: MCA 22100, MCA 22200, MCA 30100 or permission of instructor. 4 hr./wk.; 3 cr.

MCA 40300: The Documentary in Film & Television
An investigation of the theory and practice of documentary in its diverse forms as film, television, video, and digital media. Screenings of historically important works are analyzed in light of different theories about documentary practice. Prereq.: MCA 22100, MCA 22200, MCA 30100 or permission of instructor. 4 hr./wk.; 3 cr.

MCA 40400: Studies in Film History and Aesthetics
Studies of specialized topics in film history and aesthetics. Topics change from year to year. Previous topics have included Film Noir, Women & Film, New Asian Cinemas, and Cinemas of the African Diaspora. Prereq.: MCA 22100, MCA 22200, MCA 30100 or permission of instructor. 4 hr./wk.; 3 cr.

MCA 42200: Motion Picture Production Workshop II
This course is one of the two production courses that students may choose to shoot their thesis project in. Building on all previous production courses in the program, it is a course for students who wish to further their mastery of filmmaking. This production course offers the opportunity for students to write a screenplay or a documentary proposal that will qualify as a thesis writing project. Extensive outside writing assignments and rewrites are required for this course. Prereq.: MCA 32600. Prereq.: MCA 32300, MCA 32500, MCA 42400; coreq.: MCA 42600. 4 hr./wk.; 4 cr.

MCA 42400: Senior Writing Workshop
Building on the knowledge and skills learned in Screenwriting I and Documentary Workshop I, students refine their writing skills in fiction and documentary. This course offers the opportunity for students to write a screenplay or a documentary proposal that will qualify as a thesis writing project. Extensive outside writing assignments and rewrites are required for this course. Prereq.: MCA 23200 and MCA 32300; coreq.: MCA 32100. 3 hr./wk.; 3 cr.

MCA 42600: Digital Post Production
This course covers advanced topics in digital editing, motion graphics, filters and sound design using Final Cut Pro editing software. In addition to class exercises, students edit material produced in their MCA 42200 or 43200 courses. Prereq.: MCA 20000, MCA 20500, MCA 21500, MCA 23200, MCA 32100, MCA 32300; pre or coreq.: MCA 42200 or MCA 43200. 3 hr./wk.; 3 cr.

MCA 43200: Documentary Workshop II
This course is one of the two production courses that students may choose to shoot their thesis project in. Building on all previous production courses in the program, it is a course for students who wish to further their mastery of documentary filmmaking and the non-fiction form. Students develop, shoot, and edit documentaries that are more in-depth and complex, and explore alternative aesthetic approaches to non-fiction storytelling. Projects produced in this course are edited in MCA 42600. Prereq.: MCA 20000, MCA 23200, MCA 42400; coreq.: MCA 42600. 4 hr./wk.; 4 cr.
Journalism Courses

MCA 23300: Introduction to Journalism
This course introduces students to the basics of reporting and writing for the print and web-based media. A hands-on course, students learn the rigors of journalism through covering stories. Guest speakers from newsrooms across the city regularly address the class. Prereq.: ENGL 11000; coreq.: MCA 10100 or permission from the instructor. 3 hr./wk.; 3 cr.

MCA 33300: Reporting and Writing
Instruction and practice in the basic techniques of reporting, including, interviewing and public affairs research, and writing news for mass audiences. It includes discussions on libel, freedom of information, fairness, and balance. Assignments involve real people and events. Prereq.: MCA 23300 or permission of the instructor. 3 hr./wk.; 3 cr.

MCA 34100: Radio Journalism
This is a basic course in radio reporting and production. Students learn to write for the ear and incorporate the creative uses of sound in telling a news story. Production techniques are an integral part of the course. Students receive actual on-air experience in the news department of WHCR, the college’s community radio station. Prereq.: MCA 23300 or permission of the instructor. 3 hr./wk.; 3 cr.

MCA 34300: Television Journalism
Instruction in reporting, writing, and production for television news and features. Students receive a survey of the history and current state of TV news and learn to adapt their reporting and writing skills to the medium of television. They practice using visuals to convey a news story to the viewer, learn electronic news gathering through field work and are introduced to the basics of newscast and editing. Prereq.: MCA 33300 or permission of program director. 3 hr./wk.; 3 cr.

MCA 31013: Supervised Radio Station Study
In this small-group study at WHCR Harlem Community Radio, students use reporting, recording, and editing skills to come up with ideas and produce broadcast quality stories. The hands-on course accepts a limited number of students (1-5) who work closely with the general manager of WHCR and other trained staff. Prereq.: MCA 34100. 3 hr./wk.; 3 cr.

Internship Education Courses

MCA 29900: Internship in Communications I
Introductory supervised experience. Assignment in entry-level position of employment. Prereq.: Permission of the Department and acceptance into Internship Program. 1-6 cr.

MCA 39900: Internship in Communications II
A more advanced supervised assignment. Prereq.: Permission of the Department and successful completion of MCA 29900. 1-6 cr.

MCA 49900: Internship in Communications III
Advanced supervised assignment. Prereq.: Permission of the Department and successful completion of MCA 29900 and MCA 39900. 1-6 cr.

Independent Study Courses

MCA 31001-31003: Independent Study
Open to advanced students only, with permission of the Department. 1-3 cr.

MCA 39501-31003: Group Independent Study
A cooperative project, assigned to more than one student. Open to advanced students only, with permission of the instructor. 1-3 cr.

Faculty

Lynn Appelbaum, Professor
B.M., Ithaca College; M.A., Indiana Univ.

Gerardo Blumenkrantz, Assistant Professor
BFA, School of Visual Arts; MFA, School of Visual Art

Jerry Carlson, Professor
B.A., Williams College; A.M., Univ. of Chicago, Ph.D.

Campbell Daglish, Associate Professor
B.A., Univ. of Colorado; B.F.A., Yale School of Drama

David Davidson, Professor
B.A., Univ. of Illinois; M.F.A., New York Univ.

David Harris, Lecturer
B.S., Boston Univ.; M.B.A., Univ. of North Carolina

Lynne Scott Jackson, Distinguished Lecturer
B.A., Howard Univ.

Edward Keller, Associate Professor
B.A., Columbia Univ., M.B.A.

Andrzej Krakowski, Professor
M.F.A. (Equiv.), Polish State Film School, American Film Institute.

Herman Lew, Associate Professor
B.A., California State Univ. (Los Angeles); M.F.A., New York Univ.

Babak Rassi, Associate Professor
B.A., George Mason Univ., M.F.A., Florida State Univ.

Nancy Tag, Associate Professor and Chair
B.A., Univ. of Pennsylvania; M.F.A., New School Univ.

Antonio Tibaldi, Assistant Professor
B.A., Univ. of Florence; M.F.A., Florida State Univ.

Linda Villarosa, Lecturer
B.A., Univ. of Colorado

Frank Walton, Assistant Professor
B.A., Franklin & Marshall; M.A., Southern Illinois Univ. at Carbondale; M.S., Columbia University; Ph.D., Univ. of Illinois at Urbana-Champaign

Andrea Weiss, Professor
B.A., State Univ. of New York at Binghamton; Ph.D. (American History), Rutgers Univ.

Professor Emeritus
Dennis DeNitto
Department of Music

(Division of Humanities and the Arts)

Professor Stephen Jablonsky, Chair • Department Office: SH 72 • Tel: 212-650-5411

General Information
The City College offers the following undergraduate degrees in Music:

B.A.

B.F.A.

Departmental Mission
The mission of the Music Department is to offer high quality undergraduate major programs concentrating on music history, theory, and composition leading to the Bachelor of Arts degree (B.A.); and professional training in classical and jazz performance, music education, and music & audio production technology, leading to the Bachelor of Fine Arts degree (B.F.A.).

As need be, these specialization programs may be customized according to the post-collegiate objectives of individual students. To that end free electives are recommended not only as a supplement to the specialization program but also as an opportunity to pursue other interests and to broaden intellectual and cultural perspectives.

Requirements for the B.A. Degree

B.A. students must complete or be exempted from MUS 10100, MUS 13100, and MUS 16100 before taking theory, musicianship, or music history classes. Once having taken or received exemption from these three courses, students may file a music major declaration with the Registrar. The declaration form is available from the department secretary.

Writing about Music (MUS 21000) is the co- or prerequisite for Music History I-IV. This course does not count towards the major but does satisfy the General Education requirement of a second level writing course.

For students without proper vocal training, Class Instruction in Voice I (MUS 16500) is highly recommended.

All B.A. music majors are encouraged to take private instruction on an instrument. Piano skills are especially important for all musicians. For those who have not yet taken piano lessons, Class Instruction in Piano I (MUS 16400) is highly recommended.

All music majors are expected to have a working knowledge of a music notation software program such as Finale or Sibelius by the end of MUS 13200 (Theory I). Department tutoring is available for beginners.

A 2.0 GPA in the major is required for graduation. The GPA in the major is calculated from courses in the major based in the major department only, and that have been taken at City College or through ePermit, including all courses in excess of the minimum required for the degree. In addition, students are required to maintain a cumulative GPA of 2.0 or higher in order to graduate with a B.A. in Music.

Required Music Courses:

- Theory I – III
- Theory Practicum I – IV
- Music History
- Ensemble/Performance
- Chorus
- Elective

Total Credits

42

Requirements for the B.F.A. Degree

B.F.A. students must complete or be exempt from MUS 10100, MUS 13100, and MUS 16100 before being admitted to any of the programs listed below.

B.F.A. students are required to maintain a major GPA of 2.5 or higher. The GPA in the major is calculated from courses in the major based in the major department only, and that have been taken at City College or through ePermit, including all courses in excess of the minimum required for the degree. In addition, students must maintain an overall GPA of 2.0 and above to graduate with a BFA in Music.

For Classical Instrumentalists

Required Music Courses:

- Ensembles (6 semesters)
- Private Instruction (6 semesters)
- Class Instruction in Piano I – II

Total Credits

64

For Jazz Instrumentalists

Students in this program must take or be exempt from Theory I and Theory Practicum I before taking Jazz Harmony & Improvisation or MUS 49000.

Required Music Courses:

- Private Instruction (6 semesters)
- Large Jazz Ensemble (4 semesters)
- Small Jazz Ensemble (4 semesters)
- Jazz Harmony and Improvisation I – IV
- Jazz Piano I – II
- Jazz Repertory and Performance Practice I – IV
- Jazz History I – II
- Music electives

Total Credits

64

For Jazz Vocalists

Students in this program must take or exempt Theory I and Theory Practicum I before taking Jazz Harmony & Improvisation or MUS 49000. They must also pass or exempt Voice Class I and II before taking Private Instruction.

Required Music Courses:

- MUS 26015: Jazz Vocal Ensemble (2 semesters)
- MUS 27500: Jazz Piano I
- MUS 27600: Jazz Piano II
- MUS 32311: Jazz Vocal Repertoire 1
- MUS 32411: Jazz Vocal Repertoire 2
- MUS 42311: Jazz Vocal Repertoire 3
- MUS 42412: Jazz Vocal Repertoire 4
- MUS 35701: Harmony 1
- MUS 35801: Harmony 2
- MUS 45701: Harmony 3
- MUS 36001: Jazz Vocal Workshop (2 semesters)
- MUS 35703: Musicanship & Improv for Jazz Voc 1
- MUS 35803: Musicanship & Improv for Jazz Voc 2
- MUS 45703: Musicanship & Improv for Jazz Voc 3
- MUS 45803: Musicanship & Improv for Jazz Voc 4
- MUS 34400: Jazz History I
- MUS 34500: Jazz History 2
- MUS 35000: Studio Ensemble Singing
- MUS 49002: Private Instruction (6 semesters)
- Electives

Total Credits

64

For Music & Audio Technology Students (Sonic Arts)

At the end of the Fall semester, eighteen candidates for this program are chosen from among those students who have taken or been exempted from the prerequisites: MUS 10100, MUS 13100, MUS 16100, and MUS 21700.

Required Music Courses:

- Introduction to MIDI & Audio Technologies I – II
- Synthesis & Sound Design I
- Digital Audio I – II
- Microphone Applications I – II

Total Credits

6
Multi-Track Production Techniques I – II 6
Audio for Moving Images 3
Theory I – IV* 12
Theory Practicum I – IV* 8
Instrumentation and Arranging 3
Class Instruction in Piano I – II 2
Music History or Jazz History (one of which must be chosen from the Music History Sequence) 6

* Students may substitute the equivalent number of credits of Ensembles, Large Performing Groups, or approved electives for which they qualify, instead of taking Theory IV and/or Musicianship IV, with permission of the Department.

Advanced Recording, Mixing & Mastering (3 cr.), though not required, is highly recommended for all fourth-year students in the program.

Total Credits 64

General Education Requirements ("Pathways")
In general, students are required to complete 42 credits of General Education coursework, with some adjustments for transfer students. See the General Education Requirements ("Pathways") section of the Bulletin for more information.

Exemption Credit
Students who feel they are eligible to be exempt from required or elective courses may elect to take placement exams, which are given during registration each semester. All students (majors and non-majors) with strong backgrounds in any area are urged to take the exemption exams in order to be placed in more advanced courses that will be appropriately challenging. Interested students should call the Music Office to obtain the dates of the next placement exam.

Electives for Non-Majors
All courses except Private Instruction are open to students who meet the prerequisites. Students with an interest in a particular aspect of music may elect courses from among the following:

**Basic Music**
- MUS 10100: Introduction to Music 3
- MUS 10200: Introduction to World Music 3
- MUS 14500: Introduction to Jazz 3
- MUS 13100: Elementary Musicianship 2
- MUS 16100: Beginning Keyboard Techniques I 1
- MUS 15400: Beginning Piano 1

**Vocal Classes**
- MUS 16500: Class Instruction in Voice I 1
- MUS 16002: Chorus 1

**Music History**
- MUS 24100: Antiquity through the Renaissance 3
- MUS 24200: The Baroque through the Early Classic Era 3
- MUS 34100: The Classic-Romantic Era 3
- MUS 34200: Late Romanticism through the Present 3

**Institutional Ensembles**
The following ensembles are open to non-majors by audition only:
- MUS 26001: Chamber Music 1
- MUS 16004: Large Jazz Ensemble 1
- MUS 26005: Latin Band 1
- MUS 16001: Orchestra 1

Advisement
Information is available in the Music Office (SH 72) detailing the B.A. and B.F.A. curricula. All students should meet with a department advisor at registration each semester. Majors in the Department of Music are expected to maintain a minimum GPA of 2.5. Those who fall below that number will be called in for a conference with a departmental advisor to discuss ways of improving academic performance. The advisor may recommend taking a particular course for better preparation, meeting with a tutor in the Writing Center, taking a course load lower than 15 credits, or other strategies for achieving academic success. All students should try to maintain the highest possible GPA in order to enhance their prospects for acceptance to graduate programs and career opportunities.

Students who have questions regarding special areas of study should contact the appropriate advisors:

**B.A. Program**
- Prof. Alison Deane
  SH 78D; 212-650-7657
- Prof. Orly Krasner
  SH 80C; 212-650-7658

**B.F.A. Jazz Instrumental Program**
- Prof. Scott Reeves
  SH 72B; 212-650-7651

**Concert Coordinator**
- Prof. Alison Deane
  SH 78D; 212-650-7657

**Graduate Program**
- Prof. Chad Jenkins
  SH 78B; 212-650-7666

**History and Literature**
- Prof. Chad Jenkins
  SH 78B 212-650-7666

**Jazz Studies**
- Prof. Daniel Carillo
  SH 76C; 212-650-7661

**Music Education**
- Prof. Stephen Jablonsky
  SH 72; 212-650-7663

**Music and Audio Technology**
- Prof. Paul Kozel
  SH 82D; 212-650-8217

**Musicianship**
- Prof. Stephen Jablonsky
  SH 72; 212-650-7663

**Popular Music Studies**
- Prof. Jonathan Pieslak
  SH 78A; 212-650-7665

**Private Instruction**
- Prof. Scott Reeves
  SH 72B; 212-650-7651

**Theory**
- Prof. Jonathan Pieslak
  SH 78A; 212-650-7665

**Non-Majors**
Students interested in taking any of the electives for non-majors, other than MUS 10100, MUS 10200, MUS 14500, MUS 15400, and MUS 16500 but not wishing to major in the field, must inquire at the Music Office (SH 72) before registering.

**Facilities**
In 1993 the Music Department relocated to totally renovated quarters in historic Shepard Hall. In addition to new offices, studios, rehearsal rooms and an electronic piano lab, the state-of-the-art facilities include the following specialized locations:

**Recital Hall**
A beautifully appointed, natural acoustic concert hall (SH 95) is the site of performances by soloists and small ensembles. Seating one hundred and fourteen, it features audio recording and playback capabilities, and film and video projection systems. Its warm ambiance makes it the ideal location for important lectures and symposia.

**Practice Rooms**
Individual and group practice rooms are available to students registered in music major courses. Apply at the beginning of each semester in the Music Office (SH 72).

**The Music Library**
The Music Library (SH 160) has a collection of over 18,000 recordings, 18,400 scores, and 13,300 books about music, as well as 60 current periodicals subscriptions. All areas of music, including European and American art music, non-Western music, folk, jazz, and popular music, are represented. In addition to Internet work stations and playback facilities for recordings and videos, students have access to 10 Mac stations for computer-aided instruction.
The Sonic Arts Center
A cutting-edge facility consisting of four Production Studios, a Sound Lab, a Control Room/Classroom, and an Isolation Room. The Sonic Arts Center is the site for courses and student projects in sound design and synthesis, digital audio, audio for film and video, music production, and acoustic recording techniques.

Aaron Davis Hall
Located on the South Campus is the well-known Aaron Davis Hall of the Davis Center for the Performing Arts. Its stunning architecture houses an innovative three-theatre performing arts complex that presents public performances and exhibitions by students as well as professional artists, and serves as the cultural hub of upper Manhattan.

Department Activities
Performing Groups
Orchestra, chorus, jazz and Latin ensembles, and chamber and vocal ensembles are open to all qualified students. Consult the director of each group for information about application and audition procedures.

Concert Series
Faculty members, students and visiting performers present concerts in Aaron Davis Hall, the Great Hall, or in the Recital Hall (SH 95). Performances are also given at the CUNY Graduate Center. A schedule of events is published every semester and is available from the Music Office.

CUNY Jazz Festival
The CUNY Jazz Festival is held every May at Aaron Davis Hall. Presented in cooperation with Jazz at Lincoln Center, it is a showcase for the best student bands from CUNY and selected area high schools. Each year a world-class artist is invited to perform with the student ensembles as well as their own group. Recent guest artists have included Wyckiffe Gordon, Victor Goines, Luciana Souza, and Adam Rogers, Dave Leibman, and the Village Vanguard Orchestra.

Visiting Artist Series
**Fred Hersch Master Class**: Each semester a traditional master class is conducted by the gifted teacher and renowned pianist Fred Hersch, a unique artist who Downbeat magazine referred to as “one of the small handful of brilliant musicians of his generation.”

**Master Class Series**: Each semester two master classes are given by a variety of invited jazz artists such as Dave Lieberman, Maria Schneider, Jim McNeely, The Stockholm Jazz Orchestra, Dick Oatts, Norma Winstone, Dave Gilmore, Tim Ries, Jon Gordon, Charles Pillow, Pete McGuinness, Scott Wendholt, and John Stowell.

**Village Vanguard Orchestra**: The music department is the rehearsal home of the world-famous Village Vanguard Orchestra. At these open rehearsals students have the opportunity to ask questions, watch “the books,” and listen to music that is at the core of big band repertoire, including charts by Thad Jones, Jim McNeely, The Stockholm Jazz Orchestra, Dick Oatts, Norma Winstone, Dave Gilmore, Tim Ries, Jon Gordon, Charles Pillow, Pete McGuinness, Scott Wendholt, and John Stowell.

**Friends of Music**: Friends of Music is an organization, open to all students, whose purpose is to promote and stimulate the performance of live music, and coordinate student tutoring.

**Student Representatives**: Once a year, the Music majors elect representatives to participate, with full voting rights, on the Executive Committee.

Awards
The Acoustic Recording Award
Provides an opportunity for selected B.F.A. performance majors to record a CD with third and fourth year students in the Music and Audio Technology program.

The ASCAP-Chappell/City College Gershwin Award
For composing, arranging, or presenting music for the theater.

The Jerome Ash Scholarship
To a deserving Sonic Arts student.

The Lisl Barnett Award
To a talented pianist.

The Mark Brunswick Award
To undergraduate and graduate students, for excellence in music composition.

The Israel Edward Drabkin Award
To a promising sophomore or junior music major.

The Ervin Drake Awards
To the outstanding songwriters in Theory II.

The Friar Foundation Award
For an entering student on the basis of the audition for the B.F.A. program.

The Ivan Gillis Memorial Scholarship
To a promising music major, for private instruction in his or her primary performing medium.

The Max E. Greenberg Scholarship
For the private study of an instrument or voice.

The Ben Jablonsky Scholarship
To a sophomore or junior who demonstrates promise in the composition or arranging of popular music or jazz.

The Fritz Jahoda Award
To a talented pianist.

The Rosalind Joel Scholarship
To a talented entering student.

The Seymour Peck Scholarships and Creative Awards
To help a student complete a creative project.

The Presentation Foundation Scholarship
To an outstanding music major about to enter the senior year.

The Pro Musica Awards
To senior music majors, for distinguished service to the cause of music at the College.

Introductory Music Courses
MUS 10100: Introduction to Music
Concepts underlying the understanding and enjoyment of music. Examples from around the world highlight matters of form and content. Attendance at concerts, both on and off campus, as well as guided classroom listening aid in the development of listening and communication skills. Pre- or coreq.: FIQWS or ENGL 11000. 3 hr./wk.; 3 cr.

MUS 10200: Introduction to World Music
An exploration of music from around the world and its relation to cultural forces. Investigates music related to religion, ritual, politics, work, and social function in terms of musical form, style, and literary content. Does not serve as a prerequisite for courses in the music major. Pre- or coreq.: FIQWS or ENGL 11000. 3 hr./wk.; 3 cr.

MUS 10101: Introduction to Music (Honors)
An alternate version of MUS 10100 for Honors students. Concepts underlying the understanding and enjoyment of music. Examples from around the world highlight matters of form and content. Attendance at concerts, both on and off campus, as well as guided classroom listening aid in the development of listening and communication skills. Pre- or coreq.: FIQWS or ENGL 11000. 3 hr./wk.; 3 cr.

MUS 14500: Introduction to Jazz
An introduction to the important figures and diverse styles of jazz. Emphasis will be on listening to jazz and its unique characteristics including identifying various instruments and their roles in jazz ensembles. Attendance at concerts both on and off campus as well as guided classroom listening will aid in the
development of listening and communication skills. The influence of folk and popular music from all related cultures will be discussed as well as social issues that affected the music’s growth and popularity. Does not serve as a prerequisite for courses in the Music major. Pre- or coreq.: FQWS or ENGL 11000 or equivalent. 3 hr./wk.; 3 cr.

Preparatory Courses

MUS 13100: Elementary Musicianship
Ear-training, sight-singing; rudimentary theory, rhythm, basic writing skills. For potential Music majors and students continuing in music theory. Not for elective concentration for Music majors. Prereq: permission of the department. 3 hr./wk.; 2 cr.

MUS 15200: Fundamentals of Music for Elementary School Teachers
Acquiring basic music skills. Singing, piano, recorder, principles of notation and tonality, conducting, ear training, simple harmony. Not for elective concentration for Music majors. 3 hr./wk.; 2 cr.

MUS 15400: Beginning Piano
Basic music notation, styles and trends explored while learning to play the piano. No previous musical training necessary. Those who wish to become Music majors should take MUS 13100 and MUS 16100. 2 hr./wk.; 1 cr.

MUS 16100: Beginning Keyboard Techniques
Basic piano skills for potential music majors. Cannot be included in elective concentration credits of Music major. For potential music majors. Prereq: permission of the department. 2 hr./wk.; 1 cr.

MUS 16900: Introduction to Jazz Improvisation
A beginning course in jazz improvisation. Fundamental jazz repertoire, scale/chord relationships, construction of improvised solos, rhythm section "comping," and group interaction will be discussed and practiced in a combo setting. Students should bring instruments to each class. Prereq: none; coreq.: MUS 13200 or permission of the instructor. 2 hr./wk.; 1 cr.

MUS 21000: Writing About Music
Intended to help music majors and others interested in exploring the different strategies and styles pertaining to reading, thinking, and writing about music. This course satisfies the requirements of the second level writing course. Prereq.: FQWS or ENGL 11000 and MUS 10100 and MUS 13100. 3 hr./wk.; 3 cr.

MUS 21500: Music Notation and Software
An introduction to digital music notation software. The course will focus on basic MIDI setup, data entry, score layout, part extraction and playback. Data entry topics will include, staves, clefs, key signatures, pitch, rhythm, dynamics, expression marks, articulation, chord symbols and lyrics, drum/percussion notation as well as manipulations such as transposing, copy and paste and independent elements. Score layout will include rehearsal letters, measures per line, bar lines, measure numbers, titles, page numbers, layers, repeats, multiple measure rests, page turns, and part extraction, printing. Playback options will include sound libraries, tempo settings, mixing and human playback. 2 hr./wk.; 2 cr.Prereq: MUS 13100, 16100. Coreq: MUS 13200, 16200.

Theory and Composition Courses

MUS 13200: Theory I - Introduction to Harmonic Analysis
Materials of harmonic analysis in tonal music; triads, seventh chords, chord symbols and functional labels, non-harmonic tones, voice leading, diatonic and chromatic chord usages, cadences, melody construction, phrasing. Emphasis primarily on analysis and rudimentary composition skills Prereq: MUS 13100 and MUS 16100 and permission of the department. 3 hr./wk.; 3 cr.

MUS 23100: Theory II - Diatonic Harmony and Counterpoint
Continuation of MUS 13200, stressing writing. Usages of diatonic functional harmony; soprano-bass counterpoint, inner voices, composing and harmonizing melodies. Writing for voice and piano. Models from American folk songs, pop songs and excerpts from classical literature. Prereq.: MUS 13200. 3 hr./wk.; 3 cr.

MUS 23200: Theory III - Chromatic Harmony and Counterpoint
Continuation of MUS 23100; introducing chromatic harmony and key changes. 19th century harmonic usages. Harmonic structure and musical form. Models from classical literature, American standard songs and jazz. Prereq.: MUS 23100. 3 hr./wk.; 3 cr.

MUS 33100: Theory IV - Late 19th and 20th Century Harmony
Continuation of MUS 23200; increasing emphasis upon structural and functional analysis of and composition in late Romantic and 20th century styles, including American standard songs and jazz. Prereq.: MUS 23200. 3 hr./wk.; 3 cr.

MUS 36201: Instrumentation and Arranging for Commercial Music
A study of the range, tone quality, transposition, expressive qualities, and arrangements for horns, strings, rhythm sections, and guitars. Introduces the rudiments of commercial music arranging. Prereq.: MUS 23100 or MUS 35700 or MUS 35701. 3 hr./wk.; 3 cr.

MUS 36202: Instrumentation and Arranging for Classical Music
Score reading and writing. A study of the range, tone quality, transposition, and expressive qualities of orchestral instruments. Introduces the rudiments of arranging. Prereq.: MUS 23100 or MUS 35700 or MUS 35701. 3 hr./wk.; 3 cr.

MUS 42000: Rock Analysis
This seminar critically explores rock analytical literature by academic music theorists, with an emphasis on post-1965 music and post-1990 essays. Students will examine representative examples of analytical readings of specific rock songs as well as more ambitious attempts to define the style through broad theoretical generalizations. The work will culminate with original analyses modeled on, and ideally expanding, the existing literature. Prereq: MUS 23200 or MUS 35800. 3 hr./wk.; 3 cr.

MUS 43000: Composition
Intensive work in composition of complete pieces, in imitative or free style, according to student’s ability and interests. May be taken twice. Prereq.: permission of the Department. 3 hr./wk.; 3 cr.

MUS 43200: Tonal Counterpoint Analysis
Analysis of appropriate models and intensive work in composition of canon, chorale-prelude, invention, fugue, etc. Prereq: MUS 23200 and permission of the department. 3 hr./wk.; 3 cr.

MUS 46200: Orchestration
A continuation of Instrumentation and Arranging. Emphasis on orchestrating for large ensemble. Prereq.: MUS 36200 and permission of the Department. 3 hr./wk.; 3 cr.

Musicianhip Courses

Musicianship Sequence Courses

MUS 16200: Theory Practicum I
The companion course to Music 13200. Gives students an opportunity to apply the skills and knowledge acquired in Theory 1 to sight singing, rhythm, keyboard, and ear-training activities. Serves as a review and reinforcement of the concepts learned in Theory 1. Pre/Coreq: MUS 13200. 3 hr./wk.; 2 cr.

MUS 16300: Musicianship for the Jazz Musician
A preparatory course in jazz practice and ear training. Topics include: how to practice jazz; the psychology of music; jazz notation, transpositions, lead sheet preparation, ear-training as well as a brief overview of jazz theory. Students should bring their instruments on selected days. Prereq: MUS 13100 and MUS 16100. 2 hr./wk.; 1 cr.

MUS 26100: Theory Practicum II
The companion course to Music 23100. Gives students an opportunity to apply the skills and knowledge acquired in Theory 2 to sight singing, rhythm, keyboard, and ear-training activities. Serves as a review and reinforcement of the concepts learned in Theory 2. Prereq.: MUS 13200, 16200 or equivalent. Coreq: MUS 23100. 3 hr./wk.; 2 cr.

MUS 26200: Theory Practicum III
The companion course to Music 23200. Gives students an opportunity to apply the skills and knowledge acquired in Theory 3 to sight singing, rhythm, keyboard, and ear-training activities. Serves as a review and reinforcement of the concepts learned in Theory. Prereq.: MUS 23100, 26100 or equivalent. Coreq: MUS 23200. 3 hr./wk.; 2 cr.

MUS 36100: Theory Practicum IV
Covers concepts taught in Theory 4. Gives students an opportunity to apply the skills and knowledge acquired in the theory sequence to sight singing, rhythm, keyboard, and ear-training activities. Serves as a review of advanced chromatic harmonies and the compositional practices of the 20th century. Prereq.: MUS 23200, 26200 or equivalent. 3 hr./wk.; 2 cr.

MUS 35703: Musicianship and Improvisation for Jazz Vocalists I
Designed to develop and reinforce jazz musicianhip skills in the areas of sight singing, dictation, rhythm, and piano to assist in the development of jazz language for vocal improvisation. Transcription, instrumental solos, modes, scales, seventh chords, chord progressions, swing rhythm notation, articulation, scat syllables, piano voicings and bass lines will be covered with emphasis on the ii-V-I progression. Coreq: MUS 35701, 27500, 32311. 2 hr./wk.; 2 cr.

MUS 35803: Musicianship and Improvisation for Jazz Vocalists II
Designed to develop and reinforce jazz musicianhip skills in the areas of sight singing, dictation, rhythm, and piano to assist in the development of
jazz language for vocal improvisation. Transcription, instrumental solos, modes, scales, seventh chords, chord progressions, swing rhythm notation, articulation, scat syllables, piano voicings and bass lines will be covered with emphasis on the ii-V-I progression. Prereq.: MUS 35701, 27500, 35703. Coreq.: MUS 35701, 27500, 35703 2 hr./wk.; 2 cr.

**Classical Music History Courses**

**MUS 24100: History I – Antiquity through the Renaissance**
Musical thought of the Middle Ages. Evolution of plainchant; origins and organization of polyphony, Ars Nova. Modes, musica ficta, trends toward homophony. Mass, motet, chanson, and madrigal in 15th and 16th centuries. Prereq.: MUS 10100 and FIQWS or ENGL 11000. Coreq.: MUS 21000 or equivalent and MUS 13200. (W) 3 hr./wk.; 3 cr.

**MUS 24200: History II – The Baroque through the Early Classic Era**
Monody and basso continuo. Emergence of opera, oratorio, cantata and Passion. The suite, concerto grosso and baroque sonata. Learned, galant and bourgeois styles. Beginnings of classical sonata, symphony, concerto, chamber music. Prereq.: MUS 10100, MUS 21000 or equivalent, and MUS 13200. (W) 3 hr./wk.; 3 cr.

**MUS 34100: History III – The Classic-Romantic Era**
Changing instrumental and vocal styles in the late 18th century. Influences of literature, visual arts in the 19th century. Role of virtuosity. Chromaticism, modality. Opera, symphony, symphonic poem, chamber music and song. National music idioms. Exoticism. Prereq.: MUS 10100, MUS 21000 or equivalent, and MUS 23100 or MUS 35700. (W) 3 hr./wk.; 3 cr.

**MUS 34200: History IV – Late Romanticism through the Present**
Late 19th century. Harmonic changes in the early 20th century. Breakdown and reinterpretation of tonality. Impressionism, Expressionism, Eastern European and Asiatic influences. Twelve-tone system. Traditional and innovative forms. Aleatoric and electronic music. Prereq.: MUS 21000 or equivalent, MUS 23100 or MUS 35700. (W) 3 hr./wk.; 3 cr.

**Music History Elective Courses**

MUS 27100 and MUS 27400, can be used by B.A. and B.F.A. students as electives.

**MUS 24400: A Concise History of Jazz**
A chronological survey of jazz from its origins through the present focusing on the key innovators and diverse styles. Emphasis will be placed on listening directed towards the techniques of improvisation, arranging, and performances practices. Guided classroom listening, as well as attendance at concerts both on and off campus, will aid in the development of perception and communication skills. The influences of music from other styles and cultures will be included as well as social issues that affected jazz's development. Prereq.: FIQWS or ENGL 11000, MUS 10100 and MUS 13200; coreq: MUS 21000 or equivalent. (W) 3 hr./wk.; 3 cr.

**MUS 27100 Series: Topics in Popular Music**
A group of courses dealing with the history and literature of popular music. Prereq: MUS 10100 or permission of the Department. (W) 3 hr./wk.; 3 cr.

**MUS 27103: A Survey of Popular Music**

**MUS 27104: Latin Popular Music**

**MUS 27105: Gospel Music**

**MUS 27106: The American Musical**

**MUS 27400 Series: Topics in Folk Music**
Music in a changing world. Important trends in rural and urban folk music. Prereq.: MUS 10100 or permission of the department. (W) 3 hr./wk.; 3 cr.

**MUS 27401: Survey of Afro-American Music**

**MUS 27402: Latin American and Caribbean Folk Music**

**MUS 27403: Survey of Anglo-American Music**

**MUS 29900: The Musician Entrepreneur**
Designed to help develop the student's music business acumen. An intensive exploration of all aspects of the music business, marketing, social networking, and law that are required to manage an artist’s career successfully in the contemporary market. Prereq.: MUS 21000. 3 hr./wk.; 3 cr.

**MUS 40000: Special Topics in Western Music**
Intensive study in a particular genre, composer or historical period. Topics will vary and will be announced prior to registration. Prereq.: permission of the Department. (W) 3 hr./wk.; 3 cr.

**MUS 44100: Studies in Western Music**
Designed for advanced Music majors who wish to pursue specific topics in Western art music, such as composers and genres of various periods; offered on a rotating basis. 3 hr./wk.; 3 cr.

**MUS 44101: Studies in Medieval and Renaissance Music**
Prereq.: MUS 24100. (W)

**MUS 44102: Studies in Baroque Music**
Prereq.: MUS 24200 and MUS 23100. (W)

**MUS 44103: Studies in Classic Music**
Prereq.: MUS 34100 and MUS 23200. (W)

**MUS 44104: Studies in Romantic Music**
Prereq.: MUS 34200 and MUS 33100. (W)

**MUS 44105: Studies in Contemporary Music**
Prereq.: MUS 34200 and MUS 33100 or MUS 33300. (W)

**Jazz Harmony, Composition, and Arranging Courses**

**MUS 33700: Fundamentals of Jazz Composition**
Composition and analysis of standard song forms as well as other standard compositional practices and forms idiomatic to jazz. Prereq.: MUS 45700 and permission of the instructor. 3 hr./wk.; 3 cr.

**MUS 35200: Jazz Arranging I**
Basic principles of chord voicing; voicing extended chords. Ranges, transpositions, and instrumental characteristics of the instruments of the standard jazz big band. Chord substitution. Arranging for the small jazz ensemble, from two to five horns with rhythm section. Arranging standard songs. Prereq.: MUS 35800 and MUS 27600. 3 hr./wk.; 3 cr.

**MUS 35700: Jazz Harmony and Improvisation I: Principles of Extended Harmony**
A practical study of basic principles of extended chord harmony. Voicings and voice leading of extended chords. Examination of basic diatonic and chromatic chord functions. Improvisation techniques based on tonal centers and harmonic targets. Identification and application of nonharmonic tones. Harmonic and melodic ear training. Transcription and analysis. Prereq: MUS 13200, MUS 16200. Coreq. MUS 32300, MUS 27500. 4 hr./wk.; 4 cr.

**MUS 35701: Jazz Harmony I**
The same course as 35700 without the improvisation component. In a 2-day/week harmony and improvisation sequence, this course is designed so that the BFA jazz vocal students may join the instrumentalists during the harmony session, then attend Musicianship for Jazz Vocalists 1 (35703) on the alternate day. Coreq: MUS 27500, 35703, 32311. 2 hr./wk.; 2 cr.

**MUS 35800: Jazz Harmony and Improvisation II: Principles of Functional Harmony**
Diatonic and chromatic idioms of tonal organization in standard jazz repertoire and “Rhythm Changes.” Basic principles of chord substitution and reharmonization. An examination of bebop harmonic and melodic vocabulary and harmonic and melodic ear training. Transcription and analysis. Prereq: MUS 35700, MUS 27500. Coreq: MUS 32400, MUS 27600. 4 hr./wk.; 4 cr.

**MUS 35801: Jazz Harmony II**
The same course as 35800 without the improvisation component. In a 2-day/week harmony and improvisation sequence, this course is designed so that the BFA jazz vocal students may join the instrumentalists during one class session, then attend Musicianship for Jazz Vocalists 1 (35803) on the alternate day. Prereq: MUS 27500, 35703, 32311. Coreq: MUS 27600, 35703, 32411. 2 hr./wk.; 2 cr.

**MUS 45200: Jazz Arranging II**
Arranging for the standard jazz big band. Analysis of form and content of traditional swing and bebop band arrangements. Thickened line, basic choral, and combination voicings. Line writing and sectional counterpoint. Dynamic shape of the arrangement; thematic exposition and motivic development; repetition and variation. Treatment of texture and climaxes; “shout chorus” and saxophone solo. Preparation of the score and parts. Contemporary and experimental techniques. Prereq.: MUS 35200. 3 hr./wk.; 3 cr.

**MUS 45700: Jazz Harmony and Improvisation III: Advanced Principles of Functional Harmony**

**MUS 45701: Jazz Harmony III**
The same course as MUS 45700 without the improvisation component. Prereq., for instrumental majors: MUS 35800, MUS 32400, MUS 27600. Prereq. for jazz vocal majors: MUS 35800, MUS 26200, MUS 32401, MUS 27600. Coreq. for
MUS 42400: Jazz Repertoire and Performance Practices IV

MUS 42401: Jazz Repertoire and Combo Performance IV
Learning standard jazz repertory in various styles through memorization of chosen repertoire and performance. Emphasis on developing skills for small group performance situations. In addition to standard performance practices, experimental approaches will be introduced, including playing in odd and changing meters, transposing, and playing in alternative rhythmic approaches. Prereq.: MUS 32401 and permission of the Department. 2 hr./wk.; 2 cr.

MUS 42411: Jazz Vocal Repertoire and Performance Practices IV
A course devoted to learning important tunes from the standard and jazz repertoire, as well as common jazz performance practices. The course includes in-class performance, lead-sheet preparation, transposition, interpretation, phrasing, second-chorus improvisation, arranging, and the development of skills in leading and interacting with the band. Prereq.: MUS 42401 and permission of the Department. 2 hr./wk.; 1 cr.

Jazz History Courses
MUS 34400: Jazz History I: From Its Origins to 1950
An examination of the roots of jazz and its stylistic evolution and major contributors up to 1950. Emphasis will be placed on detailed listening assignments, a 3500 word writing requirement and readings. Prereq.: MUS 10100 and ENGL 11000 or equivalent. Pre- or co-req.: MUS 21000 or equivalent. (W) 3 hr./wk.; 3 cr.

MUS 43001: Rhythm Section Seminar
Performance seminar for advanced jazz rhythm section instrumentalists (bass, guitar, piano and drums). May be taken twice. Prereq.: MUS 35800, MUS 42400 and audition, or permission of the instructor. 2 hr./wk.; 1 cr.

MUS 35802: Jazz Guitar Styles
An examination of jazz guitar styles and techniques. Transcriptions of masters from all periods, such as Charlie Christian, Wes Montgomery, Jim Hall, Grant Green, Pat Metheny, Ralph Towner, John Abercrombie and others, will be played and analyzed. Performance will focus particularly on the guitar/bass/drums trio, the guitar/bass duo and solo guitar concepts. Some classical guitar literature will be introduced and other finger-style techniques employing alternative tunings will be examined. A concert of material drawn from the semester’s work will be performed by the students. Prereq.: Permission of the instructor and the jazz program supervisor. 2 hr./wk.; 1 cr.

MUS 35803: Jazz Drumming and Rhythmic Techniques
A practical study of rhythmic techniques in jazz for non-drummers. Emphasis on exacting approaches. Emphasis on exacting approaches. Aural training will be introduced, including playing in odd and changing meters, transposing, and playing in alternative rhythmic approaches. Prereq.: MUS 35800 or MUS 35801, MUS 32400, MUS 27600; coreq.: MUS 45700, MUS 42300. 2 hr./wk.; 1 cr.

MUS 32301: Jazz Vocal Repertory and Performance Practices III
A course devoted to learning important tunes from the standard and jazz repertoire, as well as common jazz performance practices. The course includes in-class performance, lead-sheet preparation, transposition, interpretation, phrasing, second-chorus improvisation, arranging, and the development of skills in leading and interacting with the band. Pre/CoReq: MUS 35701, 27500, 35703. 3 hr./wk.; 3 cr.

MUS 32300: Jazz Repertory and Performance Practices II

MUS 32301: Jazz Repertory and Combo Performance I
Learning standard jazz repertory in various styles through memorization of chosen repertoire and performance. Emphasis on developing skills for small group performance. Prereq.: permission of the Department. 2 hr./wk.; 1 cr.

MUS 32311: Jazz Vocal Repertory and Performance Practices I
A course devoted to learning important tunes from the standard and jazz repertory, as well as common jazz performance practices. The course includes in-class performance, lead-sheet preparation, transposition, interpretation, phrasing, second-chorus improvisation, arranging, and the development of skills in leading and interacting with the band. Pre/CoReq: MUS 35701, 27500, 35703. 3 hr./wk.; 2 cr.

MUS 32400: Jazz Repertory and Performance Practices II

MUS 32401: Jazz Repertory and Combo Performance II
Learning standard jazz repertory in various styles through memorization of chosen repertoire and performance. Emphasis on developing skills for small group performance. Prereq.: MUS 32301 and permission of the Department. 2 hr./wk.; 1 cr.

MUS 32411: Jazz Vocal Repertory and Performance Practices II
A course devoted to learning important tunes from the standard and jazz repertory, as well as common jazz performance practices. The course includes in-class performance, lead-sheet preparation, transposition, interpretation, phrasing, second-chorus improvisation, arranging, and the development of skills in leading and interacting with the band. Prereq:MUS 35701, 27500, 35703. Coreq:MUS 35801, 27600, 35803. 2 hr./wk.; 1 cr.

MUS 36000: Introduction to Contemporary Vocal Styles
Idioms from jazz, folk, pop and rock singing; musical theater, avant-garde techniques; recording studio techniques. May be taken up to eight times. Prereq.: permission of the Department. 3 hr./wk.; 2 cr.

MUS 36001: Jazz Vocal Workshop
MUS 36002: Pop Vocal Workshop
MUS 34500: Jazz History II: From 1950 to the Present
An examination of the trends in jazz and its major contributors since 1950. Emphasis will be placed on detailed listening assignments, a 3500 word requirement and readings. Prereq: MUS 10100 and ENGL 11000 or equivalent. Pre- or co-req: MUS 21000 or equivalent. (W) 3 hr./wk.; 3 cr.

Performance Courses
MUS 16000: Large Performing Ensembles
May be taken by B.A. students four times for credit, by B.F.A. students, eight times. Prereq: audition. 3 hr./wk.; 1 cr.

MUS 16001: Orchestra
MUS 16002: Chorus
MUS 16004: Large Jazz Ensemble
MUS 16005: Jazz Ensemble Workshop
A workshop/ensemble designed to provide opportunities for students to improve the skills required to perform with various City College jazz ensembles. Emphasis will be placed on note reading, rhythms, section playing, intonation, tone production, expression of dynamic and articulation markings, and phrasing. Prereq: permission of the instructor; coreq.: MUS 35700 or higher and MUS 32300 or higher. May be repeated for credit. 2 hr./wk.; 1 cr.

MUS 26000: Ensemble Performance
Experience in performing in small groups. In addition to ensembles listed, other types of ensembles will be offered to suit the particular interests and abilities of students. Prereq.: permission of the Department and/or audition. May be taken eight times. 2 hr./wk.; 1 cr.

MUS 26001: Chamber Music
MUS 26002: Vocal Ensemble
MUS 26003: Percussion Ensemble
MUS 26004: Small Jazz Ensemble
MUS 26005: Latin Band
MUS 26008: Brass Ensemble
MUS 26009: Collegium Musicum
MUS 26010: Bass Ensemble
MUS 26011: Brazilian Jazz Ensemble
MUS 26012: Improvisational Music Ensemble
MUS 26013: Jazz and World Music Ensemble
MUS 26014: Jazz Repertory Ensemble
MUS 26015: Jazz Vocal Ensemble
MUS 26016: Guitar Ensemble
MUS 26017: Blues Vocal Workshop
MUS 26018: Rock Ensemble
MUS 26019: Klezmer Ensemble

Performance Techniques Courses
MUS 16400: Class Instruction in Piano I
Prereq.: MUS 16100 or MUS 15400. 2 hr./wk.; 1 cr.
MUS 16500: Class Instruction in Voice I
2 hr./wk.; 1 cr.
MUS 26400: Class Instruction in Piano II
Prereq.: MUS 16400 and permission of the department. 2 hr./wk.; 1 cr.
MUS 26500: Class Instruction in Voice II
Prereq.: MUS 16500 and permission of the department. 2 hr./wk.; 1 cr.
MUS 35000: Studio Ensemble Singing
Exploration and application of non-jazz vocal styles; the art of background vocals; application of musicianship skills; studio and recording skills; and basic knowledge of sound systems for live performances. Includes lectures, application of musical concepts, performances, videotaping with self-critique, and a vocal session in a recording studio. May be taken twice. Prereq.: MUS 26100 and permission of the Department. 3 hr./wk.; 3 cr.

MUS 36300: Conducting
Principles and techniques of instrumental and choral conducting. Includes some experience in conducting college performing groups. Prereq.: MUS 23200 or MUS 35800. 3 hr./wk.; 3 cr.

MUS 46500: Advanced Conducting
A continuation of MUS 36300 with more emphasis on score reading. Prereq.: MUS 36300 and permission of the department. 3 hr./wk.; 3 cr.

MUS 48000: Individual Instruction
The Music Department will assign an instructor, or give permission to study with a teacher not connected with the College. Student progress is assessed by a juried examination at the end of each semester. Designed for BA students; B.F.A. students take MUS 49000. May be taken four times. Prereq.: MUS 10100, MUS 13100, MUS 16100, and audition. 1 hr. lesson/wk.; 1 cr.

MUS 49000-49004: Private Instruction in Instrument or Voice
Eight one-hour lessons per semester. Student progress is assessed by a juried examination at the end of each semester. Designed for B.F.A. students; B.A. students take MUS 48000. May be taken up to eight times. Prereq.: MUS 13100, MUS 16100, and BFA audition; coreq: four (4) other credits of music major courses. 2 cr.

Music and Audio Technology (Sonic Arts) Courses
MUS 21600: Music Production: MIDI & Audio
Overview of contemporary music production, recording, sound design concepts, and techniques, including a hands-on lab component. Prereq or Coreq: MUS 10100, MUS 13100, and MUS 16100 or permission of the department. 2 hr./wk.; 2 cr.

MUS 21700: Basic Audio Technology Concepts
Introduction to the basic concepts and technologies of the audio industry. Acoustics (sound generation, frequency and pitch, the overtone series, waveforms, belts and decibels, etc.). Basic electricity (laws of charges, conductors and insulators, voltage/current/resistance, circuits, magnetic induction, etc.). Interfacing audio equipment (impedance standards, balanced and unbalanced interconnections, audio connectors, standard operating levels, etc.). Lecture course. No studio time required. Prereq or Coreq: MUS 13100 and MUS 16100 or permission of the department. 3 hr./wk.; 3 cr.

MUS 21800: Introduction to Audio Recording Technology & Practice
Components, functions, and signal flow of analog mixing consoles. Signal flow in contemporary digital audio workstations and digital mixing consoles. Digital audio interface formats and digital audio synchronization. Application of signal flow concepts to modern recording/mixing techniques. Microphone design, application, and selection. Students are assigned individual studio time. Prereq: MUS 21700 and Pre/Coreq MUS 13200, MUS 16200, and MUS 21900 or permission of the department. 3 hr./wk.; 3 cr.

MUS 21900: Introduction to Music Production Techniques
An exploration of the concepts underpinning today’s Digital Audio Workstations. Practical hands-on experience with MIDI and audio recording, programming, editing, and arranging. Projects for individuals and groups will give students the opportunity to create original music and sound design using these technologies. Prereq: MUS 21700 or permission of the department; pre/co-req: MUS 13200, MUS 16200, MUS 21800 or permission of the department. 3 hr./wk.; 3 cr.

MUS 32100: Synthesis and Sound Design I
Review of acoustics. Principles of voltage control systems. Subtractive synthesis, additive synthesis, matrix modulation, and sample playback synthesizers. Examination of both software and hardware synthesizers. Students create original sounds and music for synthesis and sound design projects throughout the semester. Students are assigned individual studio time. Pre-req: MUS 21800 or permission of the department. 3 hr./wk.; 3 cr.

MUS 32200: Synthesis and Sound Design II
Percussion oriented sample playback hardware and software. Amplitude and frequency modulation synthesis. Vector synthesis and wave sequencing. Granular synthesis. Resampling technology. Audio modulation software and plug ins. Students create original sounds and music for synthesis and sound design projects throughout the semester. Students are assigned individual studio time. Pre-req: MUS 32100. 3 hr./wk.; 3 cr.

MUS 32500: Digital Audio I
Basic concepts of audio analog-to-digital and digital-to-analog conversion. Quantization error, dithering, sample rate, word length, normalization. An extensive discussion of two-track and multi-track hard disk recording systems. Destructive and non-destructive editing, playlists, files and regions, voice allocation vs. channels, Host based and native DSP. Audio editing in Peak, Pro Tools, and Logic Audio. Students are assigned individual studio time. Prereq: MUS 21800 or permission of the department. Coreq: MUS 21900. 3 hr./wk.; 3 cr.

MUS 32600: Digital Audio II
Working with samples using hardware and software samplers. Drum and percussion loops and loop manipulation. Time and pitch processing plug ins. Audio data compression formats for the web. Downloadable and streaming data.
audio protocols for the web. Archiving and backup. The DVD specification. Students are assigned individual studio time. Prereq: MUS 32500. 3 hr./wk.; 3 cr.

MUS 32700: Microphone Applications I
Microphone technology (construction, polarity patterns, frequency and transient response). Recording techniques for electric guitar, acoustic guitar, electric bass, and acoustic bass. Students work on recordings during class and during individual studio time. Prereq: MUS 32600. Coreq: MUS 32701. 3 hr./wk.; 3 cr.

MUS 32701: Multi-Track Production Techniques I
Ancillary class to MUS 32700. Advanced concepts and application of dynamic processing. Patch bay construction and configurations. Recording session procedures and documentation. Setting up talkback and headphone mixes for a recording session. Prereq: MUS 32600. Coreq: MUS 32700. 3 hr./wk.; 3 cr.

MUS 32800: Microphone Applications II
Recording techniques for piano, drums, woodwinds, brass, strings, vocalists, and spoken word. Ensemble/band recordings. Students work on recordings during class and during individual studio time. Prereq: MUS 32700. Coreq: MUS 32801. 3 hr./wk.; 3 cr.

MUS 32801: Multi-Track Production Techniques II
Stereo microphone techniques. Advanced filtering and equalization applications. Basic sound reinforcement concepts and applications. Vocal and style based production techniques. Students are assigned individual studio time. Prereq: MUS 32701. Coreq: MUS 32800. 3 hr./wk.; 3 cr.

MUS 43400: Studio Experience
Supervised internships in professional recording studios. May be taken twice. Prereq: MUS 32700 and MUS 32701. 3 hr./wk.; 3 cr.

MUS 43500: Audio for Moving Images
Advanced synchronization of audio to moving images. Advanced synchronization of digital audio devices with existing transfer protocols. Introduction to analog and digital video, film, and animation technologies. Video and audio compression codecs. Introduction to video/audio editing software. FX, Foley, narration, dialog replacement, and music bed. QuickTime synchronization and DVD-R authoring. Students are assigned individual studio time. Prereq: MUS 32700. 3 hr./wk.; 3 cr.

MUS 43600: Studio Project Workshop
Takes audio techniques learned in prerequisite courses and explores them in more depth and detail. Includes demonstrations, hands-on sessions and exercises, discussion, and independent projects. Introduces various production techniques as well as the people, organizational, and business skills that will be useful in real-world recording and production situations. Students go on field trips to world-class production facilities in New York City, interact with professionals, and intern at such facilities. May be taken twice. Prereq: MUS 32800 and MUS 32801. 3 hr./wk.; 3 cr.

Individual Study Courses
MUS 30100-30300: Honors I–III
Approval of Dean and Department representative required. Apply no later than December 10 in the Fall term or May 1 in the Spring term. Credit variable, but usually 3 credits per term.

MUS 31001-31003: Independent Study
Individual scholarly or creative work under supervision of a full-time faculty mentor. Prereq: permission of the department. May be taken up to a total of 12 credits. 1-3 cr./sem.

MUS 31100-32000: Selected Topics in Music
A changing series of innovative and experimental courses on topics not generally covered in regular courses. Course announcements will be made the preceding semester. Hours and credits to be arranged.

Faculty
Daniel Carillo, Assistant Professor
B.A., CCNY, M.A.

Alison Deane, Associate Professor
B.M., Manhattan School of Music, M.M.

David Del Tredici, Distinguished Professor
B.A., Univ. of California (Berkeley); M.F.A., Princeton Univ.

Ray Gallon, Lecturer
B.F.A., CCNY, M.A.

Michael Holober, Associate Professor
B.A., SUNY/Oswego; M.M., SUNY (Binghamton)

Stephen Jablonsky, Associate Professor and Chair
B.A., The City College; M.A., New York Univ., Ph.D.

Chadwick Jenkins, Assistant Professor
B.A., Towson State University; M.M., Univ. of Maryland; M.Phil., Columbia Univ., Ph.D.

Paul Kozel, Professor
B.Mus., Cleveland State Univ.; M.A., The City College

Orly Krasner, Lecturer
B.A. Univ. of Connecticut; M.A., Queens College/CUNY; Ph.D., CUNY

Shaun O’Donnell, Associate Professor
B.A., Queens College, M.A.; Ph.D., CUNY

Jonathan Perl, Associate Professor
B.F.A., CUNY; B.A., SUNY Purchase

Jonathan Pieslak, Associate Professor
B.A., Davidson College; M.A., Univ. of Michigan (Music Theory), M.A. (Music Composition), Ph.D.

Suzanne Pittson, Assistant Professor
B.A., San Francisco State Univ., M.A.

Scott Reeves, Associate Professor
B.M., Indiana Univ., M.M.

Ira Spaulding, Assistant Professor
B.Mus., Westminster Choir College, M.Mus., Eastern Kentucky Univ.

Professors Emeriti
David Bushler
Ronald L. Carter
Constantine Cassolas
John Graziano
Barbara Russano Hanning
Jack Shapiro
Roger Verdesi

Artists-In-Residence
The Vanguard Jazz Orchestra

Musicians’ Accord

Neil Clarke
Arturo O’Farrill
Vanderlei Pereira
Rich Perry
Ray Santos
Paul Special
Michael Whalen
Department of Philosophy

(Division of Humanities and the Arts)

Professor Lou Marinoff, Chair • Department Office: NA 5/144 • Tel: 212-650-7291

General Information
The City College offers the following undergraduate degree in Philosophy:
B.A.

Programs and Objectives
The discipline of philosophy is concerned with understanding reality and human action via systematic analysis and argument. It surveys important and influential ideas of the past and present, examines their presuppositions, and provides the student with the instruments of a reflective and responsible life.

Requirements for Majors
After completing their core requirements, students ought to have ample credits left over to distribute between a concentration program and free electives. Students should consult the Department Chair or a Department Advisor to identify a concentration program best suited to their academic interests (e.g., in the philosophy of natural and/or social science, logic and mathematics, ethical theory, law, etc.). Students should choose free electives not only as a supplement to their concentration program, but as an opportunity to pursue their intellectual interests and broaden their perspectives. Students may also jointly major in Philosophy and another discipline, such as English, History, Physics or Psychology.

BA Philosophy students are required to maintain a major GPA of 2.0 or higher. The GPA in the major is calculated from courses in the major based in the major department only, and that have been taken at City College or through ePermit, including all courses in excess of the minimum required for the degree. In addition, students must maintain an overall GPA of 2.0 and above to graduate with a BA in Philosophy.

Required Courses
One of the following two:
PHIL 20200: Introduction to Logic (3 cr.)
PHIL 20100: Logical Reasoning (3 cr.)
Plus:
PHIL 30500: History of Philosophy I (3 cr.)
PHIL 30600: History of Philosophy II (3 cr.)
Plus three of the following in core areas:
PHIL 30700: Metaphysics and Epistemology (3 cr.)
PHIL 30800: Ethics (3 cr.)
PHIL 30900: Social and Political Philosophy (3 cr.)
PHIL 32200: Philosophy of Science (3 cr.)
PHIL 32300: Philosophy of Mind (3 cr.)
PHIL 32400: Philosophy of Language (3 cr.)
PHIL 32500: Aesthetics (3 cr.)
PHIL 35000: Major Philosophers (3 cr.)
Plus four additional PHIL courses above 30000 (12 cr.)
Total credits required for the major: 30 cr.

General Education Requirements ("Pathways")
In general, students are required to complete 42 credits of General Education coursework, with some adjustments for transfer students. See the General Education Requirements ("Pathways") section of the Bulletin for more information.

Dual Major
The Philosophy Department offers a range of courses on a regular basis specially suited to students wishing to major in both philosophy and law, psychology, English, history, education, and other disciplines. Please read the introductory section on dual majors and contact the Department for specific information on specific programs.

Requirements for Minor
The minor in philosophy is recommended for students who wish to improve those critical analytic skills developed by philosophy—and greatly valued by business and the professions—but who have insufficient credit hours available to major in philosophy.

Required Courses
One of the following four:
PHIL 10200: Introduction to Philosophy (3 cr.)
PHIL 20100: Logical Reasoning (3 cr.)
PHIL 20200: Introduction to logic (3 cr.)
Any 30000-level Philosophy course (3 cr.)
Plus five additional PHIL courses above 30000 (15 cr.)
Total credits required for minor: 18 cr.

Advisement
The department Chair and all full-time members of the Department serve as department advisors. Their office hours are posted at the beginning of every semester.

Majors in the Department of Philosophy are expected to maintain a minimum GPA of 2.5. Those who fail below that number will be called in for a conference with a departmental advisor to discuss ways of improving academic performance. The advisor may recommend taking a particular course for better preparation, meeting with a tutor in the Writing Center, taking a course load lower than 15 credits, or other strategies for achieving academic success. All students should try to maintain the highest possible GPA in order to enhance their prospects for acceptance to graduate programs and career opportunities.

Department Activities
The Philosophy Department has a student-operated Philosophy Club, which meets regularly during club hours (Thursday 12:00–2:00 p.m.) during the academic year. Information about Philosophy Club activities is listed on the Department Notice Board opposite NA 5/144. The Philosophy Department also runs its own colloquium series, with talks presented by members of the philosophy department and by visiting speakers.

Tutoring
The Philosophy Department tries to maintain a student-operated tutorial service. Students who feel that they need tutorial help should contact the Department Secretary for further information.

Awards
The department awards prizes (usually to graduating seniors) for excellence in various areas:

Brittain Prize: Moral Philosophy
Felix S. Cohen Prize: Philosophy of Law
Ketchum Prize: History of Philosophy
Sperling Award: Best Student
Ward Medal: General Excellence in Philosophy

For detailed information see, the Guide to the City College Prizes, Awards, and Medals in the office of the department Chair.

Philosophy Course Descriptions

Core Philosophy Courses
PHIL 30001: The Rational Animal: Honors
A critical analysis of the nature and relationships between a variety of intellectual disciplines (such as the natural and social sciences, humanities and education) and of a number of contemporary, philosophical problems relating to mind, self and consciousness, and authority, rights and responsibilities. For Honors students only. 3 hr./wk.; 3 cr.

Introductory Philosophy Courses
PHIL 10200: Introduction to Philosophy
An introduction to some of the central questions of philosophy, concerning our knowledge of the external world, causation, God, mind and body, freeedom, justice, and moral judgment, via analysis of classical and contemporary philosophers such as Plato, Aristotle, Descartes, Locke, Hume, Mill, Kant, Russell, Wittgenstein and Rawls. (W) 3 hr./wk.; 3 cr.

PHIL 11100: Critical Thinking
An informal analysis of inference and evidence employed in everyday arguments, including study of the principles held to justify forms of argument in morality, politics, the law and aesthetics. The aim of the course is to develop critical skills in reasoning and the evaluation of arguments, and sensitivity to the distinction between substantive argument and persuasive rhetoric, through a detailed analysis of examples drawn from a wide variety of sources,
PHIL 31000: Special Topics in Philosophy
Special and experimental courses offered on a variety of topics. Consult Department for offerings and prerequisites. Variable credit, but usually 3 cr./sem.

PHIL 32100: Symbolic Logic
This course extends the work of PHIL 20200. The focus is on rigorously formulated systems of propositional and predicate logic, with emphasis on theorem-proving and the formalization of natural-language reasoning. Attention will be paid to the theory of relations, definite descriptions, the translation of elementary arithmetical concepts into logic and proofs of the deductive completeness of various systems of logic. Prereq: PHIL 20200. 3 hr./wk.; 3 cr.

PHIL 32200: Philosophy of Science
A critical survey of philosophical theories of scientific explanation and development. The course will focus on topics such as inductive and hypothetico-deductive accounts of scientific method; confirmation and falsification of scientific theories; the logic of scientific explanation; theories and models; the structure of scientific revolutions. (W) 3 hr./wk.; 3 cr.

PHIL 32300: Philosophy of Mind
A critical analysis of some classical and contemporary problems relating to our concepts and theories of mind, and of psychological phenomena such as intelligence, rationality, and emotion. Topics are likely to include theories of the relation between mind and brain (varieties of dualism and materialism); self-knowledge and knowledge of other minds; psychopathology; artificial intelligence; and personal identity. (W) 3 hr./wk.; 3 cr.

PHIL 32400: Philosophy of Language
Examination of the relationship between thought, language and the world. The course will cover topics such as meaning, truth, reference, synonymity, necessity, names and descriptions, logical form, and pragmatics. (W) 3 hr./wk.; 3 cr.

PHIL 32500: Aesthetics: The Philosophy of Art
The philosophico-scientific study of art, through classical readings and contemporary developments. Includes topics such as representation, taste, artist intention, and mechanism. Special attention is paid to the problem of trying to speak generally about art in the face of the differences among specific arts. (W) 3 hr./wk.; 3 cr.

PHIL 32600: Philosophy of Law
A critical analysis of some central concepts employed in legal reasoning and judgment, such as justice, crime, evidence, responsibility, legal and civil rights, punishment, civil disobedience, and constitutional interpretation. Examination of major theories of law such as natural law theory, legal positivism and social realism, and of the relation between the law and morality. (W) 3 hr./wk.; 3 cr.

PHIL 32700: Philosophy of Religion
Critical analysis of the question: What is religion? in light of the variety of religious beliefs and practices. Examination of different approaches to religion, including faith, rational argument, sensory experience, mystical and religious experience. Exploration of the relation between faith and reason, and between morality and religion. (W) 3 hr./wk.; 3 cr.

PHIL 32800: Philosophy of Social Science
Critical analysis of the concept of the social as it is employed in classical and contemporary social scientific theories of social action, social structure, social collectivity and social explanation. Attention will be paid to topics such as holism and individualism; social and psychological explanation; structural and functional explanation; rationality assumptions; understanding alien societies; theories and values in social science; and the autonomy of historical understanding. (W) 3 hr./wk.; 3 cr.

PHIL 32900: Philosophy of History
A survey of some classical and contemporary problems in both speculative and analytical philosophy of history. The course focuses on topics such as general histories of history (Vico, Kant, Herder, Hegel, Marx, Toynbee); varieties of historical explanation; objectivity in history; concepts of causation in history; methodology; history as an autonomous discipline. (W) 3 hr./wk.; 3 cr.

PHIL 33400: Philosophy of Artificial Intelligence
Addresses philosophical issues raised by computers and other machines capable of performing tasks indicative of intelligence (e.g. multiplication, logical reasoning, playing chess, learning a language). The course will focus on topics such as the Turing test; strong and weak AI; concepts of representation, memory and understanding; the frame problem; symbolic versus connectionist approaches to cognitive processing. (W) 3 hr./wk.; 3 cr.

PHIL 31100-32000: Special Topics in Philosophy
Selected topics and experimental courses offered on a variety of topics. No prerequisites. Variable cr.
PHIL 33500: Philosophy of Film
Addresses philosophical issues relating to film, such as the status of film as an art object; the role of the audience in the constitution of the film object; realism and surrealism in film; and particular film genres such as comedy and cinema noire. (W) 3 hr./wk.; 3 cr.

PHIL 33600: Philosophy of Space and Time
Addresses philosophical questions raised by our employment of the concepts of space and time in science and metaphysical thinking. The course will focus on topics such as individuation and spatio-temporal continuity; units of space and time; substantial and relational theories of space; asymmetries of time; the theory of relativity; infinity and eternity. (W) 3 hr./wk.; 3 cr.

PHIL 33700: Decision Theory
A non-mathematical introduction to game theory, decision theory, and rational choice theory, and philosophical issues relating to probability theory and utility theory. Includes examination of problems and paradoxes such as the Prisoner's Dilemma, Newcomb's problem and Cohen-Kelly queuing paradox. 3 hr./wk.; 3 cr.

PHIL 33800: Philosophy of Wittgenstein
Critical explanation and analysis of the philosophy of Ludwig Wittgenstein, with special focus on his controversial and influential views on language, reality and forms of life, and their implications for disciplines such as linguistics, psychology, literary criticism and feminist theory. 3 hr./wk.; 3 cr.

PHIL 33900: Kierkegaard, Nietzsche, Freud
A study of three authors who helped to define modernism after Hegel. The course focuses on: the philosophical critique of philosophy; the new quest for authentic individuality; reassessments of religion. (W) 3 hr./wk.; 3 cr.

PHIL 34000: Self and Identity
A study of major philosophical theories of self-knowledge and personal identity, and related literary, social and psychological theories. (W) 3 hr./wk.; 3 cr.

PHIL 34100: Philosophy of Psychoanalysis
Critical analysis of central concepts of Freudian and post-Freudian psycho-pathology and psychotherapy. (W) 3 hr./wk.; 3 cr.

PHIL 34400: World Philosophies
Addresses central concepts and principles of a variety of non-Western systems and traditions in philosophy. Courses offered are likely to include (but are not restricted to) African Philosophy; Chinese Philosophy; Indian Philosophy; Islamic Philosophy; Latin-American Philosophy. Different systems and traditions will be offered in different semesters. (W) 3 hr./wk.; 3 cr.

PHIL 34500: American Philosophy
Addresses central themes of American Philosophy, through the work of authors such as Edwards, Emerson, James, Pierce, Dewey, Quine, Putnam, and Rorty. (W) 3 hr./wk.; 3 cr.

PHIL 34600: Feminist Philosophy
Charts the historical evolution of the feminist approach to philosophy, and the contribution of feminists to topics in epistemology, philosophy of mind and moral, social and political philosophy. 3 hr./wk.; 3 cr.

PHIL 34700: Contemporary Philosophy
A study of major philosophical theories and theorists of the late nineteenth and twentieth century. The focus of this course may vary in different semesters, with emphasis placed upon either analytical, pragmatist or continental theories and theorists. (W) 3 hr./wk.; 3 cr.

PHIL 34800: Continental European Philosophy
A study of major concepts and principles of philosophical movements originating in Continental Europe, such as Phenomenology; Existentialism; Hermeneutics; and Critical Theory. (W) 3 hr./wk.; 3 cr.

PHIL 34900: Applied Ethics
Critical analysis of moral issues and dilemmas as they arise in various professions and everyday situations. Courses offered are likely to include (but are not restricted to): Business Ethics; Computer Ethics; Engineering Ethics; Environmental Ethics; Medical Ethics; Psychological Ethics. Different course topics will be offered in different semesters. (W) 3 hr./wk.; 3 cr.

PHIL 35000: Major Philosopher(s)
Intensive study of the work of major philosophers (such as Plato, Hume, Kant, Hegel). Different philosophers featured in different semesters. (W) 3 hr./wk.; 3 cr.

PHIL 35400: Seminar in Advanced Topics in Philosophy
Topics selected from a variety of different areas are made the focus of intensive critical examination. Topics offered each semester will be listed by the Philosophy Department. Prerequisites stated with course descriptions. Intended primarily for philosophy majors. 2 sem. hr./wk. plus conference; 3 cr.
Department of Physics

(Division of Science)

Professor Marilyn Gunner, Chair • Department Office: MR 419 • Tel: 212-650-6832

General Information

The City College offers the following undergraduate degree in Physics: B.S.

Programs and Objectives

The Department of Physics provides a comprehensive program designed to enable students to acquire a basic understanding of the laws of nature and their application, and to prepare them for a career either in physics or in one of the many science and technology oriented professions for which physics is a basic component. The various introductory courses are therefore designed to meet a variety of student needs, including general knowledge, preparation for professional work (engineering, materials science, photonics, premedical, biomedical physics, architecture, teaching, etc.) and preparation for advanced work in physics. A sequence of advanced courses is provided primarily for Physics majors but is also open to other interested students. The aim of these courses is to train students for technical employment in industry or government and for graduate work.

In addition to the Standard Physics Concentration the Department offers an Applied Physics Concentration, a Secondary Education Concentration and a Biomedical Physics Concentration. The Applied Physics Concentration has two tracks: Materials Science or Optics/Photonics.

The Department cooperates in the Program in Premedical Studies (PPS), a program of the Division of the College of Liberal Arts and Science. This allows the student to major in Physics while participating in PPS. The program features a curriculum which integrates a variety of learning experiences specifically preparing participants to meet medical, dental and veterinary school admission requirements as well as those for physician’s assistant and physical therapy advanced degree programs.

Honors

The Research Honors Program is one of several ways for undergraduate students to participate in faculty research projects. Such projects, if judged to be of sufficient quality and quantity, may lead to a degree with honors.

Research

The large active research faculty provides undergraduate research opportunities in many fields of experimental and theoretical physics. Modern laboratories provide excellent training facilities in the areas of laser physics, low temperature physics, biophysics and semiconductor physics. Students can also participate in theoretical physics research, primarily in the areas of condensed matter physics and high energy. Academic credit can be earned for participation in such research projects.

Graduate Courses

Physics majors in their senior year are able to enroll in beginning graduate courses.

Exemption Credit

Qualified students may take exemption examinations for all courses offered by the Department upon application to the Department. Exemption examinations are given at several specified times during the year. In general, a grade of B+ or better is required for exemption with credit and a grade of B- or better for exemption without credit. For some courses, it will be necessary to complete the laboratory component before full credit is given.

Tutoring

Each faculty member designates two office hours per week when she or he will be available to tutor students. In addition, all faculty members teaching multiple section introductory or intermediate courses are available for tutoring of students in all sections of the particular course(s) they are teaching. Detailed tutoring schedules are distributed early in each semester. For the introductory courses there is also a tutoring lab, open about 10 hours per week, staffed by qualified graduate and undergraduate students, where a student in these courses may seek assistance.

Department Activities

Colloquia and Seminars

The Physics Department holds a weekly colloquium in a field of general or current interest in physics, usually given by a distinguished outside speaker. All Physics graduate students and Physics majors are invited to attend. In addition there are weekly seminars of a more specialized nature in such areas as high-energy physics, condensed matter physics and biophysics and frequent seminars in such areas as astrophysics and light scattering.

Planetary

The Physics Department maintains a fully equipped planetarium. Programs and shows on an appropriate level are given for elementary schools, junior and senior high schools and the college community as well as other groups upon request. Programs and shows are available both in English and in Spanish.

Job Placement

The Physics Department maintains an up-to-date file of employment opportunities at all levels.

Awards

The Physics Department annually awards one or more Ward medals and the Sidney Millman Scholarship Award for academic excellence, and a Sonkin medal for the best achievement in experimental physics. Physics students may also compete, along with other students for the Hamermesh Scholarship, the Soodak Scholarship, and the Zemansky Introductory Physics Prizes.

Advisement

Undergraduate Majors

Professor Jiufeng Tu

MR 330A, 212-650-5558

Graduate Students

Professor Timothy Boyer

MR 331; 212-650-5558

All other students

Contact the Physics Office (MR-419; 212-650-6832), to be put in touch with an appropriate advisor.

Requirements for Majors

A GPA of 2.0 or higher in the major is required for graduation. The GPA in the major is calculated from courses in the major based in the major department only, and that have been taken at City College or through ePermit, including all courses in excess of the minimum required for the degree.

All Physics majors must complete "Basic Courses for Physics Majors" and either the "Standard Physics Concentration" or one of the "Alternative Concentrations." These courses are in addition to the Science core curriculum requirements:

Basic Courses for Physics Majors

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 35100: Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 35400: Electricity and Magnetism I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 45200: Optics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 47100: Advanced Physics Laboratory I</td>
<td>2</td>
</tr>
<tr>
<td>PHYS 55100: Quantum Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 55200: Quantum Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 55600: Current Topics in Physics</td>
<td>1</td>
</tr>
<tr>
<td>Physics Elective: Physics 31500, PHYS 42200, PHYS 45300, PHYS 45400, PHYS 55400</td>
<td>3</td>
</tr>
<tr>
<td>MATH 39100: Methods of Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 39200: Linear Algebra and Vector Analysis</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits for Basic Courses</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

Standard Physics Concentration

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 35100: Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 35400: Electricity and Magnetism II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 45200: Optics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 47100: Advanced Physics Laboratory II</td>
<td>2</td>
</tr>
<tr>
<td>PHYS 55100: Quantum Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 55200: Quantum Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 55600: Current Topics in Physics</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credits for Standard Physics Concentration</strong></td>
<td><strong>38</strong></td>
</tr>
</tbody>
</table>

Alternative Physics Concentration - (Materials Science and Optics/Photonics Concentrations)

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHYS 32300: Quantum Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 35100: Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 35400: Electricity and Magnetism II</td>
<td>3</td>
</tr>
<tr>
<td>Applied Physics Electives:</td>
<td>15</td>
</tr>
</tbody>
</table>
Materials Science concentration requires PHYS 554000, PHYS 55500 and PHYS 56100. Additional electives may be selected from PHYS 42200, CHEM 26100, CHE 46700 and EE 44100.

Optics/Photonics concentration requires PHYS 45200, PHYS 47100, PHYS 45300 and PHYS 58000. Additional electives may be selected from PHYS 55400 and PHYS 58100.

Mathematics:
- 39100: Methods of Differential Equations 3
- 39200: Linear Algebra and Vector Analysis 3

Total Credits for Applied Physics Concentration 39

Biomedical Physics Concentration

Required Courses

- PHYS 42200: Biophysics 3
- PHYS 52200: Biomedical Physics 3

One of the following:
- PHYS 32300: Quantum Mechanics (3 cr.)
- PHYS 55100: Quantum Physics I (4 cr.)

One of the following:
- MATH 39100: Methods of Differential Equations 3
- MATH 39200: Linear Algebra and Vector Analysis 3
- CHEM 45900: Biochemistry I 4

Total Credits for Biomedical Physics Concentration 27-28

Secondary Education Concentration

Major requirements are listed below. Pedagogical requirements are listed in the Department of Education section of this Bulletin.

Required Courses

- PHYS 35100: Mechanics 4
- PHYS 35300: Electricity and Magnetism I 3
- PHYS 35400: Electricity and Magnetism II 3
- PHYS 37100: Advanced Physics Lab I 2
- PHYS 45100: Thermodynamics and Statistical Physics 3
- PHYS 45200: Optics 3
- PHYS 32100: Modern Physics 3
- Electives to be chosen in consultation with the advisor 6

Total Credits for Secondary Ed. Concentration 27

Elective Courses

Students who intend to go on to graduate work in Physics should choose, in consultation with the departmental advisor, free electives from among the following:

- PHYS 31500: Medical Physics (3 cr.)
- PHYS 42200: Biophysics (3 cr.)
- PHYS 45300: Physical Photonics I (Laser Optics) (3 cr.)
- PHYS 45400: Descriptive Astronomy (3 cr.)
- PHYS 52200: Biomedical Physics (3 cr.)
- PHYS 55400: Solid State Physics (3 cr.)
- PHYS 55500: The Physics and Chemistry of Materials (3 cr.)

Any graduate course with designation V0100-V2600 Selected 30000, or 40000 level courses

Additional Requirements

Students who intend to go on to complete some graduate work during the undergraduate years should see the concentration advisor (Prof. J. J. Tu or Prof. N. P. Chang) concerning possible substitutions for some of the above courses.

Note: all the non-introductory courses in physics required for Physics majors are given only once a year. For a student who has completed the required introductory courses (Physics 20700, 20800, Math 20100, 20200, 20300) the following sequence is therefore recommended for the remaining courses:

<table>
<thead>
<tr>
<th>Physics</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>PHYS 32100</td>
</tr>
<tr>
<td>Fall</td>
<td>PHYS 35100, PHYS 35300, PHYS 37100</td>
</tr>
<tr>
<td>Spring</td>
<td>PHYS 35400, PHYS 47100, PHYS 55100</td>
</tr>
<tr>
<td>Spring</td>
<td>PHYS 45200, PHYS 55200, PHYS 55600</td>
</tr>
<tr>
<td></td>
<td>PHYS 45400, elective</td>
</tr>
</tbody>
</table>

Students who enter this sequence during their sophomore year may thus be free to take physics (or math) electives or graduate courses in their senior year. The latter is especially recommended by the Department. Students who cannot readily fit into this sequence should consult the concentration advisor. All students intending to major in Physics should see the specialization advisor before entering their junior year. Students who do not intend to do graduate work should see Professors Tu or Chang for an individualized program.

General Education Requirements ("PATHWAYS")

In general, students are required to complete 42 credits of General Education coursework, with some adjustments for transfer students. See the General Education Requirements (Pathways) section of the Bulletin for more information. Physics students will satisfy their "Pathways" requirements most efficiently by following these recommendations:

**Fixed Core**

- English Composition I: FIQWS
- English Composition II: ENGL 21003
- Mathematical and Quantitative Reasoning: MATH 20100
- Life and Physical Sciences: PHYS 20700

**Flexible Core**

- World Cultures and Global Issues: any of CLAS offerings in this category
- Individual and Society: any of CLAS offerings in this category
- U.S. Experience in its Diversity: any of CLAS offerings in this category
- Creative Expression: any of CLAS offerings in this category
- Scientific World: PHYS 20800

Additional course in Scientific World: CHEM 10401 or EAS 10600

**College Option**

- Speech 11100, 00380 or Proficiency Examination
- Foreign language – two semesters of college-level study, or exemption on the basis of two years of high-school level study, or demonstrated proficiency
- Philosophy - any of CLAS offerings in this category

Requirements for a Minor in Physics

Students in other departments may minor in physics by taking a minimum of 9 credits in Physics beyond the introductory courses (PHYS 20700, PHYS 20800 or PHYS 20300, PHYS 20400). See an advisor in the Physics Department for guidance.

**Physics Course Descriptions**

**Core Physics Courses**

All courses except ASTR 10000 and ASTR 30500 carry a Physics (PHYS) designation, starting with PHYS 10000.

**ASTR 10000: Ideas of Astronomy**

Explores the entire realm of the universe, its origins and history, and establishes our time and place and role in it. Our solar system, our galaxy, the expanding universe of many galaxies will be discussed along with more recent discoveries such as quasars, pulsars and black holes. 3 lect., 1 rec. hr./wk., slides, films, planetarium shows; 3 cr.

**PHYS 10000: Ideas of Physics**

A course with two themes: 1. How nature works, the interplay of space, time, matter and energy: 2. Structures are born, live out their life cycles, and die. These include us, the stars, and perhaps the universe. This theme may be called the scientific story of genesis. 3 lect., 1 rec. hr./wk., demonstrations, slides, films; 3 cr.

**ASTR 30500: Methods in Astronomy**

Designed to fulfill the 30000-level core science requirement, the course covers the fundamental physical laws that underlie the motions of heavenly bodies, including Newtonian mechanics and Einstein’s theory of relativity, planetary, stellar and galactic evolution; the methods, techniques and instruments used by modern astronomy, including the Hubble Space Telescope and planetary space probes. 3 lect., 1 rec. hr./wk., slides, films, planetarium shows, field trips; 3 cr.

**Introductory Physics Courses**

**PHYS 20300-20400: General Physics**

For majors in the life sciences (biology, medicine, dentistry, psychology, physical therapy) and for liberal arts students. Fundamental ideas and laws of physics from mechanics to modern physics. Included are Newton's laws of motion, electricity and magnetism, heat, optics, relativity, quantum mechanics and nuclear physics. Emphasis is on the basic principles and general laws. Use of mathematics is restricted to elementary algebra and some trigonometry. Students registering for PHYS 20300 or 20400 must also register for and take the Physics 20301 or 20401 Lab during the same semester. PHYS 20300 is prereq., for PHYS 20400 (required for Premed., Predent., Bio-Med., and all Life Science students). Prereq.: MATH 19000. 3 lect., 1 rec., 3 lab., hr., alt., wks.; 4 cr./sem.

**PHYS 20305-20405: Laboratory Sections for 20300 and 20400**

Department permission required for registration, which is limited to students having passed lecture part via examination exam or via equivalent course elsewhere. Not open to students who have previously taken or are planning to register for PHYS 20300 or PHYS 20400. 3 lab. hr. alt. wks.; 1 cr./sem.
**PHYS 20700-20800: General Physics**

Vectors, equilibrium, rectilinear motion. Newton’s laws, gravitation, motion in a plane, work and energy, impulse and momentum, rotation and angular momentum, simple harmonic motion, fluids, heat and thermodynamics, waves and acoustics, electrostatics, magnetism and electromagnetism, direct and alternating current, geometrical and physical optics. Pre- or coreq.: MATH 20200 for PHYS 20700. PHYS 20700 is preq. for PHYS 20800. (Required for all students in the Physical Sciences, Engineering and Computer Science.) 3 lect., 2 rec. hr./wk., 2 lab/wkshp. hrs (PHYS 20700), 2 lab hrs. alt. wks. (PHYS 20800); 4 cr./sem.

**PHYS 21900: Physics for Architecture Students**

A one-semester course for students of Architecture. Translational and rotational equilibrium. Newton’s laws of motion and vibrations. Work, energy and power. Fluids and temperature. Heat and energy transfer. Prereq.: completion of all mathematics requirements through trigonometry or be eligible for MATH 20500. 3 lect., 2 rec. hr./wk.; 4 cr.

**PHYS 30000: Elementary Physics**

For students in the School of Education. Survey of physics emphasizing the meanings of physical laws, concepts of motion and energy, and physical properties of matter. Topics include concepts of velocity and acceleration; Newton’s laws of motion; mass and weight; circular motion; gravitation, work, energy, momentum, electromagnetic properties of matter, and atomic theory (required for students in Elementary Education). 3 lect., 2 lab. or discussion hr./wk.; 3 cr.

**PHYS 32100: Modern Physics for Engineers**

Introduction to historical background, elementary quantum theory, application to one-electron atoms, atomic shell structure and periodic table; nuclear physics, relativity and statistical mechanics. Concepts, quantitative work and problem sets are emphasized. Prereq.: PHYS 20800 or equivalent, MATH 20300 or MATH 20900 (elective for Engineering students). 3 lect. hr./wk.; 3 cr.

**Elementary Physics Electives**

**PHYS 31500: Medical Physics**

Physical aspects of the skeletal, circulatory, nervous, muscular, respiratory, and renal systems; diagnostic imaging including EKG, EEG, x-rays, CAT, MRI, lasers and fiber optical probes; radiation therapy and safety; nuclear medicine; artificial organs. Prereq.: PHYS 20400 or PHYS 20800. 3 hr./wk.; 3 cr.

**PHYS 32300: Quantum Mechanics for Engineers**

Basic experiments, wave-particle duality, uncertainty. Wave functions and Schrödinger equation. 1-d problems, bound states, square well, harmonic oscillator, scattering from barriers, tunneling. QM formalism, Dirac notation, operators & eigenvalues, angular momentum. Hydrogen atom. Perturbation theory first order nondegenerate, level splitting. Time-dependent PT, Golden rule, spin. Quantum communication, Bell’s theorem. Prereq.: PHYS 20700 and PHYS 20800, MATH 39100 and MATH 39200. 3 hr./wk.; 3 cr.

**PHYS 33100: Intelligent Life in the Universe**

Problems concerning the existence of and contact with other intelligent life forms. The physical conditions necessary for development and evolution of such forms. The physical limitations on contact with them. 4 hr./wk.; 4 cr.

**PHYS 33200: Physics of Science Fiction**

The physical basis for the many imaginative and speculative schemes encountered in science fiction: anti-matter, space warps, black holes, anti-matter, time travel, multi-dimensional universes, parallel universes, quarks, robots, flying saucers, Star Trek, etc. Every lecture is accompanied by a color slide show. No prereq. 3 hr./wk.; 3 cr.

**Advanced Physics Courses**

**PHYS 35100: Mechanics**

Newton’s laws; Systems of particles; Small oscillations; Central forces and planetary motion; Rotations and rotating coordinate system; Introduction to rigid body motion; Lagrangian dynamics; Introduction to Hamiltonian dynamics. Prereq.: PHYS 20800; pre- or coreq.; MATH 39100 (required for Physics majors). 4 hr./wk.; 4 cr.

**PHYS 35300: Electricity and Magnetism I**

Review of vector calculus; Electrostatics in vacuum, work & energy, conductors; Laplace’s equation and its solution; Electric fields in matter, currents, circuits and dielectrics; magnetostatics, vector potential. Prereq.: PHYS 20800; pre- or coreq.: MATH 39100 and PHYS 35100 or equivalent (required for Physics majors). 3 hr./wk.; 3 cr.

**PHYS 35400: Electricity and Magnetism II**

Magnetic fields in matter; Electrodynamics, induction, Maxwell’s equations; Electromagnetic waves in vacuum and in matter; Guided waves – transmission lines and waveguides; Electromagnetic potentials and radiation; Special relativity. Prereq.: PHYS 35300; pre- or coreq.: MATH 39100 and MATH 39200 (required for Physics majors, except those in the Biomedical Option). 3 hr./wk.; 3 cr.

**PHYS 37100: Advanced Physics Laboratory I**

Experiments in electricity, magnetism and electronics. Prereq.: PHYS 20800; coreq.: PHYS 35300 (required for Physics majors). 3 lab., 1 conf. hr./wk.; 2 cr.

**PHYS 42200: Biophysics**

Introduction to the structure, properties, and function of proteins, nucleic acids, lipids and membranes. In-depth study of the physical basis of selected systems including vision, nerve transmission, photosynthesis, enzyme mechanism, and cellular diffusion. Introduction to spectroscopic methods for monitoring reactions and determining structure including light absorption or scattering, fluorescence, NMR and X-ray diffraction. The course emphasizes reading and interpretation of the original literature. Prereq.: 1 yr. of Math, 1 yr. of Physics (elective for Physics Majors and Biomedical Engineering students). 3 hr./wk.; 3 cr.

**PHYS 45100: Thermodynamics and Statistical Physics**

Temperature; equations of state; work, heat and the First Law; irreversibility, entropy and the Second Law; introduction to kinetic theory and statistical mechanics; low-temperature physics; the Third Law. Prereq.: PHYS 35100 and PHYS 35300; coreq.: MATH 39100 (required for all Physics majors). 3 hr./wk.; 3 cr.

**PHYS 45200: Optics**

Dispersion, reflection and refraction, interference, diffraction, coherence, geometrical optics, interaction of light with matter. Prereq.: PHYS 35400, or similar engineering courses; pre- or coreq.: MATH 39200 (required for all Physics majors, except those in the Biomedical Option). 3 hr./wk.; 3 cr.

**PHYS 45300: Physical Photonics /Laser Optics**

Theory and applications of lasers and masers. Physical principles underlying the design of lasers, coherent optics, and non-linear optics. Pre- or coreq.: a course in modern physics (PHYS 55100 or PHYS 32100); a course in electricity and magnetism (PHYS 35400 or EE 33200). Optics (PHYS 45200) is desirable but not required (elective for Physics and Engineering majors). 3 hr./wk.; 3 cr.

**PHYS 47100: Advanced Physics Laboratory II**

Experiments in optics, quantum physics and atomic physics. Prereq.: PHYS 35400; pre or coreq.: PHYS 55100 (required for Physics majors). 3 lab., 1 conf. hr./wk.; 2 cr.

**PHYS 52200: Biomedical Physics**

Methods used in the study of biophysics and biomedical physics. Study of the physical basis of spectroscopic methods including light absorption or scattering, fluorescence, NMR and X-ray diffraction for the study of biopolymers. Biomedical imaging including sonogram, MRI, and tomography will be discussed. Prereq.: PHYS 42200 or the consent of the instructor. 3 hr./wk.; 3 cr.

**PHYS 55100: Quantum Physics I**

Introductory material: 2-slit experiment, matter waves and addition of amplitudes – superposition principle; Uncertainty principle, properties of matter waves: Boundary conditions and energy level quantization and Schrödinger interpretation – wave equation, application to one dimensional problems, barrier penetration, Bloch states in solids and how bands form in solids; The universality of the Harmonic potential – Simple Harmonic oscillator and applications; One electron atoms, spin, transition rates; Identical particles and quantum statistics; Beyond the Schrödinger equation: Variational methods and WKB. Prereq.: MATH 39100 and MATH 39200. Pre- or coreq. PHYS 35100, PHYS 35400 (required for Physics majors). 4 hr./wk.; 4 cr.

**PHYS 55200: Quantum Physics II**

Review of Schrödinger equation, Uncertainty principle. Formalism: Observables, Operators etc.; Application to simple case: 2 level systems, electron in a magnetic field; Angular momentum – Bohr model revisited; Magnetic properties of solids; Time independent perturbation theory and applications; Time dependent perturbation theory: Lasers, Masers etc.; Adiabatic processes: Berry’s phase, when does phase matter? Quantum entanglement, Bell’s theorem and recent experiments. Prereq.: PHYS 55100 or equivalent MATH 39100, and MATH 39200 (required for Physics majors). 4 hr./wk.; 4 cr.

**PHYS 55400: Solid State Physics**

(Same as PHYS U4500) Crystal structure and symmetry; crystal diffraction; crystal binding; phonons and lattice vibrations; thermal properties of insula-
tors; free electron theory of metals; energy bands; Fermi surfaces; semiconductors, selected topics in superconductivity, dielectric properties, ferro-electricity, magnetism. Prereq.: PHYS 55100 or equivalent, e.g. CHEM 33200 or PHYS 32100 (elective for Physics and Engineering majors). 3 hr./wk.; 3 cr.

PHYS 55500: The Physics and Chemistry of Materials
(Same as PHYS U4600) Examples, characteristic properties, and applications of important classes of materials (semiconductors, ceramics, metals, polymers, dielectrics and ferroelectrics, super-conductors, magnetic materials); surfaces and interfaces of solids; selected topics in the synthesis, processing and characterization of materials. Prereq.: PHYS 55400 or equivalent, e.g. EE 45400 (required of Physics majors in the Applied Physics/Material Science Concentration, and elective for other Physics majors and for Engineering majors). 3 hr./wk.; 3 cr.

PHYS 55600: Current Topics in Physics
A seminar course on current topics in experimental and theoretical physics, with oral reports by students and faculty (required for Physics majors). 1 hr./wk.; 1 cr.

PHYS 56100: Materials Science Laboratory
Introduction to some of the basic methods for sample preparation and characterization relevant to materials science. Topics include synthesis of semiconductor thin films and high temperature superconductors, contact preparation, measurements of transport properties as a function of temperature, Raman spectroscopy, electron spin resonance (ESR), X-ray diffraction, absorption measurements in UV-visible range. Prereq.: PHYS 32300; coreq.: PHYS 55400 or permission of the instructor. 4 lect. hr./wk. for the first three wks., then 7 lab. hr./wk.; 4 cr.

PHYS 58000: Physical Photonics II

PHYS 58100: Physical Photonics III/ Wave Transmission Optics

Honors and Special Physic Courses

PHYS 30100-30300 (Honors I-III): Research Honors Program
The Research Honors Program is one of several ways for undergraduate students to participate in faculty research projects. Such projects, if judged to be of sufficient quality and quantity, may lead to a degree with Research Honors. A written report by the student is required every semester. Students must present the results of their work at the Honors and Independent Study Symposium in the spring of their senior year. In order to graduate "with Research Honors", the student must maintain a "B" average or better in the major subject, submit an Honors paper which is a report in research publication format, and be given a minimum of 6 credits of "A" for this work by the mentor. The student's Research Mentor will provide a written report certifying that the candidate has fulfilled the criteria established for graduating with Research Honors. Prereq.: Approval of Dean and Department Honors Supervisor is required and should be obtained in the semester prior to the one in which the work will be performed. A "B" average or better in major courses is required in order to take Honors (or Independent Studies) courses. 3 hr./wk.; variable credit, usually 3 cr./sem. A maximum of 12 credits of honors courses count toward the degree.

PHYS 31000: Independent Study
The student will pursue a program of independent study under the direction of a member of the Department with the written approval of the faculty sponsor and the Department Chair. Credit may be from 1-4 credits, as determined in the semester before registration by the instructor with the approval of the Department Chair. Students must have completed at least nine credits with a GPA of 2.5 or higher. A maximum of nine credits of independent study may be credited toward the degree. Independent study is to be used to meet special student needs that are not covered in regular course offerings.

PHYS 31100-32000: Selected Topics in Physics
Courses on contemporary topics to be offered according to the interest of faculty members and students. Consult Department for courses to be offered each academic year. 3 hr./wk.; 3 cr.

Graduate Courses Open to Undergraduates
Qualified students may take, with Departmental approval, any course available in the Master’s Program in Physics or the first year of the Doctoral Programs in Physics. These courses are described in their appropriate catalog.

Faculty

Robert R. Alfano, Distinguished Professor
B.S., Fairleigh Dickinson Univ., M.S., Ph.D., New York Univ.

Joseph L. Birman, Distinguished Professor
B.S., The City College; M.S., Columbia Univ., Ph.D.; Doc-es-Sciences

Timothy Boyer, Professor
B.A., Yale Univ.; M.A., Harvard Univ., Ph.D.

Ngee-Pong Chang, Professor
B.S., Ohio Wesleyan Univ.; Ph.D., Columbia Univ.

Corey Dean, Assistant Professor
B.Sc., M.Sc., Queens University, Canada; McGill University, Canada, Ph.D.

Harold Falk, Professor
B.S., Iowa State Univ.; Ph.D., Univ. of Washington

Swapan K. Gayen, Professor
B.Sc.(Honors), Univ. of Dacca, M.Sc; M.S., Univ. of Connecticut, Ph.D.

Joel Gersten, Professor
B.S., The City College; M.A., Columbia Univ., Ph.D.

Daniel M. Greenberger, Professor
B.S., M.I.T.; M.S., Univ. of Illinois, Ph.D.

Marilyn Gunner, Professor and Chair
B.A., SUNY (Binghamton); Ph.D., Univ. of Pennsylvania

Michio Kaku, Semat Professor
B.A., Harvard Univ.; Ph.D., Univ. of California (Berkeley)

Ronald Koder, Associate Professor
B.S., Univ. of Missouri-Columbia; Ph.D., John Hopkins Univ.

Joel Koplik, Professor
B.S., Cooper Union; Ph.D., Univ. of California (Berkeley)

Lisa Krusin-Elbaum, Professor
B.S., University of Warsaw; Ph.D., New York University

Michael S. Lubell, Professor
A.B., Columbia Univ.; M.S., Yale Univ., Ph.D.

Herman Makse, Professor
Licenciatura (Physics), Univ. of Buenos Aires; Ph.D., Boston Univ.

Carlos Andres Meriles, Professor
B.S., FaMAF, Universidad Nacional de Cordoba,Argentina, Ph.D.

V. Parameswaran Nair, Distinguished Professor
B.S., Univ. of Kerala; M.Sc., Syracuse Univ., Ph.D.

Vladimir Petricevic, Professor
Dipl. EE., Univ. of Belgrade; M.S. Miami Univ.; Ph.D., CUNY

Alexios P. Polychronakos, Professor
Dipl. EE., National Technological Univ. of Athens; M.Sc., California Institute of Technology, Ph.D.

Myriam P. Sarachik, Distinguished Professor
A.B., Barnard College; M.S., Columbia Univ., Ph.D.

David Schmeltzer, Professor
B.Sc., Hebrew Univ.; M.Sc., Technion, D.Sc.

Mark Shattuck, Professor
B.A., Wake Forest Univ., M.S.; Ph.D., Duke Univ.

Frederick W. Smith, Professor
B.A., Lehigh Univ.; Ph.D., Brown Univ.

Brian C. Tiburzi, Assistant Professor
B.A. Amherst College; M.S., University of Washington, Ph.D.
Jiufeng J. Tu, Associate Professor
A.B., Harvard Univ., A.M., M.S., Cornell Univ., Ph.D.

Sergey A. Vitkalov, Professor
M.S., Moscow Institute of Physics and Technology
Ph.D., Institute of Solid State Physics, Russian Academy of Sciences

Participating Faculty
Morton M. Denn, Albert Einstein Professor
B.S.E. (Ch.E.), Princeton Univ.; Ph.D., Univ. of Minnesota

Richard N. Steinberg, Professor
B.S., SUNY Binghamton; M.S., Yale Univ., Ph.D.

Professors Emeriti
Adolf Abrahamson
Michael Arons
Robert Callender
Erich Erlbach
Marvin Mittleman
Martin Tiersten
Department of Political Science

(The Colin L. Powell School for Civic and Global Leadership, formerly the Division of Social Science)

Professor Bruce Cronin, Chair • Department Office: NA 4/136 • Tel: 212-650-5440.

General Information

The City College offers the following undergraduate degree in Political Science:

B.A.

Program Objectives and Careers

The Political Science Department offers a wide variety of courses on politics, law and government. Courses explore political institutions of every kind: executive and legislative bodies; courts and legal systems; bureaucracies, political parties, interest groups and coalitions; mass media; structures of international cooperation and conflict; ethnic, religious and ideological movements. We try to understand where political power is, how it operates, whose interests it serves—who gets what, when, where, how. But we also ask, not only how political institutions work, but how they should work, what human values they serve, or violate; what is the ultimate meaning and purpose of political life.

The department prepares people for careers in politics and in government employment generally; in law; in mass communications; in health professions; in every aspect of private and public planning. But our central vocation is to give students the knowledge and awareness they will need to become free men and women, and active citizens.

Requirements for Majors

Required Courses

- PSC 10100: American Government and Politics 3
- PSC 12400: Political Ideas and Issues 3
- PSC 10400: World Politics* 3

Elective Courses

In addition at least 9 courses, including the following distribution across the four subfields of political science:

- Two (2) United States Politics
- One (1) Comparative Politics and Government
- One (1) International Relations
- One (1) Political Theory and Philosophy

Four (4) additional Political Science courses from any subfield

Total Credits 36

*Those who entered City College before fall 2013 are not required to take PSC 10400, but must instead complete one additional elective from any subfield.

Grade Point Average Requirements

A 2.0 GPA in the major is required for graduation. The GPA in the major is calculated from courses in the major based in the major department only, and that have been taken at City College or through ePermit, including all courses in excess of the minimum required for the degree

GENERAL EDUCATION REQUIREMENTS ("PATHWAYS")

In general, students are required to complete 42 credits of General Education coursework, with some adjustments for transfer students. See the General Education Requirements ("Pathways") section of the Bulletin for more information.

Honors Program

Political Science majors may pursue an honors degree in the major by applying during the spring semester of their junior year. Admission to the program requires (1) a 3.2 average in courses taken in the Social Sciences and (2) approval by the Department Honors Supervisor. Those accepted into the program must write a senior thesis and enroll in the following courses during their senior year.

31548: Senior Honors Thesis I

First part of the year-long honors thesis course. Students learn to design and conduct their own research in political science in the first half of a two-semester thesis seminar sequence. Honors Thesis I covers key elements of research design such as literature reviews, developing research questions, choosing appropriate methods and data, and writing a proposal. 3 hr./wk.; 3 cr

31549: Senior Honors Thesis II

Upon successful completion of PSC 31548, students continue their original research and present and criticize each other's work in a workshop format. Continual deadlines keep students on track writing a thesis of at least 45 pages. Pre-req: 3.2 or above GPA and successful completion of Honors Thesis I. 3 hr./wk.; 3 cr

For further information, consult the supervisor of the Honors Program.

Internships

The Political Science Department offers an Internship in Public and International Affairs, as well as information regarding internships in the New York State Assembly and State Senate, unions, environmental groups, and other governmental and non-governmental institutions. For information on available internships consult a Department advisor.

The Department also cooperates with the Rosenberg-Humphrey Program in sponsoring summer internships in Washington, D.C. and the Colin Powell Center Fellows Program.

Advisement

The Political Science Department assigns a faculty advisor to each Political Science major. New majors desiring an advisor, or majors seeking a new advisor, should consult with the Chair so they can be assigned an advisor in their particular sub-field of interest.

Departmental Activities

The Political Science Department sponsors a number of student organizations, such as the Government and Law Society and the International Relations Club.

Awards

The following awards are given by the Political Science department. The recipients are chosen by a committee of faculty.

- The D’Agostino/Greenberg Scholarship in Law and Public Policy
- The Bennett Essay Prize
- The Henry Epstein Rule of Law Prize
- The Hillman Bishop Award
- The Ivo Duchacek Prize
- The Kupferman Prize
- The Murray A. Gordon Scholarship Award
- The Samuel Hendel Award
- The Stanley Feingold Prize
- The Theodore Leskes Memorial Award
- The Ward Medal
- The Carl Dunat Prize

Political Science Course Descriptions

Core Political Science Courses

PSC 10100: United States Politics and Government

An analysis of processes, values and problems of American government and democracy. Special emphasis is given to national political institutions and issues. 3 hr./wk.; 3 cr.

PSC 10101: American Government and Politics

For students enrolled in the Freshman Honors Program. This course covers more intensively and more comprehensively the subject matter of PSC 10100. The student is expected to read several additional books, prepare papers, and participate actively in class discussions. 3 hr./wk.; 4 cr.

PSC 10400: Introduction to World Politics

Major patterns of contemporary world politics and the basic analytic tools for examining them that have been developed by scholars of comparative politics and international relations. The course will examine competing ideologies and systems of governance, patterns of international conflict and cooperation, and causes of the rise, fall and transformation of systems of world politics. 3 hr./wk.; 3 cr.
PSC 12400: Political Ideas and Issues
The relevance of political theory in the examination and solution of current political controversies. The course will cover such themes as justice, legitimacy, civil liberties, civil disobedience, the nature of man, society and the state. Focus will be on great writings in political thought from all periods. 3 hr./wk.; 3 cr.

Introductory Political Science Courses
The following introductory electives are expected to serve as prerequisites to further study in a subfield. Thus the Introduction to World Politics should be taken before enrolling in a more advanced International Politics course. Introduction to the Legal Process is a prerequisite to courses in Law, and so on. Additional prerequisites may be listed in some courses and may be waived only with the permission of the Instructor or the Department Chair.

PSC 12500: Introduction to Public Policy
Contemporary public policy. How policy issues are formulated, resolved and evaluated. The major techniques of policy analysis and public affairs research, with emphasis on the social and political contexts of policy problems. 3 hr./wk.; 3 cr.

PSC 12600: Introduction to the Legal Process
The basic institutions, procedures and theory of the administration of justice. Students examine typical proceedings, civil and criminal, and the operation of administrative as well as judicial tribunals. The legal process in relation to the American political system. 3 hr./wk.; 3 cr.

Elective Political Science Courses
The prerequisite for all electives is PSC 10100 or permission of the instructor. Additional prerequisites may be listed in some courses.

I. United States Politics

PSC 20700: The Politics of Criminal and Civil Justice
The uses and limitations of law as a vehicle for achieving and securing a just political and social order. Special attention to the persistence of discrimination and inequality in the establishment and operation of legal systems. Prereq.: PSC 10100, PSC 12600, or permission of the instructor. 3 hr./wk.; 3 cr.

PSC 20800: American Political Thought I: 1620-1865
The origins and development of American political thought from the Puritan times to the end of the Civil War. The course will include study of basic themes in American thought: the scope and bounds of legitimate government power, majority rule and minority rights, federalism and centralization, participatory democracy, checks and balances, religious freedom and separation of church and state. Also counts as a political theory and philosophy course. 3 hr./wk.; 3 cr.

PSC 20900: American Political Thought II: 1865-Present
The development of American political thought from the end of the Civil War to the present. The course will include study of major political issues emergent since Reconstruction: race and gender issues, immigration, urbanization, multiculturalism, business-government relations, management of the American economy, and America’s relationship to the world. Also counts as a political theory and philosophy course. 3 hr./wk.; 3 cr.

PSC 21000: Urban Politics
The politics and policy problems of urban areas throughout the United States. Emphasis on both the central cities and their suburbs, as well as their relationships to state governments and national institutions. 3 hr./wk.; 3 cr.

PSC 21100: New York Politics
The government and politics of New York City and State. An analysis of the processes, values and problems of contemporary New York and of the relationships between the City and rest of the State. 3 hr./wk.; 3 cr.

PSC 21200: Constitutional Law, The Federal System
Survey of the historical and political role of the Supreme Court, focusing on leading decisions. These deal with central problems of judicial review and democracy, the federal system, and the scope and limits of congressional and presidential power. 3 hr./wk.; 3 cr.

PSC 21300: Constitutional Law, Individual Liberties
The conflicts between majority rule and minority rights in leading Supreme Court decisions. Major attention to the more recent decisions concerning freedom of speech, freedom of religion, and other civil liberties, as well as social legislation and regulation of business. Prereq.: PSC 21200 or permission of the instructor. 3 hr./wk.; 3 cr.

PSC 21600: Political Parties and Interest Groups
Interest groups and pressure politics. The rise of new groups in the political process. The nature and functions of parties under the American system of government; major and minor parties; party finance and political machines; national campaign issues and techniques. 3 hr./wk.; 3 cr.

PSC 21700: Mass Media and Politics
The political questions raised by the growth, methods and technology of the mass media. Includes exploration of alternative theories of communication; the development of special media-oriented social roles and events; and the relationship between mass communication, symbolic politics, and political behavior at both the individual and societal level. 3 hr./wk.; 3 cr.

PSC 21900: Women and Politics
This course explores the theoretical underpinnings of contemporary feminism and analyzes the changing dimensions of women’s participation in American politics. Electoral, interest group, and elite level political involvement will be discussed and compared with women’s political role in other nations. 3 hr./wk.; 3 cr.

PSC 22900: Women and Politics
This course explores the theoretical underpinnings of contemporary feminism and analyzes the changing dimensions of women’s participation in American politics. Electoral, interest group, and elite level political involvement will be discussed and compared with women’s political role in other nations. 3 hr./wk.; 3 cr.

PSC 22600: Ethnic and Racial Politics in the United States
Survey of the historical and political role of the Supreme Court, focusing on leading decisions. These deal with central problems of judicial review and democracy, the federal system, and the scope and limits of congressional and presidential power. 3 hr./wk.; 3 cr.

PSC 22800: Policy Analysis
Designed to provide practical insights into the use of technical information and technical skills in the legislative and administrative processes of government. Designed especially for students in the School of Engineering and Architecture, this course is open by permission of the instructor to other interested students. Prereq.: ECO 10400 or ECO 26400 or permission of the instructor. 3 hr./wk.; 3 cr.

PSC 22900: Women and Politics
This course explores the theoretical underpinnings of contemporary feminism and analyzes the changing dimensions of women’s participation in American politics. Electoral, interest group, and elite level political involvement will be discussed and compared with women’s political role in other nations. 3 hr./wk.; 3 cr.

PSC 23450 and 31451: Powell Fellowship Seminar (1 & 2)
During the first semester, students participate in a seminar sequence introducing them to the public policy process. The introductory module on public policy teaches students about the nuts and bolts of the policy making process. In their second semester, students complete a similar module, introducing them to service based modules of social change. The public service module is made up of weekly seminar meetings supplemented by a 25 hours service project, designed to provide students with the opportunity to reflect on and deepen the information they receive in the seminar. In both the first and second semester, seminars are supplemented by regular workshops that build student’s soft-skills in networking, public speaking, and resume writing. Prereq.: students must be participants in the Colin Powell Leadership Program. 3 hr./wk.; 3 cr.

PSC 31505: The Media’s Influence on Public Policy in the U.S.
This course looks at some of the ways the press influences how the American Political system functions, with a special focus on its role and impact in the development of public policy. 3 hr./wk.; 3 cr.

PSC 31570: The Politics of Immigration
Provide a comparative overview of immigration as a political, economic, and social issue. It develops cumulative themes which define immigration from several perspectives, and builds to an analysis of policy options in the United States and elsewhere. 3 hr./wk.; 3 cr.

PSC 32300: Legislative Internships
Offers students the opportunity to participate in the New York Assembly or Senate Internship Programs, or other legislative internships that combine practical experience and academic training. Credit varies, typically 12 credits will be awarded for those students who successfully complete the programs offered by the New York State Legislature. Prereq.: junior or senior status and permission of the instructor. 3 hr./wk.; 3 cr.
II. Comparative Politics and Government

PSC 23000: Comparative Politics and Government

The basic problems of comparing different types of political systems and their institutions. Specific examples are taken from American, western European and the Communist experience, as well as from cases drawn from the developing world. 3 hr./wk.; 3 cr.

PSC 23100: European Politics and Government

Political processes in European countries viewed in terms of historical influences and contemporary social structure, and in comparison with American experience. 3 hr./wk.; 3 cr.

PSC 23500: Introduction to the Politics of Developing Nations

Analysis of theories of development and their application in particular to the nations of the global south, the political, social and economic problems of developing countries, with particular emphasis on public policy choices. International economic influences (problems of foreign aid, trade and investment) as well as domestic influences on policy are discussed. 3 hr./wk.; 3 cr.

PSC 23600: Latin American Political Systems

Contemporary political systems in selected countries. Emphasis upon the cultural environments, constitutional foundations, and practices, political and administrative patterns, political instability and revolution, the role of the family, church, army, intellectual and caudillo, and the relations of these governments with each other and the world. 3 hr./wk.; 3 cr.

PSC 23700: Political Systems in Asia

The political institutions in the Far East and developments in Southeast Asia in the framework of world politics. Analyzes selected problems affecting six major powers: Japan, India, Pakistan, Indonesia, Communist China and Russia-in-Asia. 3 hr./wk.; 3 cr.

PSC 23900: Developing Political Systems in Africa

Events leading to independence, forms of government, politics and parties, sociological and economic factors, orientation and world politics. 3 hr./wk.; 3 cr.

PSC 24000: Politics of Southern Africa

A survey of politics, race relations, and African nationalism south of the Zambezi: Angola, South Africa, Namibia, Zimbabwe, Mozambique, Lesotho, Botswana, and Swaziland. Special attention to South Africa, its relations with adjacent areas and other states north of the Zambezi and abroad, and the problems of revolutionary change. 3 hr./wk.; 3 cr.

PSC 24500: Caribbean Politics

The course will focus on key actors and institutions shaping contemporary Caribbean politics and policy. Of particular importance will be the role of those actors and institutions, both domestic and transnational, in shaping development in the region. Case studies will be drawn from several islands to maximize the comparative nature of the course. 3 hr./wk.; 3 cr.

PSC 25500: International Political Economy

An examination of the relationship between political and economic systems in selected industrialized and developing countries. Introduction to theories of political economy as they apply at the domestic and international levels. The course is designed to strengthen the student’s theoretical foundation for advanced study of world affairs and to prepare them for courses focusing on particular world problems or areas such as industrialized countries or development in poor countries of the Third World. 3 hr./wk.; 3 cr.

PSC 22300: United States Foreign Policy

This course will examine the nature and instruments of American foreign policy with the aim of equipping the student with the tools to make his/her own evaluation. Emphasis will be on the interplay between “ideas” and “reality” in this nation’s approach to the outside world. Current foreign policy issues will be thoroughly examined. Also counts as an International Relations course. 3 hr./wk.; 3 cr.

PSC 25000: Contemporary International Politics

Introduction to the dynamics of international relations: power, types of international systems, East-West relations, the foreign policies of major powers and of the Third World, causes of conflict and the role of international law organization. 3 hr./wk.; 3 cr.

PSC 25200: Theories of International Relations

Analysis of basic theoretical approaches at the individual, state, sub-systemic (regional) and systemic (international) levels. Includes discussion of personality and psychological approaches, decision-making, comparative foreign policies, regional integration, alliances, and the international system. Basic introduction to social science methodology as applied to international relations. 3 hr./wk.; 3 cr.

PSC 25300: International Law

Development of the basic principles of international law, including those relating to war and peace. Special attention will be placed on the role of international law in international relations and recent legal problems in international politics: trade, the sea, terrorism, the redefinition of sovereignty, minority and human rights, and international criminal tribunals. 3 hr./wk.; 3 cr.

PSC 25400: International Organization

General and regional intergovernmental organizations, with emphasis on purposes, organs, functions and processes of the United Nations; problems of conflict resolution, decolonization, disarmament, social and economic development and the application of international law are discussed. The National Model United Nations Simulation (PSC 25500) may be taken as an adjunct to this course. 3 hr./wk.; 3 cr.

PSC 25500: Model United Nations Internship

Simulation of the United Nations in class and at local level, leading to a national exercise, held partly at the U.N., which brings together college students from around the country, from Canada, Puerto Rico and Japan. Should be taken simultaneously with, or after, PSC 25400. Open to other students only by permission of instructor. 3 hr./wk.; 3 cr.

PSC 25600: Contemporary World Conflict

The psychological, sociological, cultural, economic and military sources of international conflict. Includes analysis of contemporary regional and global conflicts, and methods of conflict resolution, including negotiation, coercion, diplomacy and war. 3 hr./wk.; 3 cr.

PSC 31607: Humanitarian Intervention

This course examines the history of mass atrocities, and the ways in which states, international institutions (principally the United Nations), and non-state organizations have responded to them, and the debate over armed humanitarian intervention. It starts with the early 20th century but focuses principally on the mass killings that have occurred since the end of the Cold War. 3 hr./wk.; 3 cr.

PSC 31713: Terrorism in World Politics

Focuses on terrorism as an international phenomenon. It examines international terrorism both theoretically and empirically, in particular the various ways to define and conceptualize it, how and why state and non-state actors employ terrorism, how its use influences world politics, and the alternative responses by states to the organizations promoting it. 3 hr./wk.; 3 cr.

IV. Political Theory and Philosophy

PSC 31125: Social Contract Theories

The concept of the social contract is one of the most vital ideas of the Enlightenment period that gave rise to the two revolutions that have done the most to shape the modern world: the American Revolution and the French Revolution. What does Social Contract theory state? How does the social contract theory justify political obedience? On a more contemporary note, is it possible to see the relevance of social contract theory today in a world of political extremism? 3 hr./wk.; 3 cr.

PSC 21304: Reinventing Freedom

Analyzes the major writings of the Enlightenment, the century that has done more than any other to shape the current sense of modernity and freedom, particularly in the American people. In dealing with questions regarding belief and the place of religion in a politically just society; regarding the justification for political obedience and the legitimation of political order; regarding economic justice and how it can be achieved; and regarding the...
place and possibilities for women in the modern world, students realize that this era marks the reinvention of freedom that has catapulted us into the modern age. 3 hr./wk.; 3 cr.

PSC 27300: Classical Political Thought
Ancient writers and the experiences of the ancient city-state will be studied with a view to their influence, validity and contemporary relevance. Readings will include Plato and Aristotle, among others. 3 hr./wk.; 3 cr.

PSC 27400: Modern Political Thought: Up to 1848
Will explore some of the political, social and ethical ideas which arose out of the process of modernization as it first occurred in the West. Readings vary from term to term, but include some of the following: Machiavelli, Hobbes, Locke, Montesquieu, Diderot, Rousseau, Burke, Paine, Bentham, Hegel, Marx (early writings), Shakespeare, and novelists of the nineteenth century. There will be special emphasis on the Enlightenment and French Revolution. 3 hr./wk.; 3 cr.

PSC 27500: Contemporary Political Thought: 1848 to the Present
Issues and ideas discussed will include: alienation, anomie, mass society, eclipse of community, bureaucratization, uses and abuses of technology, totalitarianism, and ambiguities of modernization. Readings may include Marx, Weber, Freud, Kafka, Arendt, Orwell, and other nineteenth and twentieth century thinkers. 3 hr./wk.; 3 cr.

PSC 34000: Feminist Political Thought
This course reviews and analyzes key texts of feminist political thought, as well as some of the more traditional text that also consider women’s “place” in the political sphere. This study is done against the background of women’s attempts throughout history to carve a place for themselves in liberal policies that disregarded women's voices even as they justified their own existences by embracing ideas like “equality” and “human rights” for all human beings. 3 hr./wk.; 3 cr.

PSC 37600: Marxism
A study of Karl Marx’s social thought and political activity, and of other radical responses to modern capitalism. We will explore some of the “different roads to socialism” that have emerged in the twentieth century. There will be special emphasis on the contrast between democratic socialism and Leninism. 3 hr./wk.; 3 cr.

PSC 37700: Judeo-Christian Political Thought
The contributions of Judeo-Christian thinking to the tradition of political thought in the West. The religious roots of radicalism, universalism, transcendentalism and individualism, as reflected in Old and New Testaments, and representative writers from the ancient, medieval and modern periods. 3 hr./wk.; 3 cr.

V. General Electives
The following courses count for general Political Science elective credit.

PSC 21002: Politics and Leadership
The dynamics and dilemmas of leadership and power. Various definitions of politics and systems of government will be related to current political controversies. Use of case studies, novels, films, essays, and other materials to illustrate political processes and concepts. Satisfies requirements of discipline-based writing course. Prereq.: satisfactory completion of ENGL 11000. 3 hr./wk.; 3 cr.

PSC 22400: An Introduction to Quantitative Data Literacy
The use and abuse of statistics in politics, journalism and the social sciences. Indices, such as crime and unemployment rates, and the use of statistical data in approaching policy problems and in studying political phenomena. Emphasis on the use and limitations of quantitative data as evidence for description and problem analysis. This course may not be substituted for a required course in mathematics, statistics or methodology. 3 hr./wk.; 3 cr.

PSC 31113: Argument and Evidence in Political Science
This course focuses on the construction of social science arguments, the joining of theory and literature with hypothesis development, and the joining of hypotheses with methods, data, and interpretation of results. Qualitative and quantitative methods in political science are introduced, and fundamental methodological debates and choices are presented. 3 hr./wk.; 3 cr.

PSC 32701 & 32702: Seminar Internship in Public and International Affairs
This course is part of a City University internship program designed for students interested in the practical aspects of government at city, state and federal levels, as well as in international organizations. 2 hr./wk., plus internship; 4 cr.
Pre-Law Program
(The Colin L. Powell School for Civic and Global Leadership, formerly the Division of Social Science)
Professor Karen Struening, Acting Director • Program Office: NA 4/149 • Tel: 212-650-5581

General Information
The City College offers the following undergraduate degree in Pre-Law:
B.A.

Program and Objectives
Admission to law school is not based upon any specific pre-legal course of study. Superior students from all disciplines are accepted by law schools, and no student should feel it necessary to major in pre-law to be a competitive applicant to schools of law. Indeed, most legal educators strongly encourage undergraduate pre-law students to avoid an excessively narrow course of study and to enroll in challenging courses which will strengthen their writing and analytical abilities.

The American Bar Association recommends that pre-law students follow a course of studies which will give them precision and polish in both written and spoken English, sharpen their skills of reasoning, logic, decision-making, and analytical thinking, and equip them with a broad understanding of history, politics, economics, philosophy and the relationship of law to social institutions. Similarly, a 1982 Task Force Report to the Conference of Chief Justices called for "an undergraduate course of study that fosters a broad understanding of U.S. political institutions and values, an appreciation of the history of Western culture and ideas, insight into human behavior, and experience in the analysis and critical examination of ideas."

The interdisciplinary Pre-Law Major is designed to offer City College undergraduates just such a broad and demanding curriculum.

Requirements for Majors

Required Courses

Economics:
One of the following two:
ECO 10000: Principles of Microeconomics (3 cr.)
ECO 10300: Principles of Macroeconomics (3 cr.)

English:
ENGL 21002: Writing for the Social Sciences (3 cr.)

One of the following two:
ENGL 23000: Prose Workshop (3 cr.)
ENGL 33000: Critical Reading and Writing (3 cr.)

Philosophy:
PHIL 20100: Logical Reasoning (3 cr.)

Two of the following three:
PHIL 11100: Critical Thinking (3 cr.)
PHIL 30800: Ethics (3 cr.)
PHIL 30900: Social and Political Philosophy (3 cr.)

Political Science:
PSC 12600: Introduction to the Legal Process (3 cr.)
PSC 20900: American Political Thought I: 1620-1865 (3 cr.)
PSC 20900: American Political Thought II: 1865-Present (3 cr.)
PSC 21200: Constitutional Law I: The Federal System (3 cr.)
PSC 21300: Constitutional Law II: Individual Liberties (3 cr.)
Elective Courses (12 cr.)

Four courses from the following list, or as approved by the pre-law advisor:
[No more than two from any single department]
ANTH 20100: Cross-Cultural Perspectives (3 cr.)
ANTH 22500: Class, Gender and Ethnicity (3 cr.)
ANTH 23100: Anthropology of Law (3 cr.)
ECO 22000: Microeconomic Theory I (3 cr.)
ECO 22100: The Congress (3 cr.)
ECO 22500: Macroeconomics I (3 cr.)
ECO 22600: Macroeconomics II (3 cr.)
ENGL 41900: Advanced Writing Workshop (3 cr.)
HIST 33000: The United States in the Twentieth Century (3 cr.)
PHIL 30500: History of Philosophy I (4 cr.)
PHIL 30600: History of Philosophy II (4 cr.)
PHIL 30900: Social and Political Philosophy (3 cr.)
PSC 20700: The Politics of Civil and Criminal Justice (3 cr.)
PSC 22000: The Judiciary (3 cr.)
PSC 22100: Congress and the Legislative Process (3 cr.)
PSC 22200: The Presidency (3 cr.)
PSC 22700: Contemporary Political Thought: 1848 to the Present (3 cr.)
PSY 24700: Social Psychology (3 cr.)
PSY 26900: Behavior in Organizations (3 cr.)
SOC 23700: Foundations of Sociological Theory (3 cr.)
SOC 24100: Criminology and Corrections (3 cr.)
SOC 25100: Urban Sociology (3 cr.)

Total Credits 45

Grade Point Average Requirements
A 2.0 GPA in the major is required for graduation. The GPA in the major is calculated from courses in the major based in the major department only, and that have been taken at City College or through ePermit, including all courses in excess of the minimum required for the degree.

General Education Requirements ("Pathways")
In general, students are required to complete 42 credits of General Education coursework, with some adjustments for transfer students. See the General Education Requirements ("Pathways") section of the Bulletin for more information.
Premedical Studies Program

(Division of Science)

Belinda G. Smith, Director • Department Office: MR 529 • Tel: 212-650-6622

General Information

Programs and Objectives

Eligibility Requirements for Undergraduate Students interested in PPS:
- a completed application;
- a cumulative 3.0 GPA and a 3.0 GPA in science courses;
- one year of general biology;
- one semester of general chemistry;
- one semester of calculus.

Eligibility Requirements for Post-Baccalaureate Students interested in PPS:
Two-step application process: students must submit the CUNY Transfer Admission application, and the Program in Premedical Studies Post-baccalaureate application. Two letters of recommendation are required. A personal statement is also required. Official transcripts must be forwarded from the undergraduate institution to the Director. Students must have a minimum 2.8 GPA to be considered for the Postbaccalaureate program at The City College of New York. The application deadlines are May 1 for summer, August 1 for Fall and December 1 for Spring.

Summer Field Experience
During the summers following the sophomore and junior years, PPS students are encouraged to work as volunteers in hospitals, community health centers, or research laboratories.

Undergraduate Research
Qualified juniors and seniors may elect to do research in biochemistry, biology, chemistry, physics or psychology. Projects are supervised and guided by members of the City College faculty. Some of these students are eligible for scholarships and salaries through the Biomedical Research Programs.

Program Requirements
PPS students who are undergraduate degree candidates must select a major department and complete all departmental and divisional requirements. Most courses listed are also applicable to the departmental major in science.

Required Courses
BIO 10100: Foundations of Biology I 4
BIO 10200: Foundations of Biology II 4
CHEM 10301: General Chemistry I 4
CHEM 10401: General Chemistry II 4
CHEM 26100: Organic Chemistry I 3
CHEM 26300: Organic Chemistry II 3
CHEM 26200: Organic Chemistry Lab 2
PHYS 20300-20400: General Physics 8
(PHYS 20700-20800: General Physics (for Chemistry or Physics majors) 8
MATH 20100: Calculus I 4
MATH 20900: Elements of Calculus and Statistics 4
Total Credits 48

Advisement
The Program in Premedical Studies provides academic guidance and career counseling, among other services. Students who need advice on course planning, information regarding seminars and symposia, etc., have the opportunity to meet with Peer Advisors in the office, MR-529; 212-650-6622 or email premedical@sci.ccny.cuny.edu.

Tutorial Services
Small group tutoring in biology, chemistry, physics and mathematics is available to all students in the program.

Clubs

The Caduceus Society
The City College Premedical (Caduceus) Society, founded at the College in 1935, presents weekly lectures and workshops on medical school admissions policies, financial aid, interviewing techniques and other matters related to admission to schools of health professions.

Alpha Epsilon Delta
Alpha Epsilon Delta, the national Premedical Honor Society, has a chapter at The City College of New York. The mission of the Society is to encourage and recognize excellence in premedical scholarships; to stimulate an appreciation of the importance of premedical education; to promote communication between medical and premedical students and educators; to provide a forum for students with common interests; and to use its resources to benefit health organizations, charities and the community.

Awards

The Bolognino Scholarship
To students admitted to medical, optometry, veterinary or podiatric school.

The Sigmund and Rebecca L. Mage Scholarship
To a student in the process of applying to medical school.

The Dr. Jonas E. Salk Scholarship Award
To students admitted to medical school. A university-wide award.

The Irving (Isaac) Shendell Memorial Scholarship
To students admitted to dental school.
**Department of Psychology**

(The Colin L. Powell School for Civic and Global Leadership, formerly the Division of Social Science)

Professor Robert Melara, Chair • Department Office: NA 7/120 • Tel: 212-650-5442

**General Information**
The City College offers the following undergraduate and combined degrees in Psychology:

- **B.A.**
- **B.S.**
- **B.A./M.A. (Combined Degree)**

**Programs and Objectives**
The major provides students with a broad overview of theoretical and research perspectives in psychology and applications of these perspectives to social and community issues. Undergraduate training is offered through gateway courses and advanced courses and can include honors study and laboratory and fieldwork. These offerings provide opportunities for students to work closely with faculty and professionals in the field on research and service projects. Both the B.A. and the B.S. are degree options for psychology majors. Highly qualified and motivated students can earn their B.A. and M.A. degrees simultaneously. The department also offers the coursework needed to obtain New York State certification as an Alcohol and Substance Abuse Counselor. Graduates of the Department of Psychology should be:

**Knowledgeable**
Understand basic and more advanced psychological theories, principles, and concepts in a variety of areas such as, human development, social interaction, psychopathology, cognitive processes, and the biological bases of behavior.

**Analytical**
Acquire and apply critical thinking to the content of a discipline and to practical problems they confront in other settings, including: evaluating fact-based evidence, engaging in both inductive and deductive logical reasoning, identifying and considering multiple points of view, and applying the above processes to problem-solving.

Conduct research and evaluate research by others, including: evaluating hypotheses, research designs, research findings, and theories and formulating questions and hypotheses, designing research protocols, and analyzing research findings, using appropriate statistical procedures and statistical software packages.

**Practical**
Apply psychological concepts, principles and research findings to understanding social, political, and cultural phenomena and to their own lives and experiences.

**Effective in Communication**
Demonstrate effective communication skills in oral, written, and numerical formats.

**Professional in Attitudes and Behavior**
Act ethically, both in the conduct of research and in their everyday interactions.

**Requirements for Majors**
The majority of Psychology majors choose the BA program; however the BS program may offer advantages for those students who intend to go on to graduate/professional school in such fields as neuroscience, medicine, allied health professions, or other sciences. The BS is also a good choice for those students who have already completed the math and science requirements listed below, and those who are generally successful in math and science courses. To determine whether the BA or the BS is the better option for you, we recommend that you meet a Psychology Faculty Advisor.

**Required Courses for the BA in Psychology**

- One of the following three:
  - PSY 10101: Psychology for Freshman Honors Students (4 cr.)
  - PSY 10200: Applications of Psychology in the Modern World (3 cr.)
  - PSY 10299: Applications of Psychology in the Modern World (3 cr.)

- PSY 21500: Applied Statistics

**Required Courses for the BS in Psychology**

- Three “Gateway” Psychology courses (1 course from 3 of the 4 major areas of Psychology)
  - Developmental Area
    - PSY 22600: Introduction to Lifespan Development
    - PSY 24600: Infancy and Childhood
  - Social/Personality Area
    - PSY 24700: Social Psychology
  - Cognitive Area
    - PSY 24900: Psychology of Personality
  - Biological Area
    - PSY 25300: Thinking, Knowing, Remembering
    - PSY 25400: Brain, Mind, and Behavior

- Four Psychology Courses at the 30000-level or above

**Total credits for B.A. in Psychology**

32

**Required Courses for the BS in Psychology**

- One of the Following Calculus sequences
  - MATH 20500 and 20900
  - MATH 20100, 20200 and 20300

- Four courses from the following
  - BIO 10100: Biological Foundations I
  - BIO 10200: Biological Foundations II
  - CHEM 10301: General Chemistry I
  - CHEM 10401: General Chemistry II
  - EAS 10600: Earth Systems Science
  - EAS 22700: Structural Geology
  - PHYS 20300: General Physics I
  - PHYS 20400: General Physics II
  - PHYS 20700: General Physics
  - PHYS 20800: General Physics

- English 21003: Writing for the Sciences

- One of the following three Psychology Courses:
  - PSY 10200: Psychology in the Modern World or
  - PSY 10101: Psychology for Freshmen Honors Students or
  - PSY 10299: Applications of Psychology in the Modern World for SEEK students.

- PSY 21500: Applied Statistics
- PSY 32100: Experimental Psychology

- Three “Gateway” Psychology courses (1 course from 3 of the 4 major areas of Psychology)
  - Developmental Area
    - PSY 22600: Introduction to Lifespan Development
    - PSY 24600: Infancy and Childhood
  - Social/Personality Area
    - PSY 24700: Social Psychology
  - Cognitive Area
    - PSY 24900: Psychology of Personality
  - Biological Area
    - PSY 25300: Thinking, Knowing, Remembering
    - PSY 25400: Brain, Mind, and Behavior

- Four Psychology Courses at the 30000-level or above

**Total Credits for the B.S. Degree**

59-61

**Grade Point Average Requirements**
A 2.0 GPA in the major is required for graduation. The GPA in the major is calculated from courses in the major based in the major department only, and that have been taken at City College or through ePermit, including all courses in excess of the minimum required for the degree.
General Education Requirements ("Pathways")
In general, students are required to complete 42 credits of General Education coursework, with some adjustments for transfer students. See the General Education Requirements ("Pathways") section of the Bulletin for more information.

Requirements for the Minor
Students may minor in Psychology by completing PSY 10200 or PSY 10101 or PSY 10299 and any additional four 3-credit Psychology courses achieving a total of 15 credits.

The Combined B.A./M.A. Degree
Students with a general GPA of at least 3.2 and a Psychology GPA of at least 3.5 may apply to the B.A./M.A. program after having completed at least PSY 21500: Applied Statistics, two gateway courses, and having an idea of a research direction. The combined degree requires the completion of 54 credits, 32 for the undergraduate degree and 22 for the graduate degree. An application includes three letters of recommendation from members of the faculty and a written personal statement describing the likely area of thesis interest and/or mentor for that research. Students are admitted during both Fall and Spring semesters. Applications from outstanding transfer students are encouraged once a student has enrolled in classes at CCNY, has targeted a research interest, and can acquire a recommendation from at least one CCNY faculty member. Interested students should contact Professor Vivien Tartter, Director, B.A./M.A. Program, NAC 7/209; 212-650-5709.

To earn the B.A./M.A. degree, the requirements for the undergraduate major must be met (32 credits including Statistics, Experimental Psychology, Gateway courses in three areas and advanced courses in two). Students may substitute MA courses for the undergraduate 30000-level course requirement. Students complete one semester of honors research during their senior year and submit at the end of that year a full literature review in their thesis area.

For the MA degree, students must submit a full empirical thesis, including the literature review, and complete 22 credits of MA coursework not also counting toward the BA degree. These classes must include graduate statistics, graduate experimental, a Master's-level course from the cognitive, biological or assessment psychology areas, and a one-semester research seminar.

BA/MA Required Courses

Undergraduate Psychology Courses:
One of the following three
PSY 10200: Psychology in the Modern World or
PSY 10101: Psychology for Freshmen Honors Students, or
PSY 10299: Psychology in the Modern World for SEEK students
PSY 21500: Applied Statistics
PSY 32100: Experimental Psychology
Three gateway (20000-level) courses
PSY 30100: Honors Research
Four 30000-level or MA-level courses in two gateway areas

Total Undergraduate Credits

35

Graduate Psychology Courses:
PSY V0100: Advanced Experimental Psychology
PSY V0500: Statistical Methods in Psychology I
One MA-level course from among the areas of cognitive, physiological, or assessment psychology
Three additional MA-level courses
PSY B9900: Psychological Research and Seminar

Total graduate credits
22

Total credits for the B.A./M.A. degree
57

Laboratory and Fieldwork
Majors are strongly encouraged to gain practical training in psychology, either through research experience in laboratories administered by full-time faculty in the Psychology Department or by working at local agencies or organizations involved in psychology-related activities. Research experience is particularly valuable for the opportunity to work closely on a research project with a faculty member. The experience can be used in preparation for honors study or in application for advanced graduate study in psychology. PSY 23000-23600 are each one-credit courses in laboratory and fieldwork, which can be taken in consecutive semesters.

Interested students should contact Prof. Sophia Barrett, (sbarrett@ccny.cuny.edu), NAC 7/214, 212-650-5900.

Honors Degree in Psychology
The Honors Program in Psychology offers high-achieving and highly motivated students the opportunity to design and fully implement an original research project. Students much enroll in PSY 32100 (Experimental Psychology) during the first semester of honors work. Typically, the project is begun during the junior year under the supervision of a faculty research mentor, and continues for three semesters. Often the student designs the study during the first semester, spends the second semester collecting data, and the third semester conducting data analyses and writing a research report based on the data. Students receive honors research credit across consecutive semesters in PSY 30100, PSY 30200, and PSY 30300, respectively. The final research report must be typewritten, following the style outlined in most current version of the Publication Manual of the American Psychological Association. For more information contact Prof. Brett Silverstein, (bsilverstein@ccny.cuny.edu), NAC 7/120, 212-650-5700.

Credentialed Alcohol and Substance Abuse Counselor (CASAC) Program
Majors are able to complete the undergraduate coursework in psychology required for a CASAC Trainee certificate awarded by the New York State Office of Alcoholism and Substance Abuse Services (OASAS) – the official state authority that awards credentials for addiction counseling. OASAS has approved eight 3-credit psychology courses as meeting the NY State education requirements for the addiction counselor-trainee credential. A CASAC-Trainee certificate is issued by NY State OASAS once a minimum of 350 clock hours of OASAS-registered education and training courses have been satisfactorily completed at CCNY. For current information and to register in the CASAC program, contact Prof. Denise Hien (dhien@ccny.cuny.edu), NAC 8/131, 212-650-5666.

Advisement
For a current schedule of Advisement Hours, please inquire in the Department Office, NAC 7/120, or phone 212-650-5442.

Psychological Center
The department’s Psychological Center offers psychological testing and short- and long-term therapy to CCNY students with mood, anxiety, and interpersonal problems. Married and unmarried couples, single-parent and two-parent families, students of all ages and their parents are welcome.

The Psychological Center is part of the doctoral training program in Clinical Psychology. Treatment is provided by advanced doctoral students under the supervision of the clinical faculty, licensed clinical psychologists from other programs, and external licensed clinical supervisors. All services are completely confidential. For further information, and to request an application for services, visit the Psychological Center’s front desk, which is located in NAC 8/101, or call 212-650-6602. The Center staff is available on Tuesdays, Wednesdays, and Thursdays from 8:30-11:00 AM and from 2:00-7:00 PM. The Center is closed in August.

Department Activities
The Psychology Students Association (PSA)
The PSA or “Psychology Club” is a student-run organization that encourages psychology majors as well as non-majors to broaden their horizons in the field of psychology and accentuate their participation within the City College community. The club meets weekly on Thursdays from 12:30 to 1:45 pm. Office hours are posted outside NAC 7/120. During club hours PSA hosts both formal and informal seminars and lectures in which invited speakers share some of their experiences as working psychologists and offer helpful hints about securing a future career in psychology. During informal meetings PSA engages in team-building exercises and various group related activities such as movie nights, bake sales, study-groups and freshman tutoring as well as field-trips to various psychological conventions. PSA provides an excellent opportunity to learn leadership skills that will be helpful in future careers. The department encourages all psychology students to join the PSA and become active in its leadership. Interested students should contact the club at psychclub11@gmail.com

Psi Chi
Psi Chi is the National Honor Society in Psychology, founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology. Psi Chi provides national recognition for academic excellence in psychology, an honor that can be noted on employment applications, vita, and résumés. Psi Chi also provides over $250,000 annually in awards and grants to its student members and chapters. The City College of New York chapter of Psi Chi was
chartered in 1961, and has supported both undergraduate and graduate students pursuing research interests in such areas as clinical, cognitive, social, and developmental psychology. Membership in Psi Chi is recognized at Departmental honors ceremonies. Psi Chi also publishes a journal of undergraduate research that includes useful information for students in psychology. Membership in Psi Chi is open to qualified candidates of any age, sex, sexual orientation, race, handicap or disability, color, religion, and national and ethnic origin. Membership is for life. The national registration fee of $35 is the only payment ever made to the national organization, which does not charge dues. Students qualify for membership in Psi Chi if they: (1) are recommended by a faculty member, (2) have taken 9 credits of psychology beyond PSY 10200, (3) have a minimum 3.0 grade point average (GPA) in Psychology AND in cumulative grades, and (4) have completed 3 semesters of college courses. Interested students should contact Prof. Brett Silverstein, (bsilverstein@ccny.cuny.edu), NAC 7/120, 212-650-5700.

Departmental Colloquium Series
Throughout the year the Psychology Department sponsors lectures on various topics in psychology, including cognitive neuroscience, clinical psychology, and health psychology, given by prominent members of the scientific community. The lectures are free and open to the public. Majors are encouraged to attend. For current information, please come to the Department Office NAC 7/120 or phone 212-650-5442.

Awards
The following awards are given annually at the department's awards ceremony, held each May:

- Bernard R. Ackerman Foundation Award
- Joseph E. Barmack Memorial Award
- Francis P. Hardesty Award
- Gardner Murphy Award
- Ward Medal
- Kenneth Clark Award

For more information on awards, contact the Department Chair.

Psychology Course Descriptions

Special Psychology Courses
In addition to our regular course offerings, the Department usually offers special topics courses each semester. New topics are constantly being considered. See PSY 31100-32000: Seminars in Special Topics in Psychology.

Core Psychology Courses

PSY 10101: Psychology for Freshman Honors Students
Designed to provide for greater student participation. In addition to attendance at special PSY 10101 lectures, students will participate in a 2 hour seminar, during which student papers will serve as the basis for class discussion. 2 lect., 2 seminar hr./wk.; 4 cr.

PSY 10200: Applications of Psychology in the Modern World
An introduction to the study of human development and learning, personality and motivation, sex differences, attitudes, aggression, interpersonal attraction, behavior in groups and work settings, abnormal behavior and its treatment. Emphasis on the ways in which psychological theory and research can be applied to individual and social problems. May not be taken for credit by students who have already passed PSY 10101 or PSY 10299. 3 hr./wk.; 3 cr.

PSY 10299: Applications of Psychology in the Modern World
For SEEK students. 6 hr./wk.; 3 cr.

Elective Psychology Courses

PSY 20300: Psychology as the Science of Behavior
Introduction to basic research methods in Psychology. Students will gain first-hand experience in using a range of scientific methods to study basic psychological questions and will critically examine reports of social science findings. Prereq.: PSY 10200 or PSY 10299 (required for Psychology majors). May not be taken for credit by students who have passed PSY 10101. (W) 3 hr./wk.; 3 cr.

PSY 21500: Applied Statistics
Summation notation, frequency distributions; graphs; percentiles; measures of central tendency and variability; standard score; the normal curve; statistical inference; one-sample tests of significance; confidence intervals; 2-sample tests of significance; linear correlation and regression; chi-square. All procedures are examined in the context of their application to research in psychology. Prereq.: PSY 10101 or PSY 10200 or PSY 10299. Credit will be given for only one of the following courses: ECON 29000, MATH 17300, PSY 21500, PSY 21800, SOC 23100. Required for Psychology majors. 5 hr./wk.; 4 cr.

PSY 22600: Introduction to Life-Span Development
Introduces theories, concepts and research which enrich our understanding of human development throughout the life cycle. Students may wish to take this course as a general introduction to human development before enrolling in courses which focus on particular developmental periods. (Psych 24600, 25600 and 26600). Prereq.: PSY 10101 or 10200 or 10299 or 20300. 3 hr./wk.; 3 cr.

PSY 23300-23600: Laboratory and Field Work
For students who wish to supplement classroom work by supervised experience in the field. It is expected that a student will work on the average of 3 hr./wk. per credit. Approval is required. Pre-or coreq.: PSY 10101 or PSY 10200 or PSY 10299. Only one credit of fieldwork can be applied toward the elective credits required for the Psychology major. 3 hr./wk.; 1 cr. Note: no more than six credits in any one department and no more than nine credits total will be permitted for the following courses: ANTH 13000-13600, ASIA 20402, BLST 20000-20400, PSY 23300-23600, SOC 23300-23600.

PSY 24600: Introduction to Human Development: Infancy and Childhood
Topics include genetic considerations; prenatal development; the characteristics of the neonate; cognitive processes; language development; personality changes; early socialization; moral development. Prereq.: PSY 10101 or PSY 10200 or PSY 10299. (W) 3 hr./wk.; 3 cr.

PSY 24700: Social Psychology
Fundamental concepts and methods used in the investigation of attitude and attitude change, prejudice, socialization, communication, groups, conformity and other topics. Issues will be studied in the light of theory, research and relevant social problems. Prereq.: PSY 10101 or PSY 10200 or PSY 10299. 3 hr./wk.; 3 cr.

PSY 24900: Psychology of Personality
This course explores the determinants of personality from a variety of perspectives, including psychodynamic, behavioral, cognitive, and humanistic, while also exploring how personality is influenced by factors such as gender, ethnicity, and culture. Students come to appreciate different perspectives regarding how and why people differ from one another. Prereq.: PSY 10100 or PSY 10200 or PSY 10299. 3 hr./wk.; 3 cr.

PSY 25300: Cognitive Psychology: Thinking, Knowing and Remembering
How do we come to understand the world we live in and the people with whom we interact? How is self-knowledge acquired? This course will consider the ways in which people acquire and process information. Why do we forget some things and remember others? How do we solve problems, learn to read and write, find the right words to express our ideas? What is “thinking”? How do we transform our ideas into action? Other topics include how computers process information; brain damage; and learning disabilities. Prereq.: PSY 10101 or PSY 10200 or PSY 10299. (W) 3 hr./wk.; 3 cr.

PSY 25400: Brain, Mind and Experience
This course will explore the nature of the relation between the brain states, mental states and complex human experience. It is intended to expose students to the intersection between the biological sciences and psychology. Prereq.: PSY 10100 or PSY 10200 or PSY 10299. (W) 3 hr./wk.; 3 cr.

PSY 30400: Honors I-IV
Prior application to and approval by Honors Office and permission of Psychology Department Honors Supervisor required before December 10 for Spring term or May 1 for Fall term. Prereq.: PSY 21500 and PSY 32100.

PSY 31000: Independent Study
For students who wish to pursue advanced study or research in selected topics. Students must obtain written permission of faculty mentor and Dr. Milstein, before registration. The mentor must approve both the number of credits and the student's plan of study (PSY 31001-1 cr.; PSY 31002-2 cr.; 31003-3 cr.; PSY 31004-4 cr.). This could involve intensive reading on a selected topic and does not necessarily involve experimental research.

PSY 31100-32000: Seminars in Special Topics in Psychology
Specially selected topics for intensive examination in several different areas. The topics and the courses offered each semester will be listed by the Psychology Department. Prerequisites stated with course descriptions. 3 hr./wk.; 3 cr.

PSY 32100: Experimental Psychology
The application of research methods to psychological problems. Techniques of formulating and investigating a problem and use of laboratory equipment are stressed. Experiments are performed in representative areas of psychology. Prereq.: PSY 10101 or PSY 10200 or PSY 10299, and PSY 21500 (required for Psychology majors). (W) 2 lect., 4 lab hr./wk.; 4 cr.
PSY 33100: Evolution of Modern Psychology
The theoretical and conceptual problems involved in the development of psychology as a science and its relationship to other disciplines. An examination of selected theories, such as behaviorism, gestalt psychology and Freud, which have attempted to deal systematically with such persistent problems of psychology as perception, motivation, learning and personality. Recommended for juniors and seniors. Prereq.: PSY 10101 or PSY 10200 or PSY 10299 and any 20000-level course. 3 hr./wk.; 3 cr.

PSY 33300: Psychology of Enculturation, Immigration and Acculturation
Individuals grow up within communities where they develop customs, language, and interpersonal habits. Migration disrupts this process. This course will describe and discuss these disruptions in relation to immigrants' developmental stages. The vulnerabilities and resiliencies that result from the decision processes necessitated by immigrant acculturation will be examined. Prereq: PSY 10100 or PSY 10200 or PSY 10299 and PSY 24600. 3 hr./wk.; 3 cr.

PSY 33700: Parent-Infant Relationships
This course will introduce students to a wide range of approaches to the study of infancy and toddlerhood, including the development of attachment, autonomy, and a wide range of self-regulatory capacities. Theories of early infant social development in play, language and representation. The course will also consider the development of parent identity: what goes into making someone a "good" parent, and how can one, as an adult, change in the ways necessary to positive parenting? Finally the course will consider recent developments in parent-infant intervention, specifically parent-infant psychotherapy. Prereq: PSY 10101, PSY 10200 or PSY 10299 and PSY 24600. 3 hr./wk.; 3 cr.

PSY 33800: The Psychology of Women
This course explores the social constructions, theories and research that have resulted in a psychology of women. It includes the biological, developmental, social and cultural aspects of feminaleness in an historical and contemporary context. Students will be expected to consider and contribute from their own gender-establishing experiences. Prereq.: PSY 10101 or PSY 10200 or PSY 10299 and PSY 24700 or PSY 24900. (W) 3 hr./wk.; 3 cr.

PSY 33900: Psychology Applied to Work
Problem solving in the work environment using principles derived from psychological research: selection and placement of employees, psychological testing, job analysis, job evaluation, employment interviewing, performance appraisal and feedback, employee and management training and development, workplace design and human engineering. Emphasis will be placed upon social issues such as affirmative action, equal employment opportunity, substance abuse, and health and safety in the workplace. Prereq.: PSY 10101 or PSY 10200 or PSY 10299 and PSY 24700 or PSY 24900. (W) 3 hr./wk.; 3 cr.

PSY 34000: Drug and Alcohol Abuse: Causes and Treatment
Discusses theory and research on personality, developmental and genetic factors in the lives of drug and alcohol abusers; diagnostic techniques for the assessment of substance abuse and addiction; and the various techniques used in the treatment and prevention of drug and alcohol abuse. Prereq.: PSY 10101 or PSY 10200 or PSY 10299 and PSY 25400. 3 hrs./wk.; 3 cr.

PSY 34300: Sensation and Perception
The psychology of sensation and perception in the study of how we humans see, hear, taste, smell, and touch the world around us. One sub-field is concerned with how people see colors, another with how people appreciate works of art & how people listen to music. By the end of this course, you should have a good grasp of what perception psychologists study, and some of their most important research findings. Prereq.: PSY 10101 or PSY 10200 or PSY 10299 and PSY 25300 or PSY 25400. (W) 3 hr./wk.; 3 cr.

PSY 34400: Psychology of Language
Students are introduced to psycholinguistics through readings in linguistics, psychology, philosophy, education, artificial intelligence and neuropsychology. Sound-writing-sign structures, semantics, syntax, pragmatics and discourse and their psychological processing including bilingualism, language acquisition and loss in disorder or brain damage, and organization in the brain are studied. Issues relating language to consciousness, and whether animals "have" language will be discussed. Prereq: PSY 10101, PSY 10200 or PSY 10299 and PSY 25300 or introductory course in Linguistics. 3 hr./wk.; 3 cr.

PSY 34500: Psychology of Violence
An introduction to the psychology of violence, with emphasis placed on understanding the scope of violence, its cause and effects. Prereq: PSY 10101, PSY 10200 or PSY 10299 and PSY 21500. 3 hr./wk.; 3 cr.

PSY 34700: Social Psychology of Racism and Prejudice
The social psychology of prejudice and a particular form of prejudice-racism. The course activities are designed to help students understand how this behavior has been researched by behavioral scientists and has changed over time. The course will also explore how individuals and institutions perpetuate racism and prejudice across generations. Course content will also offer an introduction to definitions and origins of prejudice. Students will also learn about the origin and nature of stereotypes. Course readings and assignments will help students understand individual, cultural and institutional racism and learn about efforts to prevent prejudice and racism. Students will also have the opportunity to apply social psychology research and concepts to this area to "real" situations as depicted in literature and/or film. Prereq: PSY 10100 or PSY 10200 or PSY 10299 and PSY 24700. 3 hr./wk.; 3 cr.

PSY 34800: Abnormal Psychology
The description of various psychological disorders. Through the study of these disturbances the course gives insight into the general nature of personality functioning. Case material is presented. Prereq: PSY 10101 or PSY 10200 or PSY 10299 and PSY 24900. 3 hr./wk.; 3 cr.

PSY 35000: Treatment of Substance Abuse
This course takes an applied approach to recent research and theory concerning the treatment and prevention of substance abuse. More specifically, the course offers a comprehensive introduction to all aspects of case management: assessment, planning, linking, monitoring and advocacy. A range of treatment options will be considered. However, our main focus will be behavioral, and this particular model of treating substance abuse will be examined in case examples. Prereq.: PSY 10101 or PSY 10200 or PSY 10299 and PSY 24700 or PSY 24900. 3 cr.

PSY 35100: Psychology of Human Sexual Behavior
Sexual behavior, attitudes, developments, and the consequences of the behavior have been examined from a psychological perspective. Topics include historical and cross-cultural viewpoints, theories of human sexuality, gender roles, sexual dysfunction, sexual preference, psychological development of adult sexuality and aging sexuality. Prereq: PSY 10101 or PSY 10200 or PSY 10299 and PSY 24700 or PSY 24900. Credit will be given for only one of the following courses: PSY 35100 or PSY 24500. 3 hr./wk.; 3 cr.

PSY 35200: Sleep, Dreams and Sleep Disorders
This course will survey the principles of sleep organization and the evaluation and treatment of sleep disorders. Basic science topics will include assessment of sleep and sleepiness, homeostatic and circadian regulation, brain mechanisms, psychosocial, dream process, and memory. Applied topics will include sleep disorders assessment and treatment of conditions such as insomnia, Narcolepsy, Sleep Apnea, Sleep Walking, Night Terrors, REM Behavior Disorder, Circadian Rhythm Disorders and Pharmacology. Prereq: PSY 10101 or PSY 10200 or PSY 10299 and PSY 25400. 3 hr./wk.; 3 cr.

PSY 35300: A Seminar on Memory
This course provides students with an opportunity to examine the centrality of memory in human experience. Using observations from normal and extraordinary people, we will consider three broad questions, First, how does information acquired in its entirety insinuate itself into a persons' current thoughts, feelings and actions? Second, what relation do our current conscious recollections have to actual past events and experiences? Third, can memories that operate outside of the awareness affect our sense of the present, past and future state of affairs, and if so, how does this occur? Prereq: PSY 10101 or PSY 10200 or PSY 10299 and PSY 25300. 3 cr.

PSY 35400: Psychology of Prevention
The late 19th Century saw a revolution in our ability to prevent devastating physical ailments through the promotion of hygiene. The development of vaccines in the 20th Century gave parents the possibility to safeguard their children from lethal diseases for which there is still no cure. What then are the mechanisms with which we can prevent mental disorders in the 21st Century? Recent research has found that in the area of mental illness, prevention is a distant goal, while risk reduction and health promotion are viable foci of intervention. This course will examine the history and societal tensions between mental health promotion and mental illness treatment. We will study the skills necessary to promote mental health and reduce risks for mental illness through community-based interventions, while learning the specific vocabulary of prevention research. We will examine current prevention research to determine the quality of data available to us today, and the needs for future information to improve prevention interventions. Prereq: PSY 10101 or PSY 10200 or PSY 10299 and PSY 25300. 3 cr.

PSY 35500: Psychology of Men and Violence
This course explores gender violence in its multiple forms from both a national and a global perspective. This class covers current theories and research pertaining to violence against women and the factors that contribute to it. Methods to address and alleviate this worldwide problem are also presented. Particular emphasis will be placed on exploring gender violence from a psychological perspective, examining risk and protective factors, and the consequences of being violently victimized, with the goal of understanding
human behavior and interaction Prereq: PSY 10101 or PSY 10200 or PSY 10299 and PSY 24700 or PSY 24900. 3 hr./w.k.; 3 cr.

PSY 35600: Introduction to Human Development: Adolescence and Youth
From puberty through early adulthood. Topics include the physical and psychological changes associated with puberty and the assumption of adult sex roles; cognitive and personality changes associated with developing autonomy; the varying social and cultural contexts within which adolescents and young adults develop; and the relationships of these age groups to social institutions. Prereq.: PSY 10101 or PSY 10200 or PSY 10299 and PSY 24600 or PSY 22600. 3 hr./w.k.; 3 cr.

PSY 35700: Community Psychology
The use of psychology in the solution of community problems, and the impact of social and psychological stressors is examined from a community-wide perspective. How can communities and neighborhoods be measured for mental health strengths and dangers? What kinds of preventive actions and strategies, and what kinds of treatment and programs can be taken on a community-wide basis to promote mental health? Prereq.: PSY 10101 or PSY 10200 or PSY 10299 and PSY 24700 or PSY 24900. 3 hr./w.k.; 3 cr.

PSY 36100: Health Psychology
This course presents a survey of theory and research in health psychology. The aims of this class are to 1) acquaint students with current research in a variety of areas such as stress, coping, social support, prevention of illness, and health promotion; 2) broaden students' understanding of models, theories, and methods employed in health psychology research. Prereq.: PSY 10101 or PSY 10200 or PSY 10299 or PSY 10200 or PSY 24700 or PSY 24900. (W) 3 hr./w.k.; 3 cr.

PSY 36400: Psychology and the Black Experience
This course examines the psychological aspects of historical and contemporary experiences of people of African ancestry. The work of noted black psychologists in the United States and abroad is utilized to address issues of well-being and abnormality as they pertain to black people's past and current realities. Topics will include cross-cultural perspectives in black psychology, the black family, ethnic identity, education and the black child, mental health concerns of black people, research issues and the black community. Prereq.: either PSY 10101 or PSY 10200 or PSY 10299 and PSY 24700 or PSY 24900. 3 hr./w.k.; 3 cr.

PSY 36500: Family Psychology
Family structure and process in terms of historical, cultural and psychosocial factors. Emphasis on viewing family interactions in terms of a psychodynamic system and subsystems. The complex relationships within the family and between the family and society serve as a setting for theorizing, researching and developing models of constructive intervention. Prereq.: PSY 10100 or PSY 10200 or PSY 10299 and PSY 24700 or PSY 24900. 3 hr./w.k.; 3 cr.

PSY 36600: Introduction to Human Development: Adulthood and Aging
From early adulthood (marriage, parenthood, first job) up to the end of the life cycle. Topics include the developmental approach to adulthood; considering the psychological, sociological, and biological changes in adult life; sex differences; the family; work, leisure, and retirement; death and bereavement. Prereq.: PSY 10101 or PSY 10200 or PSY 10299 and PSY 24600 or PSY 22600. 3 hr./w.k.; 3 cr.

PSY 36700: Small Group Processes
The course is divided into two parts: self-study groups and lectures. The self-study group examines its own behavior in order to help the student develop an ability to observe, analyze and understand the small group as a social system. The lectures present concepts, case materials, and empirical findings on group phenomena. Prereq.: PSY 10101 or PSY 10200 or PSY 10299 and PSY 24700 or PSY 24900. 3 hr./w.k.; 3 cr.

PSY 36900: Behavior in Organizations
Interaction between individual behavior and organizational factors such as structure, technology, environment, climate; and their impact upon worker productivity, satisfaction and motivation; leadership and supervision; group dynamics; strategies for organizational change; organizational development approaches, and quality of worklife issues. Prereq.: PSY 10101 or PSY 10200 or PSY 10299 and PSY 24700 or PSY 24900. (W) 3 hr./w.k.; 3 cr.

PSY 37100: Introduction to Cognitive Neuroscience
Science of behavioral neurobiology and psycho-biology. The course will emphasize topics in neurobiology including history of brain/mind research, models of brain/behavior relationships, cellular and chemical interactions, brain development/aging, biological rhythms, systems of sensation and movement. Prereq.: PSY 10101 or PSY 10200 or PSY 10299 and PSY 25400. 3 hr./w.k.; 3 cr.

PSY 37300: Neuropsychology
Consideration of the effects of brain damage on psychological functioning, with emphasis on impairments in perception, attention, emotion, memory, and language abilities. Prereq.: PSY 10101 or PSY 10200 or PSY 10299 and PSY 25300 or PSY 25400. 3 hr./w.k.; 3 cr.

PSY 37700: Theories of Personality
A critical review of major contemporary theories of human personality, their relation to research findings and to methods of psychotherapy. Case studies interpreted from the perspective of the various theories. Prereq.: PSY 10101 or PSY 10200 or PSY 10299 and PSY 24700 or PSY 24900. 3 hr./w.k.; 3 cr.

PSY 38800: Theories of Psychotherapy
Designed primarily to discuss and evaluate different forms of psychotherapeutic intervention. Concepts such as resistance, transference, and working through will be treated in the context of both psychoanalytic and interpersonal theory. The aims and techniques of behavioral therapy and case histories will be presented for analysis. Prereq.: PSY 10101 or PSY 10200 or PSY 10299 and PSY 24700 or PSY 24900 or PSY 24600. 3 hr./w.k.; 3 cr.

PSY 38900: Psychological Tests and Measurements
Introduces both theoretical and practical aspects. Methods for assessing intelligence, achievement, aptitude, personality, interests and attitudes. Evaluation of tests and interpretation of test scores; use of tests in educational and clinical prediction, guidance, personnel selection, and research. Prereq.: PSY 10101 or PSY 10200 or PSY 10299 and PSY 24700 or PSY 24900. 3 hr./w.k.; 3 cr.

Faculty
Adeyinka Akinsulure-Smith, Associate Professor
B.A., Univ. of Western Ontario; M.A., Columbia Univ., Ed.M., M.Phil., Ph.D.
Deidre M. Anglin, Assistant Professor
B.S., Cornell Univ.; M.A., Fordham Univ., Ph.D.
Sophia Barrett, Lecturer
B.A., CCNY, M.A.
William Crain, Professor
A.B., Harvard Univ.; Ph.D., Univ. of Chicago
Diana Diamond, Professor
B.A., Wesleyan Univ.; M.A., Univ. of Massachusetts, M.S., Ph.D.
Timothy Ellmore, Associate Professor
B.A., George Washington Univ.; M.A.; Univ. of Arizona, Ph.D.
Eric Fertuck, Associate Professor
B.S. Michigan State Univ.; Ph.D., Adelphi Univ.
Tiffany Floyd, Assistant Professor
B.A. SUNY (Binghamton); M.A., Temple University, Ph.D.
Peter Fraenkel, Associate Professor
B.A., Boston Univ.; Ph.D., Duke Univ.
Denise Hien, Professor
B.A., Cornell Univ.; M.S., Teachers College, Columbia Univ., M.Phil., Ph.D.
Jon C. Horvitz, Professor
B.A. Haverford College; Ph.D., Univ. of California (Santa Barbara)
Elliot Jurist, Professor
B.A., Haverford College; Ph.D. (Philosophy) Columbia Univ.; Ph.D., CUNY
William King, Professor
B.A., Rutgers Univ.; M.A., Univ. of Colorado, Ph.D.
Arthur D. Lynch, Associate Professor
B.A., Univ. of Texas, Ph.D.
Robert Melara, Professor and Chair
B.A., Stony Brook Univ.; M.A., New School, Ph.D.
Glen Milstein, Associate Professor
B.A., Brandeis Univ.; Ph.D., Teachers College (Columbia Univ.)
Margaret Rosario, Professor
B.A., Univ. of California (Berkeley); Ph.D., Univ. of California (Davis)
Irvin S. Schonfeld, Professor
B.S. Brooklyn College; M.A., New School; Ph.D., CUNY
Brett Silverstein, Presidential Professor  
B.A., State Univ. of New York (Stony Brook); Ph.D., Columbia Univ.

Ratna Sircar, Professor  
B.Sc., Univ. Delhi; M.Sc., All-India Institute of Med. Sci, Ph.D.

Arietta Slade, Professor  
B.A., Sarah Lawrence College.; Ph.D., New York Univ.

Ellen E. Smiley, Associate Professor  
B.S., Denison Univ.; A.M., Univ. of Illinois, Ph.D.

Arthur J. Spielman, Professor  
B.A., The City College; Ph.D., CUNY

Vivien C. Tartter, Professor  
B.A., Brown Univ., M.A., Ph.D.

Steven B. Tuber, Professor  
B.A., Yale; M.A., Univ. of Michigan, Ph.D.

Deborah Vietze, Professor  
B.S., Univ. of Redlands; M.S., Univ. of Southern California; Ph.D., Columbia Univ.

Paul Wachtel, Distinguished Professor  
A.B., Columbia Univ.; M.S., Yale Univ., Ph.D.

Lissa Weinstein, Associate Professor  
B.A., SUNY (Stony Brook); M.A., The City College; Ph.D., CUNY

Ann Marie Yali, Associate Professor  
B.A., Eckerd College; M.A., SUNY (Stony Brook); Ph.D.

Professors Emeriti
John Antrobus
Anderson J. Franklin
Eugene L. Hartley
Douglas C. Kimmel
Herbert Nechin
Vera Paster
John J. Peatman
Ann Ree
Getrude R. Schmeidler
Jerry Siegel
Stephen Thayer
Harold Wilensky
Department of Sociology
(The Colin L. Powell School for Civic and Global Leadership, formerly the Division of Social Science)

Professor Maritsa Poros, Chair  Department Office: NA 6/125  Tel: 212-650-5485

General Information
The City College offers the following undergraduate degree in Sociology:

B.A.

Programs and Objectives
Sociology majors may choose to take a varied selection of courses or they may take advantage of the Department’s concentration.

In the past the department’s majors have gone on to leadership positions in academic life; city, state, and local government; advertising; consulting; and a number of other related professions.

Concentration in Urban Issues and Public Service
For students anticipating careers in the city or just interested in urban concerns, the Department offers a concentration in urban issues, politics, immigration, and public service, with sub-specialties in Urban Studies and Policy, Crime and Deviance, and Social Work.

These concentrations take advantage of our location in the heart of one of the most complex cities in the world. The objective is to bring social science theory and research to bear upon the pressing issues that confront major cities like New York, such as economic restructuring, immigration, housing, neighborhood transitions, education, urban poverty, politics, and fiscal crisis. These concentrations prepare students for careers in specific areas such as education, urban planning, public policy, and public administration.

The Social Research Laboratory
The Social Research Laboratory is used by the Department of Sociology to place students in projects providing pre-professional experience in social welfare agencies. SRL courses (SOC 23300, SOC 23400, SOC 23500, and SOC 23600) may be taken by any student. The student need not be concentrating in Social Work or majoring in Sociology. Students may take the above courses for either two or three credits. The maximum number of credits allowed in these courses (commonly referred to as "fieldwork courses") is six in any one department of the College.

Master’s Courses for Undergraduate Students
Some graduate courses may be taken by exceptional juniors and seniors with the permission of the instructor. Students are strongly advised to get authorization will be required at registration.

Requirements for Majors

Required Courses
SOC 10500: Individual, Group and Society: An Introduction to Sociology 3
SOC 23200: Methods and Techniques of Sociological Research 3
SOC 23700: Foundations of Sociological Theory 3

Elective Courses
Seven additional Sociology courses 21
Total Credits 30

Note: 23300-23600: Fieldwork does not count as one of the seven courses, but count towards graduation

Concentration in Urban Issues, Politics, and Policy
While a great number of courses offered by the Department are relevant to urban concerns, the following electives are especially recommended for a concentration:

SOC 23300-23600: Fieldwork in Social Service (Social Work)
SOC 24100: Criminology and Corrections (Crime & Deviance)
SOC 24200: Juvenile Delinquency (Crime & Deviance)
SOC 24300: Sociology of Youth (Crime & Deviance)
SOC 24400: Principles of Social Work (Social Work)
SOC 24500: Sociology of Social Welfare Institutions (Social Work)
SOC 24800: Studies in Deviant Behavior (Crime & Deviance)
SOC 25100: Urban Sociology (all sub-specialties)
SOC 25300: Ethnic Minority Groups (all sub-specialties)
SOC 25500: Population & Human Ecology (all sub-specialties)
SOC 27400: Urban Politics & Policy (all sub-specialties)
SOC 29000: Immigration (all sub-specialties)

Although the department does not offer a degree in Social Work, a concentration in this area has been found most helpful for students who later wish to study for M.S.W. degrees.

General Education Requirements ("Pathways")
In general, students are required to complete 42 credits of General Education coursework, with some adjustments for transfer students. See the General Education Requirements ("Pathways") section of the Bulletin for more information.

Requirements for Minors
Students who wish to minor in Sociology are required to complete the following:

Required Course:
SOC 15000: Individual, Group and Society: An Introduction to Sociology 3

Elective Courses:
Four approved courses 12
Total Credits 15

Grade Point Average Requirements
A 2.0 GPA in the major is required for graduation. The GPA in the major is calculated from courses in the major based in the major department only and that have been taken at City College or through ePermit, including all courses in excess of the minimum required for the degree.

Advisement
Prof. Gwendolyn Dordick is the Department advisor for major requirements and other academic issues. Contact her by email at gdordick@sociologyadvisor@gmail.com

Students wishing advisement on the graduate program in Sociology should see the director of the MA program.

Sociology Course Descriptions

Introductory and Core Sociology Courses
SOC 10500: Individual, Group and Society: An Introduction to Sociology
The language of sociology, the sociological perspective, and basic areas of sociological inquiry. Topics include: culture, socialization, self and society, social stratification and social class. The family, religion, polity, community organization, collective behavior, mass culture, social order and social change. 3 hr./wk.; 3 cr.

SOC 10501: Introductory Sociology For Freshman Honors Students
Provides a basic framework for sociological investigation and some knowledge of the institutions which constitute the fabric of society. The emphasis will be on concepts, hypotheses and theories which explain social behavior. Although social problems of contemporary relevance are often discussed, the focus of most of the material is on sociological problems and on analytical issues in the study of society. 3 hr./wk.; 3 cr.

Intermediate and Advanced Sociology Courses
SOC 23000: Qualitative Research Methods
The logic and practice of the major non-quantitative research methods in sociology: field observation; participant observation; qualitative interview; thematic content analysis of sociological documents. Students design and carry out projects to gain mastery of these methods. 3 hr./wk.; 3 cr.

SOC 23100: Sociological Statistics
An introduction to statistical theory and techniques as utilized by sociologists. This course covers descriptive and inferential statistics. Prereq.: SOC 10500. Credit given for only one of the following courses: ECO 29000, MATH 17300, SOC 23100. 3 hr./wk.; 3 cr.

SOC 23200: Methods and Techniques of Sociological Research
The meaning and relevance of "the Scientific Method" as a canon guiding the logic of research in sociology. Historical perspective and method of social research in the recent past. Survey research, sampling, questionnaire construction analysis, and hypothesis-testing; community study, field observation, unstructured interviewing, participant observation, control of bias. 3 hr./wk.; 3 cr.

SOC 23300-23600: Field Work in Social Service or Tutorial Research
Involves, according to student's choice, either: (1) placement in special agency (welfare, poverty, urban planning, police, detention) where a student learns by working directly with clients under close supervision of the agency;
or (2) carrying out a research project in the student's area of interest. In either case, the student meets regularly with a faculty member of the Social Research Laboratory. No more than six credits in any one department and no more than nine credits total will be permitted in the following courses: ANTH 13300-13600, ASIA 24002-24004, BLST 20000-20400, PSY 23300-23600, SOC 23000-23600. These credits count towards total credits needed for graduation, but do not count as credits needed for the major in Sociology. 2 hr./wk., 1 cr.; 4 hr./wk., 2 cr.; 6 hr./wk., 3 cr. Maximum: 6 cr. cumulative.

SOC 23700: Foundations of Sociological Theory
The roots of modern sociology in the ideas of nineteenth and early twentieth century theorists, such as Marx, Weber, Durkheim, Simmel, Veblen and Cooley, with emphasis on the intellectual and social context and current relevance of the concepts and propositions they developed. Suggested prerequisite: a course in the history of ideas such as HIST 35100, HIST 35200, HIST 35300 or PSC 27400. Prereq.: Soc 105. 4 hr./wk.; 4 cr.

SOC 23800: Contemporary Sociological Theory
Modern sociological theory and practice. Contemporary theorists such as Parsons, Merton, Homans, Dahrendorf and others show how conceptualization and theory building proceeds in understanding self, society, class, power and alienation in the modern world. 3 hr./wk.; 3 cr.

SOC 24000: Personality and Social Structure
The relevance of biological and social factors (and the interaction of the two) are examined in an attempt to understand the variations and universalities of personality. Psychological and social theoretical views are presented, as are current works in socialization theory. 3 hr./wk.; 3 cr.

SOC 24100: Criminology and Corrections
Theories of crime causation and the social response to crime. Nature, extent, major types, and distribution of criminal behavior. The changing impact of police and the courts. 3 hr./wk.; 3 cr.

SOC 24200: Juvenile Delinquency
Theories of delinquency and youth crime, including the extent and major types of delinquent behavior, the impact of labeling, and explanations of re-entry into society. Analysis of delinquency causation, prevention, control and treatment. Strategies of diversion, alternatives to incarceration, the juvenile court, drug use and public policy, and the possibility of decriminalization. 3 hr./wk.; 3 cr.

SOC 24300: Sociology of Youth
Youth considered as a stage in socialization, a stratum, a demographic group with its own subculture, and as a force for change. Implications for education, mental health and urbanization. 3 hr./wk.; 3 cr.

SOC 24400: Principles of Social Work
Introduction to principles of group work, case work, and community action. Primarily designed for those planning a career in Social Work. Concurrent field work required (see description of Social Research Laboratory). 3 hr./wk.; 3 cr.

SOC 24500: Sociology of Social Welfare Institutions

SOC 24800: Studies in Deviant Behavior
Sources and effects of differences in behavioral norms between society at large and deviant groups (criminals, drug addicts, sexual deviates, cultural deviations). Power structure and the social definition and control of deviancy. Stigma, alienation and the problems of value relativism. 3 hr./wk.; 3 cr.

SOC 25000: Theory of Mass Culture and Mass Communications
The character of mass society in comparison with earlier forms. "High" culture and "pop" culture and the mass media of communications. Social effects of the mass media and the problem of public control. 3 hr./wk.; 3 cr.

SOC 25100: Urban Sociology
Nature and origins of the modern city, and of community life within and in relation to the metropolis. Urbanization as a process. Types of cities and urban communities. The changing nature of contemporary cities, urban development and the dilemmas of growth. 3 hr./wk.; 3 cr.

SOC 25200: Social Class
The application of various theories of social stratification to studies of societies and communities. The relationships of class positions to familial, educational, religious, political and economic behavior. 3 hr./wk.; 3 cr.

SOC 25300: Ethnic Minority Groups
Analysis of human relations from both social- structural and social-psychological standpoints. Prejudice and discrimination; their conse-quences for both minority and majority group members. Theoretical, historical, cross-cultural approaches. Examination of public and private organizations engaged in intergroup relations. Case materials from social action programs in the United States and other nations. 3 hr./wk.; 3 cr.

SOC 25400: Social Problems
The origins and career of "social pathology" as a sensitizing concept. The interrelationship between social issues, and social problems, and public policy. The problem of bias in defining a social problem and in devising a strategy for meliorative intervention. Case studies with contemporary relevance. Role of voluntary agencies, mass media and legislative bodies in identifying social problems. (W) 3 hr./wk.; 3 cr.

SOC 25500: Population and Human Ecology
The determinants and consequences of human migration and differential population composition. Comparative fertility and mortality in relation to selected sociocultural factors. Demographic description and analysis as a research tool. Implications of population trends for local, regional, national and world problems. Recommended for all specialization programs in the Department. 3 hr./wk.; 3 cr.

SOC 26000: Theory of Social Change
Theories of institutional change in the past and present. How culture, social structure, and political, economic and technological factors are interconnected. Case studies of change in Western Europe and in developing countries today. 3 hr./wk.; 3 cr.

SOC 26200: Political Sociology
Theories of the polity and political behavior in sociological perspective. Types of government and of political order viewed comparatively and historically, and in relation to economic and social-psychological factors. Legitimation and subversion (counter-legitimation) as social process. Social movements. Analysis of contemporary issues. 3 hr./wk.; 3 cr.

SOC 26300: Contemporary Social Issues
An examination of the major controversial issues of the day: abortion, homosexuality, capital punishment, and the like. 3 hr./wk.; 3 cr.

SOC 26500: Sociology of Childhood
Examination of the socialization process of childhood, the familial environment of the child, the influence of the peer group, the development of the self and values. Major psychological and sociological theories will be examined in the light of empirical evidence. 3 hr./wk.; 3 cr.

SOC 26600: Family Relationships
Sociological explanations of how and why husband/wife, parent/child, and other family relationships have varied, historically and today, in the United States and around the world. How sociological research can contribute to understanding and making informed choices and decisions in family life. 3 hr./wk.; 3 cr.

SOC 26700: Social Change in Developing Countries
Major processes of change today in Latin America, Asia and Africa. Theories of development as applied to industrialization and changes in occupational structure; urbanization, internal migration and population growth; national integration; changes in the class structure; revolution and reform. 3 hr./wk.; 3 cr.

SOC 26800: Studies in Social Forces and Mass Movements
Mass movements for reform, revolution and renovation. Socialism, communism, fascism, and the forces that brought them into being, natural history and internal dynamics of the type they represent. Contemporary case materials. 3 hr./wk.; 3 cr.

SOC 27000: Sociology of Health and Illness
This course examines health, illness, disability, and medicine from a social perspective. Topics may include: epidemiology, historical transitions in population health, social and cultural analysis of health and disease, medicine as profession and work practice, health policy, and the nature and role of health-related knowledge in professional and popular contexts. 3 hr./wk.; 3 cr.

SOC 27200: Religion and Religious Groups
The social bases for the function and impact of religion in contemporary society. 3 hr./wk.; 3 cr.
SOC 27400: Urban Politics and Policy
This course examines the changing U.S. city with a focus on New York City. Beginning with an overview of U.S. urban politics and policy, we explore the impact of economic, political, demographic and social trends on our cities; then examine several contested policy issues—housing, economic development, education and/or welfare. How and why have national problems become identified as "urban" problems? Is the city a viable problem-solving unit? What are the respective roles of public and private sectors? We will address these questions through critical reading, discussion and writing. 3 hr./wk.; 3 cr.

SOC 27700: Ethnic Families in the United States
A description and explanation of male/female values, power, conflicts, and achievements of families from various ancestral origins. Included will be elite and minority families and old and new immigrant families from Europe, Africa, Asia, Latin America, and the Caribbean. 3 hr/wk.; 3 cr.

SOC 29000: Immigration
This course will examine the new immigration to the U.S. in the light of the old, searching for similarities that link this latest wave to the turn-of-the-century experience, and for the differences that make the post-1965 immigration distinctive. 3 hr./wk.; 3 cr.

SOC 38100: Institutional Structure and Behavior
Offered irregularly. 3 hr./wk.; 3 cr.

SOC 38101: Contemporary Issues in the Workplace
Sociological analysis of contemporary and historical research about work and its social-organizational context, explanations for the degree of meaning, satisfaction, and autonomy people find in their work, and the implications of particular workplace practices. Requirements can include class discussions of required readings, homework, essay exams, oral presentations, and research project. 3 hr./wk.; 3 cr.

SOC 38102: Work and Family
Sociological analysis of how work and family can affect life chances, reinforce gender roles and cultural stereotypes, and widen inequality. Examines how public policy and workplace practices can affect individuals' experiences with work and family. Requirements can include class discussions of required readings, homework, essay exams, oral presentations, and research project. 3 hr./wk.; 3 cr.

SOC 38103: Race and Ethnicity in International Perspective
Race and ethnicity are key dimensions of stratification in society. This course examines competing theories and definitions of race and ethnicity. Using case studies, it looks at the social construction of race and ethnicity in different societies around the world during different eras. This is an upper-level elective that is reading and writing intensive. Prereq.: Soc 105. 3 hr./wk.; 3 cr.

SOC 38106: Selected Topics in Comparative Sociology
SOC 38107: Justice, Law, and Society
This course looks at theories about law, the practical application of law in the justice system, and peoples' own perceptions of the law. It explores how those aspects of law often differ from one another and considers the implications of those gaps in understandings. Typically one term paper of 12-15 pages, two essay exams, and one oral classroom presentation. Prereq.: Soc 105. 3 hr./wk.; 3 cr.

SOC 38200: Human Groups and Communities
Offered irregularly. 3 hr./wk.; 3 cr.

SOC 38201: Occupations and Professions
SOC 38203: Small Groups
SOC 38206: Aging and Society
SOC 38207: Sex Roles and Social Change
SOC 38209: Sociology of Sexualities
SOC 38211: Drugs and Society
This course examines psychoactive drug use in social and historical context, and includes both illegal and medical drug use. Topics may include: varying patterns of use, addiction and treatment, epidemiology, drug policy and enforcement, drug markets, prescribing practice, and very basic pharmacology (how drugs work in the body). 3 hr./wk.; 3 cr.

SOC 31000: Independent Study
The student will pursue a program of independent study under the direction of a member of the Department with the approval of the Department Chair. Credit may be from 1-4 credits, as determined before registration, by the instructor, with the approval of the Chair.

SOC 30100-30300: Honors I-III
Approval of Dean and Department Honors Supervisor required. Apply no later than December 10 in the Fall term or May 1 in the Spring term. Credit flexible but usually 3 credits per term.

SOC 31100-32000: Selected Topics in Sociology
See Department for information. Hours and Credit TBA.

Faculty
James J. Biles, Associate Professor
B.S.S., Ohio State Univ.; M.A., Michigan State Univ., Ph.D.

Mehdi Bozorgmehr, Professor
B.S., California State Univ.; M.A., San Diego State Univ.; M.A., Univ. of California (Los Angeles), Ph.D.

Katherine K. Chen, Assistant Professor

Gabriel Haslip-Viera, Professor
A.A.S., SUNY (Farmingdale); B.A., The City College M.A., Columbia Univ., Ph.D.

Iris Lopez, Professor and Acting Chair.

R. L’Heureux Lewis-McCoy, Assistant Professor
B.A., Morehouse College; M.A., University of Michigan, Ph.D.

Leslie Paik, Associate Professor
B.A., Brown Univ.; M.A., Univ. of California (Los Angeles), Ph.D.

Maritsa V. Poros, Associate Professor
B.A., Cornell Univ.; M.A., Univ. of Michigan; Ph.D., Columbia Univ.

Betty Yorburg

Chudi P. Uwazurike, Associate Professor
B.A., Northwestern Univ.; M.A., Stanford Univ., Ph.D.

Chudi P. Uwazurike, Associate Professor
B.A., Yeshiva Univ., M.A., The City College; M.A., Columbia Univ., Ph.D.

Rueben Jack Thomas, Assistant Professor
B.A., Northwestern Univ.; M.A., Stanford Univ., Ph.D.

Rueben Jack Thomas, Assistant Professor
B.A., Northwestern University; M.A., Stanford Univ., Ph.D.

Chudi P. Uwazurike, Associate Professor
B.A., Univ. of Nigeria; M.A., Lagos Univ.; Ph.D., Harvard Univ.

Professors Emeriti
Ibadhaj Arafat
Milton L. Barron
Steven Goldberg
Gerald Handel
F. William Howton
Baidya Nath Varma
Charles Winick
Betty Yorburg
Department of Theatre and Speech

(Division of Humanities and the Arts)

Professor Rob Barron, Chair • Department Office: CG 322 • Tel: 212-650-6666

General Information

The City College offers the following undergraduate degree in Theatre: B.A.

Theatre

The B.A. degree program in Theatre offers a broad perspective of the academic and professional field, permitting great elective choice, and preparing students for a variety of career options. Following completion of the required sequence of courses, which expose the student to all facets of the theatre field, the student may take upper level elective courses in any one of these facets to gain a mastery of that subject. The student should be advised that further graduate and/or professional study is strongly recommended upon completion of the bachelor’s degree before a student may be considered prepared to enter the professional theatre world.

In addition to completing the required curriculum for this degree program, students are encouraged to attend and participate in the numerous faculty and student-directed productions the program offers. These opportunities annually include four main-stage productions, two Playwright/Director Connection projects, and the One-Act Play Festival.

All Theatre majors, and other interested students from the College-at-large, take courses in theatre production at Davis Hall, which contains two main-stage theatres, and at the Compton-Goethals studio theatres. All these spaces boast state-of-the-art scenic, lighting, and sound equipment.

Most courses are open to non-majors without prerequisites, including THTR 12700, THTR 13100, THTR 13200, THTR 13400, THTR 13600, THTR 23800, THTR 23900, THTR 24000, THTR 33000, and THTR 33100; non-majors may register for any other course in the program provided they follow the prerequisite sequence. All students are welcome to participate in the many open-call auditions for productions held each year.

Speech

A non-degree service program that provides the general student population with basic courses for developing skills in oral communication.

Theatre

Speech

Brandon Judell, Speech Proficiency Exam Coordinator

NA 6/332D; 212-650-6388

Clubs

The Drama Club

Professor Lydia Fort, Faculty Advisor

The Drama Club, open to all students interested in theatre, sponsors performances by students and outside artists, discussions by professionals, and workshops.

Events and Productions

Members of the Department of Theatre and Speech present shows and arrange events throughout the year, including:

• Faculty-directed productions: fully mounted main stage events.
• The Playwright/Director Connection: student directors stage original work by student playwrights.
• Harlem Repertory Theatre: students, alumni and professionals perform in a summer season of theatre for the community.
• The One-Act Play Festival
• Advanced Directing Projects
• Professional performances and workshops

Awards

Friars Club Award
For excellence and potential in acting.

Jacques Levy Award

Seymour Peck Scholarship and Creative Awards in the Arts
To outstanding undergraduate or graduate majors in the arts.

The Sandham Prize for Theatrical Performance
The Scanlon Prize in Theatre
The Bessie Spector Prize
Jacob A. Weiser Playwriting Fund Award
To assist young playwrights in pursuing their artistic goals.

The Bernie West Theatre Award

Facilities

Aaron Davis Hall
Davis Hall is a modern, three-theatre complex housing state-of-the-art equipment and staffed by professional technical personnel capable of mounting the most complex productions. The facility contains three spaces: The Marian Anderson Theatre, a proscenium theatre that seats an audience of 750; Theatre B, a black box experimental theatre that seats 150-250; and Theatre C, a rehearsal-workshop theatre for 50. The structure was specifically conceived and built to serve as a laboratory for students training in the arts and as a showcase for professional events.

Compton-Goethals Hall
The very finest facilities are available for the use of theatre students in historic Compton-Goethals Hall. These include two studio theatres and various studio-classroom spaces, rehearsal areas and prop rooms.

Charles Gattning Memorial Theatre Library
Extensive collection of plays, books of history and criticism, and periodicals, all available for perusal and check-out by students.

Requirements for Theatre Majors

A 2.0 GPA in the major is required for graduation. The GPA in the major is calculated from courses in the major based in the major department only, and that have been taken at City College or through ePermit, including all courses in excess of the minimum required for the degree. In addition, students must maintain an overall GPA of 2.0 and above to graduate with a BA in Theatre.

- THTR 12700: Speech for the Stage 3
- THTR 13100: Introduction to Theatre Arts 3
- THTR 13200: Body Movement 3
- THTR 13400: Basic Production and Design 3
- THTR 13600: Acting I 3
- THTR 21100: Theatre History I 3
- THTR 21200: Theatre History II 3
- THTR 21300: Theatre History III 3
- THTR 23300: Directing I 4
- THTR 23700: Technical Theatre Practicum 2
- THTR 33100: Playwriting 3
- THTR 33300: Directing II 4
- Theatre Majors with pronounced foreign accents or speech impediments are also required to take: 0-4
  - SPCH 01100: Articulation (1 cr.)
  - SPCH 23300: Voice and Diction (3 cr.)

Elective Courses

- THTR 11300: Stage Make-Up 6
- THTR 12700: Speech for the Stage
- THTR 13200: Body Movement
- THTR 13300: Arts Management
- THTR 22200: Black Drama in the U.S.A I
- THTR 22301: Black Drama in the U.S.A II
- THTR 23600: Acting II
- THTR 23601: Acting III
- THTR 23602: Acting IV
- THTR 23700: Technical Theatre Practicum
- THTR 23800: Musical Theatre Workshop
- THTR 23900: Acting for the Camera
- THTR 24000: Stage Combat
- THTR 33000: Performance Practice
- THTR 33100: Playwriting
- THTR 33600: Performance Practice in Film
- THTR 37000: Special Problems in Directing
- THTR 37100: Special Problems in Playwriting
- THTR 37200: Special Problems in Technical Theatre and Design
- THTR 43000: Theatre Workshop
- THTR 43100: Internship in Theatre
- THTR 45000: Special Topics in Dramatic Literature

Total Credits

43-47
Elective Courses

Theatre students are urged to supplement their required courses by studying related subjects in the Theatre Department as well as in other programs and departments, including singing, film and video directing, painting and sculpture, Shakespeare, and literature.

Advisement

Majors in the Department of Theatre & Speech are expected to maintain a minimum GPA of 2.5. Those who fall below that number will be called in for a conference with a departmental advisor to discuss ways of improving academic performance. The advisor may recommend taking a particular course for better preparation, meeting with a tutor in the Writing Center, taking a course load lower than 15 credits, or other strategies for achieving academic success. All students should try to maintain the highest possible GPA in order to enhance their prospects for acceptance to graduate programs and career opportunities.

General Education Requirements ("Pathways")

In general, students are required to complete 42 credits of General Education coursework, with some adjustments for transfer students. See the General Education Requirements ("Pathways") section of the Bulletin for more information.

Theatre and Speech Course Descriptions

Theatre Courses

30000-level and above courses may be taken only with faculty permission. All Theatre courses carry the designation "THTR.

THTR 11300: Stage Makeup

The fundamentals of stage appearance, stage lights and audience proximity. Basic and painted illusion. Face proportion, base colors, proper tools and materials. 2 hr./wk. plus hrs. to be arranged; 1 cr.

THTR 12700: Speech for the Stage

Focusing on developing breath control, resonance and articulation. Introductory phonetics and physiology of speech, followed by the analysis and reading aloud of selected fictional texts. This course may be taken two times for credit. 3 hr./wk.; 3 cr.

THTR 13100: Introduction to Theatre Arts

The related creative arts of playwright, director, actor and designer; their collective contributions to the form of the play that ultimately evolves on stage. Discussion of the institutions in contemporary American theatre. (W) 3 hr./wk.; 3 cr.

THTR 13200: Body Movement

Techniques to free and relax the actor's body, connect mental imagery with physical expression, and combine movement with speech. Elementary modern dance. This course may be taken two times for credit. 3 hr./wk.; 3 cr.

THTR 13400: Basic Production and Design

Practice in constructing, assembling and lighting the stage set. Introduction to stage management and allied fields as well as elementary exploration of design. 4 hr./wk.; 3 cr.

THTR 13600: Acting I

Principles and practice of acting. Introduction to relaxation, concentration, self awareness, inner objects, outer activities, objectives and obstacles, ensemble work, circle of belief, text analysis. Consideration of work ethic and professionalism. Basic scene and monologue exploration. 4 hr./wk.; 3 cr.

THTR 21100: Theatre History I

The development of theatre and drama from tribal origins to 1640 (including Egyptian, Greek, Roman and Medieval/Renaissance periods). (W) 3 hr./wk.; 3 cr.

THTR 21200: Theatre History II

The development of theatre and drama from 1640 to 1900, including Jacobean, Restoration, Romanticism, Early Melodrama, Naturalism. (W) 3 hr./wk.; 3 cr.

THTR 21300: Theatre History III

The study of plays and production styles prevalent throughout the Twentieth Century in Europe and America. This course will consider a selection of important plays and such important movements as: Symbolism, Futurism, DaDa, Surrealism, Expressionism, Theatre of the Absurd, Theatre of Images, the rise of the Broadway musical, the Off-Off Broadway theatre movement, the rise of Afro-American and Latino schools of writing and production, New German Realism, Post-Modernism, etc. (W) 3 hr./wk.; 3 cr.

THTR 23200: Black Theatre, U.S.A. I

Spanning the period, 1821-1950, this introductory course offers an intensive exploration and analysis of the evolution of black dramatic literature in the United States of America. Through the process of close reading of dramatic texts, this course will offer insights into the movements, institutions, actors, playwrights and other related artists contributing to African-American theatre. (W) 3 hr./wk.; 3 cr.

THTR 23201: Black Theatre, U.S.A. II

Focusing on the contemporary period, from 1950 to the present, this introductory course examines the development of recent African American drama. Through the process of close reading of dramatic texts, this course will focus on the contributions of African-American playwrights, actors, designers, critics, and producers. (W) 3 hr./wk.; 3 cr.

THTR 23300: Acting I

Introduction to techniques of directing actors; scene and beat analysis; creative considerations of setting, properties, staging, and dramatic rhythm. Prereq.: THTR 13600. 4 hr./wk.; 4 cr.

THTR 23600: Acting II

Continuation and development of improvisation and monologues, with intensive work on scene study. Prereq.: THTR 13600 or permission of the Department. This course may be taken two times for credit. 4 hr./wk.; 4 cr.

THTR 23601: Acting III

Work on classical and modern poetic schools of dramatic works, featuring in-depth exploration of theatrical language, including consideration of emphasis, meter, connecting breath with thought, verbal imagery, and word-as-action. Both two-character scenes and monologues and soliloquies are required. Prereq.: THTR 13600 or permission of the department. 4 hr./wk.; 3 cr.

THTR 23602: Acting IV

This course emphasizes auditioning for professional theatre and cinema. Consideration is given to building a repertoire, developing a resume, professional comportment, etc. The student will have experience in both the presentation of monologues and in doing cold readings. Prereq.: THTR 13600 or permission of the instructor. 4 hr./wk.; 3 cr.

THTR 23701-23703: Technical Theatre Practicum

Guided individual work in one of the following areas: Stage Management, Costume Design and Construction, Set Design, Painting, and Construction, Stage Lighting, Property Construction and Acquisition, Sound Design. This course may be taken up to eighteen credits. By permission of the department. Variable hours; 1-3 cr./sem.

THTR 23800: Musical Theatre Workshop

This course emphasizes acting through singing. The students will gain familiarity with the various genres of songs within the musical comedy rubric and gain experience in performing them. There will also be choral work and an elementary workshop in jazz dance. This course may be taken two times for credit. 3 hr./wk.; 3 cr.

THTR 23900: Acting for the Camera

Students, using extant film scenarios, act in scenes from movies and gain practice in acting for television dramas and commercials. Performances are video-taped, played back, and analyzed. This course may be taken two times for credit. 4 hr./wk.; 3 cr.

THTR 24000: Stage Combat

Introducing students to the art of stage combat. Begins with basic exercises and culminates in a comprehensive and choreographed scene. Students learn the importance of partnering, discipline, and the difference between actual violence and effective illusion. Emphasis is on safety, acting values and telling the story of the fight in a theatrical setting. This course may be taken 2 times for credit. 4 hr./wk.; 3 cr.

THTR 25000: Ballet

The fundamentals of classical ballet, including intense barre and floor work on basic steps and positions as well as consideration of the history of ballet, from its roots as a court diversion to its present hybrid manifestations. This dance form will be placed in its context as a mode of theatrical expression, as a means to tell a story, to symbolize the full range of human emotion, and as abstract movement. Students will gain basic mastery as well as train and discipline their bodies. 4 hr./wk.; 3 cr.

THTR 25100: Jazz Dance

Emphasis will be placed on perfecting basic dance techniques, creating basic jazz compositions, and developing a more in-depth understanding of the historical development of American jazz dance from its African, social and modern dance roots to its contemporary influences and its symbiosis with American Musical Theatre. 4 hr./wk.; 3 cr.
THTR 25200: Modern Dance
Students will work to develop alert, strong and intelligent bodies. They will be exposed to a variety of approaches to dance technique and aesthetics. The students will learn through improvisation to develop movement material, to work alone and in collaboration with others. Students will increase their strength, suppleness and grace through a series of slow, energetic center floor exercises, and spatially oriented movement. 4 hr./wk.; 3 cr.

THTR 25300: Tai Chi
Tai Chi Chuan is an ancient Chinese exercise based on centering and balance which has proven helpful to strengthen the body, increase flexibility, develop patience, and discipline the mind. Students will be instructed in the first of the three parts of the classical form, a series of slow rhythmical movements that center and integrate the mind and body. 4 hr./wk.; 3 cr.

THTR 30100-30300: Honors
Variable cr., usually 3 cr./per sem.

THTR 31000: Independent Study
Upper level work on issues of dramatic literature, theatre history, and criticism. Permission of program advisor required. Variable cr.

THTR 31100-32000: Selected Topics
Advanced study in selected topics and problems chosen from areas of theatre with emphasis upon aspects not treated in regular courses. Hours and credits to be arranged.

THTR 33000: Performance Practice
Active participation in the production of a play either as actor, assistant director or as a member of the technical crew. Open to all students in the college. By audition. Permission of faculty advisor required. May be taken up to eight times for credit. 20 hr. rehearsal/wk.; 4 performances; 2 cr.

THTR 33100: Playwriting
Development of skills in writing for the theatre; practice in developing dramatic situations, dialogue, building characters, etc. This course may be taken two times for credit. (W) 3 hr./wk.; 3 cr.

THTR 33300: Directing II
Advanced course in directing, utilizing extended and more complex scenes and texts. Students direct a one-act play. Prereq.: THTR 23300 or permission of the Department. 4 hr./wk.; 4 cr.

THTR 33600: Performance Practice in Film
The student performs in one or several student films and/or videos sponsored by the Film and Video programs. Ultimately presents a portfolio of work and a journal to selected theatre faculty for evaluation. This course may be taken two times for credit. Permission of the department required. 3 hr./wk.; 3 cr.

THTR 37000: Special Problems in Directing
The student directs a full-length theatrical work under faculty guidance. Permission of major advisor required. Prereq.: THTR 33300. Hours variable; 3 cr.

THTR 37100: Special Problems in Playwriting
The student writes a full-length theatre work under faculty supervision. Permission of major advisor required. This course may be taken two times for credit. Prereq.: THTR 33100 (taken twice), ENGL 32201. Hours variable; 3 cr.

THTR 37200: Special Problems in Technical Theatre and Design
Guided work on a project of substantial scale, either in costume, lighting, set, or sound design, stage management or extensive apprenticeship in technical crews. Permission of program advisor and technical director required. Prereq.: THTR 13400. May be taken up to four times. Hours variable; 3 cr.

THTR 43000: Theatre Workshop
Creative work in both acting and directing for advanced students who demonstrate outstanding talent. Permission of the Department required. 3 cr./sem. Maximum: 3 sem.; 9 cr.

THTR 43100: Internship in Theatre
Involves work at a theatre or theatre organization outside the college environment. The work could be in (1) theatre management and administration, (2) technical theatre, (3) various creative areas, including acting directing and design. The Theatre Advisors must approve the outside organization as well as a coherent plan for the nature and quality of the work the student proposes to do. Ultimately, the student presents to their campus advisor a portfolio or journal chronicling their internship work as confirmed by the on-site supervisor. THTR 43101: 2 hr./wk.; 1 cr.; THTR 43102: 4 hr./wk.; 2 cr.; THTR 43103: 6 hr./wk.; 3 cr.

THTR 45000: Special Topics in Dramatic Literature
Specialized study of specific playwrights, genres, and historical periods of dramaturgy. Prereq.: ENGL 11000. 3 hr./wk.; 3 cr.
Women’s Studies Program

(The Colin L. Powell School for Civic and Global Leadership, formerly the Division of Social Science)

Ms. Patty Ackerman • Program Office: NA 7/133 • Tel: 212-650-7494

General Information

Programs and Objectives

The Women’s Studies Program offers an interdisciplinary undergraduate minor. The purpose of the program is to engage students in the discovery and production of knowledge that emerges from feminist perspectives on culture and society. We seek to provide students with the analytic competency that results from engagement with a curriculum focused on the intersections of gender, race, ethnicity, class, sexuality, and nation and that promotes responsible citizenship in a diverse global environment. The program introduces students to the history of women and their social, cultural and scientific contributions; it stresses the importance of social responsibility, activism, and community outreach. The program supports and sponsors both on and off campus events relevant to women’s social, cultural and political issues with a strong sense of commitment to women in the metropolitan region. Both curricular and extracurricular activities of the program are grounded in multiple feminisms and interdisciplinary approaches to feminist thought.

• Development
• Economics
• Government Service
• Medicine
• Science
• Social Science
• the Arts
• the Humanities

Requirements for the Minor

Required courses
WS 10000: Women’s Roles in Society 3
Elective courses (with approval of the Program director) 12
Total Credits 15

Grade Point Average Requirements

A 2.0 GPA in the major is required for graduation. The GPA in the major is calculated from courses in the major based in the major department only, and that have been taken at City College or through ePermit, including all courses in excess of the minimum required for the degree.

Events/Activities

The Women’s Studies program hosts and co-sponsors Women’s History Month, including many exciting talks, films, and activities during March. The program also hosts talks and activities in conjunction with other groups, programs, and college departments, including Art, History and Political Science.

Awards

CCNY undergraduate students are eligible for the following awards:

The Joan Kelly Essay Award
Women Hold up the Sky Award
The Most Outstanding Written Work in WS 10000 Award

Women’s Studies Course Descriptions

Introductory and Core Woman's Studies Courses

WS 10000: Women's/Gender Roles in Contemporary Society
An introduction to issues that arise when women’s lives and gender roles become the focus of critical inquiry. How do different societies and academic disciplines define women? How do women’s experiences vary in relation to factors such as race, ethnicity, class, sexuality, age and nationality? How have women resisted, adapted to, and transformed “women’s space” in the United States and elsewhere? (W) 3 hr./wk; 3 cr.

Intermediate and Advanced Women's Studies Courses

WS 31100-32000: Selected Topics in Women's Studies
Topics not covered in the usual program offerings. Topics will vary from semester to semester depending upon student and instructor interest. Credits and hours will be determined by the instructor and the program. 1-4 hr./wk; 1-4 cr.

Elective Courses in Other Departments

The college offers a variety of courses that are acceptable toward the elective requirements of this major. A list of such courses is prepared each semester and is available in the program office before registration begins. If you have a question about the acceptability of a course that does not appear on the list, please contact the program office. Failure to receive permission to take courses not appearing on the list may result in that course failing to count toward the graduation requirements.

Faculty

The faculty of the program includes those professors who teach the program’s courses and those whose departmental courses may be credited to the minor.
The Bernard and Anne Spitzer School of Architecture

Professor George Ranalli, Dean • Professor Peter Gisolfi, Chair • Department Office: AR 113 • Tel: 212-650-7118

General Information

The Bernard and Anne Spitzer School of Architecture offers the following undergraduate degrees:

- Bachelor of Architecture (B.Arch.)
- Bachelor of Science (B.S.)

Programs and Objectives

Architects, urban designers and landscape architects design buildings, cities, communities and the landscapes in which we live and work. They must be capable of synthesizing the needs of all of those involved in the complex process of shaping an environment, from inception and design to construction and management. The School gives equal emphasis to good design, technical knowledge and a clear understanding of human experience and community development. The City College’s Architecture program is dedicated to the understanding of the complex systems of the city’s urban fabric and a desire to make the city work well for the people who live and work there. The location of the School in Manhattan allows for direct access to a vibrant and exciting urban resource, which the program uses to the fullest extent.

The Architecture program leads students through the artistic, technical, intellectual and social process of designing buildings, communities and open spaces. All students are enrolled in this course of study, which leads to the Bachelor of Architecture (the professional degree for licensure) in five years.

A student may elect to obtain the B.S. in Architectural Studies after four years of study. An individual who obtains the 4-year B.S. in Architectural Studies degree at City College may not obtain a Bachelor of Architecture degree at City College.

History

The program in architecture leading to the professional degree was initiated in September 1961, within the School of Engineering and Architecture. In July 1968, a separate School of Architecture and Environmental Studies was created. In September 1971, the Urban Landscape and Urban Design options were added to the programs of the School. The City College Architectural Center was founded in 1980. In 2000, the name of the School was changed to the School of Architecture, Urban Design and Landscape Architecture. In 2009, the name was again changed to the Bernard and Anne Spitzer School of Architecture.

Curriculum

The educational program of the School is divided into three phases. Each phase has a specific emphasis.

In Phase 1 (first and second years), the student is offered a general education in liberal arts and sciences as well as a series of architecture and environmental studies (AES) lecture and workshop courses that serve as an introduction to the processes of change in the physical fabric of the urban environment.

Phase 2 (third and fourth years) is devoted to professional concentration in architecture. In each semester, the student is required to take parallel courses in three areas: problem-solving design workshops, history and theory of architecture, and the technology of building systems for architecture.

Phase 3 focuses on advanced studies in architecture in the fifth year. The development of independent professional judgment is emphasized in this phase.

Research

The City College Architectural Center (CCAC) offers technical assistance to community and public agencies concerned with enhancing and rehabilitating their environments. The research component of this center develops new knowledge and skills to support the academic program. Particular emphasis is placed on developing the relationship of professionals and non-professionals, community groups, agencies and other clients and users in decision making affecting the environment. The CCAC also provides students with opportunities to gain field experience and contribute to the community.

Selected Awards, Scholarships and Honors

- Alumni Association Scholarships
- Architecture Alumni Group Scholarship
- Megan Lawrence Memorial Award
- Fred L. Leibman Book Award
- Most Outstanding Student Awards: Years 1 – 5
- Most Outstanding Thesis Project Award by Design Studio
- Faculty History and Theory Award
- Extech Award
- Bernard L. Spanier Scholarship Fund
- Ecole D’Art de Fontainebleau Scholarship
- AIA/Architectural Foundation Scholarship
- AIA/New York Chapter Eleanor Allwork Award
- AIA/Certificate of Merit
- Carol J. Weissman Kurth Women in Architecture Scholarship
- Matthew W. Del Gaudio Award
- AIA Henry Adams Award
- Alpha Rho Chi Medal
- J. Max Bond Award
- Gerner, Kronick & Valcarcel Scholarship
- James Stewart Polshek Scholarship

Student Organizations

- The American Institute of Architecture Students (AIAS)
- National Organization of Minority Architecture Students (NOMAS)
- City College Academy for Professional Preparation (CCAPP)
- Digital Architectural Students Club (DASC)
- Habitat for Humanity Campus Chapter

Accreditation

The five-year professional degree (Bachelor of Architecture) is registered by the New York State Education Department and the National Architectural Accrediting Board.

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

Master’s degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within 6 years of achieving candidacy, if its plan is properly implemented.

Admissions

Freshmen

For information about academic requirements, application procedures, placement examinations and special admissions programs, consult the front of this Bulletin.
Changing Majors within the College

Students in The City College who want to change their major to architecture must apply to the School of Architecture. A limited number of applicants may be accepted each year.

Transfer and Previous Degree Students

Students with previous college course work or degrees may be exempted from some of the required and elective general education courses. An evaluation of a student’s transfer credits is made by the director of academic advisement. Those wishing to apply must complete a CUNY Transfer Application. Once accepted students are individually evaluated on the basis of past academic work. A portfolio is required only for those who previously studied architecture.

Applicants from Other Institutions

Applicants who have earned a B.S. degree in Architecture at another institution should submit a transfer student application. Applicants will be scheduled for interviews with the Director of Academic Advising and asked to present a portfolio containing examples of their work. Placement in studio is based on portfolio evaluation.

Registration and Advisement

Pre-Registration

All Architecture students must see an academic advisor before registration. At these times, advisors will consult on matters of registration, program, credits, academic standing, or personal problems related to the student’s professional career.

Program Planning Procedures

Entering freshmen are advised by an advisor in the School of Architecture. At the advisement session, they prepare a program for the coming semester. The approval of an advisor is required for any change in an approved curricular program.

Most courses offered by the School are part of a sequence. Since every course in this Bulletin is not offered every semester, students should be careful to plan programs that can be completed in the required number of semesters.

Most courses offered by the School have prerequisites, which are listed immediately after the course descriptions. The prerequisites must be successfully completed before the course that requires them can be taken.

Students may not register for two sequential courses simultaneously in Architectural Design Workshops, History/Theory, or Construction Technology, unless they have been granted permission by the Director of Academic Advising.

If the student wishes to drop a course that is a corequisite of another course, both must be dropped.

Students with an overall average of 2.33 and a 2.33 in professional courses and a successful portfolio review are permitted to proceed from Phase One (first and second years) to Phase Two (third and fourth years).

Students who have earned a B average in the preceding term, and who have no grade below a C in any subject studied that term, may be permitted to present a portfolio containing examples of their work. Placement in studio is based on portfolio evaluation.

Degree Requirements

Phase One

First Semester
AES 11100: Communication Studio I 4
FIQWS 6
Perspective 3

Second Semester
AES 12000: Communication Studio II 4
AES 21200: The Built Environment of New York City 2
Perspective 3

EAS Perspective 4
Elective 3

Third Semester
AES 23000: Communication Studio III 4
AES 23200: A Survey of Western Architecture I 3
AES 23300: Introduction to Digital Media 4
Physics 21900: Physics for Architects 3
Perspective 4

Fourth Semester*
AES 24000: Communication Studio IV 4
AES 24001: Portfolio Review 0
AES 24200: A Survey of Western Architecture II 3
AES 24302: Statics and Strength of Materials 4
Perspective 3
Electives 4

*To proceed from the second to the third year in the Architecture program, a student must satisfactorily complete all required courses listed and electives for a minimum of 60 credits (exclusive of all ESL); have a minimum cumulative G.P.A. of 2.33, a minimum G.P.A. of 2.33 in all AES courses, complete SPCH 11100 or pass the Speech Exemption Exam, and pass a portfolio review (AES 24001). See advisor for any changes in curriculum.

Phase Two

Fifth Semester
ARCH 35100: Design Studio I 5
ARCH 35201: Modern Architecture 3
ARCH 35301: Construction Technology I 3
ARCH 35401: Structures I (Wood & Steel) 3
ARCH 35302: Site Technology 3

Sixth Semester
ARCH 36100: Design Studio II 5
ARCH 36301: Construction Technology II 3
ARCH 36401: Structures II (Concrete) 3
Elective 3

Seventh Semester
ARCH 47100: Design Studio III 6
ARCH 47201: World Architecture 3
ARCH 47301: Construction Technology III (HVAC) 3
Electives 3

Eighth Semester
ARCH 48100: Design Studio IV 6
ARCH 48301: Construction Technology IV (Lighting and Acoustics) 3
Electives 8

To proceed to the 5th year/thesis, a design portfolio and a thesis project statement must be approved. The student must have maintained a 2.33 G.P.A. overall and a 2.33 G.P.A. in all Architecture courses.

Phase Three

Ninth Semester
ARCH 51100: Thesis Studio 6
ARCH 51200: Architectural Management 3
Electives 8

Tenth Semester
ARCH 52100: Thesis Studio 6
Electives 9

Total Credits for B. Arch. Degree 160

Note: To earn the B.Arch. degree a student must successfully complete all required courses as well as complete a minimum of 40 elective credits of which 27 must be in architecture or on an approved list. The B.S. in Architectural Studies may be obtained by completing all courses required in the first four years totaling 128 credits with a minimum G.P.A in Architecture and other courses of 2.0. An individual who obtains the four-year B.S. in Architectural Studies degree at City College, may not obtain a Bachelor of Architecture degree at City College.

Advisement

Architecture

Professor Ghislaine Hermanuz
AR 131; 650-7118/8731

Mr. Arnaldo Melendez
AR 132; 650-7307
The Model Shop
Students use the shop to make models that enable them to study design solutions in three dimensions and to analyze construction details and methods. The shop is equipped with laser cutter and CNC equipment as well as hand and power tools for wood and plastic. Instruction is provided in the use of equipment. Use of the shop is integral to the design curriculum, beginning with the first year studio.

Visual Resources Library
The Visual Resources Library is a reference collection of over 60,000 slides as well as a rapidly growing collection of digital images. It also includes facilities for photographing models and drawings and other equipment for recording or viewing architectural projects. Professor Ching-Jung Chen is the Art and Architecture Visual Resources Librarian.

The Digital Labs
The Digital Labs, housed in large central spaces in the School, provide students with a variety of networked computer equipment for carrying out graphic and design and building modeling projects. Advanced software for drafting, drawing and rendering as well as other applications are available. The labs are also used for teaching the various computer courses offered in the School.

The City College Architectural Center
The City College Architectural Center (CCAC) provides technical assistance in architecture and planning to neighborhood groups, non-profit housing groups and other organizations unable to pay for private services. The CCAC offers advanced students from the School of Architecture experience through internships and is a venue for independent studies. The CCAC also acts as a center for various special projects and programs.

Architecture Course Descriptions
Please note that FIQWS or exemption is a prerequisite to all Architecture and AES course except AES 11100 and AES 20100.

AES 11100: Communication Studio I
The course emphasizes analysis and design of architectural space through a series of repetitive exercises concentrating on process and production and examining the relationship between space, time, form, structure, landscape, scale, precedent, and program. Students master drafting and freehand pencil drawing techniques, and model-making techniques. 8 hr./wk.; 4 cr.

AES 12000: Communication Studio II
Students continue the spatial exercises introduced in AES 11100 with emphasis placed on formulating a personal, self-directed design process. Students master conceptual and physical tools of architecture through individual and team projects and explain, defend, and modify the design process through presentations and discussion, analysis and research of historical and theoretical precedents. Prereq: AES 11100. 8 hr./wk.; 4 cr.

AES 20100: Freehand Drawing
In this course the students are led to see architectural space and to understand and draw the elements that define it. Objects are seen and drawn relationally to the greater spaces of which they are a part. Line drawing is the principal technique employed in this course. 4 hr./wk.; 2 cr.

AES 21200: The Built Environment of New York City
Exploring the conditions and factors that have led to the development of New York City and its world renowned architecture and open spaces. Field trips, papers and investigation on the creation of New York. 2 hr./wk.; 2 cr.

AES 23000: Communication Studio III
Analysis and methodology of design; drawing as a tool for design; orthographic projections. Prereq.: AES 12000. 8 hr./wk.; 4 cr.

AES 23202: Survey of World Architecture I
This is the first of a four-semester sequence that examines the physical forms of world architecture and related arts. It analyzes the built environment in response to place, politics, culture, and the people who use it. This semester students will study architecture from the Neolithic period to the 14th century in Europe, Asia, Africa, and the Americas. Two lectures and a recitation section are required weekly. 3 hr./wk.; 3 cr.

AES 23300: Introduction to Digital Media
Introduction to digital media including the concepts and ideas underlying such topics as image capture, image processing, three-dimensional modeling, rendering, digital graphic design, and two dimensional CAD drawing. Utilizing a lecture/demonstration format with associated "studio" or "lab" component, it is meant to develop students’ knowledge and fundamental understanding of digital media as well as assure systematic and well-ordered acquisition and development of the skills required for effectively using digital tools in the design professions. Prereq.: AES 12000. 4 hr./wk.; 4 cr.

AES 24001: Portfolio Review
Review by faculty of the student’s design portfolio which is to include work carried out in the 10000 and 20000-level design studios. Criteria include graphic ability, conceptual ability, progress and development. A grade of P is necessary to enter the third year. Coreq.: AES 24000. 0 cr.

AES 24202: Survey of World Architecture II
This is the second of a four-semester sequence that examines the physical forms of world architecture and related arts. It analyzes the built environment in response to place, politics, culture, and the people who use it. This semester students will study architecture from the 15th to the 18th centuries in Europe, Asia, Africa, and the Americas. Two lectures and a recitation section are required weekly. 3 hr./wk.; 3 cr.

AES 24302: Statics and Strength of Materials
Evaluation of the balance of stationary forces in such statically determinate structural elements as beams, columns, cables, trusses, arches; analyzing reactions, axial forces, shear forces and bending moments. The evaluation of cross-sectional properties; measuring axial shear, bending, twisting and buckling strength of structural elements. Prereq.: Physics 21900. 3 hr./wk.; 3 cr.

ARCH 35100: Design Studio II
This is the first of four sequential workshop courses which develop programming, design and graphics abilities. These continuing, realistic exercises of the student’s power to influence environmental change will preview the whole range of his or her activity as a practicing professional. Prereq: entry to third year. 8 hr./wk.; 5 cr.

ARCH 35202: Survey of World Architecture 3
This is the third of a four-semester sequence that examines the physical forms of world architecture and related arts. It analyzes the built environment in response to place, politics, culture, and the people who use it. This semester, students will study architecture in the 19th and early 20th centuries in Europe, Asia, Africa, the Americas, and Oceania. Two lectures and a recitation section are required weekly. 3 hr./wk.; 3 cr.

ARCH 35301: Construction Technology I
An introduction to building systems, including simple wood and masonry construction. Assemblies of various building components will be studied. Concepts of energy conservation will be related to building construction. In the studio sections students will develop construction drawings of simple building assemblies. Prereq.: entry to third year. 3 hr./wk.; 3 cr.

ARCH 35302: Site Technology
A survey workshop in the relationship of physical development to land forms. The student will deal with the basic principles of site planning, environmental and ecological factors of siting, building, grading, drainage, site structures and materials. Prereq: entry to third year. 3 hr./wk.; 3 cr.

ARCH 35401: Structures I, Wood and Steel
This course reinforces the statics and strength experience and applies it to real building situations. Simple wood and steel structures are used as the examples. Prereq.: AES 24302. 3 hr./wk.; 3 cr.

ARCH 36100: Design Studio II
Students will be introduced to the processes, knowledge and skills required for the design of a small group of buildings of simple program, within a selected number of the real financial, political and legal constraints in New York City. Prereq: ARCH 35100. 8 hr./wk.; 5 cr.

ARCH 36301: Construction Technology II
The course will concentrate on the technology of medium to high rise buildings of steel and concrete construction. Case studies of specific buildings will be used to help students expand by analysis their knowledge of a particular group of design applications of building systems. Prereq.: Arch 35301. 3 hr./wk.; 3 cr.
ARCH 36401: Structures II, Concrete
The knowledge of structural analysis is expanded to continuous systems. Examples are taken from concrete building structures with emphasis on the three-dimensional potential of planning space economically and elegantly. Prereq.: Arch 35401. 3 hr./wk.; 3 cr.

ARCH 41002: Independent Studies and Research
For students in the third and fourth years who wish to pursue advanced study or research in selected topics. Students must obtain written permission from a faculty member who becomes the mentor for the student or students, as to the study plan and the number of credits. Prereq.: permission of the Department.

ARCH 41002: 2 cr.

ARCH 41003: 3 cr.

ARCH 47100: Design Studio III
Students will progress from the simple buildings studied and designed the previous year to programs of increasing social and technological complexity. Prereq.: Arch 36100. 8 hr./wk.; 6 cr.

ARCH 47202: Survey of World Architecture 4
This is the fourth in a four-semester sequence that examines the physical forms of world architecture and related arts. It analyzes the built environment in response to place, politics, culture, and the people who use it. This semester students will study architecture in the 20th and 21st centuries in Europe, Asia, Africa, the Americas, and Oceania. Two lectures and a recitation section are required weekly. 3 hr./wk.; 3 cr.

ARCH 47301: Construction Technology III
Heating, ventilating, air-conditioning, plumbing, and electrical systems in buildings will be studied from a rudimentary design view to a level from which students will understand criteria involved in making choices between construction systems. Such things as space requirements and coordination with other building systems will be studied. Prereq.: Arch 36301. 3 hr./wk.; 3 cr.

ARCH 48100: Design Studio IV
A continuation of the work done in previous design studios. Problems focus on multifunctional building complexes. Interdisciplinary emphasis to correlate the student’s work with others implementing environmental change: government agencies, elected officials, community groups and leaders, engineers and social scientists. Prereq: ARCH 47100. 8 hr./wk.; 6 cr.

ARCH 48301: Construction Technology IV
The artificial and natural lighting of buildings will be studied along with the analysis and treatment of the built sonic environment. Spaces for performance and public assembly will be addressed along with housing and other building types. Prereq.: Arch 47301. 3 hr./wk.; 3 cr.

ARCH 51002: Independent Studies and Research
For fifth year students who wish to pursue advanced study or research in selected topics. Students must obtain written permission from a faculty member who becomes the mentor for the student or students, as to the study plan and the number of credits. Prereq.: permission of the Department.

ARCH 51002: 2 cr.

ARCH 51003: 3 cr.

ARCH 51100: Thesis Studio
Each student identifies an actual architectural problem in the city of New York. The student must generate a series of basic alternate designs and present a rationale for the selection of one of the alternatives. The selected alternative is to be represented in the form of schematic models, drawings and diagrams. Prereq: Arch 48100. 10 hr./wk.; 6 cr.

ARCH 51100: Thesis Studio
The principles of management as applied to the architectural profession. Included in this course are: the general organization of the profession and its relation to client, community, and the construction industry; new management techniques, organization and retrieval; project delivery, construction, and professional documents, cost control, legal surety, contract and financial management. 3 hr./wk.; 3 cr.

ARCH 51300: Selected Topics in Architecture
Special study in topics not covered in the usual department offerings. Topics vary from semester to semester, depending on student and instructor interest. Usually 3 hr./wk.; 3 cr.

ARCH 51312: Building Information Modeling
ARCH 51315: Critical Issues in Architecture
ARCH 51321: Urban Reconstruction

ARCH 51323-51324: Teaching Architecture I & II
ARCH 51327-51330: Research and Community Service Work with the City College Architectural Center
ARCH 51332: Introduction to Urban Preservation
ARCH 51345: Latin American Architecture
ARCH 51348: Computer Rendering and Animation
ARCH 51349: Low-Energy Buildings
ARCH 51352: Environmental Justice
ARCH 51356: Developing Communication Skills
ARCH 51359: NYC Housing: The Forces That Shape It
ARCH 51365: Curating Architecture
ARCH 51362-51363: Co-op Internship I & II
ARCH 51372: New Directions in Green Design
ARCH 51374: Seminar on Louis Kahn
ARCH 51380: Housing Theories
ARCH 51381: American Urban Landscape
ARCH 51388: Architecture and Photography
ARCH 51393: Transportation and Architecture

ARCH 52100: Thesis Studio
The student develops alternate schematic solutions for the major sub-systems of his or her design. A rationale is developed for the selection and integration of sub-systems. The student makes a complete presentation of the revised design that could provide sufficient information to form a basis for preparation of contract documents for the construction of the project. Prereq.: Arch 51100. 10 hr./wk.; 6 cr.

Faculty

Jacob Alspector, Associate Professor
B.Arch., The Cooper Union

Hillary Brown, Professor
B.Arch., Oberlin College, M.Arch., Yale Univ.; FAIA, LEED AP

Lance Jay Brown, Professor

Mi-Tsung Chang, Assistant Professor
B.Arch., Pratt Institute, M.Arch.; Ph.D., Union Institute

Jerrilyn Dodds, Distinguished Professor

Jeremy Edmiston, Associate Professor
B.Arch., Univ. of Technology (Australia); M.S., Columbia Univ.

Alan Feigenberg, Professor
B.A., Univ. of Pennsylvania; M.Arch., Columbia Univ.; R.A.

Gordon A. Gebert, Professor
B.Arch., M.I.T.; M.Arch., Princeton Univ.; R.A.

Peter A. Gisolfi, Professor and Chair
B.A., Yale Univ.; M.Arch., M.L.A., Univ. of Pennsylvania; R.A./R.A

Marta Gutman, Associate Professor
B.A., Brown Univ.; M.Arch., Columbia Univ.; Ph.D., Univ. of California (Berkeley)

Ghislaine Humerez, Professor
Dip. Arch., ETH/L, Switzerland; M.S.U.P., Columbia Univ.; R.A., Switzerland

Denise Hoffman-Brandt, Associate Professor
B.A., Univ. of Pennsylvania; M.F.A., Pratt Institute

Bradley Horn, Assistant Professor
B.Arch., The Cooper Union; M.Arch., Columbia Univ.; R.A.

Fran Leaon, Assistant Professor
B.Arch., Univ. of Florida; M.Arch., Yale Univ.

Fabian Llonch, Associate Professor
M.Arch., Univ. of Washington

Hanque Macari, Professor
M.S. (Envr. Design), Univ. of Wisconsin (Madison); B.A., Univ. of Florida; R.A.

George Ranalli, Professor and Dean of the Spitzer School of Architecture
B.Arch., Pratt Institute; M.Arch., Harvard Univ., R.A.
Julio Salcedo, Associate Professor
B.A., Rice Univ.; M.Arch., Harvard Univ.

Michael Sorkin, Distinguished Professor
B.A., Univ. of Chicago; M.A., Columbia Univ.; M.Arch., M.I.T.

Achva Benzinberg Stein, Professor
B.A., Univ. of Calif. (Berkeley); M.L.A., Harvard Univ., F.A.I.A.

Elisa Terragni, Associate Professor
M.Arch., Facolta di Architettura, Politecnico di Milano

Christian Volkmann, Associate Professor
Dipl. Arch. ETH, Eidgenossische Technische Hochschule (Switzerland)

Lee Weintraub, Associate Professor
B.S.Arch., The City College; R.L.A.

June P. Williamson, Associate Professor

Professors Emeriti
Jonathan Barnett
Carmi Bee
Horst Berger
J. Max Bond, Jr.
R. Alan Cordingley
John Deans
William Ellis
M. Paul Friedberg
David E. Guise
James B. Jarrett
Garrison McNeil
M. Rosaria Piomelli
Labelle Prussin
William Roehl
Donald P. Ryder
Bernard P. Spring
Norval White
The School of Education

Mary Erina Driscoll, Dean - Office: NA 3/203 • Tel: 212-650-5471

The School of Education, an outgrowth of the extension courses organized in the fall of 1907 for teachers, librarians, and social workers, was established as a separate school of The City College in the spring of 1921. It is organized under its own faculty to prepare men and women for various educational services, teaching and non-teaching, in day care/pre-school settings, as well as in the elementary and secondary schools. It is also open to in-service personnel who wish to take courses for professional development.

In collaboration with the other Schools and Divisions of The City College, the School of Education offers programs of study in a number of professional fields. Professional preparation for educational service is under the jurisdiction of the Board of Trustees of the City University of New York and coordinated by its Committee on Coordination of Teacher Education.

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The programs lead to the degrees of Bachelor of Science and Bachelor of Science in Education. The School also offers an education concentration, including student teaching, to a large number of liberal arts degree candidates seeking state certification in certain secondary school teaching areas. Programs of study are designed to meet state certification and New York City licensing requirements. Candidates who obtain the bachelor's degree may, upon graduation, apply for NYS teacher certification electronically, using the TEACH Online Services application system. Instructions for using the system are available from the CCNY certification website at http://www1.ccny.cuny.edu/prospective/education/index.cfm. Candidates must also indicate to the CCNY School of Education certification officer that they wish to be recommended for certification.

Mission and Shared Vision of the School of Education

The City College School of Education provides access to the field of education for all who show promise of contributing to New York City schools and the education of the City's children. In keeping with the historical mission of the College, the School opens its doors to those who, because of national origin, native language, or economic condition, might otherwise find a career in education out of reach.

The preparation of teachers in the United States is intended to meet the needs of a democratic society. In New York City, this is extended to preparing educators to work with students who are diverse in all respects. To that end, the School seeks to draw on the varied strengths of candidates while ensuring that they acquire the academic, pedagogical, technological, professional, and personal skills required of an educator in an urban setting. The School commits itself to ensuring that its graduates can demonstrate solid grounding in the liberal arts and sciences, a deep understanding of public purposes of education in a democracy, thorough training in effective teaching skills, and the professional and affective dispositions to work successfully with students, families, and colleagues in the field.

The School focuses on five themes to insure coherence across its curriculum, instruction, field experience, and assessment:

A. Content knowledge
B. Pedagogical knowledge
C. Diversity
D. Leadership
E. Building of caring communities.

A. Developing In-depth Knowledge About the World

Candidates preparing to work in schools in teaching or supervisory roles demonstrate the content knowledge and skills necessary to help all students learn. All the College's programs attempt to meet national and professional standards of content, rigor, and coherence. This knowledge is found in the liberal arts and sciences and is presented with the most up-to-date technology. Indeed, there is a consensus of educators, from progressives to traditionalists, that literature, history, philosophy, mathematics, natural science, foreign languages, and art and music must be part of a university curriculum.

To that end, the institution requires a core curriculum emanating from its College of Liberal Arts and Science. The School adopts and enhances this curriculum by requiring of its candidates additional math and science courses. Undergraduate candidates, in addition to their pedagogical courses, must complete an academic major or concentration. In addition to these requirements, pedagogical courses echo the content of the liberal arts core and concentrations. History, mathematics and English are part of these courses.

Content knowledge is demonstrated in teaching methods courses: e.g. language arts, social studies, math and science. In these courses, candidates are introduced to State learning standards at the level appropriate to the certification they seek. Through the use of content knowledge, candidates must be able to determine the widest and deepest potential knowledge base of each of their students with the accompanying strategies that range from direct instruction to inquiry so the student can, from textual and electronic sources, obtain, rehearse, recall, and transfer new knowledge to routine and new learning contexts. Knowledge of students and pedagogy goes hand-in-hand with content knowledge.

The seven knowledge areas of a university curriculum, listed above, have value in themselves, a value that education and liberal arts faculty communicate, deliberately and in passing, even in pedagogical courses. These faculties work together on curriculum and search committees. Only if they share and transmit the value of these knowledge areas will candidates develop a disposition to continue experiencing these and participate in lifelong learning. If they are not disposed to recognize this value they will not be able to pass it on to their students.

The target for teacher and other professional candidates with regard to content includes in-depth knowledge of the subject matter to be taught or supervised including the methods of the discipline that determine what becomes knowledge. Candidates demonstrate this knowledge through inquiry, critical analysis, and synthesis. Candidates plan to teach. They are able to meet target levels of performance by graduation from the programs of the School. Others, at that point in their development as educators, meet, at least, acceptable levels. But all graduates have the basic tools, technology and necessary dispositions to continue their development as educational professionals as well as learners. In order to ultimately meet target levels of performance, our graduates must have to continue to develop their content as well as their professional knowledge.

B. Becoming Skilled, Reflective Practitioners

Teacher competence is obviously a primary influence on student learning. Critical dimensions of competence are pedagogical knowledge and skills. The School of Education adds to this the knowledge and skills to be a successful educator in urban schools that serve a diverse population of children and families and the disposition to use these to promote the learning of all children. In order to articulate the School’s purposes and goals, pedagogical competence is divided into six subcategories:

1. Knowledge of human learning and development. In coursework, candidates build their pedagogical knowledge on a foundation of learning and developmental theory in tandem with practice in fieldwork. Candidates observe students in effective teaching skills, and the professional and affective dispositions to work successfully with students, families, and colleagues in the field.

2. Knowledge of constructivism and inquiry learning. In coursework and fieldwork, candidates learn how to provide students with opportunities to explore, inquire, discover, and problem-solve. Candidates apply knowledge by gradually implementing a wider range of instructional practices in the field with diverse groups of students.

3. Knowledge of pedagogical approaches to working with students with special needs. Candidates, whether in special education or not, recognize that they may be called upon to work in inclusion classrooms and engage in culturally responsive teaching. As well as experiencing constructivist and inquiry models, candidates investigate complementary models for students with special needs.

4. Knowledge of the use of instructional technology for teaching, learning, and assessment. The School promotes the skillful use of instructional and communications technology with a predominately "across the curriculum" approach based on the recognition that technology must be used to support student learning.

5. The knowledge and ability to put into practice both multiple teaching strategies and approaches to assessment that build on the knowledge and strengths that students bring to school and allow for differentiated instruction for diverse learners. Based on their knowledge and experiences with cultural differences, candidates integrate multiple strategies in the preparation of lessons and fieldwork. They are introduced to formal and informal assessment approaches in foundation courses and in succeeding course and fieldwork experiences, become comfortable with a wide range of assessment strategies.
6. Application of knowledge and skills through sequenced experiences in the field. Through sequenced fieldwork, candidates grow in their ability to apply the skills and knowledge learned. Fieldwork culminates in a carefully monitored semester of student teaching or a practicum in which they engage in a formal inquiry into their teaching practice.

C. Educating for and about Diversity

The great strength of City College is the diversity of its students and faculty. As a public institution, the College has in place a policy of nondiscrimination on the basis of age, color, disability, national or ethnic origin, race, religion, sex, sexual orientation, veteran or marital status. As a campus situated at the center of one of the world’s most diverse metropolises, the College enjoys the opportunity of making that policy a living reality.

The School of Education subscribes wholeheartedly to the goal of full inclusion and so works continuously to ensure that the diversity of the New York City population, and particularly of the surrounding local community of upper Manhattan, is reflected in the make-up of the faculty and in the perspectives, concerns, and materials taken up throughout the curriculum. Access to education and to careers in teaching for the widest possible representation across the City’s population is central to the School’s mission but, at the same time, a wider variety of educational options is often available to the economically more advantaged. In this light, the School and the College seek especially to provide access to those who are economically disadvantaged. Mechanisms to provide such access include low tuition, financial aid, academic support services, and scheduling of classes to accommodate students who work.

The School views the diversity of students and faculty, defined in its widest sense, not just as an obligation but as an educational resource. While an emphasis on multiculturalism does prepare learners for the diversity of the world outside the classroom, a diverse classroom actually brings that reality into the educational process itself. In a true community of learners, where each member contributes to the learning process, it must be the case that greater diversity of lived experience among the learners results in a richer learning experience for the community. For the School of Education candidate, diversity is more than a fact of the world, something about which the candidate must learn; it is a fact of the candidate’s own classroom, something through which the candidate can learn. It is the responsibility of faculty to draw upon the diversity of the school to enrich the learning processes of all candidates, a practice that serves as a model for candidates in their own teaching.

The School is continuously working towards finding ways to promote understanding across experiential divides. Particularly where native cultures, languages, and dialects differ from candidate to candidate, candidate to instructor, and faculty member to faculty member, it is a challenge to appreciate and accurately assess the value of another’s contribution. It is also a challenge to compare candidates to meet the demands of state and professional assessment instruments, which may not always be sufficiently sensitive to the educationally more advantaged. In this light, the School and the College seek especially to provide access to those who are economically disadvantaged. Mechanisms to provide such access include low tuition, financial aid, academic support services, and scheduling of classes to accommodate students who work.

D. Nurturing Leadership for Learning

1. General preparation. Our goal is to develop the capabilities of candidates to assume leadership roles in their classrooms, schools, and communities. Whether or not candidates eventually assume formal leadership positions, the acquisition of the knowledge, skills, technology, and dispositions required for providing leadership serves to enhance their performance at the classroom, school, and community levels. Accordingly, developing the capacity to apply leadership skills that foster the development of democratic classrooms in multicultural, multilingual schools is a theme that is embedded and reinforced in the course content, fieldwork, research requirements, and internship experiences offered by all the programs in the School.

2. Candidates acquire the ability to lead and participate in decision-making bodies that address the academic content and management structure of the diverse programs in their schools. They are prepared to engage in collaborative processes that encourage the mutual efforts of teachers, administrators, and staff to work and learn together. They become skilled at collegial planning and evaluation, managing conflict, and reflecting and dialoguing on their own professional practices. They seek to become stewards of best practice and, by so doing, feel a responsibility for the whole School and not just the classroom.

3. Preparing candidates for formal leadership positions. Candidates learn to lead through the co-creation of a shared vision, values and goals. To accomplish this, they learn to build consensus and communicate the importance of the shared vision and values on an ongoing basis. They learn to create and maintain a culture of cooperation and collaboration which has teaching and learning as its central focus.

They develop the value of empowering teachers and staff to act on their own ideas by involving them in decision-making processes and encouraging them to think of themselves as leaders. They demonstrate commitment to and sensitivity and respect for diverse cultures served by school communities.

4. Faculty in the leadership preparation programs utilize case study methodology, problem-based learning, and cooperative learning strategies to prepare candidates to understand the process of developing and articulating a vision and its related goals, to acquire the skills and dispositions needed to relinquish authority to teachers and staff, to appropriately involve others in decision-making processes, to delegate authority, and to share credit with others for the successes enjoyed by a school or other institutional unit.

E. Building Caring Communities

Community-building must be at the heart of any school improvement effort. Caring communities are places where teachers and children support and celebrate each other’s learning and general well-being. The School, in order to help candidates begin this career-long endeavor, focuses on the creation of democratic classrooms and schools and teachers’ roles as models of caring, values, and moral behavior.

1. Democratic classrooms and schools. Candidates come to understand what democratic classrooms and schools look like and what values they have. Faculty strive to be examples, not as transmitters where their voices dominate, but as co-intentional learners, coaches, and facilitators. By modeling faculty explore with candidates the dynamics of democratic classrooms and emphasize why they are important. They emphasize the connection between public education and caring citizens equipped to make judgments as they participate in the decision-making processes of society.

2. Teachers as models of caring, values, and moral behavior. All teachers need to know their students well and, to the extent possible, personalize instruction and provide advice, nurturing, and counseling when needed. Faculty of the School, therefore, need to know candidates well and help them identify ways to know their students and to express interest in and caring for them. Candidates need to remember details about students’ lives, keep notes, call and visit their homes, respond authentically, and ask students what they think and care about. Most of all, candidates need to learn that being a caring teacher is not playing a role. They must be authentic persons before they are caring persons. To be authentic in front of students leaves one vulnerable, and candidates need to be able to deal with that vulnerability.

3. Candidates, therefore, learn how classrooms and schools become caring communities and how they become more democratic. They understand behaviors and forces that militate against caring, democratic classrooms. They exhibit caring and democratic behaviors in their education classes. First, they will define the values their classrooms will support and understand how these values will contribute to the building of character in their students.

4. The School continually reviews and evaluates all undergraduate and graduate programs, including the objectives, content, and learning activities of individual courses. Experimentation is sought in all aspects of the program. Through required courses, counseling, experience in community agencies, and in affiliated and other schools, students are prepared to fill their role as urban teachers.

Officers of the Administration

Dean
Dr. Mary Erina Driscoll
NA 3/213, 212-650-3471

Associate Dean
Prof. Gretchen Johnson
NA 3/213, 212-650-5302

Department of Teaching, Learning, and Culture, Chair
Prof. Nancy Stern
NA 6/207B, 212-650-7262

Department of Leadership and Special Education, Chair
Prof. Susan Semel
NA 6/207B, 212-650-7262

Department of Secondary Education, Chair
Prof. Edwin M. Lamboy
NA 6/207B, 212-650-7262
Office of Admissions and Student Services, Director
Ms. Stacia Pusey
NA 3/223A, 212-650-5316

Office of Clinical Practice, Field Experiences and Student Teaching, Director
Dr. Bruce Billig
NA 6/207A, 212-650-6915

Certification Officer
Mr. Kurt Brown
NA 3/213, 212-650-5590

Undergraduate Programs

Early Childhood Education (see Center for Worker Education)
Childhood Education
Bilingual Childhood Education (Chinese, Haitian, and Spanish)

Secondary Education Concentrations

English Education
Arts Education
Spanish Education
Mathematics Education
Music Education
Science Education: Biology, Chemistry, Earth Science and Physics
Social Studies Education

Undergraduate Admissions

For information about academic requirements, application procedures, placement examinations, and special admissions programs, consult the back of this Bulletin or go to the Admissions Office in A-101.

Prospective childhood education and bilingual childhood education students must apply for admission to the School of Education through the Office of Admissions and Student Services, NA 3/223A. The criteria for admission are:

1. City College GPA of 2.5 or higher;
2. Pass the School of Education Admissions Test (S.E.A.T.) administered by the School of Education through the Office of Student Services;
3. A minimum of 45 credits. Twelve credits must be completed at CCNY with at least three credits in Education.
4. Complete a satisfactory interview and on-site essay with program faculty.

Prospective secondary education students must meet requirements 2, 3, and 4 above. In addition, they must have a City College GPA of 2.7 or higher and a GPA of 3.0 in their major.

Students interested in Early Childhood Education should contact the Center for Worker Education at 25 Broadway, New York, NY 10004 (212) 925-6625.

Those who plan to teach music, art, or any secondary school (middle or senior high school) subject are enrolled in the College of Liberal Arts and Science and follow a program leading to either a B.A. or B.S. degree. These students will take the education sequence as a concentration in Education under the guidance of both education and liberal arts advisors. Students wishing to pursue a concentration in secondary education must apply for admission in the Office of Admissions and Student Services, NA 3/223A. They must meet the requirements for the concentration in Education, in addition to the requirements of the individual liberal arts programs.

The School of Education evaluates transfer credits of students with 45 or more credits. In general, credit is given only for courses completed with a grade of "C" or better in properly accredited programs. No credit will be granted for courses in which the lowest passing grade (usually "D") was obtained. No credit may be given in excess of the number of credits actually earned in a course, or in excess of the number of credits listed for the comparable course in the CCNY curriculum.

Maintenance of Matriculation

As a professional school with the responsibility of recommending students for New York State certification, the School of Education must conduct ongoing professional assessment of all students. In cases where a faculty member determines that an individual is inappropriate for the teaching profession, he/she may recommend removal from the teacher preparation program to the chair of the department. The student has the right to appeal to the Committee on Course and Standing. The findings of the Committee are final.

Liberal Arts Core Requirement

All students in the School of Education are required to complete a Core of liberal arts courses. Credit is given only for courses completed with a grade of "C" of better. Students planning to specialize in secondary education generally choose a major in the liberal arts, and fulfill the Core requirements appropriate to that major.

For childhood and bilingual childhood education majors the Core requirements are outlined below. Early Childhood Education majors should refer to the Department of Interdisciplinary Arts and Sciences section of this Bulletin. For further information on Core requirements, students should consult their academic advisors. All courses that are offered by specific departments within the College of Liberal Arts and Science are described in this Bulletin.

The following Core courses are required for childhood education and bilingual childhood education (B.S.Ed.) majors:

**REQUIRED CORE (12)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition FIQWS (6 hrs: 3 hrs English composition + 3 crs toward Flexible Core)</td>
<td>3 (+3)</td>
</tr>
<tr>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Math &amp; Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>Life &amp; Physical Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

**FLEXIBLE CORE (18)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Cultures &amp; Global Issues</td>
<td>3</td>
</tr>
<tr>
<td>World Cultures &amp; Global Issues</td>
<td>3</td>
</tr>
<tr>
<td>U.S. Experience in Its Diversity</td>
<td>3</td>
</tr>
<tr>
<td>Creative Expression</td>
<td>3</td>
</tr>
<tr>
<td>Individual and Society</td>
<td>3</td>
</tr>
<tr>
<td>Scientific World</td>
<td>3</td>
</tr>
</tbody>
</table>

**COLLEGE OPTION (12)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPCH 11100 Speech/Proficiency*</td>
<td>3</td>
</tr>
<tr>
<td>EDCE 20000 Inqury in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDCE 20600 Observing Children and Their Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 22100 Schools in American Society</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 22200 Schools in American Society: Bilingual Education **</td>
<td>3</td>
</tr>
</tbody>
</table>

*The Speech Examination is a College requirement. Students in the School of Education meet this requirement by taking SPCH 11100 or passing an exemption examination.

** Bilingual Childhood Education Majors Only

**Foreign Language**

Candidates for the B.S.Ed. degree who entered the College in Fall 1988 or later must successfully complete three years of a foreign language in high school or two semesters in college (or equivalent):

For Bilingual Childhood Education (0-3)  
For Childhood Education (0-8)

Liberal Arts Major Requirements

New York State requires that individuals seeking childhood and adolescent teacher certification have completed a liberal arts major in addition to their preparation in education. For those who wish to teach in secondary schools, this is a major in the teaching area. Those wishing to teach in the elementary school may complete a traditional liberal arts major (American studies, art, economics, English, history, music, political science, psychology, sociology, Spanish) or they may complete a special interdisciplinary major designed specifically for those preparing to be elementary teachers. There are nine interdisciplinary concentration areas: biology, earth science, chemistry, mathematics, elementary mathematics, theater in its cultural context, art in its cultural context (pending) language and literature, and social studies. Those preparing to be elementary school teachers should consult with an advisor to select an appropriate liberal arts major.
Additional Requirements

1. Professional development seminars in child abuse identification, school violence prevention and Dignity for All Students (DASA) training (EDUC 41900).
2. Competence in Spanish or other language approved by advisor.

Competence in a second language is required of B.S.Ed. degree students. The sequence is designed to give students oral competency in the language and also to familiarize them with the diversity within the New York City student population.

Students who have had three years of a foreign language in high school will meet the language requirement. When less than three years were taken in high school, students are required to take additional coursework at the college. Students who have a satisfactory speaking knowledge of a second language may be exempted from these courses by passing an oral competency test given each semester by the Department of Foreign Languages and Literatures. Students may apply for the test in NA 5/223.

Medical Examination

The nature of a teacher’s work requires especially good health. Therefore, all education students must arrange to have a medical examination prior to fieldwork and student teaching placements; also, they must inform the School of Education of any significant or possibly disabling illness as soon as they become aware of it.

A person with physical conditions which are likely to lead to frequent absences, or who might be unable to cope with emergency situations in a school, will only be admitted when given a clearance by the New York City Public Schools Medical Examiner.

All students are required to have a tuberculin skin test. The forms for the test results are available in the Wellness and Counseling Center (MR 15). Students must make their own arrangements for the tuberculin test. They may be examined by their own private physician, by a physician on the staff of a hospital, or at the City College Wellness and Counseling Center. The completed form should then be brought to the Office of Clinical Practice where the student will be given a copy if needed.

Interviews and Ratings

While physical fitness, knowledge of the subject area, and the ability to use English (and the second language, in the case of bilingual childhood education majors) skillfully in writing and speaking are important, there is another criterion for teaching which is probably the most difficult to evaluate: familiarity with professional dispositions expected of educators as delineated in professional, state and institutional standards. This is evaluated through personal interviews with the candidates on an ongoing basis.

Academic Average

The student’s general average, as well as his or her status in the field of concentration and in education courses is considered. The special academic standards required vary somewhat for different fields. A declared major, a GPA of 2.5 (Childhood and Bilingual) and 2.7 (Secondary) and the recommendation of a faculty advisor are required for admission into student teaching.

Advisory Interview

When the candidate applies for admission to the School of Education, an appointment with an advisor is made to assure that the student’s program is properly planned. Students are required to see an advisor at least once every semester for continuous academic advisement. Advisory appointments are scheduled in the Office of Admissions and Student Services, NA 3/223A.

Clinical Experiences Candidates for secondary education, childhood education or bilingual childhood education certification are required to take one semester of student teaching. The Application for Student Teaching must be filed in the Office of Clinical Practice during the first ten weeks of the candidate’s lower senior term. Since the New York City Department of Education needs information in advance for the placement of student teachers, late applications cannot be considered. Deadline dates should be verified in the Office of Clinical Practice, Fieldwork & Student Teaching, NA 6/207A, each semester or online at http://www1.ccny.cuny.edu/prospective/education/clinicalpractice/index.cfm.

Professional Training

Clinical Experiences Candidates for secondary education, childhood education or bilingual childhood education certification are required to take one semester of student teaching. The Application for Student Teaching must be filed in the Office of Clinical Practice during the first ten weeks of the candidate’s lower senior term. Since the New York City Department of Education needs information in advance for the placement of student teachers, late applications cannot be considered. Deadline dates should be verified in the Office of Clinical Practice, Fieldwork & Student Teaching, NA 6/207A, each semester or online at http://www1.ccny.cuny.edu/prospective/education/clinicalpractice/index.cfm.

Admission Requirements for Student Teaching

To be admitted to student teaching, students must have:
1. A completed application submitted to the Office of Clinical Practice, Fieldwork & Student Teaching
2. A recommendation from their program advisor,
3. Completed a successful interview with the Director of Clinical Practice, Fieldwork & Student Teaching (for programs that require such an interview),
4. Completed all liberal arts requirements, CLAS major and requisite education courses, with grades of “C” or higher,
5. Maintained the required GPA of 2.5 or higher for childhood education and bilingual childhood education and 2.7 or higher for secondary education,
6. Shown satisfactory results from the tuberculin (TB) test,
7. Completed 100 hours of field experiences,
8. Submitted NYSTCE test scores
9. Declared a major or secondary education concentration.

Students who are admitted into student teaching but do not successfully complete the experience must reapply and successfully complete all admissions procedures.

Appeals may be made through the Director of the Office of Student Services to the Committee on Course and Standing.

Academic/Professional Standards and Regulations

Each undergraduate program establishes the academic and professional standards expected of its students. Traditional professional standards concern not but are not limited to the codes of ethics of professional educational associations.

The right is reserved to ask for the withdrawal of any student who fails to meet professional standards and/or fails to maintain a satisfactory academic and professional record in courses.

Jurisdiction over Academic and Professional Standards

Department chairs have jurisdiction over offenses regarding academic and professional standards for any student whose major field of interest is in their department.

Appeals Procedures of Academic Judgments

The School of Education Committee on Course and Standing will only review appeals that pertain to the School of Education. Appeals relating to the college core must be submitted to the CLAS Committee on Course and Standing.

Students who wish to appeal academic judgments, including grades, begin by discussing the grades with the instructor as soon as possible after the grade is issued. Temporary grades in courses may not be changed after the first month of the following semester without approval of the department chair and the dean and no grade may be changed after a student has graduated.

If after discussing the grade or other academic judgment with the instructor, a student wishes to pursue an appeal, he or she must discuss it with the program head. The program head will make an independent recommendation and then forward it to the chair.
The student may pursue the appeal further to the Committee on Course and Standing, which has final jurisdiction. Such appeals are transmitted to the committee through the Director of the Office of Admissions and Student Services and, in general, students should discuss the appeal with the Director before submitting a formal appeal.

The Committee on Course and Standing considers appeals in writing and neither the student nor the instructor appears in person. The student appeal should be in the form of a detailed letter, accompanied by any supporting evidence the student wishes to submit, including copies of the papers or letters from other students or instructors. Appeal forms are available in the Office of Admissions and Student Services.

The committee normally asks the instructor and the program head to comment, in writing, on the student’s appeal. On request, the Director will discuss these responses with the student before the committee meets. The committee’s decision is sent to the student in writing by the Director. Other academic appeals, such as appeals from probation, academic dismissal and failures for poor attendance may be appealed directly to the Committee on Course and Standing. In addition, requests for waivers of degree requirements, extensions for incompletes, limitations on registration, and similar matters should be made to the committee.

**Licensing and Certification Requirements**

For each field, an attempt is made in these paragraphs to summarize the requirements of New York State for certification. This is offered as a service only, for general information, and should not be construed as official; nor is it guaranteed to be the latest word, although it is abstracted from recent announcements. Each student is urged to obtain a copy of the requirements from the New York City Public Schools Office of Recruitment, Professional Advisement, and Licensing (ORPAL), 65 Court Street, Brooklyn, New York 11201; http://schools.nyc.gov and from the Office of Teaching Initiatives, New York State Education Department, 89 Washington Avenue, Albany New York 12234; www.highered.nysed.gov/tcert.

**Certification Requirements of New York State**

All those who complete one of the approved Education sequences may qualify for initial certification upon the award of the baccalaureate degree. However, the dean of the School of Education reserves the right to recommend for New York State certification only those students who have satisfied all additional requirements that are regarded by City College as important qualifications for teaching. In addition to the academic requirements of the education program, candidates must also pass the New York State Certification Examinations (NYSTCE) appropriate to the certificate they seek. Candidates graduating prior to May 2014 are required to pass the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills–Written (ATS–W), and the Content Specialty Test(s) (CST). Candidates graduating as of May 2014 are required to meet the new examination requirements. The new requirements for classroom teachers include a teacher performance assessment (edTPA), Educating All Students Test (EAS), Academic Literacy Skills Test (ALST), and the revised Content Specialty Test(s) (CST). Information about the new exam requirements can be found on the TEACH website, http://www.highered.nysed.gov/tcert/certificate/certexam.html. In addition, Bilingual Childhood Education students must also take the Bilingual Education Assessment (BEA).

The State Department of Education requires all degree candidates seeking initial New York State certification to file an application for certification electronically, using the TEACH Online Services application system at http://www1.ccnyc.cuny.edu/prospective/education/certification/index.cfm. Candidates must apply for graduation in their last semester in order to receive a recommendation from the CCNY certification office. The recommendation will be submitted upon degree conferral.

**Initial Certificates**

1. Indicate that the holder has satisfied the requirements for initial certification in the grade level/subject area identified;
2. Indicate to a prospective school employer that the holder is eligible for employment in the specified grade level/subject area identified;
3. Are valid for five years only, and may be extended up to two additional years.

**Bilingual Extension Certificates**

Those who teach children in a language other than English, bilingual teachers, must be certified in the area in which they are teaching (i.e., elementary education, special education, or a secondary subject area). They must also have a Bilingual Extension Certificate, which enables them to teach the area to a bilingual student population. The undergraduate Bilingual Childhood Education program at City College prepares students for both the initial teaching certificate and for the bilingual extension of that certificate. To qualify for New York State certification as a bilingual teacher, students must pass the required New York State examinations for the base certificate. They must also pass the Bilingual Education Assessment (BEA).

**Teaching Out of New York State**

Students who have completed an undergraduate teacher education program at City College meet the educational requirements for certification in over 40 states through the Interstate Agreement on Qualification of Educational Personnel. Included among these are Connecticut, Delaware, Florida, Georgia, Maine, Massachusetts, New Hampshire, New Jersey, North Carolina, Rhode Island, South Carolina, Vermont and Virginia. More information on teaching in other states is available through the SOE Certification Officer.

**Student Life and Services**

**Office of Career Opportunities**

The School of Education provides a placement service to assist education seniors, graduate students and education alumni in locating and securing positions in local and out-of-town school systems. Further information may be obtained from the Office of Admissions and Student Services in NA 3/223A or the Career Services Office in the NAC Lobby.

**Student Advisory Committee**

This committee provides the opportunity for students to participate in standing committees of the School of Education. Its expanded aims include the conscientious desire to represent the point of view of education students on curriculum, policy, development and other matters of student interest. Students who wish to serve on the committee should apply through the Office of Admissions and Student Services (NA 3/223A).

**Advisory Services**

Members of the faculty assist students in choosing an appropriate curriculum and planning a program of study. They also conduct evaluation interviews for admission to the School of Education and to advanced education courses. Advisors are available throughout the year, except for intersession, the first three weeks, and the final examination weeks of each term. During registration, only immediate problems can be considered, since individual advisors may not be present. During the Summer session, limited advisory service is available. Advisory appointments are scheduled in the Office of Admissions and Student Services (NA 3/223A).

**Education Club (Teachers of Tomorrow)**

Offers students interested in teaching careers an opportunity to explore issues of common interest; to promote professional growth; to act as a service group to the School of Education, The City College, and the community; and to maintain dialogue with the faculty in matters relevant to teaching. Students who wish to join the club or serve as officers should apply through the Office of Admissions and Student Services (NA 3/223A).

**Honor Society**

**Kappa Delta Pi** is an Honor society in education. City College constitutes the Gamma Iota Chapter. Graduate students and undergraduates in the junior or senior year who are preparing for the teaching profession, and who exhibit commendable personal qualities, sound educational ideals, and superior scholarship may be elected to membership if recommended by a committee on admissions.
Department of Teaching, Learning, and Culture

Professor Nancy Stern, Chair • Department Office: NA 6/207B • Tel: 212-650-7262

General Information
The City College offers the following undergraduate degrees in Childhood Education:
- Bilingual Childhood Education (B.S. Ed.)
- Childhood Education (B.S. Ed.)
- Early Childhood Education (B.S.) (see Department of Interdisciplinary Arts and Sciences)

Requirements for Majors
Bilingual Childhood Education (B.S. Ed.)

Required Courses:
- EDCE 20000: Inquiry in Education 3
- EDCE 20600: Observing Children and their Development 3
- EDCE 22200: The School in American Society: Bilingual Education in the Urban School 3
- EDCE 32200: How Children Learn Mathematics: Implications for Teaching 3
- EDCE 32300: Emergent to Fluent Literacy 3
- EDCE 32310: Inclusive Practices for the General Education Classroom (Grades 1 - 6) 3
- EDCE 32400: Teaching Language Arts and Reading in a Bilingual Program (Spanish/Haitian/Chinese) 3
- EDCE 35600: Language, Mind and Society 3
- EDCE 41600: Seminar in Bilingual Childhood Education 2
- EDUC 41900: Child Abuse and Health Education Seminar 0
- EDCE 42000: Science in a program of Childhood Education 3
- EDCE 42100: Integrating the Curriculum through the Social Studies 3
- EDCE 45400: Teaching English as a Second Language 3
- EDCE 45500: Classroom Based Inquiry in Bilingual Education 1
- EDCE 45600: Teaching Content (Math, Science, and Social Studies) Using Both English and a Native Language 1
- EDCE 45800: Student Teaching in Bilingual Childhood Education 4

Total Credits 41

Childhood Education (B.S. Ed.)

Required Courses:
- EDCE 20000: Inquiry in Education 3
- EDCE 20600: Observing Children and their Development 3
- EDUC 22100: Urban Schools in a Diverse American Society 3
- EDCE 32200: How Children Learn Mathematics: Implications for Teaching 3
- EDCE 32300: Emergent to Fluent Literacy 3
- EDCE 32310: Inclusive Practices for the General Education Classroom 3
- EDCE 41500: Seminar in Childhood Education 3
- EDCE 41800: Student Teaching in Childhood 4
- EDUC 41900: Child Abuse and Health Education Seminar 0
- EDCE 42000: Science in a program of Childhood Education 3
- EDCE 42100: Integrating the Curriculum through the Social Studies 3
- EDCE 42300: Literacy: Fluent to Experienced 3

Total Credits 34

Early Childhood Education (B.S.)
See listing for the Department of Interdisciplinary Arts and Sciences.

Advisement
The Office of Admissions and Student Services (NA 3/223A; 212-650-5316) or the Office of the Chair (NA 6/207B; 212-650-7262) will assist you in contacting the faculty member in charge of any of the programs above.

Teaching, Learning & Culture Course Descriptions
Each of the following courses carries a designation of EDCE unless otherwise noted.

EDCE 20000: Inquiry in Education
A study of the inquiry process and the resulting knowledge as a basis for learning and thought. Students carry out their own investigation and relate inquiry to elementary curriculum and children’s learning. Educational technology integrated throughout. Prereq: ENGL 11000. Includes 15 hours of fieldwork (W) 5 hr./wk.; 3 cr.

EDCE 20600: Observing Children and Their Development
This course is grounded in the notion that how children think, how their language develops, and how their families, their culture, and their environment influences and shapes them affect how they learn in school. Salient themes explored include the child as a maker of meaning, the nature of intelligence, attachment, gender identification, and the social context of development (i.e., race, culture, and class). Prereq: ENGL 11000. Includes 15 hours of fieldwork. (W) 3 hr./wk.; 3 cr.

EDUC 22100: Urban Schools in a Diverse American Society
The social context of schooling. An inquiry into the philosophy, history, sociology, quality, immigration, and the education of children from non-dominant cultures. Digital technology will be used as much as possible in data gathering. (Students may not receive credit for both EDUC 22100 and EDCE 22200.) Includes 15 hours of fieldwork. 3 hr./wk.; 3 cr.

EDUC 22200: The School in American Society: Bilingual Education in the Urban School
Analysis of selected social, political and economic forces that influence the school as an institution, and in turn are influenced by the school, especially in urban settings. Special attention to immigrant, bilingual and language minority groups. (Students may not receive credit for both EDUC 22100 and EDCE 22200.) Prereq: ENGL 11000. Includes 15 hours of fieldwork. (W) 3 hr./wk.; 3 cr.

EDUC 31000-31004: Independent Study in Education
May be elected under three different options. Approval of faculty sponsor and appropriate department chair must be obtained during the preceding term. 1-4 cr. sem. Option A: Research: a scholarly and systematic investigation (empirical, historical or descriptive) culminating in a written report. Option B: Service: intensive participation in a school or community project, provided the individual’s roll, responsibility or contribution can be identified. Option C: Reading: a scholarly and systematic review of literature in an area, culminating in a written report.

EDCE 32200: How Children Learn Mathematics: Implications for Teaching
Mathematical development of children from pre-school to upper elementary grades through their action and exploration. Students plan for and assess differentiated instruction to students within the full range of abilities. Educational technology integrated throughout. Prereq: MATH 18500. Includes 15 hours of fieldwork. 3 hr./wk.; 3 cr.

EDCE 32300: Emergent to Fluent Literacy
Emergent to fluent literacy acquisition for students with diverse cultural and linguistic backgrounds and students with special needs; assessment of semantic, phonic and phonemic awareness; strategies for children having difficulties in acquisition of speaking, listening, reading and writing competencies; organizing shared, guided and independent reading and writing instruction; use of technology. 3 hr./wk., plus 20 hours in diverse and inclusive settings; 3 cr.

EDCE 32310: Inclusive Practices for the General Education Classroom (Grades 1 - 6)
This course prepares candidates to teach in inclusive classroom settings. Topics of study include: special education law, disability categories, differentiation, strategies for instruction and assessment (emphasis on literacy), co-teaching models, and classroom management. Drawing upon an understanding of disability as natural human variation, candidates develop a case study of a struggling reader and writer in the classroom context. Includes 15 hours of fieldwork. 3 hr./wk.; 3 cr.

EDCE 35301-35303: Teaching Language Arts and Reading in a Bilingual Program (Spanish/Haitian/Chinese)
Methods and materials for teaching language arts and reading in a bilingual program, with emphasis on techniques for teaching, in their own languages, children who speak language other than English. (W) 3 hr./wk.; 3 cr.

EDCE 35600: Language, Mind and Society
An introduction to basic concepts in linguistics, including phonology, lexicon, and grammar, with special consideration to the sociolinguistic and psycholinguistic aspects of bilingualism and biliteracy. These latter include: language variation, language contact, and first- and second-language acquisition. The course should provide a framework for language education. (W) 3 hr./wk.; 3 cr.
EDCE 41500: Seminar in Childhood Education
An opportunity for candidates to reflect with others about their student teaching experiences and a forum for discussion of relevant issues in education. Topics of discussion and/or assignments include: integrating theory and practice, facilitating classroom community through structures and routines, planning coherent and integrated curriculum, analyzing the physical education and health curriculum, implementing differentiated instruction in the general education and or inclusive classroom, integrating instruction and assessment to inform teaching and support student learning, and fostering respectful and effective home-school relations. Candidates will be asked to consider the social/political/cultural landscape of public education and its impact on the classroom. Candidates will compile a portfolio that documents their growth as a teacher. Prereq.: 100 hours of fieldwork, EDCE 32200, EDCE 32300, EDCE 32310; Coreq.: EDCE 41800, EDCE 42300, EDUC 41900. 3 hr./wk.; 3 cr.

EDCE 41600: Seminar in Bilingual Childhood Education
Application of the principles of teaching to all aspects of the curriculum. Understandings and skills to plan a coherent and integrated curriculum. Assessment systems that inform teaching and support student learning. Developing classroom structures, routines, teaching strategies and skills that build community and maintain discipline with a range of learners. Special emphasis is given to match instructional approaches to the needs and interests of diverse learners as well as to build a respectful and productive classroom environment and effective home-school relations. Prereq.: 100 hours of fieldwork, EDCE 32300, EDCE 32310, EDCE 32200; coreq.: EDCE 45800, EDUC 41900. 2 hr./wk.; 2 cr.

EDCE 41800: Student Teaching in Childhood Education
Student teaching is full-time five days a week for fifteen weeks. Students will have one main placement in grades 1-3 or 4-6. In addition they will student teach for a minimum of 20 full days at the other level. The student teaching experience is designed to provide prospective childhood teachers with opportunities to teach and critically analyze teaching practices in urban classrooms. Students will: develop and improve teaching practices and organizational skills; plan instruction to meet the academic, cognitive and emotional needs of all students, including the special needs child and the English language learner; practice formal and informal assessment techniques; examine special features of classroom management in the inclusive classroom; develop awareness of the many ways in which the classroom, home and community environment are supportive of the learner. 300 hours. Coreq.: EDCE 41500, EDUC 41900, 20 hr./wk.; 4 cr.

EDUC 41900: Child Abuse and Health Education Seminar
Definitions, indicators, and the impact of sexual abuse, physical abuse, emotional abuse, and neglect on the child and his/her family. The course will also focus on the process of reporting these types of abuse, with special emphasis on the role of the classroom teacher. Coreq: student teaching, 2 hr./wk.; 0 cr.

EDCE 42000: Science in a Program of Childhood Education
An introduction to learning science at the elementary level. Emphasis on firsthand experiential learning of science through the design, conduct, and communication of science investigations that portray underlying elements of science inquiry. Students relate learning experiences to state and national standards in science. Pre- or coreq.: EDCE 41800, EDUC 41900, EDCE 42100, EDCE 42300, 3 hr./wk.; 3 cr.

EDCE 42100: Integrating the Curriculum through the Social Studies
This course is designed to provide prospective teachers with skills and understandings about how to integrate the curriculum through social studies. Prospective teachers will learn how to help children inquire about the world around them utilizing all available materials and resources (including technology) to plan extended studies that integrate the disciplines. Special attention will be given to learning how to utilize students’ diverse ethno-cultural backgrounds as a learning resource; how to create a productive and respectful community of learners in the classroom; how to embed the New York State Learning Standards in curricular work, utilizing a range of disciplines; and how to use research, geography, and technology skills to enhance students’ learning. Pre- or Corequisite: student teaching. (W) 3 hr./wk.; 3 cr.

EDCE 42300: Literacy: Fluent to Experienced
The nature of literacy acquisition and development, and the relationship between the language of children and the language of textual discourse. Focus on assessment, motivation, instructional strategies, classroom environment, and evaluation of instruction. Coreq.: EDCE 41800, EDUC 41900. 3 hr./wk.; 3 cr.

EDCE 45400: Teaching English as a Second Language
Methods and materials useful in teaching English to non-native speakers in elementary schools; applicability of modern structural studies of the language to such teaching; appropriateness of various techniques and aids for different age levels. (W) 3 hr./wk.; 3 cr.

EDCE 45500: Classroom Based Inquiry in Bilingual Education
Students will spend 60 hours for a total of 15 weeks in a school working in one bilingual classroom. Students will be expected to teach and plan literacy/language lessons, activities and units for these students. 2 hr./wk.; 1 cr.

EDCE 45600: Teaching Content (Math, Science, and Social Studies) Using Both English and a Native Language
This fifteen-hour weekend seminar is designed to develop an interdisciplinary approach to teaching Math, Science, and Social Studies using both English and a native language (e.g., Chinese, Haitian, and Spanish). Prospective bilingual teachers will be provided with knowledge, interdisciplinary content skills, and specific language-related skills on how to use available materials and resources (i.e., standard glossaries and curriculum guides) when planning and integrating content-area learning experiences and/or interdisciplinary thematic units, using both English and one of the native languages specified above. 1 hr./wk.; 1 cr.

EDCE 45800: Student Teaching in Bilingual Childhood Education
The student teaching experience is designed to provide prospective childhood teachers with opportunities to teach and critically analyze teaching practices in monolingual and bilingual classrooms. Students will: develop and improve teaching practices and organizational skills; practice the use of two languages to meet the academic, cognitive and emotional needs of all students; practice formal and informal assessment techniques; examine special features of classroom management in the bilingual classroom; develop awareness of the many ways in which the classroom, home and community environment are supportive of the learner. 300 hours; Coreq.: EDCE 41600, EDUC 41900. 6 hr./wk.; 4 cr.

Faculty
Megan Blumenreich, Associate Professor

David Crismond, Associate Professor
B.A., Rutgers College; M.S.Ed., Harvard Graduate School of Education, Ed.D.

Joseph Davis, Associate Professor
B.S., Wake Forest Univ.; M.S.P.H., Univ. of North Carolina; M.A., M.Phil., Columbia Univ., Ph.D.

Beverly Falk, Professor
B.A., Sarah Lawrence College; M.Ed, CCNY; Ed.D., Teachers College, Columbia Univ.

Catherine Franklin, Associate Professor
B.A., Univ. of Rhode Island; M.A., Lesley College Graduate School; Ed.D., Teachers College, Columbia Univ.

Amita Gupta, Associate Professor

Gretchen Johnson, Associate Professor and Associate Dean
B.A., Queens College; M.A., Yeshiva Univ., Ph.D., New York Univ.

Dina Lopez, Lee, Assistant Professor
B.A., Brown University; M.S., Fordham University; Ed.D., Teachers College, Columbia Univ.

Denise McLurkin, Assistant Professor
B.A. Univ. of Calif.(Irvine); M.S., California Baptist College; M.A., Univ. of Michigan, Ed.D.

Nadija Norton, Associate Professor
B.A., Yale Univ.; M.Ed., Teachers College, Columbia Univ., Ed.D.

Lisa Simon, Associate Professor
B.A., Byn Mawr College; M.A., New York Univ., Ph.D.

Nancy Stern, Associate Professor and Chair
B.A., The College of William and Mary; M.Phil. (Linguistics), CUNY. Ph.D.

Jan Valle, Associate Professor
B.A., Furman University, M.A.; Ed.D., Teachers College, Columbia Univ.

Edward Wall, Assistant Professor
B.A. Univ. of Minnesota; M.A., Univ. of Maryland; Ph.D., Univ. of Michigan.

Ann Wilgus, Assistant Professor
B.L.A., Sarah Lawrence Univ.; M.F.A., Univ. of North Carolina-Greensboro; M.S.Ed., Bank Street College; Ph.D., CUNY
**Professor Emeritus**
Ruth R. Adams
Hubert Dyasi
Shirley Feldmann
Catherine Twomey Fosnot
Adele MacGowan-Gilhooly
Ruth Grossman
Elisabeth S. Hirsch
James L. Neujahr
Oliver Patterson
Madelon Delany Stent
### Requirements for Secondary Education Concentrations

Preparation for teaching in secondary schools requires a CLAS major in a field taught in the secondary schools (i.e. science, mathematics) and completing the education concentration sequence below.

<table>
<thead>
<tr>
<th>Education Courses for Teaching Art K-12 and Music K-12 (B.A.)</th>
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<tbody>
<tr>
<td><strong>Required Courses</strong></td>
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<tr>
<td>EDUC 20500: Adolescent Learning and Development</td>
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</tr>
<tr>
<td>EDSE 22100: Urban Schools in a Diverse American Society</td>
<td>3</td>
</tr>
<tr>
<td>EDLS 32000: Introduction to Inclusive Education</td>
<td>3</td>
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<tr>
<td>EDSE 32500: Special Issues for Secondary School Teachers:</td>
<td>2</td>
</tr>
<tr>
<td>EDSE 41200: Teaching Reading and Writing in Secondary</td>
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</tr>
<tr>
<td>School Subjects</td>
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<tr>
<td>EDUC 41900: Child Abuse and Health Education Seminar</td>
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<tr>
<td>EDSE 46300: Student Teaching and Teacher Education Seminar</td>
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<tr>
<td>One of the following:</td>
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<tr>
<td>EDSE 44000: Methods of Teaching Art</td>
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<tr>
<td>EDSE 44700: Teaching Music in the Secondary Schools</td>
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<tr>
<td>EDSE 46301: Seminar on Student Teaching in Secondary Schools</td>
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<td><strong>Total Credits</strong></td>
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<th>Education Courses for Teaching Biology, Chemistry, Earth Science, Physics (B.S.)</th>
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<td>EDSE 41900: Child Abuse and Health Education Seminar</td>
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<tr>
<td>EDSE 44300: Methods of Teaching in Secondary Schools:</td>
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<tr>
<td>EDSE 44301: Adolescent Learning of Science Education</td>
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<td>EDSE 45101-45104: Development of the Secondary School:</td>
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<tr>
<td>EDSE 46300: Student Teaching and Teacher Education Seminar</td>
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<tr>
<td>EDSE 46301: Seminar on Student Teaching in Secondary Schools</td>
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<th>Education Courses for Teaching English, Math, Social Studies (B.A.)</th>
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<td><strong>Required Courses</strong></td>
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<td>EDUC 20500:</td>
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<td>EDLS 32000:</td>
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<td>EDSE 41200:</td>
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<td>EDSE 46301:</td>
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| Total Credits**                                                                 | 25 |

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<th>Education Courses for Teaching Spanish (B.A.)</th>
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<td><strong>Required Courses</strong></td>
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</tr>
<tr>
<td>EDUC 20500: Adolescents Learning and Development</td>
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</tr>
<tr>
<td>EDCE 22200: The School in American Society: Bilingual Education in the Urban</td>
<td>3</td>
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<tr>
<td>School</td>
<td></td>
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<tr>
<td>EDLS 32000: Introduction to Inclusive Education</td>
<td>3</td>
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<tr>
<td>EDSE 41300: Methods of Teaching Writing and Reading in Spanish Schools</td>
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<tr>
<td>EDUC 41900: Child Abuse and Health Education Seminar</td>
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<td>EDSE 44500: Methods of Teaching in the Secondary Schools:</td>
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<td>EDSE 45105:</td>
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<td>EDSE 46300:</td>
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<td>EDSE 46301:</td>
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<tr>
<td><strong>Total Credits</strong></td>
<td>26</td>
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</tbody>
</table>

### Secondary Education Course Descriptions

Each of the following courses carries a designation of EDSE unless otherwise noted.

**EDUC 20500**: Adolescent Learning and Development
How theories and research on learning and development manifest themselves in urban settings for teachers of adolescents. Teacher-centered and student-centered, human and technology-based approaches promoting independent, self-regulated adolescent learners. Cultural implications and classroom applications: learning, intelligence, motivation, affect, parenting styles, and development (cognitive, social moral), classroom communication and management strategies. Fieldwork activities in exemplary junior and high school classrooms structured to meet State standard and to help prepare students to pass the ATS/W/EAS examination. 3 hr./wk.; plus 15 hours fieldwork; 3 cr.

**EDSE 32500**: Special Issues for Secondary School Teachers: Second Language Acquisition and Literacy
This hybrid undergraduate level course is a core requirement of all secondary education candidates, providing you opportunities to consider essential issues in literacy development and second language acquisition, and to deliberate about tensions within each area. The course is designed to provide a general introduction to these areas, focusing on issues of particular concern to middle and secondary school teachers, from which you will begin to consider how to differentiate your instruction for a diverse population of students. In turn, the course design is intended to help you create the kinds of classrooms our students deserve, using methods to deliver instruction that are aligned to the needs of these learners. Includes 10 hours fieldwork 2hr./wk; 2cr.

**EDSE 41200**: Teaching Reading and Writing in Secondary School Subjects
For prospective teachers in secondary school subject areas. Explore the roles of reading and writing in supporting learning across the curriculum. Current research and theory will be discussed and methods of incorporating literacy activities will be developed. (Not required for Biology, Chemistry, Earth Science, or Physics). 3 hr./wk.; 3 cr. Includes 10 hours fieldwork.

**EDSE 41300**: Methods of Teaching Writing and Reading in Spanish in Secondary Schools
This course explores theories and methods of teaching writing and its connections to reading, speaking and listening as part of the Spanish classroom and across the curriculum in the secondary school. Candidates will develop an awareness of themselves as writers as they explore authentic purposes for writing and develop their craft in basic genres (personal and academic writing in Spanish). Includes 15 hours of fieldwork. Prereq.: SPAN 32100, SPAN 32200 and SPAN 37300. 3 hr./wk.; 3 cr.

**EDUC 41900**: Child Abuse and Health Education Seminar
Definitions, indicators, and the impact of sexual abuse, physical abuse, emotional abuse, and neglect on the child and his/her family. The course will also focus on the process of reporting these types of abuse, with special emphasis on the role of the classroom teacher. 2 hr./wk; 0 cr.

**EDSE 44100**: Methods of Teaching English in Secondary Schools
Since English classrooms emphasize the complex interactions between reading, writing, listening, and speaking, this course, required for all English Education students, explores the pedagogical theories, teaching practices, and curriculum trends confronting English teachers today. The course work facilitates the move from student to teacher with increased ease, interest, knowledge, and professionalism. Includes 30 hours of fieldwork. Advance approval required. 3 hr./wk.; 4 cr.
EDSE 44200: Methods of Teaching Secondary School Social Studies
Principles and methods of teaching social studies in secondary schools. Students will see these principles and methods in use as part of their 10 hours of fieldwork experience. Topics include: lesson planning, classroom management, co-operative learning, questioning, remediation, enrichment, motivation, assigning homework, testing and assessment, reading in social studies, writing and note taking in social studies, problem solving, an overview of the secondary school curriculum in social studies, the use of technology in the secondary school curriculum, teaching methodology for students with special needs, methodology used for students learning English as a second language, literacy in the social science area classroom. Includes 30 hours of fieldwork. 3 hr./wk.; 4 cr.

EDSE 44300: Methods of Teaching Secondary School Science
Principles and methods of teaching science in secondary schools. Topics include: lesson planning, classroom management, co-operative learning, questioning, remediation, enrichment, motivation, assigning homework, testing and assessment, problem solving, an overview of the secondary school curriculum in science, the use of technology in the secondary school curriculum, teaching methodology for students with special needs, methodology used for students learning English as a second language, literacy in the science-area classroom. Includes 30 hours of fieldwork. 3 hr./wk.; 4 cr.

EDSE 44301: Adolescent Learning of Science Education
This course extends fieldwork experiences and to connects them to current research into the theories and practices of student learning. Students will conduct a lesson. This will be videotaped and critiqued during the seminar, providing an opportunity for the students to address adolescent learning theory in the context of actual classroom practice. Includes 10 hours of fieldwork. Coreq: EDSE 3100E or 3101E or 3102E. 1 hr/wk.; 1cr.

SCI 12400: Principles of Physical Science
Explores the basic scientific content, processes, and approaches with an emphasis on depth of understanding in the domain of physical science. Subject matter is drawn from properties of matter, heat and temperature, energy, optics, and force and motion. Class format is a combination of interactive discussions, hands on activities, and participation in extended scientific processes. This course is one of three similar courses along with Principles of Life Science and Principles of Environmental Science which could be taken in any order. 3hr./wk.; 3cr.

SCI 12500: Principles of Life Science
Explores core topics in the biological sciences with an emphasis on depth of understanding of the subject matter and an awareness of the skills and methods used in the life sciences. Subject matter is drawn from cell and molecular biology, evolution, and ecology. Class format is a combination of interactive discussions, hands on activities, and participation in extended scientific processes. This course is one of three similar courses along with Principles of Physical Science and Principles of Environmental Science which could be taken in any order. 3hr./wk.; 3cr.

SCI 12600: Principles of Environmental Science
This undergraduate course explores core topics in the environmental sciences with an emphasis on depth of understanding of the subject matter and an awareness of the skills and methods used in the environmental sciences to better understand the interrelationships of the natural world. Subject matter is drawn from a variety of disciplines, including biology, chemistry, and earth science, and focuses on analyzing environmental problems both natural and human-made, and proposing alternative solutions to these problems. Class format is a combination of interactive discussions, hands on activities, and participation in extended field studies. This course is one of three similar courses along with Principles of Physical Science and Principles of Life Science which could be taken in any order. This course satisfies the Physical Science requirement or the third science requirement for Childhood Education. Prerequisites: none. 4 hours per week integrated lab/discussion. 3 cr.

EDSE 44400: Methods of Teaching Art
Principles and practices of teaching art in elementary and secondary schools with special reference to learning standards, objectives, techniques, and assessment. Analysis of art curriculum and curriculum planning. 3 hr./wk. plus 10 hours fieldwork; 4 cr.

EDSE 44500: Methods of Teaching in Secondary Schools: Spanish
In this course, candidates will explore the pedagogical theories, teaching practices and curricular trends of Spanish as a foreign and as a heritage language. Topics include assessment and evaluation of students, co-operative learning, lesson-planning, and the use of technology in the classroom. Emphasis will be placed in the teaching of reading and writing as it relates to the different levels of Spanish development and proficiency of the students. Differentiated planning and teaching will be part of the course. Includes 30 hours of fieldwork 3 hr/wk.

EDSE 44600: Methods of Teaching Secondary School Mathematics
Principles and methods of teaching mathematics in secondary schools. Students will see these principles and methods in use as part of their 30 hours of fieldwork experience. Topics include: lesson planning, classroom management, co-operative learning, questioning, remediation, enrichment, motivation, assigning homework, testing and assessment, reading in mathematics, writing and note taking in mathematics, problem solving, an overview of the secondary-school curriculum in mathematics, the use of technology in the secondary-school curriculum, teaching methodology for students with special needs, methodology used for students learning English as a second language, literacy in the mathematics-area classroom. Includes 30 hours of fieldwork. 3 hr./wk.; 4 cr.

EDSE 44700: Methods of Teaching Music
Principles and practices of teaching music in elementary and secondary schools with special reference to learning standards, objectives, techniques, and assessment. Analysis of music curriculum; curriculum planning. 3 hr./wk. plus 10 hours field work; 3 cr.

History, philosophy and role of education. Evolution of high school curricula; instructional planning and multiple research-validated-instructional strategies for teaching within the full range of abilities. Adapting curricula for students with special needs/second-language-learning students. Literacy development by native-English speakers, as well as English-language learners; the use of technology in the curriculum. Includes 30 hours of fieldwork. 3 hr./wk.; 4 cr.

The history, philosophy and role of education; the evolution of the social studies curriculum; instructional planning and multiple research-validated-instructional strategies for teaching within the full range of abilities; adapting the curriculum for students with special needs and second-language-learning students; literacy development by native-English speakers, as well as English-language learners; the use of technology in the curriculum. Includes 30 hours of fieldwork. 3 hr./wk.; 4 cr.

The history, philosophy and role of education; the evolution of the science curriculum; instructional planning and multiple research-validated-instructional strategies for teaching within the full range of abilities; adapting the curriculum for students with special needs and second-language-learning students; literacy development by native-English speakers, as well as English-language learners; the use of technology in the curriculum. Includes 30 hours of fieldwork. 3 hr./wk.; 4 cr.

The history, philosophy and role of education; the evolution of the mathematics curriculum; instructional planning and multiple research validated instructional strategies for teaching within the full range of abilities; adapting the curriculum for students with special needs and second-language-learning students; literacy development by native-English speakers, as well as English-language learners; the use of technology in the curriculum. Includes 30 hours of fieldwork. 3 hr./wk.; 4 cr.

EDSE 45105: Curriculum Development in Secondary School Spanish
An exploration of the variables, values, and assumptions that influence the practice of middle and high school foreign language curriculum design. Topics include the alignment of standards and instructional goals; contextualized instruction and assessment; and how to design and implement a curriculum that addresses the three modes of communication, cultural competence, and literacy development. The culminating project of this class is a self-designed unit plan informed by the semester’s inquiry. Includes 30 hours of fieldwork. 3hr./wk.; 4cr.

EDSE 46300: Student Teaching and Teacher Education Seminar (Grades 6-12)
This seminar, a continuation of the teacher education seminar offered to first semester juniors, will be taken concurrently with student teaching. The focus is on the students’ reflection of their teacher education preparation. There will be a final presentation along with the submission of a professional portfolio. 27 hr./wk.; 6 cr.
EDSE 46301: Seminar on Student Teaching in Secondary Schools
This course provides an opportunity for Undergraduate Secondary Education candidates to reflect about their student teaching experiences and a forum to discuss relevant issues in education. Topics include: Literacy; Planning for Instruction, Differentiated Instruction; Classroom Management; Grading and Assessment (including assessment of teaching); and Home-School-Community Connections. Candidates will compile a portfolio that documents their growth as a teacher. Coreq.: EDSE 46300, EDUC 41900. 3 hr/wk; 4 cr.

EDSE 46500: Student Teaching in the High School (Spanish 7-12)
Students must be in their assigned schools for a two hour block of time five days per week for seventeen consecutive weeks. 10 hr./wk; 4 cr.

EDSE 46600: Seminar on the Teaching of Spanish and Literacy in Secondary Schools
Designed to explore the secondary schools’ teaching of Spanish to native speakers and foreign language learners, with emphasis on developing oral, and literacy skills among secondary schools students. Curricula, literature and related language learning technologies, programs, methods, tests and diverse assessment and evaluation instruments will be studied. 2 hr./wk; 2 cr.

Faculty
Gregory Borman, Lecturer
B.A., SUNY (Buffalo); M.S., New York Inst. of Tech.
Shira Eve Epstein, Assistant Professor
B.A., Rutgers Univ.; M.A., Teachers College, Columbia Univ., Ed.D.
Edwin M. Lamboy, Associate Professor and Chair
B.A., Universidad de Puerto Rico (Rio Piedras); M.Ed., Lehman College; Ph.D., The Pennsylvania State Univ.
Andrew Ratner, Assistant Professor
Elizabeth Rorschach, Associate Professor
B.A., Carleton College; M.A., Columbia Univ.; Ph.D., New York Univ.
Susan Semel, Professor
A.B., Wheaton College; M.A., Teachers College, Columbia Univ., Ed.D.
Beverly Smith, Associate Professor
B.S., SUNY (Plattsburg); M.A., Teachers College, Columbia Univ.; M.S., Union College; Ed.D., Teachers College, Columbia Univ.
Richard N. Steinberg, Professor
B.S., SUNY (Binghamton); M.S., Yale Univ., Ph.D.
Despina A. Stylianou, Professor
B.S., Boston Univ.; M.Ed.; M.A (Mathematics), Univ. of Pittsburgh, Ed.D.
Lynn Tarlow, Assistant Professor
B.S., Brooklyn College; M.S., Fordham Univ.; Ed.D., Rutgers Univ.
Yael Wyner, Assistant Professor
B.S., Yale Univ.; Ph.D. New York
Sunita Vatuk, Assistant Professor
B.A., University of California at Berkeley; Ph.D., Princeton University

Professors Emeriti
Bernard Bernstein
Augustine Brezina
Robert Lento
Joel Mansbach
Martin Marin
Harold J. McKenna
Anne S. Peskin
Alfred S. Posamentier
Howard Sasson
Department of SEEK Counseling and Student Support Services/The Percy Ellis Sutton SEEK Program

Professor E. Maudette Brownlee, Chair/Director  •  Department Office: NA 5/226  •  Tel: 212-650-5774

General Information

Programs and Objectives
The Department administers the Percy Ellis Sutton SEEK (Search for Education, Elevation, and Knowledge) Program. Funded by New York State and available at each of the CUNY senior colleges, SEEK is a higher education opportunity program that provides a comprehensive array of services to promote and support the successful academic achievement of qualifying students. The major SEEK services consist of counseling, supplemental academic support, and additional financial assistance.

Admissions
To qualify for admission to City College through SEEK, students must be New York State residents and meet specific income and academic criteria. The academic requirements vary among the college’s different divisions and schools. Students are eligible for the SEEK Program only as first-time freshmen or as transfer students from another New York State higher educational opportunity program (i.e. CD, EOP, or HEOP).

Students who are interested in applying for the SEEK Program should complete the appropriate section of the CUNY Freshman application (or Transfer application). For further details regarding admission criteria and procedures, contact the City College Admissions Office.

Program Requirements
To help prepare new students for college, all incoming SEEK freshmen are required to attend the summer program which consists of academic workshops and a college orientation workshop. In their first semester, Program freshmen are enrolled in the department’s mandatory New Student Seminar, a semester-long college development course. Once enrolled, SEEK students must meet the college’s general education requirements and those of their specific majors to earn a degree.

Counseling
Extensive counseling is a major component of the Program’s services and an important complement to instruction. Each student is assigned a counselor at the time of enrollment and continues to receive counseling support until graduation. Counselors work with students individually and in small groups. They address a broad range of issues that impact student success including personal and social concerns, academic planning, study strategies, career selection, and financial management. SEEK counselors also teach the department’s New Student Seminar and conduct a variety of personal development workshops. They also consult with faculty and staff in other departments to develop special initiatives to improve student success.

Tutoring and Supplemental Instruction
A range of tutorial and academic support services are offered to SEEK students through the program’s Peer Academic Learning (PAL) Center. Specialized-trained peer tutors and graduate students provide one-on-one tutoring in most subject areas and for a wide variety of specific courses. Tutor-facilitated study groups, skills workshops, supplemental instruction, and preview workshops are all offered to augment in-class instruction and enhance student learning. The SEEK Computer Lab, staffed by knowledgeable computer technicians and equipped with state of the art hardware and software, is also available to Program students.

Financial Aid
SEEK students are eligible for additional financial assistance in the form of a book stipend, college fees, and additional semesters of tuition support through TAP (Tuition Assistance Program.) The amount of assistance provided is based on need, as determined by financial aid income guidelines.

Departmental Activities
Each year, the SEEK department holds several student events. The major ones are the SEEK Awards Program and Salute to Graduating Seniors, the New Student Assembly, Transfer Students’ workshops, Chi Alpha Epsilon National Honor Society induction, and the SEEK Scholars reception.

Departmental Awards
Several awards are presented annually, including the top three departmental awards: Outstanding SEEK Graduate of the Year, Outstanding Scholastic Achievement, and the Exemplary Freshman of the Year. Students may be nominated for an award by any SEEK faculty or staff member, and selections are made by the SEEK Awards Committee.

Course Descriptions
SEEK students take advantage of the full range of courses offered to all students in the college. Placement in appropriate introductory courses is based on an evaluation of high school preparation and performance on entrance examinations. Separate SEEK sections are offered in selected courses which are linked to form learning communities. In their first semester, SEEK freshmen are enrolled in one of the established learning communities.

NSS 10108: New Student Seminar
All entering SEEK freshmen are required to take the New Student Seminar 10108. This is a non-credit course which provides new students with an orientation to the College and to the SEEK program; disseminates information about college guidelines, regulations and retention standards; helps students to clarify their educational and career goals; encourages the development of greater self awareness and the development of those personal skills and attitudes critical to college success. 1 hr. 15 min./wk.; 0 cr.

Faculty/Staff
E. Maudette Brownlee, Associate Professor and Chair/Director
B.A., Albion College; Ph.D., Teacher’s College (Columbia University)

Debra Kennedy, Instructor
B.S., Hunter College; M.A., New York Univ.

Hawai Kwok, HE Associate
A.A., BMCC; B.A., New York University; M.A., The City College of New York

Marie C. Nazon, Assistant Professor
B.A., Fordham Univ.; M.S., Columbia Univ. School of Social Work; Ph.D. CUNY Graduate Center

Sherri L. Rings, Assistant Professor
B.A., Michigan State Univ.; M.S., Purdue University, Ph.D

Gregory Thompson, Assistant Professor
B.A. John Jay College, M.A., Ed.M, Teachers College, Columbia University; Ph. D. Fordham University

Mara Washburn, Assistant Professor

Ana Zevallos, Assistant Professor
B.A., SUNY (Stony Brook), M.S., Ph.D.

Professors Emeriti
Louis Beckenstein
Lillian Brown
Frances Geteles
The Grove School of Engineering

The Profession of Engineering and Computer Science

Engineering, including Computer Science, is often described as “design under constraint.” Engineers and computer scientists design objects, from simple components to devices, to complex systems and structures that eventually bring about an improvement in our quality of life. Successful designs must, however, comply with many, sometimes conflicting, demands of a technical, political, social, economic, and ethical nature.

Student contemplating an engineering or computer science career will need a solid background in mathematics and the physical sciences. As engineering subdisciplines proliferate, however, and interdisciplinary approaches become more common, the modern engineer may also need grounding in other scientific fields, especially the biological sciences.

The Grove School of Engineering at City College provides a broad-based general education as well as professional training. It also prepares students for life-long learning. As scientific and engineering knowledge roughly doubles every 10 years, today’s engineering student can no longer expect to learn all that he or she will ever need to know simply by completing a bachelor’s degree program. Each of the eight degree programs offered by the Grove School of Engineering emphasizes in its curriculum the acquisition of learning skills necessary for the future engineer to continue learning throughout his or her professional career.

Engineering and Computer Science Ethics

In order to maintain high standards of conduct and uphold and advance the dignity of the engineering and computer science profession, engineers and computer science profession, engineers, computer scientists are committed to the following: exercising integrity and impartiality in the service of employers, clients, and the public; striving to increase competence in engineering and computer science while enhancing the prestige of the profession; and using knowledge and skill for the betterment of human welfare. Statements of standards for relations with the public, clients, and employers are available from technical societies and from the Accreditation Board for Engineering and Technology (ABET). The Grove School of Engineering is also affiliated with the Order of the Engineer, a nationwide organization open to engineering seniors, who accept an obligation to maintain high ethical standards in their professional and personal behavior.

History

The City College Grove School of Engineering is the sole entity for engineering education within The City University of New York. Its origins date from 1916, when the Board of Trustees authorized a curriculum leading to the Diploma of Junior Civil Engineer. In 1917, more extensive courses in chemical, civil, electrical, and mechanical engineering were established within the natural science curriculum of the College of Liberal Arts and Science. In 1919, the School of Technology was established with four engineering programs leading to the degrees of Chemical Engineer, Civil Engineer, Electrical Engineer, and Mechanical Engineer, as well as the degree of Bachelor of Science in Engineering. After 1936, the latter degree was replaced by the degrees of Bachelor of Chemical Engineering, Bachelor of Civil Engineering, Bachelor of Electrical Engineering, and Bachelor of Mechanical Engineering.

Effective September 1962, the Board of Higher Education approved a change in the name of the School of Technology to the School of Engineering and Architecture.

In December 1962, the Regents of the University of the State of New York reduced the number of degree designations authorized for engineering programs. The new degree designations for the School became Bachelor of Engineering and Master of Engineering. Authority was given to the College to indicate the branch of engineering in parentheses after the degree title, e.g. Bachelor of Engineering (Chemical Engineering), Master of Engineering (Civil Engineering). These designations have been in effect since September 1, 1963.

Effective July 1968, the Board of Higher Education approved the separation of the School of Engineering and the School of Architecture. The latter is now called the School of Architecture, Urban Design and Landscape Architecture.

Since September 1963, under the authority of The City University of New York (CUNY), the School of Engineering has offered advanced study leading to the degree of Doctor of Philosophy. The doctoral program is available to students from the Biomedical, Chemical, Civil, Electrical and Mechanical Engineering degree programs. In August 2008, The City College was granted the authority by the State of New York to offer Ph.D. degrees in Engineering.

Beginning September 1968, The City College has offered a four-year curriculum leading to a Bachelor of Science degree in Computer Science. Since September 1969, a Master of Science degree in Computer Science has also been offered. The Doctor of Philosophy degree in Computer Science is also available.

Since September 1999, the Doctor of Philosophy degree in Biomedical Engineering has been offered. Since September 2000 the degree of Master of Science (Biomedical Engineering) and the degree of Bachelor of Engineering (Computer Engineering) are available. Since September 2002 the degree of Bachelor of Engineering (Biomedical Engineering) has been offered.

In 2006, the School of Engineering was renamed The Grove School of Engineering in recognition of the generous support of its renowned alumnus, Andrew S. Grove ’60.

Mission

The mission of the Grove School of Engineering is:

I. To be a school of national preeminence among public schools of engineering and computer science, recognized for the excellence of its instructional and research programs;

II. To provide readily accessible, quality undergraduate and graduate education in a broad range of fields to a highly diverse student body, including traditionally underrepresented minorities and women, working adults, and immigrants;

III. To maintain and expand the program of fundamental and applied research in areas of national interest, particularly in technologies with relevance to New York City, its metropolitan region and New York State;

IV. To provide public service and continuing professional education opportunities to New York City and State, the local community in which the institution resides, the engineering and computer science professions, and society at large.

Goal Statement

The goals of the Grove School of Engineering are to:

1. Attract and maintain a world class faculty devoted to the synergistic activities of teaching and research;

2. Increase the competitive position of the school for attracting high achieving students;

3. Educate students to achieve the outcomes set forth by each program;

4. Continuously enhance the quality and technological relevance of graduate education and research programs;

5. Implement appropriate instructional delivery and support systems that facilitate access by a highly diverse student body;

6. Encourage multi-disciplinary approaches to both teaching and research in keeping with current technological progress in today’s world;

7. Develop partnerships with industry, government, and other external organizations that will enhance the School’s educational and research activities;

8. Attract the external resources necessary to support cutting-edge research;

9. Assist in the preparation of K-14 students for further education in engineering and computer science; and
10. Provide continuing education, technological expertise and public service to the engineering and computer science professions, the local community, and the state and city governments.

Accreditation

All undergraduate curricula leading to the baccalaureate degree in engineering are accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET), 111 Market Place, Suite 1050, Baltimore, MD 21202-4012—telephone: (410) 347-7700. The Computer Science curriculum leading to the baccalaureate degree in science for computer science is accredited by the Computing Accreditation Commission (CAC) of ABET.

The undergraduate curricula leading to the bachelor’s degree in engineering and the graduate curricula leading to the master’s degree in engineering are registered by the New York State Department of Education as meeting educational requirements for the license of Professional Engineer in the State of New York. The City College is accredited by the New York State Department of Education and by the Middle States Association of Colleges and Secondary Schools.

The Grove School of Engineering is an institutional member of the American Society for Engineering Education. It participates in the Society’s Engineering Council. The School is also a member of the Association of Engineering Colleges of New York State.

Facilities & Services

David B. Steinman Hall is the primary engineering building. It houses the offices of the Dean, the Associate Deans of Graduate Studies and Undergraduate Affairs, the Office of Student Development, and the administrative offices and all laboratories, research facilities, computer rooms, and conference rooms of the Departments of Biomedical, Chemical, Civil, Electrical, and Mechanical Engineering. The administrative offices of the Computer Science Department are located in the North Academic Center (NAC building). The Computer Engineering Program is co-administered by the Departments of Computer Science and Electrical Engineering. Many of the actual classrooms for engineering subjects are found in various other buildings on the campus.

Office of Undergraduate Affairs (OUA)

The Office of Undergraduate Affairs maintains academic standards by interpreting and enforcing the school’s rules, regulations and procedures. Other responsibilities of the office include graduation certification; coordinating Bulletin information; initial advising of transfer and second-degree students; and participating in curriculum articulation and joint-dual programs with other institutions.

Office of Student Development (OSD)

The Office of Student Development advises all GSoE students with less than 45 credits, and helps them navigate the City College campus and Grove’s academic curriculum to ensure a successful transition to college life and eventual graduation. To enhance students’ college experience, OSD has a vibrant slate of student programming including academic, professional and leadership development initiatives.

OSD conducts orientation for new undergraduate entrants to the Grove School and facilitates workshops on effective study habits and academic expectations. OSD counselors work individually with each new undergraduate student, providing guidance and support. OSD academic advisors assist Grove’s lower-division students with their course selection, registration, and decision making on academic majors, as well as, provide Grove’s undergrads with short-term personal counseling and wellness education. OSD also provides assistance to Grove’s undergraduates with resume writing, interviewing strategies, and the opportunity search process.

OSD maintains Grove’s study facility, its Tutoring Laboratory/Center and its Learning Resource Library. OSD manages the academic services in the Grove School including tutoring for the undergraduate population as well as academic counseling and the student educational affairs for Grove’s lower division.

Other OSD initiatives include overseeing the Council of Engineering Student Organizations & Leaders (co-curricular life), student diversity affairs, and specialized undergraduate recruitment initiatives. OSD also supports the needs of the Diversity in Engineering Advisory Board (DEAB), which provides guidance on student professional development.

Office of Student Research And Scholarship (OSRS)

This office works with faculty and staff in GSoE to conduct seminars and workshops to introduce research methods and provide advice and consultation for student participation in research, to encourage undergraduate students to pursue career in technical fields, and to help students be better prepared for graduate study. OSRS staff assists students in identifying faculty mentors, projects, and departmental resources: publishes the GSoE Journal of Student Research, in bound form and online at www.gsoejourn.org; and maintains a list of fellowships and scholarships for students and faculty.

Office of Graduate Studies

This office administers all masters and Ph.D. programs in the GSoE. Information on graduate studies is available here. Undergraduates who are interested in pursuing graduate courses may obtain prior approval. Visit the OUA (room ST-209; 212-650-8020) or the Graduate Studies office (room ST-152; 212-650-8030) for more details.

Undergraduate Admissions

Degree Programs

Currently, programs are offered leading to undergraduate degrees in the following majors:

Bachelor of Engineering
- Biomedical Engineering
- Chemical Engineering
- Civil Engineering
- Computer Engineering
- Earth System Science and Environmental Engineering
- Electrical Engineering
- Mechanical Engineering

Bachelor of Science
- Computer Science

Freshman Admission Requirements

For information about academic requirements, application procedures, placement examinations, and special admissions programs, consult the Admissions section of this Bulletin.

Because mathematics and physics are of such great importance in engineering, it is recommended that students choose as many courses as possible in these subjects while still in high school. High school students should also concentrate on perfecting their use of English in reading and writing.

Transfer Students

Information about admission requirements, application procedures, placement examinations, and evaluation of transfer credits can be found in the Admissions section of this Bulletin. For other questions, refer to the Office of Admissions, A-101, (212) 650-6448.

Changing majors, from another college or within CCNY, will usually delay graduation because not all prior courses will apply to the new degree.

External Transfers

Transfers are admitted to the Grove School of Engineering or directed to the College of Liberal Arts and Science on the basis of the math and science courses they have completed, the total number of credits completed, and their college (sometimes high school) GPA, as detailed in the Admissions section. Students who do not meet Grove School of Engineering criteria but who are otherwise eligible for admission to City College may enter the College of Liberal Arts and Science (CLAS).

Students pursuing a degree in Engineering Technology should note that no technical courses in the technology program are transferable to any engineering program. Many engineering courses in associate degree programs do not transfer because they are based on less prerequisite knowledge than GSoE courses with similar titles or descriptions. For more information about articulation with CUNY colleges call (212) 650-8020, or visit the website of CUNY TIPPS (Transfer Information & Program Planning System) http://www.tipps.cuny.edu. Please note that the CUNY TIPPS web site is to be used as an on-line reference tool and is not binding. All final decisions regarding the transferability of courses remain with the College and the School of Engineering.
Students at other colleges who eventually wish to continue in engineering are advised to select math and science courses such as calculus, calculus-based physics, and college chemistry.

In most cases, the credit structures at each college are different and students are likely to lose some credits in the transfer process. Because of this fact, and also because the adjustment process may be somewhat easier, students may find it advantageous to transfer at the earliest point allowed by regulations. The recommended alternative is to start at City College as a freshman.

**Internal Transfers**

Students at CCNY who initially pursue a degree other than those offered by the Grove School of Engineering must satisfy the same course and grade requirement criteria required of students transferring from other institutions, as described in the Admissions section. Contact the Office of Undergraduate Affairs for information about the application process.

Students without a major who do not qualify for internal transfer to GSoE may seek advising from the Gateway Academic Center (NAC 1/219, 212-650-6115).

**Transferring Between GSoE Programs**

Students are strongly advised to consult with an advisor when contemplating a new major program. It is often possible to transfer from one field to another during the first few semesters with little or no loss of credit. Transferring to a new GSoE program requires prior approval of the program to which students wish to switch.

**Second-Degree Students**

Students holding a valid undergraduate (four-year) or graduate degree from an accredited college and wishing to obtain an undergraduate degree in engineering or computer science will be admitted to the Grove School of Engineering based on a transcript evaluation by the Associate Dean of Undergraduate Affairs. Second-Degree students must fulfill all the same admission requirements as transfer students. Upon admission, the Associate Dean will develop a suitable program for the student, which will generally waive some of the degree requirements satisfied during the attainment of the earlier degree. Students may not deviate from this program without the written approval of the Associate Dean. Students must apply for admission at least three months before the start of the semester they wish to enter. Students wishing to enter with second-degree status should first visit the Admissions Office or website to obtain basic information as well as the proper forms. The second degree cannot be the same subject as the first. Students must meet the departmental residency requirements described below.

**Joint/Dual Degree Students**

The Grove School of Engineering has established several areas of study as jointly registered dual programs with Eugenio Maria De Hostos Community College (Hostos) and LaGuardia Community College. Students who are in these programs, and successfully attain the A.S. degree in engineering at either of the two schools, and fulfill the Grove School of Engineering’s admission requirements for transfer students, are admitted to the Grove School of Engineering at the junior level, where they complete the additional course requirements for the Bachelor of Engineering degree.

The coursework necessary to earn the AS degree as part of a joint/dual degree program fulfills the course requirements of the corresponding courses in the Bachelor of Engineering programs at the Grove School of Engineering.

Note that the above applies only to the following two-year school engineering programs:

- **Maria De Hostos Community College**
  - Chemical Engineering
  - Civil Engineering
  - Electrical Engineering
  - Mechanical Engineering

- **LaGuardia Community College**
  - Civil Engineering
  - Electrical Engineering
  - Mechanical Engineering

For more information on the joint/dual degree engineering programs please contact the Office of Undergraduate Affairs (Steinman Hall room 209, 212-650-8020).

**Evening Students**

The Grove School of Engineering offers some evening courses, but many major courses in all curricula are available only during the day.

**Residency Requirements for Graduation**

To obtain a degree, every transfer student and second-degree student at the Grove School of Engineering must satisfy the residency requirement of his or her chosen program. This specifies the minimum number of upper-level credits that a student must take at City College in the department(s) of the major, and must be met regardless of the number of major transfer credits the student may claim. Students applying for admission should be aware of this requirement, which is described fully in the upcoming section “Overview of the Curricula.”

**Transfer Credits**

Transfer credit is given only for courses completed in properly accredited programs, if their material fully covers that of a similar City College course. Students must provide sufficiently detailed, authenticated curricular materials in order for course equivalency to be established. No credit will be given for any course in which a grade lower than “C” was obtained, or in which a pass/fail grading system was used.

Students should note that some transfer credits might not satisfy their particular degree requirements, but may instead be granted in the form of blanket credits.

Foreign students may in some cases receive credit by examination. Before being allowed to take such an examination, the student must provide evidence that he or she has had similar courses.

The above notwithstanding, the Grove School of Engineering reserves the right to withhold transfer credit for any academic reason it considers justifiable.

**Overview of the Undergraduate Curricula**

The undergraduate curricula in engineering and computer science are designed to prepare the student for practice in the field of choice. Courses in the major provide a firm grounding in the principles of the various disciplines; these basic principles are applied and expanded in a series of design or similar courses. All of these courses emphasize the development of engineering viewpoints, attitudes, and methods of approach to problems.

The Undergraduate curricula offered by the Grove School of Engineering also provide a background in written and oral English and the humanities. The Grove School of Engineering offers programs that start from the freshman level and continue to the highest academic levels, up to and including the doctorate.

**English and Liberal Arts Courses (General Education)**

English and Liberal Arts (General Education) requirements for the Bachelor of Science degree in computer science and for the Bachelor of Engineering degrees in the engineering programs are listed below:

- **Writing Requirements**
  - English 11000: Freshman Composition
  - English 21007: Writing for Engineering
  - ENGR 10026 fulfills the English 11000 requirement, as well as any Engr 10100 requirement

- **General Education/Liberal Arts Requirements**
  - The only courses that can fulfill the General Education requirement are only those that the GSoE lists in at least one of four clusters: Professional and Ethical Responsibilities (cluster f); Communication (cluster g); Global and Societal (cluster h); and Contemporary Issues (cluster j). A list of approved courses is posted on the Grove School of Engineering web site and can be viewed at the Office of Undergraduate Affairs (ST 209) or the Office of Student Development (ST 2N-7). These courses may not include courses in creativity, design, language skills, performance, professional, studio, and or technical courses such as statistics, neuroscience, experimental psychology, etc. This list is subject to periodic review and updates. BME students must take five approved courses and ENGR 30000 (Social, Economic, and Cultural Impact of Biomedical Technology) for a total of 6 courses.
  - All programs require that a student’s General Education courses together fall into at least three of the four approved general education clusters. At least two of the courses must be at the 20000 level or higher

- **ChE, CE, CpE, ESE and ME students**
  - must take six approved courses.
BME students must take five approved courses and Engr 3000 (Social Economic, and Cultural Impact of Biomedical Technology) for a total of six courses.

CSC students CSC students must take four approved courses, and Speech 11100 (Foundations of Speech Communication) for a total of five courses. Students may be exempted from Speech 11100 by passing a speech proficiency examination, in which case they must take another speech course.

EE students must take five approved courses and Engr 27600 (Engineering Economics) for a total of six courses.

Credit Requirements
The Bachelor of Engineering degree and the Bachelor of Science in Computer Science degree require the satisfactory completion of 126–134 credits. In the School of Engineering, not all credits passed or transferred count toward the degree. Students with non-degree courses, whether remedial or otherwise, will accumulate more credits than students whose total credits count toward their degree.

Except for special cases, the maximum number of credits allowed per semester is eighteen. Students who wish to take more than eighteen credits in any one semester must obtain permission from the Office of Undergraduate Affairs (ST 209; 212-650-8020). If permission is granted, the student will not be allowed to drop any Grove School of Engineering courses.

Residency Requirement
Residency requirements specify the minimum number of credits that students must take at City College in the department(s) of their major to obtain a degree, and must be met regardless of the number of transfer credits that a student may claim in the major area. Only courses offered by the major department(s) and prefixed by the department initials (e.g., CHE, CE), and at the 30000 level or higher, count toward residency requirements.

Residency requirements are based on the total credit in major courses in the department’s curriculum, excluding pilot and experimental courses, and are listed below.

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>Biomedical Engineering (BME)</td>
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<tr>
<td>Chemical Engineering (CHE)</td>
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<tr>
<td>Civil Engineering (CE)</td>
</tr>
<tr>
<td>Computer Engineering (CPE)</td>
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<tr>
<td>Computer Science (CSC)</td>
</tr>
<tr>
<td>Earth System Science and Environmental Engineering (ESE)</td>
</tr>
<tr>
<td>Electrical Engineering (EE)</td>
</tr>
<tr>
<td>Mechanical Engineering (ME)</td>
</tr>
</tbody>
</table>

*A maximum of 6 credits may be in non-CHE technical elective courses.

Advising
The goal of the academic advising process is to help students develop meaningful educational plans that are consistent with their academic, personal and professional goals.

Engineering majors with 0–44 credits receive academic advising from professional staff through the Office of Student Development (OSD). An academic advising session must be scheduled at least once per semester with a staff member from this office (ST 2M-7, 212-650-8040).

Engineering majors who have earned 45 or more credits receive academic advising from a dedicated program staff advisor, and from faculty members in their programs. An academic advising session must be scheduled at least once per semester with a faculty advisor from the department. To find the name of a faculty advisor, students should consult the list posted in the office of the department chair (e.g., CE, CHE, BME). Staff advisors for each program assist students throughout the year in all other administrative procedures such as help with registration and academic difficulties.

Each semester, an engineering advisement stop code (EA) will be placed on the student's record until the student has completed the required advising session. Students will then be permitted to register.

Academic Standards

**Grade Point Average (GPA)**
Calculator of the GPA is described in the Academic Regulations section of this Bulletin.

Quality Point Accumulation (QPA)
The Quality Point Accumulation (QPA) measures performance in the student's major courses. Unless stated otherwise, major courses include only courses offered by the student's department. For example, computer science courses, although required for the civil, electrical, and mechanical engineering degrees, are not included in QPA calculations for those majors. QPA calculation in the computer engineering degree counts all computer science and electrical engineering courses. Engr. 20400 is counted in the QPA for both computer and electrical engineering.

Computing the QPA
In calculating QPA, the following weighting factors apply:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Weighting Factor</th>
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<tbody>
<tr>
<td>A+</td>
<td>+2</td>
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<tr>
<td>A</td>
<td>+1</td>
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<tr>
<td>B+</td>
<td>+1</td>
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<tr>
<td>B</td>
<td>0</td>
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<tr>
<td>C+</td>
<td>0</td>
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<tr>
<td>C</td>
<td>-1</td>
</tr>
<tr>
<td>D</td>
<td>-2</td>
</tr>
<tr>
<td>F</td>
<td>-2</td>
</tr>
</tbody>
</table>

Pluses and minuses following the grade letter are ignored. F represents here all failing grades including F, FAB, FIN, FPN, WF, and WU. The weighting factors are multiplied by the number of credits for each applicable course, and the results of all multiplications are added together. A QPA of zero is equivalent to a C average in the major. The CUNY-wide “F” Repeat policy, described in the Academic Regulations section of this Bulletin, by which certain failing grades are omitted from the QPA, does not apply to Engineering QPA calculations.

Use of Graduate Courses
Permission to substitute a graduate course for an undergraduate course requires a GPA of 2.75 or better plus the approval of the Associate Deans of Undergraduate Affairs and Graduate Studies and the departmental graduate advisor.

Retaking Engineering Courses
On application by the student, the Associate Dean of Undergraduate Affairs will allow students in their senior year to repeat courses in order to improve their major QPA. Only five such retakes will be allowed (not more than two per semester) and these must be courses for which the previous grade was D. No course, once passed with a grade of D, may be retaken more than once. If a student is permitted to retake a course, both the new grade and the original grade of D will be counted in the major QPA.

Pass-Fail Option
Students enrolled in the Grove School of Engineering must take all courses for a qualitative letter grade. That is, they are not allowed to take the pass-fail option except when it is the only grade option for a course.

College-Wide Examinations
City College students are sometimes required to pass the CUNY Assessment Tests (CAT) in Reading, Writing and Mathematics. Often, these are required for admission, but in certain cases they must be passed within 1 or 2 years after admission. Descriptions of these examinations are located in the Admissions section of this Bulletin.

Probation and Dismissal
Students are considered in bad academic standing in the following cases:

- If they do not maintain a GPA of 2.0 or 1.75 or 1.5 for students who have completed fewer than 25 or 13 credits at CCNY, respectively;
- If they do not maintain a QPA of at least zero;
- If they need to take a course for a third time (not including course withdrawals);
- If they have withdrawn from 12 credits in a two-year period.

Students in bad academic standing may be required to file an appeal with the GSoE Office of Undergraduate Affairs to be allowed to remain in a GSoE degree program. If an appeal is granted, the student will be placed on academic probation.

As long as they are on academic probation they will be restricted to twelve, or fewer, credits per semester. Students on academic probation whose grades do not improve will be dismissed from the School of Engineering.

Definitions of probation and satisfactory academic progress are located in the Academic Regulations section of this Bulletin.
Committee on Course and Standing
The Committee enforces academic standards and graduation requirements. Its responsibilities are to:
- Adjudicate student appeals of dismissal from the GSoE,
- Adjudicate variances in graduation requirements in individual cases,
- Adjudicate on change of grade appeals.

All requests to the Committee must be submitted in writing to the Office of Undergraduate Affairs. The Committee is the final authority on questions of courses, probation, dismissals, and graduation.

Summary of Graduation Requirements
In order to be eligible for graduation, the student must meet the following criteria:
- Achieve a minimum overall average of C (GPA of 2.0).
- Achieve a minimum quality point accumulation (QPA) of zero.
- Obtain a grade of C or better in specified mathematics, science, and major courses in the program.
- Satisfy the credit distribution requirements of the degree.
- Fulfill the residency and credit requirements of the degree.

Cooperative Education Plans in Engineering
Grove students are assisted with their professional development throughout their undergraduate studies and they can apply for competitive cooperative education positions including co-ops and summer internships. Assignment locations are not only in the New York metropolitan area, but throughout the nation. Students who participate in cooperative education can expect to benefit by the experience in many ways, among the more important of which are:
- Learning to put theory into practice.
- Earning financial support for college.
- Increasing motivation and stimulation to continue academic studies.
- Growing in maturity, practicality, and responsibility.
- Greatly enhancing job opportunities upon graduation.

In general, to participate in cooperative education the student must have completed at least 30 credits towards the degree and meet the required academic standards as stipulated by the cooperative education employer. It is important to note the following:
- No academic credits are given for cooperative education work experience; and participation in cooperative education normally extends the time needed to complete the degree requirements.
- Work periods are not just during the summers, although the summer may be included in a fall or spring work assignment.

Grove students have participated in cooperative education assignments with employers that have included governmental agencies such as Brookhaven National Laboratory and NASA, as well as large private corporations such as Merck, IBM, Toyota, Boeing, and GE. Students interested in cooperative education should consult with the Office of Student Development in the Grove School of Engineering.

Student Responsibilities
For academic matters, students are responsible for the material covered in the Academic Regulations section of this Bulletin, in the introductory section of the Grove School of Engineering portion, and in their specific department write-ups. For matters related to conduct, students are responsible for the disciplinary material covered in Appendix B of this Bulletin.

Department Programs
Prescribed curricula for the eight Grove School of Engineering programs are presented in the following pages. Mathematics and science subjects upon which long sequences depend are of prime importance and should be taken as soon as the student is ready for them. If a section in one of these subjects is closed the student should, if possible, select a different section of the same subject and rearrange other subjects as necessary. Freshmen and sophomores should pay particular attention to early completion of the prescribed work in mathematics, physics, chemistry, and computer science.

It is the student’s responsibility to meet with a faculty advisor each semester for program planning and advisement. Students who have not taken any courses in their major will meet with an advisor in Steinman rooms 209 or 2M-7. Once a student has begun taking major courses, he or she will meet with a department advisor in the advisor’s office. Students with specific problems may always consult with an advisor in the Office of Undergraduate Affairs, ST 209.

Students who are behind in completing prerequisite courses should consider attending one or more summer sessions. The basic science courses and many liberal arts non-science courses are generally offered during the summer, as are some Grove School of Engineering courses.

Curricula in engineering and computer science are designed so that the full-time day student, sustaining no failures, may complete the bachelor’s curriculum in four calendar years. Often, however, because of the timing of courses or schedule conflicts, a student will have to attend one or two additional semesters. In addition, because certain courses in all curricula are considered difficult, students may elect to take fewer total credits during the semester in which they take those courses. This might also delay their graduation requirements for matriculated students at any time if such changes are necessary to remain in compliance with the guidelines of the Accreditation Board for Engineering and Technology. Also, courses will not be given unless warranted by enrollment levels.

Every effort has been made to ensure that the material in this section of the Bulletin is consistent with the material presented in the Academic Regulations section of the Bulletin and in the individual program sections. If there are inconsistencies, students are strongly advised not to attempt their own interpretation but to consult with the Office of Undergraduate Affairs, ST 209. An erroneous interpretation of the requirements by a student may not be accepted by the College.

Engineering Course Descriptions
ENGR 10100: Engineering Design
An introduction to the major engineering disciplines and contemporary issues impacting engineering. One hour per week will be devoted to lectures and discussion of the above issues by prominent faculty and outside speakers. Two laboratory hours per week will provide an introduction to engineering practice through hands-on investigations, computer applications, design projects and student presentations. The laboratory experience will consist of a single 14-week module or a combination of a 10-week module and a 4-week module in various engineering disciplines. Currently developed modules include a 14-week module in design and construction of an electronic device, four 10-week modules in structural design, robotic control, electronics and software development and two 4-week modules in software development and nanotechnology. All investigations and design projects are performed in groups and presented in oral and/or written form. Prereq.: Math 19500 (min. C grade). Open only to transfer students who have not completed Math 20200. 1 lab cr./wk., 2 cr. FQOWS 10026 satisfies any requirement for Engr 10100, as well as for Eng 11000.

ENGR 10300: Computer-Aided Analysis Tools for Engineers
An introduction to computer aided analysis techniques necessary for the study of electrical engineering and the design of electrical systems. Concepts introduced through short lectures are examined thoroughly during computer workstation-based workshops. Among the topics studied are: functions of real variables and their graphs, complex numbers and phasors, linear algebra, difference equations with applications to signal processing, and an introduction to system analysis. Prereq.: MATH 20100 (min. C grade). 3 hr./wk., 2 cr.
ENGR 20400: Electrical Circuits

ENGR 23000: Thermodynamics

ENGR 27600: Engineering Economics
History of economic thought from the engineering point of view of modeling and control: Adam Smith to Keynes to Krugman and Thurow. Nature of the corporate finance and business analysis. The time value of money: compounding interest, annuities and loans, cash flow, profitability analysis and DCF rate of return. Cost estimation, cost benefit analysis. Risk analysis: forecasting, cash flow, simple probability theory, decision trees. Pre-req.: MATH 20100. (min. C grade). 3 hr./wk.; 3 cr.

ENGR 30000: Social, Economic and Cultural Impact of Biomedical Technology
This course emphasizes community health care concerns in an urban environment. It has two central themes: (a) assessment of biomedical technology in the context of urban health needs, and (b) social and cultural impact of biomedical technology. Pre-req.: ENGL 21007 and BIO 32100. 3 hr./wk.; 3 cr.

ENGR 30100: Introduction to Satellite Remote Sensing and Imaging
This introductory remote sensing course covers different environments where remote sensing can be applied, including discussion about a variety of space platforms and selected sensors that orbit the Earth. Emphasis is placed on the application of remote sensing on the interactions between the hydrosphere, biosphere, geosphere and atmosphere as well as bioproduction and geophysical/geochemical processes in the oceans. Pre-req.: PHYS 20800 and ENGR 10300. 3 hr./wk.; 3 cr.

ENGR 55400: Reactor Physics and Engineering
The basic principles used in the design and operation of nuclear reactors are covered including the structure of the nucleus, nuclear stability and radioactive decay, fission and fusion reactions, interactions of radiation with matter, neutron diffusion and moderation, nuclear reactor theory, critical reactor and criticality calculation, nuclear fuels and reactivity control. Students will learn how to calculate the amount of energy released or absorbed in different nuclear reactions, radioactive decay rates, shielding against gamma rays and other radiation, neutron scattering and slowing down, neutron flux profiles in non-multiplying medium and fuel-moderator mixtures, critical fuel mass, poison build-up and their effects on reactivity. Light Water Reactors are of primary interest, but fast reactors and other reactor types will also be briefly studied. Pre-req.: PHYS 20800 and MATH 39100. 3 hr./wk.; 3 cr.

ENGR 55500: Thermal Hydraulics
The principles of fluid mechanics and heat transfer used in the design and operation of nuclear reactors are covered including the heat generation by fission reactions, heat conduction in fuel elements, single-phase fluid mechanics/pressure drop in flow channels and fuel rod bundles, single-phase heat transfer, two-phase flow, and boiling and condensation heat transfer. Light Water Reactors are of primary interest, however, heat transport loops of other reactor types are also examined. Pre-req.: ME 35600 or CHE 34100; pre- or coreq.: ME 43300 or CHE 34200. 3 hr./wk.; 3 cr.

ENGR 55600: Nuclear Reactor Design, Operation and Safety
This course teaches the basic principles in design, operation and safety of nuclear reactors. Basic principles of Reactor Physics and Thermal-Hydraulics will be first reviewed followed by a description of different reactor types, design of reactor thermal and control systems, normal and transient operations, reactor safety and licensing. The course includes nuclear reactor safety analysis using a reactor simulation code, PCTRAN. Pre-req.: ENGR 23000 or CHE 22900. 3 hr./wk.; 3 cr.

Laboratories and Research

Biomedical Engineering
The Department of Biomedical Engineering’s teaching laboratories provide students with hands-on experiences using state-of-the-art equipment. A wet laboratory is equipped to maintain cell cultures and includes a biological flowhood as well as an optical and fluorescence imaging system. A second undergraduate laboratory is used for circuit building and electronic testing as well as the development of senior design projects. Equipment in this lab includes bioinstrumentation sensor kits, strain gage measurement acquisition systems, digital oscilloscopes, laptops running Matlab and Labview, and a 3D printer used to make models and project parts. The department also maintains a computer lab that includes 28 desktop PCs running MS Office, Matlab, Mathematica, PSpice, and Solidworks. In addition to these labs, a machine shop and a bio-characterization lab with a flow cytometer and protein characterization system are also available to undergraduate students.

Chemical Engineering
The Chemical Engineering Department provides six laboratories as part of its teaching facilities. These are the Chemical Engineering Science Laboratory, the Unit Operations and Control Laboratory, the Particulate Science Laboratory, the Interfacial Chemistry Laboratory, the Bioprocessing Laboratory, and the Computer Laboratory. Safety procedures and training are emphasized in all laboratories.

In the Chemical Engineering Science Laboratory students make measurements of various thermodynamic properties such as vapor pressure and transport properties such as viscosity, thermal conductivity and gas diffusivities. The data is then used to estimate the parameters in the appropriate constitutive equations using the methods learned in the statistics course. Students also study the mechanism of convective, conductive, and thermal radiation heat transfer.

In the Unit Operations and Control Laboratory students get hands on experience operating and characterizing the behavior of a wide variety of the types of equipment used in chemical plants. Among these are several heat exchangers, pumps, a piping network for studying fluid flow, flow meter apparatus, a distillation column, a chemical reactor, a packed column, a fluidized bed, a mixing tank, a drying oven, and a gas membrane separator. Most equipment is of pilot plant scale. Many experiments have computer interfaces. The distillation column is equipped with a control module that gives the students experience with the use of feedback control in the operation of equipment. Students also learn how to use a process chromatograph in conjunction with some of the other experiments.

The Powder Science and Technology Laboratory is attached to the course with the same name (ChE 45200) and is given together with it as demonstration of theoretical principles presented in class. The students are first introduced to powder characterization such as particle size, size distribution (using standard sieves and a light scattering instrument) and shape and surface structure using optical and electron microscopes. Instruments to measure powder specific surface area and pore volume using gas adsorption (BET and gas pycnometry) and mercury intrusion are also presented. Characterization of bulk powders properties is achieved in the Jenike Shear Cell used to measure powder yield loci at different initial compression levels. This is a special instrument, characteristic of powder engineering, used to determine powder flowability as well as for the design of powder storage vessels such as hoppers and bins. Finally, the MikroPul Hosokawa Micron Powder Characteristics Tester provides six mechanical measurements with one easy-to-use instrument, including 1) angle of repose, 2) compressibility, 3) angle of spatula, 4) cohesiveness, 5) angle of fall and 6) disperse-ability. Measuring such properties has great importance in the design of storage hoppers, feeders, conveyors and other powder processing equipment. The laboratory also has a significant research component dedicated to the measurement of dry powder flows in different geometries and the study of powder granulation (size-enlargement). Principles of these processes are also demonstrated to students using the existing research equipment.

The Interfacial Chemistry Laboratory provides students with exposure to some surface modification chemistry and the standard techniques used for the characterization of surface properties. Written and verbal reports are required. In addition to use of instrumentation, students will familiarize themselves with surface preparation and modification techniques, including self-assembly, evaporation, spin coating, and Langmuir–Blodgett techniques.

The Bioprocessing Laboratory is equipped with a bioprocess system that includes a fermentation bioreactor, an ultrasonic cell separator, an isoelectric focusing prep cell, and, for final purification, a chromatographic separation system. Additional equipment includes Applikon 3 and 7 liter fermenters with an ultrasonic cell separator to permit cell recycle. On-line instrumentation includes an Aber Instruments live-cell probe and a methanol feed control system. All modules are computer accessible and capable of feedback control. This lab is used in conjunction with both the graduate and undergraduate courses in bioprocessing to provide hands on training.
Typical experiments are introductory microbiology, bioreactor operation and control, and protein purification. The computer laboratory provides students with access to approximately 24 PCs and two printers on a local area network. Applications software including the Aspen Engineering Suite, SuperPro Designer, Visio, Mathematica, and Matlab are available on these machines as well as E-mail and Internet access capability. The lab also provides workspace so that student design or study teams can work together. This lab is available from 9 AM to 9 PM weekdays and on weekends by previous arrangement.

Civil Engineering
The Department of Civil Engineering has the following laboratories: Materials of Engineering, Soil Mechanics, Fluid Mechanics, Environmental Engineering, Highway and Airfield, and Traffic/Transportation Engineering.

The Materials of Engineering Laboratory houses an Instron 8500 Series Universal Testing Machine. This machine is digitally controlled and capable of applying 55 kips (250 kN) dynamic loads. Supporting electronic control, data acquisition and computer software systems are available. Additional equipment for the static, dynamic and fatigue testing of materials includes testing machines for tension, compression, transverse-bending and torsion investigation. The laboratory contains hardness testing machines, impact testers, electric strain gauge consoles, and assorted peripheral equipment. Facilities for casting, curing and testing concrete are also available and include the following: walk-in variable temperature and humidity control environmental chamber, diamond tipped saw for cutting concrete, computer controlled servo-hydraulic compression test machine for 600 kip load capacity, ultrasonic pulse velocity system for concrete quality control, complete system for non-destructive evaluation of materials and structures are also available and include: ground-penetrating radar with 400 MHz antenna, ultrasonic transmitters, oscilloscopes, function generators and accelerometers.

The Soil Mechanics Laboratory is equipped to perform standard identification tests of soils, such as grain size distribution, liquid and plastic limits, shear strength, and compaction properties. In addition, facilities to perform detailed testing of undisturbed samples (consolidation and triaxial shear) are available and used regularly. A moist room is available for long-term sample storage.

The Fluid Mechanics Laboratory is equipped for studying both compressible and incompressible fluid media. Flow rates up to five cubic feet per second of water are provided by each of three independent high-pressure systems equipped with constant-head controls. Two low constant-head supply tanks located in the laboratory provide lesser discharge capacities. The laboratory contains a 52-ft long tilting flume, a water tunnel, a subsonic wind tunnel, an airjet, pumps, turbines, a hydraulic bench, and various units for the study of frictional phenomena involving water and oil.

A one-dimensional Laser Doppler Anemometer (LDA) is used for the study of flow velocities in pipes and near the flow boundaries. In addition, the lab has a state-of-the-art wave tank, 6 ft wide by 4 ft high and 40 ft long. It is equipped with a computer controlled five-paddle wave generator. This system can produce simple waves, random waves, and angle waves. A two-dimensional Laser Doppler Velocimeter (LDV) equipped with computer controlled 3-D traverse and fully automated data acquisition system is used in the wave tank for studying beach hydraulics and off-shore similitudes. The lab is also equipped with a tilting sand flume for studying flow through highly porous media and groundwater contamination. A fully automated freeze and thaw machine is also available for graduate research work.

The Environmental Engineering Laboratory is equipped for experimental evaluation of unit processes and operations in water and wastewater treatment as well as analysis of all physical, chemical and microbiological water quality parameters. The experimental facilities include settling columns, suspended and attached growth biological reactors, computer-controlled bioreactor for kinetic studies, a bench scale UV chamber, a 12-gpm 15-foot loop system for water instability studies, and all conventional experimental devices used in determination of chemical dose requirements. An environmental chamber for temperature-controlled experiments is also available.

The analytical capabilities of the laboratory include gas chromatography-mass spectrometer with purge/trap, inductive-coupled plasma spectrometer (ICP) gas chromatograph with EC and FID detectors, total organic carbon analyzer, ion chromatograph, water quality analyzer, UV-visible doublebeam spectrophotometer with stopped-flow device, and phase contrast/epifluorescence research microscope. Field monitoring equipment includes water quality monitors with multiple probes and fluorometers.

The Traffic/Transportation Engineering Laboratory has both personal computers and UNIX workstations with their peripherals to provide students opportunities to work with traffic and transportation software for course work and transportation research. The laboratory has a variety of software, including SOAP48, HCS, PASSER II-90, TRANSYT-7F, NETSIM, AAP, PRIMAVERA, AutoCAD, and software for GIS. The laboratory also contains basic equipment necessary to conduct traffic engineering studies such as traffic counters and measuring wheels.

The Highway and Airfield Laboratory offers facilities for investigating the properties of the basic materials and mixes that comprise pavements. A variety of strength and stability equipment and other apparatus are available for determining rheological and physical properties and for experiments in designing and testing bituminous mixes. The additional facilities of the Soils and Materials Laboratories make possible the study of mineral aggregates and their blends, soil-stabilization phenomena, and mix-design and properties of Portland cement concrete. Other facilities in the Chemical Engineering Department’s Materials Research Laboratory extend the capacity to conduct thermoanalytic studies on standard and composite materials.

Computer Engineering
The Computer Engineering Program shares laboratory facilities in the Departments of Computer Science and Electrical Engineering.

Computer Science
The Department of Computer Science has substantial computing facilities, including two student PC laboratories, large Linux labs, and specialized laboratories for computer architecture, image processing, network protocols, operating systems, and parallel programming. A computer vision lab is used for constructing high-speed Web sites and high speed Internet connections are provided. All labs are equipped with laser printers.

The Linux labs are equipped with state-of-the-art Dell workstations running Red Hat Enterprise Linux. These labs provide software for graphics, image processing, numerical computation and logic design, and a variety of programming languages (such as C/C+++, Java, Fortran, Scheme, Assembly, Python and Perl). The labs also provide database development environments, such as Oracle and MySQL. The PC labs utilize the Microsoft Windows XP environment, and provide a wide range of software for both students and faculty. The Computer Architecture Lab is equipped with high-end IBM, Dell and Sun workstations. Students use VHDL to program reconfigurable boards supplied by Altera. The Operating Systems Lab is equipped with Sun Blade workstations.

The Image Processing Lab features dual-processor Dell workstations with high-end Nvidia Quadro 4 graphics boards, running Linux. The Network Protocol Lab is equipped with the latest networking devices, such as CISCO switches, routers, ATM switches and a network traffic simulator/analyser. Also deployed are high-end Sun Ultra workstations and video capture capability for studying video multicasting. The Parallel Programming Lab provides a small Beowulf cluster based on Red Hat Enterprise Linux. This lab provides students and faculty with a prototyping environment for development and study of high performance computing.

Earth System Science and Environmental Engineering
ESE students take advantage of teaching laboratory facilities in the respective departments where the laboratory course is offered. These include such facilities as the Hydraulic and Environmental Labs in the CE Department, EAS Department Geoscience and Analytical labs, etc. The Remote Sensing/GIS computer laboratory facility is open to ESE students for Remote Sensing and GIS courses as well as to conduct the Senior Design project, independent study, or research. Faculty participating in the ESE program also have state-of-the-art laboratories that are utilized for student research and design projects. These include the EE Department Optical Remote Sensing Lab, the CE Department Hydrology Lab, the NOAA CREST Satellite Receiving Facility, and the Chemistry and Analytical Labs in the CCNY Science Division. In addition to the NOAA CREST Satellite facility, the Center also operates an air sampling shed on campus, and a number of local and regional networks including lidar and radiometer networks, and the New York City Meteorological Network for air dispersion and micro-climate studies. Additional field work is supported through a number of research projects (from Navy, NOAA, NASA, etc.) and include coastal water studies, snow and ice studies, soil moisture studies, etc. at various locations nationally and internationally.

Electrical Engineering
The undergraduate EE laboratory facilities comprise the core teaching laboratories, advanced senior level design laboratories and computer support facilities.

The computer-controlled core laboratories are designed to give students hands-on experience on both analog and digital electronic circuits and in measurement devices currently used to characterize circuits and systems.
Data acquisition using LabVIEW computer control software with GPIB inter-
face oriented measurement equipment is used to give the students hands-on experi-
ence in the fundamentals in communications, computer and control engi-
neering.

The two introductory core labs consist of laboratory stations (2 students per station) which have the following computer and measurement equipment: personal computers running both LabVIEW and Electronics Workbench (an-
alog and digital circuit simulation software); a GPIB plug and play controller car-
data acquisition-generation board with 8 analog input lines and 2 analog output lines, 24 digital scope with GPIB storage module; a Hewlett Packard GPIB and RS-232 interfaced Digital Multimeter; a Hewlett Packard Triple Output Power Supply, a Hewlett Packard GPIB and RS-232 interfaced 15 MHz function generator.

The Analog Communications Laboratory uses the Lab-Volt Company's signal generators, receivers, noise generators, and spectrum analyzer for the analy-
sis of the performance of AM, SSB, DSB, and FM communication systems.

The Computer Engineering Laboratory is designed to give students the ca-
pacity to perform high-level microcontroller programming and virtual emu-
lization. The laboratory consists of 5 stations (2 people per station) each with: a PC; a Motorola Microcontroller Development System, a Motorola Emulator and specialized assembler software and C Cross compilers. In addition, the laboratory has a Hewlett Packard 16-channel logic analyzer and assorted electronic components for laboratory exploration.

The advanced design laboratories include Local Area Network (LAN), Pho-
tonics Engineering, and Advanced Electronics. The LAN laboratory consists of IBM Multimedia PC's, Protocol Analyzers and several network design and simulation packages such as OPNET and COMNET. In addition, two ATM switches (2.4 Gbps) and a Cisco Router are available.

The Control Engineering Laboratory uses the Feedback Inc. analog ser-
vo-fundamentals trainer, which consists of an analog unit and a mechanical unit. The mechanical unit has a servomotor with position and velocity sen-
sors. The analog unit allows students to wire the servomotor in a closed loop config-
uration and independently vary the position and velocity feedback gains. The trainer is interfaced to a PC running LabView software to acquire and display signals on a virtual oscilloscope. The six stations are networked to a printer to allow students to print the virtual oscilloscope display.

The Photonics Laboratory is designed to give a variety of laboratory experi-
cences in optics, lasers, spectroscopy and fiber optics. Equipment includes laser diodes, HeNe lasers, a white light source, a fiber optic spec-

tro-radiometry system, single and multimode fibers, laser power meters and a variety of optical components.

The NASA Remote Sensing Computer Laboratory is designed to provide computer resources to students involved in environmental engineering and remote sensing.

The laboratory facilities are supported by significant computer resources which include the Department network comprising over 120 workstations.

Mechanical Engineering

The Department of Mechanical Engineering provides separate laboratories for the study of aero-thermal-fluid engineering, manufacturing, material science, mechatronics, dynamics and controls, and CAD. A Senior Design Projects Fabrication and Test Laboratory and a machine shop serve the entire department. A personal computer center, open all day, is available for the convenience of students. In the Aero-Thermal-Fluid Laboratory, major experiments involve a refrigeration unit, a water turbine unit, a wind tunnel unit, an air pipe flow unit, a fin heat transfer unit, and a heat ex-

The Engineering Materials Laboratory includes extensive facilities for the preparation of specimens for metallographic examination using modern digital imaging analysis system, testing machinery for tension, compression, hardness, impact, fracture, fatigue, stress relaxation, and ultrasound charac-
terization; equipment for heat treatment; as well as video image recording and projection devices.

The Mechatronics Laboratory teaches the use of various electromechanical devices, sensors and actuators. The devices include strain gauges, thermo-
couples, piezoelectric accelerometers, LDT's, instruments for signal genera-
tion, filtering and amplification, stepper and DC servo motors, linear slides, and assorted electromechanical items (such as solenoids, relays, mi-

cro-switches, infrared proximity sensors, piezoelectric buzzers, strobe lights, fans, blowers, etc.). All these devices are controlled by PC-based data acquisi-
tion, microcontrollers, and programmable logic controllers (PLCs).

The Dynamics and Controls Laboratory contains equipment for dynamic balancing, vibration testing, and various feedback control units for rectilinear and translational mechanical systems, level and flow, thermal and pressure systems and digital and analog servomotor systems.

The Computer Aided Design Laboratory facility has twenty-six Dell OptiPlex 960 computers, a Dell PowerEdge 2500 server, two HP Color LaserJet 4700dn printers, an HP LaserJet P4015dn printer, and an LCD projector. The Depart-
ment also has a Multimedia Distance Learning Facility which includes twenty-
four Dell Dimension PC's, document camera, LCD projector, and white-

The machine shop is well equipped for fabricating and maintaining all experi-
mental facilities, both undergraduate and research.

Research

In recent years, several million dollars in grants per year have been award-
ed to City College Grove School of Engineering faculty for conducting research projects that have attracted international attention. These faculty members are an integral part of the undergraduate teaching team. The grant agencies include NSF, NASA, ONR, U.S. Army, AFOSR, EPA, USDOT, NYCDOT, DOE, ARPA, and NIH. City College is also connected to ARPANET.

A brief sampling of the ongoing research activities follows.

In the area of Electrical Engineering: digital slow-scan video, packet voice video systems, spread spectra, semiconductors, integrated circuits, digital signal processing, image processing, material characterization, digital optical computing, machine vision, identification and control, microwave engineer-
ing, parallel processing, knowledge-based engineering, robotics, computer communications, and local area networks.

In Biomedical Engineering: cardiovascular engineering, including fluid and mass transfer aspects of arterial disease and microcirculatory heat and mass transfer; neural engineering, including analysis of nervous system function at multiple levels (single channel, single cell, tissue, whole animal, and human cognitive levels) and development of stimulation protocols to treat brain disorders; musculoskeletal biomechanics, including understanding the mechanism of musculoskeletal maintenance and adaptation and characteri-
zation of bone properties using ultrasound; and tissue engineering, including use of micro- and nanotechnology along with cell and molecular biology to address issues related to disease progression (cancer metastasis), develop-
ment of replacement tissues, and high throughput assessment of cell death mechanisms.

In the area of Chemical Engineering: turbulence, low Reynolds number hy-
drodynamics, two- and three-phase bubble flow in capillaries, arterial fluid flow, cholesterol metabolism models, drug release polymers, tissue engi-
neering, fluidized and trickle beds, coal liquefaction, conversion catalysis and hydropyrolysis, low-temperature electromagnetic properties of semicon-
ductors and coal chars, extraction with mixtures of critical solvents, dynamic process simulation systems, dynamic modeling and control of FCC, coal gasi-
fication, municipal waste incineration and power generation systems, control of complex processing systems.

In the area of Computer Science: computer graphics, image processing, mul-
timedia, virtual reality, computational geometry, mathematics of computa-
tion, cryptography, artificial intelligence, neural networks, mathematical fluid dynamics and simulation, networks, distributed computing, information management and virtual organization, economics of information, and social issues in computing.

In the area of Mechanical Engineering: fracture mechanics and crack propaga-
tion, composite materials characterization and ultrasound microscopy, random vibrations, turbomachinery, aerodynamic turbulence, gas dynamics
and shock waves, aerostructures, microelectronic cooling, moving phase change boundaries.

In the area of Civil Engineering: earthquake effects of structures and soil/structure interaction, fracture mechanics, creep effects in concrete, probabilistic methods in structural design, seepage of pollutants through soil/water systems, solid waste disposal, modeling and simulation in travel demand forecasting, value capture financing techniques in transportation, highway maintenance systems and load analysis for highways.

Institutes and Centers

Institute for Biomedical Engineering
The Institute is a uniquely integrated endeavor dedicated to providing students with access to a diverse faculty, unique research opportunities, and encouragement to pursue graduate studies in biomedical engineering. It is part of the New York Center for Biomedical Engineering, NYCBE, a consortium of researchers in the Grove School of Engineering at City College, Albert Einstein College of Medicine, the Cardiovascular Research Foundation, Columbia College of Physicians and Surgeons, the Hospital for Special Surgery/Weill Medical College of Cornell University, Mount Sinai School of Medicine, and Memorial Sloan-Kettering Cancer Center. Since its founding in 1994, faculty and staff from more than a dozen health care institutions in the New York area have either taught courses in the center or have served as research advisors for student projects.

Benjamin Levich Institute for Physicochemical Hydrodynamics
The Benjamin Levich Institute is an internationally recognized research center for the study of fundamental problems of flow and transport in complex fluid, fluid-like media and interface systems. Faculty members participating in the Institute are from Chemical Engineering, Mechanical Engineering, and Physics. With the Institute’s excellent laboratory and computational facilities, their current scope of research is in five major areas: granular flows, low Reynolds number hydrodynamics, non-Newtonian fluid mechanics, computational fluid mechanics, and transport along interfaces.

Institute for Municipal Waste Research
The principal objective of the Institute is to mobilize the excellent intellectual resources of the CUNY faculty to assist in solving the urgent problem of effective, economical, and efficient disposal of municipal waste in New York City. The research program entails development of innovative technologies to treat municipal wastewaters in order to safeguard the quality of the surrounding natural waters and new disinfection methods that will protect the quality of drinking water. The Institute’s research is funded in part by New York City and State agencies.

Institute for Ultrafast Spectroscopy and Lasers (IUSL)
The IUSL is a multidisciplinary research laboratory devoted to conducting basic and applied research in the frontiers of photonics science and technology; to help develop a skilled workforce for academic and industrial sectors by providing unique educational and training opportunities for students and scholars; to provide a core for major photonic initiatives, as well as to identify and participate in the development of emerging technology areas. Faculty members, researchers and students from the Physics, Electrical Engineering, Earth and Atmospheric Sciences Departments of CCNY, and visiting scholars from abroad participate in various IUSL research projects.

CUNY Environmental Crossroads Initiative
Created in 2008, the CUNY Environmental Crossroads Initiative is an internationally recognized research center dedicated to the analysis of strategic local, regional, and global environmental challenges. As climate change and environmental problems gain a new sense of urgency around the globe, the collaboration of experts from various disciplines is the key to managing such diverse challenges as coping with climate extremes, feeding a population that continues to grow, establishing energy security while preserving ecosystem services and biodiversity, protecting human health, and sustaining economic development. For more information visit: http://www.cuny.edu/site/environmental.html.

CUNY Institute for Transportation Systems
The CUNY Institute for Transportation Systems has been established at The City College in cooperation with other units of the City University of New York. The mission of the Institute is to carry out interdisciplinary research on all modes of transportation and to train transportation professionals.

CUNY Institute for Urban Systems (CIUS)
CIUS is a multi-campus CUNY institute that investigates urban infrastructure using the themes of new technology, infrastructure, institutions and finance. The Institute combines engineering and social science research in addressing major problems of urban areas.

Center for Advanced Engineering Design and Development (CAEDD)
The primary mission of CAEDD is to conduct, coordinate, and promote design-oriented, applied research and development for industry. It also encourages and fosters interdisciplinary engineering design and manufacturing education by the academic departments in the School of Engineering. CAEDD is a multidisciplinary unit which transfers faculty research and expertise in the Grove School of Engineering into advanced technology needed in industry. It also serves as an outreach and referral service for small and large industrial firms seeking assistance with technical problems.

CUNY Energy Institute
The Energy Institute was formed in 2008 to consider new approaches to large scale energy production and storage. It serves and comprises of researchers from all campuses of the City University of New York, with a mission to create, evaluate, and provide a seed for the implementation of advanced energy technologies. These technologies would provide low cost, sustainable energy solutions tailored for the various envisions that make up New York State, from preserving the serenity of the Adirondack region to meeting challenges of powering New York City. The Energy Institute takes a comprehensive approach to this problem, combining fundamental studies of emission-free energy production and energy storage through new materials and mechanisms.

NOAA-Cooperative Remote Sensing Science and Technology Center (NOAA-CREST)
CUNY Remote Sensing of the Earth (CREST) Institute is a CUNY wide institute dedicated to conducting cutting edge research and education in monitoring and predicting the environmental condition of the Earth and in helping to protect the Earth’s eco-system. NOAA CREST Center is housed within the CUNY CREST Institute. Established in 2001, the NOAA CREST Center is led by the City University of New York and brings together Hampton University, University of Puerto Rico at Mayaguez, Bowie State University, University of Maryland Baltimore County, and Columbia University and industrial partners like Raytheon & Northrop Grumman. The CREST vision is to contribute to the development of a world-class cadre of faculty, students, and researchers that will gain knowledge and expertise in cutting-edge research in science, engineering, and technology with special emphasis on satellites and remote sensing of the Earth. For more information visit: http://crest.ccny.cuny.edu/.

International Center for Environmental Resources and Development (ICERD)
This Center was established to bring together multidisciplinary teams of scientists and engineers to help tackle the diverse problems of water resources and environmental issues. It focuses on water resources and environmental research; air and water pollution crisis management; remote sensing and global change impact; environmental technology; and research, education and training programs.

University Transportation Research Center (UTRC)
UTRC is a federally supported center that conducts research, training and technology transfer on issues of surface transportation, including road systems, public transportation and multi-modal systems. It is a consortium of twelve major universities, with the lead at CCNY.

Center for Algorithms and Interactive Scientific Software (CAISS)
CAISS is a research center where mathematicians and computer scientists come together to collaborate on different projects. It grew out of work on a graphically driven, easy to use, software package called MAGNUS, designed to answer questions about and to carry out experiments with finitely presented groups. This work has led to the development of a general platform, which can house a host of zero learning curve software packages. The first of these packages, one for statistics called Caiss-Stat, is now nearing completion. This is only one of the many projects being undertaken by CAISS which include continued work on MAGNUS, new cryptographic protocols to ensure electronic security, work on a universal password, all of which make use of the complexity of finitely presented groups. In addition, CAISS is developing new games or puzzles, based on group theory. CAISS also manages the New York Group Theory Cooperative, which organizes
the NY Group Theory Seminar at the Graduate Center. The facilities of CAISS include a 132 node Beowulf cluster, which is being used for work in computational biology and group theory and a small computer lab equipped with CAISS developed software.

**Center for Water Resources and Environmental Research**
The Center for Water Resources and Environmental Research (CWRER) was established in 1993 in order to meet the needs for interdisciplinary study and education in the area of the natural resources, waste, and environment. The Center’s main objectives are: to conduct multi-disciplinary research on protection of the environment and minimization of pollution hazards to the water resources, hydrological, and ecological systems; to develop and demonstrate new technologies for the treatment and disposal of natural water supplies and wastewater; to cooperate on the global scale to protect the precious resources that sustain human life; to educate and train personnel for management, supervision, and operation of environmental and water resources management systems. For more information visit: http://crest.ccny.cuny.edu/.

**Honors, Awards, and Professional Societies**

**Awards and Prizes**
Awards and prizes presented by the Grove School of Engineering are listed below. For detailed information on these and on many other award opportunities, contact Dr. Ruth Sinton, 212-650-8040, Chair of the Honors and Awards Committee.

- Association of Old Crows Award
- Engineering Alumni Awards
- Engineering SEEK Scholars Award
- Engineering Student Support Award
- American Institute of Chemical Engineers Award
- American Institute of Chemists Award
- A.S.C.E. Associate Member Forum Prize
- A.S.C.E. Robert Ridgway Student Chapter Prize
- A.S.M.E. Gas Turbine Award
- Babcock and Wilcox Award
- Seymour and Ruth Brown Graduate Scholarship
- Theodore Charros Scholarship
- Con Edison Scholarship
- Eliza Ford Prize
- GEM Fellowships
- Donald Griff Scholarships
- Grove Foundation Scholarship
- Steven L. Heller Award
- Heymann Scholarship Award
- Paul A. Karmel Memorial Award in Electrical Engineering
- Stanley Katz Memorial Award
- Samuel and Stella Kaufman Scholarship
- Rose Lederman Scholarship
- Sam and Clara Linder Scholarship
- Gerard and Doris Lowen Machine Design Scholarship
- Ernest and Edith Macklin Award
- Leo Macklin Scholarships
- Charles A. Marlies Award
- Benjamin and Beluah Massey Award
- F.O.X. McLaughlin Awards
- Mechanical Engineering Department Awards
- Merck and Company Fellowship
- Henry S. Myers Memorial Award
- NACME Corporate Scholar Award
- NASA/NACE USAR Scholarship
- NSF CSEM Scholarship Sandor I. Oesterreicher Prize
- Patell Memorial Award in Chemical Engineering
- Pope, Evans, and Robbins Scholarships
- J. Charles Rathbun Awards
- Judith Resnick Award
- Samuel Rudin Scholarships
- Harry Schwartz Scholarship
- Harold Shames Award in Biomedical Engineering
- Elaine and Harold Shumel Scholarship
- Society of Military Engineers (SAME) Scholarship
- David B. Steinman Awards
- Bayram Vural Memorial Prize
- Leonard S. Wegman Co., Inc. Scholarship

**Honor Societies**

- Tau Beta Pi is the United States Engineering Honor Society. Seniors and juniors in the top fifth and top eighth of their respective classes are eligible for election under rigorous standards of scholarship, character, leadership, and service to the School. Honor societies for individual disciplines have chapters in all our Engineering departments.

- Eta Kappa Nu is the national electrical engineering honor society, which has for its purpose the reward and stimulation of high scholarship and professional achievement. Outstanding senior and junior students are eligible for membership; election is based on unimpeachable character and undoubted ability, as evidenced by scholarship.

- Pi Tau Sigma is the national mechanical engineering honor society. Election is limited to the top quarter of the junior class and top third of the senior class, and is based on standards of character, service to the School, and promise of future success in the field of mechanical engineering.

- Chi Epsilon is the national civil engineering honor society. Juniors and seniors in the top third of their respective classes are eligible for membership; election is also based on character, practicality, and sociability.

- Omega Chi Epsilon is the national chemical engineering honor society. Membership is limited to students who have completed a substantial number of chemical engineering credits and have demonstrated a high level of scholastic achievement and excellent character.

- Golden Key International Honor Society is an academic honors organization recognizing scholastic achievement and excellence in all undergraduate fields of study.

**Professional Societies and Organizations**

Student chapters of the following societies have been formed: American Society of Civil Engineers (ASCE), American Institute of Chemical Engineers (AICHE), American Society of Mechanical Engineers (ASME), Biomedical Engineering Society (BMES), Institute of Electrical and Electronic Engineers (IEEE), Society of Automotive Engineers (SAE), Society of Manufacturing Engineers (SME), American Society of Heating, Refrigeration, and Air-conditioning Engineers (ASHRAE), American Institute of Aeronautics and Astronautics (AIAA), and Association for Computing Machinery (ACM).

Broad-based engineering organizations on campus include the National Society of Black Engineers (NSBE), Latin American Engineering Students Association-Society of Hispanic Professional Engineers (LAESA-SHPE), Society of Women Engineers (SWE), and Korean-American Scientists and Engineers Association (KSEA). During each semester, lectures are delivered before these societies by prominent professionals; students are also encouraged to present their own papers. In addition to these professional and technical societies, the Grove School of Engineering sponsors a Concrete Canoe Club, open to all SOE students.

National engineering societies offer students substantial competitive awards for papers, oral and poster presentations, and design competitions on certain specified topics. Other competitive awards for research are offered to graduates by these societies.
Department of Biomedical Engineering

CUNY & Wallace Coulter Distinguished Professor Mitchell Schaffler, Chair
Office: ST 401 • Tel: 212-650-6707

General Information
The City College offers the following undergraduate degree in Biomedical Engineering:

B.E. (BME)

Programs and Objectives
Biomedical engineering (BME) is the application of engineering principles and physical and mathematical concepts to solve problems in medicine and biology. Biomedical engineering has been a critical component of the technological advances in medicine and health care delivery that has dramatically transformed the prevention, diagnosis, and treatment of disease in the last few decades. Whether in the area of biomedical imaging, biosignal processing, medical instrumentation, biomechanics, biomaterials and implants, drug delivery, or cell and tissue engineering, these advances are continuing to accelerate.

Our undergraduate biomedical engineering program consists of an innovative, interdisciplinary curriculum that will produce critical thinkers with effective problem-solving skills. We believe a biomedical engineer with a bachelor’s degree should be well grounded in the basic engineering principles found in traditional mechanical, chemical, and electrical engineering subjects. We also believe the BME graduate should possess a solid background in biology and physiology, and develop an appreciation for the complexity of living systems. By combining this background with both breadth and depth in biomedical engineering topics, our biomedical engineering graduates will be prepared for work in industry or for entrance into medical school or graduate school.

Aspiration
The Biomedical Engineering Department of The City College of The City University of New York aspires to provide exciting educational programs of superior quality at the undergraduate and graduate levels. We want to inspire our students, faculty and staff and nurture their dreams.

Mission
We strive to establish an enduring national urban model for Biomedical Engineering programs and a legacy of excellence in public higher education for future generations of students and faculty.

Values
This Department subscribes completely to the mission and purpose of The City College of New York, especially its commitment to making a superior education available to the most diverse possible group of students. Our Department believes in, and thus teaches, directly and by example, mutual respect and caring for each of its students, faculty and staff.

Educational Objectives
Our objectives are to prepare graduates:
1. For productive employment in biomedical and health related industry.
2. To perform successfully in graduate school, medical school, or professional programs.
3. Who will ethically and responsibly apply their engineering talents for the benefit of society, demonstrating an integrated, multidisciplinary approach to problem solving.
4. Who will continue to develop technical knowledge, awareness, and leadership skills that will allow them to address domestic or global problems in human health.

Program Outcomes
Graduates of the CCNY BME undergraduate program are expected to demonstrate:
A. an understanding of biology and physiology along with the capability to apply advanced mathematics (including differential equations and statistics), science, and engineering to solve the problems at the interface of engineering and biology
B. an ability to design and conduct experiments, as well as to make measurements on, analyze and interpret data from living and non-living systems
C. an ability to design a biomedical engineering system, component, or process to meet desired needs within realistic constraints such as economic, environmental, ethical, health and safety, manufacturability, and sustainability, and addressing the problems associated with the interaction between living and non-living materials and systems
D. an ability to function on multidisciplinary teams
E. an ability to identify, formulate, and solve biomedical engineering problems
F. an understanding of professional and ethical responsibility
G. an ability to communicate effectively
H. the broad education necessary to understand the impact of biomedical engineering solutions in a global, economic, environmental, and societal context
I. a recognition of the need for, and an ability to engage in life-long learning
J. a knowledge of contemporary biomedical engineering issues
K. an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice

Advisement
Dr. Phillip Payton, Administrative Director
ST 403A, 212-650-5283

Transfer Credits
The Biomedical Engineering Department grants transfer credits for legitimate biomedical engineering courses having engineering/science content that matches City College courses. Note that only courses with grades of C or better are accepted for transfer credits.

Accreditation
The B.E. (BME) program is accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET).

Requirements for Majors
Biomedical Engineering majors must complete the following:

Math and Science Requirements (* Minimum grade of “C” required.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 20100</td>
<td>Calculus I*</td>
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<tr>
<td>MATH 20200</td>
<td>Calculus II*</td>
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<tr>
<td>MATH 20300</td>
<td>Calculus III*</td>
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<tr>
<td>MATH 39100</td>
<td>Methods of Differential Equations*</td>
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<tr>
<td>MATH 39200</td>
<td>Linear Algebra and Vector Analysis for Engineers*</td>
<td>3</td>
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<tr>
<td>BIO 10100</td>
<td>Biological Foundations I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 22900</td>
<td>Cell and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 32100</td>
<td>Physiological Processes</td>
<td>3</td>
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<tr>
<td>PHYS 20700-20800: General Physics*</td>
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<tr>
<td>CHEM 1031-10401: General Chemistry *</td>
<td>8</td>
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<tr>
<td>CHEM 21000: Applied Chemistry for Biomedical Engineering</td>
<td>3</td>
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</tbody>
</table>

Total Math and Science Credits: 46

English and Liberal Arts Requirements

Required Courses
ENGL 11000: Freshmen Composition 3
ENGL 21007: Writing for Engineering 3

Liberal Arts Electives
Refer to the Grove School of Engineering section for details. 15

Total English and Liberal Arts: 21

General Engineering Required Courses
ENGR 10100: Engineering Design 1
CHE 22900: Chemical Engineering Thermodynamics I 3
CHE 34100: Transport Phenomena I 3
ME 24600: Engineering Mechanics 3
ME 33000: Mechanics of Materials 3

Total General Engineering Credits: 13

Biomedical Engineering Requirements

Required Courses
BME 10100: Introduction to Biomedical Engineering 1
BME 20500: Bioelectrical Circuits with Laboratory 4
BME 22000: Biostatistics and Research Methods 3
BME 30500: Dynamical Systems and Modeling 3
BME 31000: Experimental Methods in BME 3
BME 40500: Biomedical Transducers and Instrumentation 4
BME 45000: Biomedical Engineering Senior Design I 3
BME 46000: Biomedical Engineering Senior Design II 3
BME 50100: Cell and Tissue Mechanics 3
BME 50200: Cell and Tissue Transport 3
BME 50300: Cell and Tissue - Biomedical Interactions 3
BME 50500: Image and Signal Processing in Biomedicine 3
ENGR 30000: Social, Economic, and Cultural Impact of Biomedical Technology 3

Engineering Electives

Students must complete at least 3 credits of engineering electives from the following:
BME 51000: Microfluidic Devices in Biotechnology (3 cr.)
BME 59000: Biomedical Engineering Independent Study (3 cr.)
BME 13000: Neural Engineering and Applied Bioelectricity (3 cr.)
BME 14200: Organ Transport and Pharmacokinetics (3 cr.)
BME 15000: Biomedical Imaging and Image Processing (3 cr.)
BME 15100: Biomedical Signal Processing (3 cr.)
CSC 10200: Introduction to Computing (3 cr.)
CHE 33000: Chemical Engineering Thermodynamics II (3 cr.)
CHE 34200: Transport Phenomena II (3 cr.)
EE 33000: Electromagnetics (3 cr.)
ENGR 14200: Continuum Mechanics (3 cr.)
ENGR 11100: Introduction to Engineering Analysis (3 cr.)
ME 14500: Computer-Aided Drafting (2 cr.)
ME 24700: Engineering Mechanics II (3 cr.)
ME 32200: Computing Methods in Engineering (3 cr.)
ME 37100: Computer-Aided Design (3 cr.)

Total Biomedical Engineering Credits 42

Technical Electives

Students must complete at least 6 credits of Technical Electives*: 6-8
BIO 10200: Foundations of Biology II (4 cr.)
BIO 20600: Introduction to Genetics (4 cr.)
BIO 35000: Advanced Microbiology (4 cr.)
BIO 35400: Introduction to Neurobiology (3 cr.)
BIO 37500: Developmental Biology (3 cr.)
BIO 41000: Cell Development and Senescence (3 cr.)
BIO 42000: Virology
BIO 42500: Cancer Biology (3 cr.)
BIO 48300: Laboratory in Biotechnology (5 cr.)
BME 50400: Cell and Tissue Engineering (3 cr.)
BME 52000: Practice Medicine Device Design
BME 66000: Advanced Biomaterials (3 cr.)
BME 17000: Lab in Cellular and Molecular Engineering (3 cr.)
BME 18000: Bone Physiology and Biomechanics (3 cr.)
BME 19000: Skeletal Soft Tissue Physiology and Biomechanics (3 cr.)
BME 19300: Scientific Ethics (1 cr.)
BME 19500: Entrepreneurship and Financial Economics (2 cr.)
CHE 49808: Nanomaterials (3 cr.)
CHE 51200: Pharmaceutical Applications of Chemical Engineering (3 cr.)
CHEM 22900: Chemical Engineering Thermodynamics I (3 cr.)
CHEM 26100: Organic Chemistry I (3 cr.)
CHEM 26200: Organic Chemistry Laboratory I (2 cr.)
CHEM 26300: Organic Chemistry II (3 cr.)
CHEM 33000: Physical Chemistry I (3 cr.)
CHEM 33200: Physical Chemistry II (3 cr.)
CHEM 45902: Biochemistry I (3 cr.)
CSC 10200: Introduction to Computing (3 cr.)
CSC 10400: Discrete Mathematical Structures I (3 cr.)
CSC 10500: Complex Variables for Scientists and Engineers (3 cr.)
CSC 31500: Medical Imaging and Image Processing (3 cr.)
CSC 32300: Quantum Mechanics for Applied Physicists (3 cr.)
CSC 42200: Biophysics (3 cr.)
SCI 28000: Bioinformatics & Biomolecular Systems (4 cr.)

*Pre-med students must take the Organic Chemistry sequence (CHEM 26100, CHEM 26200, CHEM 26300) of the Technical Electives. This will increase the pre-med total credits by 2.

Total Credits for Major: 128-130

Additional Requirements for Graduation

Apply for graduation during registration for the last semester. Minimum GPA of 2.00. Minimum QPA of zero. Residency Requirement: 30 credits of 3000-level or higher Biomedical Engineering courses.

Recommended Sequence of Courses

First Semester 18 credits
MATH 20100: Calculus I (3 cr.)
ENGL 11000: Freshmen Composition (3 cr.)
CHEM 10301: General Chemistry I (4 cr.)
BIO 10100: Foundations of Biology I (4 cr.)
ENGR 10100: Engineering Design I (1 cr.)
One Liberal Arts course (3 cr.)

Second Semester 18 credits
MATH 20200: Calculus II (3 cr.)
CHEM 10401: General Chemistry II (4 cr.)
PHYS 20700: General Physics I (4 cr.)
BME 10100: Introduction to Biomedical Engineering (1 cr.)
ENGL 21007: Writing for Engineering (3 cr.)
One Liberal Arts course (3 cr.)

Third Semester 17 credits
MATH 20300: Calculus III (4 cr.)
CHEM 21000: Applied Chemistry for BME (3 cr.)
PHYS 20800: General Physics II (4 cr.)
BME 20500: Biomedical Circuits with Laboratory (4 cr.)
One Liberal Arts course (3 cr.)

Fourth Semester 16 credits
MATH 39100: Differential Equations (3 cr.)
CHE 22900: Chemical Engineering Thermodynamics I (3 cr.)
ME 24600: Engineering Mechanics I (3 cr.)
BME 20500: Biomedical Circuits with Laboratory (4 cr.)
One Liberal Arts course (3 cr.)

Fifth Semester 15 credits
MATH 39200: Linear Algebra/Vector Analysis (3 cr.)
CHE 34100: Transport Phenomena I (3 cr.)
BME 30500: Dynamic Systems and Modeling (3 cr.)
BIO 32100: Physiological Processes (3 cr.)
ME 33000: Mechanics of Materials (3 cr.)

Sixth Semester 17 credits
BME 31000: Experimental Methods in BME (3 cr.)
BME 40500: Biomedical Transducers and Instrumentation (4 cr.)
BIO 22900: Cell and Molecular Biology (4 cr.)
BME 50100: Cell and Tissue Mechanics (3 cr.)
BME 50300: Cell and Tissue Biomedical Interactions (3 cr.)

Seventh Semester 15 credits
Technical or Engineering Elective (3 cr.)
BME 50200: Cell and Tissue Transport (3 cr.)
BME 50500: Image and Signal Processing in Biomedicine (3 cr.)
BME 45000: BME Senior Design I (3 cr.)
ENGR 30000: Social, Economic, and Cultural Impact of Biomedical Technology (3 cr.)

Eighth Semester 12-14 credits
Technical or Engineering Elective (3 cr.)
Technical Elective (3-5 cr.)
BME 46000: BME Senior Design II (3 cr.)
One Liberal Arts course (3 cr.)

Biomedical Engineering Course Descriptions

BME 10100: Introduction to Biomedical Engineering
An overview of the field of biomedical engineering designed to acquaint the students with its interdisciplinary nature; research areas presented by the biomedical engineering faculty. Pre- or coreq.: MATH 19500 (min. C grade). 1 hr./wk.; 1 cr.

BME 20500: Biomedical Circuits with Laboratory
BME 22000: Biostatistics and Research Methods
Development of tools necessary in biomedical engineering, including gathering information from online and library sources, reading and understanding research articles, understanding experimental design (prospective vs. case-control study, correlation vs. causality etc.), graphing 1D and 2D data, computing basic statistics (mean, variance, histogram), evaluating hypothesis tests (t-test, ANOVA), estimating measurement error and propagating errors, computing linear regression coefficients, writing technical reports and giving oral presentations. All visualization and numerical methods will use MATLAB, which will be introduced from the beginning. All methods will be discussed in the context of real-world biomedical problems. Pre- or coreq: MATH 20300, BME 10100. 3 hr./wk.; 3 cr.

BME 30500: Dynamical Systems and Modeling
This course addresses the development and analysis of mathematical models for time varying systems. The dynamical systems employed as examples will be of mechanical, electrical and chemical origin and will include those associated with physiological control, dynamics and vibrations, electrical circuits and chemical reactions. Topics include systems of ordinary differential equations, Laplace transforms, transfer functions, frequency response analysis, dynamics of feedback systems. Pre-req.: BME 20500 or ENGR 20400, and ME 24600; pre- or coreq.: MATH 39200, 3 hr./wk.; 3 cr.

BME 31000: Experimental Methods in BME
The laboratory course focuses on the principles of experimental design, application of statistics, interpretation of data, and technical writing. Students will perform modular hands-on laboratory experiments in biotransport, biological control, signal analysis, imaging, biomechanics, biomaterials, and cell and tissue engineering. Pre-req.: BME 22000, ME 33000, ENGL 21007; pre- or coreq.: BIO 22900. 1 lecture, 3 lab hr./wk.; 3 cr.

BME 40500: Biomedical Transducers and Instrumentation
Basic principles of biomedical electronics and measurements including sensors, transducers, amplifiers, filters, data acquisition and analysis, signal-to-noise ratio, artifacts; display of biological data using digital computers; design and analysis of biomedical instrumentation; laboratory applications of digital signal processing and real-time analysis of physiological signals. Pre-req.: BME 30500. 3 lecture, 1 lab hr./wk.; 4 cr.

BME 45000: Biomedical Engineering Senior Design I
The first course of a two-course sequence in which a year-long group project will be undertaken to design and construct a biomedical engineering device or system. Course topics include project planning and management as well as the regulatory, ethical, and legal aspects of medical device systems. Pre-req.: BME 31000, BME 50100, BME 50300; pre- or coreq.: BME 50200, BME 50500. 3 hr./wk.; 3 cr.

BME 46000: Biomedical Engineering Senior Design II
The second course of a two-course sequence in which a year-long group project will be undertaken to design and construct a biomedical engineering device or system. Course topics include project planning and management as well as the regulatory, ethical, and legal aspects of medical device systems. Pre-req.: BME 45000. 3 hr./wk.; 3 cr.

BME 50101: Cell and Tissue Mechanics
The application of mechanics to the functioning of the human body at all levels from the cellular to the tissue, organ and whole body. The applications of rigid object mechanics to ergonomics, orthopaedic and sports biomechanics are considered with analysis of the knee, hip, and spine. Introductory continuum mechanics is used to describe the models of hard tissues such as bone and dentin and soft tissues such as skin, muscle, blood vessels, articular cartilage, tendons and ligaments. Pre-req.: (ME 33000 or CHE 31000) and BIO 32100. 3 hr./wk.; 3 cr.

BME 50200: Cell and Tissue Transport
The course covers fundamental transport principles governing physiological or pathological transport phenomena in living systems and applications of these transport principles in the design of biomedical devices. Topics include transport across cell membrane, cell surface ligand-receptor kinetics, molecular transport within cells, cell adhesion, transvascular transport, and transport in organs. Pre-req.: (CHE 34100 or ME 35600) and BIO 32100. 3 hr./wk.; 3 cr.

BME 50200: Cell and Tissue-Biomaterial Interactions
This course is concerned with the reaction and interaction of both inert and bioactive foreign materials placed in the living human body. Topics to be discussed include biocompatibility; characterization of non-living biomaterials; reaction of biological molecules with biomaterial surfaces; host response to implants; effects of degradation on implant materials; bioactive surfaces; resorbable implant materials; standardization and regulation of implant materials; in vitro and in vivo biomaterial testing methods; orthopaedic and other specific applications of biomaterials; and introduction to tissue engineering. Pre-req.: (ME 33000 or CHE 31000) and BIO 32100. 3 hr./wk.; 3 cr.

BME 50400: Cell and Tissue Engineering
The course covers basic engineering principles/technologies applied in tissue engineering. History, current research advances and challenges, as well as existing obstacles in Tissue Engineering are also covered. The topics include quantitative cell and tissue biology, cell and tissue characterization, tissue engineering methods and design, and clinical implementation. Pre-req.: BIO 22900 and BME 31000. 3 hr./wk.; 3 cr.

BME 50500: Image and Signal Processing in Biomedicine
This course introduces basic medical imaging and biomedical signal processing methods. It will present medical imaging modalities such as computed tomography (CT), magnetic resonance imaging (MRI), and positron emission tomography (PET). Students will gain understanding in the basic physics of image acquisition and the algorithms required for image generation. In biomedical signal processing the emphasis is on bio-potentials such as electroencephalograms (EEG) and electrocardiograms (ECG). Basic image enhancement and image analysis will be presented in the context of x-ray imaging and microscopy. The course will include linear systems, random processes, and estimation theory. Students will gain hands-on experience in image and signal processing through Matlab programming in class and as assignments. Pre-req.: BME 40500 or (EE 25900 and EE 30600 and EE 33000). 3 hr./wk.; 3 cr.

BME 51000: Microfluidic Devices in Microtechnology
This lecture/laboratory course focuses on the fundamentals of modern microfluidic devices with applications to biomedical measurements. Students will review fundamental properties of microfluidic systems including the effects of viscous flow, heat transfer, and electromagnetic phenomena on biomedical systems. Multiple laboratory modules will expose students to photolithographic and surface treatment techniques required for device development. An end of term project will require students to analyze designs of upcoming biomedical inventions and present their critiques via written report and oral presentation. Pre-req.: BME 31000 and CHE 34100. 3 hrs./wk.; 3 cr.

BME 52000: Practical Tools for Medical Device Design
This course provides training in the systematic design, fabrication, testing, and documentation process required for commercial development of medical devices. Two devices related to cancer treatment, one diagnostic and other therapeutic, will be used as semester-long case studies to illustrate the development process to students. The course will be based on an apprentice model, and project kits will be provided to the students that will help them in preforming course work. Topics covered include introduction to product development life cycle, FDA regulated design documentation activities, concept generation and evaluation, computer-aided device design, design review process, design for manufacturing, bio-safe material selection, manufacturing processes available for medical device fabrication, testing methods, and preparation of documents for regulatory submission. Pre-/Coreq: BME 40500. 3 hr./wk.; 3 cr.

BME 59000: Biomedical Engineering Independent Study
An independent research and/or design project performed under the direction of a faculty mentor. At the conclusion of the project a written project report must be submitted to the undergraduate advisor. Pre-req.: Formal (written) commitment of a faculty member submitted to the undergraduate advisor. Variable cr.

BME 59100: Special Projects in Biomedical Engineering
An independent project that enables students to perform BME technical and/or professional service to the College and/or neighboring community. Students will assist faculty conducting studies related to BME education and/or training. Faculty sponsor is required. A written project report must be submitted to the sponsor at the project's conclusion. Pre-req.: Written permission of instructor. 1 cr.

CHEM 21000: Applied Chemistry for Biomedical Engineers
Introduces students to organic chemistry and biochemistry principles relevant to the study of the human body. Topics covered include hydrocarbons, functional groups, and structure and function of biomolecules (lipids, carbohydrates, proteins, and nucleic acids); along with their interactions; and introduction to molecular genetics. Pre-req.: CHEM 10401 (min. C grade); engineering majors only. 3 hr./wk.; 3 cr.

ENGR 30000: Social, Economic, and Cultural Impact of Biomedical Technology
This course emphasizes community health care concerns in an urban environment. It has two central themes: (a) Assessment of biomedical technology in the context of urban health needs, and (b) Social and cultural impact of biomedical technology. Pre-req.: BIO 32100, ENGL 21007. 3 hr./wk.; 3 cr.
Faculty
Debra Auguste, Associate Professor
B.S. (BME), Johns Hopkins Univ.; Ph.D. (BME), Case Western Reserve

Gilda Barabino, Professor and Dean, Grove School of Engineering
B. S. (CHEM), Xavier Univ.; Ph. D. (CHE), Rice Univ.

Marom Bikson, Associate Professor
B.S. (BME), Johns Hopkins Univ.; Ph.D. (BME), Case Western Reserve

Luis Cardoso, Associate Professor
B.E. (BME), National Polytechnic Institute (Mexico); M.S. (BME), Univ. of Paris,
Ph.D. (BME)

Stephen C. Cowin, Distinguished Professor
B.S.E. (CE), Johns Hopkins Univ., M.S. (CE); Ph.D. (Eng. Mech.), Pennsylvania State
Univ.

Susannah P. Fritton, Associate Professor
B.S. (BME), Tulane Univ., M.S., Ph.D. (BME)

Bingmei Fu, Associate Professor
B.S. (ME), Univ. of Science and Technology (China), M.Eng.; Ph.D. (ME), CUNY

Simon Kelly, Assistant Professor
B.E. (EE), University College Dublin, Ph.D. (BME)

Steven Nicoll, Associate Professor
B.S. (BME) Univ of Penn.; Ph.D. (BME) Univ. of California (Berkeley & San
Francisco)

Lucas Parra, Professor
B.S. (Physics), Ludwig Maximilian Univ. (Germany), Ph.D. (Physics)

Mitchell B. Schaffler, CUNY & Wallace Coulter Distinguished Professor and
Chair
B.S. (Bio), Stony Brook Univ.; Ph.D. (Orthopaedics), West Virginia Univ.

John M. Tarbell, CUNY & Wallace Coulter Distinguished Professor
B.S. (CHE), Rutgers Univ.; Ph.D. (CHE) Univ. of Delaware

Maribel Vazquez, Associate Professor
B.S. (ME), Cornell Univ.; M.S. (ME), Massachusetts Inst. of Tech., Sc.D. (ME)

Sihong Wang, Assistant Professor
B.S. (BME), Shanghai (China); Ph.D. (BME), Univ. of Texas (Austin)
Department of Chemical Engineering

Professor Jeffrey Morris, Acting Chair • Department Office: ST 323 • Tel: 212-650-7232

General Information
The City College offers the following undergraduate degree in Chemical Engineering:

B.E. (Ch.E.)

Programs and Objectives
Chemical engineering is a field of broad scope, encompassing many activities of immense benefit to society. It is also a field that is currently developing rapidly in many new challenging and exciting areas such as biotechnology, electronics, materials, nanotechnology, biomedical engineering, materials discovery and development, and energy sustainability to name just a few. The pace of global competition is rapidly changing the ways in which chemical engineers must carry out their traditional tasks of process research, development, design, and plant operations.

What sets chemical engineering apart from the other engineering professions is the key role played by chemistry. Chemical engineers use chemistry to transform less desirable forms of matter into those that are more desirable. Examples are transforming natural gas into ammonia and this into fertilizer and many other products or converting a residual oil in a refinery into gasoline, kerosene, and heating oil. Many of the products that we use today such as plastics, synthetic fibers, medicines, soaps, and paints are the result of these transformations. Biochemical transformations are becoming increasingly important in the production of a wide range of useful products such as antibiotics.

Transformations by chemical or biochemical reaction are not the whole story. Products must be purified and unwanted byproducts separated for safe disposal. So separation technology is also an important aspect of chemical engineering. And both reaction systems and separations must be combined into processes in order to carry out the overall goal of converting feed materials into desirable products. This will require additional operations such as mixing, heat transfer, and materials transfer. To do this chemical engineers must have a strong background in basic science and mathematics; a thorough mastery of the relevant engineering science such as thermodynamics, heat and mass transfer, materials science, and reaction kinetics; as well as engineering economics, process safety, and process design.

A degree in chemical engineering prepares one to pursue any number of career paths. These include process research and development, product discovery and development, plant design and operation, sales and customer support, and for those so inclined, management. Chemical engineering also prepares the graduate for many other career paths such as medicine, biomedical engineering, law, government, and environmental protection.

Program Educational Objectives
City College Chemical Engineering graduates will:

1. Successfully perform in the chemical engineering profession as design, process, and product development engineers.
2. Have the knowledge and motivation to pursue post-baccalaureate degrees in engineering and related fields.
3. Have the ability to apply critical thinking to real-world problems.
4. Demonstrate creativity and innovation in chemical engineering practice to enhance their advancement in their chosen field.

Program Outcomes
We expect that our students at the undergraduate level will have:

A. an ability to apply knowledge of mathematics, science and engineering;
B. an ability to design and conduct experiments, as well as to analyze and interpret data;
C. an ability to design a system, component, or a process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability;
D. an ability to function on multidisciplinary teams;
E. an ability to identify, formulate, and solve chemical engineering problems;
F. an understanding of professional and ethical responsibility;
G. an ability to communicate effectively;
H. the broad education necessary to understand the impact of engineering solutions in a global and societal context;
I. a recognition of the need for, and an ability to engage in, life-long learning;
J. a knowledge of contemporary issues;
K. an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Accreditation
The B.E. (Ch.E.) program is accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology.

Advisement
All full-time faculty serve as undergraduate advisors. The department also maintains a permanent staff member with responsibility to facilitate the advisement process.

Requirements for Majors
All Chemical Engineering majors are required to take the following courses:

Math and Science Requirements

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<tr>
<th>Requirement</th>
<th>Credits</th>
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<tr>
<td>CHEM 10301-10401: General Chemistry*</td>
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<tr>
<td>CHEM 24300: Quantitative Analysis</td>
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<tr>
<td>CHEM 26100: Organic Chemistry I*</td>
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<td>CHEM 26200: Organic Chemistry Laboratory I</td>
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<td>CHEM 26300: Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 33200: Physical Chemistry II</td>
<td>3</td>
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<tr>
<td>MATH 20100: Calculus I*</td>
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<td>MATH 20200: Calculus II*</td>
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<td>MATH 20300: Calculus III*</td>
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<tr>
<td>MATH 39100: Methods of Differential Equations*</td>
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<td>MATH 39200: Linear Algebra</td>
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<tr>
<td>PHYS 20700-20800: General Physics*</td>
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*Minimum grade of “C” required.

Total Math and Science credits: 47

English and Liberal Arts Requirements

Refer to the Grove School of Engineering section for details.

Total English and Liberal Arts credits: 24

Engineering Requirements

<table>
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<td>Statistics Elective: MATH 37500 or EE 31100</td>
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<tr>
<td>CHE 22800: Introduction to Chemical Engineering Principles and Practice</td>
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<td>CHE 22900: Chemical Engineering Thermodynamics I</td>
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<tr>
<td>CHE 31000: Introduction to Materials Science</td>
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<tr>
<td>CHE 33000: Chemical Engineering Thermodynamics II</td>
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</tr>
<tr>
<td>CHE 34100: Transport Phenomena I</td>
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<tr>
<td>CHE 34200: Transport Phenomena II</td>
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<td>CHE 34500: Separation Operations</td>
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<td>CHE 34600: Transport Operations</td>
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<tr>
<td>CHE 43200: Chemical Reaction Engineering</td>
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<tr>
<td>CHE 46200: Separation Operations and Control Lab</td>
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<td>CHE 47900: Process Control</td>
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<tr>
<td>CHE 49500: Techniques of Chemical Engineering Design</td>
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<tr>
<td>CHE 49600: Chemical Engineering Design Project</td>
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</table>

Total Required Engineering Credits: 44

Approved Technical Electives

Any Math, Science, or Engineering course that is level 30000 or higher will be accepted as a technical elective. In addition, ENGR 27600 (Engineering Economics) and Science 28000 (Bioinformatics and Biomolecular Systems) will be accepted.

Total Elective Credits: 15

Total Credits for Major: 130

Additional Requirements for Graduation

Refer to the Grove School of Engineering section for details.
Recommended Sequence of Courses

**First Semester**  
16 credits  
MATH 20100: Calculus I (3 cr.)  
CHEM 10301: General Chemistry I (4 cr.)  
ENGL 11000: Freshman Composition (3 cr.)  
Two Liberal Arts electives (6 cr.)

**Second Semester**  
16 credits  
MATH 20200: Analytical Geometry and Calculus II (3 cr.)  
PHYS 20700: General Physics I (4 cr.)  
CHEM 10401: General Chemistry II (4 cr.)  
Two Liberal Arts electives (6 cr.)

**Third Semester**  
16 credits  
MATH 20300: Analytical Geometry and Calculus III (4 cr.)  
PHYS 20800: General Physics (4 cr.)  
CHEM 26100: Organic Chemistry I (3 cr.)  
CHE 22800: Introduction to Chemical Engineering Principles and Practice (5 cr.)

**Fourth Semester**  
18 credits  
MATH 39100: Methods of Differential Equations (3 cr.)  
CHEM 26200: Organic Chemistry Lab I (2 cr.)  
CHEM 26300: Organic Chemistry II (3 cr.)  
CHEM 24300: Quantitative Analysis (4 cr.)  
CHE 22900: Chemical Engineering Thermodynamics I (3 cr.)  
One Liberal Arts elective (3 cr.)

**Fifth Semester**  
16 credits  
MATH 39200: Linear Algebra and Vector Analysis (3 cr.)  
One Technical Elective (3 cr.)  
CHE 34100: Transport Phenomena I  
CHE 33000: Chemical Engineering Thermodynamics II (3 cr.)  
Statistics Elective: MATH 37500 or EE 31100 (3 cr.)  
ENGL 21007: Writing for Engineers (3 cr.)

**Sixth Semester**  
16 credits  
CHE 31000: Introduction to Materials Science (3 cr.)  
CHE 34200: Transport Phenomena II (3 cr.)  
CHE 34500: Separation Operations (3 cr.)  
CHE 34600: Transport Operations (4 cr.)  
CHEM 33200: Physical Chemistry II (3 cr.)

**Seventh Semester**  
14 credits  
CHE 43200: Chemical Reactions (3 cr.)  
CHE 47900: Process Control (3 cr.)  
CHE 49500: Techniques of Chemical Engineering Design (3 cr.)  
CHE 46200: Separation Operations and Control Lab (2 cr.)  
Technical Elective (3 cr.)

**Eighth Semester**  
15 credits  
One Liberal Elective (3 cr.)  
CHE 49600: Chemical Engineering Design Project (3 cr.)  
Three Technical electives (9 cr.)

**Chemical Engineering Course Descriptions**

**CHE 22800: Introduction to Chemical Engineering Principles and Practice**
Introduction to the techniques of chemical engineering. Basic calculations. Conservation of mass and the use of material balances. Major equipment types: functionality and linear models. Linear material balances for recycle processes. First law of thermodynamics and the use of energy balances. Reaction stoichiometry and energetics. A laboratory component brings above concepts to a process system; a computational laboratory component emphasizes modeling of system dynamics for steady, transient, pure component, mixture, and reactive systems. Prereq.: CHEM 10401; pre- or coreq.: MATH 20300. 3 lect., 4 lab hr./wk.; 5 cr.

**CHE 22900: Chemical Engineering Thermodynamics I**

**CHE 31000: Introduction to Materials Science**
Basic concepts in the behavior of solid materials. Atomic bonding: crystal structure; crystal defects; alloys; insulators; metals. Mechanisms of corrosion; selection of materials of construction. Prereq.: CHE 22900; pre- or coreq.: CHE 34100. 3 hr./wk.; 3 cr.

**CHE 33000: Chemical Engineering Thermodynamics II**
Partial molar quantities. Thermodynamics of solutions. Activities and fugacities. Modeling of thermodynamic parameters, Chemical reaction equilibrium. The free energy minimization procedure for complex chemical reactions. Prereq/coreq.: CHE 22800 & Phys 20800; Prereq.: CHE 22900, MATH 39100. 3 hr./wk.; 3 cr.

**CHE 34100: Transport Phenomena I**
Introduction to the continuum theories of the transport of momentum, energy, and matter. Equations of continuity, motion, and energy for steady and unsteady state. Fluid mechanics, Navier-Stokes equations, boundary-layer theory, integral methods. Turbulent flow. Prereq.: CHE 22900, MATH 39100. 3 hr./wk.; 3 cr.

**CHE 34200: Transport Phenomena II**

**CHE 34500: Unit Operations I**
Principles of single-stage and multi-stage contacting equipment. Phase equilibrium and phase diagrams. Analytical and graphical solutions to steady and unsteady state problems applied to liquid extraction, distillation, gas absorption, stripping, and other stage operations for binary and multicomponent systems. Prereq.: CHE 22800; pre- or coreq.: CHE 33000; CHE 34200. 3 hr./wk.; 3 cr.

**CHE 34600: Unit Operations II**
Flow through pipes, packed and fluidized beds, and filtration equipment. Design of flow systems with non-Newtonian fluids and compressible flows. Design of continuous contacting equipment for heat and mass transfer; heat exchangers, packed towers. Laboratory component emphasizes the performance or experiments in the topics listed above, analysis of the experimental data including its statistical reliability and comparison against standard models. Prereq.: CHE 34100; pre- or coreq.: CHE 34200. 3 lect., 3 lab hr./wk.; 4 cr.

**CHE 43200: Chemical Reaction Engineering**
Reaction kinetics, order of reaction, theory of absolute reaction rates. Reactor analysis and design, homogeneous batch, flow, and semibatch reactors. Catalysis, reactions of heterogeneous systems, heat- and mass-transfer effects. Examples from chemical and petrochemical industries. Prereq.: CHE 34200, CHE 33000. 3 hr./wk.; 3 cr.

**CHE 45200: Powder Science and Technology**
Characterization of particles and particle assemblies; packing of granular solids; powder mechanics and the design of hoppers; inter-particle forces and tribology in particulate systems. Bulk powder processing; mixing, separation, agglomeration, comminution, conveying and storing. Prereq.: CHE 34200, CHE 34600. 3 hr./wk.; 3 cr.

**CHE 46200: Unit Operations and Process Control Laboratory II**
Diffusional processes; absorption, distillation, drying; advanced heat transfer; process control. Reports emphasize proper presentation and interpretation of laboratory data. Prereq.: CHE 34500, CHE 34600; 5 lab hr./wk.; 2 cr.

**CHE 46700: Polymer Science and Engineering**
The chemistry and physics of polymeric materials. The kinetics and control of polymerization reactions. Analysis of the mechanical and flow behavior of polymeric solids and melts. Thermodynamics of polymer solutions. Prereq.: CHEM 26300, CHE 33000. 3 hr./wk.; 3 cr.

**CHE 47900: Chemical Process Dynamics and Control**

**CHE 49500: Techniques of Chemical Engineering Design**
Cost estimation and profitability analysis. Douglas’ hierarchical decision approach to conceptual design. Economic evaluation of process alternatives. Flowsheet simulation using ASPEN. Process operability analysis of the impact of control strategy, hazard and safety considerations, environmental constraints, and startup and operations on plant design. Prereq.: CHE 22800, CHE 33000, CHE 34500, CHE 34600; pre- or coreq.: CHE 43200, CHE 47900. 4 design hr./wk.; 3 cr.

**CHE 49600: Chemical Engineering Design Project**
Design of a chemical plant as the capstone design project. Students select process routes for the manufacture of a designated product and carry the design from the conceptual stage through a developmental design and an
operability analysis. CAD. Professional ethics. Prereq.: CHE 43200, CHE 47900, CHE 49500. 4 design hr./wk.; 3 cr.

**CHE 49803: Honors Research in Chemical Engineering I**
Topics chosen for their particular or current interest to undergraduate students who wish to prepare for graduate studies. Each student works with a single professor. Prereq.: approval of the department. 3 cr.

**CHE 49808: Nanomaterials**

**CHE 49903: Honors Research in Chemical Engineering II**
A continuation of CHE 49803. Prereq.: Approval of the department. 3 cr.

**CHE 51200: Pharmaceutical Applications of Chemical Engineering**
Topics in controlled drug delivery; design of devices, commercial successes and failures, mechanisms of release devices as well as relevant background in mass transfer, structure and design of materials, electrical devices, and pharmacokinetics are also addressed. Prereq.: CHE 34100. 3 hr./wk.; 3 cr.

**CHE 58000: Bioprocess Engineering**
Introduction to the production of chemicals by microorganisms. Basics of biochemistry and cell structure with emphasis on prokaryotic microbes. Enzymes and their biotechnological uses. Introduction to recombinant DNA technology and genomics. Operation, design and scale-up of bioreactors. Selection, design and scale-up of separation and purification equipment. Safety considerations. Prereq.: CHE 34500, CHE 34600, CHEM 26100; Pre- or coreq.: CHE 49500. 3 hr./wk.; 3 cr.

**CHE 59000: Nanotechnology**
Introduction to nanotechnology and its applications in the development and synthesis of soft materials. Prereq.: CHE 33000, CHE 34600, CHEM 33200. 3 hr./wk.; 3 cr.

**CHE 59812: Energy Systems Engineering for Global Sustainability**
This course is intended to provide students with the background and tools to analyze energy choices for the future. World energy supplies, demand, and trends. The politics of energy. The scientific basis for anthropogenic global warming and its impact on climate and planetary ecosystems. Characterization and analysis of conventional sources of energy and fuels production including combined-cycle systems from both thermodynamic and environmental points of view. Alternate sources of power including nuclear, wind farms, solar (both photovoltaic and thermal), and biomass. Energy consumption by the transportation, manufacturing, and space heating and cooling segments of the economy. Societal barriers such as denial, lock-in, and NIMBY. Prereq.: CHE 22900 or ENGR 23000 or CHEM 33000. 3 hr./wk.; 3 cr.

**Faculty**
Sanjoy Banerjee, Distinguished Professor
B.S. (Ch.E.), Indian Institute of Technology; Ph.D. (Ch.E.) University of Waterloo (Canada)

Elizabeth Biddinger, Assistant Professor
B.S. (Ch.E.), Ohio University; Ph.D. (Ch.E.), Ohio State University

Marco Castaldi, Associate Professor
B.S. (Ch.E.), Manhattan College; Ph.D. (Ch.E.), UCLA

Alexander Couzis, Herbert G. Kayser Professor
B.S. (Ch.E.), National Technical Univ. (Greece); M.S., (Ch.E.) Univ. of Michigan, Ph.D (Ch.E.)

Morton Denn, Distinguished Professor and Albert Einstein Professor of Science and Engineering
B.S.E. Princeton Univ.; Ph.D. Univ. of Minnesota

M. Lane Gilchrist, Jr., Assistant Professor
B.Ch.E., Louisiana State Univ.; Ph.D., Univ. Of California (Davis)

Ilona Kretzschmar, Associate Professor
Diploma (Chemistry), Technical Univ. of Berlin, Sc.D.

Charles Maldarelli, Professor
B.S. (Ch.E.), Columbia Univ., M.S.(Ch.E.), D.Eng.Sc.(Ch.E.)

Jeffrey Morris, Professor and Acting Chair
B.Ch.E., Georgia Institute of Technology; M.S., California Institute of Technology, Ph.D.

David S. Rumschitski, Herbert G. Kayser Professor
B.S. (Math/Ch.E.), Cooper Union; M.S. (Ch.E.), Univ. of California (Berkeley), Ph.D. (Ch.E.)

Carol A. Steiner, Professor
B.S. (Chem.), M.I.T.; M.S. (Chem./Biochem. Engrg.), Univ. of Pennsylvania, Ph.D. (Ch.E.)

Gabriel Tardos, Professor

Raymond Tu, Associate Professor
B.S., (Ch.E.), University of Florida; Ph.D. (Ch.E.), Univ. of California (Santa Barbara)

**Professors Emeriti**
Andreas Acrivos, Albert Einstein Professor Emeritus
Robert A. Graff
Morris Kolodney
Harvey L. List
Robert Pfeffer
Irven Rinard
Herbert Weinstein
Department of Civil Engineering

Professor Julio Davalos, Chair • Department Office: ST 119 • Tel: 212-650-8000

General Information
The City College offers the following undergraduate degree in Civil Engineering:

B.E. (C.E.)

Programs and Objectives
Civil engineers design, build, and manage the infrastructure of civilization, which includes buildings, bridges, highways, water supply systems, and other public works. These services are the cornerstone of the discipline, although no longer the limiting scope.

A civil engineering background provides a broad-based education that can be applied to many areas of interest within both the private and public sectors. In addition to the traditional engineering practice involving the design and construction of buildings and bridges using conventional materials, experience in new construction technology has led many civil engineers to obtain employment in areas as varied as the aerospace, computer and biomedical fields. No longer a matter of simply building roadways, transportation engineering now develops systems to move people and products with previously unforeseen efficiency using advanced computer and monitoring technology. Environmental engineering, once limited to the construction and maintenance of water quality and waste management systems, is now an integral part of world-wide efforts to preserve and restore the health and welfare of our air, land and water resources.

Civil engineers start their professional employment in any number of positions at organizations ranging from small consulting firms to large contractors and government agencies. It is not uncommon for civil engineers to begin at the analysis and design level, and achieve in time managerial positions overseeing projects with enormous regional and national economic impact. Alternatively, the civil engineering curriculum enables graduates to pursue careers in other fields such as medicine, law and business administration.

To pursue any of these objectives, the curriculum offers three options: Environmental/Water Resources; Structural and Construction Engineering; and Transportation Engineering.

Mission
The mission of the Civil Engineering undergraduate program:

Inspired by a tradition of Access and Excellence, is to educate and prepare undergraduate students to become practicing engineers and engineering managers who are leaders in the Civil Engineering profession, and to provide students with the tools and encouragement to consider careers as researchers or educators. The Department will continue its tradition of educating minorities and women. The Department also commits itself to maintaining a knowledge of contemporary issues; an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Advisement
All full-time faculty serve as undergraduate advisors. In particular the following faculty serve as program advisors and transfer credit evaluators:

Professor V. Diyamandoglu
Environmental/Water Resources
Professor M. Ghosn
Structural and Construction Engineering
Professor C. McKnight
Transportation Engineering

Accreditation
The B.E. (C.E.) program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).

General Requirements
Prerequisite to any Civil Engineering course is a passing grade in CUNY/ACT Basic Skills tests in Reading and Writing and CUNY Skills Assessment Test (SKAT) in Mathematics. Students wishing to take Engineering Electives other than those listed below must obtain permission in writing from the department advisor and the Associate Dean for Undergraduate Affairs.

Requirements for Majors
All Civil Engineering majors must complete the following:

Math and Science Requirements
CHEM 10301-10401: General Chemistry* 8
CSC 10200: Introduction to Computing 3
MATH 20100: Calculus I* 3
MATH 20200: Calculus II* 3
MATH 20300: Calculus III* 4
MATH 39100: Methods of Differential Equations* 3
MATH 39200: Linear Algebra and Vector Analysis for Engineers 3
PHYS 20700-20800: General Physics* 8

Choose one of the following:
EAS 32800: Global Environmental Hazards (3 cr.) 3
BIO 35000: Microbiology (3 cr.) 3

Other elective (with permission of advisor)

Total Math and Science Credits 38

*Minimum grade of “C” required.

English and Liberal Arts (General Education) Requirements
Refer to the Grove School of Engineering section for details.

Total English and Liberal Arts (General Education) Credits 25

Engineering Requirements
One of the following two:
ENGR 20400: Electrical Circuits (3 cr.) 3
ENGR 23000: Thermodynamics (3 cr.) 3

CE 20900: Structural and Site Plans 3
CE 23100: Introduction to Structural Mechanics** 3
CE 26400: Civil Engineering Data Analysis 3
CE 31600: Civil Engineering Decision and Systems Analysis 3
CE 32600: Transportation Planning 3
CE 32700: Transportation System Engineering 3
CE 33200: Mechanics of Deformable Bodies 4
CE 33500: Computational Methods in CE 3
CE 34000: Structural Analysis 3
CE 34500: Soil Mechanics 3
CE 35000: Fluid Mechanics** 3
CE 36500: Hydrology and Hydraulic Engineering 3
CE 37200: Environmental Impact Assessment 3
CE 40100: Review of Engineering Fundamentals 1
CE 40500: Civil Engineering Management 3
CE 43500: Dynamics of Civil Engineering Systems 3
CE 44100: Reinforced Concrete 3
CE 47400: Environmental Engineering 3
CE 50900: Senior Design Project 3

Total Required Engineering Credits 59

*New Transfer students who have successfully completed Calculus II (MATH 20200) should not take ENGR 10100. They are required to complete an additional CE course.

**Minimum grade of "C" required.

Fields of Specialization

Students must select one area of specialization and complete two core courses and two elective courses from the specialization in Environmental and Water Resources, Structural and Construction Engineering, or Transportation Engineering. Complete four courses from the list for the specialization in Multi-disciplinary Civil Engineering.

Environmental/Water Resources

Specialization Core
CE 45100: Environmental Water Resources (3 cr.)
CE 48200: Environmental Engineering II (3 cr.)

Specialization Electives
CE 51003: Independent Study* (3 cr.)
CE 57100: Water Quality Analysis (3 cr.)
BIO 35000: Microbiology (3 cr.)
CHEM 26100: Organic Chemistry I (3 cr.)

Structural and Construction Engineering

Specialization Core
CE 44000: Finite Element Analysis of Structures (3 cr.)
CE 44200: Structural Design (3 cr.)

Specialization Electives
CE 51003: Independent Study* (3 cr.)
CE 53000: Advanced Strength of Materials (3 cr.)
CE 55000: Advanced Reinforced Concrete (3 cr.)
CE 59000: Foundation Engineering (3 cr.)
ME 46100: Engineering Materials (3 cr.)

Transportation Engineering

Specialization Core
CE 52000: Traffic Engineering (3 cr.)
CE 54000: Highway Engineering (3 cr.)

Specialization Design Electives
CE 50500: Construction Project Management (3 cr.)
CE 51003: Independent Study* (3 cr.)
CE 52500: Geometric Design of Facilities (3 cr.)
CE 52600: Rail System Design (3 cr.)
CE 54100: Highway and Airport Construction (3 cr.)
CE 59000: Foundation Engineering (3 cr.)
CE 54500: Urban Transportation (3 cr.)
EAS 34500: Hydrology (3 cr.)

Multi-disciplinary Civil Engineering

Choose four of the following courses: 12
CE 44000: Finite Element Analysis of Structures (3 cr.)
CE 44200: Structural Design (3 cr.)
CE 45100: Environmental Water Resources (3 cr.)
CE 48200: Environmental Engineering II (3 cr.)
CE 52000: Traffic Engineering (3 cr.)
CE 54000: Highway Engineering (3 cr.)

Total Field of Specialization Credits 12

*Departmental approval required.

Total Credits for Major 134

Additional Requirements for Graduation

Refer to the Grove School of Engineering section for details.

Recommended Sequence of Courses

First Semester 17 credits
MATH 20100: Calculus I (3 cr.)
CHEM 10301: General Chemistry I (4 cr.)
ENGL 11000: Freshman Composition (3 cr.)
ENGR 10100: Engineering Design (1 cr.)

Second Semester 17 credits
MATH 20202: Calculus II (3 cr.)
PHYS 20700: General Physics I (4 cr.)
CHEM 10401: General Chemistry II (4 cr.)
CSC 10200: Introduction to Computing (3 cr.)
ENGL 21007: Writing for Engineering (3 cr.)

Third Semester 17 credits
MATH 20300: Calculus III (4 cr.)
CE 23100: Introduction to Structural Mechanics (3 cr.)
CE 26400: Civil Engineering Data Analysis (3 cr.)
PHYS 20800: General Physics II (4 cr.)
CE 20900: Structural and Site Plans (3 cr.)

Fourth Semester 16 credits
MATH 39100: Methods of Differential Equations (3 cr.)
CE 33200: Mechanics of Deformable Bodies (4 cr.)
CE 35000: Fluid Mechanics (3 cr.)
CE 36000: Environmental Impact Assessment (3 cr.)

Fifth Semester 16 credits
MATH 39200: Linear Algebra and Vector Analysis for Engineers (3 cr.)
CE 33500: Computational Methods in CE (3 cr.)
CE 34000: Structural Analysis (3 cr.)
CE 36500: Hydrology and Hydraulic Engineering (3 cr.)
CE 32600: Transportation Planning (3 cr.)
CE 37200: Environmental Impact Assessment (3 cr.)

Sixth Semester 15 credits
CE 31600: Civil Engineering Decision and Systems Analysis (3 cr.)
CE 34500: Soil Mechanics (3 cr.)
CE 32700: Transportation Systems Engineering (3 cr.)
CE 44100: Reinforced Concrete (3 cr.)
CE 48200: Structural Design (3 cr.)

Seventh Semester 16 credits
CE 40500: Civil Engineering Management (3 cr.)
CE 43500: Dynamics of Civil Engineering Systems (3 cr.)
CE 47400: Environmental Engineering (3 cr.)
Two Specialization Core courses (6 cr.)
Two Liberal Arts courses (6 cr.)

Eighth Semester 16 credits
CE 50900: Senior Design Project (3 cr.)
CE 40100: Review of Engineering Fundamentals (1 cr.)
Two Specialization Elective courses (6 cr.)
Two Liberal Arts courses (6 cr.)

Civil Engineering Course Descriptions

CE 20900: Structural and Site Plans
Graphical methods of conveying ideas and information related to civil engineering projects. Functional planning. Structural plans and details in steel and concrete. Topographic mapping, Earthwork projects. Prereq.: CSC 10200 and passing grades in all three CUNY/ACT; pre- or coreq.: MATH 20300 (min. C grade). 4 hr./wk.; 3 cr.

CE 23100: Introduction to Structural Mechanics
CE 36500: Hydrology and Hydraulic Engineering
Conservation of mass, energy, and momentum in hydraulic systems. Pipe networks and reservoir systems. Pumps and turbines. Uniform and non-uniform flow principles. Hydraulic jump. Introduction to hydrology, hydrograph, peak discharges, and runoff computation and design. Computer applications in hydraulics and hydrology. Prereq. for CE students: CE 35000 (minimum grade of C). Prereq. for ESE students: CE 35000, ME 35600, or CHE 34100. 2 class, 3 lab hr./wk.; 3 cr.

CE 37200: Environmental Impact Assessment

CE 40100: Review of Engineering Fundamentals
Review of core requirements including: engineering math, chemistry, computational methods, economics and ethics. Review of civil engineering fundamentals including statics, dynamics, strength of materials and fluid mechanics. General engineering fundamentals including: Material science, thermodynamics and electrical circuits. Testing of student competence in all these topics. The course will be offered on a Pass/Fail basis. Prereq.: upper junior or senior standing. 4.5 hr./wk. for 10 weeks; 1 cr.

CE 40500: Civil Engineering Management
Introduction to civil engineering management. Development of a project team for effective delivery; project delivery roles. Roles, rights and obligations of civil engineers. Ethical and professional responsibilities of civil engineers. Project life cycle analysis. Project costs and financing. Project administration; change orders, claims and dispute resolution. Group project. Prereqs: CE 34000, CE 31600. 3 hr./wk.; 3 cr.

CE 43500: Dynamics of Civil Engineering Systems

CE 44000: Finite Element Analysis of Structures

CE 44100: Reinforced Concrete
Principles of reinforced concrete design. Proportioning concrete mixes. Safety factors as influenced by uncertainties in the design and construction processes and as they relate to public safety. Design of singly and doubly reinforced beams, T-beams, and one-way slabs. Cracking, deflection and service-ability criteria. Design of columns subjected to combined axial load and bending. Prereq.: CE 26400, CE 34000. 2 class, 3 design hr./wk.; 3 cr.

CE 44200: Structural Design
Analysis and design of beams, girders, tension and compression members, and other components of structural frames. Rational basis of safety factors and specifications and their public safety ramifications. Load and Resistance Factor Design. Prereqs.: CE 26400, CE 34000. 2 class, 3 design hr./wk.; 3 cr.

CE 45100: Environmental Water Resources

CE 47400: Environmental Engineering
Physical, chemical and microbiological characterization of water, wastewater and air quality. Remediation objectives and regulatory constraints. Conventional unit operations and processes for potable water, domestic wastewater and air quality control. Handling of process sidestreams. Prereq.: CE 36500 and CE 37200. 2 lect., 3 lab hr./wk.; 3 cr.
CE 48200: Environmental Engineering II
Determination of design parameters and preliminary design of conventional water and wastewater treatment operations and processes using bench-scale experiments and commercially available computer software. The topics include aeration, sedimentation (floculent and hindered), disinfection chemistry and kinetics, activated carbon adsorption for removal of soluble organics, precipitation and ion-exchange for hardness removal of domestic wastewaters. Prereq.: CE 47400. 3 cr.

CE 50500: Construction Project Management
Overview of the project management cycle; anatomy of a project from briefing and conception to commissioning and operations; phase out. Project funding and cash flow. Construction planning, project scheduling and site control. The construction management process; interactive roles of promoter, engineer/architect and builder/contractor. Computer applications using Primavera Project Planning software. Prereq.: CE 33500. 3 cr.

CE 50900: Senior Design Project
Major culminating design experience emphasizing multi- and interdisciplinary collaboration, and incorporating engineering standards and realistic constraints that include the following considerations: economic, financial, environmental, sustainability, constructability, ethical, health and safety, social and political. Prereq.: senior standing; pre-/coreq.: CE 32600, CE 32700.

CE 51000: Independent Study
The student will pursue a program of independent study under the direction of a full-time faculty member of the department with the approval of the undergraduate advisor. The program may consist of an extensive design project, an experimental investigation, or an analytical study. A final engineering report describing the work done and the outcomes must be submitted to the Department at the end of the study. Prereq.: departmental approval.

CE 52000: Traffic Engineering
Analysis of road user, vehicle and roadway characteristics as they affect the traffic engineering function. Traffic studies, capacity and level of service analysis, traffic control and intersection design. Prereq.: CE 32600 and CE 32700. 3 cr.

CE 52500: Geometric Design of Facilities
Functional design of traffic facilities including plans and profiles, intersection and other interchange areas, parking, etc. Computer aided design methods and procedures using Eagle Point and PDS interfacing AUTOCAD. Prereq.: CE 32700. 3 cr.

CE 52600: Rail System Design

CE 53000: Advanced Strength of Materials
Introduction to elements of elasticity including basic ideas of stress, strain, and constitutive relations. Theories of failure and fracture. Analysis of stress-strain symmetrical bending. Shear center and shear flow. Torsion. Twisting of thin-walled sections. Buckling criteria. Prereq.: CE 33200, CE 33500, MATH 39200. 3 cr.

CE 54000: Highway Engineering
The design of highway alignment and route location. Basic elements of highway design, including pavement type, earthwork and drainage. Importance and consequences of maintenance and engineering economics; life-cycle cost analysis. Prereq.: CE 32600 and CE 32700. 3 cr.

CE 54100: Highway and Airport Construction
Overview of highway and airport engineering and construction; highways vs. airports; urban vs. rural highways. Construction planning, organization and cost estimating; construction scheduling using computer packages, e.g., Primavera; construction tracking. Construction operations: mobilization, removal, disposal, placement; management of equipment, material, labor, money; cash flow accounting. Construction specifications: quality assurance/quality control (QA/QC); investigation of environmental impacts and mitigation measures. Site investigation and project preparation. Prereq.: CE 32600 and CE 32700. 3 cr.

CE 54500: Urban Transportation
Historical development of urban transportation. Alternative modal operating characteristics, capacity and productivity. Societal goals, costs, financing, and current issues. Conventional public transit for hire modes, U.S. and other countries. Prereq.: CE 32600. 3 cr.
Hansong Tang, Assistant Professor
B.S. (M.E.) Wuhan Univ., M.S. (C.E.); D.Sc. (Math), Peking Univ.; Ph.D. (C.E.),
Georgia Tech.

Charles Vörösmarty, Professor
B.S. (Biological Sciences), Cornell Univ; M.S. (C.E.), Univ. of New Hampshire; Ph.D.
(Engineering Systems Design)

Ann E. (Beth) Wittig, Assistant Professor
B.S., Univ. of California (L.A.); Ph.D., Univ. of Texas (Austin)

Ardavan Yazdanbakhsh, Assistant Professor
B.S. (C.E.), Azad Univ. (Central Branch); M.S. (C.E.), Univ. of Sharjah; Ph.D. (C.E.),
Texas A&M Univ.

Professors Emeriti
J. E. Benveniste
G. Donald Brandt
Carl J. Costantino
Norman C. Jen
Mumtaz Kassir
Norbert Oppenheim
Gerald Palevsky
George Papoulas
Ming L. Pei
Joseph Pistrang
Eli Plaxe
Morris D. Silberberg
James R. Steven
Computer Engineering Program
(A Joint Program of the Departments of Computer Science and Electrical Engineering)

Professor Roger Dorsinville, Co-Director • Department Office: ST 602 • Tel: 212-650-7248
Professor Douglas Troeger, Co-Director • Department Office: NA 8/206 • Tel: 212-650-6631
Dr. Samuel Fenster, Administrative Director • ST 617 • Tel: 212-650-6594

General Information
The City College offers the following undergraduate degree in Computer Engineering:
B.E. (Cp.E.)

Overview
Computer engineering is the study of the design, analysis, and application of computer systems. It involves a balanced view of hardware, software, hardware-software tradeoffs, and the basic modeling techniques used to represent the computing process. Computer engineers design computer systems that include a wide range of embedded systems, consumer products, telecommunication systems, parallel processors and many others. Besides design work, computer engineers find many openings in such service fields as financial and information systems, network administration, and many others.

The undergraduate curriculum includes a year of English and six Liberal Arts courses, along with appropriate mathematics and sciences. Topics integrated in the computer engineering curriculum include many of the core subjects in both electrical engineering and computer sciences. Through a variety of elective courses students are then able to pursue special interests in a number of focused areas such as computer architecture, software engineering, digital signal processing, VLSI (very large-scale integrated circuits), networks, image analysis, databases, embedded systems, etc.

Computer Engineering at City College is a discipline jointly administered by the Departments of Computer Science and Electrical Engineering. The faculty of these departments enhance their teaching activities with a number of active research programs in such areas as digital signal processing, computer architecture, computer communications, computer security, pattern recognition, image analysis, software engineering, verification and testing and VLSI. Advanced undergraduate students are encouraged to participate in these research efforts.

Program Educational Objectives
The objectives of the program are that holders of CCNY’s Bachelor of Engineering degree in Computer Engineering will, in their careers:
A. apply scientific and engineering principles, rigorous analysis and creative design in computer engineering to meet the needs of society;
B. communicate clearly, participate effectively in teams, and assume leadership roles;
C. contribute to the field of computer engineering, participate in professional societies, maintain current knowledge in the field, and pursue advanced studies; and
D. act ethically and responsibly in professional activities.

Program Outcomes
The Program Educational Objectives above are the basis for the following Program Outcomes expected of all Computer Engineering program graduates upon receipt of the B.E. degree:
A. an ability to apply knowledge of mathematics, science and engineering;
B. an ability to design and conduct experiments, as well as to analyze and interpret data;
C. an ability to design a system, component or a process to meet desired needs;
D. an ability to function on multi-disciplinary teams;
E. an ability to identify, formulate and solve real world computer engineering problems;
F. an understanding of professional and ethical responsibility;
G. an ability to communicate effectively, including the use of information technology tools when appropriate;
H. the broad education necessary to understand the impact of engineering solutions in global and societal context;
I. a recognition of the need for, and an ability to engage in, life-long learning;
J. a knowledge of contemporary issues; an appreciation of environmental, economic and technological issues and their impact on society;
K. an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice;
L. competence in computational and simulation tools;
M. competence in engineering probability;
N. competence in software engineering;
O. competence in hardware design.

Requirements for Majors
All Computer Engineering majors must complete the following:

Math and Science Requirements
CHEM 10301: General Chemistry I* 3-4
(or CHEM 31606: General Chemistry for Engineers*)
MATH 20100: Calculus I* 3
MATH 20200: Calculus II* 3
MATH 20300: Calculus III* 4
MATH 39100: Methods of Differential Equations* 3
MATH 39200: Linear Algebra and Vector Analysis for Engineers* 3
PHYS 20700-20800: General Physics* 8
Total Math and Science Credits 27-28
*Minimum grade of “C” required.

English and Liberal Arts Requirements
ENGL 11000: Freshman Composition † 3
ENGL 21007: Writing for Engineering 3
Four approved courses † 12
Two approved courses, 20000-level or higher ‡ 6
#Refer to the Grove School of Engineering section for details.
Total English and Liberal Arts Credits 24

Engineering Requirements
ENGR 10100: Engineering Design I † 1
ENGR 10300: Computer-Aided Analysis Tools for Engineers 2
ENGR 20400: Electrical Circuits 3
CSC 10300: Introduction to Computer Science 3
CSC 10400 & CSC 10401: Computer Organization and Laboratory 4
EE 20500: Linear Systems Analysis I 3
EE 21000: Switching Systems 3
EE 22100: Electrical Engineering Laboratory I 1
EE 24100: Electronics I 3
EE 30600: Linear Systems Analysis II 3
EE 31100: Probability and Statistics 3
EE 31200: Communication Theory 3
EE 32200: Electrical Engineering Laboratory II 1
EE 33000: Electromagnetics 3
eee 42500: Computer Engineering Laboratory 1
EE 45700: Digital Integrated Circuits 3
Total Required Engineering Credits 60
HFQWS 10026 is a combined 4-credit course that satisfies the Engr 11000 and Engr 10100 requirements.

New transfer students who have successfully completed the equivalent of Calculus II (Math 20200) should not take Engr 10100. Instead, they must take an additional 1 credit advanced laboratory elective course from Computer Science or Electrical Engineering.

Electives
The elective course requirements include 3 credits of Practice/Ethics Issues, 6 credits from one of the two Elective Tracks, and a 3-credit CpE elective.

Practice/Ethics Issues:
One of the following courses: 3
CSC 37500: Social Issues in Computing (3 cr.)
**EE 46000: Computer Communications Systems (3 cr.)**
**ENGR 27600: Engineering Economics (3 cr.)**
**ENGR 30000: Social, Economic and Cultural Impact of Biomedical Technology (3 cr.)**
**PHIL 34902: Computer Ethics (3 cr.)**

### Elective track:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE I2200</td>
<td>Image Processing*</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EE I2300</td>
<td>Electrical Engineering Laboratory (3 cr.)</td>
<td></td>
</tr>
<tr>
<td>EE I2400</td>
<td>Computer Engineering Laboratory (1 cr.)</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Requirements for Graduation

These include minimum GPA and QPA; and the Residency Requirement. Refer to the Grove School of Engineering section for details.

### Recommended Sequence of Courses

#### First Semester
- **17 credits**
  - MATH 20100: Calculus I (3 cr.)
  - CHEM 10301: General Chemistry (4 cr.)
  - CSC 21000: Computers and Assembly Language Programming (3 cr.)
  - MATH 20100: Calculus I (3 cr.)
  - ENGR 10100: Engineering Design I (1 cr.)
  - ENGL 11000: Freshman Composition (3 cr.)
  - Liberal Arts elective (3 cr.)

#### Second Semester
- **16 credits**
  - MATH 20200: Calculus II (3 cr.)
  - PHYS 20700: General Physics I (4 cr.)
  - ENGR 10300: Computer-Aided Analysis Tools for Engineers (2 cr.)
  - CSC 10400: Discrete Mathematical Structures I (4 cr.)
  - ENGL 21007: Writing for Engineering (3 cr.)

#### Third Semester
- **17 credits**
  - MATH 20300: Calculus III (4 cr.)
  - PHYS 20800: General Physics II (4 cr.)
  - ENGR 20400: Electrical Circuits (3 cr.)
  - CSC 21200: Data Structures (3 cr.)
  - EE 21000: Switching Systems (3 cr.)

#### Fourth Semester
- **17 credits**
  - MATH 39100: Methods of Differential Equations (3 cr.)
  - MATH 39200: Linear Algebra and Vector Analysis for Engineers (3 cr.)
  - CSC 22100: Software Design Lab (3 cr.)
  - EE 20500: Linear Systems Analysis I (3 cr.)
  - EE 24100: Electronics I (3 cr.)
  - EE 31100: Probability and Statistics (3 cr.)

#### Fifth Semester
- **16 credits**
  - CSC 21000: Computers and Assembly Language Programming (3 cr.)
  - CSC 22000: Algorithms (3 cr.)
  - EE 22100: Electrical Engineering Laboratory I (1 cr.)
  - EE 30600: Linear Systems Analysis II (3 cr.)
  - EE 31200: Communication Theory (3 cr.)
  - EE 33000: Electromagnetics (3 cr.)

#### Sixth Semester
- **15 credits**
  - CSC 33200: Operating Systems (4 cr.)
  - CSC 34200: Computer Organization (3 cr.)
  - CSC 34300: Computer Organization Laboratory (1 cr.)
  - EE 32200: Electrical Engineering Laboratory II (1 cr.)
  - EE 45700: Digital Integrated Circuits (3 cr.)
  - Liberal Arts elective (3 cr.)

#### Seventh Semester
- **16 credits**
  - EE 42500: Computer Engineering Laboratory (1 cr.)
  - Senior Design I (in CSC or EE; 3 cr.)
  - Computer Engineering elective (3 cr.)
  - Track elective (3 cr.)
  - Two Liberal Arts electives (6 cr.)
Eighth Semester  
15 credits
Track elective (3 cr.)
Senior Design II (in CSC or EE; 3 cr.)
Practice/Ethics Issues elective (3 cr.)
Two Liberal Arts electives, 20000 or higher (6 cr.)

Advisement
Students majoring in Computer Engineering are advised by the administrative director of Computer Engineering, and by an assigned faculty member in either Computer Science or Electrical Engineering.

Faculty
The following faculty of the Computer Science and Electrical Engineering Departments are on the Computer Engineering program faculty:

Computer Science:
- Izidor Gertner, Professor
- Irina Gladkova, Associate Professor
- Michael D. Grossberg, Assistant Professor
- Akira Kawaguchi, Professor
- Kaliappa Ravindran, Professor
- Hanghang Tong, Assistant Professor
- Douglas Troeger, Professor (codirector)
- Jie Wei, Associate Professor
- George Wolberg, Professor
- Jianting Zhang, Assistant Professor
- Zhigang Zhu, Professor

Electrical Engineering:
- Michael Conner, Professor
- Roger Dorsinville, Professor (codirector)
- Ibrahim W. Habib, Professor
- Bruce Kim, Associate Professor
- Myung Jong Lee, Professor
- Truong-Thao Nguyen, Associate Professor
- Norman Scheinberg, Professor
- YingLi Tian, Professor
- M. Ümit Uyar, Professor
- Jizhong Xiao, Associate Professor
Department of Computer Science

Professor Akira Kawaguchi, Chair • Department Office: NA 8/206 • Tel: 212-650-6632

General Information
The City College offers the following undergraduate degree in Computer Science:
B.S. (C.Sc.)

Programs and Objectives
Computer Science deals with information: its efficient representation and transformation; its communication and security; its storage, retrieval, analysis and display. This relatively new discipline is concerned with computers and computational processes -- their design, the theory that underlies them, their application, and their interaction with each other, with devices, and with humans.

Computer scientists must acquire expertise in the core areas of the field: theory of computation, algorithms and data structures, programming methodology and languages, communications and security, and computer systems and architecture. In addition to general knowledge in the discipline, computer scientists must achieve proficiency in one or more areas of specialization, such as software engineering, artificial intelligence, computer vision, networking, database systems, computer-human interaction, computer graphics, or numerical and symbolic computation. Computer scientists need as well a solid foundation in mathematics and science, and an understanding of the societal implications of computer technology based on a broad background in the humanities and social sciences.

The field has experienced exceptional growth since its beginning. Opportunities in professional practice, as well as research and teaching, are numerous. The Department of Computer Science, established in 1968, offers a broad curriculum in this branch of knowledge.

Mission
The mission of the department of Computer Science at The City College, in conformity with the mission of the School of Engineering, is:
I. To educate well-rounded and conscientious computer scientists capable of becoming leaders in their profession.
II. To conduct basic and applied research in computer science and engineering.
III. To offer advice, service, and support to industry, government agencies, schools, community groups and professional societies.

Program Educational Objectives
In order to achieve the mission the stakeholders of the Department of Computer Science have established the following Program Educational Objectives:
A. To provide students with the fundamental knowledge of scientific foundations, rigorous analysis, and creative design necessary for the practice of computer science and for advanced study in computer science;
B. To provide students with the broad education necessary for successful careers and life-long learning;
C. To develop the skills necessary for clear communication and responsible teamwork;
D. To infuse in our students an understanding of their ethical and professional responsibilities.

Program Outcomes
Upon graduation, our students are expected to have:
A. An ability to apply knowledge of computing and mathematics appropriate to the discipline.
B. An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.
C. An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
D. An ability to function effectively on teams to accomplish a common goal.
E. An understanding of professional, ethical, legal, security and social issues and responsibilities.
F. An ability to communicate effectively with a range of audiences.
G. An ability to analyze the local and global impact of computing on individuals, organizations, and society.
H. Recognition of the need for and an ability to engage in continuing professional development.
I. An ability to use current techniques, skills, and tools necessary for computing practice.
J. An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.
K. An ability to apply design and development principles in the construction of software systems of varying complexity.
L. Experience in theoretical computer science or its application in related areas such as artificial intelligence or computer security.
M. Experience in computational techniques for science and engineering such as those used in image generation and processing, pattern recognition, numerical analysis, systems simulation, and optimization.
N. Experience in implementing computer systems such as networked and Internet systems, compilers, and modern operating systems.

Requirements for Majors
The satisfactory completion of 126 credits of prescribed and elective courses is required for the Bachelor of Science degree. The work comprises twenty-four liberal arts credits, twenty-five math and science credits, fifty-three credits of required Computer Science courses, twelve credits of Computer Science elective courses, six credits of technical electives, and six credits of free electives.

Math and Science Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 20100: Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 20200: Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 20300: Calculus III</td>
<td>3</td>
</tr>
<tr>
<td>MATH 34600: Elements of Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>Students are required to take at least twelve credits of science. 12</td>
<td></td>
</tr>
<tr>
<td>These credits must include one of the following year-long sequences:</td>
<td></td>
</tr>
<tr>
<td>BIO 10100-10200: Biological Foundations</td>
<td>(8 cr.)</td>
</tr>
<tr>
<td>CHEM 10301-10401: General Chemistry</td>
<td>(8 cr.)</td>
</tr>
<tr>
<td>PHYS 20700-20800: General Physics</td>
<td>(8 cr.)</td>
</tr>
<tr>
<td>and at least one additional course in Biology, Chemistry, or Physics.</td>
<td>(4 cr.)</td>
</tr>
</tbody>
</table>

Total Math and Science Credits: 25

*Minimum grade of "C" required.

English and Liberal Arts Requirements

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 11000: Freshman Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 21007: Writing for Engineers</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 11100: Foundations of Speech Communication</td>
<td>(students</td>
</tr>
<tr>
<td>who are exempted from SPCH 11100 must take another speech course in its place)</td>
<td></td>
</tr>
<tr>
<td>ENGR 27600: Engineering Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 10400: Introduction to Quantitative Economics</td>
<td>12</td>
</tr>
</tbody>
</table>

Liberal Arts Electives

Four courses from a list of liberal arts course approved by the School of Engineering, at least one of which must be on the 200 level or above. Refer to the Grove School of Engineering section for details.

English and Liberal Arts (General Education) Requirements: 24

Computer Science Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 10300: Introduction to Computing for Majors</td>
<td>3</td>
</tr>
<tr>
<td>CSC 10400: Discrete Mathematical Structures</td>
<td>4</td>
</tr>
<tr>
<td>CSC 11300: Programming Language</td>
<td>1</td>
</tr>
<tr>
<td>CSC 21100: Fundamentals of Computer Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSC 21200: Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSC 21700: Probability and Statistics for Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>CSC 22000: Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSC 22100: Software Design Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>CSC 30100: Numerical Issues in Scientific Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSC 30400: Introduction to Theoretical Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>CSC 32200: Software Engineering</td>
<td>4</td>
</tr>
<tr>
<td>CSC 33200: Operating Systems</td>
<td>4</td>
</tr>
<tr>
<td>CSC 33500: Programming Language Paradigms</td>
<td>3</td>
</tr>
<tr>
<td>CSC 33600: Introduction to Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSC 34200: Computer Organization</td>
<td>3</td>
</tr>
<tr>
<td>CSC 34300: Computer Systems Design Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CSC 59865: Senior Project I</td>
<td>3</td>
</tr>
<tr>
<td>CSC 59867: Senior Project II</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Required Credits: 53
Electives

I. Computer Science Electives:

Take one course in each of three elective groups and then one additional course in one of the three groups.

A. Theory and Applications

CSC 42200: Computability (3 cr.)
CSC 42800: Formal Languages and Automata (3 cr.)
CSC 44800: Artificial Intelligence (3 cr.)
CSC 45000: Combinatorics and Graph Theory (3 cr.)
CSC 48000: Computer Security (3 cr.)
CSC 48600: Introduction to Computational Complexity (3 cr.)

B. Computational Techniques for Science and Engineering

CSC 44000: Computational Methods in Numerical Analysis (3 cr.)
CSC 44200: Systems Simulation (3 cr.)
CSC 44600: Mathematical Optimization Techniques (3 cr.)
CSC 47000: Image Processing (3 cr.)
CSC 47100: Computer Vision (3 cr.)
CSC 47200: Computer Graphics (3 cr.)
CSC 47900: Digital Libraries (3 cr.)

C. Computer Systems

CSC 31800: Internet Programming (3 cr.)
CSC 41200: Computer Networks (3 cr.)
CSC 42000: Compiler Construction (3 cr.)
CSC 43000: Distributed Computing (3 cr.)
CSC 43500: Concurrency in Operating Systems (3 cr.)
CSC 43800: Real-Time Computing Systems (3 cr.)
CSC 47300: Web Site Design (3 cr.)

II. Technical Electives

6

Technical electives for Computer Science majors may be either Computer Science electives (except CSC 10000 and CSC 31700) or advanced courses in the following areas: Biology, Chemistry, Earth and Atmospheric Sciences (EAS), Mathematics, Physics, and Chemical, Civil, Electrical, and Mechanical Engineering. Within these fields, the following courses are not acceptable:

1. Courses at the 10000 level.
2. Courses that have no prerequisites.
3. "Professional" courses, such as actuarial math.
4. Project and seminar courses.
5. Courses that substantially duplicate material covered in other courses for which credit has been granted.

III. Free Electives

6

Acceptable free electives are any courses offered by the College except the following:

1. Remedial courses, including pre-calculus math.
2. Courses at a lower level than required courses.
3. Courses that substantially duplicate material covered in other courses for which credit has been granted.
4. Worker education and independent study courses.

Any substitutions require written permission of both the department chair and Associate Dean of Undergraduate Affairs. Computer Science majors may use CSC 10000 only as a free elective, as long as the course is taken before the semester in which CSC 10300 is taken.

Total Credits for Major 126

Recommended Sequence of Courses

A four-year path to graduation might be as follows.

First Semester 16 credits
ENGL 11000: Freshman Composition (3 cr.)
MATH 20100: Calculus I (3 cr.)
CSC 10300: Introduction to Computing for Majors (3 cr.)
SPCH 11100: Foundations of Speech Communication (3 cr.)
Science Elective (4 cr.)

Second Semester 17 credits
CSC 10400: Discrete Mathematical Structures (4 cr.)
CSC 11300: Programming Language (3 cr.)
MATH 20200: Calculus II (3 cr.)
Science Elective (4 cr.)
Liberal Arts Elective (3 cr.)

Third Semester 16 credits
CSC 21100: Fundamentals of Computer Systems (3 cr.)
CSC 21200: Data Structures (3 cr.)
CSC 21700: Probability and Statistics for Computer Science (3 cr.)
MATH 20300: Calculus III (4 cr.)
ENGL 21007: Writing for Engineering (3 cr.)

Fourth Semester 15 credits
CSC 22000: Algorithms (3 cr.)
CSC 22100: Software Design Laboratory (3 cr.)
ENGR 27600: Engineering Economics (3 cr.)
MATH 34600: Elements of Linear Algebra (3 cr.)
Liberal Arts Elective (3 cr.)

Fifth Semester 17 credits
CSC 30100: Numerical Issues in Scientific Programming (3 cr.)
CSC 30400: Introduction to Theoretical Computer Science (3 cr.)
CSC 32200: Software Engineering (4 cr.)
CSC 33500: Programming Language Paradigms (3 cr.)
Science Elective (4 cr.)

Sixth Semester 17 credits
CSC 33200: Operating Systems (4 cr.)
CSC 33600: Introduction to Database Systems (3 cr.)
CSC 34200: Computer Organization (3 cr.)
CSC 34300: Computer Organization Lab (1 cr.)
CSC Elective (3 cr.)
Liberal Arts Elective– 20000-level or higher (3 cr.)

Seventh Semester 15 credits
CSC 59866: Senior Project I (3 cr.)
Two CSC Electives (6 cr.)
Technical Elective (3 cr.)
Liberal Arts Elective – 20000-level or higher (3 cr.)

Eighth Semester 15 credits
CSC 59867: Senior Project II (3 cr.)
CSC Elective (3 cr.)
Technical Elective (3 cr.)
2 Free Electives (6 cr.)

Minor in Computer Science

The minor in Computer Science is open to all students who meet the Grove School of Engineering admission criteria including a GPA of 2.5 and a grade of "C" or better in MATH 20100.

CSC 10300: Introduction to Computing for Majors 3
CSC 10400: Discrete Mathematical Structures 4
CSC 21200: Data Structures 3
CSC 22000: Algorithms 3
CSC 22100: Software Design Laboratory 3
One CSC course 30000-level or above for which students have prerequisites.

Total Credits 19

Advisement

All students are assigned a faculty advisor and a general advisor. Students must attend an advisement session with their faculty advisor each semester before registering for the subsequent semester. A list of faculty advisors and office hours can be found in the department office. The general advisor assists students with administrative matters, registration, and academic planning.

Computer Science Course Descriptions

CSC 10000: Introduction to Programming and Computer Science

A breadth-first introduction to computer programming and computer science. Elementary programming in a modern object-oriented language such as C++ or Java; introduction to algorithms; brief overview of operating systems, computer networks, and databases; introduction to artificial intelligence. Free elective for CSC majors if taken before CSC 10300. 4 hr./wk; 3 cr.

CSC 10200: Introduction to Computing for Majors

The structure and operation of a computer, concepts, and properties of algorithms and a programming language. Introduction to programming in a modern programming language, such as C/C++. The emphasis is on applications of interest to scientists and engineers. Prereq.: MATH 19500 (min C grade) or pre/coreq.: MATH 20100 (min C grade). 2 class, 2 rec. hr./wk; 3 cr.
CSC 10300: Introduction to Computing for Majors
The structure and operation of a computer; concepts and properties of an algorithm and a programming language. Introduction to procedural programming in a modern programming language, such as C/C++, control structures, functions, recursion, arrays, pointers, strings, structures, and file I/O. Prereq.: MATH 19500 (min. C grade). or Prereq/Co-req Math 20100 (min. C grade) 2 class, 2 rec. hr./wk.; 3 cr.

CSC 10400: Discrete Mathematical Structures
Introduction to the mathematics fundamental to all phases of computer science, from the formulation of problems to the understanding of their underlying structure, to the comparative analysis of the complexity of algorithms that can be used to solve these problems. The course introduces combinatorics, first-order logic, induction, set theory, relations and functions, graphs, and trees. Prereq: MATH 20100 (min. C grade). 3 class, 2 rec. hr./wk.; 4 cr.

CSC 11300: Programming Language
This course is to develop understanding and fluency of a current programming language; topics include basic programming concepts, data representation, functions, control structures, error handling and exceptions, testing and debugging, type safety, classes and principles of object-oriented programming. A series of laboratory-oriented programming projects is an essential component of the course. Prereq.: CSC 10300 or departmental permission. 1hr./wk.; 1 cr.

CSC 21000: Computers and Assembly Language Programming
Computer structure, machine representation of data, addressing and indexing, computation and control instructions, assembly language and assemblers; procedures (subroutines) and data segments, linkages and subroutine calling conventions, loaders; practical use of an assembly language for computer implementation of illustrative examples. Prereq.: CSC 10300. 3 hr./wk.; 3 cr.

CSC 21100: Fundamentals of Computer Systems
Fundamentals of computer organization and digital logic. Boolean algebra, number systems and codes, combinational logic design principles, basic gates and components, flipflops and latches, counters and state machines. Assembly language and assemblers; procedures and data segments, linkages and subroutine calling conventions, loaders; practical use of an assembly language. Prereq.: CSC 10300 or departmental permission. 1hr./wk.; 1 cr.

CSC 21200: Data Structures
Extension of the knowledge of algorithm design and programming gained in CSC 10300 with continued emphasis on the logic underlying the transition from specification to program. Particular attention is paid to issues arising in the implementation of larger programs: introduction of data structures and data abstraction; the basics of object-oriented programming. Introduction of recursion as a design tool. Introduction of complexity analysis. Prereq.: CSC 10300 and CSC 10400. 2 class, 2 rec. hr./wk.; 3 cr.

CSC 21700: Probability and Statistics for Computer Science
Overview of applicable discrete and stochastic foundations: combinatorics, probability, and Monte Carlo methods. Descriptive statistics for data analysis. Random variables, mathematical expectation. Study of the constant density and random number generator, normal, exponential, as well as Bernoulli, Binomial and Poisson distributions. Limit theorems and sample statistics. Foundations of discrete event simulation, computational examples. CSC 10300, CSC 10400, and MATH 20100 (min. C grade). 3 hr./wk.; 3 cr.

CSC 22000: Algorithms
Measuring algorithmic complexity (O-Notation); searching and sorting algorithms and their complexity; tree and graph algorithms and their complexity; classes of algorithms, such as divide-and-conquer, backtracking, greedy, probabilistic, etc. Computational complexity; the classes P and NP. Prereq.: CSC 21200. 3 hr./wk.; 3 cr.

CSC 22100: Software Design Laboratory
Object-oriented programming in a software engineering context. Design patterns. Event-driven programming. Building an application with a graphical user interface; specification of design; programming; accessing a database with a java program; unit and user testing. Projects done in teams; oral and written presentations. Prereq.: CSC 21200 and ENGL 21007, or ENGL 21001 or ENGL 21002 or ENGL 2103. 3 hr./wk.; 3 cr.

CSC 30100: Numerical Issues in Scientific Programming
Numerical issues: roundoff error, truncation error, overflow and underflow errors. Numerical integration; solution of simultaneous equations; curve fitting. A thorough introduction to scientific programming, using a modern version of the Fortran or Matlab language. Written reports and oral presentation of projects. Prereq.: CSC 21700, CSC 22000, MATH 20300 (min. C grade) and MATH 34600 (min. C grade). 3 hr./wk.; 3 cr.

CSC 30400: Introduction to Theoretical Computer Science
Finite state automata, pushdown automata, Turing Machines, and the languages they can recognize. Church’s Thesis. Compatibility. The classes P and NP; NP-complete problems and intractable problems. Prereq: CSC 22000. 3 hr./wk.; 3 cr.

CSC 31700: Introduction to the Internet
This course is intended to provide students with the background necessary for understanding the Internet. Discussed are the underlying technology, applications, and social implications of the World Wide Web. Cannot be used to fulfill CSC technical elective requirement. Prereq.: CSC 10200 or CSC 10300 and at least junior standing. 3 hr./wk.; 3 cr.

CSC 31800: Internet Programming
This course provides advanced CSC/engineering majors with an understanding of web-based application development. Prereq.: CSC 22100 or EE 25900. 3 hr./wk.; 3 cr.

CSC 32200: Software Engineering
The software development life cycle from feasibility study to turnover to client. Documentation of design, program, and training materials. Rapid prototyping languages. Software development management: team roles and organization, the version control problem, maintenance issues. Use of CASE tools emphasized and illustrated in projects. Written reports and oral presentation of projects. Prereq.: CSC 22000 and CSC 22110. 3 class, 2 lab hr./wk.; 4 cr.

CSC 33200: Operating Systems

CSC 33500: Programming Language Paradigms
Aspects of the design and implementation of declarative and imperative programming languages, presented via a sequence of interpreters. Topics include abstraction, objects and inheritance, parameter passing, type-checking and continuations. Substantial programming assignments. Prereq: CSC 22000 and CSC 22100. 3 hr./wk., 3 cr.

CSC 33600: Introduction to Database Systems
An introduction to database architecture. Levels of abstraction in a database system; physical database organization: abstract data models; relational databases and their query languages. Database design assignments. Prereq.: CSC 22000 and CSC 22100. 3 hr./wk.; 3 cr.

CSC 34200: Computer Organization
This course provides computer science and computer engineering students with an in-depth look at computer architecture and the hardware/software interface. The major topics are: computer abstractions and technology; the role of performance and measurements; computer arithmetic; machine language: a comparative analysis of instruction sets of current processors using debuggers, simulators and by the partial reverse engineering of executables. The processor: datapath and control; RISC versus CISC; design, implementation (using VHDL), and verification (in simulation) of a simplified RISC processor using CAD tools. Enhancing performance with pipelining. Memory hierarchy, cache, virtual memory, performance issues, interfacing processors and peripherals; PCI chipset. Overview of multiprocessors, grid computing. Coreq: CSC 34300. Prereq.: CSC 21100 or (CSC 21000 and EE 21000); 3 hr./wk.; 3 cr.

CSC 34300: Computer Systems Design Laboratory
CSC 37500: Social Issues in Computing
A systematic and comprehensive overview of the social implications of computers. Public policy questions and the responsibility of computer professionals will be stressed. Topics include computers in the economy, in politics and government, in social institutions, and in contemporary culture. Prereq.: at least sophomore standing. 3 hr./wk.; 3 cr.

CSC 41200: Computer Networks
Layer approach to understanding networks using the ISO model: physical layer, data link layer, network layer, and, as time permits, the transport, session, presentation, and application layers. Prereq.: CSC 33200. 3 hr./wk.; 3 cr.

CSC 42000: Compiler Construction
Formal description of programming languages and techniques used in their compilation. Study of syntax, semantics, ambiguities, procedures replication, iteration, and recursion in these languages. Syntactic decomposition and the theory of compilers that are syntax-directed or recursively controlled. Prereq.: CSC 30400. 3 hr./wk.; 3 cr.

CSC 42200: Computability
Shepherdson-Sturgis machines. Elements of recursive function theory. The equivalence of the class of computable and recursive functions. Church’s thesis; other models of computation: Post machines, Turing machines, semi-True systems, etc. Unsolvability problems and introduction to their classification. Subrecursive formalism. Prereq.: CSC 22000, CSC 30400, and (CSC 21700 or EE 31100). 3 hr./wk.; 3 cr.

CSC 42800: Formal Languages and Automata
Classes of languages; their description in terms of grammars and their recognition by automata. The Chomsky hierarchy; regular, context-free, context-sensitive and recursively enumerable languages. Application to parsing and compiler construction. Prereq.: CSC 30400. 3 hr./wk.; 3 cr.

CSC 43000: Distributed Computing
Basic model of distributed computing. Asynchronous and synchronous message passing. Algorithms for distributed termination detection and their correctness proofs. The correctness requirements of safety, liveness, and fairness in distributed computations. Synchronization algorithms. Communicating Sequential Processes. Higher level language constructs for synchronization algorithms. Verification methods. Several seemingly correct but actually incorrect algorithms will be shown for the above problems to appreciate the subtle correctness problems in distributed algorithms. Prereq.: CSC 33200. 3 hr./wk.; 3 cr.

CSC 43500: Concurrency in Operating Systems

CSC 43800: Real-Time Computing Systems

CSC 44000: Computational Methods in Numerical Analysis

CSC 44200: Systems Simulation
Simulation of dynamic stochastic systems using models involving numerical and logical processes. Modeling concepts, description in terms of entities, attributes, and activities, time flow mechanisms, queues, event-oriented vs. particle-oriented models. Generation of stochastic variates, collection and evaluation of statistics. Simulation languages. Computer projects using a general purpose language (e.g. Fortran or Matlab) and at least one simulation language (e.g. GPS) will be assigned. Prereq.: CSC 30100. 3 hr./wk.; 3 cr.

CSC 44600: Mathematical Optimization Techniques
Maximization and minimization of functions of several variables, with and without constraints. Convex sets and functions, linear and dynamic programming, network flows. Prereq.: CSC 30100. 3 hr./wk.; 3 cr.

CSC 44800: Artificial Intelligence
State-space and problem-induction representations of problems. Heuristic methods. Mechanical theorem proving. Application of these techniques to artificial intelligence problems. Prereq.: CSC 30400. 3 hr./wk.; 3 cr.

CSC 45000: Combinatorics and Graph Theory
An introduction to combinatorial analysis and graph theory. Sample topics: principle of inclusion and exclusion, recurrence relations, zero-one matrices, partitions, Polya’s Theorem, directed graphs. Prereq.: CSC 22000 and (CSC 21700 or EE 31100). 3 hr./wk.; 3 cr.

CSC 45400: Topics in Computer Architecture
Current developments in computer architecture chosen from: superscalar parallel/pipelined architectures: speculative execution; branch prediction; register renaming techniques. Students develop software for superscalar processors, both real and simulated. Prereq.: CSC 34200 and CSC 34300. 3 hr./wk.; 3 cr.

CSC 47000: Image Processing
An intensive introduction to digital image processing. Image enhancement, digital filtering theory. Fourier transforms, image reconstruction, resampling, antialiasing, geometric transformations, scanline algorithms, warping, and morphing. Emphasis is on computational techniques. Substantial programming assignments. Prereq.: CSC 30100 and CSC 32200. 3 hr./wk.; 3 cr.

CSC 47100: Computer Vision
An intensive introduction to algorithms that recover information from images, motion sequences, multiple views, and 3D volumes. Topics include edge and region recovery, perspective, texture, object recognition, and 3D shape from shading/stereo/motion. Substantial programming assignments. Prereq.: CSC 30100 and CSC 32200. 3 hr./wk.; 3 cr.

CSC 47200: Computer Graphics
An intensive study of computer graphics. Graphics hardware, OpenGL API, raster scan conversion, clipping, geometric transformations, 3D viewing, visible surface determination, illumination, shading, splines, ray tracing and animation. Substantial programming assignments. Prereq.: CSC 30100 and CSC 32200. 3 hr./wk.; 3 cr.

CSC 47300: Web Site Design
The design and implementation of web sites from a Human-Computer Interaction viewpoint, with emphasis on user testing. Navigation design. Accessibility by persons with limitations in vision or motor ability is stressed and must be addressed in the final project. Prereq.: CSC 22100. 3 lab hr./wk.; 3 cr.

CSC 47800: Topics in Multimedia and Image Processing
Topics of current interest in image processing, computer vision, computer graphics, and multimedia. Prereq.: CSC 47000. 3 hr./wk.; 3 cr.

CSC 47900: Digital Libraries
An introduction to the principles and practice of digital libraries. Algorithms are drawn from computer vision, pattern recognition, image processing, and document processing. Topics include low-level image processing, texture, color constancy, shape from X, supervised and unsupervised training, and implementation issues regarding content based multimedia database. Programming assignments will be implemented in C++ or Java. Prereq.: CSC 32200 and MATH 34600 (min. C grade). 3 hr./wk.; 3 cr.

CSC 48000: Computer Security
An introduction to the principles and practices of computer security in various computing environments. Conventional encryption systems and classical cryptography. Confidentiality using conventional encryption. Public key cryptography and protocols for authentication and digital signatures. Recent cryptanalytic attacks on conventional and public key systems. Intruders, worms, viruses and trusted systems. Firewalls and internetwork security. A survey of applications and problems arising in contemporary computer security. Prereq.: CSC 22000, CSC 30400, and (CSC 21700 or EE 31100). 3 hr./wk.; 3 cr.

CSC 48600: Introduction to Computational Complexity
An introduction to the performance and limitations of computer algorithms through a study of selected algorithms. Topics include: primality testing and integer factorization, algorithms for integer programming and knapsack problems, reductions and NP-completeness, randomized algorithms, and experimental algorithms arising from new technologies such as molecular, neural, and quantum computing. Prereq.: CSC 21700 and CSC 30400. 3 hr./wk.; 3 cr.

CSC 51001-51004: Independent Study
Independent study and research under the supervision of a mentor. Prereq.: departmental approval. Hours vary; 1-4 cr.
CSC 59800: Senior Project
Senior projects under the supervision of a mentor. Prereq.: departmental approval. Hours vary; 3 cr.

CSC 59866 and CSC 59867: Senior Project I & II
This is a two semester capstone course. The student is required to complete a significant project in computer science or engineering under the mentorship of a faculty member. In addition to technical material required for successful completion of a specific project, topics include identification of a problem, background research, social, ethical and economic considerations, intellectual property and patents and proposal writing, including methods of analysis and theoretical modeling. A detailed project proposal is formulated in the first semester, and the project is completed in the second semester. Each student is required to write an in-depth report, and to make an oral presentation to the faculty. Senior year students only, or permission of the department. 3 lect. and 3 design hr./wk.; 3 cr. per semester for two consecutive semesters.

CSC 59900: Selected Topics in Computer Science
Topics of current interest in the field. Independent study and seminars. Prereq.: departmental approval. Variable hr./cr.

Faculty
Octavio Betancourt, Professor
B.S. (Engr.), Univ. of Chile, M.S. (Math); Ph.D. (Math), New York Univ.
Peter Brass, Professor
Dipl. Math, Dr. Reu. Nat. (Math), Technical Univ. of Braunschweig
Nelly Fazio, Assistant Professor
Laurea (CSc), Universita di Catania (Italy); M.Sc. (CSc), Ph.D. (CSc) New York University
Rosario Gennaro, Professor
Laurea (CSc), Universita di Catania (Italy); M.S. (CSc), Massachusetts Inst. of Technology, Ph.D. (CSc)
Izidor Gertner, Professor
M.S. (E.E.), KPI, Kaunas, Lithuania; Ph.D. (ECE), Technion (Israel)
Irina Gladkova, Associate Professor
B.S. (Mathematics), Donetsk State Univ.; Ph.D. (Mathematics) CUNY
Michael D. Grossberg, Assistant Professor
B.A., Univ. of Penn.; Ph.D., MIT
Leonid Gurvits, Professor
M.S. (Math), Chernivtsi State Univ., USSR; Ph.D. (Math), Gorky State Univ., USSR
Akira Kawaguchi, Professor & Chair
B.S. (Admin. Engr.), Keio Univ. (Japan); M.S.; M.S., Columbia Univ., Ph.D.
Devendra Kumar, Associate Professor
B.Tech. (E.E.), Indian Institute of Technology (Kanpur); M.A. (C.Sc.), Univ. of Texas at Austin, Ph.D.
Stephen Lucci, Associate Professor
B.S. (Math), SUNY (Stony Brook); M.S. (C.Sc.), The City College; Ph.D. (C.Sc.), CUNY
Kaliappa Ravindran, Professor
B.E. (EE), Indian Institute of Science, M.E. (C.Sc.), Ph.D. (C.Sc.), Univ. of British Columbia
William E. Skeith, Assistant Professor
B.S. (Math), Pepperdine Univ., BA (CSC); Univ. of Los Angeles, MA (Math), Ph.D.
Hanghong Tong, Assistant Professor
B.Eng., (Automation Technology), Tsinghua Univ. (China), M.Eng. (CSc); M.Sc. (CSc), Carnegie Mellon Univ., Ph.D.
Douglas R. Troeger, Professor
A.B. (Phil), Brown Univ., Sc. B. (Chem); M.Sc., Ph.D. (Math), Stevens Inst. of Tech.
Michael Vulis, Associate Professor
B.S. (Math), Leningrad State Univ. (Russia); M.S. (C.Sc.), CUNY, Ph.D. (Math)
Jie Wei, Associate Professor
B.S. (C.Sc.), Univ. of Sci. & Tech. of China (China); M.S. (C.Sc.), Chinese Academy of Sciences (China); Ph.D. (C.Sc.), Simon Fraser Univ. (Canada)
George Wolberg, Professor
B.E. (EE), Cooper Union, M.E. (EE); Ph.D. (C.Sc.), Columbia Univ.
Jianting Zhang, Assistant Professor
B.S. (Water Resources and Environment), Nanjing Univ. (China); M.S. (Physical Geography), Nanjing Univ. (China); M.S. (CSc), Univ. of Oklahoma; Ph.D. (CSc), Univ. of Oklahoma
Zhigang Zhu, Professor
B.S., (CSc), Tsinghua Univ., M.E., Ph.D.
Abbe Mowshowitz, Professor
B.S. (Math), Univ. of Chicago; M.S. (Math), Univ. of Michigan, Ph.D. (CSc.)
Earth System Science and Environmental Engineering Program

(Interdisciplinary Program of the School of Engineering and the Division of Science)

Professor Fred Moshary, Director • ST417 • Tel: 212-650-7251
Dr. Liubov Kreminska, Program Administrator • Program Office: ST-421 • Tel: 212-650-8299

General Information
The City College offers the following undergraduate degree in Earth System Science and Environmental Engineering:

B.E.

Programs and Objectives
Human activity is increasingly perturbing environmental systems. Deterioration of the environment through depletion of natural resources such as air, water and soil results in the destruction of ecosystems and climate change. Environmental issues are emerging as matters of major policy interest in the 21st century. Issues such as emission control, climate change and global warming, resource management, public health, and environmental remediation are already taking center stage in the public policy arena and will continue to do so in the coming decades, driving scientific and engineering research in these cross disciplinary areas. It is now clear that sustainable development will hinge on engineering and science solutions that take into account interactions between human activity and the Earth system. A sustainable planet requires engineers and scientists to understand the impact of their decisions on built and natural systems.

Earth System Science and Environmental Engineering (ESE) is an interdisciplinary degree program through the Grove School of Engineering and the Science Division of CCNY. The program has been established to satisfy the requirements of government and private industry to address 21st century environmental and climate problems. Through carefully selected courses in both Engineering and Science, the ESE curriculum provides a well-rounded foundation in both engineering design and applications and the scientific basis for environmental issues. Flexibility is achieved by requiring each student to focus on a set of electives tailored to an approved specialization within ESE.

Mission
The mission of the Program in Earth System Science and Environmental Engineering at The City College of New York, in conformity with the mission of the School of Engineering, is:

I. To provide students with both a broad multidisciplinary education on interacting environmental systems and a targeted in-depth exposure to specialized and emerging areas.

II. To educate a diverse student body to carry out basic and applied research leading to new ideas, systems and solutions in the environmental engineering, earth systems science and related fields.

III. To offer advice, service, and support to industry, government agencies, schools, community groups and professional societies.

IV. To insure that the above is carried out in appropriate and modern facilities that are conducive to learning.

Program Educational Objectives
The faculty and students of the Earth System Science and Environmental Engineering Program have established the following educational objectives:

A. Perform effectively and ethically in a global multicultural environment.

B. Contribute actively to assist decision-makers in the formulation of public policy by participating in professional societies, actively publishing and attending and presenting at local and national conferences and meetings.

C. Function effectively in multi-disciplinary endeavors especially between engineering and the sciences.

D. Provide a foundation for students to be well situated to progress to positions of leadership

E. Apply sound scientific knowledge and engineering principles to real world problems to meet the needs of society.

Program Outcomes
Students receiving a B.E. in Earth System Science and Environmental Engineering are expected to have attained the following set of outcomes:

A. an ability to apply knowledge of mathematics, science, and engineering;

B. an ability to design and conduct experiments, as well as to analyze and interpret data;

C. an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability;

D. an ability to function on multi-disciplinary teams;

E. an ability to identify, formulate, and solve engineering problems;

F. an understanding of professional and ethical responsibility;

G. an ability to communicate effectively;

H. the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context;

I. a recognition of the need for, and an ability to engage in life-long learning;

J. a knowledge of contemporary issues; an appreciation of environmental, economic, and technological issues and their impact on society;

K. an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice;

Transfer Credits
The Earth System Science and Environmental Engineering Program grants transfer credits for relevant engineering and science courses that have content that match City College courses. All cases must be accompanied by documentation at the evaluation session. Such documentation include:

• complete, official transcript;
• complete class notes;
• textbooks used;
• reports written;
• homework;
• professionally executed, detailed engineering drawings if applicable.

Only grades of C or better will be accepted for transfer credits.

Accreditation
The undergraduate program in Environmental and Earth System Engineering meets requirements for accreditation by Accreditation Board for Engineering and Technology (ABET) and is accredited in Environmental Engineering.

Curriculum
The driving concept behind the curriculum is to provide students with a rigorous and yet flexible program. At the same time, the program seeks to integrate existing related courses at CCNY into a coherent course of study in Earth System Science and Environmental Engineering.

Requirements for Majors

Math and Science’s Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 10100: Bio Foundations I</td>
<td>4</td>
<td></td>
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<tr>
<td>CHEM 10301 and CHEM 10401: General Chemistry (with lab)*</td>
<td>8</td>
<td></td>
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<tr>
<td>CSC 10200: Introduction to Computing</td>
<td>3</td>
<td></td>
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<tr>
<td>EAS 21700: Systems Analysis of Earth</td>
<td>4</td>
<td></td>
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<tr>
<td>MATH 20100: Calculus I*</td>
<td>3</td>
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<tr>
<td>MATH 20200: Calculus II*</td>
<td>3</td>
<td></td>
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<tr>
<td>MATH 20300: Calculus III*</td>
<td>4</td>
<td></td>
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<tr>
<td>MATH 39100: Methods of Differential Equations*</td>
<td>3</td>
<td></td>
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<tr>
<td>MATH 39200: Linear Algebra and Vector Analysis*</td>
<td>3</td>
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<tr>
<td>PHYS 20700 and PHYS 20800: General Physics*</td>
<td>8</td>
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</tbody>
</table>

*Minimum grade of "C" required

Total Math and Science Credits 43

English and Liberal Arts Requirements
Refer to the School of Engineering section for details.

Total English and Liberal Arts 24

Major Engineering Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENGR 10100: Engineering Design I</td>
<td>1</td>
<td></td>
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<tr>
<td>ENGR 10300: Computer-Aided Analysis Tools for Engineers</td>
<td>2</td>
<td></td>
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<tr>
<td>ENGR 10610: Earth System Science &amp; Engineering</td>
<td>4</td>
<td></td>
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<tr>
<td>ENGR 30100: Intro to Remote Sensing</td>
<td>3</td>
<td></td>
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<tr>
<td>ENGR 59910: Geographical Information Systems*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGR 59869: Earth System Science and Environmental Engineering</td>
<td>2</td>
<td></td>
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<tr>
<td>Design I</td>
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ENGR 59870: Earth System Science and Environmental Engineering 3
Design II 3
CE 26400: CE Data Analysis 3
CE 36500: Hydraulics and Hydrology 3
CE 37200: Environmental Impact Assessment 3
CE 47400: Environmental Engineering 3
Restricted Engineering Elective (Select One): 3
ENGR 20400: Electrical Circuits (3 cr.)
CE 23100: Introduction to Structural Mechanics (3 cr.)
Fluid Mechanics option (Select one): 3
CE 35000: Fluid Mechanics (3 cr.)
ME 35600: Fluid Mechanics (3 cr.)
CHE 34100: Transport Phen I (3 cr.)
Thermodynamics option (Select one): 3
a. CHE 22900: Thermodynamics I (3 cr.)
b. ENGR 23000: Thermodynamics (3 cr.)
Restricted Advanced Elective 3
Fluid Mechanics option (Select one): 3
A. CHE 30000: Thermodynamics II (3 cr)
B. ME 43000: Thermal Systems Analysis (3 cr)
C. CHEM 26100: Organic Chemistry (3 cr)
Total Major Engineering Requirements 42
Technical Electives 18
These are to be selected from the list of approved engineering and science courses below. An appropriate sequence of courses will be selected based on student interest and with the approval of the student's faculty advisor.

Engineering Electives
CHE 34200: Transport Phenomena II 3
CE 40100: Fundamentals of Engineering 1
CE 45100: Environ. Water Resources 3
CE 57100: Water Quality Analysis 3
EE 20500: Linear System Analysis I 3
EE 31100: Probability and Statistics 3
EE 33000: Electromagnetics 3
EE 35700: Electrical Power 3
EE 42800: Photonics Lab 1
EE 45500: Elements of Power Sys 3
EE 46200: Photonics Engineering 3
EE 66800: Optical Remote Sensing 3
ME 32200: Computer Methods in Engr 3
ME 43300: Heat Transfer 3
ME 47100: Energy Systems Design 3
ME 53600: Energy Conversion 3
ME 54700: Environmental Control 3
ME 55600: Advanced Fluid Mechanics 3
ME 53700: Turbomachinery Design 3
ENGR 55400: Reactor Physics and Engineering 3
ENGR 55500: Reactor Thermal Hydraulics 3
ENGR 55600: Nuclear Reactor Design, Operation and Safety 3
ENGR 59950: Special Topics in Earth System and Environmental Engineering
Engr 5110X: Special Projects in ESE 1-3
Engr 55680: Special Topics in RS 3
Engr 59803: Industrial Ecology 3

Science Electives
EAS 30800: Earth Syst Mod/Databases 3
EAS 31003: Independent study (1-3 cr.) 3
EAS 31700: Satellite Meteorology 3
EAS 31800: Fundamentals of Atmospheric Science 3
EAS 32800: Global Hazards 3
EAS 34500: Hydrology 3
EAS 36500: Coastal and Ocean Proc 3
EAS 41300: Environmental Geochem 3
EAS 43900: Mineral/Energy Resources 3
EAS 48800: Climate Change 3
EAS 56100: Geophysics 3
EAS 44600: Ground Water Hydro 3
Chem 24300: Quant Analysis 3
Chem 26100: Organic Chemistry I 3
Chem 26300: Organic Chemistry II 3
Chem 27200: Organic Chemistry Lab 2
Chem 33100: Physical Chemistry Lab I 2
Chem 33200: Physical Chemistry II 3
Chem 40600/01: Environmental Chem. 3
Chem 40700: Environ Organic Chem 3
Chem 43400: PChem & Chem Instr Lab 2
Phys 32100: Modern Physics 3
Phys 32300: Quantum Mechanics 3
Phys 45200: Optics 3

Total Credits for Major 127
Electives
1) A minimum of 18 course credits in Restricted and Technical Electives must come from Engineering courses.
2) A minimum of three of the six Technical Electives must be in engineering.
3) All electives must be approved by an Advisor.

Recommended Sequence of Courses

First Semester 14 credits
MATH 21000: Calculus I* (3 cr.)
CHEM 10301: General Chemistry I (4 cr.)
ENGR 10100: Engineering Design I (1 cr.)
ENGL 11000: Freshman Composition (3 cr.)
Liberal Arts (3 cr.)

Second Semester 18 credits
MATH 20200: Calculus II* (3 cr.)
CHEM 10401: General Chemistry II (4 cr.)
PHYS 20700: General Physics I (4 cr.)
ENGR 10610: Introduction to Earth Systems (4 cr.)
CSC 10200: Introduction to Computing (3 cr.)

Third Semester 18 credits
MATH 20300: Calculus III* (4 cr.)
PHYS 20800: General Physics II (4 cr.)
Restricted Engineering Elective (3 cr.)
EAS 21700: Systems Analysis of the Earth (4 cr.)
CE 26400: CE Data Analysis (3 cr.)

Fourth Semester 14 credits
MATH 39100: Methods of Differential Equations* (3 cr.)
MATH 39200: Linear Algebra and Vector Analysis* (3 cr.)
ENGR 10300: Analysis Tools for Engineers (2 cr.)
Thermodynamics elective (3 cr.)
ENGL 21007: Writing for Engineering (3 cr.)

Fifth Semester 16 credits
ENGR 30100: Introduction to Remote Sensing (3 cr.)
Fluid Mechanics option (3 cr.)
BIO 10100: Foundations of Biology (4 cr.)
Restricted Advanced Elective (3 cr.)
Liberal Arts (3 cr.)

Sixth Semester 15 credits
CE 37200: Environmental Impact Analysis (3 cr.)
ENGR 59910: Geographical Information Science (3 cr.)
Technical Elective (3 cr.)
Liberal Arts (3 cr.)
CE 36500: Hydraulics & Hydrology (3 cr.)

Seventh Semester 17 credits
CE 47400: Environmental Engineering (3 cr.)
ENGR 59869: ESE Design I (2 cr.)
2 Technical Electives (6 cr.)
2 Liberal Arts (6 cr.)

Eighth Semester 15 credits
ENGR 59870: ESE Design II (3 cr.)
3 Technical Electives (9 cr.)
1 Liberal Arts (3 cr.)
* minimum grade of "C" required

Advisement
All full-time faculty serve as undergraduate advisors. A faculty member in the ESE field of interest or specialization will be assigned to each undergraduate major in the sophomore year and serve as program advisors and transfer credit evaluators.
Earth System Science and Environmental Engineering
Course Descriptions
All courses are offered through various CCNY science and engineering departments and are listed and described under the respective departments. The ESE courses are described below.

ENGR 10610: Introduction to Earth System Science and Engineering
The goal of this introductory course is to obtain an understanding of the entire Earth system on a global scale by studying its component parts (Atmosphere, Hydrosphere, Geosphere, and Biosphere); the interactions, linkages and dynamic equilibrium among these components on various time scales; and external forces on the system. This formulation is then applied to understanding the impact and interaction of anthropogenic factors, including modern engineering systems, on the environment (complex non-engineered systems). Examples will include topics such as global warming and sea level rise, etc. Select Laboratory Exercises: Minerals and Rocks, Simple Systems Computer Models, Mapping, Remote Sensing Data Handling and Visualization (IDL/ENVI). 3 hr./wk. lecture, 3 hr./wk. lab; 4 cr.

ENGR 30100: Introduction to Remote Sensing and Imaging
Introduction to Satellite Remote Sensing and Imaging: Basic principles of remote sensing including the electromagnetic spectrum, blackbody radiation, atmospheric scattering, reflection, absorption and emission. Detailed description of current satellite sensors, spectrometers and platforms. Spectral characteristics of atmospheric gases, ocean, soils and vegetation. High spatial and spectral resolution satellite remote sensing. Integration and visualization of geoscience data. Feature analysis, Supervised and unsupervised land classification. Prereq.: CS 102 or ENGR 103, MATH 20300, PHYS 20800. 3 hr./wk.; 3 cr.

ENGR 59869: Environmental and Earth System Science and Engineering Design I
This is a two semester design sequence for Earth System Science and Environmental Engineering Students. The student is required to design and implement a solution that addresses a specific Earth system/environmental engineering problem or question. The weekly lectures expose students to principals of engineering design, including identification of a problem, background research, social environmental, ethical and economic considerations, intellectual property and patents and proposal writing including methods of engineering analysis and modeling. A detailed design proposal is completed during the first semester. Prerequisite: Senior Students Only. 1.5 hr. lecture/wk, 1.5 hr. supervised team meeting/wk; 2 cr.

ENGR 59870: Environmental and Earth System Science and Engineering Design II
The second semester is devoted to intensive design implementation. For the second semester, students are required to write an in depth engineering final report. They must also make an oral final presentation and demonstration to the faculty. 3 hr. supervised design implementation workshop, 1.5 hr. design team meeting; 3 cr.

ENGR 55680: Special Topics in Remote Sensing
The course will provide an advanced and thorough presentation of a few topically relevant remote sensing techniques/applications beyond ENGR 30100 (Satellite Remote Sensing and Imaging). The topics will be chosen based on a combination of faculty and student interest in the areas of atmosphere, ocean and land remote sensing. The course will conclude with a semester ending team oriented project based intensively on analysis and interpretation of remote sensing data. 3 hr./wk.; 3 cr.

ENGR 59910: Introduction to GIS
Develop an understanding of geographic space and how maps represent geographic space. A student must be able to read maps, as well as write about and discuss information gleaned from maps. ArcGIS SR will be used as GIS tool for this course. By completing this course, students will: understand the basic concepts of geography necessary to efficiently use GIS technology, gain a basic, practical understanding of GIS concepts, techniques and real world applications, understand basic GIS analysis concepts and practical applications of GIS, and gain practical experience using basic GIS tools to build useful maps. 3 hr./wk.; 3 cr.

ENGR 59950: Special Topics in Earth System and Environmental Engineering
The lecture course will be taught by a team of faculty and topics covered will focus on ongoing research activities of the instructors including Water Resources, Sustainable/ Renewable Energy, Remote Sensing Technologies for Environment and Climate Applications etc. Pre-requisite: Engr 301, GE 365 (or permission of the instructor). 3 hr./wk.; 3 credits
Department of Electrical Engineering

Professor Roger Dorsinville, Chair - Department Office: ST 602 - Tel: 212-650-7248

General Information
The City College offers the following undergraduate degree in Electrical Engineering:

B.E. (E.E.)

Programs and Objectives
Electrical engineers are involved in the design of components and systems, ranging from the smallest computer chips to large communication systems that span the earth and reach into intergalactic space. The invention of the transistor touched off a technological revolution that continues unabated today, including the development of lasers, fiber optics, microcomputers, satellite communications, control systems, and increasingly sophisticated signal processing algorithms, to name but a few areas.

The undergraduate program in electrical engineering welcomes students who have a solid preparation in mathematics and the sciences. The course of study trains students in analytical procedures to solve specific problems; in laboratory methods to examine complex electrical phenomena; and ultimately in design synthesis to meet specified criteria for systems required to perform specific functions. The program emphasizes mathematical modeling and abstract reasoning because electrical phenomena cannot normally be directly perceived safely by human senses. The program’s core curriculum trains students to master the reasoning methods required for electrical engineering. Core areas include linear systems and controls, robotics, photonics, electronics, communications, and computers. Through a variety of elective courses, students are then able to pursue special interests in such areas as photonics, computer engineering, control systems, digital signal processing, networks, telecommunications, microwaves, and robotics.

The faculty of the department enhance their teaching activities with a number of active research programs. Advanced students are encouraged to participate in these research efforts.

Mission
The mission of the Department of Electrical Engineering at The City College, in conformity with the mission of the School of Engineering, is:

I. To educate well-rounded and conscientious electrical engineers capable of becoming leaders in their profession.
II. To carry out basic and applied research leading to new ideas, systems, and devices in electrical engineering and related interdisciplinary areas.
III. To offer advice, service, and support to industry, government agencies, schools, community groups and professional societies.
IV. To insure that the above is carried out in appropriate and modern facilities that are conducive to learning.

Program Educational Objectives
In order to achieve the above-mentioned mission, the faculty and students of the Electrical Engineering Department have established the following Undergraduate Program Educational Objectives:

A. Apply sound scientific knowledge and engineering principles to real world problems to meet the needs of society.
B. Contribute actively to the field by participating in professional societies, publishing, attending conferences and seeking patents.
C. Function effectively in multidisciplinary teams and progress to leadership roles.
D. Perform effectively and ethically in a global multicultural environment.

Program Outcomes
The Program Educational Objectives listed above are the basis for the following Program Outcomes expected of all graduates receiving the B.E. (E.E.) degree:

A. an ability to apply knowledge of mathematics, science and engineering;
B. an ability to design and conduct experiments, as well as to analyze and interpret data;
C. an ability to design a system, component, or a process to meet desired needs;
D. an ability to function on multi-disciplinary teams;
E. an ability to identify, formulate, and solve real world electrical engineering problems;
F. an understanding of professional and ethical responsibility;
G. an ability to communicate effectively, including the use of information technology tools when appropriate;
H. the broad education necessary to understand the impact of engineering solutions in a global and societal context;
I. a recognition of the need for, and an ability to engage in life-long learning;
J. a knowledge of contemporary issues: an appreciation of environmental, economic and technological issues and their impact on society;
K. an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice;
L. preparation for pursuing advanced degrees;
M. competence in computational and simulation tools;
N. competence in electrical engineering probability.

Accreditation
The B.E. (E.E.) program is accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET).

Requirements for Majors
All Electrical Engineering majors must complete the following:

Math and Science Requirements

Required Courses
CHEM 10301: General Chemistry* 4
CSC 10200: Introduction to Computing 3
MATH 20100: Calculus I* 3
MATH 20200: Calculus II* 3
MATH 20300: Calculus III* 4
MATH 39100: Methods of Differential Equations* 3
MATH 39200: Linear Algebra and Vector Analysis for Engineers* 3
PHYS 20700-20800: General Physics 8
PHYS 32300: Quantum Mechanics for Engineers 3

* Minimum grade of “C” required.

Total Math and Science Credits 34

English and Liberal Arts (General Education) Requirements

Required Courses
ENGL 11000: Freshmen Composition 3
ENGL 21007: Writing for Engineers 3

Liberal Arts Electives
Refer to the Grove School of Engineering section for details. 15

Total English and Liberal Arts (General Education) Credits 22

Engineering Requirements

Required Courses
ENGR 10100: Engineering Design 1 1
ENGR 10300: Computer-Aided Analysis Tools for Engineers 2
ENGR 20400: Electrical Circuits 3
ENGR 27600: Engineering Economics 3
EE 20500: Linear Systems Analysis I 3
EE 21000: Switching Systems 3
EE 22100: Electrical Engineering Laboratory I 1
EE 24100: Electronics I 3
EE 25900: Programming for Electrical Engineering 4
EE 30600: Linear Systems Analysis II 3
EE 31100: Probability and Statistics 3
EE 31200: Communication Theory 3
EE 32200: Electrical Engineering Laboratory II 3
EE 33000: Electromagnetics 3
EE 33900: Semiconductor Materials and Devices 3
EE 34400: Digital Computer Systems 3
EE 42500: Computer Engineering Laboratory 1
EE 59866: Senior Design I 3
EE 59867: Senior Design II 3

Total Required Engineering Credits 48

*New transfer students who have successfully completed Calculus II (MATH 20200) should not take ENGR 10100. Instead, they are required to complete an additional EE Advanced Laboratory Elective course.
Electrical Engineering Restricted Electives
Choose two (2) of the following:
EE 33300: Introduction to Antennas, Microwaves and Fiber Optics (3 cr.)
EE 34200: Electronics II (3 cr.)
EE 37100: Linear Feedback Systems (3 cr.)
EE 44100: Electronic Devices and Semiconductor Materials (3 cr.)
Total Electrical Engineering Restricted Electives 6

Electives
All majors must complete the credit requirements from the A and B Electives lists:

A. Lecture Electives
All majors, in consultation with their faculty advisor, must select 18 credits of Lecture Electives, at least 9 credits of which must be in Electrical Engineering courses.
EE 33300: Introduction to Antennas, Microwaves and Fiber Optics (3 cr.)
EE 34200: Electronics II (3 cr.)
EE 37100: Linear Feedback Systems (3 cr.)
EE 35700: Electric Power Engineering (3 cr.)
EE 43800: Management Concepts for Engineers (3 cr.)
EE 44100: Electronic Devices and Semiconductor Materials (3 cr.)
EE 45100: Communication Electronics (3 cr.)
EE 45200: Fiber Optic Communications (3 cr.)
EE 45300: Digital Signal Processing (3 cr.)
EE 45400: Physical Electronics (3 cr.)
EE 45500: Elements of Power Systems (3 cr.)
EE 45600: Elements of Control Theory (3 cr.)
EE 45700: Digital Integrated Circuits (3 cr.)
EE 45800: Introduction to Lasers (3 cr.)
EE 45900: Microprocessors (3 cr.)
EE 46000: Computer Communication Systems (3 cr.)
EE 46200: Photonic Engineering (3 cr.)
EE 46300: Wireless Communications (3 cr.)
EE 46400: VLSI Design (3 cr.)
EE 47100: Introduction to Digital Image Processing (3 cr.)
EE 51000: Independent Study (1-3 cr.)
(departmental approval required)
CSC 31800: Internet Programming (3 cr.)
CSC 34200: Computer Organization (3 cr.)
MATH 32800: Numerical Analysis** (3 cr.)
PHYS 45200: Optics (3 cr.)
ENGR 23000: Thermodynamics (3 cr.)
ENGR 30100: Introduction to Satellite Remote Sensing and Imaging (3 cr.)
ENGR 10600: Applied Algebra*** (3 cr.)
ENGR 11000: Engineering Analysis*** (3 cr.)
ENGR 11200: Complex Variable**** (3 cr.)
CHE 49080: Nanomaterials (3 cr.)
CHEM 10401: General Chemistry II (3 cr.)
(minimum grade of C required)
** Credit cannot be received for both MATH 32800 and CSC 44000.
*** For graduate courses, GPA of 2.75 or higher; minimum grade of C is required.

B. Advanced Laboratory Electives
Two (2) credits of the following courses:
Electrical Engineering:
EE 32300: Lab III (1 cr.)
EE 42100: Local Area Network Laboratory (1 cr.)
EE 42200: Analog Laboratory (1 cr.)
EE 42600: Control Laboratory (1 cr.)
EE 42800: Photonics Engineering Laboratory (1 cr.)
Total Elective Credits 20
Total Credits for Major 130

Additional Requirements for Graduation
Refer to the Grove School of Engineering section for details.

Recommended Sequence of Courses

First Semester 17 credits
MATH 20100: Calculus I (3 cr.)
Chem 10301: General Chemistry (4 cr.)
ENGL 11000: Freshmen Composition (3 cr.)
ENGR 10100: Engineering Design (1 cr.)
Two Liberal Arts courses (6 cr.)
Second Semester 16 credits
MATH 20200: Calculus II (3 cr.)
PHYS 20700: General Physics I (4 cr.)
CSC 10200: Introduction to Computing (3 cr.)
ENGL 21007: Writing for Engineering (3 cr.)
Liberal Arts course (3 cr.)
Third Semester 16 credits
MATH 20300: Calculus III (4 cr.)
PHYS 20800: General Physics II (4 cr.)
ENGR 20400: Electrical Circuits (3 cr.)
EE 21000: Switching Systems (3 cr.)
ENGR 10300: Computer-Aided Analysis Tools for Electrical Engineers (2 cr.)
Fourth Semester 16 credits
MATH 39100: Methods of Differential Equations (3 cr.)
MATH 39200: Linear Algebra and Vector Analysis for Engineers (3 cr.)
EE 20500: Linear Systems Analysis I (3 cr.)
EE 22100: Electrical Engineering Laboratory I (1 cr.)
EE 24100: Electronics I (3 cr.)
EE 31100: Probability and Statistics (3 cr.)
Fifth Semester 17 credits
EE 30600: Linear Systems Analysis II (3 cr.)
EE 32200: Electrical Engineering Laboratory II (1 cr.)
EE 33000: Electromagnetics (3 cr.)
EE Restricted Elective (3 cr.)
EE 25900: Programming for Electrical Engineering (4 cr.)
PHYS 32300: Quantum Mechanics for Engineers (3 cr.)
Sixth Semester 16 credits
EE 31200: Communication Theory (3 cr.)
EE 42500: Computer Engineering Laboratory I (1 cr.)
EE 34400: Digital Computer Systems (3 cr.)
EE 33900: Semiconductor Materials and Devices (3 cr.)
Two Lecture Elective courses (6 cr.)
Seventh Semester 18 credits
EE Restricted Elective (3 cr.)
ENGR 27600: Engineering Economics (3 cr.)
EE Lecture Elective (3 cr.)
Two Liberal Arts courses (6 cr.)
EE 59866: Senior Design I (3 cr.)
Eighth Semester 14 credits
EE 59867: Senior Design II (3 cr.)
Three Lecture Elective courses (9 cr.)
Two EE Advanced Laboratory Elective courses (2 cr.)

Advisement
All full-time faculty serve as undergraduate advisors. Students attending mostly in the evening should consult the Department bulletin board for special arrangements.

Electrical Engineering Course Descriptions

EE 20500: Linear Systems Analysis I
Laplace transform, s-domain circuit analysis, network functions, frequency response, Fourier series and Fourier transform. Pre/Co-requisite: Math 39100; Prereq: ENGR 20400 and ENGR 10300. 3 hr./wk.; 3 cr.

EE 21000: Switching Systems
Analysis and synthesis of combinatorial circuits. Karnaugh maps. Analysis and design of sequential circuits. Digital computer and industrial applications. Prereq.: MATH 20200 (min. C grade), 3 hr./wk.; 3 cr.

EE 22100, 32200, 32300: Electrical Engineering Laboratory I, II, III
Experiments and design problems based on material drawn from the electrical engineering (ENGR 20400, EE 21000, EE 24100, EE 34200). Test and measurement instruments, Virtual instruments and computer instrumentation, Electric and electronic circuits. Transient and frequency response, Logic circuits, Discrete circuits, Operational amplifiers, 3 lab hr./wk.; 1 cr. each. EE 22100: prereq.: ENGR 20400, EE 21000; pre- or coreq: ENGR 10300. EE 32200 prereq.: EE 22100, EE 24100. EE 32300 prereq.: EE 32200, EE 34200.

EE 24100: Electronics I
Electronic devices and their use in analog circuits. Prereq.: PHYS 20800 (min. C grade); pre- or coreq.: EE 20500 and EE 21000. 3 hr./wk.; 3 cr.
EE 25900: Programming for Electrical Engineering
Part I. C++ and UNIX. UNIX preliminaries, C++ program format, data types, file I/O classes, overload operators, inheritance. Part II. Electrical engineering applications; projects on numerical solutions of linear equation systems, numerical differentiation/integration, least square approximations, etc. Prereq.: CSC 10200, ENGR 10300; pre-or coreq.: MATH 39100 (min. C grade), MATH 39200 (min. C grade). 4 hr./wk., 4 cr.

EE 30600: Linear Systems Analysis II

EE 31100: Probability and Statistics
Sample space and probability theory. Density and distribution functions of single and multiple discrete and continuous random variables. Functions of random variables. Expectation, variance and transforms. Independence, covariance and correlation. Central limit theorem, weak/strong law of large numbers. Introduction to random processes. Confidence intervals, hypothesis testing, simple linear regression techniques, chi-square minimization methods. Prereq.: MATH 20300. 3 hr./wk.; 3 cr.

EE 31200: Communication Theory
Amplitude modulation, frequency modulation, noise in amplitude modulation systems, noise in frequency modulation systems, analog to digital conversion, digital modulation techniques. Prereq.: EE 20500 and EE 31100. 3 hr./wk.; 3 cr.

EE 33000: Electromagnetics

EE 33300: Introduction to Antennas, Microwaves and Fiber Optics
Fundamental understanding in theory and applications if microwaves, waveguides, and antenna for wired and wireless communication and power transfer. Understanding of applications drawn from technologies: optical fibers, satellite communication, biomedical sensing safety, microwave ovens, and RFID. Topics include: Review of EM waves propagation in free space and transmission lines. Fundamental concepts, structures, and advantages of various transmission media and technologies. Structures of conducting and dielectric waveguides. Cavity resonators. Radiation fields of dipoles. Antenna patterns and parameters. Linear antenna. Antenna arrays. Receiving antenna, and various antenna designs and applications. Prereq.: EE 33000. 3 hr./wk.; 3 cr.

EE 33900: Semiconductor Materials and Devices

EE 34200: Electronics II

EE 34400: Digital Computer Systems
Digital system description. Algorithmic processor design. Organization of a simple digital computer. Control unit design, microprogramming. Elements of programming. General CPU, memory, and input/output organization. Microcomputer organization. Prereq.: EE 21000, pre or coreq.: EE 25900. 3 hr./wk.; 3 cr.

EE 35700: Electric Power Engineering
Analysis of magnetic circuits. Equivalent circuits and operations of power transformers, autotransformers, three-phase transformers. Basic principles of electromechanical energy conversion, single and double excitation. Elementary power systems and per-unit calculations. Power transmission, distribution, three-phase induction machines. Prereq.: EE 20500, EE 33000. 3 hr./wk.; 3 cr.

EE 37100: Linear Feedback Systems
Analysis of feedback systems including block diagrams, signal flow graphs, time domain specifications, Routh’s stability criterion, root locus, Bode and Nyquist diagrams, and state feedback. Prereq.: EE 20500, MATH 39100, MATH 39200 (minimum C grade). 3 hr./wk.; 3 cr.

EE 42100: Local Area Network Laboratory
Introduction to computer networks: local area network, wide-area network and interconnected network; packet switching and circuit switching. Design and simulation of various networks. Measurements and control of performance parameters such as throughput, delay and call blocking rate. Networks and services for simulations include datagram and virtual circuit (WAN), Ethernet and Token Bus (LAN). Prereq: EE 46000. 3 lab hr./wk.; 1 cr.

EE 42200: Analog Communication Laboratory
Analog communication systems, including frequency translation, AM signal generation and reaction, double and single sideband modulation, FM signal bandwidth, narrow and wide angle modulation, FM signal generation and reception, frequency division multiplexing, and noise in FM. Prereq.: EE 31200. 3 lab hr./wk.; 1 cr.

EE 42500: Computer Engineering Laboratory
Introduction to the operation and applications of microcomputers and design experiments in computer interface engineering utilizing a microprocessor-based computer. Design projects include computer input-output device selection, program interrupt, on-line control, direct memory access, and circular input-output buffer. Prereq: EE 34400 (or CSC 21000 and CSC 32400). 3 lab hr./wk.; 1 cr.

EE 42600: Control Laboratory
Experiments dealing with the operation and performance of feedback control systems. Study some aspects of feedback control systems, such as stability, transient analysis, and system performance. Build different controllers such as constant gain controllers, controllers with velocity feedback, and PID controllers. Compare these controllers in terms of transient analysis and system performance. Prereq.: EE 37100. 3 lab hr./wk.; 1 cr.

EE 42800: Photonics Engineering Laboratory
Hands-on approach to optical systems and photonics applications including: 1) refraction, diffraction, and imaging; 2) computer-aided photonics system design; 3) holography; 4) introduction to fiber-optics; 5) spectroscopy. Students are required to complete at least three out of the five units. Prereq.: EE 33000. 3 lab hr./wk.; 1 cr.

EE 43800: Management Concepts for Engineers
The principles and techniques of team management in a high-technology environment. Concepts in developing leadership and entrepreneurial skills as well as communication skills in a business context. A term paper will be required. Prereq.: at least upper junior status. 3 hr./wk.; 3 cr.

EE 44100: Electronic Devices and Semiconductor Materials
Fundamental properties of semiconductors. Simple device fabrication, physical principles of the “p-n” junctions, metal-semiconductor junctions, the Schotky-barrier diode, the bipolar transistor (BJT), the field effect transistor, the MOS transistor, CMOS technology. Prereq.: EE 33900. 3 hr./wk.; 3 cr.

EE 45100: Communication Electronics
Components of end-to-end communications systems. Noise in circuits and systems. Behavior of wideband and tuned amplifiers; limits on small signal operation. Gain controlled amplifiers, limiters, frequency multipliers, oscillators, coupling networks. Nonlinear elements, distortion, amplitude, frequency, and phase modulators, transmitters and low-noise receivers. Prereq: EE 31200 and EE 34200. 3 hr./wk.; 3 cr.

EE 45200: Fiber Optic Communications
This course is intended to provide the basic materials for an introductory senior or first-year graduate course in the theory and application of optical fiber communication technology with emphasis on both digital and analog point-to-point very-high-bit-rate long haul optical transmission systems. Topics covered include: an overview of the fundamental components of optical fibers relative to other transmission media; basic laws and definitions of optics that are relevant to optical fibers; degradation of light signals arising from attenuation and distortion mechanisms; main devices encountered in a fiber optic system, light sources, light detectors, analog and digital modulation formats at the transmitter: theory and design of receivers, noise and detection for optical fiber links; performance analysis and design of both digital and analog point-to-point very high bit-rate long-haul optical transmission systems. Prereq.: EE 31200, EE 33300, EE 44100. 3 hr./wk.; 3 cr.

EE 45300: Digital Signal Processing
Introduction to basic digital signal processing concepts; the finite Fourier transform, cyclic convolution, digital filters, Z-transform. Design of algorithms computing the finite Fourier transform and cyclic convolution. Cooley-Tukey and Winograd algorithms. Prereq.: EE 30600. 3 hr./wk.; 3 cr.
EE 45400: Physical Electronics
Theory of metals, crystal structure, classification of lattices, x-ray diffraction, periodic potentials and energy bands, statistical physics and charge carrier concentration profiles, multiband effective mass theory, electron-photon interaction, electron-photon interactions, electronic and optical effects in nanostuctures, optoelectronic device applications.. Prereq.: EE 33900. 3 hr./wk.; 3 cr.

EE 45500: Elements of Power Systems
Analysis of transmission lines, transformers, and electric machines as the elements of power systems. Prereq.: EE 35700. 3 hr./wk.; 3 cr.

EE 45600: Elements of Control Theory
Design of classical and state space controllers for continuous time and sampled data systems. Lead, log, and lag-lead compensation. State feedback, separation theorem, reduced order estimators. Lead compensation using w-plane. Discrete equivalent state space models. Deadbeat response. Prereq.: EE 37100. 3 hr./wk.; 3 cr.

EE 45700: Digital Integrated Circuits
Design of logic circuits: CMOS, Pseudo-nMOS, and high-performance circuits, such as dynamic pre-charge circuits and clocked CMOS, etc. Design of flip-flops and memories at the transistor level. Design of arithmetic circuits, I/O circuits, registers and control circuits, as well as analysis of digital circuit characteristics. Prereq.: EE 24100. 3 hr./wk.; 3 cr.

EE 45800: Introduction to Lasers

EE 45900: Microprocessors
Introduction to stored program computers and microcomputers. Reviews of number systems, binary arithmetic, register transfer language, and micro-operations. Digital computer and microcomputer functional elements, input-output devices, system organization and control. Accumerator-based processors, general register processors. Linear pipelining and cache memory. Prereq.: EE 34400. 3 hr./wk.; 3 cr.

EE 46000: Computer Communication Systems
Queueing theory, packet, message and circuit switching networks, assignment of link capacities and flows, routing algorithms, flow control and error control, multiple access schemes and OSI/ISO network protocols. Prereq.: EE 31200. 3 hr./wk.; 3 cr.

EE 46200: Photonic Engineering
Study of basic optics and computer-aided design for optics. Application of study to solve engineering problems and design photonic devices. Topics will be selected from: ray tracing; lens design; interferometry; analysis of optical systems: spectrometer techniques; Fourier optics; fibers, waveguides, integrated optics; video disk; optical detectors. Prereq.: EE 33300. 3 hr./wk.; 3 cr.

EE 46300: Wireless Communications
Introduction to wireless/mobile communications systems. Cellular systems concept: frequency reuse, co-channel and adjacent channel interference, capacity improvement. Wireless channel characteristics: long-term fading, short-term fading. Diversity techniques: DPSK, QPSK, 4QPSK, QAM, GMSK. Multiple access techniques for wireless communications: FDMA, TDMA, CDMA. Personal communications services. Current standards of PCS and cellular systems. Prereq.: EE 31200. 3 hr./wk.; 3 cr.

EE 46400: VLSI Design
Introduction to CMOS circuits, CMOS processing technology and physical characterization of gates, clocking strategies, I/O structures, and structured design concepts. The student will design, simulate, and lay out mask description of digital CMOS VLSI circuits. The design will be simulated using SPICE and RSIM. Circuit layout is created using MAGIC software package. The circuit will be fabricated by the foundry service supported by NSF/DARPA and tested. A final report detailing all the work is required. Pre-or coreq: EE 45700. 2 class, 3 lab hr./wk.; 3 cr.

EE 47100: Introduction to Digital Image Processing
Introduction to fundamental technologies for digital image and video representation, analysis, processing and compression (MPEG, JPEG etc). Topics include digital image/video perception, sampling, optimal quantization, transform, filtering, multi-spectral processing, restoration, feature extraction, morphological transform, image compression (lossy and lossless), video compression (lossy and lossless), and latest applications. Prereq: ENGR 10300 & EE30600 or CSC 47000. 3 hr./wk.; 3 cr.

EE 51000: Independent Study
The student pursues a program of independent study under the direction of a faculty mentor. Open only to students who have shown exceptional ability (minimum GPA 3.5). Students desiring to register in this course should apply by Dec. 1 for the spring term and by May 1 for the fall term. A final report is required. Prereq.: departmental approval. 3 hr./wk.; 1 or 3 cr.

EE 59866 & 59867: Seminar Design 1 & 2 for Electrical Engineering
This is a two-semester capstone design course. The student is required to design and implement a solution to an engineering project. Topics include introduction to engineering design, identification of a problem, background research, social, environmental, ethical and economic considerations, intellectual property and patents and proposal writing, including methods of engineering analysis and theoretical modeling. A detailed concept and design proposal is completed during the first semester and the implementation phase may also begin. A functional physical prototype or computer model is completed and tested in the second semester. Each student is required to write an in depth engineering report and to make an oral presentation to the faculty. EE 59866 prereq: EE 25900, EE 30600, EE 31200, EE 32200, EE 33900, EE 34400, and EE 42500. EE 59867 prereq: EE 59866. 3 class, 3 design hr./wk.; 3 cr.

EE 59868 & 59869: Senior Design 1 & 2 for Computer Engineering
This is a two-semester capstone design course. The student is required to design and implement a solution to an engineering project. Topics include introduction to engineering design, identification of a problem, background research, social, environmental, ethical and economic considerations, intellectual property and patents and proposal writing, including methods of engineering analysis and theoretical modeling. A detailed concept and design proposal is completed during the first semester and the implementation phase may also begin. A functional physical prototype or computer model is completed and tested in the second semester. Each student is required to write an in depth engineering report and to make an oral presentation to the faculty. EE 59868 prereq: EE 32200; coreq.: EE 42500. EE 59869 prereq: EE 59868. 3 class hr., 3 design hr./wk.; 3 cr.

Faculty
Samir Ahmed, Herbert Kayser Professor
B.A., Cambridge Univ., M.A.; Ph.D., Univ. College (UK)

Mohamed A. Ali, Professor
B.S., Azar Univ. (Egypt); M.S., The City College; Ph.D., CUNY

Joseph Barba, Professor
B.E., CCNY, M.E.; Ph.D., CUNY

Michael Conner, Professor
B.E.S., Johns Hopkins Univ.; M.S., Univ. of Maryland, Ph.D.

David Crousse, Associate Professor
B.S. (Physics), Purdue Univ.; Ph.D., Cornell Univ.

Roger Dorsinville, Professor and Chair
B.S., Moscow State Univ. (Russia), M.S., Ph.D.

Alexander Gileerson, Associate Professor
B.S., Technical Univ. (Russia), M.S., Ph.D.

Barry M. Gross, Professor
B.A. (Physics/Math), Yeshiva Univ.; M.S., CCNY; Ph.D., CUNY

Ibrahim W. Habib, Professor
B.S., Ain Shams Univ. (Egypt); M.S., Polytechnic Univ. of New York; Ph.D., CUNY

Ping-Pei Ho, Professor
B.S., Tsing-Hun Univ. (Taiwan); M.B.A., Kent State Univ.; Ph.D., CUNY

Bruce Kim, Associate Professor
B.S., Univ. of California, Irvine; M.S., Univ. of Arizona; Ph.D. (ECE), Georgia Inst. of Technology

Myung Jong Lee, Professor
B.S., Seoul National Univ. (Korea); M.S.; Ph.D., Columbia Univ.

Nicholas Madamopoulos, Associate Professor
B.S., Univ. of Patras (Greece); M.S., Univ. of Central Florida, Ph.D.

Jamal T. Manassah, Professor
B.S., American Univ. of Beirut (Lebanon); M.A., Columbia Univ., Ph.D.

Fred Moshary, Professor

William Roscows, Distinguished Professor
B.A., Hanover College; M.S., Cornell Univ., Ph.D.
Leonid Roytman, Professor
B.S., Moscow Polytechnical (Russia); M.S.; Ph.D., Novosibirsk Polytechnical Inst. (Russia)

Tarek N. Saadawi, Professor
B.Sc., Cairo Univ. (Egypt); M.Sc.; Ph.D., Univ. of Maryland

Norman Scheinberg, Professor
B.E.E., Cooper Union; M.S., M.I.T.; Ph.D., CUNY

Sang Woo Seo, Assistant Professor
B.S., Ajou Univ. (South Korea); M.S., Kwangju Inst. of Science and Technology (South Korea); Ph.D., Georgia Inst. of Technology

Aidong Shen, Associate Professor
B.S., Xiamen Univ. (China); Ph.D., Chinese Academy of Sciences, SIOFM.

Kenneth Sobel, Professor
B.E., CCNY; M.E., Rensselaer Polytechnic Inst., Ph.D.

Yi Sun, Assistant Professor
B.S., Shanghai Jiao Tong Univ. (China); M.S.; Ph.D., Univ. of Minnesota

YingLi Tian, Professor
B.S., Tian Jin Univ. (China); M.S.; Ph.D., Univ. of Hong Kong

M. Ümit Uyar, Professor
B.S., Istanbul Teknik Univ. (Turkey); M.S., Cornell Univ., Ph.D.

Ardie D. Walser, Professor and Associate Dean
B.E., CCNY, M.E.; Ph.D., CUNY

Jizhong Xiao, Professor
B.S., East China Inst. of Tech. (China); M.S. (EE), Nanyang Tech. Univ. (China); Ph.D. (ECE), Michigan State Univ.

Professors Emeriti

Vincent Deltoro

Demos Eitzer

George M. Kranc

Donald L. Schilling

Herbert Taub

Fred Thau

Richard Tolimieri

Louis Weinberg
Department of Mechanical Engineering

Professor Foridun Delale, Chair • Department Office: ST 233 • Tel: 212-650-5224

General Information

The City College offers the following undergraduate degree in Mechanical Engineering:

B.E. (M.E.)

Programs and Objectives

Mechanical Engineering is a very broad and versatile profession. Mechanical engineers deal with a wide spectrum of topics ranging from cell mechanics to the design of huge launching pads for space vehicles. Their domain of interest includes energy conversion, space propulsion, transportation vehicles, manufacturing, assembly lines, robotics, computer hardware, pollution control, biomechanics, medical instruments, and heating, ventilating, and air conditioning. The diverse and extensive nature of mechanical engineering provides vast opportunities for employment in many challenging and exciting industries.

Our educational program is carefully designed to meet industry’s criteria for successful engineers. It stresses fundamentals as well as practice. It focuses on creative thinking and problem-solving skills. It emphasizes written and oral communication, teamwork, design, time management, computer utilization and communication through graphics. Its primary goal is education for career-long learning, giving students the educational tools to enable them to deal with rapidly advancing technologies.

Practice in teamwork is achieved through design projects, computer-aided manufacturing, participation in regional and national contests, independent study and group learning settings. Skills in oral and written communication are gained through reports and presentations of individual and team projects. Modern laboratories provide opportunities for training in measurements and testing. Computers are extensively used in design, simulation, optimization and learning through graphics.

Mission

The mission of the Department of Mechanical Engineering at The City College, in conformity with the mission of the Grove School of Engineering, is:

I. To educate well-rounded and conscientious mechanical engineers of diverse backgrounds capable of becoming leaders in our society.

II. To carry out basic and applied research leading to new scientific and educational ideas, systems, and devices in mechanical engineering and related interdisciplinary areas.

III. To offer advice, service, and support to industry, government agencies, schools, community groups and professional societies.

Program Educational Objectives

Consistent with the mission, the following Undergraduate Program Educational Objectives are established to provide a quality education in mechanical engineering:

A. Our graduates will have successful professional careers.

B. Our graduates will engage in professional development to enhance their competency and career.

C. Our graduates will pursue advanced studies if they choose to do so.

Program Outcomes

Upon graduation our students are expected to have:

A. an ability to apply knowledge of mathematics, science and engineering;

B. an ability to design and conduct experiments, as well as to analyze and interpret data;

C. an ability to design a system, component, or a process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability;

D. an ability to function on multi-disciplinary teams;

E. an ability to identify, formulate, and solve engineering problems;

F. an understanding of professional and ethical responsibility;

G. an ability to communicate effectively;

H. the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context;

I. a recognition of the need for, and an ability to engage in life-long learning;

J. a knowledge of contemporary issues;

K. an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice;

L. preparation for pursuing advanced degrees;

M. knowledge of specialized and emerging areas in mechanical engineering.

Accreditation

The B.E. (M.E.) program is accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET).

Requirements for Majors

Mechanical Engineering majors must complete the following:

Math and Science Requirements

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 20102</td>
<td>Calculus I*</td>
<td>3</td>
</tr>
<tr>
<td>MATH 20202</td>
<td>Calculus II*</td>
<td>3</td>
</tr>
<tr>
<td>MATH 20300</td>
<td>Calculus III*</td>
<td>4</td>
</tr>
<tr>
<td>MATH 39100</td>
<td>Methods of Differential Equations*</td>
<td>3</td>
</tr>
<tr>
<td>MATH 39200</td>
<td>Linear Algebra and Vector Analysis for Engineers</td>
<td>8</td>
</tr>
<tr>
<td>PHYS 20700</td>
<td>Physical Engineering Courses for Scientists and</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Engineers</td>
<td></td>
</tr>
<tr>
<td>CHEM 10301</td>
<td>General Chemistry I*</td>
<td>3</td>
</tr>
</tbody>
</table>

Science Electives:* 6

Two of the following courses:

- BIO 10100: Foundation of Biology* (3 cr.)
- BIO 32100: Introduction to Human Physiology and Biophysics* (4 cr.)*
- CHEM 10401: General Chemistry II* (3 cr.)
- CHEM 26100: Organic Chemistry I* (3 cr.)
- CHEM 33000: Physical Chemistry I* (3 cr.)
- CSC 10200: Introduction to Computing* (3 cr.)
- EAS 21300: Engineering Geology* (3 cr.)
- EAS 21700: ESS: Systems Analysis of the Earths * (3 cr.)
- PHYS 31500: Medical Physics* (3 cr.)
- PHYS 32100: Modern Physics for Engineers** + * (3 cr.)
- PHYS 42200: Biophysics* (3 cr.)
- PHYS 45400: Descriptive Astronomy* (3 cr.)

Total Math and Science Credits 33

* Minimum grade of "C" required.
** Can be used as either a Science or a Mechanical Engineering Elective.
+ Second science elective (4th semester) restricted to one of the following four: BIO 32100, CHEM 26100, CHEM 33000, EAS 21700, PHYS 32100.

English and Liberal Arts (General Education) Requirements

Refer to the Grove School of Engineering section for details.

Total English and Liberal Arts (General Education) Credits 24

Engineering Requirements

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR 10100</td>
<td>Introduction to Engineering*</td>
<td>1</td>
</tr>
<tr>
<td>ENGR 20400</td>
<td>Electrical Circuits</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 23000</td>
<td>Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td>ME 14500</td>
<td>Computer-Aided Drafting</td>
<td>2</td>
</tr>
<tr>
<td>ME 24600</td>
<td>Engineering Mechanics I</td>
<td>3</td>
</tr>
<tr>
<td>ME 24700</td>
<td>Engineering Mechanics II</td>
<td>3</td>
</tr>
<tr>
<td>ME 31100</td>
<td>Fundamentals of Mechatronics</td>
<td>3</td>
</tr>
<tr>
<td>ME 32200</td>
<td>Computer Methods in Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ME 33000</td>
<td>Mechanics of Materials</td>
<td>3</td>
</tr>
<tr>
<td>ME 35600</td>
<td>Fluid Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>ME 37100</td>
<td>Computer-Aided Design</td>
<td>3</td>
</tr>
<tr>
<td>ME 41100</td>
<td>Systems Modeling, Analysis and Control</td>
<td>4</td>
</tr>
<tr>
<td>ME 43000</td>
<td>Thermal Systems Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>ME 43300</td>
<td>Heat Transfer</td>
<td>3</td>
</tr>
<tr>
<td>ME 43600</td>
<td>Micro-Thermal-Fluids Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>ME 46100</td>
<td>Engineering Materials</td>
<td>4</td>
</tr>
<tr>
<td>ME 46200</td>
<td>Manufacturing Processes and Materials</td>
<td>3</td>
</tr>
<tr>
<td>ME 46300</td>
<td>Micro/Nanotechnology</td>
<td>3</td>
</tr>
<tr>
<td>ME 47200</td>
<td>Mechanical Systems Design</td>
<td>3</td>
</tr>
<tr>
<td>ME 47300</td>
<td>Senior Design Project</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Required Engineering Credits 60

Design Electives

Three of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME 41000</td>
<td>Advanced Stress Analysis (3 cr.)</td>
<td>9</td>
</tr>
</tbody>
</table>
ME 46600: Dynamics and Controls of Aerospace Vehicles (3 cr.)
ME 46800: Aircraft and Rocket Propulsion (3 cr.)
ME 46900: Spacecraft Systems and Spacecraft Design (3 cr.)
ME 47100: Energy Systems Design (3 cr.)
ME 51100: Advanced Mechatronics (3 cr.)
ME 51400: Rotorcraft Aerodynamics (3 cr.)
ME 51500: Orbital Mechanics (3 cr.)
ME 53700: Turbomachinery Design (3 cr.)
ME 53800: Automotive Safety Design and Injury Biomechanics (3 cr.)
ME 53900: Vehicular Power Systems
ME 54200: Introduction to the Theory and Practice of Vibration (3 cr.)
ME 54600: Robotics and Automation (3 cr.)
ME 54700: Environmental Control (3 cr.)
ME 54800: Aerostructures (3 cr.)
ME 55500: Structural Dynamics and Aeroelasticity (3 cr.)
ME 55600: Advanced Fluid Mechanics (3 cr.)
ME 57100: Mechanism Design (3 cr.)
ME 57200: Aerodynamic Design (3 cr.)
BME 50100: Cell and Tissue Mechanics (3 cr.)
BME 50200: Cell and Tissue Transport (3 cr.)
BME 50300: Cell and Tissue Biomaterial Interactions (3 cr.)
ENGR 55500: Thermal Hydraulics (3 cr.)
ENGR 55600: Nuclear Reactor Design, Operation, and Safety (3 cr.)

Mechanical Engineering Electives

Additional elective(s) from the following courses or the Design Electives list.
ME 40100: Review of Engineering Fundamentals (1 cr.)
ME 52600: Introduction to Finite Element Method (3 cr.)
ME 53600: Sustainable Energy Conversion Systems (3 cr.)
ME 56700: Special Topics in Aerospace Engineering (3 cr.)
ME 56800: Special Projects in Aerospace Engineering (3 cr.)
ME 59001-59003, ME 59101-59103: Special Projects** (1-3 cr.)
ME 59500: Teaching/Research Experiences for Undergraduates (3 cr.)
ME 59803-59806, ME 59903-59906: Special Topics in Mechanical Engineering** (3-6 cr.)
ME 59901: Product Development, Management, and Marketing (3 cr.)
ENGR 55400: Reactor Physics (3 cr.)
PHYS 32100: Modern Physics for Engineers*** (3 cr.)

Total Elective Credits 12

*New transfer students who have successfully completed Calculus II (MATH 20200 or MATH 20202) should not take ENGR 10100. They are required to complete an additional ME elective course of at least one credit.

**Departmental approval required.

***Can be used as either a Science or a Mechanical Engineering Elective.

Total Credits for Major 129

Additional Requirements for Graduation

Refer to the Grove School of Engineering section for details.

Recommended Sequence of Courses

First Semester 15 credits
MATH 20100: Calculus I (3 cr.)
CHEM 10301: General Chemistry I (3 cr.)
ENGR 10100: Introduction to Engineering (1 cr.)
ENGL 11000: Freshman Composition (3 cr.)
ME 14500: Computer-Aided Drafting (2 cr.)
Liberal Arts course (3 cr.)

Second Semester 16 credits
MATH 20202: Calculus II (3 cr.)
PHYS 20700: General Physics I (4 cr.)
First Science Elective Course (3 cr.)
ENGL 21007: Writing for Engineering (3 cr.)
Liberal Arts course (3 cr.)

Third Semester 17 credits
MATH 20300: Calculus III (4 cr.)
PHYS 20800: General Physics II (4 cr.)
ENGR 20400: Electrical Circuits (3 cr.)
ME 24600: Engineering Mechanics I (3 cr.)
Liberal Arts course (3 cr.)

Fourth Semester 18 credits
MATH 39100: Methods of Differential Equations (3 cr.)
ENGR 23000: Thermodynamics (3 cr.)
ME 24700: Engineering Mechanics II (3 cr.)
ME 32200: Computer Methods in Engineering (3 cr.)
ME 33000: Mechanics of Materials (3 cr.)
Second Science Elective Course (3 cr.)

Fifth Semester 16 credits
MATH 39200: Linear Algebra and Vector Analysis for Engineers (3 cr.)
ME 31100: Fundamentals of Mechatronics (3 cr.)
ME 35600: Fluid Mechanics (3 cr.)
ME 46100: Engineering Materials (4 cr.)
Liberal Arts course (3 cr.)

Sixth Semester 16 credits
ME 43000: Thermal Systems Analysis and Design (3 cr.)
ME 37100: Computer-Aided Design (3 cr.)
ME 41100: Systems Controls (4 cr.)
ME 43300: Heat Transfer (3 cr.)
ME 47200: Mechanical Systems Design (3 cr.)

Seventh Semester 16 credits
ME 43600: Aero-Thermal-Fluids Laboratory (1 cr.)
ME 46200: Manufacturing Processes and Materials (3 cr.)
ME 46300: Micro/Nanotechnology (3 cr.)
ME 47300: Senior Design Project I (3 cr.)
Design Elective course (3 cr.)
Liberal Arts course 20000 level or higher (3 cr.)

Eighth Semester 15 credits
ME 47400: Senior Design Project II (3 cr.)
Two Design Elective courses (6 cr.)
Mechanical Engineering Elective course (3 cr.)
Liberal Arts course 20000 level or higher (3 cr.)

Advisement

All full-time faculty serve as undergraduate advisors.

Transfer Credits

The Mechanical Engineering Department grants transfer credits for legitimate mechanical engineering courses having engineering/science content that matches City College courses. Courses claiming a design component are not accepted except in certain compelling cases that are supported by convincing documentation at the evaluation session. Such documentation must include (a) a complete, legitimate transcript; (b) complete class notes; (c) textbooks used; (d) reports written; (e) homework; (f) professionally executed, detailed engineering drawings, etc. Note that only courses with grades of C or better are accepted for transfer credits.

Mechanical Engineering Course Descriptions

ME 14500: Computer-Aided Drafting
Basic theory of space geometry, with applications in computerized drafting. Students develop skills of spatial analysis, visualization and interpretation through reading existing drawings and freehand sketching. Conventional drafting practices are introduced, including orthographic projections, auxiliary and sectional views, isometric and orthographic projections and basic dimensioning. Computer-aided drafting software is used to produce engineering drawings. 1 class, 2 lab hr./wk.; 2 cr.

ME 24600: Engineering Mechanics I (Statics and Particle Kinematics)
Vector concepts in mechanics. Equivalent force systems. Centers of gravity and pressure. Equations of equilibrium for two- and three-dimensional systems. Static determinacy. Analysis of trusses, frames, mechanisms and machines. Frictional forces. Properties of surfaces and rigid bodies. Particle kinematics: path variables, cylindrical coordinates and relative motion. Recitation periods integrated with classroom work. Prereq.: MATH 20200 (min. C grade), PHYS 20700 (min. C grade); pre- or coreq.: ME 14500 or BME 22000. 3 hr./wk.; 2 cr.

ME 24700: Engineering Mechanics II (Kinematics and Dynamics of Rigid Bodies)
ME 31100: Fundamental of Mechatronics
Modern electric/electronic devices with applications in mechanical measurements are used as various sensors, such as strain gages, thermocouples, piezoelectric transducers, LVDTs, optoelectronic proximity sensors, etc. Static and dynamic characteristics of sensors and time-frequency responses of various measurement systems are studied. Concepts of filtering, amplification and signal conditioning are demonstrated through hands-on laboratory experiments. Engineering statistics and regression analysis are also introduced for analyzing measurement errors. Prereq.: ENGR 20400, MATH 39100 (min. C grade) ME 24700, ME 33000; pre- or coreq.: ENGL 21007, ME 32200, MATH 39200; 2 class, 3 lab hr./wk.; 3 cr.

ME 32200: Computer Methods in Engineering
Digital procedures and numerical techniques necessary for the solution of many classes of mechanical engineering problems. Procedures for the analysis and processing of experimental data, for the solution of boundary and initial value problems, sets of linear equations and eigenvalue problems. Difference methods. Use of these techniques as essential to the design process, both in the solution of equations which do not have easily obtained closed form solutions and in the treatment of experimental data. Students will principally use the microcomputer laboratory and ancillary facilities. Pre- or coreq.: MATH 39100 (min. C grade). 2 class, 3 lab hr./wk.; 3 cr.

ME 33000: Mechanics of Materials
Engineering analysis of deformable elastic and inelastic bodies subject to axial, torsional, flexural and shearing loads. Analysis of stress and strain. Stress/strain relations, strain energy and failure theories. Deformations and deflections due to mechanical and thermal loads. Statically determinate and indeterminate systems. Pressure vessels, combined loading, principal stresses, thermal stresses, joints and fittings. Stability, buckling and critical loads. Prereq.: MATH 20300 (min. C grade), ME 24600. 3 class, 1 rec hr./wk.; 3 cr.

ME 35600: Fluid Mechanics
Basic concepts in fluid mechanics. Hydrostatics. Control volume formulation of the basic laws of conservation of mass and momentum. Differential analysis of fluid motion: continuity and Euler’s equations, Bernoulli’s equations. Dimensional analysis and similarity. Incompressible viscous pipe flow. Introduction to boundary layer theory. Drag and lift. Prereq.: MATH 39100 (min. C grade), PHYS 20800 (min. C grade); pre- or coreq.: MATH 39200. 3 hr./wk.; 3 cr.

ME 37100: Computer-Aided Design
Introduction to the theory and methods of Computer-Aided Design (CAD) from a user’s viewpoint. Design methodology. Simulation and modeling. Introduction to analysis programs based on finite element methods and postprocessing. Application of these concepts to specific engineering design projects. The student will have access to professional workstations with color graphics capability. Prereq.: ME 14500, ME 32200, ME 33000; pre- or coreq.: MATH 39200. 2 class, 3 design hr./wk.; 3 cr.

ME 40100: Review of Engineering Fundamentals
Review of science, mathematics and engineering concepts. Topics include engineering mathematics, chemistry, materials science, solid and fluid mechanics, thermodynamics, engineering economics and ethics, computer science and electrical circuits. The course concludes with a practice Fundamentals of Engineering (FE) exam. Prereq: Senior undergraduate or graduate standing. 3 hr./wk.; 1 cr.

ME 41100: Systems Modeling, Analysis and Control
Model development with applications to mechanical engineering systems. First and higher order system responses. Laplace transform, transfer functions and block diagrams. Frequency response and vibration. Routh-Hurwitz stability and graphical methods such as root locus and Bode plot. Introduction to feedback control. Concepts of PID control, tuning and compensation. Hands-on and demonstrative experiments include static and dynamic rotor balancing, shock table testing of various degree-of-freedom systems, feedback controls of pneumatic, servo motor, fluid level and temperature control systems. Prereq.: ME 31100, ME 33000; pre- or coreq.: MATH 35600. 3 class, 3 lab hr./wk.; 4 cr.

ME 43000: Thermal Systems Analysis and Design
Engineering application of thermodynamics to steam gas cycles, gas cycles, refrigeration, Maxwell relations and application. Chemical reactions and combustion processes. Phase equilibrium and chemical equilibrium. Flow through nozzles and blade processes. Prereq.: ENGR 23000, ME 35600. 2 class, 2 design hr./wk.; 3 cr.

ME 43300: Heat Transfer

ME 43600: Aero-Thermal-Fluids Laboratory
Experiments and demonstrations designed to illustrate concepts and verify theories in thermodynamics, fluid flow, and heat transfer. Experiments involve a wind tunnel, a refrigeration unit, a centrifugal pump-turbine unit, a pipe flow unit, a fin heat transfer device and a heat exchanger. Use of PC-based data acquisition systems. Prereq.: ME 31100, ME 43000, ME 43300. 3 lab hr./wk.; 1 cr.

ME 44100: Advanced Stress Analysis

ME 46100: Engineering Materials
Utilizing concepts of atomic theory, crystalline structures and a variety of microscopic observations, basic properties of engineering materials are studied. Processing techniques for control of the microstructure of the materials to improve their mechanical behavior are introduced. The materials include metals and alloys, ceramics and glass, as well as plastics and composites. The necessary tradeoffs between design alternatives and available manufacturing and processing methods are also considered. Pre-req: CHEM 10301 (Min C grade), ENGL 21007; pre- or coreq.: ME 33000. 3 class, 3 lab hr./wk.; 4 cr.

ME 46200: Manufacturing Processes and Materials
Relationship between product design and manufacturing. Influence of material properties. Capabilities and limitations of common methods of processing metallic and nonmetallic materials (casting, hot and cold working, joining, traditional and non-traditional machining). Introduction to computer-aided manufacturing, robotics and computer numerical control. Prereq.: ME 14500, ME 46100. 2 class, 3 lab hr./wk.; 3 cr.

ME 46300: Micro/Nano Technology: Mechanics, Materials, and Manufacturing
The aim of this course is to introduce students with diverse technical interests to the emerging area of micro and nano phenomena in science and engineering. Micro-Electrical Mechanical Systems (MEMS) and Nanotechnology continue to revolutionize research in the engineering and science communities requiring newcomers to familiarize themselves with these fundamental principles. This course will address synthesis and manufacturing techniques of micro/nano devices, relevant mechanics concepts (such as fracture and contact mechanics, elasticity), material property determination at small scales (e.g. size-scale strength effects), and engineering difficulties with manipulation and control of materials and phenomena on scales less than 1000 times the width of a human hair. The course will be centered upon a series of investigational exercises including microfluidics experiments, electro-mechanical testing of microdevices, transport and deposition of macromolecules (e.g. DNA, proteins), nanolithography, and manipulation of carbon nanotubes. Course material will also briefly discuss the evolution of select micro/nano innovations and their impact and applications in applied sciences, medicine, space development, policy, and the environment. Prereq.: ME 35600 or CHE 34100; pre- or coreq: ME 46200. 2 class, 2 lab hr./wk.; 3 cr.

ME 46600: Dynamics and Control of Aerospace Vehicles

ME 46800: Aircraft and Rocket Propulsion
Aerodynamic and thermodynamic design of airbreathing and rocket engines. Physical parameters used to characterize propulsion systems performance. Subsonic and supersonic gas dynamics and cycle analysis of ramjets, turbojets, turbofans and turboprops. Effect of after-burning and thrust vectoring. Design of inlets, diffusers, fans, compressors, combustors, turbines and nozzles. Liquid and solid propellant rockets. Market and environmental considerations. Design project. Prereq.: ME 43000. 3 hr./wk.; 3 cr.
ME 46900: Spacecraft Systems and Spacecraft Design

ME 47100: Energy Systems Design
Design and analysis of cycles, components, and systems used in power generation and related industries. Power plant cycles and flow diagrams. Heat balance calculations. Turbines, steam generators. Economics of energy systems, capacity analysis, load curve analysis, scheduling. Use of computerized steam and gas tables and power plant simulation. Design projects on power plant cycles and associated equipment. Prereq.: ME 43000, pre- or coreq.: ME 43300. 2 class, 1 design hr./wk.; 3 cr.

ME 47200: Mechanical Systems Design
Introduction to design philosophy. Design of basic mechanical elements: screws, shafts, gears, bearings, springs, brakes, clutches, etc. Open-ended design projects dealing with the integration of these elements into subsystems such as drive trains, indexing devices, conveyors, etc. Emphasis is placed on computer use with commercial and student-generated software, as well as on report writing. Prereq.: ME 24700, ME 33000; pre- or coreq.: ME 46100. 2 class, 2 design hr./wk.; 3 cr.

ME 47300, 47400: Senior Design Project
In this two-semester capstone course, the student is required to find a professional design solution to an open-ended real-life engineering problem. These projects are proposed and supervised, in conjunction with course leaders, by individual faculty members or industry. Special attention is paid to the use of computer-driven machine tools as well as to the observance of economic, safety, reliability, esthetic, and ethical constraints. In the first semester, concept design and analysis are carried out. A functional prototype is fabricated in the second semester. As applicable, a physical or computer model must be tested, in addition to writing an in-depth engineering report. Each student is required to make an oral presentation to the faculty. Prereq.: for ME 47300: ME 47200; pre- or coreq.: ME 37100, ME 41100, ME 43600, ME 43300, ME 46200. Prereq. for ME 47400: ME 41100, ME 47300. 2 class, 3 design hr./wk.; 3 cr. each.

ME 51100: Advanced Mechanotronics
Digital principles are studied and their applications in A/D and D/A convertors, microcontrollers and programmable-logic controllers (PLCs) are demonstrated by controlling various electromechanical devices, such as relays, DC servos, and stepper motors. Principles of electric machines and selection of electric motors are also introduced. Hands-on laboratory experience, including team-design for measurement and control of various electromechanical devices, is particularly emphasized. Prereq.: ME 41100. 2 class, 2 lab hr./wk.; 3 cr.

ME 51400: Rotorcraft Aerodynamics

ME 51500: Orbital Mechanics

ME 52600: Introduction to Finite Element Method
Formulation of element stiffness matrices and their assembly. Assumed displacement fields. Isoparametric elements and Gauss quadrature. Static condensation and equation solvers. Variational calculus and weighted residuals. Application to statics, dynamics, fluid mechanics and heat transfer. Prereq.: ME 32200, ME 37100; pre- or coreq.: ME 43300. 3 hr./wk.; 3 cr.

ME 53600: Sustainable Energy Conversion Systems
Contemporary energy conversion systems, energy resources and factors affecting the rate of global energy consumption. Comparison of conventional and renewable energy conversion systems, including limitations and efficiency of each, and the comparative impacts on the environment. Applications include steam, gas, wind, and hydro turbine energy systems, internal combustion engines, fuel cells, solar energy converters, tidal and wave energy converters. Prereq.: ENGR 23000 and ME 35600. 3 hr./wk.; 3 cr.

ME 53700: Turbomachinery Design

ME 53800: Automotive Safety Design and Injury Biomechanics
In this course, the state-of-the-art and new design changes in the automotive industry that are geared towards safety issues and injury prevention of occupants will be discussed. Specifically, the topics of the course are: vehicle body design; crashworthiness of the body; stability of vehicles; restraint systems; and supplemental restraint systems such as seatbelts, pre-tensioners and airbags; crash sensors; seat and interior safety; occupant protection systems; codes and FMVSS standards; NHTSA standards and crash tests; simulation and accident reconstruction; biomechanics of occupant kinematics; brief anatomy; injury classification; and mechanisms of occupant injuries. The students are required to design and analyze a safety feature of a vehicle. Prereq.: ME 31100, ME 37100, ME 47200. 3 hr./wk.; 3 cr.

ME 53900: Vehicular Power Systems

ME 54200: Introduction to the Theory and Practice of Vibration

ME 54600: Robotics and Automation
Robotics and relevant fields related to robot design and operation. Kinematic problems peculiar to robotic construction. Control considerations. Power sources. Sensor equipment and intelligence. Specifications used to evaluate robot performance. Economic considerations of robotized operations in various applications. Group technologies and flexible manufacturing systems. Prereq.: ME 24700; pre- or coreq.: ME 46200. 2 class, 3 lab hr./wk.; 3 cr.

ME 54700: Environmental Control
Design of environmental control systems for domestic, commercial, and industrial spaces. Heating, ventilating, air conditioning. Psychrometric chart processes. Design projects on buildings involving heat transmission in building structures, space heat loads, cooling loads, air conditioning systems, fans, ducts, and building air distribution. Prereq.: ME 43000, ME 35600, ME 43300. 3 hr./wk.; 3 cr.

ME 54800: Aerostuctures
Flight vehicle imposed loads. Analysis and design of typical members of structural airplane structures. Analysis and design of combined loading. Elastic behavior of simple systems. Design problems peculiar to aircraft with multiple loading conditions. Prereq.: ME 32200, ME 35600, ME 46100. 3 hr./wk.; 3 cr.

ME 55500: Structural Dynamics and Aeroelasticity
Basic analytical techniques of fixed and rotating wings interactions with flows. Unsteady aerodynamics and flutter. Fuselage vibrations. Methods for vibration control. Stability analysis. Mechanical and aeromechanical instabilities. Design project including the aeroelastic behavior of simple systems. Prereq.: ME 41100, ME 46100. 3 hr./wk.; 3 cr.

ME 55600: Advanced Fluid Mechanics

ME 56700: Special Topics in Aerospace Engineering
Topics chosen for their particular or current interest to undergraduate students. Prereq.: Department approval. Hours vary: 1-3 cr.

ME 56800: Special Projects in Aerospace Engineering
Students may earn elective credits by undertaking appropriate and sufficient comprehensive research and design projects under the guidance of a faculty member, and writing a Thesis report. Prereq.: Department approval. Hours vary; 1-3 cr.
ME 57100: Mechanism Design
3 hr./wk.; 3 cr.

ME 57200: Aerodynamic Design

ME 59001-59003, 59101-59103: Special Projects
Students may earn elective credits by undertaking appropriate and sufficiently comprehensive research and design projects under the guidance of a faculty member, and writing a thesis report. Prereq.: formal (written) commitment of a faculty member. Hours vary; 1-3 cr.

ME 59500: Teaching/Research Experiences for Undergraduates
This course provides undergraduate students with guided experiences in developing and assisting in the teaching of undergraduate laboratories, and performing laboratory research, in either case under direct faculty supervision. Evaluation is based on written documentation of the work. Prereq.: Departmental approval. 3 hr./wk.; 3 cr.

ME 59803-59806, 59903-59906: Special Topics in Mechanical Engineering
Topics chosen for their particular or current interest to undergraduate students. Prereq.: departmental approval. 3-6 hr./wk.; 3-6 cr.

ME 59901: Product Development, Management and Marketing
Product development strategies from concept to marketing. Integration of engineering, design, manufacturing, marketing, management and finance. Students work in teams on all aspects of an actual product. The course is taught in partnership with industry. Prereq.: permission of instructor. 3 hr./wk.; 3 cr.

Faculty
Yiannis Andreopoulos, Michael Pope Chair and Professor

Charusheel N. Bapat, Associate Professor
B.E., Poona College of Engineering (India); M.Tech., Indian Inst. Of Technology; Ph.D., Univ. of Manitoba

Gary F. Benenson, Professor
B.S. (Physiscs), Univ. of Chicago; M.S. (Eng. Sci.), Rensselaer Polytechnic Inst; P.E. (New York)

Zeev Daqan, Professor
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B.S. (ME), Univ. of Puerto Rico, Mayaguez, M.S.(ME); Ph.D., Georgia Institute of Technology

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B.S. (ME), Sharif Univ. of Technology; M.S. (ME), Amirkabir Univ. of Technology; Ph.D. (ME), Univ. of Toronto

Latif M. Jiji, Herbert Kayser Professor

Masahiro Kawaji, Professor
B.S. (Chem.), Univ. of Toronto; M.S. (ME), Univ. of California, Berkeley, Ph.D.

Taehun Lee, Associate Professor
B.S. (ME), Seoul National University, M.S. (ME); Ph.D., Univ. of Iowa

Jacqueline Jie Li, Professor
B.S. (Mech), Peking Univ.; M.E. (Applied Mech), Beijing Inst. of Technology; Ph.D. (ME), Rutgers Univ.

Been-Ming Benjamin Liaw, Professor
B.S. (ME), National Tsinghua Univ., M.S. (ME); Ph.D., Univ. of Washington

Rishi Raj, Professor
B.S., Punjab Univ.; B.S., P.F. Univ., Moscow, M.S.; Ph.D., Penn State Univ.

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Ioana R. Voiculescu, Associate Professor
M.S. (ME), Technical University (Romania); Ph.D. (ME); Ph.D., George Washington Univ.

Charles B. Watkins, Professor
B.S. (ME) Howard Univ.; M.S., Univ. of New York, Ph.D.; P.E. (District of Columbia)

Honghui Yu, Associate Professor

Professors Emeriti
Antonio Baldo
Myron Levitsky
Anton L. Steinhauser
Henry T. Updegrove, Jr.
Sheldon Weinbaum
The Sophie Davis School of Biomedical Education

Maurizio Trevisan, M.D., M.S., Dean • HR107 • Tel: 212-650-5275

Programs and Objectives

The Sophie Davis School of Biomedical Education was founded at The City College of New York (CCNY) in 1973. Named in honor of one of its major benefactors, the School was established to educate young men and women of diverse ethnic backgrounds to serve as primary care physicians and physician assistants in medically underserved communities. The School’s early success in achieving this mission—combined with the increasingly urgent need to train larger numbers of primary care physicians and to increase the number of physicians from minority groups—led the School to significantly increase the number of its basic science faculty and expand its teaching and research activities.

The City College of New York has served an important social as well as educational mission for over 150 years. The College’s special mission is to provide economically and socially disadvantaged students with the intellectual training, professional skills and academic credentials they need to realize their full potential and to contribute effectively to society. It is no mere coincidence that the mission of The City College and the Sophie Davis School are closely related; indeed, they are integrally linked to each other.

B.S./M.D. Program

The Biomedical Education program is designed as a seven-year integrated curriculum leading to Bachelor of Science (B.S.) and Doctor of Medicine (M.D.) degrees. During the first five years of the program, students fulfill all requirements for the B.S. degree as well as the pre-clinical portion of a medical school curriculum. After successfully completing the five-year sequence and passing Step I of the U.S. Medical Licensure Examination, students are considered for transfer to one of six medical schools for their final two years of clinical training. The Bachelor of Science degree is conferred by City College, while the medical school to which the student transfers awards the Doctor of Medicine degree. The medical schools participating in the program are:

- Albany Medical College
- New York Medical College
- New York University School of Medicine
- Northeast Ohio Medical University College of Medicine (NEOMED)
- The State University of New York (SUNY) Health Science Center at Brooklyn, College of Medicine
- The Commonwealth Medical College (TCMC)

All of the above are accredited by the Liaison Committee on Medical Education of the Association of American Medical Colleges and the American Medical Association.

The Goals

There is a continuing shortage of primary care physicians in our nation, creating an urgent need for more family physicians, internists, pediatricians, and obstetrician/gynecologists in many communities. The shortage of African-American and Hispanic primary care physicians in inner city areas is particularly acute.

The B.S./M.D. program of The Sophie Davis School of Biomedical Education, is committed to producing broadly educated, highly skilled physicians who are prepared to undertake postgraduate training, increasing the number of physicians of African-American, Hispanic and other ethnic backgrounds who have been historically under-represented in the medical profession and whose communities have been historically underserved by primary care practitioners, and encouraging students to become primary care physicians who will:

- Provide superior preventive and therapeutic medical care to underserved urban communities;
- Plan for effective, comprehensive health care services in cooperation with community leaders, residents, and providers of health-related services; and
- Serve as health care advocates for individuals and families living in the communities in which they practice.

The Service Commitment

All students entering The Sophie Davis School of Biomedical Education sign an Agreement on Post-Graduation Service Commitment as part of acceptance to the program, and upon completion of a primary care residency training program, provide full-time primary care service for two years in a designated physician shortage area in New York State. If the graduate fails to complete this agreement, they must repay the school the sum of $75,000.

Admissions Policies, Requirements, and Application Procedures

Policies

The goals of The Sophie Davis School of Biomedical Education are designed to attract students who bring special intellectual and personal qualities to their studies. Academically qualified students who demonstrate the maturity, integrity, compassion, and motivation needed to become dedicated and highly skilled physicians are those most likely to succeed in the program.

One of the most important factors considered in the admissions process is the applicant’s potential for and interest in pursuing a career as a primary care physician in medically underserved urban areas. The overall assessment of the applicants by the Admissions Committee includes:

- Academic ability as demonstrated by high school grades, Regents’ examination scores in Biology, Chemistry, Physics and 11th year Mathematics;
- SAT and ACT scores;
- Personal attributes such as initiative, empathy and responsibility, consistent with the attributes of a primary care physician;
- Interest in working with people, particularly within underserved communities as evidenced by health-care related experiences;
- Participation in community and extracurricular activities;
- Contribution to a richly diverse student body.

After thorough initial screening, the most highly qualified applicants are invited for personal interviews. The Admissions Committee makes the final selection of students admitted each year among those interviewed.

General Requirements

To be considered for September admission to The Sophie Davis School of Biomedical Education, an applicant must:

- be a resident of New York State and a citizen or permanent resident of the United States;
- be a high school graduate as of September 1 of the year of matriculation;
- have a cumulative minimum grade point average of 85 percent through all years of high school;
- submit the ACT and SAT scores; and
- have completed no more than one semester of college-level credits as of the end of the Fall semester. (NOTE: College credits earned prior to high school graduation are not counted for this purpose.)

Students who have previously taken college courses that they wish to have considered for credit, must submit a copy of the official college transcript with the application.

Application Requirements

Each applicant must submit two separate applications:

1. An online application for admission to The Sophie Davis School of Biomedical Education; and
2. An online application for admission to The City University of New York (CUNY). On the CUNY application, students must list The Sophie Davis School of Biomedical Education (code number 0179) as one of their choices. Students applying to Macaulay Honors College must file a Sophie Davis application and a Macaulay Honors application with City College as one of the choices.

The application to the Sophie Davis School must be postmarked by January 8th.
A. Completing the Sophie Davis School Application
If you have not received the viewbook, contact the Office of Admissions at 212-650-7718 or 7712. The application can be downloaded at http://med.cuny.edu. The student should complete the application online and review it with his or her high school counselor before submitting it electronically. The counselor should electronically attach an official copy of the student’s transcript and forward it with the application to the Sophie Davis Office of Admissions. Transcripts not submitted by the high school counselor are not valid. Applicants who have already graduated from high school may submit their online application directly to the Sophie Davis Office of Admissions web address. However, their high school transcripts must also be submitted directly by the high school from which they graduated. Additionally, all applicants should request four letters of recommendation from individuals who are familiar with their qualifications and character, such as teachers, employers, or community leaders. Recommendations from family members are not acceptable. Letters of recommendation sent by individuals associated with the high school should be submitted with the application; individuals outside the high school should send letters directly to the Office of Admissions. One letter of recommendation must be from a science teacher.

The completed application and all supporting materials must be postmarked by January 8th. Any application or supporting materials sent after that date will not be considered.

Requests for information should be addressed to:
via email to sdadmissions@med.cuny.edu or via regular mail at:
Office of Admissions
Sophie Davis School of Biomedical Education
Harris Hall Suite 101
160 Convent Avenue
New York, NY 10031

B. The City University of New York Application
Online application to The City University of New York may be accessed from www.cuny.edu. CUNY view-books and other application information may be obtained on the website, any New York City high school, the Admissions Office or at any unit of the City University of New York. A “CUNY Admissions Guide” is also available online. Applications and materials are also available from:
The Office of Admissions Services
1114 Avenue of the America, @42nd Street, 15th floor
New York, NY 10036
Phone: (212) 997-2869
or write to:
University Application Processing Center (UAPC)
Box 136, Bay Station
Brooklyn, NY 11235
A completed CUNY general or Macaulay Honors College application, along with a $65 non-refundable fee, should be sent to the University Application Processing Center. The application fee is subject to change.

Scholarships and Grants
Alan Seelig Memorial Fund
The Alan Seelig Memorial Fund provides tuition aid, grants, and emergency loans on the basis of need. The Fund was established in memory of Alan Seelig, Class of 1980, who lost a valiant struggle against cancer on Christmas Day, 1978. The Fund was initially established by family members and friends, and now annually receives contributions from alumni of the School. Hundreds of students have benefited from the funds. Alan Seelig Memorial Awards are granted annually to one to three graduating seniors who have overcome adversity.

The Dean’s Award for Academic Excellence
Given to the graduating senior who has shown academic excellence and has demonstrated qualities that exemplify the highest ideals of medicine.

The Rita and Howard Shapiro Memorial Scholarship
A grant to up to three graduating seniors based on academic performance and financial need.

Leonard Davis Community Fellowships
Awarded to several students to provide service to local community organizations or to conduct community-based research with an appropriate faculty member.

The Sophie and Leonard Davis Scholarships
Ten $30,000 grants spread over four years of medical school education (the last two at Sophie Davis and then the two years at the cooperating medical school), awarded annually to 4th year students based on need and merit.

The Mack Lipkin Broader Horizons Fellowship
Provides travel and stipends for summer research projects most often between the 4th and 5th years.

The Louis & Rachel Rudin Student Research Fellowships
Provides stipends for several students doing research, usually during the summer.

The Five-Year Curriculum
The curriculum for the first five years of the B.S./M.D. program is designed to prepare students to begin their clinical training and to foster student interest in practicing primary care medicine in underserved urban communities.

Its objectives are to:
• provide students with the highest quality premedical and medical education possible, based on rigorous training in basic and clinical sciences;
• offer a broad, thorough and balanced baccalaureate education that includes studies in the humanities and social sciences;
• encourage students to develop critical thinking skills;
• develop effective writing and communication skills;
• stress and promote the values and attitudes essential to members of the medical profession;
• make students aware of changing economic and social issues in the practice of medicine;
• prepare students to work both with individuals and in the community to promote good health;
• offer students varied experiences in urban health care by utilizing a diverse mix of teaching sites, including community health centers; and
• encourage the faculty to become personally involved in the development of the students in a relationship of scientific and professional collaboration.

The implementation of the new modular curriculum of Sophie Davis began in the spring semester of 2004 and the first class to fully experience this curriculum graduated in 2009.

Community Health and Social Medicine
The Sophie Davis School of Biomedical Education is unique among the nation’s medical schools in tailoring its curriculum towards preparation of students to become community-oriented primary care physicians who will serve in medically underserved areas. This mission is supported through the School’s intensive sequence of courses in Community Health and Social Medicine (CHASM), which include field placements in partnership with community-based health centers and health-related programs in underserved areas of New York City.

Through course work, small group sessions, field and clinical placements, and experiences in a “population” laboratory, CHASM provides students with opportunities to understand health and disease beyond the traditional medical realm. Students acquire the skills to analyze the health of populations and to consider multi-faceted intervention strategies aimed at improving health and health care communities. Through their work in the four-year CHASM sequence, students prepare for their future service as physicians who play many different roles. These include:
• clinicians who provide integrated, accessible health care services through a sustained partnership with patients;
• medical professionals who apply the tools of scientific reasoning to the practice of medicine and the promotion of health within communities;
• scientists who engage in clinical and epidemiology research;
• agents of change, working with communities and organizations to improve health through action at the political and health systems levels.

Clinical and Field Placements
To provide opportunity for its students to participate in a variety of field experiences throughout their five years, Sophie Davis has developed a network of field placements and primary care clinical sites, which function as partners in the educational process. The network includes over 50
community health and health-related social service centers located in underserved areas of the Bronx, Brooklyn, Manhattan, and Queens.

The Clinical Campus sites are where students are introduced to primary care medicine and learn early clinical skills. A community-based faculty of primary care physicians including general internists, pediatricians, and family physicians provides mentoring and teaching to students within these settings. These centers include:

- Charles B. Wang Community Health Center, Manhattan and Queens
- Community HealthCare Network, Manhattan
- Montefiore Medical Group at Castle Hill, Bronx
- Morris Heights Health Center, Bronx
- Ryan/Chelsea – Clinton Community Health Center, Manhattan
- Settlement Health and Medical Services, Manhattan
- Urban Health Plan, Bronx
- William F. Ryan Community Health Center, Manhattan

The Academic Year

The academic year encompasses the fall and spring semesters. Biomedical students are required to take a minimum of 12 credit hours each fall and spring semester to be considered full-time students. Beginning with the second year, the spring semester extends into the summer.

Student Evaluation

Students in the Sophie Davis School are required to maintain a minimum GPA of 2.70 in all biomedical science courses, excluding General and Bio-Organic Chemistry (MED 10200 and MED 20300, respectively) where a minimum grade of "C" is required in each course; a minimum GPA of 2.0 is also required in all Liberal Arts and Science courses. The Sophie Davis School Student Handbook on Academic Policies and Procedures provides more details on these requirements. Students are offered personal and academic support to help assure satisfactory progress in their studies, including a review of their records twice a year by the Sophie Davis School Committee on Student Academic Progress. Students unable to meet required levels of academic progress following opportunities to improve their performance are subject to dismissal from the program. If qualified, these students may explore the option of transferring into the College of Liberal Arts and Science of the City College to pursue a medical education through the traditional route.

Application to Cooperating Medical Schools

In the fourth year, students begin the application process to the six cooperating medical schools:

- Albany Medical College
- New York Medical College
- New York University School of Medicine
- Northeast Ohio Medical University College of Medicine (NEOMED)
- The State University of New York (SUNY) Health Science Center at Brooklyn, College of Medicine
- The Commonwealth Medical College (TMC)

Candidates generally are invited to interview with several of the medical schools. In the summer after the fourth year, the medical schools rank their applicants and students rank the schools in order of preference. In the matching process, both the preference of the schools and of the students is taken into account. Students are provisionally admitted to one of the medical schools. In order to be admitted to one of the medical schools, each student must demonstrate high levels of academic performance and achieve the competencies necessary to succeed in clinical training. While each school has a limited number of places, most students are admitted to one of the schools to which they have been given a high ranking. Following the successful completion of the first five years of the curriculum and passing Step I of the United States Medical Licensure Examination, students transfer to the third year of the medical school to which they were admitted to complete their clinical training.

B.S./M.D. Curriculum

The following is an outline of the five years of study. The new modular curriculum was phased in spring 2004 and was fully implemented by spring 2006.

**First Year, Fall Semester**

- BIO 20700: Biology of Organisms (4 cr.)
- FIQWS: Freshman Inquiry Writing Seminar (6 cr.)

**First Year, Spring Semester**

- PHYS 20300: General Physics I (4 cr.)
- WCIV 10100/10200: World Civilizations I or II (3 cr.)
- NSS 10000: New Freshman Seminar (0 cr.)

**Second Year, Fall Semester**

- MED 10200: Principles of General Chemistry (5 cr.)
- PHYS 20400: General Physics II (4 cr.)
- USSO 10100: The Development of the U.S. and Its People (3 cr.)
- Elective (3 cr.)

**Second Year, Spring Semester**

- MED 20300: Bio-Organic Chemistry (5 cr.)
- BIO 20600: Introduction to Genetics (4 cr.)
- MATH 17700: Introduction to Biostatistics (3 cr.)
- PSY 10200: Applications of Psychology in the Modern World (3 cr.)
- Elective (3 cr.)

**Third Year, Fall Semester**

- MED 30500: Molecules to Cells II (3 cr.)
- MED 33501: Health, Medicine & Society IV – Fundamentals of Epidemiology (3 cr.)
- PHIL 10200: Introduction to Philosophy (3 cr.)
- Elective (3 cr.)

**Third Year, Spring Semester**

- MED 33602: Human Gross Anatomy, Human Development and Organ Imaging (7 cr.)
- MED 33603: Histology and Cell Biology (4 cr.)
- MED 34601: STEP 4 – Systemic Functions I (3 cr.)

**Fourth Year, Fall Semester**

- MED 41700: Health, Medicine & Society V – The U.S. Health Care System (3 cr.)
- MED 42700: Patient-Doctor I (1 cr.)
- MED 44700: STEP 4 – Systemic Functions II (5 cr.)
- MED 45701: STEP 5 – Medical Pharmacology (7.5 cr.)

**Fourth Year, Spring Semester**

- MED 42800: Patient-Doctor II (3 cr.)
- MED 46000: STEP 6 – Neuroscience (5 cr.)
- MED 48801: STEP 8 – Host Defense, Infection & Pathogenesis (10 cr.)
- MED 59901: STEP 9 – Neuro-Psychiatry (3 cr.)

**Fifth Year, Fall Semester**

- MED 47802: STEP 7 – Behavioral Medicine (4 cr.)
- MED 51902: STEP 10 – Systemic Pathology I (5.5 cr.)
- MED 52902: STEP 11 – Introduction to Clinical Med. I (5 cr.)
- MED 53900: Clinical Decision Making and Evidence-Based Medicine (2 cr.)

**Fifth Year, Spring Semester**

- MED 52000: Physical Diagnosis (4 cr.)
- MED 51903: STEP 10 – Systemic Pathology II (2 cr.)
- MED 53003: STEP 11 – Introduction to Clinical Med. II (6 cr.)

**GENERAL EDUCATION REQUIREMENTS (“PATHWAYS”)**

In general, students are required to complete 42 credits of General Education coursework, with some adjustments for transfer students. See the General Education Requirements (Pathways) section of the Bulletin for more information. Students in the Sophie Davis School of Biomedical Education will satisfy their "Pathways" requirements most efficiently by following these recommendations:

- Common Core recommendations
  1) FIQWS (3 credits towards English Composition (FIQWS 10113), 3 credits towards Creative Expression requirement in the Common Core (FIQWS 10013)

- 2) English: 21003
3) Math: 17700
4) Life and Physical Sciences: BIO 20700
5) World Cultures and Global Issues: WCIV 10100 or 10200
6) Individual and Society: PSY 10200
7) U.S. Experience in its Diversity: USSO 10100
8) Scientific World: BIO 20600
9) Scientific World: MED 30500
10) Creative Expression: Narrative Medicine FIQWS 10013

College Option:
Some combination of the following, depending on whether the student has a 6, 9, or 12 credit College Option obligation:
BS/MD: PHYS 20300 (4 credits), PHYS 20400 (4 credits), MED 20400 (4 credits), MED 22401 (2 credits), MED 23400 (5 credits)
PA: PA39100 (4 credits), PA38100 (4 credits), PA38200 (4 credits), PA 304 (1 credit) PA 324 (1 credit)

Sixth And Seventh Years
During the sixth and seventh years, students complete clerkships and other academic work in accordance with the requirements of the particular medical school (of the six cooperating institutions) to which they transfer for this part of the M.D. curriculum.

Biomedical Education Course Descriptions
The Sophie Davis School of Biomedical Education courses are included here; course descriptions for other required courses may be found in the appropriate section of this Bulletin.

MED 10200: Principles of General Chemistry
This is an intermediate course, which includes most of the topics covered in a traditional pre-med General Chemistry course but delves more deeply into concepts and principles that will appear in the students' medical career. These involve acid-base behavior, some aspects of thermodynamics, and selected properties of liquids, gases, and solutions among others. Many of the principles and concepts taught are applied to biological systems. Mathematical techniques needed to understand the principles of chemistry are integrated into the course and elementary physics concepts are reviewed. 4 lec., 1 rec., 3 lab hr./wk.; 5 cr.

MED 20300: Bio-Organic Chemistry
This is a course in which some aspects of a traditional one-year Organic Chemistry course are covered with an emphasis on reaction mechanisms, and stereochemistry. The organic chemistry is immediately applied to the appropriate class of biological molecules. So in effect, we are introducing a more biochemistry-oriented organic chemistry. Topics such as carbohydrates, carboxylic acids and to lipids, etc. will be discussed. This integration of organic and biochemistry will diffuse the boundary between the two areas and will better prepare the students for entry into the Molecules-to-Cells course. Prereq: MED 102. 4 lec., 1 rec., 3 lab hr./wk.; 5 cr.

MED 21400: Health, Medicine & Society I: Culture, Health & Illness/Community Oriented Primary Care
This course is designed to acquaint students with the basic tools, concepts and methods for the study of health, illness, and community life by focusing on the disciplines of medical anthropology and community-oriented primary care. By the end of this course students should be able to: 1) recognize, define and apply the basic concepts and methods of medical anthropology and community oriented primary care; 2) realize that interactions between health, disease, community life, and culture can be studied in a holistic and scientific fashion and that quite a bit is known about them from this perspective; 3) acknowledge that the social and cultural differences existing among patients and between medical and social systems are variables that need to be taken into account in the treatment of patients; 4) locate and assess medical social science data sources in print and online formats; and 5) understand the need to balance an individual approach to patient care with a population approach. Co-requisite: MED 22401. 3 hr./wk.; 3 cr.

MED 22401: Health, Medicine & Society II: Practicum in Community Health Assessment
Practicum in Community Health Assessment is a one-semester course focusing on quantitative data collection and analytical skills fundamental to the understanding of community-based medicine. The student will learn and apply the skills and knowledge necessary to conduct a Community Health Assessment (CHA). In this course students will be required to learn and demonstrate how to: 1) describe a community on the basis of social and environmental factors that affect disease prevalence; 2) apply analytic skills to demographic, socioeconomic and health data. This course employs lectures, workshops, field exercises, and a population laboratory with demographic, socio-economic and health data on New York City neighborhoods. 1 lec., 2 workshop hr./wk.; 2 cr.

MED 23400: Health, Medicine & Society III: Fieldwork in Community Medicine
The field placement is a structured clerkship that introduces students to an inner-city community and a social or health service agency. Each student works in one of numerous agencies located in the Bronx, Manhattan, Queens or Brooklyn under the dual supervision of the Community Medicine faculty/staff and a provider. Placement sites include health centers, hospital outpatient services, social welfare agencies, and programs for the elderly, adolescents and children. The course is taught during the spring and summer. Students learn interviewing, screening and advocacy techniques. Students work 20 hours per week in a community-based agency. In addition to their agency responsibilities, students: 1) maintain a log of their activities, their interactions with patients and staff, and their analysis of proposed solutions to problems in their own work and that of the agency; 2) prepare an agency report that examines the background, governance, population served, services and programs, and how the agency is funded; 3) present a case study of a family or individual focusing on the effects of community, sociocultural and economic factors on the patient's health; and 4) conduct a community survey or chart review on a defined population (including questionnaire construction, pilot testing, aggregation and analysis of results). Co-requisite: MED 22401. 8.5 lab, 8.5 hr./wk.; 5 cr.

MED 20400: Molecules to Cells I
Prereq: MED 10200, 20300, BIO 20600, BIO 20700. 4 hr./wk.; 4 cr. Graded as a year-long course with MED 30500.

MED 30500: Molecules to Cells II
This two-semester course (MED 20400 and MED 30500) is designed to provide students with comprehensive and integrated concepts of biochemistry, cell biology, and medical genetics within a clinically oriented framework. Topics are presented with the aim that students will become aware of the contribution of cell and molecular biology and genetics to future developments in clinical diagnosis and treatment. Students are expected to acquire the necessary skills to integrate microscopic structure and cellular function, a prerequisite for other disciplines such as Human Development, Medical Histology, Physiology, Immunology, Pathophysiology, and other related areas. Session include lectures, small group discussions, and clinical correlations. Prereq: MED 20400. 5 hr./wk.; 3 cr.

MED 31000: Independent Study
1-4 credits (determined prior to registration by Sophie Davis School faculty member). Students may pursue a program of independent study under the direction of a Sophie Davis School faculty member. Prerequisites: Determined by faculty member.

MED 31100-32000: Selected Topics
Selected topics provide an opportunity for the special study of areas not covered in the usual department offerings. Specific topics vary from semester to semester, depending upon student and faculty interest. Prerequisites, credits and hours are determined by Chairperson and Curriculum Committee.

MED 33501: Health, Medicine and Society IV: Fundamentals of Epidemiology
This course equips students with the ability to understand and evaluate the impact of environmental, biological, social, and behavioral risk factors on health and disease through the epidemiology methods. The course uses lectures, small group meetings and assignments to acquaint student with: measures of morbidity and mortality; techniques of epidemiology surveillance; including disease outbreaks; appropriate settings for use of cross-sectional, prospective and retrospective study design as methods to examine disease causation and distribution; calculation of relative risk; sources of bias and variability in studies. Lectures and workshops reinforce student facility with statistical methods used in analyzing and interpreting the medical literature. Small group meetings require students to demonstrate skills of critical evaluation of epidemiology evidence. Prereq: MED 21400, MED 22401, MED 23400 and MATH 17700. 3 lect., 1 rec. hr./wk.; 3 cr.

MED 33602: Human Gross Anatomy, Human Development and Organ Imaging
The objective of the integrated Human Gross Anatomy and Human Development course is to provide students with hands on experience in the study of the structure and function of the human body, an understanding of relevant aspects of human development and its abnormalities, and the value of imaging techniques in the visualization of the human body. Structure at the
macroscopic level is explored through lectures in gross anatomy and embryology with detailed regional dissections. Students are expected to examine anatomic relationships leading to an integration of anatomic function and embryofetal development under normal and pathologic conditions. PreReq: MED 20400 and MED 30500. 160 hrs. per semester; 7 cr.

MED 33603: Histology and Cell Biology
Histology pursues an extension of topics presented in the Molecules to Cells and Human Gross Anatomy-Embryology courses. The main objective is the microscopic identification of cells, tissues, and organs in preparation for the study of normal and abnormal function in further courses on systemic function and pathology. Students are expected to master the material by acquiring concept mapping and critical analysis skills by integrating structural, molecular and functional views of cell and molecular biology and human development through normal, abnormal, and pathologic examples. This approach intends to highlight the impact of cell and molecular biology in preventive medicine and disease. PreReq: MED 20400 and MED 30500. 80 hrs. per semester; 4 cr.

MED 44700: Systemic Functions II (Step 4)
This two-semester course (MED 4601 and MED 44700) is designed to provide medical students with an understanding of the physiological principles needed for the practice of clinical medicine. It covers a range of topics from cellular physiology to the physiology of organs and organ systems. Students are expected to apply the knowledge of anatomy and biochemistry in studying these areas. The course includes topics designed to the study of myocardial physiology, muscle physiology, the cardiovascular system as well as renal, respiratory, gastrointestinal and endocrine systems. Instructional activities include lectures, clinical case discussions, student-centered problem-based learning sessions, reviews, problem-solving and computer-based exercises. PreReq: MED 4601. 95 hrs. per semester; 5 cr.

MED 41700: Health, Medicine & Society V - The U.S. Health Care System
This course provides students with the knowledge and skills to critically examine how the U.S. health care system and policy-making apparatus influence the health of Americans. In lectures and small groups, students study the epidemiology of behavioral and environmental risk in U.S. sub-populations, the structure of the health system and medical insurance, and the role of public health, medicine and primary care in influencing health outcomes. Social and political factors of particular relevance to underserved, low income, and minority populations are emphasized. Students are required to develop presentations and written papers for seminars, where topics presented in the readings and lectures are explored in greater depth. In concert with skills previously acquired in Fundamentals of Epidemiology students completing this course will emerge with an understanding of study design as it informs medical outcomes and health services research. PreReq: MED 21400, MED 22401, MED 23400 and MED 33501. 4 hr./wk.; 3 cr.

MED 42700: Patient-Doctor I
Graded as a year-long course with Patient-Doctor II. 5 hr./wk.; 1 cr.

MED 42800: Patient-Doctor II
The Patient-Doctor Sequences I and II are two consecutive longitudinal clinically oriented academic sequences designed to meet the needs of fourth-year students. Patient-Doctor Sequences I and II enable the students to acquire, integrate, properly apply knowledge for, and develop the skills and attitudes to engage in effective patient centered medical interviewing through the study of all aspects of the doctor-patient relationship, review of systems, and medical decision-making. Students are also introduced to primary care practice. The experience is structured to enhance students' familiarity with the multiple facets of primary care medicine. Rotation at partner Community Health Centers under the supervision of community-based primary care physicians will encourage students to hone their diagnostic skills, become familiar with community-based medical practices, and develop role-model relationships with primary care physicians. Patient-Doctor Sequences I and II rely on the following didactic components: interactive lectures, small group learning formats, videotape-based sessions, role-playing tutorials, standardized patient tutorials, and medical interviewing practice seminars. Summative and formative evaluation will consist of written clinical essays, and Group Objective Structured Clinical Examinations. 5 hr./wk.; 3 cr.

MED 45701: Medical Pharmacology (Step 5)
This step is designed to introduce medical students to the rational basis of drug use. It emphasizes the fundamentals of drug absorption, distribution, metabolism, and elimination. Students will learn the relation between drugs and receptors, adverse drug reactions and drug use in special populations. The step will focus on mechanisms by which drugs elicit their clinical effects and the evaluation and treatment of drug toxicity. The course includes units devoted to the study of drugs affecting the autonomic nervous, the cardiovascular system, diuretics, drugs influencing the endocrine system, chemotherapeutic drugs and agents used in the treatment of inflammation. Instructional activities include lectures, clinical case presentation, student-led discussions of clinical cases and laboratory. PreReq: MED 44700. 134 hrs. per semester; 7.5 cr.

MED 46800: Neuroscience (Step 6)
This course is designed to introduce students to basic principles of neuroscience and neurophysiology. The fundamentals of structure and function of the brain and spinal cord at both the microscopic and gross levels of organization are examined. Particular emphasis is placed on questions of clinical relevance. Students are encouraged to relate their understanding of the neuroanatomical and neurophysiological principles to solving clinical issues. PreReq: MED 20400. 103 hrs. per semester; 5 cr.

MED 47802: Behavioral Medicine (Step 7)
Behavioral Medicine is a principle-driven/learner-centered/small-group-and-case-based academic module that promotes acquisition and integration of knowledge, skills, attitudes, and values that permit students to: 1) Use behavioral science concepts and strategies to integrate patient-centered, disease-based, population-based, and evidence-based medicine into primary care medicine, 2) Communicate effectively and efficiently within the doctor-patient relationship, with profession- als and the public, and 3) Implement lifestyle changes in the service of health promotion and disease prevention. In Behavioral Medicine students learn to recognize, appraise, and contrast normal and abnormal behavior through the study of pathophysiology and psychopathology so as to comfortably negotiate the various aspects of human behavior in health and illness. Students learn that the essence of being human lies in the interrelationships among biology, behavior, cognition, environment, society, and culture, and master the essential aspects of growth and development along the life cycle. Students learn the foundation of medical assessment, which is the evaluation of behavior manifested as symptoms and signs, their origins and consequences along a time axis. In Behavioral Medicine students learn the emotional aspects of illness, human coping behavioral patterns, and personality and behavioral styles and their role in health and illness. Students also presented in the readings and lectures are explored in greater depth. In concert with skills previously acquired in Fundamentals of Epidemiology students completing this course will emerge with an understanding of study design as it informs medical outcomes and health services research. PreReq: MED 44700. 134 hrs. per semester; 4 cr.

MED 48801: Host Defense, Infection, and Pathogenesis (Step 8)
This course integrates the biomedical disciplines of immunology and medical microbiology with the pathophysiology of infectious and/or immunological diseases and the appropriate pharmacology, emphasizing the relevance to the clinical setting. Students learn fundamental concepts and terminologies of immunology, bacteriology, virology, parasitology and mycology with an emphasis on mechanisms of microbial disease transmission, interwoven with an understanding of host defense mechanisms. A basic understanding of the classification and characteristics of infectious micro-organisms, the mechanisms by which infectious agents cause disease, methods of both prevention and treatment are highlighted. Causes and treatments of immune diseases are also emphasized. Students become familiar with the concepts of inflammation, sepsis, cell injury, tissue repair, hemodynamic disorders, genetic disorders, environmental and nutritional pathology, immunodeficiency diseases, autoimmune diseases, allergy, metabolic diseases and neoplasia. Throughout the course, small group tutorials and interactive clinical correlations based on clinical cases link basic science concepts to clinical medicine. Laboratories in microbiology and immunology introduce students to some of the basic techniques used in diagnostic laboratories for the identification of infectious bacteria, parasites and fungi, and acquaint students with laboratory tests that are routinely performed in diagnostic clinical microbiology and immunology laboratories. Laboratories also utilize diagnostic unknowns to train students in the interpretation of clinical case histories and the isolation and characterization of micro-organisms involved in infectious diseases. General pathology laboratories focus on observations of gross specimens and light microscopic examinations of diseased tissues to identify the features of general pathological processes relevant to diverse disease states. Tutorials, clinico-pathological correlations and laboratories emphasize problem-solving skills, integration of knowledge and independent learning. PreReq: MED 30500, MED 33602 and MED 33603. 248 hrs. per semester; 10 cr.
MED 59901: Neuro-Psychiatry (Step 9)
Neuro-Psychiatry combines aspects of behavioral science, psychiatry, psycho-pharmacology, and clinical neuroscience. This constitutes an integrated learning module administered by the Departments of Behavioral Medicine and Physiology and Pharmacology. Neuro-Psychiatry integrates important material gleaned from behavioral science, neuroscience, physiology, general pharmacology, psychopharmacology, neuropathology, psychopathology, and clinical epidemiology. It aims to guide students in acquiring the basic knowledge, skills, and attitudes regarding prevalent psychiatric and neurological disorders. The disorders will be thoroughly covered with regard to phenomenology, diagnosis, pathophysiology, and therapeutics. 64 hrs. per semester; 3 cr.

MED 51902: Systemic Pathology I (Step 10)
Prereq: MED 48801. 119 hrs. per semester; 5.5 cr. Graded as a year-long course with MED 51903.

MED 51903: Systemic Pathology II (Step 10)
In the Systemic Pathology course, students learn to apply the principles and mechanisms of diseases. The course covers the disease process in all organ systems, including a separate section on the cardiovascular system, with the pertinent pathophysiological correlations. The basic clinical aspects of systemic disease are introduced and correlated with the morphologic features of the diseases. The course utilizes lectures with kodachrome slides, power point presentations, essay assignments, laboratory sessions with gross specimens and pertinent clinical histories, microscopic slides, and review sessions. Prereq: MED 51902. 38 hrs. per semester; 2 cr.

MED 52000: Physical Diagnosis
This course instructs the student in the art and technique of the patient interview and physical examination through a lecture series, a smaller group tutorial segment, and actual bedside patient examinations. Course faculty are drawn from the Divisions of General Internal Medicine, Cardiology, Pulmonary Medicine, Endocrinology & Metabolism, Nephrology, Rheumatology, Infectious Disease, Geriatrics, Obstetric & Gynecology, Hematology & Oncology, Immunology & Allergy, and Gastroenterology of St. Luke's Roosevelt Hospital Center and other metropolitan teaching hospitals. Additional course faculty is drawn from the Department of Medicine at St. Luke’s - Roosevelt Hospital Center. 2 lect, 4 tutorial, and 3 bedside hr./wk.; 4 cr.

MED 52902: Introduction to Clinical Medicine I (Step 11)
70 hrs. per semester; 5 cr. Graded as a year-long course with MED 53003.

MED 53003: Introduction to Clinical Medicine II (Step 11)
This two-semester course (MED 52902 and MED 53003) is designed to build upon students’ knowledge of the basic sciences and prepare them for the clinical clerkship in medicine. The course integrates pathophysiology with clinical medicine, and is taught using case studies. Topics include cardiovascular, endocrinology, gastroenterology, gerontology, hematology, immunology, infectious diseases, medical genetics, nephrology, nutritional aspects of diseases, obstetrics and gynecology, oncology, pulmonary medicine, and rheumatology. 88 hrs. per semester; 6 cr.

MED 53900: Clinical Decision Making & Evidence-Based Medicine
This course focuses on applications of the scientific method to evaluations of medical practice. Through lectures and problem-solving workshops, the course reviews the methods of evidence-based assessment of the medical literature. Using examples taken from the peer-reviewed scientific literature, students gain understanding of core concepts such as probability, sensitivity and specificity of diagnostic testing, measurement of risk, pre-and post-test likelihoods, decision analysis and cost effectiveness analysis. These concepts are built upon in small group settings in the context of decision-making within clinical practice. Prereq: MED 33501. 2 lect., hr./wk.; 2 cr.

Electives
Students may choose electives in the Division of Humanities and Arts, The Powell School and Science within the College of Liberal Arts and Science, described in The City College Undergraduate Bulletin. The Student Handbook on Academic Policies and Procedures of The Sophie Davis School of Biomedical Education describes the policy governing the “Electives Requirement.”

B.S. Degree Program for Physician Assistants

General Information
The CCNY/Sophie Davis School of Biomedical Education Physician Assistant Program at Harlem Hospital Center is a mission-driven program, attracting students with a commitment to providing excellent care to those in greatest need.

Classes begin with an orientation program. Students study biomedical, behavioral and clinical medicine during the first 16 months, which includes learning skills in interviewing, performing physical examinations, preparing medical documentation, and patient contact. The final 13 months consist of clinical clerkships in various New York City Health and Hospital facilities and neighborhood health care centers.

Accreditation
The program is approved by the New York State Board of Higher Education and the State Board of Regents. The program was reviewed by the Accreditation Review Committee on Education for the Physician Assistant (ARC-PA) June 2011 and granted continuing accreditation September 2011.

The Mission of the Program
The mission of the Physician Assistant Program of the Sophie Davis School of Biomedical Education of The City College of New York is to improve the health of, and eliminate healthcare disparity in, underserved communities by providing increased access to physician assistant education to students from traditionally underrepresented populations. Through education and mentoring, we will create a workforce that will provide highly skilled primary health services to these communities.

Goals:
• Patient Care—we are committed to practice high quality compassionate care, and to develop sensitivity and competence in communication skills with diverse populations
• Scholarship—We are committed to providing the skills necessary to apply new knowledge at the point of care and to engage in scholarly activity relevant to health and disease
• Community: We inspire graduates to work in health workforce shortage communities and with patient populations out of the mainstream of health care delivery. We encourage graduates to be advocates at the local, regional, and national level for the best care for patients and their community and to be activists for social justice.
• Leadership—We promote the assumption of leadership positions within the profession and the community.
• Professionalism—We are committed to creating an environment where collegiality, respect and ethical practice are fostered and valued.
• Interdisciplinary teams—We value collaborative learning and working styles that facilitate full participation in interdisciplinary medical teams.
• Life-long learning: We actively encourage intellectual curiosity and critical thinking necessary for life-long learning leading to the continual transformation of patient care.

Application Process
The application process is competitive.

Applicants must have completed courses with an overall grade point average of 2.5 minimum (science GPA of 2.6 or better), and a minimum of 40 transferable college credits. Without exception, the following prerequisites are required:
• 8 credits of Biology with lab: General Biology I & II or Anatomy & Physiology I & II. No introductory courses are accepted.
• 8 credits of Chemistry with lab: General Chemistry I & II or Inorganic 1 & 2 or Organic 1 & 2. No introductory courses accepted.
• 6 credits of English: Non-remedial Literature/Composition. TOEFL and ESL are unacceptable.
• 3 credits of Math: Pre-Calculus, Calculus or higher. Note: Statistics courses are not acceptable in meeting the math requirements.
• 12 credits in Humanities/Social Science: Humanities in Philosophy, Art, Literature, Social Sciences in Psychology, Economics, and Sociology.

Applicants must have completed all prerequisite course work by the end of the application deadline and all official transcripts must be received by February 1st.

Applicants to the Physician Assistant Program must submit two separate applications:
1. An application to the P.A. Program.
2. A transfer application to the City University of New York (CUNY), University Application Processing Center (UAPC).
To complete the P.A. Program Application, applicants must:

- Submit a completed P.A. application form directly to the program office at the address listed below;
- Arrange to have original transcripts from all colleges attended forwarded to UAPC and to the P.A. Program;
- Provide the P.A. Program Office with the names and addresses of three unrelated individuals (such as employers, teachers, and community leaders) who are familiar with the applicant’s abilities and who agree to recommend the applicant for admission. All such letters must be received by the January 15th deadline.

The completed application form and all supporting documents, including letters of recommendation, must be postmarked by January 15th and returned to the address below for the applicant to be considered for admission.

City College of New York/Sophie Davis School
Physician Assistant Program at Harlem Hospital
160 Convent Avenue, HR 15
New York, NY 10031
Tel: (212) 650-7745; Fax: (212) 650-6697

If you attended a school outside of the continental U.S. you are advised to send in your application and foreign transcript(s) prior to the January 15th deadline. Foreign transcripts must be evaluated 6-8 months in advance. In addition, all foreign applicants must have completed six credits of College English in the U.S. TOEFL and ESL is not accepted.

All applicants who wish to be considered for admission to the CUNY/CCNY Physician Assistant Program at Harlem Hospital Center should be a citizen or permanent resident of the U.S. In addition, in order to receive licensing privileges by the State of New York, all applicants are required to have a valid social security number before applying to the program. These policies are in conformity with the Sophie Davis School of Biomedical Education, City College of New York and Harlem Hospital Center in New York City.

The CUNY/CCNY P.A. Program currently does not participate in the Central Application Service for Physician Assistants (CASPA). Please follow the directions in filling out the P.A. Program and UAPC applications.

The CUNY Transfer Application
Transfer application forms to the City University of New York may be obtained from the Admissions Office at any unit of CUNY or the P.A. Program office. Applications and materials are also available from:

The Office of Admissions Services
1114 Avenue of Americas @ 42nd Street, 15th Floor
New York, New York 10036
Phone: (212) 997-2869

Or write to:
University Application Processing Center (UAPC)
Box 136, Bay Station
Brooklyn, New York 11235

Completing the Application Process
Completed CUNY applications, along with a $65 non-refundable fee ($70 for transfer applications), should be sent to the University Application Processing Center (UAPC) at the above address (the application fee is subject to change).

- If the CUNY Harlem P.A. Program is your first choice, YOU MUST USE CODE #0166.
- Official transcript(s) from all colleges must be forwarded to UAPC.
- Applications must be received by January 15th. All official transcripts must be received by February 1st.
- Do not send the UAPC application to the P.A. program.

Grading Policies and Academic Standards
To remain in good academic standing in the P.A. Program, students must receive a passing grade in each required course in accordance with grading policies and requirements as stated in the P.A. Program Student Handbook. A student receiving a failing grade in any required course may be placed on academic probation and may be subject to dismissal. Any student on academic probation receiving a subsequent failing grade may be dismissed from the program. Students who fail to comply with the professional standards stated in the Student Handbook will also be subject to probation and dismissal. The P.A. Program’s Committee on Course and Standing is responsible for enforcing the academic standards, regulations and degree requirements of the Program and of CCNY.

Degree Requirement and Certification
To qualify for graduation, students must successfully complete all required courses in the Physician Assistant curriculum. In addition to the baccalaureate degree, graduates of the program receive a Certificate of Completion. Graduates may register as Physician Assistants with the New York State Department of Education and are eligible to take the National Certification Examination sponsored by the National Commission on the Certification of Physician Assistants, Inc.

Program Activity Fee
A non-refundable $800 fee is assessed for costs incurred while in the PA Program. This fee must be enclosed with your letter of acceptance to the program. Payment of this fee must be by certified check or money order made out to The City College of New York.

Books and Equipment Costs
For the most up to date list of costs, including tuition, associated with the Program, please see: http://www.ccny.cuny.edu/sophiedavis/pa-program-tuition-and-fees.cfm

Scholarships and Grants
Information concerning scholarships, grants, and loans can be obtained from the City College Financial Aid Office. http://www.ccny.cuny.edu/financialaid/ or (212) 650-5819.

Curriculum
Pre-Clinical Segment
Fall I
PA 30101: Medical Terminology (1 cr.)
PA 38100: Physiology I (4 cr.)
PA 38200: Physiology II (4 cr.)
PA 35100: Gross Anatomy and Embryology (5 cr.)
PA 39100: Microbiology (4 cr.)

Spring I
PA 32202: Pharmacology (4 cr.)
PA 34200: CML Cluster I (2 cr.)
PA 30200: Physical Diagnosis I (1 cr.)
PA 30100: History of the Profession (1 cr.)
PA 36100: Clinical Correlation I (1 cr.)
PA 37100: Behavioral Science (2 cr.)
PA 37200: Interviewing & Counseling (1 cr.)

Summer I
PA 30300: Physical Diagnosis II (1 cr.)
PA 32300: Pathology (1 cr.)
PA 33300: Pediatrics (2 cr.)
PA 34300: CML Cluster II (3 cr.)
PA 35300: HPDP (1 cr.)
PA 36200: Clinical Correlation II (1 cr.)

Fall II
PA 30400: OB/GYN (1 cr.)
PA 32400: Geriatrics (1 cr.)
PA 33400: Surgery (2 cr.)
PA 34400: CML Cluster III (2 cr.)
PA 35400: Emergency Medicine (3 cr.)
PA 37400: Culture, Health & Illness (1 cr.)
PA 38400: Health, Law & Economics (1 cr.)
PA 39401: Epidemiology (1 cr.)
PA 39402: Graduate Pairing I (1 cr.)
Clinical Segment (12.5 months) Spring II
(Rotations Begin in January)

Rotations
PA 40500: PANCE: Clinical Seminar I (1 cr.)
PA 40502: PANCE: Clinical Seminar II (1 cr.)
PA 40503: PANCE: Clinical Seminar III (1 cr.)
PA 41500: Emergency Medicine (3 cr.)
PA 42500: Medicine (3 cr.)
PA 43500: OB/GYN (3 cr.)
PA 44500: Pediatrics (3 cr.)
PA 45500: Primary Care (3 cr.)
PA 46500: Psychiatry (3 cr.)
PA 47500: Surgery (3 cr.)
PA 48500: Critical Care SICU (2 cr.)
PA 49500: Geriatrics (2 cr.)
PA 49900: Elective (2 cr.)
At the end of each clerkship students take an examination on the material covered in the clerkship, write a formal paper, and participate in a Clinical Seminar.

**Physician Assistant Course Descriptions**

**Lecture Courses**

**PA 30100: History of the Profession**  
This course introduces students to the history of the P.A. profession through an extensive review of original literature, including readings on medical manpower shortages, patient and provider acceptance, quality of care, substitutability, subspecialty development, and economic issues. The ethics portion explores contemporary ethical issues in the context of the role of a dependent practitioner. 15 lect., 1 hr./wk.; 1 cr.

**PA 30101: Orientation/Medical Terminology**  
The course teaches the principles of scientific reasoning through integrated problem-based learning, study, test taking, scientific reading and writing skills. Students participate in a three-day team building exercise (Ropes course) and seminars, which focus on listening and communication skills development. Students become familiar with the vocabulary of anatomical course) and seminars, which focus on listening and communication skills development. Students become familiar with the vocabulary of anatomical structures, disease processes, and the medical disciplines in this self-study programmed course. The terminology learned provides a foundation for the study of the preclinical and clinical sciences and enhances effective communication with other healthcare professionals. 15 lect., 1 hr./wk.; 1 cr.

**PA 32202: Pharmacology**  
Introduction of the general principles of drug actions and characteristics of classes of drugs currently used in primary care practice; drug safety and efficiency; duration of action; potential side effects or adverse reactions; drug interactions; prescription writing; and legal considerations. 60 lect., 30 lab, 6 hr./wk.; 4 cr.

**PA 35100: Gross Anatomy and Embryology**  
The objective of Gross Anatomy, Embryology, with Organ Imaging is to provide students with hands-on experience in the study of the structure and function of the human body, and an understanding of relevant aspects of human development and its abnormalities. Gross Anatomy is explored via regional prospection. Students are expected to examine anatomical relationships leading to an integration of anatomic function and embryo-fetal development under normal and pathologic conditions. 46 lect., 60 lab hrs. per semester; 5 cr.

**PA 36100/36200: Clinical Correlation I/II**  
Students learn the critical thought process necessary for the diagnosis and treatment of clinical problems. 15 lect., 15 lab, 2 hr./wk.; 1 cr.

**PA 37100: Behavioral Science**  
Basic concepts of mental health, signs and symptoms of mental disorders, methods of gathering data on a patient's mental status, and methods of managing mental health problems in primary care setup. The Department of Psychiatry teaches a sequence in stress management. 30 lect. hrs./sem., 15 lab, 3 hr./wk.; 2 cr.

**PA 38100/38200: Physiology I/II**  
Introduction to the study of the biomedical sciences with emphasis on the relationship of structure to function, the sources of energy for life processes, and the quantitative measurement of physiological functions. 60 lect. hr./sem., 4 hr./wk.; 4 cr.

**PA 39100: Microbiology**  
This course introduces students to the role of bacteria, fungi, viruses, protozoa and parasites in disease, immunity, and public health practice. Emphasis is on clinical applications and basic laboratory diagnostic procedures. 45 lect., 45 lab, 6 hr./wk.; 4 cr.

**PA 30200/30300: Physical Diagnosis I/II**  
Students are introduced to the role of the physician assistant-patient interaction; proper methods of obtaining a comprehensive patient history and performing of comprehensive physical examination and methods of written case presentations utilizing the problem-oriented medical record. Includes supervised small group practicums in the physical examinations. 30 lect., 30 lab, 4 hr./wk.; 1 cr.

**PA 34200: CML Cluster I: 34300: CML Cluster II; 34400: CML Cluster III**  
Introduction to fundamental disease processes constructed in units around the major subspecialties of Internal Medicine: Immunology, Infectious Diseases, Dermatology, Rheumatology, Hematology, Oncology, Cardiology, Endocrinology, Nephrology, Pulmonary, Gastroenterology, and Neurology. Integration of knowledge acquired in preclinical sciences with an understanding of clinical signs and symptoms related to common disease entities; process of diagnostic hypothesis generation; and introduction to the principles of patient management and therapeutics. The section on Radiology introduces the student to the concepts of radiation safety, the indications, contraindications and preparations of routine and special studies. While covering nuclear imaging, CT and MRI studies, more than 2/3 of the section is devoted to teaching the student paradigms for reviewing normal radiographs. Also included in this sequence is a section on Dental Issues in Primary Care. 30 lect. 2 hr./wk. and 35 PBL hr./wk.; 2 cr.

**PA 37200: Interviewing and Counseling**  
This course focuses on the cultural patterns of communication affecting the clinician-patient relationship and teaches students effective interviewing techniques. Throughout the course, students are expected to apply the concepts and cognitive skills acquired through the Behavioral Science and Physical Diagnosis courses to clinical situations. 15 lect., 15 Problem-Based Learning hours 2 hr./wk.; 1 cr.

**PA 32300: Pathology**  
This course presents the students with the key concepts of the evolution and expression of disease. The material covered is based upon the clinical importance and heuristic relevance of individual disorders. The lectures are supplemented by computer-assisted instruction. 15 lect., 30 lab, 3 hr./wk.; 1 cr.

**PA 33300: Pediatrics**  
Basic introduction to growth and development, well-child care, and evaluation, diagnosis and management of common disorders from conception to young adulthood. Parent education and trauma prevention are stressed. 30 lect., 15 lab, 3 hr./wk.; 1 cr.

**PA 35300: Health Promotion & Disease Prevention (HPDP) Clinical Labs**  
This course emphasizes the role of Physician Assistants in educating patients about disease prevention. Principles of behavioral medicine are taught in conjunction with material on promoting healthy lifestyles. 15 lect., 15 lab, 2 hr./wk.; 1 cr.

**PA 30400: OB/GYN**  
Introduction to routine and problem oriented evaluation of the female patient with emphasis on office Gynecology, AIDS, and high-risk pregnancies. 15 lect., 15 lab, 2 hr./wk.; 1 cr.

**PA 32400: Geriatrics**  
This course introduces the students to the clinical implications of the physiologic changes occurring as a result of the aging process. It also emphasizes the problem with prescriptions and the elderly as well as injury prevention and home visits. 15 lect., 15 lab, 2 hr./wk.; 1 cr.

**PA 33400: Surgery**  
Introduction to selected common disorders warranting general and surgical subspecialty evaluation including pathophysiology, preoperative management, repair, post-operative management and recovery. 30 lect., 15 lab, 3 hr./wk.; 2 cr.

**PA 35400: Emergency Medicine**  
The emergency medicine segment focuses on diagnosis, treatment and referral of medical and surgical conditions frequently encountered in the emergency room setting. 3 hr./wk.; 3 cr.

**PA 37400: Culture, Health and Illness**  
This course has three broad objectives: 1) To acquaint students with the basic tools, concepts and methods of the social sciences in the study of health, illness and community life; 2) To explore a range of health-related issues such as how cultures adapt to environmental circumstances; how cultural traditions influence the way people feel and express distress, explain their illness, manage misfortune and seek help; and how class, gender and ethnic differences are reflected in patterns of sickness and death, and 3) To introduce the students to the peoples, communities, and contemporary problems of New York. 1 hr./wk.; 1 cr.

**PA 38400: Health, Law and Economics**  
This course introduces students to the basic principles of the law as it relates to healthcare and malpractice. 1 hr./wk.; 1 cr.

**PA 39401: Epidemiology**  
This course provides students with a basic understanding of morbidity and mortality rates, incidence and prevalence; the characteristics of persons, place and time as they relate to disease; cohort analysis; risk factors and the calculation of relative risk; and screening methods and the sensitivity and specificity of diagnostic tests. The laboratory exercises with computer applications are field based and designed to give the students practical experience in elements of community health assessment. 15 lect., 20 lab, 2.5 hr./wk.; 1 cr.

**PA 39402: Graduate Pairing**  
This is a continuation of the physical diagnosis course giving students an opportunity to shadow a practicing P.A. in a clinical setting. The student will
Clinical Rotations Courses

PA 41500: Emergency Medicine Rotation
This clerkship provides students with practical clinical experience in working in an urban acute care setting. The clerkship helps students develop a focused and systematic approach in diagnosing and treating common medical and surgical emergency problems. 6 weeks or 240 hours at the rotation site. 40 hr./wk.; 3 cr.

PA 42500: Medicine Rotation
This clerkship provides students with practical clinical experience in interpreting and integrating information from a patient’s history and physical symptoms in order to reach a diagnosis and formulate a management plan based on general medical knowledge. In addition, students learn the indications and limitations of diagnostic procedures and therapeutic regimens common to internal medicine. 6 weeks or 240 hours at rotation site. 40 hr./wk.; 3 cr.

PA 44500: Pediatrics Rotation
Students become acquainted with methods of pediatric diagnosis and therapy from birth through adolescence. Emphasis is placed on the diagnosis and management of common childhood illnesses and well-child care. 6 weeks or 240 hours at rotation site. 40 hr./wk.; 3 cr.

PA 45500: Primary Care Rotation
Students in this clerkship gain experience in the effective and compassionate management of the broad spectrum of medical conditions that can be treated in the ambulatory setting. The clerkship emphasizes the importance of providing direct, initial, comprehensive and continuous health care, with a focus on health promotion and disease prevention. Students rotate twice through this clerkship. 6 weeks or 240 hours at rotation site. 40 hr./wk.; 3 cr.

PA 46500: Psychiatry Rotation
This clerkship acquaints students with the diagnosis and management of ambulatory and inpatient psychiatric problems. Students learn to treat both acute and chronic mental health problems as well as affective disorders caused by chemical abuse. 6 weeks or 240 hours at rotation site. 40 hr./wk.; 3 cr.

PA 47500: Surgery Rotation
This clerkship acquaints students with the diagnosis and management of general and subspecialty surgical problems occurring in an ambulatory setting. Students not only learn to assist in surgery, but also gain experience in pre- and post-operative evaluation and management. 6 weeks or 240 hours at rotation site. 40 hr./wk.; 3 cr.

PA 48500: Critical Care/SICU Rotation
Students have an opportunity to participate in the care and management of critically ill patients who are critically ill with life-threatening multi-system diseases. Students are exposed to a broad spectrum of intensive physiological monitoring. 4 weeks or 160 hours of clerkship hours at the rotation site. 40 hr./wk.; 2 cr.

PA 49500: Geriatrics Rotation
This clerkship gives students practical clinical experience in the diagnosis and management of common geriatric medical conditions. Additional emphasis is placed on the rehabilitation techniques and nutritional support appropriate for the elderly patient. 4 weeks or 160 hours of clerkship hours at the rotation site. 40 hr./wk.; 2 cr.

PA 49900: Elective Rotation
This rotation is to expose and educate the P.A. student with clinical experiences with both a pediatric and adult population in Primary Care subspecialty. This rotation entails the development of comprehensive management of a wide variety of common medical problems. All disciplines of medicine are integrated, enabling the student to recognize normalcy and assess its deviations. The student will learn an approach to preventive medicine through the transitions of life - school age, middle age and old age. Preventive care shall be emphasized. The scheduled rotation hours will be determined by the preceptor at the beginning of the rotation and may be subject to change. 4 weeks or 160 hours of clerkship hours at the rotation site. 40 hr./wk.; 2 cr.

PA 40501, 40502, 40503: Physician Assistant National Certifying Examination (PANCE): Clinical Seminars I, II, III
The Physician Assistant National Certifying Examination is equivalent to the National Board Examination - Medicine. Physician Assistant students need specific training in Patient Management Protocols, Clinical Therapeutics and Clinical Interventions in their Senior Year. The new course format will allow students to sign-up each semester for a one-credit hour (15 lecture / laboratory hours) course in Medical Management and will receive a Pass/Fail grade at the end of each semester. 15 lect., 15 lab, 2 hr./wk.; 1 cr. * Note: All course titles, course numbers, credits and course descriptions are subject to change.

Faculty

Cell Biology and Anatomical Sciences
Abraham L. Kierszenbaum, Medical Professor and Chair
B.S., National College (Buenos Aires, Argentina); M.D., University of Buenos Aires School of Medicine; Ph.D., University of North Carolina at Chapel Hill Edward W. Greisik, Medical Professor
A.B., Xavier University; M.S., University of Illinois Medical Center, Ph.D.
Seraphi Piñol-Roma, Associate Medical Professor
A.B., Hamilton College; Ph.D., Northwestern University
Laura L. Tres, Medical Professor
B.S., National College, Buenos Aires (Argentina); M.D., University of Buenos Aires School of Medicine, Ph.D.
Cigdem Erkuran-Yılmaz, Associate Medical Professor
Ph.D., University of Ankara, M.D.
Wan-Hua Amy Yu, Medical Professor
B.S., Tunghai University (Taiwan, China); M.S., St. Louis University, Ph.D.

Community Health and Social Medicine
Marthe R. Gold, Medical Professor
M.D., Tufts University School of Medicine; M.P.H. Columbia University School of Public Health
George Brandon, Associate Medical Professor
B.A., Reed College; M.A.; Ph.D., Rutgers University
Darwin D. Deen, Medical Professor
B.S., University of New Hampshire, M.D., Albert Einstein College of Medicine; M.S., Columbia University, College of Physician and Surgeons
H. Jack Geiger, Medical Professor Emeritus
M.D., Western Reserve University School of Medicine, M.S. Hyg. (Epidemiology)
Rosa Lee, Associate Medical Professor
B.A., Amherst College; M.D., Mount Sinai School of Medicine
Theresa Montini, Assistant Medical Professor
B.A., Rutgers University; M.S.W., School of Social Welfare, University of California-Berkeley; Ph.D., University of California-San Francisco
Christine Sheffer, Associate Medical Professor
B.A., State University of New York at Binghamton; B.A.; M.A., University of West Florida; Ph.D., Jackson State University
Psyser Edelsack, Director of Field Education
B.A., University of California at Los Angeles; M.S.W., Hunter College
Erica I. Lubetkin, Associate Medical Professor
B.S., Brown University; M.D., University of Penn School of Medicine; M.P.H., Columbia University School of Public Health
Nancy Sohler, Associate Medical Professor
B.A., Friends World College; M.P.H., Ph.D., Columbia University Mailman School of Public Health

General and Organic Chemistry
Khosrow Kashfi, Associate Medical Professor
B.S., Kingston Polytechnic; M.Sc., Cranfield Inst. of Tech.; Ph.D., University of Tennessee.

Microbiology and Immunology
Sanna Goyert, Medical Professor and Chair
B.S., University of Cincinnati; Ph.D., New York University
Paul Gottlieb, Associate Medical Professor
B.S., SUNY (Stony Brook); M.S., New York University; Ph.D., CUNY
Dani L. McBeth, Associate Medical Professor and Associate Dean  
B.A., Colorado College; Ph.D., University of Colorado  
Carol W. Moore, Medical Professor  
B.S., Ohio State University; M.S., Penn State University, Ph.D.  
Linda A. Spatz, Associate Medical Professor  
B.A., SUNY (Albany); M.A., Columbia University, Ph.D.  

Pathology  
Stanley Lipper, Distinguished Lecturer  
M.B., Ch.B., and M.Med., University of Cape Town, Cape Town (South Africa);  
M.D., Certification: Amer. Board of Pathology.  

Physiology and Pharmacology and Neuroscience  
Eitan Friedman, Medical Professor, Chair and Acting Dean  
B.A., Brooklyn College; Ph.D., New York Medical College  
Shailesh P. Banerjee, Medical Professor  
B. Pharm., University of Rajasthan (India), M.S.; Ph.D., University of Toronto  
Patricia A. Broderick, Medical Professor  
B.S., St. Thomas Aquinas College; M.S., Fordham University; Ph.D., St. John's University  
Christopher Y. Chan, Assistant Medical Professor  
B.A., University of Oregon; Ph.D., Washington State University  
Maria Felice Ghilardi, Assistant Medical Professor  
M.D., Facolta' di Medicina & Chirugia Universita' degli Studi.  
Ira Josephson, Associate Medical Professor  
B.S. Tufts University; Ph.D., University of Virginia.  
Itzhak Mano, Assistant Medical Professor  
B.Sc., Hebrew University; M.Sc., Weizmann Institute of Science, Ph.D.  
John H. Martin, Medical Professor  
B.A., University of Rhode Island; M.A., Columbia University, M.Phil., Ph.D.  
João V. Nunes, Associate Medical Professor and Chair  
M.D., Espirito Santo Federal University Medical School (Brazil)  
George Brandon, Associate Professor  
B.A., Reed College; M.A., Rutgers University, M.Phil., Ph.D.  
Andre Ragnauth, Research Professor  
B.A., Queens College; M.Phil., CUNY, Ph.D.  
Hoau-Yan Wang, Associate Medical Professor  
B.S., China Medical College; M.S., St. John's University(NY); Ph.D., Medical College of Pennsylvania  

Physician Assistant Program Faculty  
Theresa Horvath, Assistant Dean and Program Director  
B.S., CCNY Certificate, SDSBE P.A. Program, Harlem Hospital Center; M.P.H.  
Hunter College  
Paul Foster, Clinical Coordinator  
B.S., CCNY Certificate, SDSBE P.A. Program, Harlem Hospital Center; M.P.A.,  
Baruch College  
Tracy Jackson, Clinical Coordinator  
BS Lehman College, P.A. Certificate, Bronx Lebanon Hospital Center P.A.  
Program; M.A. Lehman College  
David Lau, Didactic Coordinator  
B.S. CCNY Certificate, SDSBE PA Program, Harlem Hospital  
Center  
Emilia Medina-Colon, Director, Academic Coordination  
B.S., University of Puerto Rico, M.S; P.A. Certificate, Bronx Lebanon Hospital  
Center P.A. Program
Military Science - Army Senior Reserve Officers' Training Corps

Professor of Military Science LTC Richard Gussenhoven, Director • Office: MR 31A • Tel: 212-650-6478
Professor Rishi S. Raj, Senior Faculty Advisor to CUNY ROTC • Office: SF 221 • Tel: 212-650-6478

General Information

Programs and Objectives

Through its Military Science courses the Army Senior Reserve Officers' Training Corps program complements most academic programs. ROTC seeks to educate and equip leaders with essential skills as critical thinkers, communicators and planners. Military Science courses teach leadership as a deliberate, continuous, sequential and progressive process to develop confident, competent, and adaptive leaders with a basic understanding of military decision-making. The ROTC program consists of eight 3-credit courses of Military Science taken in sequence, and a course in military history. The program seeks to commission Cadets as 2nd Lieutenants upon graduation.

Requirements for Admissions

Army ROTC Basic Course sequence (Military Science MSCI 101, 102; 201, 202, the first 12 credits) are open to all students; no ROTC or military service commitment is required. Students from across CUNY can register through e-permit. Military Science courses are general electives and do not fulfill major or general education requirements. Army ROTC Advanced Course sequence (Military Science MSCI 301, 302; 401, 402, totaling 12 credits) are restricted to eligible students who have contracted with the Army as ROTC Cadets. Cadets enrolled in the Advanced Course will have successfully completed the Basic Course or its equivalent. Contracted Cadets are effectively in the U.S. Army Reserve (ROTC) at the rank of Cadet and will commission into the U.S. Army as 2nd Lieutenants upon graduation. Contracted Cadets are required to attend ROTC training events and physical training. Earning a contract is a competitive process. Please see Contracting into ROTC and Army military service obligation below.

Program Requirements

Military Science Basic Course (MSCI 101, 102; 201, 202) are open to all CUNY students. No military commitment is required. Participation in field trips and Leadership Labs are required. Physical Training is encouraged.

Military Science Advanced Course (MSCI 301, 302; 401, 402) is restricted to contracted Cadets.

The minimum standards to be considered for contracting include:
- minimum GPA of 2.0 for non-scholarship Cadet
- minimum GPA of 2.5 for scholarship consideration
- ability to pass the Army Physical Fitness Test within 30 days of contracting
- academically aligned to graduate on time in four years
- a U.S. citizen

Contracting is a competitive process, and meeting only the minimum standards above does not guarantee that a contract will be offered. The Professor of Military Science and Senior Military Instructor will interview and assess all candidates to select those best qualified for service. Please see Contracting into ROTC below.

Course Descriptions

MSCI 10100 : Introduction to Leadership I

This is an entry-level course exploring basic tactical and leadership concepts simultaneously providing students with an introduction to the U.S. Army and a familiarization with fundamentals of leadership that are applicable outside the military. Students will develop basic knowledge and skills needed for personal leadership competence sought after in military or civilian career fields. Open to all students and does not require an obligation to the U.S. Army. Participation in the Leadership Lab and field trips are required. 3 hr./wk; 3 cr.

MSCI 10200 : Introduction to Leadership II

This is an entry-level survey course to introduce students to the United States Army and its Reserve Officers' Training Corps (ROTC). Topics include the organizational structure of the military, procedures followed in military activities and types of skills needed to succeed in the military. The aim of the course is to use small unit scenarios as a vehicle to study decision, planning, and leadership. Open to all students and does not require an obligation to the U.S. Army. Participation in the Leadership Lab and field trips are required. Prereq: MSCI 10100. 3 hr./wk; 3 cr.

MSCI 20100 : Foundations of Leadership I

This is an entry-level survey course to introduce students to leadership theory and skills at the small group / unit level. It uses the study of U.S. Army squad tactics to emphasize multiple leadership techniques. Additionally, it examines the traits of effective leaders with emphasis on their communication skills. Students will understand that different circumstances and group dynamics may require an adjustment of style to accomplish a task. Effective communication skill is highlighted throughout. Open to all students and does not require an obligation to the U.S. Army. Participation in the Leadership Lab and field trips are required. Prereq: MSCI 10200 or director's permission. 3 hr./wk; 3 cr.

MSCI 20200 : Foundations of Leadership II

This is an entry-level survey course to introduce students to leadership theory and skills at the small group / unit level. Course expands on small unit leadership but increases the leader's extent of control from a 9-person squad to a 40-person platoon. It requires students to exercise effective communication skills by training them in leadership responsibilities. Effective military scenarios (offense, defense, reconnaissance) are employed where students can pick from different leadership techniques to make decisions. Open to all students and does not require an obligation to the U.S. Army. Participation in the Leadership Lab and field trips are required. Prereq: MSCI 20100 or director's permission. 3 hr./wk; 3 cr.

MSCI 30100: Adaptive Team Leadership I

This is a closed course for students in their third year of the Military Science Program. Students study, practice, and apply the fundamentals of Army leadership, officership, Army values and ethics, personal development, and small unit tactics at the team and squad level. Theory, skills and training to plan, and lead a team or squad in the execution of a practical exercise, a Leadership Lab, or during a Situational Training Exercise (STX) are part of the coursework. MSCI 300 and 400 courses are only open to those students who are contracted with the U.S. Army ROTC. Participation in Physical Training, Leadership Lab and field trips are required. Prereq: MSCI 20200 or assessed equivalency based on prior military service. Contracted Cadets only. 3 hr./wk; 3 cr.

MSCI 30200: Adaptive Team Leadership II

This is a closed course for students in their third year of the Military Science Program. Students apply Army leadership methods to situational training exercises in order to develop their own effective leadership styles. Students will exercise Army values and ethical decision-making at the squad and platoon levels. At the conclusion of the course, students will possess the required leadership skills to plan and issue orders necessary to lead a small unit. MSCI 300 and 400 courses are only open to those students who are contracted with the U.S. Army ROTC. Participation in the Leadership Lab, Physical Training and field trips are required. Prereq MSCI 30100 or assessed equivalency based on prior military experience. Contracted Cadets only. 3 hr./wk; 3 cr.

MSCI 40100: Adaptive Leadership I

This is a closed course for students in their final year of ROTC training. The course trains college seniors in the skills needed for success as a 2nd Lieutenant in the U.S. Army. Topics covered include ethics, planning, briefing and running training events. Students are given instruction in the theory behind Army training methods and then apply these techniques through individual or group projects aimed at providing training for the lower level ROTC students. Students will plan, and conduct the laboratory training component attended by the first through third students as practical exercises to their classroom instruction. Participation in the Leadership Lab Physical Training and field trips are required. Prereq: MSCI 30200, contracted Cadets only. 3 hr./wk; 3 cr.

MSCI 40200: Adaptive Leadership II

This is a closed course for students in their final year of ROTC training. The course trains college seniors in the skills needed for success as a 2nd Lieutenant in the U.S. Army. Topics covered include non-commissioned officer relationships, effective military writing and speaking, joint ethics regulations, and the code of conduct. Students are given instruction in the theory behind Army training methods and then apply these techniques through individual or group projects aimed at providing training for the lower level ROTC students. Students will plan, and conduct the laboratory training component
attended by the first through third students as practical exercises to their classroom instruction. Participation in Physical Training, Leadership Lab and field trips are required. Prereq: MSCI 40100, contracted Cadets only. 3 hr./wk; 3 cr.

Contracting into ROTC
All service obligations are 8 years, but are broken down according to what options you choose. There are three forms of service:
1. Active duty. Active duty means you are a full-time soldier. You work 5 days a week (sometimes more, sometimes less). Active duty soldiers live on or near a military base.
2. National Guard or Reserves. This is part time. One weekend a month and two weeks out of the summer you will assemble with your unit and train. The rest of the time, you are a civilian.
3. Inactive Ready Reserve (IRR). The IRR is the backfill and emergency force for the nation. While you are in the IRR you do not train at all, you do not have to report to anyone, but in the event of a major need for soldiers, you may be recalled to service.

A Cadet who chooses Active duty, and does not take a scholarship, will owe 3 years Active and 5 in the IRR.
A Cadet who chooses Active duty and does take a scholarship will owe 4 years Active and 4 IRR.
A Cadet who chooses Reserve duty will owe 6 years as a Reservist or National Guardsman, and 2 years IRR.
About The City College

The City College of New York is a small university within The City University of New York, offering a rich program of undergraduate, master’s and doctoral study through its various schools and divisions.

The College of Liberal Arts and Science comprises the:

- Division of Humanities and the Arts
- Division of Science
- The Colin L. Powell School for Civic and Global Leadership (formerly the Division of Social Science)
- Division of Interdisciplinary Studies

The Professional Schools are the:

- Bernard and Anne Spitzer School of Architecture
- School of Education
- Grove School of Engineering
- Sophie Davis School of Biomedical Education

Founded in 1847 by a referendum of the people of New York City, City College’s mandate was to offer the best education possible to the children of the poor and working people, and to open to new immigrants the opportunities of America. The City College (CCNY) is the oldest college of the twenty-two units comprising The City University of New York (CUNY), which was established in 1961.

The College’s resources include the Morris Raphael Cohen Library, the largest library in the University system, with holdings of over one and a half million volumes; more than two hundred teaching and research laboratories; The Towers, a six-hundred bed residence hall; and an Information Technology Center that provides instructional and research-oriented services and student access through numerous student computer labs. The Aaron Davis Hall is the site of rehearsals, performances, exhibits and technical training for students in the performing arts, as well as presentations by professional artists. It is a major cultural asset for CCNY as well as the New York City community.

Accreditation

All degree programs are registered by the New York State Department of Education. The College is regionally accredited by the Middle States Commission on Higher Education (3624 Market Street, Philadelphia, PA, 19104-2680; 267-284-5000). Additionally, professional curricula are accredited by the appropriate professional educational agency or board including the National Architectural Accrediting Board, the National Council for Accreditation of Teacher Education, and the Accreditation Board for Engineering and Technology.

Student Life

Over 16,000 undergraduate and graduate students commute regularly to the City College of New York campus, where over eighty languages other than English can be heard. This diverse student body is comprised of New York State residents, out-of-state students from across the United States, and international students representing more than one hundred different countries. Student diversity remains one of City College’s hallmarks, with Asian, Black, and Hispanic students comprising 77 percent of those attending. For detailed demographic information about City College students, see the current edition of City Facts (www.ccny.cuny.edu/institutionalresearch/index.cfm).

Within the Division of Student Affairs, student activities at CCNY fall under the umbrella of the Office of Student Life and Leadership Development, which provides support for more than one hundred fifty student clubs and organizations. Included are the undergraduate and graduate student governments, two student newspapers, a yearbook, and a student-run radio station. Clubs reflect many of the academic, recreational, religious, political, professional and ethnic interests of CCNY’s students.

The Campus

The City College campus occupies thirty-five acres along tree-lined Convent Avenue from 131st Street to 141st Street in the Borough of Manhattan. Many buildings in the area, known as St. Nicholas Heights, are landmarked, including CCNY’s North Campus Quadrangle buildings and the former home of Alexander Hamilton, first Secretary of the Treasury. The larger campus for CCNY’s students, of course, is the City of New York with a wealth of cultural and entertainment attractions found in few other cities of the world.

The City College is easily accessible by subway and bus; express trains from mid-Manhattan reach the campus in about fifteen minutes.

Nearly $166 million of new construction and renovation is underway on the campus, including two advanced Science research centers on South campus (which should be completed in 2014 and cost approximately $800 million).

All students, faculty and staff are issued an identification card that must be worn at all times in College buildings.

Original Campus Buildings

Built in 1904, the original college buildings were designed by the architect George Post in a Collegiate Gothic style. Four halls—Shepard, Baskerville, Townsend Harris and Wingate—were grouped around a green quadrangle and, with Compton and Goethals Halls (added later), now constitute the “North Campus.” These buildings and the college gates are listed in the State and National Register of Historic Places.

Steinman Hall-Engineering (ST)

Just outside the north campus gate is the modern Steinman Hall-Engineering Building. Steinman, a six-story building equipped with approximately ninety eight research and teaching laboratories, now houses the CUNY Energy Institute. More information about specific facilities in Steinman Hall can be found in the sections of this Bulletin describing the engineering programs.

North Academic Center (NA)

Dedicated in 1984, the North Academic Center covers three full city blocks and has around 1,200 classrooms, labs, lecture halls and a media center. This building also contains the Cohen Library, the Finley Student Center, student government offices, meeting rooms, a print shop, a small theater, a ballroom and the campus dining areas. It is the largest academic building on the campus and contains the School of Education, the Division of Humanities and the Arts, The Colin L. Powell School for Civic and Global Leadership (formerly Social Science) and the newly expanded Information Technology Center as well as many computer laboratories.

The Robert E. Marshak Science Building (MR)

The Marshak Science Building, a modern and fully equipped thirteen-story building, houses the science programs. The facilities include a number of computer laboratories, a networked system of SUN and SGI computers, laser labs, electron microscopes, nuclear magnetic and electron spin resonance systems, a mass spectrometer facility, an NMR facility, biomedical research laboratories, the Science and Engineering Library, a planetarium, a weather station, and 184 teaching and research laboratories. Also found in the Marshak Building are the Nat Holman Gymnasium and the Jeremiah Mahoney Pool. The Holman Gym seats approximately 1,800 spectators and is a large, modern, multi-purpose facility, home to many of the College’s varsity athletic teams. The Mahoney Pool is used for competitions and recreational programs.

City College Center for Discovery and Innovation and CUNY Advanced Science Research Center

Opening in 2014, the CUNY Advanced Science Research Center (ASRC) and the City College Center for Discovery and Innovation will bring the nation’s largest urban public university—and its flagship STEM college—to a landmark moment in its decade-long, multibillion-dollar commitment to innovation in science. The ASRC and the City College Center will be located on CCNY’s South Campus.

The City College Center for Discovery and Innovation features approximately 200,000 square feet of space for advanced research in key interdisciplinary fields. The facility will be a magnet for regional, national and international researchers and an academic hub of learning for students and faculty. The new research center and pedestrian plaza serve as a gateway to the south campus of City College.

The Center for Discovery and Innovation is a futuristic architectural vision that reflects the research inside its laboratories. The interiors have been designed for optimal research functionality and to facilitate collaboration between all who work there.

Expanding upon the college’s vision of strengthening academics through interdisciplinary study and research, five major innovative fields will be featured in the facility: Nanotechnology, Photonics, Structural Biology, Neuroscience and Environmental Sciences. The scientific and technological
achievements at the City College Center for Discovery and Innovation will improve environments, extend lives, and transform societies in New York City and around the world.

Designed by the architectural firm of Kohn, Pedersen and Fox, the City College Center for Discovery and Innovation will build upon our already stellar reputation as a major research campus and nexus for leading scientists.

The ASRC will facilitate cutting-edge interdisciplinary research in nanotechnology, photonics, structural biology, neuroscience, and environmental sciences. Approximately 50 percent of the ASRC will be dedicated to core facilities, such as a clean room for diagnostics and fabrication and equipment for deposition and etching.

CCNY and the ASRC share the ground floor, which is dedicated to cryo-physics imaging, NMR imaging, EM imaging, and the vivarium. Together, the ASRC and the CCNY Research Center will provide over 400,000 square feet for cutting-edge research. For renderings and floor plans, visit the CCNY Research Building.

Aaron Davis Hall (AD)

Aaron Davis Hall houses a 445-seat proscenium theater, a 154-seat experimental theater and a 155-seat rehearsal studio-workshop.

Davis Hall hosts an ambitious, year-round calendar of both student and professional performances, most of which are open to the public. The Hall is the only cultural facility of its kind north of Lincoln Center and has been used by groups like the Emerson String Quartet, the Dance Theater of Harlem, Ballet Hispanico, Opera Ebony and so many other community based and nationally based organizations.

The Architecture Building (AR)

The Bernard and Anne Spitzer School of Architecture is housed in a 124,000 square foot facility, designed by architect Rafael Viñoly, which is designed to accommodate approximately 400 students. The building contains studios, classrooms, an exhibit area, administrative offices, the library, and computer labs. The studios each provide close to 1,000 square feet of space. The building also houses the City College Architecture Center (CCAC), which provides consulting services to community-based organizations.

The Towers Residence Hall (TD)

The Towers at CCNY is the first residence hall to be built on the CCNY campus in its 166-year history. The Towers, located on the corner of West 130th Street and St. Nicholas Terrace on the South Campus, opened its doors in August 2006. Currently, The Towers provides accommodation for 600 resident students.

The Towers consists of 164 fully-furnished, air-conditioned suites in four configurations housing one to four students each as well as a limited number of studio and one-bedroom suites available for faculty housing. All suites have a fully-functional kitchenette. The Towers offers wireless internet service throughout the entire building (including resident rooms and lounges), a multi-purpose seminar room, a fitness center, a central laundry facility, a convenience store and a community kitchen. All residents are required to have an access card for entry at the 24-hour security desk; there are closed-circuit security cameras located throughout the building. CCNY operates a shuttle/escort van service to provide residents with easy access to the building in accordance with CUNY/CCNY policies and procedures. Residence Life Staff, which consists of Resident Assistants and professional staff, provides supervision of the building in accordance with CUNY/CCNY policies and procedures. Residence Life also strives to create community through educational and social programming and serves as a resource to all residents.

Information regarding the application process, scheduling a tour, and costs can be found on The Towers website at www.ccnytowers.com. The cost for living in The Towers varies by suite type and length of contract, however, all utilities (i.e., electric, heat, A/C, local phone service, access to internet service, access to free laundry room, and basic cable TV service) are included. Prospective residents may contact The Towers office by phone at (917) 507-0070 or via email at towers@ccny.cuny.edu.

The City College Libraries

The City College library system includes:

- the Art Visual Resources Library (Compton Goethals 245A)
- the Center for Worker Education Library (25 Broadway)
- the Morris Raphael Cohen Library (North Academic Center)
- the Music Library (Shepard 160)
- The Architecture Library (Spitzer School of Architecture 101)
- the Architecture Visual Resources Library (Spitzer School of Architecture 104)
- the Science/Engineering Library (Marshak 29)
- the Architecture Library (Spitzer School of Architecture 101)
- the Art Visual Resources Library (Compton Goethals 245A)
- the Center for Worker Education Library (25 Broadway)

Cohen Library, built around an atrium in the North Academic Center, occupies five floors and houses Humanities, Powell School and Education materials. The collections, the largest in the CUNY system, total more than 1,600,000 volumes, 901,600 microforms, 27,800 scores and recordings, 8,000 videos and DVDs, and 1.3 million digital images. Designated a Federal depository in 1884, the library has 197,000 government documents. The Archives and Special Collections Division contains 4,191 linear feet of official records and historical material on the College in addition to rare books and special subject collections. Digital library holdings include more than 161,000 e-books and 100,000 digital government documents and 77,000 electronic subscriptions. The library serves the instructional and research needs of undergraduate through doctoral levels and provides study areas, carrels and computer workstations for students and faculty.

The website: http://library.ccny.cuny.edu, provides quick and easy access to digital resources – full text, indexes, dissertations and catalogs – from more than 220 databases, including Science Direct, LEXIS-NEXIS, Web of Science, EI Village, JSTOR, MathSciNet, PsyArticles. Project Muse, IEEE Xplore, the American Chemical Society, and the Avery Index to Architecture Periodicals. The CUNY+ library catalog on the web provides access to library holdings both at City College and throughout CUNY. The CCNY Alphabetical List of Journal Titles Online provides access to 77,000 digital periodicals. Books and periodicals are arranged on open stacks. The Library of Congress classification is used for the shelf arrangement of most books. Three hundred and fifty computers provide access to digital resources, document preparation software and the internet. CLICS, the intra-CUNY borrowing system, allows users to request materials from any library in the University, for delivery to any CUNY library of their choice. Document delivery, Interlibrary loan and METRO referrals enable faculty and students to obtain materials from other library collections in the metropolitan area and beyond.

Both visual resources libraries are digital resource collections making extensive use of databases such as ARTStor, Saskia and Archivision, with Embark as an image catalog.

The libraries host a full calendar of exhibitions, readings, lectures and programs in multiple venues.

Library faculty provide individualized library service to faculty and students, information literacy education, instruction in research methodology and resource evaluation on multiple levels, from FIQWS through graduate courses.

Office of Information Technology

Over the past few years the Office of Information Technology (OIT), overseen by the Vice President and Chief Information Officer, has undergone a dramatic expansion. Major changes have included smart classrooms, deployed in Shepard Hall, Marshak, Steinman, the North Academic Center and Harris Hall; extended wireless coverage (to include all libraries); and the creation of the Tech Center.

The mission of the Office of Information Technology is to:

- Empower the user community to achieve the highest level of academic and administrative success through the effective use of information technologies
- Facilitate academic innovations in teaching, learning, research and scholarship
- Deliver excellent technology services in support of City College’s mission.

The OIT is committed to collaborating with the college community to provide excellent information technology products and services. We recognize that the College community has the best chance to succeed when we within the OIT strive for excellence and uphold the highest standards in our daily operations.

The OIT is responsible for software applications, hardware support, telecommunications, media services, network infrastructure, instructional technologies and information security. In addition to providing technical support services to the College community we also initiate technology enhancement projects and implement innovative solutions to technology-based issues to improve campus life.

As College populations become more and more technology savvy, the professional skills development of the OIT staff has become extremely important. Technology is constantly evolving, and it seems that every day there is yet another new application released that is meant to simplify busi-
ness dealings. We are committed to staying current with the high-level trends of technology and their corresponding impact on education with constant training courses for our staff.

The OIT houses two general computer labs to facilitate the technology needs of our students. (1) The North Academic Center (NAC) General Student Lab, which provides 102 computers, (52 PCs and 50 iMacs); and (2) The CUNY Tech Center, City College’s new state-of-the-art computing, learning and training resource center, located on the ground floor of the Cohen Library in the North Academic Building. Re-designed to accommodate student learning in a variety of stimulating configurations, it provides the following services:

- Over 300 workstations
- Six printers
- Ten media study rooms with dual-flat panel displays that accommodate up to six students
- Sixteen two-person study rooms equipped with Windows and Macintosh desktop workstations
- Three smart classrooms with dozens of workstations, high definition projectors, and, in the largest classroom, a podium with AV controls and mobile device connections
- Dozens of single-use desktop and wireless workstations in the open bays
- Laptop loan program for students’ use while inside the facility.

Each workstation is configured with the college’s full range of campus-wide, site-licensed software, including Adobe Creative Suite, MathWorks, Matlab, Microsoft Office Suite, SAS, and SPSS. The spatial configurations accommodate students who choose to work individually, as well as provide incentives for student collaboration.

The Service Desk was revamped in the summer of 2011, expanding services to improve support for the CUNY Portal, Blackboard LMS, laptops, wireless configuration and access, and act as a central distribution point for campus-wide, site-licensed software to the college community. The Service Desk also provides Tier 1 technical support for students, faculty and staff in the following areas:

- Technical Support
- Mobile devices
- Laptop
- Wireless configuration and access
- Site-licensed software
- College e-mail system (Citymail)
- Registration
- CUNY Portal
- Password Reset
- Blackboard
- Active Directory log-in

This new, one-stop shop solution has given the OIT staff a more efficient way of addressing the technology needs of students, faculty and staff.

Call us at 212.650.7878, email us at servicedesk@ccny.cuny.edu or come find us in the Tech Center underneath Cohen Library located in NAC 1/301.

For more information on our services and opening hours visit http://www2.ccny.cuny.edu/facultystaff/it/help/

Instructional Technology and Media Support Services (ITMSS) provides audio-visual (AV) resources and services in support of academic instruction, scholarly communications, and other activities consistent with the College’s mission.

ITMSS is organized into the following specialized groups:

- iMedia and Classroom Technology Services (CTS)
- Audio-Visual Resources for Loan
- Video Conferencing Services
- Video Duplication and Conversion Services

The College has 115 Smart Classrooms that are outfitted with an LCD projector, projection screen, audio speakers and an audio and video input interface for use with laptops, iPods, document cameras and other AV devices. ITMSS maintains and services this equipment.

ITMSS also provides in-classroom AV technology support for users in smart room locations, video-conferencing services utilizing IP based Polycom equipment, DVD duplication services, VHS to DVD conversion services and a host of AV resources including microphones, document cameras, AV cables, audio and video recorder and playback devices and Mac and PC laptops for loan on a per class or per semester basis.

Call us at 212.650.5480 or come find us in NAC 5/220.

At City College you will be joining a community devoted to creating and sharing information. Whatever happens you will be a learner, a discoverer, and a technology consumer at City College. You will be using computers and other information technologies for your coursework. We in the OIT are committed to helping you to achieve your full potential and are ready and available to answer any questions at any time.

Academic Offerings

The College offers the following degrees:

- Bachelor of Arts
- Bachelor of Science
- Bachelor of Engineering
- Bachelor of Science in Education
- Bachelor of Fine Arts
- Bachelor of Architecture
- Various master’s and combined B.A./M.A., B.A./M.S. degrees

In August 2008, The City College was granted the authority by the State of New York to offer Ph.D. degrees in Engineering as well as joint degrees in Science with the CUNY Graduate Center. A number of other doctoral programs are based at City College with the Ph.D. degree awarded through the Graduate School and University Center of The City University of New York.

The Sophie Davis School of Biomedical Education offers a program that enables students to earn a B.S./M.D. degree in seven years.

The Right to Privacy

The College complies fully with the Family Educational Rights and Privacy Act (FERPA), as described in Appendix B.10 of this publication.

Retention, Graduation and Job Placement

Retention

City College remains faithful to its mission of “Access to Excellence,” beginning with its recruitment of students through to its engagement with alumni. In addition to its unique freshman seminar (Freshman InQuiry Writing Seminar/FIQWS) and curricula, CCNY offers intentional advising and academic supports, such as the Writing Center, subject-specific tutoring, and four-year graduation plans.

Of the first-time regularly admitted freshmen in the Fall 2006 cohort, 79.5 percent were retained after one year, 66.4 percent after two years, 59.4 percent after three years, and 46.2 percent after four years. The six-year graduation rate for this cohort is 42 percent.

Job Placement

City College’s Career and Professional Development Institute assists the students and alumni by providing a full range of high quality programs and services, such as counseling; self-assessment software; workshops, seminars, and job fairs; and internship information and preparation.

Of the almost 2,000 undergraduate students who earned degrees in June 2012, approximately 53 percent reported full-time employment or enrollment in graduate programs.

Important Note

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 College does not guarantee to offer all courses it announces. The announcement is made in good faith, but circumstances beyond the control of the College sometimes necessitate changes. The College may cancel courses if the enrollment does not warrant their being offered or if other contingencies make such a cancelation necessary.
The Office of Admissions is located in the Wille Administration Building, A-101, 160 Convent Avenue (at 138th Street), New York, NY 10031.

Procedures for admission to City College as a freshman or as a transfer student from another college with advanced standing often differ from one program to another; students are therefore encouraged to visit or call the Office of Admissions at 212-650-6977 with any questions. Admissions information can also be obtained at www.ccny.cuny.edu/admissions.

The college reserves the right to deny admission to any student if in its judgment, the presence of that student on campus poses an undue risk to the safety or security of the college or the college community. That judgment will be based on an individualized determination taking into account any information the college has about the crime committed by the student and the particular circumstances of the college, including the presence of a child care center, summer camp, public school or public school students on the campus. In addition, the college may consider factors such as the amount of time since the crime was committed, the amount of jail time served by the student, the number of years the student was on probation or parole, whether the student has satisfied probation or parole requirements at the time of the student’s application, whether the student has completed drug, alcohol, sex offender or other treatment, and what work or educational experience the student has had after the conviction. Finally, if the student is known to have been assisted by CUNY-sponsored or other re-entry program or initiative, the college will consult with a counselor or representative from said program.

Campus Visits

Tours of the campus are scheduled by appointment. Please call 212-650-6476. The Office of Admissions hosts an annual Open House in the fall. Students may also request visits to particular departments or programs.

Degree and Non-Degree Admission

Students are classified into two groups. Degree students are those who have been accepted into a specific college program leading to a degree. Non-degree students may enroll in credit courses but are not officially registered in a degree program. Non-degree students must be skill proficient in English and Mathematics and meet all prerequisites for the courses in which they wish to enroll. A limited number of credits earned by such students may later be transferred to a degree program.

Freshman Admission

Freshman admission is based on a student’s overall high school academic average, grades in individual subjects, distribution of academic courses, and standardized test scores (all recent high school graduates are required to submit SAT I or ACT scores). The College recommends four years of English, four years of social studies, four years of mathematics, three years of laboratory science, three or four years of a foreign language, and one year of performing or visual arts as the academic preparation needed for success at City College. General Educational Development (GED) diploma recipients must submit official test scores for consideration. International applicants from non-English speaking countries are required to submit a TOEFL (Test of English as a Foreign Language) or the International English Language Testing System (IELTS) score.

CUNY Skills Requirements

All freshmen and transfer students are required to meet City University’s skills proficiency requirements in reading, writing and mathematics by taking and passing the CUNY Assessment Tests. Exemptions from these exams may be granted based on standardized test scores or courses taken at other colleges. Contact the Office of Admissions for detailed information.

Applying for Freshman Admission

Applicants for freshman admission can apply online at www.ccny.cuny.edu/admissions. Priority is given to applications completed before February 1 (for fall admission) and September 15 (for spring admission). The application deadline for students applying to the Macaulay Honors College is December 1.

Selective programs such as Macaulay Honors College, Sophie Davis School of Biomedical Education, Grove School of Engineering, and Bernard and Anne Spitzer School of Architecture have earlier deadlines and/or specific application requirements; please contact the Office of Admissions for more information.

SEEK Counseling and Student Support Services/The Percy Ellis Sutton SEEK Program

The Percy Ellis Sutton Search for Education, Elevation and Knowledge (SEEK) program is a program for New York State residents who are in need of both academic and financial assistance in order to obtain a college education. SEEK students may be eligible to receive up to five years of state-funded tuition assistance and a stipend to help cover the cost of books and college fees. They also receive intensive counseling and academic support.

A student wishing to apply to the SEEK program should file the CUNY freshman application and complete the section labeled SEEK and College Discovery. For more information about SEEK, refer to the section in this Bulletin describing the Department of SEEK Counseling and Student Support Services.

Macaulay Honors College/CCNY Honors Program

Entering freshmen may apply for several honors-level programs at the College, including the City College Honors Program and the Macaulay Honors College. These programs are academically rigorous. Students admitted to the programs are advised in the Honors Center. For application and deadline information, contact the Office of Admissions (212-650-6977).

Advanced Placement

Students who enrolled in an advanced placement program while in high school may be excused from certain courses or may receive credit based on advanced placement examination results. The College will award up to thirty-two credits for advanced placement courses. Generally, for scores of 4 or 5, the College will award course credit. Students who have taken the advanced placement examinations should have the scores sent to the Office of Admissions.

College Courses Taken in High School

High school students who have taken college level courses must provide the college/university transcript to the Office of Admissions in order to have the courses evaluated for credit.

Transfer Admission

Transfer admission is based on a student’s overall grade point average (G. P. A.), including courses taken at all institutions attended since graduating high school. Admission criteria is subject to change. The application deadline for the fall semester is February 1 and for the spring semester September 15. Admission criteria vary by school as follows:

College of Liberal Arts and Science and School of Education

1. CUNY Community College graduates.
2. All others must meet one of the following criteria:
   a. less than 24 credits earned at 2.50 G.P.A. and meet current requirements used for freshman admission; or
   b. 24 or more credits earned at a 2.5 G.P.A.; or
   c. 0 credits earned and meet current requirements for freshman admission.
Applicants who have a grade point average below 2.0 but have not attended college for at least five years may be admitted to the College of Liberal Arts and Science.

**Spitzer School of Architecture**

Transfer admission to the Bernard and Anne Spitzer School of Architecture is highly selective and is based on a student’s overall grade point average (G. P. A.). The Spitzer School of Architecture admits a limited number of transfers students.

**Grove School of Engineering**

Transfer applicants to the Grove School of Engineering are required to present a G. P. A. of at least 2.7 and two semesters of calculus (equivalent to Math 201 and 202 at City College) with a grade of “C” or higher and one semester of physics (equivalent to Physics 207 at City College) with a grade of “C” or better. The applicants must demonstrate proficiency in math and science.

**International Students**

United States citizens and those applicants on temporary visas whose schooling has been outside the United States should file the appropriate transfer or freshman application. In addition, students who are on temporary visas and whose native language is not English will be required to submit results of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Applications are available on-line at www.ccny.cuny.edu/admissions.

International students are encouraged to apply at least eight months prior to the semester the applicant wishes to enter. Each student’s application is individually evaluated. In addition, new regulations imposed by the United States Department of Homeland Security may cause delays in receiving the F-1 student visa. It is possible that it may take longer than eight months to be admitted and enrolled at City College. In most cases, international students are not eligible for financial aid.

**Readmission to City College**

Students who have not attended City College for one or more semesters (exclusive of Summer Semester) must file an application for readmission with the Admissions Office at least three (3) months prior to the beginning of the semester for which readmission is sought. Applications for readmission are available on the college’s web site at www.ccny.cuny.edu/admissions or at the Admissions Office. Approval from the appropriate Dean’s office must be obtained prior to submitting an application.

Readmission is not guaranteed to any applicant. Decisions are based on the student’s academic record at City College. Applicants should provide a statement indicating the reason(s) for absence from the College and any relevant supporting documentation. The College seeks to readmit only those students who can demonstrate the ability to remain in good academic standing and complete degree requirements within a reasonable period of time. If the applicant’s grade point average is below 2.0, approval must come from the Committee on Course and Standing of the specific school the student plans to enter.

Clearance by the Bursar’s Office is necessary before action can be taken on an application for readmission. There is a non-refundable fee of $20 which will not be charged at the time of application, but will appear on the student’s first semester registration bill.

**Special Categories for Admission**

**Early Admissions (High School Juniors)**

City College admits academically exceptional high school students upon the completion of their junior year of high school. Students enter as degree students into the College’s Honors program. Applicants generally are from the upper 10% of their high school class. Students are accepted on the basis of demonstrated academic achievement and an interview by a member of the Admissions Committee. For applications, contact the Admissions Office.

**Second Degree**

City College accepts applications for a second undergraduate degree when the second degree represents preparation discrete from the preparation identified in the first bachelor’s degree. Applicants must receive approval from the dean or representative from the school or division from which the second degree is being sought. Applicants should apply as transfer students at www.ccny.cuny.edu/admissions.

**Post-Baccalaureate Status**

Students who already hold a bachelor’s degree and wish to enroll in undergraduate courses for personal or professional enrichment, without pursuing a degree, may be eligible for post-baccalaureate admission. Students must meet course prerequisites as determined by the department and are admitted on a space available basis.

**Non-Degree Status**

Students who do not hold a bachelor’s degree must be high school graduates or hold a General Educational Development (GED) diploma with a minimum score of 3250, and should submit transcripts of any prior college training. Courses taken by non-degree students are primarily intended for personal enrichment. All non-degree students (post-baccalaureate, visiting, non-degree) are limited to a maximum of 24 credits, except in the School of Engineering, which limits students to 12 credits. Departmental approval is needed to register for courses in English, mathematics, science and English as a Second Language. Non-degree students are not allowed to register for courses in the Grove School of Engineering or the Spitzer School of Architecture. Non-degree students must be proficient in English and Mathematics.

Non-degree and post-baccalaureate students are not eligible for financial aid and must pay tuition and fees. This special enrollment procedure does not apply to graduate courses.

Non-degree students must meet all prerequisites for the courses in which they wish to enroll. City College degree students have first priority for registration. Non-degree students register for classes on a space available basis.

**Senior Citizens**

New York State residents who are 60 or older may enroll tuition-free in undergraduate courses on a space-available basis, provided they do so on an audit basis. An $80 per semester fee is required of senior citizens who are auditing courses. Those who wish to enroll for credit may do so on the same basis as other degree-credit students. Senior citizens who wish to take courses for credit must file a regular application and meet the general admission requirements. For information regarding course offerings or application procedures, contact the Office of Admissions.

**Visitors from Other Colleges or Universities**

**From Within The City University**

Students currently enrolled at another CUNY college must file an E-Permit with their home college. Check the website of the home college for E-Permit application and procedures.

**From Outside The City University**

Students who are currently enrolled in schools outside CUNY must provide the Office of Admissions with a copy their transcript from their home school, together with a completed non-degree application. There is a non-refundable application fee of $65. An on-line applications is available at www.ccny.cuny.edu/admissions.

Visitors from other colleges may not take courses in the Grove School of Engineering and the Spitzer School of Architecture. The Department of Mathematics may request that students take an examination to verify placement into specific classes.

Note: Non-degree students attending City College are not eligible to take courses on permit at another CUNY college.

**Integrity of Documents**

All documents submitted to City University and City College in support of an application for admission become the possession of City University and City College and will not be returned to the applicant.

All information requested on an application must be answered fully and correctly. Omission of colleges, universities and/or proprietary schools attended or falsification of information will constitute grounds for permanently rescinding an offer of admission, disciplinary action and/or dismissal.
Health Statement and Immunization Requirement

New York State Public Health Law 2165 requires proof of immunity to measles, mumps and rubella (MMR) as a condition for attendance. The College reserves the right to prevent the registration of any applicant who fails to provide a record of immunization or who otherwise provides a health risk to the College community. It is University policy that all students who register for six or more credits/ equivalent credits and were born after December 31, 1956 must provide proof of their immunity to measles, mumps and rubella. Students may fax their immunization records and the forms to 212-650-8227.

Recently, New York State passed Public Health Law (PHL) 2167, addressing meningococcal meningitis. In compliance with PHL 2167, all New York State students, regardless of how many credits they take in college, must fill out a Meningococcal Meningitis Response form within 30 days of registration or at the same time they send in their MMR compliance document.

Students may download forms at http://origin.admin.ccny.cuny.edu/student_affairs/wellness/default.asp. If submitting the forms by fax, be sure to include the name, social security number (or assigned City College identification number) and birth date. Applicants are advised to confirm the receipt of the fax by calling 212-650-8222.
Tuition and Fees

The Bursar’s Office is located in the Wille Administration Building, Room 103, and the telephone number is 212-650-8700.

Tuition is set by the University Board of Trustees and is subject to change without notice of their actions. Students should arrange to pay their total tuition, fees and charges as the final step of the registration process if they wish to be admitted to classes. Students who may be eligible for financial assistance or grants should consult with the Financial Aid Office as early as possible.

Undergraduate Tuition Per Semester

<table>
<thead>
<tr>
<th></th>
<th>Resident Students</th>
<th>Non-Resident Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>$2,715 per Semester</td>
<td>$485 per Credit</td>
</tr>
<tr>
<td>Part-Time</td>
<td>$230 per Credit</td>
<td>$485 per Credit</td>
</tr>
<tr>
<td>Non-degree Students</td>
<td>$340 per Credit</td>
<td>$720 per Credit</td>
</tr>
<tr>
<td><strong>Credits in Excess of 18</strong></td>
<td><strong>Fee</strong></td>
<td><strong>Fee</strong></td>
</tr>
<tr>
<td>1-2 excess credits</td>
<td>$100</td>
<td>$100</td>
</tr>
<tr>
<td>3-4 excess credits</td>
<td>$230</td>
<td>$230</td>
</tr>
<tr>
<td>5-6 excess credits</td>
<td>$460</td>
<td>$460</td>
</tr>
<tr>
<td>More than 6 credits</td>
<td>$690</td>
<td>$690</td>
</tr>
<tr>
<td><strong>Student Activity Fee</strong></td>
<td>$64.35 full-time</td>
<td>$64.35 full-time</td>
</tr>
<tr>
<td></td>
<td>$40.85 part-time</td>
<td>$40.85 part-time</td>
</tr>
</tbody>
</table>

Accelerated Study Fee

There is an accelerated study fee for undergraduate students taking more than eighteen credits per semester. Graduating seniors and certain students in the School of Biomedical Education are exempt.

<table>
<thead>
<tr>
<th>Credits in Excess of 18</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 excess credits</td>
<td>$100.00</td>
</tr>
<tr>
<td>3-4 excess credits</td>
<td>$230.00</td>
</tr>
<tr>
<td>5-6 excess credits</td>
<td>$460.00</td>
</tr>
<tr>
<td>more than 6 credits</td>
<td>$690.00</td>
</tr>
</tbody>
</table>

Semester Fees

<table>
<thead>
<tr>
<th></th>
<th>Resident</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consolidated Fee</td>
<td>$15</td>
<td>$15</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$100 (Full Time)</td>
<td>$100 (Full Time)</td>
</tr>
<tr>
<td></td>
<td>$50 (Part-Time)</td>
<td>$50 (Part-Time)</td>
</tr>
</tbody>
</table>

Application Fees

<table>
<thead>
<tr>
<th>Service</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Freshmen</td>
<td>$65</td>
</tr>
<tr>
<td>Undergraduate Transfer</td>
<td>$70</td>
</tr>
<tr>
<td>Re-entry</td>
<td>$10</td>
</tr>
<tr>
<td>Late Registration</td>
<td>$25</td>
</tr>
<tr>
<td>Change of Program</td>
<td>$18</td>
</tr>
<tr>
<td>Duplicate Receipt</td>
<td>$5</td>
</tr>
<tr>
<td>Check Reprocessing</td>
<td>$15</td>
</tr>
<tr>
<td>Non-payment Service</td>
<td>$15</td>
</tr>
<tr>
<td>Transcript</td>
<td>$7</td>
</tr>
<tr>
<td>Make-up Examination, first in semester</td>
<td>$25</td>
</tr>
<tr>
<td>Make-up Examination, second in semester</td>
<td>$5</td>
</tr>
<tr>
<td>Duplicate ID Card</td>
<td>$5</td>
</tr>
<tr>
<td>Senior Citizens</td>
<td>$80</td>
</tr>
</tbody>
</table>

* Graduating seniors and certain Bio-Med students are exempt
** Subject to change through a student referendum & Board approval

There may be other costs and fees associated with academic work, such as textbooks and studio or lab materials. Notice of additional fees will appear in the course listing in each semester’s Schedule of Classes.

Senior Citizen Fees

Individuals who have reached the age of 60 prior to the first day of a semester may enroll for undergraduate courses on an audit basis and pay only the Senior Citizen’s fee of $65.00 plus the $15.00 consolidated fee. Persons in this category may enroll on a space available basis after degree students have had an opportunity to register. Students must document their eligibility by submitting a copy of one of the following:

- Medicaid card
- Driver’s License or Non-Driver ID
- Birth Certificate

Tuition Refunds

When courses are cancelled by the College, a full refund of appropriate tuition and fees will be made. In other cases, tuition refunds will be made or liability reduced only in accordance with Board of Trustees regulations. Further information can be obtained from the Office of the Registrar. On approved applications, proportionate refunds of tuition will be made in accordance with the schedule below. The date on which the application is filed, not the last date of attendance, is considered the official date of the student’s withdrawal and serves as the basis for computing any refund.

Withdrawal before the first day of classes (as published in the Academic Calendar) 100%
Withdrawal before completion of the first full scheduled week of classes 75%
Withdrawal before completion of the second full scheduled week of classes 50%
Withdrawal before completion of third full scheduled week of classes 25%
Withdrawal beyond third week 0%

Consolidated, student activity, materials and technology fees are not refundable.

Payment of Collection Costs

Students who do not make full payment of their tuition, fees and other college bills and whose account is sent to a collection agency will be responsible for all collection costs, including agency fees, attorney fees, and court costs, in addition to whatever amounts are owed to the College. In addition, non-payment or a default judgment against a student’s account may be reported to a credit bureau and be reflected in their credit reports.

New York State Residency Requirements

Students are assigned residency status when admitted to the College. Since residency determines tuition rates, students should know their classifications. If there is a question of status it is the responsibility of the student to prove residency. A “CUNY Residency Form” is available at the Office of the Registrar. New students must apply through the Office of Admissions.

The Financial Aid Office administers federal and state funds, as well as those provided by special programs and the College itself. Federal funds may be disbursed only to those who maintain their academic standing and are not in default of a student loan or owe a refund on a federal grant. For the most recent information on application filing procedures, deadline dates, and eligibility criteria for the various programs, students are urged to contact the Financial Aid Office.
The Financial Aid Office is located in the Wille Administration Building, Room 104 and the phone number is (212) 650-6656.

The Financial Aid Office administers federal and state funds, as well as those provided by special programs and the College itself, with the intention of ensuring that all qualified students will have an opportunity to pursue higher education. Scholarships, grants, loans, work opportunities and governmental benefits are combined into a package to help meet the difference between the cost of attendance and the contribution from the student and family. Unless otherwise stated, award amounts are based upon need. Federal funds may be disbursed only to those who maintain good academic standing and are not in default of a student loan or owe a refund on a federal grant. Students are urged to apply before the priority deadline of March 15. For the most recent information on application filing procedures, academic progress requirements, and other eligibility criteria for the various programs, students are urged to contact the Financial Aid Office.

New York State Awards

**Tuition Assistance Program (TAP)**

TAP is a grant for full-time undergraduate students who are residents of New York State and who are U.S. citizens or eligible noncitizens. Undergraduates may be eligible for grants from $500 to a maximum of $5,000 for the academic year. TAP awards cannot exceed the cost of tuition. Participants in this program are expected to comply with the program pursuit and academic progress requirements to remain eligible for subsequent TAP awards. Rules for eligibility are available in the Financial Aid Office and on its website.

**Aid for Part-Time Study (APTS)**

This grant program is financed by New York State and administered by participating colleges. APTS provides aid to part-time (6-11 credits) undergraduates for their educational expenses. Awards cannot exceed tuition costs. Recipients must file a FAFSA and a TAP application and be New York State residents who have not used up eligibility for the TAP program.

Federal Awards (Title IV Aid)

**Pell Grant**

Pell is an entitlement program, which means that the U.S. Government guarantees a grant to all students who show evidence of need. The student must complete the Free Application for Federal Student Aid (FAFSA). This program is for first undergraduate degree students who are U.S. citizens or eligible noncitizens. Students are required to enroll in one or more actual or equivalent credits in a degree granting program. One must maintain good academic standing and make satisfactory progress towards completing a degree. A student enrolled in an undergraduate program may only receive a maximum of 6 years of full time Pell award. This equates to 600% of Lifetime Eligibility Used. Once a student reaches the 600% limit of the Pell award they are no longer eligible. For information about eligibility and the award amount please contact the Financial Aid Office.

**Campus-Based Aid Programs**

Funds from the three federal programs—Federal Work-Study (FWS), Federal Perkins Loan, and Federal Supplemental Educational Opportunity Grant (FSEOG)—are awarded to eligible students who attend on at least a half-time basis. Except for FSEOG, which is for undergraduates only, undergraduate and graduate students who are U.S. citizens or eligible noncitizens may apply. Unlike Federal Pell and TAP, these are not entitlement programs; the Free Application for Federal Student Aid form (FAFSA), which is used to apply for most financial aid, should be filed each year before the priority deadline of March 15.

**Federal Work-Study Program (FWS)**

Students are offered an opportunity to earn wages while pursuing their course of study. Federal Work-Study jobs are available on campus or off campus at an approved public service or non-profit agency. Students can work part-time while classes are in session. During the summer and vacation periods, students may work part-time or full-time.

Federal Perkins Loan

Depending upon the availability of funds, low interest loans are usually awarded up to $2,000 per year. Repayment begins nine months after the borrower ceases to be at least a half-time student. deferments are available for eligible students.

**William D. Ford Federal Direct Loan (Subsidized and Unsubsidized)**

Ford Federal Direct Loans enable students in degree granting programs and are enrolled at least half-time to meet educational expenses by borrowing from the federal government at a low interest rate. Dependent undergraduate students may borrow up to $5,500 for the first year, $6,500 the second year, and $7,500 for each remaining year of undergraduate study. Independent undergraduate students may borrow up to $9,500 for the first year, $10,500 the second year, and $12,500 for each remaining year of undergraduate study. Unsubsidized Federal Direct Loans are available to students regardless of income. Applicants must file the FAFSA and a loan application. Students are responsible for the interest payments on unsubsidized loans. For details such as repayment and interest rates, consult the Financial Aid Office.

**Federal Return to Title IV Policy**

Students who cease to be enrolled prior to the end of a payment period or period of enrollment (semester), may have their financial aid package recalculated based on the Federal Return to Title IV regulations. The regulations require that the College calculate the portion of the federal aid a student is entitled to, based on the aid that could have been disbursed had the student remained enrolled and the number of days the student attended classes.

The enrollment status used to calculate financial aid eligibility is set either on the 21st day of classes or the point the student’s financial aid record becomes payable. Updates on Financial Aid certification dates are available in the Financial Aid Office and on its website.

Students who withdraw from some or all classes prior to the earlier of those dates will have their aid recalculated and could lose some or all of their aid. If a student fails to begin attendance in some or all of their classes, the unattended classes will not be used to calculate their enrollment status for financial aid eligibility. If aid has been disbursed for unattended classes, the student may be required to return funds, with the exception of federal work-study earned, which will not be recouped.

Students who officially withdraw after completing more than 60% of the semester are considered to have *earned* 100% of their federal financial aid, and the College is not required to recalculate their eligibility.

If the Return to Title IV calculation determines that the student is not entitled to a portion of the money that has already been disbursed, the College will return the “unearned” portion to the federal government and the student will be billed for the money that was returned on his or her behalf. A “stop” will...
be placed on the student's record until the money has been repaid to the Bursar.

If the calculation determines that the student is entitled to aid that has not been disbursed, the Office of the University Controller will notify the student of his or her eligibility and give the student the opportunity to decline the post withdrawal disbursement. However, post withdrawal disbursements of federal grant aid will automatically be disbursed to the student's account.

To receive a post withdrawal disbursement of loan funds, the student must sign and return the post withdrawal notice, confirming that he or she wants the loan to be disbursed; however, only the first disbursement of a loan may be disbursed after a student has withdrawn.

Other Financial Aid

New York State Scholarships and Awards
Scholarships awarded through the New York State Education Department and administered by the Higher Education Services Corporation (NYSHEC) include the following: New York State Scholarship for Academic Excellence; Regents Awards for Children of Deceased or Disabled Veterans; Regents Awards for Children of Deceased Police Officers, Firefighters and Corrections Officers; Regents Professional Opportunity Scholarships; State Aid to Native Americans; New York State World Trade Center Memorial Scholarships; and Veterans Tuition Awards. For further information and application materials, contact NYSHEC (www.hesc.org or 99 Washington Avenue, Albany, New York 12253), or the New York State Education Department (New York State Education Department 89 Washington Avenue Albany, New York 12234).

Veterans
Veterans and the children of deceased or permanently disabled veterans are encouraged to contact the Office of Veterans Affairs located in Wingate Hall, Room 107. The telephone number is (212) 650-5374.

Macaulay Honors College
Admission to the Honors College is selective and is based on grades, SAT scores, and a full evaluation by the College Honors Committee. Students accepted into the Honors College receive full coverage for their tuition. In addition, Honors College students are given an educational account of $7,500, to be used over four years, and a laptop computer.

The educational expense account is released to students after they have submitted a plan to use the funds to their advisor. Students are required to file a TAP application, and the Honors College tuition waiver may be reduced by the amount of the TAP award.

World Trade Center Memorial Scholarship
This scholarship covers the cost of tuition, fees, books and supplies, transportation, and room and board for four full-time academic years. It is awarded to the children and spouses of victims who died or were severely disabled as a result of the terrorist attacks of September 11, 2001, or as a result of the rescue and recovery efforts related to those attacks. The applicant must be enrolled as a matriculated undergraduate student in a program approved by the Commissioner of Education and must file FAFSA and TAP applications. Financial aid received from other sources will be taken into account when calculating scholarship eligibility.

The applicant is not required to be a New York State resident or U.S. citizen.

Federal Aid to Native Americans
To be eligible for these awards, applicants should be a member of, or at least one-quarter degree Indian blood descendant of a member of an American Indian tribe who are eligible for the special programs and services provided by the United States through the Bureau of Indian Affairs, and be accepted for admission to an accredited college pursuing a four-year degree. Further information may be obtained from the local Bureau of Indian Affairs Office or the U.S. Bureau of Indian Affairs, Office of Education (1849 C Street, NW, Washington D.C. 20240-0001).

Alternative Loans
International students, non-matriculated and/or less than half-time students may be eligible to receive a private loan to help with their educational expenses. These loans may require a co-signer and a credit check. Students must contact the lending institution of their choice for information regarding these loans.

City University Supplemental Tuition Assistance Program (CUSTA)
Depending on funding from the New York State Legislature, this program provides supplemental assistance of up to $100 per year to students who would experience an automatic decrease in their TAP award beginning in the fifth semester. Recipients must be full-time undergraduates, New York State residents, and eligible for maximum TAP. Recipients are chosen from among TAP applicants; students need take no special action.

SEEK Counseling and Student Support Services/The Percy Ellis Sutton SEEK Program
The Percy Ellis Sutton Search for Education, Elevation and Knowledge (SEEK), program is funded by New York state for its legal residents who have been deemed by the College as economically disadvantaged and academically underprepared. Students admitted to City College as SEEK students will receive extensive support services, including tutoring and counseling when needed. In addition, based on family income and financial need demonstrated via the FAFSA, SEEK students may qualify to receive program stipends to assist with the costs of books and supplies, as well as certain mandatory CUNY fees. Since SEEK is designed primarily for full-time students, if qualified SEEK students are eligible to receive two extra semesters of TAP grant funding, for a maximum of ten semesters. Students must meet specific economic criteria to qualify for admission to the SEEK program. The income limits are based on the federal poverty guidelines and are tied to family size. At the time of their initial admission to the College, students are required to provide signed income tax returns and other applicable documents as official proof of total family income for SEEK.

Student Aid Association
The Student Aid Association of City College is an independent organization incorporated under the laws of New York State in 1965. Its members are alumni, faculty, staff, and friends of the College. This group gives approximately 150 scholarships per year to students who might otherwise have difficulty pursuing their studies. Applicants should have completed twenty-four credits at City College, must be undergraduate degree students in good standing, and must carry a full-time program (as defined by the College) in each semester for which grants are requested. Applications are available in the Office of the Registrar.

Merit-Based Scholarships

The City College of New York Scholarship Program
The City College offers a variety of scholarships to entering freshmen, transfer and continuing students. Criteria for selection vary but may include past academic performance, standardized test scores, evidence of creative promise, financial need, campus involvement, community service, volunteer activities or demonstrated leadership. Scholarship information can be obtained from the College's website or the Office of Admissions (212-650-6977).

Student Budgets (Cost of Attendance)
The City University of New York (CUNY) calculates “average living expenses” for each academic year. Living expenses are added to tuition and fees expenses, to equal the “cost of attendance”. Items included in the calculation are room and board, transportation, books and supplies, and personal expenses.

2013-14 Cost of Attendance Calculation

Student living with parent:
- Room & Board: $3,066
- Transportation: $1,020
- Books & Supplies: $1,248
- Personal Expenses: $1,776
- Total: $7,110

Student living away from parent:
- Room & Board: $13,554
- Transportation: $1,020
- Books & Supplies: $1,248
- Personal Expenses: $4,036
- Total: $19,858

An updated "Cost of Attendance" will be posted to the City College Financial Aid webpage, under Frequently Asked Questions (FAQ) each academic year.
Satisfactory Academic Progress (SAP) Requirements
Federal Financial Aid - All students must satisfy qualitative and quantitative academic standards in order to remain eligible for federal financial aid. Students will be measured against the Title IV Satisfactory Academic Progress Standards at the end of each spring semester in order to determine eligibility for the upcoming year. Those who fail to meet the academic standards will have their federal aid automatically suspended until they meet the minimum standards. (Students who can document that their failure to satisfy academic requirements were the result of extraordinary or exceptional circumstances may be able to apply for a waiver to receive federal aid for another semester).

New York State Aid - To qualify for a New York State Tuition Assistance Program (TAP) or Aid for Part-time Study (APTS) award, students must meet the applicable New York State Satisfactory Academic Progress standards.

To view the Federal and New York State academic requirements please refer to “Academic Requirements” under “Frequently Asked Questions” in the Financial Aid section of the City College website.

Disbursement of Financial Aid Funds
A student can receive financial aid funds in one of three ways:
1. A check mailed to the student’s address
2. Direct deposit
3. The CUNY Scholar Support debit card

For safety and security, one of the electronic payment methods (direct deposit or the CUNY Scholar card) is strongly recommended.

Financial aid payment schedules will be posted on the City College website. Printed payment schedules are available in the Financial Aid office.

Financial aid will be applied to a student’s outstanding tuition and fees charges first. Remaining funds will be disbursed to the student. (Note: TAP and APTS can only be used toward a student’s tuition charges).

Study Abroad
Financial aid is available for students who attend an approved study abroad program. Credits taken must be applicable to the student’s degree. Students should consult with the Financial Aid office for additional information and eligibility confirmation.
Academic Services

Academic Advising

In addition to those offices listed below, all City College professional schools and academic divisions and special programs have a professional academic advising staff to assist their majors. Students are encouraged to see an academic adviser at least once a semester. For a complete list of academic advising offices, please see "Student Resources" on the City College Registrar's Office home page.

The Gateway Advising Center

The Gateway Academic Center (GAC) was founded in 2006 as an academic unit dedicated to undeclared College of Liberal Arts and Science (CLAS) students; and to those students who must fulfill entry level requirements in order to apply to the Grove School of Engineering (GSOE) and the Spitzer School of Architecture. The GAC also fulfills two other major functions. It coordinates the University Summer Immersion Program (USIP), which provides remedial and developmental coursework in Reading, Writing and Mathematics. Finally, it is responsible for the development, scheduling and registration of the New Student Sessions (NSS). The NSS is a series of seminars that orients new students to the academic, social and cultural life of the campus.

In fulfilling these functions, the GAC provides individual and group advising; remedial and developmental coursework; workshops on a variety of topics of concern to freshmen and sophomore students; special events in collaboration with other offices; wireless study cubbies; a Smart classroom; software; reference library, etc.

In short, the mission of the GAC is to provide all of the resources the freshmen and undecided student needs to declare a major that is a reflection of both his interests and his strengths.

The Science Advising Center

Located on the Plaza level of Marshak Hall, the Advising Center serves as the main information source for all science and math majors. The staff of the center is responsible for monitoring the academic progress of the students in the division, referring them for research and internship opportunities, coordinating tutorial services, distributing information relating to scholarships and events taking place in the College, and, in general, developing a sense of community among students, faculty and staff.

City College Academy for Professional Preparation (CCAPP)

The City College Academy for Professional Preparation (CCAPP) offers science and math (including pre-medical) students a full program of academic support and enrichment throughout their college careers. Tutoring is provided for introductory and advanced biology, chemistry, earth and atmospheric, mathematics, and physics science courses, referrals to research and internship experiences, advising, career and skills development workshops, and study space in the CCAPP Study Center (Marshak 1005).

Engineering Office of Student Development

The Office of Student Development (OSD) provides advising for engineering students as well as coordinate tutorial and academic enrichment services for computer science, mathematics, science and engineering coursework for Grove’s students. This unit also assists in the coordination of tutorial services that are offered through engineering departments and engineering honor societies and student organizations. The OSD offers a comprehensive array of academic and personal support services and programs to all engineering students, with a particular focus on underrepresented minorities, women, and persons with disabilities. Diversity initiatives include Women in Engineering, LSAMP minority undergraduate research, and special scholarship programs. The OSD manages the academic advisement, registration, monitoring of academic progress, academic counseling, initial academic standards and student educational affairs for the lower-division undergraduate population in the Grove School. It also facilitates career and professional development services and referrals through key partnerships for Grove’s undergraduates. Leadership development, curricular/student life, new student orientation, student activities, and community building are also handled by this Office. The OSD also provides study space for use by Grove’s students. In addition, targeted pre-college outreach and recruitment initiatives are spearheaded by the Office of Student Development.

Student Support Services Program (SSSP)

The Student Support Services Program offers academic, career, financial and personal counseling to non-SEEK low-income first generation students with a demonstrated need for academic services. The program offers supplemental, individual and group tutoring in all subject areas. Group workshops in career exploration, financial aid options, GRE preparation, computer instruction, stress management, test anxiety, time management and research techniques are offered during the academic year. Cultural activities, mentoring, community service opportunities, field trips, an honors society, and an awards ceremony are also part of the SSSP.

Freshmen and sophomores may be able to receive grant aid based on financial need. Upper division and outstanding lower division students may serve as paid tutors and interns within the program. Students with advanced academic standing may qualify for the Zitrin Peer/Tutor Scholarship Program (NA 6/148, 212-650-6829).
Many programs and departments in the College offer tutoring services to students. Information on the major tutoring programs is provided below. Students should ask their instructors or academic advisors about other services.

**Biology Resource Center**

The Biology Resource Center, located in the Marshak Science building room 502, is a drop-in facility designed to allow students to supplement classroom and laboratory instruction individually or with study-groups. Computers offering access to the internet and software packages featuring practice problems, self-tests, models and slides are available for student use, as well as hardcopy textbooks.

**Chemistry Learning Center**

The Chemistry Learning Center, located in MR-1029, provides drop-in tutoring services for Chemistry 10301, 10401, 26100, and 26300.

**Math Physics Tutoring Center**

The Math Physics Tutoring Center, located in MR-418S, is staffed by tutors who are advanced undergraduate and recent graduate students. Drop-in tutoring services are available for Physics 20300, 20400, 20700 and 20800 and Math 19000, 19500, 20100, 20200, 20300 and 20500.

**City College Academy for Professional Preparation (CCAPP) Tutoring**

CCAPP offers tutoring in the following courses: Biology 10100 and 10200, Biology 20600, Biology 20700, Biology 22900, Chemistry 26100 and 26300. Tutoring takes place in the CCAPP Student Center, MR-1005. Workshops for additional courses are offered based on student demand.

**Foreign Language Tutoring**

The Department of Foreign Languages and Literatures offers tutoring to any student enrolled in courses who needs additional help. Tutors are advanced students who have been recommended by the faculty. The tutoring office is open on a regular basis. The schedule is posted outside the department office, NA 5/223. For information call Ms. Phyllis Wentworth 212.650.6731

**SEEK Peer Academic Learning (PAL) Center**

All SEEK students are eligible to use the resources of the SEEK PAL Center which offers individual and small group tutoring for a variety of undergraduate courses. Additional computer access is also available through the SEEK Computer Lab.

**The Writing Center at The Samuel Rudin Academic Resource Center**

The CCNY Writing Center offers one-on-one and online tutoring for all CCNY students who are working on papers for their classes or who need advice with letters or personal statements. Students may make an appointment in advance or drop by to meet with a tutor. Computers are also available for student use. There is a smart classroom where faculty may bring classes to receive an orientation to all the Writing Center has to offer.
Honors Programs

The City College offers two college-wide honors programs for undergraduates, which are administered by the Honors Center (NA 4/150; 212-650-6917; cityhonors@ccny.cuny.edu).

The City College Honors Program

The City College Honors Program offers selected, high-achieving students in all disciplines a particularly challenging academic program in small classes. The heart of the program is the honors curriculum through which honors students fulfill their general education (Pathways) requirements. While Pathways requirements are determined by a student’s major, the honors-level Pathways provides enhanced and enriched classes, including interdisciplinary courses in the humanities, sciences and social sciences. Honors Pathways provides an excellent academic base regardless of a student’s eventual specialization. Classes are taught by outstanding faculty, who encourage student participation and rigorous study.

Retention in the City College Honors Program requires a cumulative G.P.A. of 3.0 and consistent full-time attendance. Upon successful completion of the honors program, the designation “Liberal Arts Honors” is entered on the student’s transcript.

To be eligible for the program as an entering first-year student, a student must have a high school average of at least 87% and appropriate performance on the SAT or ACT standardized tests. New first-year students will be considered for the program if they have applied to the Macaulay Honors College at The City College (see below) or if they have applied for scholarships at City College using the downloadable scholarship application available at http://ccny.cuny.edu/admissions under the heading Prospective Students/Admissions/Scholarships.

A small number of incoming transfer and continuing students may be admitted to the program at the discretion of the director. To be considered, these students must have a cumulative G.P.A. of 3.2 or higher, completed fewer than sixty credits and have at least five Pathways courses still to be taken. Transfer students must have applied for admission to City College and submitted the scholarship application form. Continuing students are considered only for fall term admission. The City College Continuing Student Honors Program Application, due by the first Friday in June, is available in the spring term from the Honors Center (NAC Room 4150, cityhonors@ccny.cuny.edu).

The Macaulay Honors College at The City College

The City College participates in the university-wide Macaulay Honors College, which accepts new freshmen with outstanding academic records. The program, which sponsors students on eight campuses in CUNY, encourages the highest level of academic accomplishment, cross-campus community, career exploration and service.

Among Pathways courses for Macaulay students are four special interdisciplinary seminars focusing on New York City. Additional Pathways courses are chosen from honors and other classes appropriate to the major.

Students are expected to achieve an overall G.P.A. of 3.3 by the end of their first year and maintain a G.P.A. of 3.5 from the end of their second year until graduation. Consistent full-time attendance is mandatory. Upon successful completion of the program, the designation “William E. Macaulay Honors College at The City University of New York” is entered on the student’s record.

The program admits only new first-year students. The special application is available for electronic completion and submission at http://www.cuny.edu/admissions/apply.html. The application deadline is December 1. Detailed information about additional benefits (including full-tuition scholarships) and requirements of the Macaulay Honors College can be accessed at www.macaulay.cuny.edu.

Research Honors in the Major

The City College is a research institution strongly committed to scholarship and research on the part of students as well as faculty. Almost every school, division and department has developed a structure within which qualified undergraduate students can pursue independent scholarly, creative or research projects under faculty guidance or can elect to assist a faculty member in a project. Students should have completed all basic requirements and be nearing completion of their specialization before they apply for independent study. In general, they should begin the departmental honors sequence three or four semesters before they graduate. Faculty will assist eligible students in devising and arranging for cross-disciplinary projects.

In most cases, departmental honors courses are numbered 30100-30300 or 30400. Consult the departmental chair or academic advisor for details. Application for Research Honors must be made to the department by December 10 for the spring term and by May 1 for the fall term.
The Division of Student Affairs

"Students First!” is the motto that guides the work and commitment of our talented and dedicated Student Affairs team. Our team is comprised of the Division of Student Affairs, a group seasoned professionals, and you, the students who care deeply for their peers and who partner with us to provide the City College community with a tremendously rewarding college experience. The Division of Student Affairs is organized into three clusters, each with its own goals for addressing the different components for students’ success.

We help students to successfully move through critical transitions, beginning with new student orientation through graduation, professional development, and graduate studies. The Career and Professional Development cluster provides guidance to students as they transition from their college to career path, by providing numerous opportunities for experiential learning through internships and professional development, as well as employment and career services for current students and alumni. Included in the Professional Student Development cluster is the Career and Professional Development Institute, the Office of International Students and Scholar Services, and the Office of Community Standards and Judicial Affairs.

We engage students, their families, and the college community in activities that build relationships and promote college spirit. Student Campus Involvement offers programs that encourage community engagement through the following departments: the Office of Student Life and Leadership Development, Athletics and Recreational Sports, the Auxiliary Enterprise Corporation, and the Office of Veterans Affairs.

Student Affairs promotes a holistic model of wellness for all our students. From the dedicated medical staff in Student Health Services, to our robust athletic and fitness programs, we help students to achieve and maintain a balanced and healthy lifestyle. The one-stop Student Support Resources Center provides critical support for students who have urgent needs. The departments housed within Student Support Resources are Student Health Services, the Office of Wellness and Counseling, the Office of AccessAbility, Housing and Residence Life, and Campus Ministry.

The Division of Student Affairs also offers services to accommodate students whose needs and responsibilities exceed their academic commitments. The Child Development and Family Services Center provides daily childcare and educational services to children and families of City College students. The Division also has a Student Affairs department at the Center for Worker Education to address the needs of working students.

The Division of Student Affairs is located in the Wille Administration Building, Room 204. The telephone number is (212) 650-5426. The Division office will help you to navigate its many programs and services.

Student Support Resources

Student Support Resources (SSR) provides programmatic and information support to help students further their academic and personal growth goals. This office serves as an umbrella for several different departments including the AccessAbility Center (Student Disability Services), the Office of Wellness and Counseling, Student Health Services, the Towers on-campus residence hall, the Office of Off-Campus Housing, Campus Ministry, and the administering of emergency grants and loans. Through SSR, students are given assistance with different types of problems, such as how to navigate the College bureaucracy to resolve an academic or personal dispute, where to get counseling within and outside of the institution, and how to locate the College’s programs and resources that address student financial and social concerns. The goal is to provide clear and accessible information to allow students to feel confident and empowered in their interactions with the institution. Student Support Resources is currently located in the Marshak Science Building, Room J-15, with some of its various offices located throughout campus.

Students in need of spiritual guidance and counseling, or who wish to engage discussions related to spiritual development, should come to the Campus Ministry, located in Baskerville Hall, Room 204 for referrals (212-650-5866).

The AccessAbility Center (Student Disability Services)

The AccessAbility Center (AAC) facilitates equal access and coordinates reasonable accommodations, academic adjustments, and support services for City College students with disabilities, while preserving the integrity of academic standards. AAC strives to increase disability awareness among members of the community and ensure compliance with the Americans with Disabilities of 1990, Amended in 2008, and Section 504 of the Rehabilitation Act of 1973. Students who would like to request accommodations can do so by self-identifying to the AAC, which involves scheduling an appointment with an AAC counselor, completing a short intake form, and submitting disability-related documentation. While students may self-identify at any time, it is best to do so as early as possible to ensure services are in place at the start of the semester. (NAC, Room 1/218; 212-650-5913 or 212-650-6910 for TTY/TTD)

Office of International Student and Scholar Services

The Office of International Student and Scholar Services facilitates the transition, adjustment, and on-going counseling needs of non-immigrant international students, research scholars, and visiting faculty members. Services include assisting students and scholars in complying with immigration mandates of the Federal government, providing documentation necessary for foreign exchange applications, and overseas travel and re-entry to the United States. Additionally, the Office provides an orientation program for new international students every semester, monitors students’ academic progress, and assists in the coordinating the services of other departments. (NAC, Room 1/107, 212-650-8106)

Student Health Services

Student Health Services (SHS) provides clinical services, physical exams and a wide range of laboratory services, STD screenings, immunizations, over-the-counter and prescriptions for medication, GYN exams, pregnancy testing, contraception education, and PPD testing, as required by the Education Department at no cost to all currently enrolled CCNY students.

SHS also arranges for free on-site HIV Testing, smoking cessation tabling, information regarding health insurance options, and Sexual Health Workshops led by the Peer Health Educators, and Healthy Monday Tabling.

Immunization Requirements:

New York State Public Health Law (PHL) 2165 requires proof of immunity to measles, mumps and rubella (MMR) as a condition for attendance. The College reserves the right to prevent the registration of any applicant who fails to provide a record of immunization or who, otherwise, provides a health risk to the College community. It is University policy that all students who register for six or more credits/equivalent credits and were born after December 31, 1956 must provide proof of their immunity to measles, mumps, and rubella.

New York State passed Public Health Law 2167, addressing meningococcal meningitis. In compliance with PHL 2167, all New York State students, regardless of how many credits they take in college, must fill out a Meningococcal Meningitis Response form. Students may download both forms from the Student Health Services website: http://www1.ccny.cuny.edu/current/student/services/wellness/immunizations.pdf

Student Health Services is located in the Marshak Building, Room J-15 and can be reached at 212-650-8222.

The Office of Wellness and Counseling

The Office of Wellness and Counseling provides individual and group psychological counseling services, including crisis intervention and short-term counseling, to registered CCNY students at no cost. For those students in need of longer-term counseling, referrals are made to community-based clinics or providers for more comprehensive treatment and services. The Office of Wellness and Counseling additionally offers workshops on popular topics such as Test Anxiety and Stress Management. Students who are interested in scheduling an appointment or learning more about the Office
The Office of Student Life and Leadership Development

The Office of Student Life and Leadership Development works collaboratively with undergraduate and graduate student leaders to create an engaging and vibrant co-curricular experience at City College. The office advises and provides assistance to over 150 student organizations in chartering their clubs, planning their activities, and offering leadership training. The office also houses the CitySERV program that organizes and matches interested students with volunteer or community service opportunities. Additionally, the SEEDS (Student Empowerment & Engagement Development Series) program and the ALAPC (Student Life Activities Planning Committee) committees offer students the opportunity to get involved in planning campus events while developing leadership skills.

The office also manages the Hoffman Student Lounge, the Game Room, the NAC Ballroom, the Aoronow Theater, a computer lab and several conference rooms for use by CCNY students and their organizations. Additionally, the office oversees the New Student Orientation Program, the annual Student Elections and serves as advisor to the Undergraduate Student Government, the Graduate Student Council and all student media. The office is located in NAC 1/210 and the phone number is 212-650-5002.

Intercollegiate Athletics

The City College of New York features sixteen varsity sports and one club sport (co-ed lacrosse) that compete at the National Collegiate Athletic Association (NCAA) Division III intercollegiate level: eight for women (basketball, soccer, volleyball, tennis, fencing, cross country running, indoor and outdoor track and field) and eight for men (basketball, baseball, soccer, volleyball, tennis, cross country running, indoor and outdoor track and field). The City College of New York Department of Intercollegiate Athletics takes pride in laying a solid foundation built on teamwork, honesty, respect, and sportsmanship. The Department of Athletics does adhere to all City College, City University of New York Athletic Conference (CUNYAC), and National Collegiate Athletic Association guidelines and demonstrates highly ethical behavior in pursuit of excellence.

Our sixteen NCAA sports all have long histories of success and championships, both individual and team. Teams compete in various local, regional, national events and leagues, with primary affiliation being the CUNY Athletic Conference. The primary goal of the college is to provide an environment where student-athletes can excel academically, athletically, and personally. Athletic scholarships are not offered by Division III colleges. Membership on a team is open to all qualified undergraduate students in good academic standing and who meet the NCAA eligibility standards. For more information, contact the Athletics office (Marshak Building, Room 20; 212-650-8228; www.ccnyathletics.com; www.cunyathletics.com)

The Office of Recreation and Campus Fitness

The Office of Recreation & Campus Fitness provides the campus community with structured competitive athletic events, tournaments, and leagues, as well as access to a wide variety of athletic and fitness facilities. The structured activities of the Intramural program generally takes place during club hours on Thursdays. Some of the events that take place during the semester include basketball, volleyball, badminton, soccer, and tennis. The recreation program offers the campus community opportunities to work out with cardiovascular equipment and weight training in the Wingate Fitness Center. Individuals can swim, play tennis, basketball, volleyball, badminton, soccer, frisbee, or jog in a recreational, non-competitive environment. The recreation program emphasizes enjoyment, health and wellness, social interaction, camaraderie, and physical activity. The intramural programs also offer that along with the challenge of competition with one’s peers. (Wingate Hall, 3rd floor; 212-650-6595)

The City College Welcome Center

Centrally located near the entrance the North Academic Center, the Welcome Center provides a warm and collegial introduction to student life on the City College campus. The Center is staffed by a team of enthusiastic student workers who are dedicated to accommodating students’ needs in a “One-Stop Center” that promotes student success and retention in a nurturing and welcoming environment. It serves as the key information, resource and referral center for students and visitors to City College. In addition to sharing vital information about campus resources and facilities, the Center also arranges college tours and provides information on upcoming student events and programs. Other services include courtesy telephones for on-campus calls and maps to find your way around campus. Stop by and say “Hi” to the staff or call 212-650-5338 for more information.

Career and Professional Development Institute

The Career and Professional Development Institute of the City College of New York is committed to providing essential resources, services, and opportunities, that enable CCNY students and alumni to achieve their professional goals and career satisfaction in a global marketplace. The objective of the Career and Professional Development Institute is to identify and assist significant student transitions and strategically guide their college and career passages. In addition, it provides and expands opportunities for experiential learning through the greater development of internships. The Career and Professional Development Institute’s programs and skills training provide a crucial link between talent and teamwork: connecting candidates with job opportunities while meeting the hiring needs of employers, businesses, and organizations. (NAC 1/116; 212-650-5327)

Child Development and Family Service Center

The Child Development and Family Services Center provides quality child care and early educational services to the students of City College New York. Services are provided for children ages two to five years old. The Center, which is located on-campus, operates daily from 7:45 a.m. to 5:30 p.m., Monday through Friday. To meet the needs and schedules of busy students, there is an evening program offered from 4:00 to 9:00 p.m., Monday through Thursday, as well as a summer program that is offered Monday through Thursday. Breakfast, lunch, and supper-snack are provided in the day program everyday during the fall and spring semesters. Additionally, the Center is a fieldwork placement site for students from the School of Education, the Sophie Davis School of Biomedical Studies, the Spitzer School of Architecture, and the departments of Psychology and Sociology, as well as a work-study placement site. (Schiff House, 133rd Street & Convent Avenue; 212-650-8615)

Office of Veterans Affairs

The goal of the Office of Veterans Affairs (OVA) is to educate the veterans, guardsmen, and reservists of the United States Armed Forces whose courageous service to their country must be rewarded by investing in their future and ensuring their academic success. The OVA is committed to recruiting, enrolling, and retaining veteran students and their families. The OVA works in collaboration with the various offices on campus including Student Affairs, Admissions, Disability Services, Financial Aid, Registrar, Student Health Services, Office of Wellness and Counseling, and Affirmative Action to assist veterans in becoming acclimated to college life while obtaining veteran educational benefits and other available resources. Student veterans receive a maximum of 12 military elective credits and a maximum of 12 military credits from non-traditional sources for a total maximum of 24 credits. Credits will be granted for military training courses based on the recommendations from the ACE (American Council on Education) armed forces military evaluation guidelines. (Wingate Hall, Room 107; 212-650-7132)

Auxiliary Enterprise Corporation

The Auxiliary Enterprise Corporation (AEC) at The City College of New York provides administrative oversight over revenue-generating, entrepreneurial activities at the college. The services include campus-wide dining, vending, catering, bookstore operations, ATM services, copier services, student housing, and other service enhancements and initiatives. The Executive Director serves as the administrator of the CityOneCard program. The AEC also provides funding to student Clubs and Organizations each year to support student experiences on and off campus. For more information about the AEC, visit http://www1.ccny.cuny.edu/current/aec/index.cfm

DINING SERVICES

Dining Services at City College strives to provide products and services that are high quality, offer variety and good value in all of our dining locations and Starbucks Cafes throughout campus. We offer bountiful meals at modest cost, snacks, and beverages to satisfy midday cravings and those on the run, while our Starbucks Cafes provide diners with places they can
relax and exchange ideas. Our chefs prepare healthy and nutritious fare to meet the desires of a diverse community each day. From vegetarian and vegan to Halal and Asian, as well as pizza and grilled burgers, we offer a variety of fare tempting to all.

There are several, convenient Dining Services locations on campus: our main Food Court is located on the second floor of the North Academic Center, together with the Grab & Go coffee cart in the Rotunda, the Bare Planet Cafe on the first floor, and the Faculty Dining Room on the third floor. A second coffee station is located in the lower level of the Marshak Science building. All of our coffee locations brew Starbucks Coffee.

CityONECard Dining Dollars may be used at all campus dining locations, in addition to many vending machines located around campus. Voluntary Meal Plan options are available to all commuter and resident students. Students save sales tax with every Dining Dollar purchase.

For more information about our City College Dining Services visit http://www1.ccny.cuny.edu/current/cafe/index.cfm

BOOKSTORE
The CCNY Campus Bookstore stocks new and used textbooks, reference and general reading books, school supplies, computer software and supplies, sportswear and spirit apparel, CCNY memorabilia, magazines, greeting cards, and convenience foods and snack items. The bookstore also offers a text rental program, which can save students money versus the purchase price for a new or used text. The new CityONECard, along with most major credit cards and debit cards, are accepted. The bookstore also buys textbooks back from students throughout the year. For more information about the CCNY Campus Bookstore, visit www.ccny.bkstr.com

CityONECard
The CityONECard is your new and improved City College ID with added features and benefits. It is a secure ID that enhances safety on campus. It is valid for building access and all services. And it serves as a cash card – a convenient payment method for shopping and dining while on campus! The card also comes with bonus and savings features only available to CityONECard users.

All CCNY students, faculty and staff members must obtain a CityONE ID Card. Each card includes a unique City College ID number, a magnetic stripe, (which works just like a bank debit or credit card), and it has to be swiped through a reader to process your payment. The card also has a bar code which is used in the campus libraries.

The CityONECard allows you to:
• Access all CCNY and CUNY buildings and use the libraries and other services
• Purchase food at all campus dining locations, The Towers C-Store and most vending machines
• Purchase textbooks, supplies and merchandise in the campus bookstore
• Attend City College sporting, arts and entertainment events

For more information about the CityONECard and its features and benefits visit http://www1.ccny.cuny.edu/current/student/welcome/orientation/cityonecard.cfm

Housing and Residence Life
The Towers at CCNY is the first residence hall to be built on the CCNY campus in the College’s 165-year history. The Towers, located on the South campus, offers a vibrant living and learning experience for all residents (which includes CCNY students, faculty, staff, and students from other CUNY campuses).

The Towers consists of 164 fully furnished, air-conditioned suites in four configurations that house one to four students each, as well as a limited number of studio and one-bedroom suites available for faculty housing. All suites have a kitchenette that includes a cooktop stove, a microwave, full-size refrigerator, a sink, cabinets, and countertop space. The Towers offers free wireless internet service throughout the entire building (including resident rooms and lounges), a multipurpose seminar room, a fitness center, a 24-hour security desk, a convenience store (T-store), a central laundry facility (free for residents), a community kitchen, and lounge area with a billiards table and large TV with comfortable seating.

The Residence Life Staff, which consists of resident assistants and professional staff, provides supervision of the building in accordance with CCNY/CUNY policies and procedures. Residence Life also strives to create a sense of community through educational and social programming and serves as a resource to all residents. (The Towers at CCNY, 401 West 130th Street; Phone: 917-507-0070, Email: towers@ccny.cuny.edu; Website: www.ccnytowers.com)
Academic Regulations

Students are graded in courses according to the system described.

**Resignation from Courses**

A student must complete a Change of Program (Add/Drop) Form in order to withdraw from a course during the program adjustment or refund period. Forms are available at the "I" desk in the NAC lobby, in an Academic Advisor's office or at the Registrar's Office in A-102.

During the Change of Program period, students may make program changes during the first week of classes. A student may drop a course without penalty (the course will not appear on the transcript) until approximately the end of the third week of classes. Refer to the academic calendar posted on the College's website (www.ccny.cuny.edu) for pertinent dates. The Add/Drop form must be signed by an academic advisor and returned to the Registrar's Office.

After the Change of Program period, and prior to the tenth week of classes, students may officially drop courses using a withdrawal form that must be signed by the instructor and the divisional dean. The grade of "W" is assigned only when it is clear that the student has good and sufficient reasons for withdrawing from the course. A grade of "WN" is assigned to students who never attended and did not officially withdraw.

After the tenth week of the term, students who will withdraw will be assigned a grade of "WU." A grade of "WU" is also to be assigned to students who attended a minimum of one class, stopped attending, but did not officially withdraw.

Note: A student who withdraws from 12 credits or more within two academic years will be placed on academic warning; a student who drops 18 or more credits will be subject to dismissal. Dropping courses may cause a student to become ineligible for financial aid.

**Grading System and Glossary**

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<th>Grade</th>
<th>Explanation</th>
<th>Quality Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>Exceptional</td>
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<td>A</td>
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<td>4.00</td>
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<td>WA</td>
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<td>WN</td>
<td>Never attended</td>
<td>--</td>
</tr>
<tr>
<td>WU</td>
<td>Withdrawed unofficially</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>(student attended at least one class)</td>
<td></td>
</tr>
<tr>
<td>INC</td>
<td>Incomplete</td>
<td>--</td>
</tr>
<tr>
<td>FIN</td>
<td>F due to incomplete</td>
<td>0.00</td>
</tr>
<tr>
<td>Z</td>
<td>No grade submitted by instructor</td>
<td>--</td>
</tr>
<tr>
<td>PEN</td>
<td>Grade pending-usually used for issues of academic integrity</td>
<td>--</td>
</tr>
<tr>
<td>Y</td>
<td>Year or longer course of study</td>
<td>--</td>
</tr>
<tr>
<td>AUD</td>
<td>Auditor</td>
<td>--</td>
</tr>
</tbody>
</table>

**Incomplete (INC) Grades**

The grade of INC is given by the instructor in consultation with the student, with the following guidelines:

a. when a student has been doing passing work and the instructor believes the student can successfully complete the requirements of the course no later than the last day of the eighth week of the following semester, or its equivalent in calendar time, exclusive of Summer Session. The student must provide an acceptable and documented reason for not completing the course on time.

b. when a student has been absent from the final exam and a make-up exam is scheduled no later than the last day of the eighth week of the following semester, or its equivalent in calendar time, exclusive of Summer Session. Students must pay the make-up exam fee to the Bursar before taking the make-up exam. Extensions may be granted only by the Committee on Course and Standing of the School offering the course.

c. temporary grade awarded when the disposition of the final grade requires further evaluation for reasons other than the Procedures for Imposition of Sanctions related to the Board's Academic Integrity Policy.

When applying for an INC grade, an Incomplete Agreement Form must be completed and returned to the instructor. The instructor may insist that the student obtain the permission of the Committee on Course and Standing (of the School offering the course) to complete the course.

The Registrar's Office will change the temporary grade of INC to failure (FIN) by the tenth week of the following semester unless the instructor has submitted a passing grade.

**Pass/Fail Option**

Students in the professional schools, except for the School of Education, may not take courses on a pass/fail basis, even if the courses are being taken as free electives. Students in the College of Liberal Arts and Science and in the School of Education may take certain courses on a pass/fail basis, subject to the following restrictions:

1. The student must have completed at least 28 credits.
2. A student may take only one course per semester on a pass/fail basis.
3. No general education courses may be taken pass/fail.
4. No courses required for the major may be taken pass/fail.
5. Students must choose this option during registration. (Students are not permitted to change to or from pass/fail after the deadline published in the academic calendar.)
6. No more than 18 credits may be taken pass/fail.

**Auditing**

Students wishing to audit a course must select audit status at the time of registration. Auditors must register in the normal manner and pay required tuition and fees. No credit or grade will be given for audited classes. Auditor status cannot be changed to credit status after the closing date for change of program. Likewise, credit status cannot be changed to auditor status after the change of program period.

**Grade Point Average (G.P.A.)**

A student's overall academic performance is measured by calculating the grade point average (G.P.A.). This average is found by using grades from each course on the student's record except those that have one of the following grades assigned: P, INC, W, WA, WN, PEN, AUD.

Each grade received is assigned a numerical value called Quality Points, as described in the Grading System chart. The number of Quality Points multiplied by the number of credits the course carries is the total for the course. The G.P.A. is found by adding these totals and dividing this amount by the total number of credits attempted.

**The Major**

Every student must complete the requirements of an approved major in order to obtain a degree. Each department or program sets specific course requirements for its majors. These requirements are outlined in the departmental listings in this Bulletin; students should consult with an appropriate advisor before declaring a major. Students must declare a major prior to completing 61 credits or risk losing eligibility to receive financial aid. Forms may be obtained in the Office of the Registrar or the "I" desk.

**Dual Majors**

Students who wish to major in two fields should file a Major Form, which must be each signed by the appropriate department advisor and by the
divisinal dean. The requirements of both declared majors must be completed. Students wishing to complete two majors should discuss it at an early stage of their college career with an advisor in each of the two departments. No more than three courses may be credited to both majors.

The Minor

A number of departments offer a minor, a program of study of approximately 15 credits which can be taken in conjunction with the major. It should be noted that all degree candidates must have a major. The minor however is optional.

Concentration

Some majors require students to choose among concentrations offered for the degree. Students should follow the courses recommended by their advisor to ensure that they complete the appropriate concentration.

Degree Progress-On-line Advisement

DegreeWorks is an easy-to-use software application that gives students access to their degree progress via the web. It allows a student to view the courses required to complete the general education requirements, major and degree. Courses required for minors and concentrations also appear in DegreeWorks. A student can also conduct "What-if" audits to see the courses required to change the major.

Dean’s List

Students are eligible for the Dean’s List four times during their career at City College: the semester in which they become sophomores, the semester in which they become juniors, the semester in which they become seniors, and the semester in which they have completed twenty-four or more credits as seniors. Students are placed on the Dean’s List for a particular year if for that year they have:

1. A 3.2 grade point average.
2. Completed at least 24 credits at City College.
3. No grades other than A, B, C, D, W or P.

Undergraduate Graduation Honors (Latin Honors)

For students admitted to the College prior to Fall 2014 the graduation honors policy is as follows:

At graduation, there are three categories of honors for baccalaureate candidates:

• A degree summa cum laude is granted to students whose average in all subjects is at least 3.8.
• A degree magna cum laude is granted to students whose average in all subjects is at least 3.5.
• A degree cum laude is granted to students whose average in all subjects is at least 3.2.

In the computation of graduation honors, all college work taken by students at institutions other than the City College is taken into account even if some of the work is not transferred.

A student must be eligible for honors based exclusively on their City College work, as well as the combined average of City College work and all work completed at other institutions.

A student may not obtain a higher honor (i.e. magna cum laude instead of cum laude) than their City College index indicates. Thus, if a student achieves a 3.3 index at the City College and has a combined index of 3.5, the honor of cum laude is awarded.

Second degree Students are not eligible for graduation honors.

For students admitted to the College in Fall 2014 and after the graduation honors policy is as follows:

At graduation, there are three categories of honors for baccalaureate candidates.

• A degree summa cum laude is granted to students whose average in all subjects is at least 3.8.
• A degree magna cum laude is granted to students whose average in all subjects is at least 3.5.
• A degree cum laude is granted to students whose average in all subjects is at least 3.2.

Students must complete a minimum of 50 credits at City College to be eligible for Latin honors.

Only coursework completed at City College is taken into account in the computation of graduation honors.

Second degree students are not eligible for graduation honors.

Application for Graduation

Degrees are conferred three times each year: February, May/June and September. Candidates for graduation must file an Application for a Degree Form online by the specified date in November for February graduation, in March for June graduation and July for September graduation. Candidates who do not comply with deadlines will not graduate on time. Please consult the College calendar published online each semester for the application deadline.

Residency Requirement

To be eligible for a degree, a student must complete a minimum of 80 credits or the last 30 credits at City College. In addition, at least 60% of the major must be completed at City College. All transfer students and second degree students (including those who are graduates of City College) are subject to the residency requirement. Graduates of City College who return for a second degree may not use coursework completed under the first degree to meet the residency requirement for a second degree from City College.

Requirements for Graduation

Students who entered City College as first-time freshmen before September 1996 may be required to complete 128 credits.

Students who enrolled thereafter will be required to complete a total of 120 credits, to include major and general education/core requirements. Exceptions are the degree programs in Architecture, Engineering and the Sophie Davis School of Biomedical Education, which require more than 120 credits.

Students are expected to be familiar with the requirements of their degree programs. All requirements for the degree must be met before the date of graduation. The temporary grade of INC (including those assigned in the final semester of attendance) must be resolved prior to the date of graduation.

In addition, all "stops" must be cleared by the date of graduation. Failure to clear "stops" will result in the delay of the distribution of diplomas and the processing of requests for transcripts.

Upper-division students should have a preliminary graduation check conducted two semesters before the anticipated date of graduation by an advisor in their department or division. The final graduation check and certification is conducted in the appropriate Dean’s Office.

Policy on Lateness and Absence

Students are expected to attend every class session of each course in which they are enrolled and to be on time. An instructor has the right to drop a student from a course for excessive absence. Students are advised to determine the instructor’s policy at the first class session. They should note that an instructor may treat lateness as equivalent to absence. No distinction is made between excused and unexcused absences. Each instructor retains the right to establish his or her own policy, but students should be guided by the following general College policy:

In courses designated as clinical, performance, laboratory or field work courses, the limit on absences is established by the individual instructor. For all other courses, the number of hours absent may not exceed twice the number of contact hours the course meets per week.

When a student is dropped for excessive absence, the Registrar will enter the grade of "WU".
Academic Appeals

The faculty of each of the Schools defines the degree requirements, academic standards, and rules, and in general has jurisdiction over all of the courses offered by that School. Each of the Schools has a Committee on Course and Standing charged with oversight and enforcement of these matters and dealing with special cases and appeals. Students have the right to appeal to the appropriate Committee on Course and Standing any decision made by individual faculty members or administrators about these academic matters. Students must consult with their academic advisor for the appropriate appeals procedure. The Committee on Course and Standing is the final authority on enforcement of curriculum, degree requirements, academic standards, grades and academic rules.

Grievances

Students with grievances concerning classroom matters other than grades should first attempt to resolve the grievance at the department level through discussion with the faculty member(s) or department chair. If the matter is not resolved, the student or department may refer the problem to the appropriate academic dean, the Ombudsman, or the Vice President for Student Affairs, who shall, if necessary, refer it to the Office of the Provost for further consideration and possible action.

Course Loads for Full-Time Students

An average student program consists of twelve to fifteen credits. Students who are not on academic probation may take as many as eighteen credits. Students who wish to take more than eighteen credits must request permission from the dean of the school or division. Permission is granted only to students with outstanding records who have compelling reasons for making the request. A student who is granted permission for more than eighteen credits is expected to complete all courses on time and is generally not permitted to drop any courses.

Students on probation must limit their programs to approximately twelve credits. Students in the Grove School of Engineering who are on academic probation may not take more than twelve credits per semester.

Many forms of financial aid are contingent on full-time student attendance. Ordinarily, a student must register for at least twelve credits to be full-time. Students receiving financial aid should verify their full-time status with the Financial Aid Office, particularly when changing majors.

Academic Standards

Students are expected to maintain minimum G.P.A. requirements both overall and in major courses; not to withdraw from twelve credits during any two consecutive academic years; and pass all required courses in sequence. All new students, whether or not they are Math-proficient, are required to take the CUNY Assessment Test in Mathematics (Math 3). Test results will be used to place student in the appropriate Mathematics course. ESL and SEEK students should consult with their advisors regarding compliance with these requirements.

Warning, Probation and Dismissal

Students who fail to meet the College’s academic standards listed below are placed on probation, a warning that unless academic performance improves the student will be subject to dismissal. A student is placed on academic probation when he or she fails to achieve the required standards whether or not notification has been received from the College. Students must make satisfactory progress toward the degree. They should be aware that poor academic performance threatens their financial aid and scholarship eligibility. During this probationary period, students who make satisfactory academic progress will continue to maintain their academic standing in the College but may lose their eligibility for financial aid.

Academic standards are enforced by each School’s Committee on Course and Standing, which acts through a dean or director. The Committee may restrict the number of courses for which a student can register, require that a student take certain courses, or prohibit a student from taking certain courses.

Students who have been placed on probation will not be permitted to participate in intercollegiate athletics; serve as officers of student government; serve as editor of a student newspaper; serve as manager, producer or editor of a student radio or TV facility; or take part (in a principal role) in a College-sponsored theater, dance, music or film production unless doing so as part of a specific College course.

The professional schools may have additional or modified academic standards; students enrolled in the professional schools are advised to consult their advisors and appropriate sections of this Bulletin.

### Total Credits Earned vs. Minimum Cumulative G.P.A.

<table>
<thead>
<tr>
<th>Total Credits Earned</th>
<th>Minimum Cumulative G.P.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-12</td>
<td>1.5</td>
</tr>
<tr>
<td>13-24</td>
<td>1.75</td>
</tr>
<tr>
<td>25 and over</td>
<td>2.0</td>
</tr>
</tbody>
</table>

### Dismissal

Students who fail to achieve the above academic averages while on probation will be dismissed from the College.

### Appeals

Students may appeal warning, probation or dismissal decisions by writing to the Committee on Course and Standing in the School in which they are enrolled.

### ESL Dismissal

CUNY policy stipulates that all senior college students may not repeat an ESL course more than once after September 1996. ESL students have four (4) semesters to pass the CUNY reading and writing proficiency tests. If these tests are not passed by the end of the fourth semester of enrollment, the students are subject to dismissal regardless of the GPA. The dean of the division in which the student is enrolled will notify the student of this action along with information regarding the appeal process as well as educational alternatives.

### Repeating Courses

Students may not repeat a course they have already passed unless that course has been designated as repeatable in this Bulletin. In instances in which a course is repeated, the repeated course does not confer additional credit. This limitation applies to courses taken at City College, courses taken at other colleges, and to courses for which credit is granted by examination or advanced placement examination. Courses designated as repeatable may confer additional credit, up to the maximum number of allowable credits, as stated in this Bulletin. Students are ultimately responsible for determining if the coursework they select is a repeat of prior coursework. Students who have failed a course may register to retake that course a maximum of two times. If the course is required for their major and if they do not pass after three tries, they must change majors or leave the College.

### "F" Repeat Policy

The "F" repeat policy only applies to courses taken after 1990. The number of failing credits that can be deleted from the G.P.A. shall be limited to sixteen for the duration of the student’s undergraduate enrollment in institutions of the University. If the second grade is C or higher (C does not qualify) the original grade of "F" will not be used in the calculation of the G.P.A. (although the course and grade remain on the record). The revised G.P.A. will be used for academic progress and graduation minimum standards. The F grades will, however, apply to graduation honors and can affect other requirements for progress in the major. The implementation of the F policy varies in some of the Professional Schools. The F policy does not apply to Graduate students. Consult with the Office of the Registrar for specific applications of this policy.

### Undergraduate Course Numbering

As a general rule, course numbers reflect the level of difficulty of the course content. For a variety of reasons, some course numbers may not adhere to the description below. If in doubt about the level of a particular course, consult a departmental advisor.

- 10000-19900: introductory courses for lower division students
- 20000-29900: beginning major courses intended for sophomores and juniors
- 30000-39900: first level upper division courses; intermediate major courses
- 40000-49900: advanced undergraduate courses intended for juniors and seniors
- 50000-59900: advanced undergraduate courses which may carry graduate credit
General Education Requirements (Pathways)

In order to graduate, all students are required to complete the following:
1. General Education Requirements
2. Major-field courses
3. Free-elective courses

1.A. General Education Requirements (Pathways)

All students entering City College, whether as freshmen or transfers, in Fall 2013 and later must meet Pathways General Education requirements to qualify for a degree. Students who entered prior to Fall 13 may either follow their old General Education requirements (please consult previous bulletins for information about these requirements) or opt-in to Pathways (please consult your academic advisor).

Pathways General Education Requirements at City College consist of:

I. The Common Core (30 credits)
   A. Required (Fixed) Common Core (12 credits / 4 courses)
      1. English Composition (2 courses)
      2. Mathematical and Quantitative Reasoning (1 course)
      3. Life and Physical Sciences (1 course)
   B. Flexible Common Core (18 credits / 6 courses)

Students will complete at least one course in each of the five Flexible Core areas and an additional sixth course in one of them. Students can complete no more than two courses from any one discipline or interdisciplinary field.

Flexible core areas are:
1. World Cultures and Global Issues
2. U.S. Experience in Its Diversity
3. Creative Expression
4. Individual and Society
5. Scientific World

Once a student has met a Common Core area requirement at one CUNY college, that requirement will be met at any other CUNY college. Transfer students from institutions other than CUNY will have their transcripts evaluated and will be given credit for General Education courses taken at the previous institution as appropriate.

II. Additional City College Requirements (College Option, 12 credits)

These requirements vary depending on the degree being pursued. See section 1.B. for more details. Transfer students need to take 6 to 12 College Option credits depending on how many credits they have at the time of transfer. See section 1.C. for more details.

1.B. General Education Requirements (Pathways) for CLAS Students

Bachelor of Arts (B.A.)

<table>
<thead>
<tr>
<th>I. Common Core</th>
<th>(12 crs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixed Core</td>
<td></td>
</tr>
<tr>
<td>Engl Comp 1 (FIQWS)*</td>
<td>6 crs</td>
</tr>
<tr>
<td>Engl Comp 2</td>
<td>3 crs</td>
</tr>
<tr>
<td>Math</td>
<td>3 crs</td>
</tr>
<tr>
<td>Life &amp; Physical Sciences</td>
<td>3 crs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Flexible Core</th>
<th>(18 crs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Cultures &amp; Global Issues: 2 courses:</td>
<td></td>
</tr>
<tr>
<td>i) Literature</td>
<td>6 crs</td>
</tr>
<tr>
<td>ii) Global History &amp; Culture</td>
<td>3 crs</td>
</tr>
<tr>
<td>U.S. Experience in Its Diversity</td>
<td></td>
</tr>
<tr>
<td>Creative Expression</td>
<td>3 crs</td>
</tr>
<tr>
<td>Individual &amp; Society</td>
<td>3 crs</td>
</tr>
<tr>
<td>Scientific World</td>
<td>3 crs</td>
</tr>
</tbody>
</table>

II. Additional City College Requirements (12 crs) (College Option)

<table>
<thead>
<tr>
<th>Foreign Language</th>
<th>6 crs or demonstrated proficiency**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy</td>
<td>3 crs***</td>
</tr>
</tbody>
</table>

*3 crs towards Engl Comp 1 +3 crs towards a Flexible Core area

**There are several ways to fulfill the language requirement: four years of the same foreign language in high school; exemption via placement exam; or AP exam/IB equivalencies. Check with your academic advisor and the Department of Foreign Languages and Literatures’ section in this bulletin.

***Students are advised to complete this requirement after having completed 30 credits and before having completed 60

Bachelor of Fine Arts (B.F.A)

<table>
<thead>
<tr>
<th>I. Common Core</th>
<th>(12 crs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixed Core</td>
<td></td>
</tr>
<tr>
<td>Engl Comp 1 (FIQWS)*</td>
<td>6 crs</td>
</tr>
<tr>
<td>Engl Comp 2</td>
<td>3 crs</td>
</tr>
<tr>
<td>Math</td>
<td>3 crs</td>
</tr>
<tr>
<td>Life &amp; Physical Sciences</td>
<td>3 crs</td>
</tr>
</tbody>
</table>

Flexible Core

(Science students must take at least one course in each area. They must choose a second course in the flexible core area of their choice)

| World Cultures & Global Issues: | 3-6 crs |
| Literature & Global History & Culture | |
| U.S. Experience in Its Diversity | 3-6 crs |
| Creative Expression | 3-6 crs |
| Individual & Society | 3-6 crs |
| Scientific World | 3-8 crs |

II. Additional City College Requirements (12 crs)

<table>
<thead>
<tr>
<th>Foreign Language</th>
<th>6 crs or demonstrated proficiency**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy</td>
<td>3 crs***</td>
</tr>
</tbody>
</table>

*3 crs towards Engl Comp 1 +3 crs towards a Flexible Core area

**There are several ways to fulfill the language requirement: four years of the same foreign language in high school; exemption via placement exam; or AP exam/IB equivalencies. Check with your academic advisor and the Department of Foreign Languages and Literatures’ section in this bulletin.

***Students are advised to complete this requirement after having completed 30 credits and before having completed 60

Bachelor of Science (B.S.)

<table>
<thead>
<tr>
<th>I. Common Core</th>
<th>(12 crs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixed Core</td>
<td></td>
</tr>
<tr>
<td>Engl Comp 1 (FIQWS)*</td>
<td>6 crs</td>
</tr>
<tr>
<td>Engl Comp 2</td>
<td>3 crs</td>
</tr>
<tr>
<td>Math</td>
<td>3 crs</td>
</tr>
<tr>
<td>Life &amp; Physical Sciences</td>
<td>3-4 crs</td>
</tr>
</tbody>
</table>

Flexible Core

(Science students must take at least one course in each area. They must choose a second course in the flexible core area of their choice)

| World Cultures & Global Issues: | 3-6 crs |
| Literature & Global History & Culture | |
| U.S. Experience in Its Diversity | 3-6 crs |
| Creative Expression | 3-6 crs |
| Individual & Society | 3-6 crs |
| Scientific World | 3-8 crs |

II. Additional City College Requirements (12 crs)

<table>
<thead>
<tr>
<th>Foreign Language</th>
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*3 crs towards Engl Comp 1 +3 crs towards a Flexible Core area

**There are several ways to fulfill the language requirement: four years of the same foreign language in high school; exemption via placement exam; or AP exam/IB equivalencies. Check with your academic advisor and the Department of Foreign Languages and Literatures’ section in this bulletin.

***Students are advised to complete this requirement after having completed 30 credits and before having completed 60
Students are advised to complete this requirement after having completed 30 credits and before having completed 60. Because many Common Core and College Option courses can simultaneously count toward the satisfaction of major requirements for specific majors, students who have chosen or have a specific major in mind, should consult specific departmental pages of this bulletin and meet with an advisor to see which choices will help them complete their degrees most efficiently.

Students in the Spitzer School of Architecture, the Sophie Davis School of Biomedical Education, the Grove School of Engineering, the School of Education, the Center for Worker Education, The Macaulay Honors College at City College, and the City College Honors Program should consult the relevant pages of this bulletin and see an academic advisor for specific Pathways coursework requirements and recommendations.

1.C. General Education Requirements (Pathways) for Transfer Students

All transfer students are required to complete the 30-credit Common Core through coursework at City College, another college, or some combination of these.

In addition, all associate’s degree students, including A.A.S. students, who transfer to baccalaureate programs will be required to complete additional General Education coursework at City College as follows:

1. Students who transfer with 30 or fewer total credits from any college will be required to earn 12 credits from City College’s additional General Education requirements.
2. Students without an associate’s degree who transfer with more than 30 credits from any college will be required to earn 9 credits from City College’s additional General Education requirements.
3. Students who transfer with an associate’s degree from any college will be required to earn 6 credits from City College’s additional General Education requirements called College Option.

2. The Major

Undergraduate majors are offered throughout the College in approximately fifty fields. They prepare students for a variety of careers as well as for professional and graduate schools. Advisors assist students in making their initial choice of major and, on occasion, in reconsidering chosen fields of study. Every student must complete an approved major. Each department or program sets specific course requirements for its majors, which are outlined in the departmental listings in this Bulletin. Students should consult their advisor periodically for updates on major requirements. While some courses in the major may be completed at other accredited colleges, at least 60% of the major must be taken at City College.

3. Free Electives

Free electives are those courses taken in addition to required courses to bring the total to the minimum number of credits required for graduation. Students use free electives to take additional work in the major, concentrate in a second field, or to explore particular interests. Students may take almost any course for which they have the prerequisites in the College of Liberal Arts and Science as a free elective, and they are encouraged to take advantage of the wide range of offerings in the professional schools and special programs at the College. The Professional Schools control their own class registrations and students should consult with the advisors in these schools to see if space is available and if they have the prerequisites for the courses in which they are interested. In many cases the focused training of both professional and technical personnel will be too highly specialized for inclusion in a broad liberal arts curriculum. A major department may approve courses in the professional schools for a given student’s major program. Only a maximum of 30 credits of free electives from the professional schools will be granted toward the CLAS degree requirements. In the case of B.A. degrees in particular majors, students may be able to transfer into CLAS fewer than 30 credits in order to fulfill New York State requirements that B.A. degrees must include 90 credits of state-defined liberal arts and science courses.

4. Speech

Students who have a speech requirement may satisfy it either by passing a Speech Proficiency Test or by passing Speech 11100 or 00308. The test, given by appointment, should be taken in the freshman or sophomore year or upon transfer to the College, so that any necessary improvement can be accomplished before graduation.
## 5. Pathways Common Core Courses

<table>
<thead>
<tr>
<th>English Composition (EC)</th>
<th>Mathematical and Quantitative Reasoning (MQR)</th>
<th>Life and Physical Sciences (LPS)</th>
<th>Life and Physical Sciences and Scientific World (LPS, SW) - counts only as one or the other</th>
<th>Scientific World (SW)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 11000</td>
<td>ECO 29000 Principles of Statistics</td>
<td>BIO 20700 Organismic Biology</td>
<td>BIO 10200 Biological Foundations II</td>
<td>BIO 20600 Introduction to Genetics</td>
</tr>
<tr>
<td>ENGL 21001</td>
<td>FQUAN 10050 Freshman Quantitative Analysis: Developing a Taste for Numbers</td>
<td>CHEM 11000 Exploring Chemistry: Energy and Environment</td>
<td>CHEM 10301 General Chemistry I</td>
<td>CHEM 24300 Quantitative Analysis</td>
</tr>
<tr>
<td>ENGL 21002</td>
<td>MATH 15000 Mathematics for the Contemporary World</td>
<td>CHEM 21000 Applied Chemistry for Biochemical Engineers</td>
<td>CHEM 10401 General Chemistry II</td>
<td>CHEM 25000 Organic Chemistry I</td>
</tr>
<tr>
<td>ENGL 21003</td>
<td>MATH 17300 Introduction to Probability and Statistics</td>
<td>EAS 10400 Perspectives on Global Warming</td>
<td>EAS 10300 Environmental Geology</td>
<td>EAS 22900 Cell and Molecular Biology</td>
</tr>
<tr>
<td>ENGL 21007</td>
<td>MATH 17700 Biostatistics</td>
<td>EAS 10600 Earth Systems Science</td>
<td>EAS 10300 Principles of Physical Science</td>
<td>BIO 22900 Cell and Molecular Biology</td>
</tr>
<tr>
<td>ENGL 25000</td>
<td>MATH 18000 Quantitative Reasoning</td>
<td>EAS 22700 Structural Geology</td>
<td>SCI 12400 Principles of Physical Science</td>
<td>CHEM 24300 Quantitative Analysis</td>
</tr>
<tr>
<td>FIQWS 10103 &amp; 10105</td>
<td>MATH 18500 Basic Ideas in Mathematics</td>
<td>MED 10200 Principles of General Chemistry</td>
<td>SCI 12500 Principles of Scientific Life</td>
<td>CHEM 26100 Organic Chemistry I</td>
</tr>
<tr>
<td>FIQWS 1010B</td>
<td>MATH 19000 College Algebra and Trigonometry</td>
<td>MED 20300 Bio-Orgnic Chemistry</td>
<td>SCI 12600 Principles of Environmental Space</td>
<td>EAS 10000 The Dynamic Earth</td>
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<tr>
<td>FIQWS 10111</td>
<td>MATH 19500 Precalculus</td>
<td>PHYS 21900 Physics for Architecture Students</td>
<td>SCI 10101 Introduction to Physical Sciences (Honors students only)</td>
<td>EAS 10100 The Atmosphere</td>
</tr>
<tr>
<td>FIQWS 10113</td>
<td>MATH 20100 Calculus I</td>
<td>Life and Physical Sciences and Scientific World (LPS, SW) - counts only as one or the other</td>
<td>SCI 10101 Introduction to Physical Sciences (Honors students only)</td>
<td>EAS 10300 Environmental Geology</td>
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<tr>
<td>FIQWS 10145</td>
<td>MATH 20200 Calculus II</td>
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<td>FIQWS 10011 Freshman Inquiry Writing Seminar: Scientific World</td>
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<tr>
<td>MED 10000</td>
<td>Introduction to Drug Abuse and Addiction</td>
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<tr>
<td>MHC 20301</td>
<td>Honors: Science and Technology in New York (Honors students only)</td>
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<tr>
<td>SCI 10001</td>
<td>Man and Nature: Life (Honors)</td>
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<tr>
<td>SCI 10101</td>
<td>Introduction to Physical Sciences (Honors students only)</td>
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<tr>
<td>AES 23202</td>
<td>Survey of World Architecture I</td>
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<tr>
<td>AES 24202</td>
<td>Survey of World Architecture II</td>
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<tr>
<td>ART 10000</td>
<td>Introduction to Visual Arts of the World</td>
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<tr>
<td>ART 10001</td>
<td>Introduction to Visual Arts of the World (Honors students only)</td>
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<tr>
<td>ART 29104</td>
<td>Women in World Art (IAS students only)</td>
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<tr>
<td>FIQWS 10013</td>
<td>Freshman Inquiry Writing Seminar: Creative Expression</td>
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<tr>
<td>MHC 10101</td>
<td>The Arts in New York City (Honors)</td>
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<tr>
<td>MUS 10100</td>
<td>Introduction to Music</td>
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<tr>
<td>MUS 10101</td>
<td>Introduction to Music (Honors students only)</td>
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<tr>
<td>MUS 10200</td>
<td>Introduction to World Music</td>
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<tr>
<td>MUS 14500</td>
<td>Introduction to Jazz</td>
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<tr>
<td>THTR 13100</td>
<td>Introduction to Theatre</td>
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<tr>
<td>ANTH 20100</td>
<td>Cross Cultural Perspectives</td>
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<tr>
<td>ECO 10250</td>
<td>Principles of Microeconomics</td>
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<tr>
<td>ECO 19150</td>
<td>Honors Introduction to Economics (Honors students only)</td>
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<tr>
<td>FIQWS 10008</td>
<td>Freshman Inquiry Writing Seminar: Individual and Society</td>
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<tr>
<td>IAS 31292</td>
<td>Introduction to Urban Studies and Planning (IAS students only)</td>
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<tr>
<td>MHC 21001</td>
<td>Macaulay Seminar 4: Shaping the Future of New York City (Honors students only)</td>
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<tr>
<td>PSY 10101</td>
<td>Psychology in Modern World (Honors students only)</td>
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<tr>
<td>PSY 10200</td>
<td>Psychology in Modern World</td>
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<tr>
<td>SOC 10500</td>
<td>Individual, Group and Society: An Introduction to Sociology</td>
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<tr>
<td>SOC 10501</td>
<td>Introductory Sociology for Freshman Honors Students (Honors students only)</td>
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<tr>
<td>SOC 38144</td>
<td>School in American Societies (IAS Students only)</td>
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<tr>
<td>WS10000</td>
<td>Women's/Gender Roles in Contemporary Society</td>
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<tr>
<td>U.S. Experience in Its Diversity (USED)</td>
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<tr>
<td>AES 21200</td>
<td>The Built Environment of New York City</td>
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<tr>
<td>FIQWS 10015</td>
<td>Freshman Inquiry Writing Seminar: U.S. Experience in its Diversity</td>
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<tr>
<td>HIST 12404</td>
<td>American Civilization I (IAS students only)</td>
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<tr>
<td>MHC 10201</td>
<td>Honors: The Peopling of New York (Honors students only)</td>
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<tr>
<td>PSC 10100</td>
<td>American Government and Politics</td>
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<tr>
<td>PSC 10104</td>
<td>US Government and Politics (IAS students only)</td>
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<td>USSO 10100</td>
<td>US Society</td>
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<tr>
<td>USSO 10101</td>
<td>US Society (Honors students only)</td>
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<tr>
<td>World Cultures and Global Issues (WCGI) - History and Culture</td>
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<tr>
<td>ANTH 10100</td>
<td>General Anthropology</td>
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<tr>
<td>ASIA 10100</td>
<td>Asia and its Peoples</td>
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<tr>
<td>ASIA 20200</td>
<td>Contemporary Asia</td>
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<td>ASIA 20500</td>
<td>Contemporary China</td>
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<tr>
<td>FIQWS 10003</td>
<td>Freshman Inquiry Writing Seminar: World Cultures and Global Issues - History and Culture</td>
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<td>BLST 10200</td>
<td>African Heritage: Caribbean-Brazilian Experience</td>
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<td>WCIV 10100</td>
<td>World Civilizations I: Prehistory to 1500 AD</td>
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<tr>
<td>WCIV 10101</td>
<td>World Civilizations (Honors students Only)</td>
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<tr>
<td>WCIV 10200</td>
<td>World Civilizations II:1500 AD to present</td>
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<td>HIST 20600</td>
<td>Modern Europe</td>
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<tr>
<td>World Cultures and Global Issues (WCGI) - Literature</td>
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<tr>
<td>CLASSICS 321</td>
<td>Classical Myth in Film</td>
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<tr>
<td>FIQWS 10005</td>
<td>Freshman Inquiry Writing Seminar: World Cultures and Global Issues - Literature</td>
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<tr>
<td>FREN 28300</td>
<td>The Literature of Contemporary France</td>
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<td>JWST 31602</td>
<td>The Bible and Its Stories</td>
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<td>SPAN 12104</td>
<td>Introductory Spanish i(IAS students only)</td>
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<td>SPAN 12204</td>
<td>Introductory Spanish ii (IAS students only)</td>
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<tr>
<td>SPAN 28100</td>
<td>Masterworks of Spanish Literature I</td>
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<td>SPAN 28300</td>
<td>Masterworks of Latin American Literature</td>
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<td>THTR 21100</td>
<td>Theatre History 1</td>
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<td>THTR 21200</td>
<td>Theatre History 2</td>
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<tr>
<td>THTR 21300</td>
<td>Theatre History 3</td>
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<tr>
<td>WHUM 10100</td>
<td>World Humanities I</td>
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<tr>
<td>WHUM 10101</td>
<td>World Humanities (Honors students only)</td>
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<tr>
<td>WHUM 10200</td>
<td>World Humanities II</td>
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<tr>
<td>WHUM 10312</td>
<td>World Humanities: Modern World Literature</td>
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</tbody>
</table>
Pathways General Education Requirements for Honors Program and Macaulay Honors College Students at City (See also Honors Programs)

Honors Program students have the same Pathways General Education requirements as other students pursuing the same majors. They will satisfy their Pathways requirements, however, by taking the equivalent general education courses in Honors.

This will simultaneously satisfy requirements for Honors and their majors. For further guidance, please be sure to consult with your advisor in the Honors Center.

Pathways Course Descriptions

You will find descriptions of most Pathways offerings in the course listings for the departments or programs where they are offered. Pathways course descriptions not included in a particular department or program are below:

FIQWS: Freshman Inquiry Writing Seminar
FIQWS is a six-credit course taught by two instructors that combines a specific topic and an intensive writing seminar. In any semester, an exciting variety of FIQWS sections are offered. In the topic component of FIQWS, a student might explore a famous writer or artist, a particular school of philosophy, a scientific discovery or key historical event. In the writing component of FIQWS, an instructor will guide a student in writing essays and research papers concerning the subject of the seminar.

3 credits of each 6 credit FIQWS are allocated to an area of the Flexible Core (topic section) and 3 credits are allocated toward the English Composition requirement (writing section). The Flexible Core variations are:

FIQWS 10003 – World Cultures and Global Issues (Cultural/History Emphasis) taken with FIQWS 10103 – English Composition
FIQWS 10005 – World Cultures and Global Issues (Literary) taken with FIQWS 10105 – English Composition
FIQWS 10008 – Individual and Society taken with FIQWS 10108 – English Composition
FIQWS 10011 – Scientific World taken with FIQWS 10111 – English Composition
FIQWS 10013 – Creative Expression taken with FIQWS 10113 – English Composition
FIQWS 10015 – US Experience in its Diversity taken with FIQWS 10115 – English Composition
FIQWS 10045 – Philosophy, College Option taken with FIQWS 10145 – English Composition

FQUAN: Freshman Quantitative Analysis
3 credit course that fulfills the basic quantitative requirement for CLAS students, but is usually taught in a department other than Math. It can examine the data and trends surrounding a specific issue, or look at quantitative applications in other fields such as a science, psychology, sociology, etc. FQUANs may be offered as smaller thematic courses or as large lectures that break down into recitation sections.

SCI 10001: Man and Nature: Life (Honors)
For students in the City College Honors Program and the Macaulay Honors College. An exploration of the biological basis of life on earth and the impact of man’s activities on its quality and continued survival. Those enrolled will participate in a seminar designed to permit in-depth examination of important issues related to the course content. 3 lect., 2 rec./lab hr./wk.; 4 cr.

SCI 10101: The Physical Universe (Honors)
For students in the City College Honors Program and the Macaulay Honors College. A broad exposure to the physical sciences with heavy stress on the scientific method of inquiry and investigation. The basic principles of physics and chemistry; application to some phenomena of astronomy, geosciences, chemistry and physics. 3 lect., 2 rec./lab hr./wk.; 4 cr.

USSO 10101: Development of the U.S. and its People (Honors)
For students in the City College Honors Program and the Macaulay Honors College. An alternative version of the introductory course designed to provide more student participation and writing. Prereq.: ENGL 11000. 3 hr./wk.; 3 cr.

WCIV 10100: Prehistory to 1500 A.D.
An examination of the civilizations of Asia, Africa, Europe and the Americas through a comparative study of selected places and themes. The dynamics of hunter/gatherer, pastoral and agrarian societies, urbanization, trade, imperialism, slavery, feudalism, the centralization of the state, religion and secular thought are among the topics discussed. Pre or coreq.: ENGL 11000. 3 hr./wk.; 3 cr.

WCIV 10101: World Civilizations (Honors)
For students in the City College Honors Program and the Macaulay Honors College. A transcultural, geographically and regionally balanced study of specific themes found in both WCIV 10100 and WCIV 10200 courses. Emphasis on a theoretical perspective of the topics and their significance today. Pre or coreq.: ENGL 11000. 3 hr./wk.; 3 cr.

WCIV 10200: 1500 A.D. to the Present.
A study of the major forces that have shaped the modern world of Asia, Africa, Europe and the Americas. Selected themes include the interaction of the Western and non-Western world, the scientific revolution, capitalism, imperialism, industrialization, economic growth and stagnation, revolutions, counter-revolutions, modern political ideologies, the global crisis of the 20th century and emerging global interdependence. Prereq.: ENGL 11000. 3 hr./wk.; 3 cr.

WHUM 10100: World Humanities I
An introduction to world literature and its relationship to the traditions and societies from which it springs. Study of major works from antiquity to the seventeenth century. Prereq.: ENGL 11000. 3 hr./wk.; 3 cr.

WHUM 10101: Literature in the Human Experience (Honors)
For students in the City College Honors Program and the Macaulay Honors College. Defines what literature is and determines its relationship to human existence. The various types of literature and the role of form and structure in the meaning of the whole. Literature as a mirror of the variety and continuity of human experience. Extensive reading and individualized writing assignments. 3 hr./wk.; 3 cr.
## Gateway Courses into Majors (Pathways)

Although complete major requirements vary in most cases from one CUNY college to another, faculty committees have designated a minimum of three "gateway" courses leading into several of CUNY's most popular majors. Students who anticipate pursuing one of these majors can take the designated courses and will be able to transfer them for major credit seamlessly between CUNY colleges that offer the major. The list of participating majors and gateway courses appears below. For more information on Pathways please go to http://www.ccny.cuny.edu/gened/general-education.cfm.

### Biology

<table>
<thead>
<tr>
<th>Pathways Gateway Course</th>
<th>Corresponding Course at College</th>
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<tbody>
<tr>
<td>Introductory Majors Biology</td>
<td>BIO 10100 Biological Foundations I</td>
</tr>
<tr>
<td>(Molecular and Cellular Biology)</td>
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<tr>
<td>Introductory Majors Biology</td>
<td>BIO 10200 Biological Foundations II</td>
</tr>
<tr>
<td>(Organismic Biology)</td>
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</tr>
<tr>
<td>General Chemistry I</td>
<td>CHEM 10301 General Chemistry I</td>
</tr>
<tr>
<td>General Chemistry II</td>
<td>CHEM 10401 General Chemistry II</td>
</tr>
<tr>
<td>Pre-calculus</td>
<td>MATH 19500 Pre-calculus</td>
</tr>
</tbody>
</table>

*CUNY colleges differ in the sequencing of their two Introductory Biology courses. A faculty committee outlined topics to be covered in each course. One course will cover Cellular and Molecular Biology, while the other course will cover Organismic Biology. The order in which the sequence is offered is left to the discretion of each college.

### Economics

<table>
<thead>
<tr>
<th>Pathways Gateway Course</th>
<th>Corresponding Course at College</th>
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<tbody>
<tr>
<td>Introduction to Macroeconomics</td>
<td>ECO 10350 Principles of Macroeconomics</td>
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<tr>
<td>Introduction to Microeconomics</td>
<td>ECO 10250 Principles of Microeconomics</td>
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<tr>
<td>Introductory Statistics</td>
<td>ECO 20150 TBD</td>
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### English

<table>
<thead>
<tr>
<th>Pathways Gateway Course</th>
<th>Corresponding Course at College</th>
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<tbody>
<tr>
<td>English Composition</td>
<td>FIQWS 10103, 10105, 10108, 10111, 10113, 10115, 10145</td>
</tr>
<tr>
<td>Introduction to Literature</td>
<td>ENGL 11000 Freshman Composition</td>
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<tr>
<td>Introduction to Literary</td>
<td>WHUM 10100 (Introductory Sociology For Freshmen Honors Students)</td>
</tr>
<tr>
<td>Studies</td>
<td>ENGL 25000 Introduction to Literary Study</td>
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*"Introduction to Literature" includes three options, of which each college would adopt only one: "Introduction to World Literature," "Introduction to Writing about Literature," or "Introduction to English, American, or Anglophone Literature."

### Psychology

<table>
<thead>
<tr>
<th>Pathways Gateway Course</th>
<th>Corresponding Course at College</th>
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<tbody>
<tr>
<td>Introduction to Psychology</td>
<td>PSY 10200, 10299 Applications of Psychology in the Modern World</td>
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<td>PSY 10101 Psychology for Freshmen Honors Students</td>
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<tr>
<td>Abnormal Psychology</td>
<td>PSY 34800 Abnormal Psychology</td>
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<tr>
<td>Personality Psychology</td>
<td>PSY 24600 Introduction to Human Development: Infancy and Childhood</td>
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<tr>
<td>Lifespan Development</td>
<td>PSY 22600 Introduction to Life-Span Development</td>
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</table>

*The Psychology major committee recommended the following: "Introduction to Psychology," either "Abnormal Psychology" or "Personality Psychology," either "Child Development" or "Lifespan Development." The committee noted that some colleges offer both "Abnormal Psychology" and "Personality Psychology," and some colleges offer both "Child Development" and "Lifespan Development." In these cases a college may accept both courses toward the major.

### Political Science

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<tr>
<th>Pathways Gateway Course</th>
<th>Corresponding Course at College</th>
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<tbody>
<tr>
<td>Introduction to American Government</td>
<td>PSC 10100 U.S. Politics and Government</td>
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<tr>
<td>Introduction to Political Science</td>
<td>PSC 21000 Urban Politics</td>
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<tr>
<td>Urban Politics</td>
<td>PSC 21000 Urban Politics</td>
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<tr>
<td>Global Issues/Issues in International Relations</td>
<td>25000 Contemporary International Relations</td>
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*Each college with a Political Science major will offer at least three of these courses and will accept any of these four courses for credit toward major requirements.

### Sociology

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<thead>
<tr>
<th>Pathways Gateway Course</th>
<th>Corresponding Course at College</th>
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<tbody>
<tr>
<td>Introduction to Sociology</td>
<td>SOC 10500 (SOC 10501) Individual, Group and Society: An Introduction to Sociology (Introductory Sociology For Freshmen Honors Student)</td>
</tr>
<tr>
<td>Social Institutions</td>
<td>SOC 23700 Foundations of Sociological Theory</td>
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<tr>
<td>Social Institutions</td>
<td>SOC 25400 Sociology Problems</td>
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<td>Social Inequality</td>
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<td>Social Inequality</td>
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*The Sociology major committee identified three areas: "Introduction to Sociology," "Social Institutions," and "Social Inequality." Each college with a Sociology major will offer either one course in each of the three areas, or will offer two courses in one area and one course in another area. No more than one course may be placed in the Introduction to Sociology area.
## Teacher Education

<table>
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<tr>
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<th>Corresponding Course at College</th>
<th>Course Prefix /Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>Social Foundations of Education</td>
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<td>EDUC 22100</td>
<td>Urban Schools in a Diverse American Society</td>
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<td>EDCE 22200</td>
<td>The school in American Society: Bilingual Education in the Urban School</td>
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<tr>
<td>Psychological Foundations of Education</td>
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<td>EDCE 20600</td>
<td>Observing Children and Their Development</td>
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<tr>
<td>Arts in Education</td>
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<td>ART 15500</td>
<td>Art in Education</td>
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</tbody>
</table>
The Provost would like to thank all of the dedicated CCNY staff, who through their collaborative efforts made this course bulletin a success.

Yulissa Aquino, College Assistant, Engineering
Norma Archer, Assistant Director City College Academy for Professional Preparation
Lloyd Baich, Website Manager, Communications and Marketing
Indira Ball, Financial Aid, Specialist
Michael Brophy, Information Technology Specialist, Bursar
Kurt Brown, Certification Officer, School of Education
Rhea Christian, Associate Director of Recruiting Programs, The Career and Professional Institute
Doris Cimtron, Senior Associate Provost of Academic Affairs, Assessment, and Accreditation
Trudi Cohen, Information Technology Assistant
Arlene Empinado, Video Editor, Information Technology Support Assistant
Coriel Gaffney, College Assistant, General Education
Jane Gallagher, Chair of Academic Standards
Leslie Galman, Executive Director of Academic Administration, Colin L. Powell School for Civic and Global Leadership
Vicki Garavuso, Associate Professor, Department of Interdisciplinary Arts and Sciences
Edwin Gayle, Colin L. Powell School for Civic and Global Leadership
Lydia Gerson, Director, Gateway Academic Center
Pam Gillespie, Associate Dean and Chief Librarian
Hermington Gomez, College Assistant, Registrar
Maria Jimenez, Director of Academic Records, Sophie Davis School of Biomedical Education
Gretchen Johnson, Associate Dean, School of Education
Mark Kam, Deputy CIO, Applications Development Services
Ira Krawitz, Director of Marketing, Communications and Marketing
Eric Lopez, Acting Administrative Curriculum Specialist, Provost’s Office
Thelma Mason, Director, Financial Aid Office
Zaida Matos, Administrative Assistant to the Provost, Provost’s Office
Daniel Matos, Senior Registrar
Kathlene McDonald, Chair, Department of Interdisciplinary Arts & Sciences City College/CUNY Center for Worker Education
Kenlyn Miller, Administrative Assistant to the Dean of Education
Lisa Nunez, Finance Budget Coordinator, Student Affairs
Juana Reina, Vice President, Student Affairs
Alan Sabal, Associate Director, Admissions
Thom Sabia, Manager of Retention Services, Enrollment Management
Angelina Salgado, College Assistant, Student Affairs
Beth Schneiderman, Web Support, Information Technology
Ed Silverman, Director, Institutional Research
Todd Stanfield, Administrative Assistant, General Education
Ray Strom, Academic Advisor, Humanities
Mary Ruth Strzeszewski, Associate Provost for Academic Services
Aldonsa Tejada, Administrative Assistant, Colin L. Powell School for Civic and Global Leadership
Erica Torres, Executive Assistant to the Dean, Bernard and Anne Spitzer School of Architecture
Ana Vasovic, Coordinator for General Education
Robin Villa, Formerly Director, Honors Center
Gareth Williams, Assistant to the Senior Associate Provost
Joshua Wilner, Senior Faculty Advisor for Undergraduate Studies
Appendices

Appendix A

Governance

The Governance of The City College is the concern of all its members. All its constituencies—students, faculty, and administration—contribute to the maintenance and development of the College; each of the constituencies has its particular area of concern.

Because each constituency has the right to govern itself in areas that are its exclusive concern and responsibility, the Governance Charter sets forth the powers and organization of the various bodies within the College, and guarantees their autonomy on matters exclusively within their jurisdiction. But because the constituencies are interrelated, and because all must participate in the well being of the College as a whole, the Governance Charter also provides for communication between constituencies and advisory roles and joint participation on matters of mutual or general concern.

The following governance bodies carry out these duties.

The Undergraduate Student Senate and the Graduate Student Council, elected annually from and by their appropriate constituencies, represent the interests of the students. It is from among these bodies that student representation on college-wide bodies is drawn for consultative purposes.

The Faculty of each school (organized into a representative, elected council when there are more than 150 faculty members) approve courses, curricula, degree requirements, and criteria for student progress and retention. The College of Liberal Arts and Science has a general Faculty Council, plus one each for its divisions — Humanities and the Arts; Science and The Colin L. Powell School for Civic and Global Leadership (formerly Social Science); and the Division of Interdisciplinary Arts and Sciences. In each of the College’s professional schools—the Sophie Davis School of Biomedical Education; the Grove School of Engineering; the Anne and Bernard Spitzer School of Architecture; and the School of Education — each school’s entire faculty serves as its faculty council.

The Faculty Senate draws its elected representatives from the constituent academic units of the College and deals with such college-wide matters as inter-divisional programs, academic freedom, educational policy, and the allocation of the College’s resources. Senators are elected by the faculty for three-year terms. In addition to the faculty, the following are members ex officio, without vote: the President, the Provost, all deans and vice presidents, and representatives of the student senates.

The Policy Advisory Council serves as a consultative body to the President on all major policy matters affecting the College and its members. It draws its members from all groups at the College, including the part-time instructional staff and the non-teaching staff.

Alumni Association Of The College

The first graduating class of 1853 of the New York Free Academy (as The City College of New York was originally known) organized the Alumni Association to form a community of friends with a shared experience and common goals. In 1913, the Association was incorporated, and is governed by a Board of Directors. At the Annual Meeting held in the Spring, dues paying members elect the officers of the corporation who guide its affairs. Officers who are elected annually include the President, three Vice Presidents, Secretary, Treasurer and Historian. In addition, thirty-six Directors from the membership-at-large are selected for staggered three-year terms. Two to three Directors from each of the special interest groups (affiliate groups and constituent societies), including their respective Presidents, are elected annually for one-year terms. Completing the Board of Directors are Honorary Directors selected by the President of the Corporation, and Life Directors, who are former Presidents. The Board of Directors meets a minimum of four times a year.

The purpose and objectives of the Alumni Association are to advance the interests and welfare of the College, foster a spirit of fraternity/sorority and goodwill among graduate, service alumni and to offer financial, technical and networking support for today’s students.

Representing special concerns, interests and educational specialties, the Association serves as the umbrella or parent to fourteen affiliate groups and two constituent societies including Alumni Varsity, Architecture Alumni, Art Alumni, Asian Alumni, Black Alumni, Center for Worker Education Alumni, Communications Alumni, Education Alumni, Latino Alumni, Political Science Alumni, ROTC Alumni, Science Alumni, Young Alumni, Psychology Alumni and the Business/Economics Alumni Society and Engineering School Alumni. The groups are each governed by a voluntary Board of Directors with officers and conduct activities to benefit alumni and today’s students.

In recognition of the growing geographical diversity of alumni, the chartering of Alumni Chapters began after World War II. Fifty dues paying members living in a city outside the New York metropolitan area can secure a charter from the Alumni Association as an official Chapter. There are currently twelve active Chapters across the country including Washington D.C.; Palm Beach; South Florida; Northern California; Southern California; Orange County/ San Diego, California; Northern Nevada; Houston, Texas; Northern New Jersey; New England; Greater Chicago and most recently, Connecticut.
Appendix B

Appendix B.1

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 discussions 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 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 Trustees.

With respect to enforcement of these rules and regulations we note that the Bylaws of the Board provide that:

"THE PRESIDENT. The president, with respect to his education unit, shall:

Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his jurisdiction;

Be the advisor and the 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 the several faculties;

Exercise general superintendence over the concerns, officers, employees, and students of his educational unit"  

A. Rules

1. A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall he intervene with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.

2. Individuals are liable for failure to comply with lawful directions issued by representatives of the University/College when they are acting in their official capacities. Members of the academic community are required to show their identification cards when requested to do so by an official of the college.

3. Unauthorized occupancy of University/College facilities or blocking access to or from such areas is prohibited. Permission from appropriate college authorities must be obtained for removal, relocation, and use of University/College equipment and/or supplies.

4. Theft from, or damage to University/College premises of property, or theft of or damage to property of any person on University/College premises is prohibited.

5. Each member of the academic community or an invited guest has the right to advocate his position without having to fear abuse, physical, verbal, or otherwise, from others supporting conflicting points of view. Members of the academic community and other persons on the college grounds shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.

6. Action may be taken against any and all persons who have no legitimate reason for their presence on any campus within the University/College, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of the rights or interferes with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.

7. Disorderly or indecent conduct on University/College-owned or controlled property is prohibited.

8. No individual shall have in his or her possession a rifle, shotgun, or firearm or knowingly have in his possession any other dangerous instruments or material that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the University/College without the written authorization of such educational institution. Nor shall any individual have in his possession any other instrument or material which can be used and is intended to inflict bodily harm on any individual or damage upon a building or the grounds of the University/College.

9. Any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization is prohibited.

10. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by University students or employees on University/College premises, or as part of any University/College activities is prohibited.

11. 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 (5) days after such conviction.

12. he 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.

B. Penalties

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

2. Any tenured or non-tenured faculty member, or other member of the instructional staff, or member of the classified staff engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of The City University of New York or suspension with/wiithout pay pending a hearing before an appropriate college authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities, and, for engaging in any manner in conduct prohibited under substantive rule 10, may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. A tenured or non-tenured faculty member, or other member of the instructional staff, or member of the classified staff charged with engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be entitled to be treated in accordance with applicable provisions of the Education Law, or the Civil Service Law, or the applicable collective bargaining agreement, or the Bylaws or written policies of The City University of New York.

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

4. Any organization which authorized the conduct prohibited under substantive rules 1-11 shall have its permission to operate on campus rescinded. Penalties 1-4 shall be in addition to any other penalty provided by law or The City University Trustees.

Sanctions Defined:

A. Admonition.

An oral statement to the offender that he/she has violated university rules.

B. Warning.

Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may cause far more severe disciplinary action.

C. Censure.

Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any University regulation within a period stated in the letter of reprimand.

D. Disciplinary Probation.

Exclusion from participation in privileges or extracurricular University activities as set forth in the notice of disciplinary probation for a specified period of time.
ARTICLE XV – STUDENTS*

Section 15.0. PREAMBLE
Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Student participation, responsibility, academic freedom, and due process are essential to the operation of the academic enterprise. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

Freedom to learn and to explore major social, political, and economic issues are necessary adjuncts to student academic freedom, as is freedom from discrimination based on racial, ethnic, religious, sex, political, and economic differentiations.

Freedom to learn and freedom to teach are inseparable facets of academic freedom. The concomitant of this freedom is responsibility. If members of the academic community are to develop positively in their freedom; if these rights are to be secure, then students should exercise their freedom with responsibility.

Section 15.1. CONDUCT STANDARD DEFINED.
Each student enrolled or in attendance in any college, school or unit under the control of the board and every student organization, association, publication, club or chapter shall obey the laws of the city, state and nation, and the bylaws and resolutions of the board, and the policies, regulations, and orders of the college.

The faculty and the student body at each college shall share equally the responsibility and the power to establish, subject to the approval of the board, more detailed rules of conduct and regulations in conformity with the general requirement of this article.

This regulatory power is limited to the right of students to the freedoms of speech, press, assembly and petition as applied to others in the academic community and to citizens generally.

Section 15.2. STUDENT ORGANIZATIONS
A. Any group of students may form an organization, association, club or chapter by filing with the duly elected student government organization of the college or school at which they are enrolled or in attendance and with an officer to be designated by the faculty of the college or school at which they are enrolled or in attendance (1) the name and the purposes of the organization, association, club or chapter, (2) the names and the addresses of its president and secretary or other officers corresponding in function to president and secretary.

However, no group, organization or student publication with a program against the religion, race, ethnic origin or identification or sex of a particular group or which makes systematic attacks against the religion, race, ethnic origin or sex of a particular group shall receive support from any fees collected by the college or be permitted to organize or continue at any college or school. No organizations, military or semi-military in character, not connected with established college or school courses, shall be permitted without the authorization of the faculty and the duly elected student government and the board.

B. Extra-curricular activities at each college or school shall be regulated by the duly elected student government organization to insure the effective conduct of such college or school as an institution of higher learning and for the prevention of activities which are hereafter proscribed or which violate the standards of conduct of the character set forth in bylaw 15.1. Such powers shall include:

1. The power to charter or otherwise authorize teams (excluding intercollegiate athletics), publications, organizations, associations, clubs or chapters, and, when appropriate in the exercise of such regulatory power, the power to refuse, suspend or revoke any charter or other authorization for cause after hearing on notice.

2. The power to delegate responsibility for the effective implementation of its regulatory functions hereunder to any officer or committee which it may appoint. Any aggrieved student or group whose charter or other authorization has been refused, suspended or revoked may appeal such adverse action by such officer or committee of student government to the duly elected student government. On appeal an aggrieved student or group shall be entitled to a hearing following the due process procedures as set forth in section 15.3. Following such hearing the duly elected student government shall have the authority to set aside, decrease or confirm the adverse action.

C. Any person or organization affiliated with the college may file charges with an office of the dean of students** alleging that a student publication has systematically attacked the religion, race, ethnic origin, or sex of a particular group, or has otherwise contravened the laws of the city, state or nation, or any bylaw or resolution of the board, or any policy, regulation or order of the college, within a reasonable period of time after such occurrence. If the dean of students determines, after making such inquiries as he/she may deem appropriate, that the charges are substantial, he/she shall attempt to resolve the dispute, failing which he/she shall promptly submit the charges to the faculty-student disciplinary committee for disposition in accordance with the due process procedures of section 15.3. thereof.

If the committee sustains the charges or any part thereof against the student publication, the committee shall be empowered to (1) reprimand the publication, or (2) recommend to the appropriate funding bodies the withdrawal of budget funds. The funding body shall have the authority to implement fully, modify or overrule the recommendations.

D. Each college shall establish a student elections review committee in consultation with the various student governments. The student elections review committee shall approve the election procedures and certify the results of elections for student governments, and student body referenda.

E. Student government elections shall be scheduled and conducted, and newly elected student governments shall take office, in accordance with policies of the board, and implementing regulations.

Section 15.3. STUDENT DISCIPLINARY PROCEDURES.

Complaint Procedures:
A. Any charge, accusation, or allegation which is to be presented against a student, and, which if proved, may subject a student to disciplinary action, must be submitted in writing in complete detail to the office of the dean of students promptly by the individual, organization or department making the charge.

B. The chief student affairs officer of the college or his or her designee will conduct a preliminary investigation in order to determine whether disciplinary charges should be preferred. The chief student affairs officer or his or her designee will advise the student of the charge(s) against him or her, consult with other parties who may be involved or who have information regarding the incident, and review other relevant evidence. Following this preliminary investigation, which shall be concluded within thirty (30) calendar days of the filing of the complaint, the chief student affairs officer or designee shall take one of the following actions:

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

2. Refer the matter to conciliation. If a matter is referred to conciliation the accused student shall receive a copy of the notice required pursuant to section 15.3.e. of this bylaw; or prefer formal disciplinary charges.

3. Prefer formal disciplinary charges.

Conciliation Conference:
C. The conciliation conference shall be conducted by the counselor in the office of the dean of students or a qualified staff or faculty member designated by the chief student affairs officer. The following procedures shall be in effect at this conference:

1. An effort will be made to resolve the matter by mutual agreement.

2. If an agreement is reached, the counselor shall report his/her recommendation to the chief student affairs officer for approval and, if approved, the complainant shall be notified.

3. If no agreement is reached, or if the student fails to appear, the counselor shall refer the matter back to the chief student affairs officer who will prefer disciplinary charges.
Committee has made its findings of fact. In the event the student has been notified of the charge(s) and of the time and place of the hearing shall be personally delivered or sent by the chief student affairs officer of the college to the student at the address appearing on the records of the college, by registered or certified mail and by regular mail. The hearing shall be scheduled within a reasonable time following the filing of the charges or the conciliation conference. Notice of at least five business days shall be given to the student in advance of the hearing unless the student consents to an earlier hearing.

E. The notice shall contain the following:

1. A complete and itemized statement of the charge(s) being brought against the student including the rule, bylaw or regulation he/she is charged with violating, and the possible penalties for such violation.
2. A statement that the student has the following rights:
   - to present his/her side of the story;
   - to present witnesses and evidence on his/her behalf;
   - to cross-examine witnesses presenting evidence against the student;
   - to remain silent without assumption of guilt; and
   - to be represented by legal counsel or an advisor at the student’s expense.

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

Faculty-Student Disciplinary Committee Procedures:

F. The following procedures shall apply at the hearing before the faculty-student disciplinary committee:

1. The chairperson shall preside at the hearing. The chairperson shall inform the student of the charges, the hearing procedures and his or her rights.
2. After informing the student of the charges, the hearing procedures, and his or her rights, the chairperson shall ask the student charged to plead guilty or not guilty. If the student pleads guilty, the student shall be given an opportunity to explain his/her actions before the committee. If the student pleads not guilty, the college shall present its case. At the conclusion of the college’s case, the student may move to dismiss the charges. If the motion is denied by the committee the student shall be given an opportunity to present his or her defense.
3. Prior to accepting testimony at the hearing, the chairperson shall rule on any motions questioning the impartiality of any committee member or the adequacy of the notice of the charge(s). Subsequent thereto, the chairperson may only rule on the sufficiency of the evidence and may exclude irrelevant, immaterial or unduly repetitive evidence. However, if either party wishes to question the impartiality of a committee member on the basis of evidence which was not previously available at the inception of the hearing, the chairperson may rule on such a motion. The chairperson shall exclude all persons who are to appear as witnesses, except the accused student.
4. The college shall make a record of each fact-finding hearing by some means such as a stenographic transcript, a tape recording or the equivalent. A disciplined student is entitled upon request to a copy of such a transcript, tape or the equivalent without cost.
5. The student is entitled to a closed hearing but has the right to request an open public hearing. However, the chairperson has the right to hold a closed hearing when an open public hearing would adversely affect and be disruptive of the committee’s normal operations.
6. The college bears the burden of proving the charge(s) by a preponderance of the evidence.
7. The role of the faculty-student disciplinary committee is to listen to the testimony, ask questions of the witnesses, review the testimony and evidence presented at the hearing and the papers filed by the parties and render a determination as to guilt or innocence. In the event the student is found guilty, the committee shall then determine the penalty to be imposed.
8. At the end of the fact-finding phase of the hearing, the student may introduce additional records, such as character references. The college may introduce a copy of the student’s previous disciplinary record, where applicable, provided the student was shown a copy of the record prior to the commencement of the hearing. The disciplinary record shall be submitted to the committee in a sealed envelope and shall not be opened until after the committee has made its findings of fact. In the event the student has been determined to be guilty of the charge or charges the records and documents introduced by the student and the college shall be opened and used by the committee for dispositional purposes, i.e., to determine an appropriate penalty if the charges are sustained.
9. The committee shall deliberate in closed session. The committee’s decision shall be based solely on the testimony and evidence presented at the hearing and the papers filed by the parties.
10. The student shall be sent a copy of the faculty-student disciplinary committee’s decision within five days of the conclusion of the hearing. The decision shall be final subject to the student’s right of appeal.
11. Where a student is represented by legal counsel the president of the college may request that a lawyer from the general counsel’s office appear at the hearing to present the college’s case.

Section 15.4. APPEALS.

A. An appeal from the decision of the faculty-student disciplinary committee may be made to the president who may confirm or decrease the penalty, but not increase it. His/her decision shall be final except in the case of dismissals or suspension for more than one term. An appeal from a decision of dismissal or suspension for more than one term may be made to the appropriate committee of the board. Any appeal under this section shall be made in writing within fifteen days after the delivery of the decision appealed from. This requirement may be waived in a particular case for good cause by the president or board committees as the case may be. If the president is a party to the dispute, his/her functions with respect to an appeal shall be discharged by an official of the university to be appointed by the chancellor.

Section 15.5. COMMITTEE STRUCTURE.

A. Each faculty-student disciplinary committee shall consist of two faculty members and two student members and a chairperson. A quorum shall consist of the chair and any two members. Hearings shall be scheduled at a convenient time and efforts shall be made to insure full students and faculty representation.

B. The president shall select in consultation with the head of the appropriate campus governance body or where the president is the head of the governance body, its executive committee, three (3) members of the instructional staff of that college to receive training and to serve in rotation as chair of the disciplinary committee. If none of the chairpersons appointed from the campus can serve, the president, at his/her discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons appointed by other colleges. The chairperson shall preside at all meetings of the faculty-student disciplinary meetings and decide and make all rulings for the committee. He/she shall not be a voting member of the committee but shall vote in the event of a tie.

C. The faculty members shall be selected by lot from a panel of six elected annually by the appropriate faculty body from among the persons having faculty rank or faculty status. The student members shall be selected by lot from a panel of six elected annually in an election in which all students registered at the college shall be eligible to vote. In the event that the student or faculty panel or both are not elected, or if more panel members are needed, the president shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve on the panel for more than two consecutive years.

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

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

Section 15.6. SUSPENSION OR DISMISSAL.

The board reserves full power to dismiss or suspend a student, or suspend a student organization for conduct which impedes, obstructs, or interferes with the orderly and continuous administration and operation of any college, school, or unit of the university in the use of its facilities or in the achievement of its purposes as an educational institution.

The chancellor or chancellor’s designee, a president or any dean may in an emergency or extraordinary circumstances, temporarily suspend a student, or temporarily suspend the privileges of a student organization or group for cause, pending an early hearing as provided in bylaw section 15.3, to take place within not more than seven (7) school days. Prior to the commencement of a temporary suspension of a student, the college shall give such student an informal oral explanation of the evidence supporting the charges
and the student may present informally his/her explanation or theory of the matter. When a student’s presence poses a continuing danger to person or property or an ongoing threat of disrupting the academic process, notice and opportunity for denial and explanation may follow suspension, but shall be given as soon as feasible thereafter.

Section 15.7. THE UNIVERSITY STUDENT SENATE.

There shall be a university student senate responsible, subject to the board, for formulation of university-wide student policy relating to the academic status, role, rights and freedoms of the students. The authority and duties of the university student senate shall not extend to areas of interest which fall exclusively within the domain of the student governments of the constituent units of the university. Consistent with the authority of the board of trustees in accordance with the education law and the bylaws of the board of trustees, the university student senate shall make its own bylaws providing for the election of its own officers, the establishment of its own rules and procedures, for its internal administration and for such other matters as is necessary for its existence. The university student senate shall have the full rights and responsibilities accorded student organizations as provided in these bylaws. The delegates and alternate delegates to the university student senate shall be elected by their respective constituencies, or by their student governments from the elected members of the respective student governments.

Section 15.8. COLLEGE PLANS.

The provisions in a duly adopted college governance plan shall not be inconsistent with the provisions contained in this article.

Appendix B.3

CUNY Policy on Academic Integrity

ARTICLE I ACADEMIC AFFAIRS > Policy 1.3 Academic Integrity

Definitions and Examples of Academic Dishonesty

ARTICLE I ACADEMIC AFFAIRS > Policy 1.3 Academic Integrity > 1 Definitions

Falsification of Records and Official Documents

ARTICLE I ACADEMIC AFFAIRS > Policy 1.3 Academic Integrity > 1 Definitions

Faculty Senate of The City College Procedures to Address Violations of the CUNY Policy on Academic Integrity

ARTICLE I ACADEMIC AFFAIRS > Policy 1.3 Academic Integrity > 4 Procedures for Imposition of Sanctions

In the City College, academic integrity issues are handled by the Academic Integrity Committee, which is Chaired by the Chair of Academic Standards for CLAS. This body handles complaints for all students, including undergraduates and graduates, those affiliated with Professional Schools and CLAS. Questions should be directed to the Chair of Academic Standards for CLAS.

Appendix B.4

The City College University of New York Policy on Acceptable Use of Computer Resources

Introduction

City College’s computer resources are dedicated to the support of the college’s mission of education, research and public service. In furtherance of this mission, City College respects, upholds and endeavors to safeguard the principles of academic freedom, freedom of expression and freedom of inquiry.

City College recognizes that there is a concern among the university community that because information created, used, transmitted or stored in electronic form is by its nature susceptible to disclosure, invasion, loss, and similar risks, electronic communications and transactions will be particularly vulnerable to infringements of academic freedom. City College’s commitment to the principles of academic freedom and freedom of expression includes electronic information. Therefore, whenever possible, City College will resolve doubts about the need to access City College computer resources in favor of a user’s privacy interest.

However, the use of City College computer resources, including for electronic transactions and communications, like the use of other college-provided resources and activities, is subject to the requirements of legal and ethical behavior. This policy is intended to support the free exchange of ideas among members of the City College community and between the City College community and other communities, while recognizing the responsibilities and limitations associated with such exchange.

Applicability

This policy applies to all users of City College computer resources, whether affiliated with City College or not, and whether accessing those resources on a City College campus or remotely.

This policy supersedes the City College policy titled “City College Computer User Responsibilities” and any college policies that are inconsistent with this policy.

Definitions

“City College Computer resources” refers to all computer and information technology hardware, software, data, access and other resources owned, operated, or contracted by City College. This includes, but is not limited to, personal computers, handheld devices, workstations, mainframes, mini-computers, servers, network facilities, databases, memory, and associated peripherals and software, and the applications they support, such as e-mail and access to the internet.

“E-mail” includes point-to-point messages, postings to newsgroups and listservs, and other electronic messages involving computers and computer networks.

Rules for Use of City College Computer Resources

1. Authorization. Users may not access a City College computer resource without authorization or use it for purposes beyond the scope of authorization. This includes attempting to circumvent City College computer resource system protection facilities by hacking, cracking or similar activities, accessing or using another person’s computer account, and allowing another person to access or use the user’s account. This provision shall not prevent a user from authorizing a colleague or clerical assistant to access information under the user’s account on the user’s behalf while away from a City College campus or because of a disability. City College computer resources may not be used to gain unauthorized access to another computer system within or outside of City College. Users are responsible for all actions performed from their computer account that they permitted or failed to prevent by taking ordinary security precautions.

2. Purpose. Use of City College computer resources is limited to activities relating to the performance by City College employees of their duties and responsibilities. For example, use of City College computer resources for private commercial or non-for-profit business purposes, for private advertising of products or services, or for any activity meant solely to foster personal gain, is prohibited. Similarly, use of City College computer resources for partisan political activity is also prohibited.

Except with respect to City College employees other than faculty, where a supervisor has prohibited it in writing, incidental personal use of computer resources is permitted so long as such use does not interfere with City College operations, does not compromise the functioning of City College computer resources, does not interfere with the user’s employment or other obligations to City College, and is otherwise in compliance with this policy.

3. Compliance with Law. City College computer resources may not be used for any purpose or in any manner that violates City College rules, regulations or policies, or federal, state or local law. Users who engage in electronic communications with persons in other states or countries or on other systems or networks may also be subject to the laws of those other states and countries, and the rules and policies of those other systems and networks. Users are responsible for ascertaining, understanding, and complying with the laws, rules, policies, contracts, and licenses applicable to their particular use.

Examples of applicable federal and state laws include the laws of libel, obscenity and child pornography, as well as the following:

Family Educational Rights and Privacy Act

Electronic Communications Privacy Act

Computer Fraud and Abuse Act

New York State Freedom of Information Law

New York State Law with respect to the confidentiality of library records

Examples of applicable City College rules and policies include the following:

Sexual Harassment Policy
Policy on Maintenance of Public Order
Web Site Privacy Policy
Gramm-Leach-Bliley Information Security Program
University Policy on Academic Integrity
Information Security policies

4. Licenses and Intellectual Property. Users of City College computer resources may use only legally obtained, licensed data or software and must comply with applicable licenses or other contracts, as well as copyright, trademark and other intellectual property laws.

Much of what appears on the internet and/or is distributed via electronic communication is protected by copyright law, regardless of whether the copyright is expressly noted. Users of City College computer resources should generally assume that material is copyrighted unless they know otherwise, and not copy, download or distribute copyrighted material without permission unless the use does not exceed fair use as defined by the federal Copyright Act of 1976. Protected material may include, among other things, text, photographs, audio, video, graphic illustrations, and computer software.

5. False Identity and Harassment. Users of City College computer resources may not employ a false identity, mask the identity of an account or computer, or use computer resources to engage in abuse of others, such as sending harassing, obscene, threatening, abusive, deceptive, or anonymous messages within or outside City College.

6. Confidentiality. Users of City College computer resources may not invade the privacy of others by, among other things, viewing, copying, modifying or destroying data or programs belonging to or containing personal or confidential information about others, without explicit permission to do so. City College employees must take precautions to protect the confidentiality of personal or confidential information encountered in the performance of their duties or otherwise.

7. Integrity of Computer Resources. Users may not install, use or develop programs intended to infiltrate or damage a computer resource, or which could reasonably be expected to cause, directly or indirectly, excessive strain on any computing facility. This includes, but is not limited to, programs known as computer viruses, Trojan horses, and worms.

8. Disruptive Activities. City College computer resources must not be used in a manner that could reasonably be expected to cause or does cause, directly or indirectly, unwarranted or unsolicited interference with the activity of other users. This provision explicitly prohibits chain letters, virus hoaxes or other intentional e-mail transmissions that disrupt normal e-mail service. Also prohibited are spamming, junk mail or other unsolicited mail that is not related to City College business and is sent without a reasonable expectation that the recipient would welcome receiving it, as well as the inclusion on e-mail lists of individuals who have not requested membership on the lists, other than the inclusion of members of the City College community on lists related to City College business. City College has the right to require users of City College computer resources to limit or refrain from other specific uses if, in the opinion of the IT director at the user’s college, such use interferes with efficient operations of the system, subject to appeal to the President or, in the case of central office staff, to the Chancellor.

9. City College Names and Trademarks. City College names, trademarks and logos belong to the university and are protected by law. Users of City College computer resources may not state or imply that they speak on behalf of City College or use a City College name, trademark or logo without authorization to do so. Affiliation with City College does not, by itself, imply authorization to speak on behalf of City College.

10. Security. City College employs various measures to protect the security of its computer resources and of users’ accounts. However, City College cannot guarantee such security. Users are responsible for engaging in safe computing practices such as guarding and not sharing their passwords, changing passwords regularly, logging out of systems at the end of use, and protecting private information, as well as for following City College’s Information Security policies and procedures. Users must report incidents of Information Security policy non-compliance or other security incidents to City College’s Chief Information Officer and Chief Information Security Officer.

11. Filtering. City College reserves the right to install spam, virus and spyware filters and similar devices if necessary in the judgment of City College’s Office of Information Technology or a college IT director to protect the security and integrity of City College computer resources. Notwithstanding the foregoing, City College will not install filters that restrict access to e-mail, instant messaging, chat rooms or websites based solely on content.

12. Confidential Research Information. Principal investigators and others who use City College computer resources to store or transmit research information that is required by law or regulation to be held confidential or for which a promise of confidentiality has been given, are responsible for taking steps to protect confidential research information from unauthorized access or modification. In general, this means storing the information on a computer that provides strong access controls (passwords) and encrypting files, documents, and messages for protection against inadvertent or unauthorized disclosure while in storage or in transit over data networks. Robust encryption is strongly recommended for information stored electronically on all computers, especially portable devices such as notebook computers, Personal Digital Assistants (PDAs), and portable data storage (e.g., memory sticks) that are vulnerable to theft or loss, as well as for information transmitted over public networks. Software and protocols used should be reviewed and approved by City College’s Office of Information Technology.

13. City College Access to Computer Resources. City College does not routinely monitor, inspect, or disclose individual usage of its computer resources without the user’s consent. In most instances, if the university needs information located in a City College computer resource, it will simply request it from the author or custodian. However, City College IT professionals and staff do regularly monitor general usage patterns as part of normal system operations and maintenance and might, in connection with these duties, observe the contents of web sites, e-mail or other electronic communications. Except as provided in this policy or by law, these individuals are not permitted to seek out contents or transactional information, or disclose or otherwise use what they have observed. Nevertheless, because of the inherent vulnerability of computer technology to unauthorized intrusions, users have no guarantee of privacy during any use of City College computer resources or in any data in them, whether or not a password or other entry identification or encryption is used. Users may expect that the privacy of their electronic communications and of any materials contained in computer storage in any City College electronic device dedicated to their use will not be intruded upon by City College except as outlined in this policy.

City College may specifically monitor or inspect the activity and accounts of individual users of City College computer resources, including individual login sessions, e-mail and other communications, without notice, in the following circumstances:

a. when the user has voluntarily made them accessible to the public, as posting to Usenet or a web page;

b. when it is reasonably necessary to do so to protect the integrity, security, or functionality of City College or other computer resources, as determined by the college chief information officer or his or her designee, after consultation with City College’s chief information officer or his or her designee;

c. when it is reasonably necessary to diagnose and resolve technical problems involving system hardware, software, or communications, as determined by the college chief information officer or his or her designee, after consultation with City College’s chief information officer or his or her designee;

d. when it is reasonably necessary to protect City College from liability, or when failure to act might result in significant bodily harm, significant property loss or damage, or loss of significant evidence, as determined by the college president or a vice president designated by the president, after consultation with the Office of General Counsel and the Chair of the University Faculty Senate (if a City College faculty member’s account or activity is involved) or Vice Chair if the Chair is unavailable;

e. when there is a reasonable basis to believe that City College policy or federal, state or local law has been or is being violated, as determined by the college president or a vice president designated by the president, after consultation with the Office of General Counsel and the Chair of the University Faculty Senate (if a City College faculty member’s account or activity is involved) or Vice Chair if the Chair is unavailable;

f. when an account appears to be engaged in unusual or unusually excessive activity, as indicated by the monitoring of general activity and usage patterns, as determined by the college president or a vice president designated by the president and the college chief information officer or his or her designee, after consultation with City College’s chief information officer or his or her designee, the Office of General Counsel, and the Chair of the University Faculty Senate (if a City College faculty member’s account or activity is involved) or Vice Chair if the Chair is unavailable; or

g. as otherwise required by law.

In those situations in which the Chair of the University Faculty Senate is to be consulted prior to monitoring or inspecting an account or activity, the following procedures shall apply: (i) the college president shall report the com-
plication of the monitoring or inspection to the Chair and the City College employee affected, who shall also be told the reason for the monitoring or inspection, except where specifically forbidden by law; and (ii) if the monitoring or inspection of an account or activity requires physical entry into a faculty member's office, the faculty member shall be advised prior thereto and shall be permitted to be present to observe, except where specifically forbidden by law.

A City College employee may apply to the General Counsel for an exemption from some or all of the circumstances under which City College may inspect and monitor computer resource activity and accounts, pursuant to subparagraphs (a)-(f) above, with respect to a City College computer resource used solely for the collection, examination, analysis, transmission or storage of confidential research data. In considering such application, the General Counsel shall have the right to require the employee to affirm in writing that the computer resource will be used solely for the confidential research. Any application for exemption should be made prior to using the computer resource for the confidential research.

City College, in its discretion, may disclose the results of any general or individual monitoring or inspection to appropriate City College personnel or agents, or law enforcement or other agencies. The results may be used in college disciplinary proceedings, discovery proceedings in legal actions, or otherwise as is necessary to protect the interests of the college.

In addition, users should be aware that City College may be required to disclose to the public under the New York State Freedom of Information Law communications made by means of City College computer resources in conjunction with college business.

Any disclosures of activity of accounts of individual users to persons or entities outside of City College, whether discretionary or required by law, shall be approved by the General Counsel and shall be conducted in accordance with any applicable law. Except where specifically forbidden by law, City College employees subject to such disclosures shall be informed promptly after the disclosure of the actions taken and the reasons for them.

The Office of General Counsel shall issue an annual statement of the instances of account monitoring or inspection that fall within categories (d) through (g) above. The statement shall indicate the number of such instances and the cause and result of each. No personally identifiable data shall be included in this statement.

See City College’s Web Site Privacy Policy for additional information regarding data collected by City College from visitors to the City College website at www.ccnycuny.edu

14. Enforcement. Violation of this policy may result in suspension or termination of an individual's right of access to City College computer resources, disciplinary action by appropriate City College authorities, referral to law enforcement authorities for criminal prosecution, or other legal action, including action to recover civil damages and penalties.

Violations will normally be handled through the college disciplinary procedures applicable to the relevant user. For example, alleged violations by students will normally be investigated, and any penalties or other discipline will normally be imposed, by the Office of Student Affairs.

City College has the right to temporarily suspend computer use privileges and to remove from City College computer resources material it believes violates this policy, pending the outcome of an investigation of misuse or finding of violation.

15. Additional Rules. Additional rules, policies, guidelines and/or restrictions may be in effect for specific computers, systems, or networks, or at specific computer facilities at the discretion of the directors of those facilities. Any such rules which potentially limit the privacy or confidentiality of electronic communications or information contained in or delivered by or over City College computer resources will be subject to the substantive and procedural safeguards provided by this policy.

16. Disclaimer. City College shall not be responsible for any damages, costs or other liabilities of any nature whatsoever with regard to the use of City College computer resources. This includes, but is not limited to, damages caused by unauthorized access to City College computer resources, data loss, or other damages resulting from delays, non-deliveries, or service interruptions, whether or not resulting from circumstances under the City College's control.

Users receive and use information obtained through City College computer resources at their own risk. City College makes no warranties (expressed or implied) with respect to the use of City College computer resources. City College accepts no responsibility for the content of web pages or graphics that are linked from City College web pages, for any advice or information received by a user through use of City College computer resources, or for any costs or charges incurred by a user as a result of seeking or accepting such advice or information.

City College reserves the right to change this policy and other related policies at any time. City College reserves any rights and remedies that it may have under any applicable law, rule or regulation. Nothing contained in this policy will in any way act as a waiver of such rights and remedies.

Appendix B.5

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 complaints about other students, they should contact the Office of Student Affairs at their campus.

Definitions

Workplace violence is any behavior that is violent, threatens violence, coerces, harasses or intimidates others, interferes with an individual's legal rights of movement or expression, or disrupts the workplace, the academic environment, or the University's ability to provide services to the public.

Examples of workplace violence include, but are not limited to:

1. Disruptive behavior intended to disturb, interfere with or prevent normal work activities (such as yelling, using profanity, verbally abusing others, or waving arms and fists).

2. Intentional physical contact for the purpose of causing harm (such as slapping, stabbing, punching, striking, shoving, or other physical attack).

3. Menacing or threatening behavior (such as throwing objects, pounding on a desk or door, damaging property, stalking, or otherwise acting aggressively; or making oral or written statements specifically intended to frighten, coerce, or threaten) where a reasonable person would interpret such behavior as constituting evidence of intent to cause harm to individuals or property.

4. Possessing firearms, imitation firearms, knives or other dangerous weapons, instruments or materials. No one within the University community, shall have in their possession a firearm or other dangerous weapon, instrument or material that can be used to inflict bodily harm on an individual or damage to University property without specific written authorization from the Chancellor or the college President regardless of whether the individual possesses a valid permit to carry the firearm or weapon.
Reporting of Incidents

1. General Reporting Responsibilities

Incidents of workplace violence, threats of workplace violence, or observation of workplace violence are not to be ignored by any member of the University community. Workplace violence should promptly be reported to the appropriate University official (see below). Additionally, faculty, staff, and students are encouraged to report behavior that they reasonably believe poses a potential for workplace violence as defined above. It is important that all members of the University community take this responsibility seriously to effectively maintain a safe working and learning environment.

2. Imminent or Actual Violence

Any person experiencing or witnessing imminent danger or actual violence involving weapons or personal injury should call the Campus Public Safety Office immediately, or call 911.

3. Acts of Violence Not Involving Weapons or Injuries to Persons

Any person who is the subject of a suspected violation of this policy involving violence without weapons or personal injury, or is a witness to such suspected violation, should report the incident to his/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 Campus Crime Statistics Act (Clery Act).

Confidentiality

The University shall maintain the confidentiality of investigations of workplace violence to the extent possible. The University will act on the basis of anonymous complaints where it has a reasonable basis to believe that there has been a violation of this policy and that the safety and well being of members of the University community would be served by such action.

Retaliation

Retaliation against anyone acting in good faith who has made a complaint of workplace violence, who has reported witnessing workplace violence, or who has been involved in reporting, investigating, or responding to workplace violence is a violation of this policy. Those found responsible for retaliatory action will be subject to discipline up to and including termination.

Appendix B.6

Notice of Access to Campus Crime Statistics, the Campus Security Report, and Information on Registered Sex Offenders

The College Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the U.S. Department of Education, as well as the annual campus security report. The campus security report includes: (1) the campus crime statistics for the most recent calendar year and the two preceding calendar years; (2) campus policies regarding procedures and facilities to report criminal actions or other emergencies on campus; (3) policies concerning the security of and access to campus facilities; (4) policies on campus law enforcement; (5) a description of campus programs to inform employees and students of the institution of their responsibility for their own security and the security of others; (6) campus crime prevention programs; (7) policy concerning the monitoring through the police of criminal activity at off-campus locations of students organizations officially recognized by the college; (8) policies on illegal drugs, alcohol, and underage drinking; (9) where information provided by the State on registered sex offenders may be obtained (also see below); and (10) policies on campus sexual assault programs aimed at the prevention of sex offenders and procedures to be followed when a sex offense occurs. This information is maintained pursuant to the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

The campus crime statistics and the annual campus security report are available at the Office of Public Safety and the college website at www.cccny.cuny.edu/public_safety/crime_stats.html. If you wish to be mailed copies of the campus crime statistics and the annual campus security report, you should contact Paul F. Occhiogrosso, Esq., Dean of Faculty & Staff Relations and Counsel to the President; Records Access Officer at (212) 650-8276 and copies will be mailed to you within 10 days. The U.S. Department of Education's website address for campus crime statistics is www.ed.gov/security/InstDetail.asp (then input City College of New York of the City University of New York).

In accordance with the federal Campus Sex Crimes Prevention Act, registered sex offenders now are required to register the name and address of any college at which he/she is a student or employee. The New York State Division of Criminal Justice maintains a registry of convicted sex offenders and information on the college's chief security (public safety) officer of the presence on campus of a registered sex offender as a student or employee. You may contact the college's Executive Director of Public Safety, Pat Morena located in the NAC building room 4/201 or you may contact him at (212) 650-6911 to obtain information about Level 2 or Level 3 registered sex offenders on campus. To obtain information about Level 3 offenders, you may contact the Division's registry website at www.criminaljustice.state.ny.us/nsor/nsor_about.htm and then click on “Search for Level 3 Sex Offenders” or access the directory at the college's public safety department or police precinct. To obtain information about Level 2 offenders, you need to contact the public safety department, local police precinct in which the offender resides or attends college, or the Division's sex offender registry at 800-262-3257.

Appendix B.7

HATE (BIAS) CRIMES

1. A person commits a hate crime when he or she commits a specified offense and either:

a) intentionally selects the person against whom the offense is committed or intended to be committed in whole or in substantial part because of a belief or perception regarding the race, color, national origin, ancestry, gender, religion, religious practice, age, disability, or sexual orientation of a person, regardless of whether the belief or perception is correct, or

b) intentionally commits the act or acts constituting the offense in whole or in substantial part because of a belief or perception regarding the race, color, national origin, ancestry, gender, religion, religious practice, age, disability, or sexual orientation of a person, regardless of whether the belief or perception is correct.

2. Proof of race, color, national origin, ancestry, gender, religion, religious practice, age, disability, or sexual orientation of the defendant, the victim, or of both the defendant and the victim does not, by itself, constitute legally sufficient evidence satisfying the people's burden under paragraph (a) or (b) of this section.

3. A “specified offense” is an offense defined by any of the following provisions: section 120.00 (assault in the third degree); section 120.05 (assault in the second degree); section 120.10 (assault in the first degree); section 120.12 (aggravated assault upon a person less than ten years old); section 120.13 (menacing in the first degree); section 120.14 (menacing in the second degree); section 120.15 (menacing in the third degree); section 120.20 (reckless endangerment in the second degree); section 120.25 (reckless endangerment in the first degree); subdivision one, two, or four of section 125.20 (manslaughter in the first degree); section 125.25 (murder in the second degree); section 120.45 (stalking in the fourth degree); section 120.50 (stalking in the third degree); section 120.55 (stalking in the second degree); section 120.60 (stalking in the first degree); subdivision one of section 130.35 (rape in the first degree); subdivision one of section 130.50 ( sodomy in the first degree); subdivision one of section 130.65 (sexual abuse in the first degree); paragraph (a) of subdivision one of section 130.67 (aggravated sexual abuse in the second degree); paragraph (a) of subdivision one of section 130.70 (aggravated sexual abuse in the first degree); section 135.05 (unlawful imprisonment in the second degree); section 135.10 (unlawful imprisonment in the first degree); section 135.20 (kidnapping in the second degree); section 135.25 (kidnapping in the first degree); section 135.60 (coercion in the first degree); subdivision one of section 135.65 (coercion in the first degree); subdivision one of section 140.10 (criminal trespass in the third degree); subdivision one of section 140.15 (criminal trespass in the second degree); section 140.17 (criminal trespass in the first degree); section 140.20 (burglary in the third degree); section 140.25 (burglary in the second degree); section 140.30 (burglary in the first degree); section 145.00 (criminal mischief in the fourth degree); section 145.05 (criminal mischief in the third degree); section 145.10 (criminal mischief in the second degree); section 145.12 (criminal mischief in the first degree); section 150.05 (arson in the...
Appendix B.7

Article XVI – Student Activity Fees and Auxiliary Enterprises

Section 16.1. STUDENT ACTIVITY FEE

The student activity fee is the total of the fees for student government and other student activities. Student activity fees, including student government fees collected by a college of the university shall be deposited in a college central depository and, except where earmarked by the board, allocated by a college association budget committee subject to review by the college association as required in these bylaws.

Section 16.2. STUDENT ACTIVITY FEES USE – EXPENDITURE CATEGORIES

Student activity fee funds shall be allocated and expended only for the following purposes:

- Extracurricular educational programs;
- Cultural and social activities;
- Recreational and athletics programs;
- Student government;
- Publications and other media;
- Assistance to registered student organizations;
- Community service programs;
- Enhancement of the college and university environment;
- Transportation, administration and insurance related to the implementation of these activities;
- Student services to supplement or add to those provided by the university;
- Stipends to student leaders.

Section 16.3. STUDENT GOVERNMENT FEE

The student government fee is that portion of the student activity fee levied by resolution of the board, which has been established for the support of the student government activities. The existing student government fees now in effect shall continue until changed. Student government fees shall be allocated by the duly elected student government, or each student government where more than one duly elected student government exists, for its own use and for the use of student organizations, as specified in section 15.2 of these bylaws, provided, however, that the allocation is based on a budget approved by the duly elected student government after notice and hearing, subject to review of the college association. Where more than one duly elected student government exists, the college association shall apportion the student government fees to each student government in direct proportion to the amount collected from members of each student government.

Section 16.4. STUDENT GOVERNMENT ACTIVITY DEFINED

A student government activity is any activity operated by and for the students enrolled at any unit for the university provided, (1) such activity is for the direct benefit of the students enrolled at the college, (2) that participation in the activity and the benefit thereof is available to all students enrolled in the unit or student government thereof, and (3) that the activity does not contravene the laws of the city, state or nation, or the published rules, regulations, and orders of the university or the duly established college authorities.

Section 16.5. COLLEGE ASSOCIATION

A. The college association shall have responsibility for the supervision and review over college student activity fee supported budgets. All budgets of college student activity fees, except where earmarked by the board to be allocated by another body, should be developed by a college association budget committee and recommended to the college association for review by the college association prior to expenditure. The college association shall review all college students activity fee, including student government fee allocations and expenditure for conformance with the expenditure categories defined in Section 16.2 of this article and the college association shall disapprove any allocation or expenditure if it finds does not so conform, or is inappropriate, improper, or inequitable.

B. A college association shall be considered approved for purposes of this article if it consists of thirteen (13) members, its governing documents are approved by the college president and the following requirements are met:

1. The governing board of the college association is composed of:
   - The college president or his/her designee as chair.
   - Three administrative members appointed by the college president.

Three faculty members appointed by the college president from a panel whose size is twice the number of seats to be filled and the panel is elected by the appropriate college faculty governance body.
Six student members comprised of the student government president(s) and other elected students with the student seats allocated on a basis which will provide representation to each government, where more than one exists, as nearly as practicable in proportion to the student activity fees provided by the students from the respective constituencies.

2. The college association structure provides a budget committee composed of members of the governing board, at least a majority of whom are students selected in accordance with section 16.5.(b) (1)(iv) of these bylaws. The budget committee shall be empowered to receive and review student activity fee budget requests and to develop a budget subject to the review of the college association. The college association may choose to not approve the budget or portions of the budget if in their opinion such items are inappropriate, improper, or inequitable. The budget shall be returned to the budget committee with the specific concerns of the college association noted for further deliberation by the budget committee and subsequent resubmittal to the college association. If the budget is not approved within thirty (30) days those portions of the budget voted upon and approved by the college association board will be allocated. The remainder shall be held until the college association and the budget committee agree.

3. The governing documents of the college association have been reviewed by the board's general counsel and approved by the board.

Section 16.6. MANAGEMENT AND DISBURSEMENT OF FUNDS

The college and all student activity fee allocating bodies shall employ generally accepted accounting and investment procedures in the management of all funds. All funds for the support of student activities are to be disbursed only in accordance with approved budgets and be based on written documentation. A requisition for disbursements of funds must contain two signatures; one, the signature of a person with responsibility for the program; the other the signature of an approved representative of the allocating body.

Section 16.7. REVENUES

All revenues generated by student activities funded through student activity fees shall be placed in a college central depository subject to the control of the allocating body. The application of such revenues to the account of the income generating organization shall require the specific authorization of the allocating body.

Section 16.8. FISCAL ACCOUNTABILITY HANDBOOK

The chancellor or his/her designee shall promulgate regulations in a fiscal accountability handbook, to regulate all aspects of the collection, deposit, financial disclosure, accounting procedures, financial payments, documentation, contracts, travel vouchers, investments and surpluses of student activity fees and all other procedural and documentary aspects necessary, as determined by the chancellor or his/her designee to protect the integrity and accountability of all student activity fee funds.

Section 16.9. COLLEGE PURPOSES FUND

A. A college purposes fund may be established at each college and shall be allocated by the college president. This fund may have up to twenty-five (25) percent of the unearned portion of the student activity fee earmarked to it by resolution of the board, upon the presentation to the board of a list of activities that may be properly funded by student activity fees that are deemed essential by the college president.

B. Expenditures from the college purposes fund shall be subject to full disclosure under section 16.13. of these bylaws.

C. Referenda of the student body with respect to the use and amount of the college purposes fund shall be permitted under the procedures and requirements of section 16.12. of these bylaws.

Section 16.10. AUXILIARY ENTERPRISE BOARD

A. The auxiliary enterprise board shall have responsibility for the oversight, supervision and review over college auxiliary enterprises. All budgets of auxiliary enterprise funds and all contracts for auxiliary enterprises shall be developed by the auxiliary enterprise budget and contract committee and reviewed by the auxiliary enterprise board prior to expenditure or execution.

B. The auxiliary enterprise board shall be considered approved for the purposes of this article if it consists of at least eleven (11) members, its governing documents are approved by the college president and the following requirements are met:

1. The governing board is composed of the college president or his/her designee as chair, plus an equal number of students and the combined total of faculty and administrative members.

2. The administrative members are appointed by the college president.

3. The faculty members are appointed by the college president from a panel whose size is twice the number of seats to be filled and the panel is elected by the appropriate college faculty governance body.

4. The student members are the student government president(s) and other elected students and the student seats are allocated on a basis which will provide representation to each government, where more than one exists, as nearly as practicable, in proportion to the student enrollment by headcount from the respective constituencies.

5. The auxiliary enterprise board structure provides for a budgets and contract committee composed of a combined total of faculty and administrative members that is one more than the number of student members. The budget and contract committee shall be empowered to develop all contract and budget allocation proposals subject to the review and approval of the auxiliary enterprise board.

6. The governing documents of the auxiliary enterprise board have been reviewed by the board's general counsel and approved by the board.

Section 16.11. THE REVIEW AUTHORITY OF COLLEGE PRESIDENTS OVER STUDENT ACTIVITY FEE ALLOCATING BOARDS AND AUXILIARY ENTERPRISE BOARDS

A. The president of the college shall have the authority to disapprove any student activity fee, including student government fee, or auxiliary enterprise allocation or expenditure, which in his or her opinion contravenes the laws of the city, state, or nation or any bylaw or policy of the university or any policy, regulation, or order of the college. If the college president chooses to disapprove an allocation or expenditure, he or she shall consult with the general counsel and vice chancellor for legal affairs and thereafter communicate his or her decision to the allocating body or auxiliary enterprise board.

B. The president of the college shall have the authority to suspend and send back for further review any student activity fee, including student government fee, allocation or expenditure which in his/her opinion is not within the expenditure categories defined in section 16.2. of this article. The college association shall, within ten (10) days of receiving a proposed allocation or expenditure for further review, study it and make a recommendation to the president with respect to it. The college president shall thereupon consider the recommendation, shall consult with the general counsel and vice chancellor for legal affairs, and thereafter communicate his/her final decision to the allocating body as to whether the allocation or expenditure is disapproved.

C. The chancellor or his/her designee shall have the same review authority with respect to university student activity fees that the college president has with respect to college student activity fees.

D. All disapprovals exercised under this section shall be filed with the general counsel and vice chancellor for legal affairs.

E. Recipients of extramural student activity fees shall represent an annual report to the chancellor for the appropriate board committee detailing the activities, benefits and finances of the extramural body as they pertain to the colleges where students are paying an extramural fee.

Section 16.12. REFERENDA

A referendum proposing changes in the student activity fee shall be initiated by a petition of at least ten (10) percent of the appropriate student body and voted upon in conjunction with student government elections.

A. Where a referendum seeks to earmark student activity fees for a specific purpose or organization without changing the total student activity fee, the results of the referendum shall be sent to the college association for implementation.

B. Where a referendum seeks to earmark student activity fees for a specific purpose or organization by changing the total student activity fee, the results of such a referendum shall be sent to the board by the president of the college together with his/her recommendation.

C. At the initiation of a petition of at least ten (10) percent of the appropriate student body, the college president may schedule a student referendum at a convenient time other than in conjunction with student government elections.

D. Where the referendum seeks to affect the use or amount of student activity fees in the college purposes fund, the results of the referendum shall be sent to the board by the college president together with his/her recommendation.
Section 16.13. DISCLOSURE
A. The college president shall be responsible for the full disclosure to each of the student governments of the college of all financial information with respect to student activity fees.
B. The student governments shall be responsible for the full disclosure to their constituents of all financial information with respect to student government fees.
C. The student activity fee allocating bodies shall be responsible for the full disclosure of all financial information to its membership, to the college and to the student governments with respect to all of its activities.
D. The auxiliary enterprise board shall be responsible for the full disclosure of all financial information to its membership, to the college and to the student governments with respect to auxiliary enterprises.
E. For purposes of the foregoing paragraphs, full disclosure shall mean the presentation each semester of written financial statements which shall include, but need not be limited to, the source of all fee income by constituency, income from other sources creditable to student activity fee accounts, disbursements, transfers, past reserves, surplus accounts, contingency and stabilization funds. Certified independent audits performed by a public auditing firm shall be conducted at least once each year.

Section 16.14. STIPENDS
The payment of stipends to student leaders is permitted only within those limits and amounts authorized by the board.

Appendix B.8
New York State Education Law, Article 5: § 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 or she is unable, because of his or her religious beliefs, to register or attend classes or to participate in any examination, study or work requirements on a particular day or days.
2. Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his or her religious beliefs, an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.
4. If registration, classes, examinations, study or work requirements are held on Friday after four o’clock post meridian or on Saturday, similar or makeup examinations, study or work requirements or opportunity to register shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements or registration held on other days.
5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his or her availing himself or herself of the provisions of this section.
6. Any student, who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section, shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his or her rights under this section.
6-a. It shall be the responsibility of the administrative officials of each institution of higher education to give written notice to students of their rights under this section, informing them that each student who is absent from school, because of his or her religious beliefs, must be given an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to such student such equivalent opportunity.
7. As used in this section, the term “institution of higher education” shall mean any institution of higher education, recognized and approved by the regents of the University of the State of New York, which provides a course of study leading to the granting of a post-secondary degree or diploma. Such term shall not include any institution which is operated, supervised or controlled by a church or by a religious or denominational organization whose educational programs are principally designed for the purpose of training ministers or other religious functionaries or for the purpose of propagating religious doctrines. As used in this section, the term “religious belief” shall mean beliefs associated with any corporation organized and operated exclusively for religious purposes, which is not disqualified for tax exemption under section 501 of the United States Code.

Appendix B.9
Notification Under the Family Educational Rights and Privacy Act of Student Rights Concerning Education Records and Directory Information

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. In particular, FERPA provides students with:

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 is 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 the 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 any 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 believe should be 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. Upon request, the college will provide you with a copy of the record and a listing of the people to whom such information was released within the previous four calendar years.

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 in the record in question.
   - Upon request, the college discloses education records without consent to officials of another college or school in which the student seeks or intends to enroll.
   - You may appeal the alleged denial of FERPA rights to the:

General Counsel and Senior Vice Chancellor for Legal Affairs
The City University of New York
205 East 42nd Street
New York, N.Y. 10017

4. 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

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The college may make the following "directory information" concerning current and former students available without their consent, to those parties having a legitimate interest in the information: name, attendance dates (periods of enrollment), address, telephone number, date and place of birth, photograph, e-mail address, full or part-time status, enrollment status (undergraduate, graduate, etc.), level of education (credits) completed, major field of study, degree enrolled for, participation in officially recognized activities and sports, height and weight of athletic team members, previous school attended, and degrees, honors and awards received.

By filing a form with the Registrar’s Office, you may request that any or all of this directory information not be released without your prior written consent. This form is available on the Registrar’s web site address which is http://www.ccny.cuny.edu/registrar/request-forms.cfm and in the Registrar’s Office. The FERPA Form may be filed, withdrawn, or modified at any time.

Appendix B.10
No. 8. A. AMENDMENT TO THE POLICY ON withholding STUDENT RECORDS
RESOLVED, That the existing Board of Trustees policy with respect to the withholding of student records as last amended on February 22, 1993, Cal. No. 7.c., be amended as follows:

Students who are delinquent and/or in default in any of their financial accounts with the college, the university or an appropriate state or federal agency for which the university acts as either a disbursing or certifying agent, and students who have not completed exit interviews as required by the Federal Perkins Loan Program, the federal Family Education Loan Programs, the William D. Ford Federal Direct Loan Program, and the Nursing Student Loan Program, are not to be permitted to complete registration, or issued a copy of their grades, a transcript of academic record, certificate, or degree, nor are they to receive funds under the federal campus-based student assistance programs or the federal Pell Grant Program unless the designated officer, in exceptional hardship cases and consistent with federal and state regulations, waives in writing the application of this regulation.

Appendix B.11
Freedom of Information Law Notice
Requests to inspect public records at the college under the Freedom of Information Law Notice, should be forwarded in writing to the Office of the Executive Counsel to the President at: The City College of New York, 160 Convent Avenue, Administration Building, Room 200, New York, NY 10031. Public records are available for inspection by appointment only at a location to be designated. You have the right to appeal any alleged denial of a request for access to records to: The City University of New York, Office of the General Counsel and Senior Vice Chancellor for Legal Affairs, 205 East 42nd Street, New York, NY, 10017. Copies of the CUNY procedures for access to public records and the appeal form are available at the reference desk of the library and the university website. http://www.cuny.edu/about/administration/offices/ia.html

Appendix B.12
Special Provisions for Students in the Military
The following policies apply to students who leave CUNY to fulfill military obligations.

I. Students called up to the reserves or drafted before the end of the semester.

Grades. In order to obtain a grade, a student must attend 13 weeks (five weeks for summer session).

Refunds. A student called up to the reserves or drafted who does not attend for sufficient time to qualify for a grade is entitled to a 100% refund of tuition and all other fees except application fees.

II. Students who volunteer (enlist) for the military.

Grades. Same provision as for students called up to the reserves. In order to obtain a grade, a student must attend 13 weeks (five weeks for summer session).

Refunds. Students called to active duty who do not meet attendance requirements sufficient to earn a grade are entitled to a 100% refund of tuition and fees, except application fees. For students who enlist in the military, the amount of the refund depends upon whether the withdrawal is before the 5th week of classes. Students withdrawing prior to the beginning of the 5th week (3rd week in the Summer Session/Winter Session) are entitled to 100% refund of tuition and all fees except application fees. Students withdrawing after the 5th week (or the 3rd week for Summer Session/Winter Session) are entitled to a 50% refund of tuition and fees.

III. Other Provisions for Military Service:

Resident Tuition Rates. These lower rates are applicable to all members of the armed services, their spouses and their dependent children, on full-time active duty and stationed in the State of New York.

Re-enrollment of Veterans. Veterans who are returning students are given preferred treatment in the following ways:

Veterans who were former students with unsatisfactory scholastic records, may be readmitted with a probation program.

Veterans, upon their return, may register even after normal registration periods, without late fees.

Granting of college credit for military service and armed forces instructional courses.

Veterans returning too late to register may audit classes without charge.

Late Admissions. Veterans with no previous college experience are permitted to file applications up to the date of registration, and are allowed to begin classes pending completion of their application and provision of supporting documents.

Readmission Fee. Upon return from military service, a student will not be charged a Readmission Fee to register at the same college.

Veterans Tuition Deferrals. Veterans are entitled to defer the payment of tuition pending receipt of veterans’ benefits.

New York National Guard Tuition Waivers. Active members of the New York National Guard, who are legal residents of New York State and who do not have a baccalaureate degree, are eligible for a tuition waiver for undergraduate study.

Appendix B.13
Immunization Requirements

New York State Public Health Law (PHL) 2165 requires that post secondary students provide proof of immunity to measles, mumps and rubella (MMR) as a condition for attendance. The College reserves the right to prevent the registration of any applicant who fails to provide a record of immunization or who otherwise provides a health risk to the College community. It is University policy that all full-time and part-time students born on or after January 1, 1957, registered for six or more credits/ equivalent credits per semester must submit proof of MMR immunization. Students may be exempt from MMR immunization requirements for medical or religious reasons. Students must contact Student Health Services (SHS) to determine if they qualify for an exemption.

Public Health Law 2167 requires that post-secondary institutions provide written information about meningococcal meningitis to its students and that students complete, sign, and return a meningococcal meningitis response form regardless of how many credits they take in college. Public Health Law 2167 does not require that students be immunized against meningitis.

Students who do not submit proof of measles, mumps and rubella (MMR) immunization or who fail to return the meningococcal meningitis response form within a statutory grace period shall be prohibited from attending the institution.

For additional information, you should contact Student Health Services located in Marshak Science Building (MR), Room J-15, at the following number (212) 650-8222.

Students may download immunization forms from the Student Health Services website:
http://www1.ccny.cuny.edu/current/student/services/wellness/immunization.cfm

Appendix B.14
Policy for web publication to the City College Main Website

The City College main website, managed by the Office of Communications and Marketing, is a forward facing information and marketing vehicle. Information published on the main college website is meant for the general public. Internal, administrative office information/applications or academic support content should be hosted on other college servers.

The City College main website is accessed via a content management system. Departments and offices manage the content of their respective office websites. Department heads/chairs appoint content editors to update content.
While the Office of Communications and Marketing reviews the site frequently to ensure proper accessibility, all content posted by content editors or other individuals is the responsibility of those departments and those individuals given editing rights.

Though departments maintain their own content, the Office of Communications and Marketing reserves the right to delete/modify content where necessary. This is not the case with web sites or content on other web servers on campus.

Regarding websites for faculty, staff and students and their organizations – these may reside on campus servers external to the main website CMS if approved by the CCNY IT Department. In that case, the IT department and the particular party will be responsible for the content and maintenance of those sites. Other web servers managed by different groups around campus may have their own policies but the www.ccny.cuny.edu URL cannot be used outside of the CMS of City College and the main site.

Any user or editor of the College CMS system or of other web servers on campus not abiding by the rules and regulations may be subject to limitations or eliminations of web privileges as well as other disciplinary actions.

**Terms and Conditions of Use**

Any person who uses the WWW facilities at City College consents to all of the provisions of this policy and agrees to comply with all of its terms and conditions and with all applicable local, state, and federal laws and regulations.

Any user of the WWW whose actions involving the WWW violate this, or any other College policy or regulation, may be subject to limitations or eliminations of WWW privileges as well as other disciplinary actions.

**Appendix B.15**

**Policy Against Sexual Harassment**

**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, or veteran or marital status. Sexual harassment is illegal under State, and City laws, and will not be tolerated within the University.

The City College does not discriminate against any student on the basis of pregnancy or related conditions. Absences due to medical conditions relating to pregnancy will be excused for as long as deemed medically necessary by a student's doctor and students will be given the opportunity to make up missed work. Students needing assistance can seek accommodations from the AccessAbility Center at 212 650-5913 or Title IX Coordinator, Dean Michele Baptiste at 212 650-6310.

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 under this policy are strongly encouraged to report the allegations of sexual harassment as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult for the college to investigate the allegations.

**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:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic standing;
- submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or
- 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 perceives it, 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.

**D. Relationships Between Faculty or Employees and Students**

Amorous, dating or sexual activity or relationships ("intimate relationships"), even when apparently consensual, are inappropriate when they occur between a faculty member or employee and any student for whom he or she has a professional responsibility. Those relationships are inappropriate because of the unequal power dynamic between students and faculty members and between students and employees who advise or evaluate them, such as athletic coaches or workplace supervisors. Such relationships necessarily involve issues of student vulnerability and have the potential for coercion. In addition, conflicts of interest or perceived conflicts of interest may arise when a faculty member or employee is required to evaluate the work or make personnel or academic decisions with respect to a student with whom he or she is having an intimate relationship. Finally, if the relationship ends in a way that is not amicable, the relationship may lead to charges of and possible liability for sexual harassment.

Therefore, faculty members and other employees are prohibited from engaging in intimate relationships with students for whom they have a professional responsibility, including undergraduates, graduate and professional students and postdoctoral fellows.

For purposes of this section, professional responsibility for a student means responsibility over academic matters, including teaching, counseling, grading, advising for a formal project such as a thesis or research, evaluating, hiring, supervising, coaching, making decisions or recommendations that confer benefits such as admissions, registration, financial aid, other awards, remuneration, or fellowships, or performing any other function that might affect academic or teaching, research, or other academic opportunities.

**THE CITY UNIVERSITY OF NEW YORK: POLICIES AND PROCEDURES CONCERNING SEXUAL ASSAULT, STALKING AND DOMESTIC AND INTIMATE PARTNER VIOLENCE AGAINST STUDENTS**

**I. POLICY STATEMENT**

The City University of New York seeks to create and maintain a safe environment in which all members of the University community—students, faculty and staff—can learn and work free from the fear of sexual assault and other forms of violence. The University’s policies on Workplace Vio-
II. PROCEDURES FOR REPORTING INCIDENTS OF SEXUAL ASSAULT AND OTHER FORMS OF VIOLENCE

Obtaining assistance after a student is sexually assaulted, stalked or is in an abusive relationship is extremely important and can involve different points of on-campus contact for students, faculty and staff, including the Public Safety Department, Women’s/Men’s Centers and Counseling Departments, and/or the Dean of Student Development/Student Affairs. Each provides different forms of assistance which together address many of the needs of survivors.

- Contact Law Enforcement Personnel Immediately

CUNY urges any student who has been the victim of a sexual assault or other act of violence or abuse, or any student or employee who has witnessed a sexual assault or other act of violence against a student, to immediately report the incident to the college Public Safety Department if the attack occurred on-campus, or to call 911 or go to the local NYPD precinct if the incident took place off-campus. Each college shall be provided with a list of emergency contact numbers as part of its orientation and training programs.

- Seek Immediate Medical Attention

It is critical that victims of a physical assault receive comprehensive medical attention as soon as possible. For a sexual assault in particular, immediate treatment and the preservation of evidence of the attack (i.e. retain the clothing worn during the attack and do not shower) is crucial to a criminal investigation. If a student believes that she/he may be the victim of date rape by being drugged, she/he should go directly to a hospital to receive a toxicology examination since such drugs only remain in a person’s system for a short period of time. In all other circumstances, public safety and police personnel can assist the victim in obtaining medical care. Each college shall be provided with a list of local hospitals, some of which are designated as SAFE (Sexual Assault Forensic Examiner) hospitals that are appropriately trained counselor to assist them in handling the various aspects of their ordeal, such as: 1) explaining to victims their options of whether or not to report the incident to campus or law enforcement authorities; 2) providing guidance if they require medical attention; 3) providing guidance in obtaining crisis intervention and/or ongoing counseling services (or a referral to obtain the necessary services if such services are not available on campus); and 4) assisting victims throughout the College’s disciplinary process if they choose to file a complaint against another student in connection with the incident.

- Handling Sexual Assault, Stalking and Domestic and Intimate Partner Violence

Complaints On-Campus

The Colleges shall act promptly in response to information that a student has been sexually assaulted, or has been the victim of domestic or intimate partner violence or stalking by another member of the CUNY community. Upon receipt of a complaint, the College shall undertake an appropriate investigation. If it appears that there is sufficient evidence to warrant disciplinary charges against a student or staff member, such charges shall be brought pursuant to the appropriate University procedures or collective bargaining agreement. If the alleged perpetrator is a student and the matter is brought before a hearing, the victim and alleged perpetrator are entitled to the same opportunities to have others present and to be informed of the outcome of the proceedings. The victim is entitled to a report of the results of the proceeding at her/his request. If a student is found guilty of committing a sexual assault or other act of violence against another CUNY student or employee after a disciplinary hearing, the penalties may include suspension, expulsion from residence halls, or permanent dismissal from CUNY.

In addition, if during the course of the investigation and/or disciplinary process the alleged perpetrator, or anyone on his/her behalf, seeks to contact the victim so as to harass, intimidate, threaten or coerce the victim in any way, the College reserves the right to bring additional disciplinary action against the actor. Such conduct by any member of the CUNY community will not be tolerated.

- Confidentiality

The University recognizes that confidentiality is particularly important to victims of sex crimes, domestic and intimate partner violence and stalking. If the victim seeks counseling with a licensed professional and/or works with an advocate from the campus, those communications will be confidential. CUNY encourages victims in all circumstances to seek counseling in order to speak about her/his options and to begin the recovery period.

While complete confidentiality cannot be guaranteed, every effort will be made to maintain confidentiality on a “need to know” basis. Generally, the wishes of a victim not to report a sexual assault or incident of domestic/intimate partner violence or stalking to the police will prevail, though the College reserves the right to notify the police when it believes that such reporting is necessary for the protection of the College community. Such notification, however, will generally be done without divulging the victim’s identity and for the purpose of providing a campus-wide safety alert. In addition, the College must adhere to legal mandates such as Title IX, sexual harassment reporting laws, and the Campus Security Act. For example, CUNY is required to make an annual report documenting the occurrences of violent crimes on campus, including sexual assault. However, this report does not include any information identifying the individuals (including the victims) linked to these crimes.
III. IMPLEMENTATION OF THE POLICIES AND PROCEDURES CONCERNING SEXUAL ASSAULT AND OTHER FORMS OF VIOLENCE AGAINST STUDENTS

The President and Vice President for Student Affairs/Student Development of each college shall be responsible for implementing this policy in accordance with the most up-to-date information and resources pertaining to sexual assault, stalking and domestic/intimate partner violence education and prevention, and victim assistance. The following steps must be taken to implement this policy:

1. Publication: A copy of this policy shall be easily accessible on the CUNY website and on the website administered by each College. A summary shall also be incorporated into every College student handbook. In addition, copies of the policy and procedures shall be made available in student centers, residence halls, student affairs/student development offices, women's/men's centers, counseling centers, health clinics and public safety departments, and shall be distributed to all new students during orientations.

2. Prevention/Risk Reduction Education: Each College shall develop materials and programs to educate its students, faculty and staff on the nature, dynamics, common circumstances and effects of sexual assault, domestic/intimate partner violence and stalking, and the means to reduce their occurrence and prevent them. Prevention education should provide up-to-date and relevant information, such as education pertaining to bystander intervention, the importance of peer networks and the significance of fostering a community of responsibility.

Prevention education materials and programs shall be incorporated into campus orientation activities for all incoming undergraduate and graduate students (including transfers), and shall be made available to all student activity groups, clubs and athletic teams. In addition, all residence halls shall have a mandatory orientation on sexual assault, stalking and domestic/intimate partner violence prevention. Colleges are encouraged to assist in the organization of peer education groups and to provide resources to such groups so that the groups can provide training and outreach to other students throughout the academic year. Since the abuse of alcohol is frequently involved in occurrences of sexual assault and other forms of violence, it is important that the education program include education about the deleterious effects of alcohol abuse.

3. Professional Training: Each College shall provide periodic training relating to the prevention and handling of sexual assaults, stalking and domestic/intimate partner violence for all relevant personnel, including public safety officers, counselors, student affairs staff and residence hall assistants by experts trained in the field. Education and training shall also be made available to any interested faculty and staff member. Each campus must have at least one qualified staff or faculty member serve as a designated liaison and trainer.

4. Oversight by CUNY Central Administration: The University Vice Chancellor for Student Affairs shall monitor compliance with this policy at all of the campuses, shall review the policies and procedures on an annual basis, and shall make recommendations in the event that updates to prevention and education information are necessitated. In addition, the Office of the Vice Chancellor for Student Affairs shall provide educational materials that may be needed to ensure full implementation of this policy on every campus. Liaisons will be identified from each campus who will receive standardized training in order to fulfill their responsibilities on their campuses. The policies, procedures and outreach materials and programs will be subject to a periodic process of assessment in order to maintain efficacy.

Appendix B.16
THE CITY UNIVERSITY OF NEW YORK – STUDENT COMPLAINT PROCEDURE

RESOLVED, that the procedures for handling student complaints about faculty conduct in formal academic settings be adopted, effective February 1, 2007.

EXPLANATION: Although the University and its Colleges have a variety of procedures for dealing with student related issues, those procedures generally have not covered student complaints about faculty conduct in the classroom or other formal academic settings. The University respects the academic freedom of the faculty and will not interfere with it as it relates to the content or style of teaching activities. At the same time, however, the University recognizes its responsibility to establish procedures for addressing student complaints about faculty conduct that is not protected by academic freedom and not addressed in other procedures. The proposed procedures will accomplish this goal.

PROCEDURES FOR HANDLING STUDENT COMPLAINTS ABOUT FACULTY CONDUCT IN ACADEMIC SETTINGS

I. Introduction. The University and its Colleges have a variety of procedures for dealing with student-related issues, including grade appeals, academic integrity violations, student discipline, disclosure of student records, student elections, sexual harassment complaints, disability accommodations, and discrimination. One area in which generally existing procedures concern student complaints about faculty conduct in the classroom or other formal academic settings. The University respects the academic freedom of the faculty and will not interfere with it as it relates to the content or style of teaching activities. Indeed, academic freedom is and should be of paramount importance. At the same time the University recognizes its responsibility to provide students with a procedure for addressing complaints about faculty treatment of students that are not protected by academic freedom and are not covered by other procedures. Examples might include incompetent or inefficient service, neglect of duty, physical or mental incapacity and conduct unbecoming a member of the staff.

II. Determination of Appropriate Procedure. If students have any question about the applicable procedure to follow for a particular complaint, they should consult with the chief student affairs officer. In particular, the chief student affairs officer should advise a student if some other procedure is applicable to the type of complaint the student has.

III. Informal Resolution. Students are encouraged to attempt to resolve complaints informally with the faculty member or to seek the assistance of the department chairperson or campus ombudsman to facilitate informal resolution.

IV. Formal Complaint. If the student does not pursue informal resolution, or if informal resolution is unsuccessful, the student may file a written complaint with the department chairperson or, if the chairperson is the subject of the complaint, with the academic dean or a senior faculty member designated by the college president. (This person will be referred to below as the "Fact Finder").

A. The complaint shall be filed within 30 calendar days of the alleged conduct unless there is good cause shown for delay, including but not limited to delay caused by an attempt at informal resolution. The complaint shall be as specific as possible in describing the conduct complained of.

B. The Fact Finder shall promptly send a copy to the faculty member about whom the complaint is made, along with a letter stating that the filing of the complaint does not imply that any wrongdoing has occurred and that a faculty member must not retaliate in any way against a student for having made a complaint. If either the student or the faculty member has reason to believe that the department chairperson may be biased or otherwise unable to deal with the complaint in a fair and objective manner, he or she may submit to the academic dean or the senior faculty member designated by the college president a written request stating the reasons for that belief; if the request appears to have merit, that person may, in his or her sole discretion, replace the department chairperson as the Fact Finder.

C. The Fact Finder shall meet with the complaining student and faculty member, either separately or together, to discuss the complaint and to try to resolve it. The Fact Finder may seek the assistance of the campus ombudsman or other appropriate person to facilitate informal resolution.

D. If resolution is not possible, and the Fact Finder concludes that the facts alleged by the student, taken as true and viewed in the light most favorable to the student, establish that the conduct complained of is clearly protected by academic freedom, he or she shall issue a written report dismissing the complaint and setting forth the reasons for dismissal and send a copy to the complaining student, the faculty member, the chief academic officer and the chief student affairs officer. Otherwise, the Fact Finder shall conduct an investigation. The Fact Finder shall separately interview the complaining student, the faculty member and other persons with relevant knowledge and information and shall also consult with the chief student affairs officer and, if appropriate, the college ombudsman. The Fact Finder shall not reveal the identity of the complaining student and the faculty member to others except to the extent necessary to conduct the investigation. If the Fact Finder believes it would be helpful, he or she may meet again with the student and faculty member after completing the investigation in an effort to resolve the matter. The complaining student and the faculty member shall have the right to have a representative (including a union representative, student government representative or attorney) present during the initial meeting, the interview and any post-investigation meeting.

E. In cases where there is strong preliminary evidence that a student’s complaint is meritorious and that the student may suffer immediate and irreparable harm, the Fact Finder may provide appropriate interim relief to the
complaining student pending the completion of the investigation. The affected faculty member may appeal such interim relief to the chief academic officer.

F. At the end of the investigation, the Fact Finder shall issue a written report setting forth his or her findings and recommendations, with particular focus on whether the conduct in question is protected by academic freedom, and send a copy to the complaining student, the faculty member, the chief academic officer and the chief student affairs officer. In ordinary cases, it is expected that the investigation and written report should be completed within 30 calendar days of the date the complaint was filed.

V. Appeals Procedure. If either the student or the faculty member is not satisfied with the report of the Fact Finder, the student or faculty member may file a written appeal to the chief academic officer within 10 calendar days of receiving the report. The chief academic officer shall convene and may file a written appeal to the chief academic officer within 10 calendar days of receiving the report. A copy of the decision shall be sent to the student, the faculty member, the department chairperson and the president.

VI. Subsequent Action. Following the completion of these procedures, the appropriate college official shall decide the appropriate action, if any, to take. For example, the department chairperson may decide to place a report in the faculty member's personnel file or the president may bring disciplinary charges against the faculty member. Disciplinary charges may also be brought in extremely serious cases even though the college has not completed the entire investigative process described above; in that case, the bringing of disciplinary charges shall automatically suspend that process. Any action taken by a college must comply with the bylaws of the University and the collective bargaining agreement between the University and the Professional Staff Congress.

VII. Campus Implementation. Each campus shall implement these procedures and shall distribute them widely to administrators, faculty members and students and post them on the college website.

VIII. Board Review. During the spring 2009 semester, the Chancellery conducted a review of the experience of the colleges with these procedures, including consultation with administrators, faculty and students, and shall report the results of that review to the Board of Trustees, along with any recommended changes.

Appendix B.17

Policy 7.041 Drugs and Alcohol

The City University of New York ("CUNY") is an institution committed to promoting the physical, intellectual, and social development of all individuals. As such, CUNY seeks to prevent the abuse of drugs and alcohol, which can adversely impact performance and threaten the health and safety of students, employees, their families, and the general public. CUNY complies with all federal, state, and local laws concerning the unlawful possession, use, and distribution of drugs and alcohol.

Federal law requires that CUNY adopt and implement a program to prevent the use of illicit drugs and abuse of alcohol by students and employees. As part of its program, CUNY has adopted this policy, which sets forth (1) the standards of conduct that students and employees are expected to follow; (2) CUNY sanctions for the violation of this policy; and (3) responsibilities of the CUNY colleges/units in enforcing this policy. CUNY's policy also (1) sets forth the procedures for disseminating the policy, as well as information about the health risks of illegal drug and alcohol use, criminal sanctions for such use, and available counseling, treatment, or rehabilitation programs, to students and employees; and (2) requires each college to conduct a biennial review of drug and alcohol use and prevention on its campus.

This policy applies to all CUNY students, employees and visitors when they are on CUNY property, including CUNY residence halls, as well as when they are engaged in any CUNY-sponsored activities off campus.

1 Standards of Conduct

The unlawful manufacture, distribution, dispensation, possession, or use of drugs or alcohol by anyone, on CUNY property (including CUNY residence halls), in CUNY buses or vans, or at CUNY-sponsored activities, is prohibited. In addition, CUNY employees are prohibited from illegally providing drugs or alcohol to CUNY students. Finally, no student may possess or consume alcoholic beverages in any CUNY residence hall, regardless of whether the student is of lawful age, except for students living in the Graduate School and University Center's graduate housing facilities who may lawfully possess and consume alcoholic beverages. For purposes of this policy, a CUNY residence hall means a residence hall owned and/or operated by CUNY, or operated by a private management company on CUNY's behalf.

In order to make informed choices about the use of drugs and alcohol, CUNY students and employees are expected to familiarize themselves with the information provided by CUNY about the physiological, psychological, and social consequences of substance abuse.

2 Sanctions

Employees and students who violate this policy are subject to sanctions under University policies, procedures and collective bargaining agreements, as described below. Employees and students should be aware that, in addition to these CUNY sanctions, the University will contact appropriate law enforcement agencies if they believe that a violation of the policy should also be treated as a criminal matter.

3 Students

Students are expected to comply with the CUNY and college policies with respect to drugs and alcohol. Any student found in violation may be subject to disciplinary action under Article 15 of the Bylaws of the Board of Trustees, which may result in sanctions up to and including expulsion from the University.

In addition, any student who resides in a CUNY residence hall and who is found to have violated any CUNY or college policy with respect to drugs and alcohol may be subject to sanctions under the CUNY Residence Hall Disciplinary Procedures, up to and including expulsion from the residence hall.

In lieu of formal disciplinary action, CUNY may, in appropriate cases, seek to resolve the matter through an agreement pursuant to which the student must see a counselor or successfully participate in a drug and alcohol treatment program.

In accordance with the Federal Educational Rights and Privacy Act ("FERPA"), CUNY may also choose—when appropriate—to contact parents or legal guardians of students who have violated the CUNY policy on drugs and alcohol.

4 Employees

Any employee found to have violated this CUNY policy may be subject to disciplinary action, in accordance with the procedures set forth in applicable CUNY policies, rules, regulations, and collective bargaining agreements. Sanctions may include a reprimand, suspension without pay, or termination of employment. In lieu of formal disciplinary action, CUNY may, in appropriate cases, seek to resolve the matter through an agreement pursuant to which the employee must successfully participate in a drug or alcohol treatment program.

5 Responsibilities of Colleges/Units

Each college or unit of the University should make its best efforts to educate employees and students about this policy and the risks associated with unlawful possession, use, or distribution of illegal drugs and alcohol. The President of each college or unit may choose to ban alcohol at on-campus functions or at any particular function. This policy, together with information about the health risks of illegal drug and alcohol use, criminal sanctions for such use, and counseling, treatment, or rehabilitation programs available to employees or students, must be distributed annually to all employees and students. The Chief Student Affairs Officer shall be responsible for the distribution of this material to students, and the Director of Human Resources shall be responsible for the distribution of the material to employees.

The Vice President for Administration, or person performing the equivalent function at each college or unit of CUNY, shall be responsible for conducting a biennial review to determine the effectiveness of CUNY's drug and alcohol program at its college or unit, and to ensure that sanctions for drug and alcohol violations are consistently enforced. Upon completion, the biennial review must be sent to the University's Executive Vice Chancellor and Chief Operating Officer. This biennial review must include the number of drug and alcohol-related violations and fatalities that occur on the college's campus or as part of the college's activities, as well as the number and type of sanctions...
imposed as a result of drug and alcohol-related violations and fatalities that occur at the college as part of its activities.

(Board of Trustees Minutes, 2009,06-22,7,A. Amended: Board of Trustees Minutes,2011,05-02,5,A)

If you are experiencing difficulty with alcohol or chemical dependency City College can help you find counseling services or rehabilitation programs that will help you with your problem.

Counseling Services available at City College can be had by contacting the Counseling Center: MR J-15 212-650-8222, http://www.ccny.cuny.edu/counseling/community-resources.cfm
Appendix C

The City University of New York Board Of Trustees

Benno C. Schmidt, Jr.
Chairman of the Board

Philip Alfonso Berry
Vice Chairman of the Board

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Valerie Lancaster Beal
Wellington Z. Chen
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Brian D. Obergfell
Peter S. Pantaleo
Kathleen M. Pesile
Carol A. Robles-Román
Charles A. Shorter
Jeffrey S. Wiesenfeld
Kafui Kouakou
Terrence F. Martell

http://www.cuny.edu/about/trustees/board.html
Appendix D

Officers of the Administration

Lisa S. Coico
President
B.S., Ph.D.

Maurizio Trevisan
Anna & Irving Brodsky Medical Professor
Provost & Senior Vice President for Academic Affairs
Dean of The Sophie Davis School of Biomedical Education
M.S., M.D

Michele Baptiste
Dean, Diversity and Compliance
J.D.

Gilda Barabino
Dean, Grove School of Engineering
B.S., Ph.D.

E. Maudette Brownlee
Director, Special Programs/SEEK
B.A., Ph.D.

Doris Cintrón
Senior Associate Provost for Academic Affairs, Assessment, and Accreditation
Ed.D

Mary Driscoll
Dean, School of Education
B.A., M.A., Ed.D.

Erica Friedman
Deputy Dean of Sophie Davis
B.S., M.D.

Pamela Gillespie
Associate Dean and Chief Librarian
B.A., M.S., M.S.Ed.

Deborah Hartnett
Executive Chief of Staff
B.S., M.B.A., J.D.

Deidra Hill
Vice President for Communications
B.A.

Theresa Horvath
Assistant Dean of PA Program – Sophie Davis
B.S., M.D.

Felix Lam
Assistant Vice President of Finance and Management
B.A., M.P.A.

Tony Liss
Dean, Division of Science
B.A., M.S., Ph.D.

Celia Lloyd
Assistant Vice President for Enrollment Management
B.S., M.B.A.

Jeffrey Machi
Vice President for Development and Institutional Advancement
B.A.

Karen Mackey-Witherspoon
Vice President for Urban and Governmental Affairs
B.A.

Laurent Mars
Acting Assistant Dean, Grove School of Engineering
M.S., Ph.D.

Dani McBeth
Associate Dean for Student Affairs, Sophie Davis School of Biomedical Education
Ph.D.

Juan Carlos Mercado
Dean, Division of Interdisciplinary Arts and Sciences/Center for Worker Education
B.A., M.A., Ph.D.

Paul Occhiogrosso
Executive Counsel to the President
J.D.

Praveen Panchal
Vice President for Information Technology/Chief Information Officer
B.S., M.S., M.B.A

Jerry Posman
Vice President for Finance and Management
B.A., M.B.A.

George Ranalli
Dean, School of Architecture
B. Architecture, M. Architecture

Juana Reina
Vice President for Student Affairs
B.A., M.Ed

Jeffrey Rosen
Acting Dean, Division of The Colin L. Powell School for Civic and Global Leadership
Ph.D

Robert D. Santos
Vice President for Campus Planning and Facilities Management
B.A., J.D.

John Siderakis
Assistant Vice President for Human Resources Operations
B.S., M.B.A.

Mary Ruth Strzeszewski
Associate Provost for Academic Services
Ph.D.

Wendy Thornton
Assistant Dean for Academic Affairs
Ph.D.

Maurizio Trevisan
Vice President for Student Affairs
Ph.D.

Ashiwel Undieh
Associate Provost for Research
Ph.D.

Ardie D. Walser
Acting Associate Dean for Graduate Studies, Grove School of Engineering
B.E., M.E., Ph.D.

Eric Weitz
Dean, Division of Humanities and the Arts
B.A., M.A., Ph.D.
## Appendix E

### APPROVED UNDERGRADUATE DEGREE PROGRAMS

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### Hegis Code

#### THE SCHOOL OF EDUCATION

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<td>1299.10</td>
<td>B.S.</td>
<td>Physician’s Assistant Program</td>
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Directions to the City College Campus

http://www.ccny.cuny.edu/about/directions.cfm

By Train
Take the IRT #1 local to 137th Street and Broadway. Walk up 138th Street three blocks to Convent Avenue.

Take the IND “A” or “C” express or “B” or “D” local to 145th Street and St. Nicholas Avenue, walk west one block to 145th Street and Convent Avenue, then south to 138th Street. The CCNY shuttle bus makes regular stops to this subway during the day.

Take the IRT #4 or #5 express or #6 local to 125th Street and Lexington Avenue. Change there for the M-100 or M-101 bus to Amsterdam Avenue and 138th Street. Walk east one block to Convent Avenue.

Take the Metro North to 125th Street and Park Avenue. Change there for the M-100 or M-101 bus to Amsterdam Avenue and 138th Street, walk east one block to Convent Avenue.

By Bus
Take the M-4 or M-5 to Broadway and 137th Street. Walk up 138th Street three blocks to Convent Avenue.

Take the M-100 or M-101 to Amsterdam Avenue and 138th Street, walk east one block to Convent Avenue.

Take the M-101 to 135th Street and Amsterdam Avenue and walk north to 138th Street, then east one block to Convent Avenue.

Take the BX-19 to 145th Street and Convent Avenue, walk south on Convent Avenue to 138th Street.

By Car
From the West Side Highway: Exit at 125th Street. Cross Broadway and turn left onto Amsterdam Avenue. The College is at 138th Street and Amsterdam Avenue.

From the East Side: Take the FDR or the RFK (Triborough) Bridge to Harlem River Drive. Exit at 135th Street. Continue to St. Nicholas Avenue and turn right, then left onto 141st Street. Turn left onto Convent Avenue. The campus begins at 140th Street and Convent Avenue.

Please note that visitor parking on campus is extremely limited and must be arranged in advance through the Office of Public Safety, (212-650-6911) or the City College Office organizing the public event. Parking is available in the neighborhood.
For your convenience and safety, the college offers several ways to get to and from the subways at all times.

**CCNY to 145th Street**
A CCNY marked bus stops at Campus Bus stops and 145th Street & St. Nicholas Ave. every 15 minutes.

7:00 a.m. to 9:45 p.m. Monday through Friday / 8:15 a.m. to 4:00 p.m. Saturday
Intersession 7:00 a.m. to 8:30 p.m. Monday through Friday
Holidays and Intersession Saturdays: Escort Service only

**CCNY to 124th Street**
A CCNY marked bus stops at Campus Bus stops & runs from 124th St. to The Towers every 20 minutes.

7:15 a.m. to 9:45 p.m. Monday through Friday/8:15 a.m. to 4:00 p.m. Saturday

After hours and Holidays and Intersession - Escort Service only

**NEXTBUS @ CCNY**
NextBus @ CCNY is a new information system to track and report on the current positions and arrival predictions of City College shuttle buses. With the new NextBus information system, students, faculty and staff will be able to know when the next shuttle bus will arrive. Our CCNY buses are now equipped with GPS devices that will allow for real-time tracking for both of the bus routes: the 145th Street Loop and the 125th Street Loop.

http://www.adm.ccny.cuny.edu/nextbus/

**Escort Service** (212-650-6911)
Transportation by CCNY marked Bus or GEM cars is available when shuttle services do not run: Pickup and drop off is limited to same stops as the bus stops, plus 125th Street & St. Nicholas Ave. We do not pickup or drop off at any other stops than these, so please plan your safe return to campus accordingly. (Gem cars on Campus only)

9:45 p.m. to 7:00 a.m. Monday to Friday
9:45 p.m. Friday until 7:00 a.m. Monday
8:00 p.m. to 7:00 a.m. Intersession
All day on Holidays

NOTE: For all transportation services riders must display a valid CUNY ID, The Towers ID or visitor’s pass.

For inquiries about the Mass Transit or Campus Loop service call (212) 650-8675 between 8:00 a.m. to 4:00 p.m. Monday to Friday - All other times calls (212) 650-6911. For inquiries about the Escort Service call (212) 650-6911.

Students at City College use the many free shuttle and escort services available to get to and from the subway.
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