# Monroe College
## Undergraduate Catalog 2019-2020
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ACCREDITATION

Institutional Accreditation

The Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, telephone (267) 284-5000, accredits Monroe College. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Program Accreditation

The A.A.S. programs in Culinary Arts and Baking & Pastry Arts are accredited by the American Culinary Federation Education Foundation Accrediting Commission (ACF-EFAC), 180 Center Place Way, St. Augustine, FL 32095, telephone (904) 824-4468.

The A.A.S. programs in Accounting and Business Administration, B.B.A. programs in Accounting, Business Management, General Business, and Public Accounting, and the M.B.A. program in Business Management in the Bronx and New Rochelle, are accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS 66213, telephone (913) 339-9356.

The Practical Nurse certificate program, the A.A.S. Registered Nurse program, and the B.S. Nursing program are accredited by the Academic Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, telephone (505) 975-5000.

New York State Authorization

Monroe College curricula are registered by the New York State Education Department, 89 Washington Avenue, Albany, New York 12234, telephone (518) 474-2593.

Monroe College is authorized by the Board of Regents of the University of the State of New York to grant:

- Certificates in Business and Practical Nursing
- Post Baccalaureate Extension Certificate in Bilingual Education
- Associate in Science (A.S.) degrees in Computer Information Systems, Criminal Justice, and Human Services
- Associate in Applied Science (A.A.S.) degrees in Accounting, Baking and Pastry, Business Administration, Culinary Arts, Diagnostic Medical Sonography, Hospitality Management, Medical Administration, Medical Assisting, Registered Nursing, and Sports Management
- Bachelor of Business Administration (B.B.A.) degrees in, Accounting, Business Management, General Business, Health Services Administration, Hospitality Management, and Sports Management
• Bachelor of Science (B.S.) degrees in Criminal Justice, Computer Information Systems, Computer Networks and Cybersecurity, Early Childhood Education, Human Services, Nursing, and Public Health
• Master of Business Administration (M.B.A.) degree in Business Management
• Master of Public Health (M.P.H.) degree in Public Health
• Master of Science (M.S.) degrees in Accounting, Computer Science, Criminal Justice, Executive Leadership in Hospitality Management, and Health Care Administration
• Master of Arts (M.A.T.) degree in Early Childhood Urban Education/Urban Special Education
• Master of Arts (M.A.T.) degree in Childhood Urban Education/Urban Special Education

The contact person is Senior Vice President Karenann Carty, telephone (646) 393-8772.
ABOUT THIS CATALOG

This document is the official catalog of Monroe College for undergraduate programs. The information presented in this catalog is certified as true and correct in policy and content. The catalog serves as a reference document containing approved curricula, programs and course descriptions. It is not intended as a listing of courses offered.

Monroe College reserves the right at any time to make appropriate changes in policies, procedures and other information contained in this publication. Such changes are published as an addendum.

Monroe College is owned and operated by Monroe College, Ltd., 2501 Jerome Avenue, Bronx, NY 10468, telephone 718.933.6700. Student "Right to Know" and consumer information are available on the College website at www.monroecollege.edu.

Monroe College has three campus locations:

Bronx Campus
2501 Jerome Avenue
Bronx, NY 10468

New Rochelle Campus
434 Main Street
New Rochelle, NY 10801

St. Lucia Campus
P.O. Box CP5419
Vide Boutielle Highway
Castries LC04 101
St. Lucia

Students may take individual courses in an online format or enroll in select degree programs offered completely online through Monroe Online.
**MONROE COLLEGE VISION, MISSION, AND Core VALUES**

**Vision**

To be a national leader in educating urban and international students.

**Mission**

Monroe College, founded in 1933, is a national leader in higher education access, affordability, and attainment. We believe in the power of education to facilitate social mobility and transform communities, and embrace our responsibility to advocate national policies that serve students’ best interests. We are proud of our outcomes and unique caring environment, especially for first-generation college students, newly arriving immigrants, and international students. Our innovative curriculum, taught by experienced industry professionals, integrates local, national, and global perspectives. Our academic programs align with industries that drive the New York and international economies that we serve. Our graduates are prepared for continued scholarship, professional growth, and career advancement.

**Core Values**

- **Outcomes drive us.**  
  We are committed to remaining a national leader in delivering strong outcomes for students and always strive for continuous improvement.

- **Integrity guides us.**  
  Honesty, transparency, accountability, and fairness are the bedrock of our work.

- **Relationships define us.**  
  We build strong personal connections among students, faculty, and staff, as well as with external educational, corporate, and community partners.
**ACADEMIC CALENDAR**

Monroe College operates a fifteen-week semester calendar with three semesters per year: Fall, Winter, and Spring. Academic Calendars for the 2019-2020 academic year are included below.

*Note: Semester calendars are subject to change as the College deems necessary.*

**Academic Calendar – Fall 2019**

**Fall 2019 Academic Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 4</td>
<td>Wednesday</td>
<td>Students have access to Online Courses</td>
</tr>
<tr>
<td>Sept. 6</td>
<td>Friday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>Sept. 16</td>
<td>Monday</td>
<td>Last Day for:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Late Registration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Program and Schedule Adjustments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Changing Spring 2019 Grades</td>
</tr>
<tr>
<td>Oct. 14</td>
<td>Monday</td>
<td>Columbus Day (Observed) – College Closed</td>
</tr>
<tr>
<td>Nov. 5</td>
<td>Tuesday</td>
<td>Election Day – Classes meet as scheduled</td>
</tr>
<tr>
<td>Nov. 11</td>
<td>Monday</td>
<td>Veterans’ Day (Observed) – College Closed</td>
</tr>
<tr>
<td>Nov. 28 – Nov. 29</td>
<td>Thursday – Friday</td>
<td>Thanksgiving Recess – College Closed</td>
</tr>
<tr>
<td>Nov. 26</td>
<td>Tuesday</td>
<td>Last Day to Submit Withdrawal Documentation</td>
</tr>
<tr>
<td>Dec. 6</td>
<td>Friday</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>Dec. 7 – Dec. 13</td>
<td>Saturday – Friday</td>
<td>Finals Week</td>
</tr>
<tr>
<td>Dec. 14</td>
<td>Saturday</td>
<td>Semester Ends – Grades Due</td>
</tr>
</tbody>
</table>

**Fall 2019 7½-Week Online Module Calendars**

**Module A**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 6</td>
<td>Friday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>Sept. 12</td>
<td>Thursday</td>
<td>Last Day for Program Adjustment</td>
</tr>
<tr>
<td>Oct. 18</td>
<td>Friday</td>
<td>Last Day to Submit Withdrawal Documentation</td>
</tr>
<tr>
<td>Oct. 24</td>
<td>Thursday</td>
<td>Last Day of Classes/Final Exams</td>
</tr>
<tr>
<td>Oct 25</td>
<td>Friday</td>
<td>Grades Due</td>
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</tbody>
</table>
### Module B

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 26</td>
<td>Saturday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>Nov. 1</td>
<td>Friday</td>
<td>Last Day for Program Adjustment</td>
</tr>
<tr>
<td>Dec. 7</td>
<td>Saturday</td>
<td>Last Day to Submit Withdrawal Documentation</td>
</tr>
<tr>
<td>Dec. 13</td>
<td>Friday</td>
<td>Last Day of Classes/Final Exams</td>
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<tr>
<td>Dec. 14</td>
<td>Saturday</td>
<td>Grades Due</td>
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</table>

### Academic Calendar – Winter 2020

#### Winter 2020 Academic Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Detail</th>
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<tbody>
<tr>
<td>Jan. 8</td>
<td>Wednesday</td>
<td>Students have access to Online Courses</td>
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<tr>
<td>Jan. 10</td>
<td>Friday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>Jan. 21</td>
<td>Monday</td>
<td>Last Day for:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Late Registration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Program and Schedule Adjustments</td>
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<tr>
<td></td>
<td></td>
<td>● Changing Fall 2019 Grades</td>
</tr>
<tr>
<td>Feb. 17</td>
<td>Monday</td>
<td>Presidents’ Day Holiday – College Closed</td>
</tr>
<tr>
<td>Mar. 31</td>
<td>Tuesday</td>
<td>Last Day to Submit Withdrawal Documentation</td>
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<tr>
<td>Apr. 10</td>
<td>Friday</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>Apr. 11 – Apr. 17</td>
<td>Saturday – Friday</td>
<td>Finals Week</td>
</tr>
<tr>
<td>Apr. 18</td>
<td>Saturday</td>
<td>Semester Ends – Grades Due</td>
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</table>

#### Winter 2020 7½-Week Online Module Calendars

### Module A

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<thead>
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<th>Date</th>
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<tr>
<td>Jan. 10</td>
<td>Friday</td>
<td>Classes Begin</td>
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<tr>
<td>Jan. 16</td>
<td>Thursday</td>
<td>Last Day for Program Adjustment</td>
</tr>
<tr>
<td>Feb. 20</td>
<td>Friday</td>
<td>Last Day to Submit Withdrawal Documentation</td>
</tr>
<tr>
<td>Feb. 27</td>
<td>Thursday</td>
<td>Last Day of Classes/Final Exams</td>
</tr>
<tr>
<td>Feb. 28</td>
<td>Friday</td>
<td>Grades Due</td>
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Module B

<table>
<thead>
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<th>Date</th>
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<td>Feb. 29</td>
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<td>Mar. 6</td>
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<td>Apr. 9</td>
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<td>Apr. 17</td>
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<td>Last Day of Classes/Final Exams</td>
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<tr>
<td>Apr. 18</td>
<td>Saturday</td>
<td>Grades Due</td>
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Academic Calendar – Spring 2020

Spring 2020 Academic Calendar

<table>
<thead>
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<th>Date</th>
<th>Day</th>
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</thead>
<tbody>
<tr>
<td>Apr. 28</td>
<td>Tuesday</td>
<td>Students have access to Online Courses</td>
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<tr>
<td>Apr. 30</td>
<td>Thursday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>May 11</td>
<td>Monday</td>
<td>Last Day for:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Late Registration</td>
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<tr>
<td></td>
<td></td>
<td>• Program and Schedule Adjustments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Changing Winter 2020 Grades</td>
</tr>
<tr>
<td>May (tba)</td>
<td>(tba)</td>
<td>Last Day to Submit Graduation Requirements for Commencement Program</td>
</tr>
<tr>
<td>May 25</td>
<td>Monday</td>
<td>Memorial Day – College Closed</td>
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<tr>
<td>June (tba)</td>
<td>(tba)</td>
<td>Commencement - Classes canceled</td>
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<tr>
<td>July 3</td>
<td>Friday</td>
<td>Independence Day – College Closed</td>
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<tr>
<td>July 21</td>
<td>Tuesday</td>
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<td>July 30</td>
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<tr>
<td>July 31 – Aug. 6</td>
<td>Friday – Thursday</td>
<td>Finals Week</td>
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<tr>
<td>Aug. 7</td>
<td>Friday</td>
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Spring 2020 7½-Week Online Module Calendars

Module A

<table>
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<th>Date</th>
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<tbody>
<tr>
<td>Apr. 30</td>
<td>Thursday</td>
<td>Classes Begin</td>
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<tr>
<td>May 6</td>
<td>Wednesday</td>
<td>Last Day for Program Adjustment</td>
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<tr>
<td>June 11</td>
<td>Thursday</td>
<td>Last Day to Submit Withdrawal Documentation</td>
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<tr>
<td>June 17</td>
<td>Wednesday</td>
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</tr>
<tr>
<td>June 18</td>
<td>Thursday</td>
<td>Grades Due</td>
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</tbody>
</table>
## Module B

<table>
<thead>
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<th>Date</th>
<th>Day</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>June 19</td>
<td>Friday</td>
<td>Classes Begin</td>
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<tr>
<td>June 25</td>
<td>Thursday</td>
<td>Last Day for Program Adjustment</td>
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<tr>
<td>July 31</td>
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<td>Aug. 6</td>
<td>Thursday</td>
<td>Last Day of Classes/Final Exams</td>
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<tr>
<td>Aug. 7</td>
<td>Friday</td>
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## Spring 2020 Module/Intersession Calendars

### May Module

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<td>Thursday</td>
<td>Classes Begin</td>
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<tr>
<td>May 4</td>
<td>Monday</td>
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<tr>
<td>May 25</td>
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</tr>
<tr>
<td>May 26</td>
<td>Tuesday</td>
<td>Grades Due</td>
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### June Module

<table>
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<tbody>
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<td>May 27</td>
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<td>May 28</td>
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<td>June 10</td>
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<td>June 190</td>
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<td>Last Day of Classes/Final Exams</td>
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<tr>
<td>June 21</td>
<td>June 20</td>
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### July Module

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<th>Event</th>
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<td>July 6</td>
<td>Monday</td>
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</tr>
<tr>
<td>July 7</td>
<td>Tuesday</td>
<td>Last Day for Schedule Adjustments</td>
</tr>
<tr>
<td>July 20</td>
<td>Monday</td>
<td>Last Day to Submit Withdrawal Documentation</td>
</tr>
<tr>
<td>Aug. 3</td>
<td>Monday</td>
<td>Last Day of Classes/Final Exams</td>
</tr>
<tr>
<td>Aug. 4</td>
<td>Tuesday</td>
<td>Grades Due</td>
</tr>
</tbody>
</table>
### August (Intersession Module)

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 10</td>
<td>Monday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>Aug. 12</td>
<td>Wednesday</td>
<td>Last Day for Schedule Adjustments</td>
</tr>
<tr>
<td>Aug. 20</td>
<td>Thursday</td>
<td>Last Day to Submit Withdrawal Documentation</td>
</tr>
<tr>
<td>Aug. 28</td>
<td>Friday</td>
<td>Last Day of Classes/Final Exams</td>
</tr>
<tr>
<td>Aug. 29</td>
<td>Saturday</td>
<td>Grades Due</td>
</tr>
</tbody>
</table>
SCHOOLS AND ACADEMIC PROGRAMS

Academic programs at Monroe College are organized into Schools. Below is a complete list of programs, by School, of Monroe College programs registered with New York State, along with the codes assigned according to the State Education Department HEGIS (Higher Education General Information Survey) coding system.

Note: Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain awards.

### School of Allied Health Professions

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree</th>
<th>NYS HEGIS Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Care Administration</td>
<td>M.S.</td>
<td>1202</td>
</tr>
<tr>
<td>Public Health</td>
<td>M.P.H.</td>
<td>1214</td>
</tr>
<tr>
<td>Health Services Administration</td>
<td>B.B.A.</td>
<td>1202</td>
</tr>
<tr>
<td>Public Health</td>
<td>B.S.</td>
<td>1214</td>
</tr>
<tr>
<td>Diagnostic Medical Sonography</td>
<td>A.A.S.</td>
<td>5207</td>
</tr>
<tr>
<td>Medical Administration</td>
<td>A.A.S.</td>
<td>5214</td>
</tr>
<tr>
<td>Medical Assisting</td>
<td>A.A.S.</td>
<td>5214</td>
</tr>
</tbody>
</table>

### School of Business and Accounting

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree</th>
<th>NYS HEGIS Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>M.S.</td>
<td>0502</td>
</tr>
<tr>
<td>Business Administration</td>
<td>M.B.A.</td>
<td>0506</td>
</tr>
<tr>
<td>Accounting</td>
<td>B.B.A.</td>
<td>0502</td>
</tr>
<tr>
<td>Business Management</td>
<td>B.B.A.</td>
<td>0506</td>
</tr>
<tr>
<td>General Business</td>
<td>B.B.A.</td>
<td>0501</td>
</tr>
<tr>
<td>Sports Management</td>
<td>B.B.A.</td>
<td>0599</td>
</tr>
<tr>
<td>Sports Management</td>
<td>A.A.S.</td>
<td>0599</td>
</tr>
<tr>
<td>Accounting</td>
<td>A.A.S.</td>
<td>5002</td>
</tr>
<tr>
<td>Business Administration</td>
<td>A.A.S.</td>
<td>5004</td>
</tr>
<tr>
<td>Business Administration</td>
<td>Certificate</td>
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### School of Criminal Justice

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree</th>
<th>NYS HEGIS Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice</td>
<td>M.S.</td>
<td>2105</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>B.S.</td>
<td>2105</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>A.S.</td>
<td>5505</td>
</tr>
<tr>
<td>Human Services</td>
<td>B.S.</td>
<td>2101</td>
</tr>
<tr>
<td>Human Services</td>
<td>A.S.</td>
<td>5506</td>
</tr>
<tr>
<td>CASAC Credentialed Alcohol and Substance Abuse Counselor</td>
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</table>
### School of Education

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree</th>
<th>NYS HEGIS Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Urban Education/Urban Special Education</td>
<td>M.A.T.</td>
<td>0823</td>
</tr>
<tr>
<td>Childhood Urban Education/Urban Special Education</td>
<td>M.A.T.</td>
<td>0802</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>B.S.</td>
<td>0823</td>
</tr>
<tr>
<td>Bilingual Education Extension (Spanish/English)</td>
<td>Certificate</td>
<td>0823</td>
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</tbody>
</table>

### School of Hospitality Management

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree</th>
<th>NYS HEGIS Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Leadership in Hospitality Management</td>
<td>M.S.</td>
<td>5010</td>
</tr>
<tr>
<td>Hospitality Management</td>
<td>B.B.A.</td>
<td>0508</td>
</tr>
<tr>
<td>Baking &amp; Pastry</td>
<td>A.A.S.</td>
<td>5404</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>A.A.S.</td>
<td>5404</td>
</tr>
<tr>
<td>Hospitality Management</td>
<td>A.A.S.</td>
<td>5010</td>
</tr>
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</table>

### School of Information Technology

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree</th>
<th>NYS HEGIS Code</th>
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</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>M.S.</td>
<td>0702</td>
</tr>
<tr>
<td>Computer Networks and Cybersecurity</td>
<td>B.S.</td>
<td>0701</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>B.S.</td>
<td>0799</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>A.S.</td>
<td>0799</td>
</tr>
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</table>

### School of Nursing

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree</th>
<th>NYS HEGIS Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>B.S.</td>
<td>1203.00</td>
</tr>
<tr>
<td>Nursing RN</td>
<td>B.S.</td>
<td>1203.10</td>
</tr>
<tr>
<td>Nursing</td>
<td>A.A.S.</td>
<td>5208.10</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>Certificate</td>
<td>5209.20</td>
</tr>
</tbody>
</table>
School of Allied Health Professions

AAS in Medical Administration

The Medical Administration Program equips students with the skills and competencies to begin or advance careers as administrative support personnel in various health offices and settings. This Associate in Applied Science (AAS) Degree places emphasis on the fundamentals of health care office management, as well as technological, interpersonal, administrative, and presentation skills. This course of study can be expanded with the Bachelor of Business Administration (BBA) in Health Services Administration Degree.

The Medical Administration associate degree program provides students with the ability to:

1. Understand and apply HIPAA standards for the creation, distribution, and release of medical information
2. Work in a variety of health care settings including private practices, clinics, public health departments, insurance agencies, outpatient services, and government agencies.
3. Practice professional interpersonal relations with diverse patient/client customers, using knowledge of medical/legal and ethical issues
4. Perform varying administrative duties, including the management and processing of information and the organization and design of communication procedures
5. Use computer and informational skills to perform administrative duties in a health care setting

Medical Administration AAS Requirements

<table>
<thead>
<tr>
<th>Major-Related Courses: 31 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>HA-101</td>
</tr>
<tr>
<td>HC-126</td>
</tr>
<tr>
<td>HA-140</td>
</tr>
<tr>
<td>HA-240</td>
</tr>
<tr>
<td>HA-245</td>
</tr>
<tr>
<td>HA-295</td>
</tr>
<tr>
<td>AC-161</td>
</tr>
<tr>
<td>HC-214</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Sub-total:** 31

*Any course with a prefix of IT, HA, HC, or PH.
HA-290 Internship is **strongly recommended**.
General Education and Related Courses: 30 Credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA-115</td>
<td>Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>EN-111</td>
<td>College Writing and Critical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EN-121</td>
<td>Analytical Thinking, Writing, and Research</td>
<td>3</td>
</tr>
<tr>
<td>EN-206</td>
<td>Professional Writing and Presentation</td>
<td>3</td>
</tr>
<tr>
<td>HC-108</td>
<td>Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>LA-122</td>
<td>Fundamentals of Communication</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Liberal Arts or Social Science</td>
<td>3</td>
</tr>
<tr>
<td>IT-115</td>
<td>Electronic Spreadsheet</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Open Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Sub-total:</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

Total Credit Hours: 61
(Must equal at least 60 credits and at least 20 courses)

**AAS in Medical Assisting**

The Medical Assisting Program prepares graduates for one of the fastest-growing occupations in the health care field, with a 29 percent projected growth rate by 2022, according to the Bureau of Labor Statistics. Medical assistants perform routine clinical and administrative duties to ensure the operations of the health care facility. Students in this program acquire necessary competencies such as taking vital signs and electrocardiography, phlebotomy, and preparing patients for examinations and procedures. They receive training for certification in first aid, CPR, and defibrillation. Students also acquire competencies in record keeping, medical coding, billing, and insurance.

The Medical Assisting associate degree provides students with the ability to do the following:

1. Recognize laws and regulations regarding HIPAA and confidentiality in electronic health records
2. Communicate and collaborate professionally and effectively with patients, the healthcare team, and third party providers in diverse environments
3. Demonstrate and practice behavior consistent with the legal and ethical standards of the profession
4. Utilize medical terminology, anatomy, and physiology in the performance of daily duties
5. Collect and prepare laboratory specimens, as well as perform basic laboratory testing
6. Perform phlebotomy, electrocardiograms, respiratory testing, and checking vital signs across diverse populations
7. Demonstrate proficiency in analytical and quantitative problem-solving
8. Describe basic medical administrative tasks using electronic medical record software
9. Demonstrate computer and information literacy
Academic Requirements

- A grade of 'C' or better is required in the following courses for progression in the major: HC-108, HC-126, HC-105, HC-110, HC-210, HC-230, HC-292, HA-106, HC-214 and HC-180.
- The Medical Assisting Practicum (HC-292), which is required and generally taken in the final semester, is available only during the day Monday through Friday.

Medical Assisting AAS Requirements

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA-106</td>
<td>Introduction to Contemporary Health Issues</td>
<td>3</td>
</tr>
<tr>
<td>HC-126</td>
<td>Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>HC-105</td>
<td>Medical Assisting I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>HC-180</td>
<td>Medical Coding and Billing for the Medical Assistant</td>
<td>4</td>
</tr>
<tr>
<td>HC-110</td>
<td>Medical Assisting II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>HC 210</td>
<td>Clinical Laboratory Procedures with Lab</td>
<td>4</td>
</tr>
<tr>
<td>HC-230</td>
<td>EKG and Phlebotomy with Lab</td>
<td>4</td>
</tr>
<tr>
<td>HC-292</td>
<td>Medical Assisting Practicum</td>
<td>4</td>
</tr>
<tr>
<td>HC-214</td>
<td>Medical Office Procedures</td>
<td>4</td>
</tr>
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</table>

Sub-total: 34

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA-115</td>
<td>Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>EN-111</td>
<td>College Writing and Critical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EN-121</td>
<td>Analytical Thinking, Writing, and Research</td>
<td>3</td>
</tr>
<tr>
<td>EN-206</td>
<td>Professional Writing and Presentation</td>
<td>3</td>
</tr>
<tr>
<td>HC-108</td>
<td>Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>LA-122</td>
<td>Fundamentals of Communication</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>IT-115</td>
<td>Electronic Spreadsheet</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Open Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

Sub-total: 30

Total Credit Hours: 64
(Must equal at least 60 credits and at least 18 courses)
AAS in Diagnostic Medical Sonography

The Diagnostic Medical Sonography (DMS) program prepares students for one of the fastest growing occupations in the health care field, with a 39 percent projected growth rate by 2022, according to the Bureau of Labor Statistics. The sonographer works with highly technical equipment to view the human body and assist the physician to make a medical diagnosis. The Associate Degree in Diagnostic Medical Sonography will offer the student a well-structured academic and clinical program. The medical sonographer is employed in different specialties including abdominal sonography, obstetrics and gynecology sonography, neurosonography, cardiac sonography, vascular sonography, and breast sonography. Students will complete three semesters of supervised practice in selected clinical settings. Most diagnostic medical sonographers are employed in hospitals, while others work in health care settings such as physician’s offices and medical and diagnostic laboratories.

At the completion of the diagnostic medical sonography program, students will be able to:

1. Describe safety guidelines to be followed for the safe handling of specimens and body fluids
2. Exhibit an awareness of continuity of care through effective, empathetic communication and interpersonal skills
3. Apply appropriate ergonomic scanning techniques
4. Apply entry-level knowledge of physics, anatomy, physiology, and pathophysiology related to sonography
5. Exercise discretion, knowledge, and independent judgment in performing sonographic procedures, accessing medical information systems, and in seeking assistance
6. Integrate pertinent patient history, supporting clinical data, and data obtained using ultrasound and related diagnostic technologies to provide a summary of findings to the physician
7. Utilize effective oral and written communication with patients, physicians, and other medical personnel
8. Demonstrate professional and ethical conduct in and outside the workplace in accordance with protocols, certification standards, and state and federal laws.

Academic Requirements

- The Clinical Internships (DS-240, DS-241, and DS-242), which are required, are available only during the day Monday through Friday.
## Diagnostic Medical Sonography AAS Requirements

**Major-Related Courses: 54 Credits**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DS-101</td>
<td>Introduction to Patient Care and Sonography</td>
<td>2</td>
</tr>
<tr>
<td>DS-105</td>
<td>Principles of Imaging</td>
<td>3</td>
</tr>
<tr>
<td>DS-160</td>
<td>Vascular Imaging I</td>
<td>3</td>
</tr>
<tr>
<td>DS-161</td>
<td>Vascular Imaging II</td>
<td>3</td>
</tr>
<tr>
<td>DS-170</td>
<td>Abdominal Sonography I</td>
<td>3</td>
</tr>
<tr>
<td>DS-171</td>
<td>Abdominal Sonography II</td>
<td>3</td>
</tr>
<tr>
<td>DS-180</td>
<td>OB/GYN Sonography I</td>
<td>3</td>
</tr>
<tr>
<td>DS-181</td>
<td>OB/GYN Sonography II</td>
<td>3</td>
</tr>
<tr>
<td>DS-190</td>
<td>Echocardiography I</td>
<td>3</td>
</tr>
<tr>
<td>DS-191</td>
<td>Echocardiography II</td>
<td>3</td>
</tr>
<tr>
<td>DS-240</td>
<td>Clinical Internship I</td>
<td>2</td>
</tr>
<tr>
<td>DS-241</td>
<td>Clinical Internship II</td>
<td>3</td>
</tr>
<tr>
<td>DS-242</td>
<td>Clinical Internship III</td>
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<tr>
<td>SC-114</td>
<td>Human Anatomy and Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>SC-114L</td>
<td>Human Anatomy and Physiology I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>SC-116</td>
<td>Human Anatomy and Physiology II</td>
<td>3</td>
</tr>
<tr>
<td>SC-116L</td>
<td>Human Anatomy and Physiology II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>SC-145</td>
<td>Ultrasound Physics</td>
<td>3</td>
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<tr>
<td>HA-126</td>
<td>Medical Terminology</td>
<td>3</td>
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<tr>
<td>HC-208</td>
<td>Pathophysiology</td>
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Sub-total: **54**

**General Education and Related Courses: 12 Credits**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN-111</td>
<td>College Writing and Critical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MA-115</td>
<td>Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>LA-101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>LA-122</td>
<td>Fundamentals of Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

Sub-total: **12**

**Total Credit Hours: 66**

*(Must equal at least 60 credits and at least 18 courses)*
BBA in Health Services Administration

The Bachelor’s Degree program in Health Services Administration builds on the strengths of the AAS Medical Administration Degree. This program will provide students with the comprehensive knowledge and skills necessary to seek entry-level management positions in the field of health care. The program focuses on health policy formulation and analysis, finance, business and operations management, economics of health care, marketing, human resources management, and ethical issues critical to the delivery of health services in the public and private sectors.

Upon completion, graduates with a BS degree in Health Services Administration will be able to:

1. Communicate effectively across diverse healthcare environments
2. Interpret and apply legal and ethical principles across the health care continuum
3. Leverage data and technology to improve overall healthcare system performance
4. Evaluate risk and quality management practices to help improve patient outcomes
5. Effectively apply methodologies and techniques related to management processes including (a) program planning, implementation, and evaluation; (b) development, management, and evaluation of human resources; and (c) financial management processes
6. Understand and effectively work within the governing structure of health care organizations, including the role of the governing board, administrators, risk management and committees
7. Demonstrate an understanding of selected federal and state health policy issues

Health Services Administration BBA Requirements

<table>
<thead>
<tr>
<th>Major-Related Courses: 60 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course #</strong></td>
</tr>
<tr>
<td>HA-101</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>HA-106</td>
</tr>
<tr>
<td>HA-295</td>
</tr>
<tr>
<td>HC-126</td>
</tr>
<tr>
<td>HA-301</td>
</tr>
<tr>
<td>HA-310</td>
</tr>
<tr>
<td>HA-315</td>
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<tr>
<td>HA-330</td>
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<tr>
<td>HA-435</td>
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<tr>
<td>HA-440</td>
</tr>
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<td>HA-390</td>
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<tr>
<td>HA-470</td>
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<tr>
<td>AC-161</td>
</tr>
<tr>
<td>Business Electives</td>
</tr>
<tr>
<td>Major Area Electives</td>
</tr>
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</table>

Sub-total: 60
General Education and Related Courses: 60 Credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT-115</td>
<td>Electronic Spreadsheet</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Information Technology courses</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>English courses</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Mathematics courses</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Other General Education courses</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Open Electives</td>
<td>21</td>
</tr>
</tbody>
</table>

Sub-total: 60

Total Credit Hours: 120

**BBA Health Services Administration: Medical Coding Specialization**

Health information coders, medical record coders, coder/abstractors, and coding specialists assign a code to each diagnosis and procedure, relying on their knowledge of disease processes. They may use classification systems software to assign patients to Diagnosis Related Groups (DRGs). In addition to the DRG system, coders use other systems, such as those required for ambulatory care settings, physicians’ offices, or long-term care facilities. The Medical Coding specialization applies to the BBA in Health Services Administration and requires 15 credits in Medical Coding related courses that serve as major-area or open electives. Students who satisfactorily complete the specialization are eligible to sit for the national certification examination.

Required Courses: 15 Credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA-280</td>
<td>Intermediate Medical Coding</td>
<td>3</td>
</tr>
<tr>
<td>HA-320</td>
<td>Advanced Medical Coding</td>
<td>3</td>
</tr>
<tr>
<td>HC-208</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>HC-220</td>
<td>Pharmacology I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Internship</td>
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</table>

Sub-total: 15
**BS in Public Health**

The Bachelor of Science (BS) Degree in Public Health provides students with an understanding of the American health care system and its goal to protect and improve the health of people and communities through the proactive methods of education, injury and disease prevention, and the promotion of healthy lifestyles.

This program provides students with the knowledge and skills to collect and analyze data, identify community needs, as well as plan, implement, monitor, and evaluate programs designed to encourage healthy lifestyles, policies, and environments. Public health professionals may also serve as a resource to assist individuals, other professionals, or the community. As such, courses within the program place emphasis on skills in the areas of communication, counseling, leadership, and diplomacy. The liberal arts component of the program complements the community health requirements. It provides substantive course work in the humanities and social sciences and broad-based liberal arts courses that encourage students to achieve higher levels of self-knowledge, develop analytical skills, communicate ideas effectively, and make sound judgments.

The Bachelor of Science degree in Public Health degree provides students with the ability to:

1. Explain and apply the basic concepts of public health including an historical perspective to the practice of public health at the local, national and global level.
2. Communicate public health information in both oral and written forms, through a variety of media to diverse audiences.
3. Relate the interconnectedness among biological, physical, social, and environmental factors to health disparities and their impact on the health of individuals and communities.
4. Apply basic principles of epidemiology to interpret and understand public health problems.
5. Evaluate the collection methods, source and quality of health information and data as it relates to individual and community health and the evidence based practice of public health at the local, national and global levels.
6. Apply the skills required to assess public health needs of a community or population at the local and global levels and plan, implement, and evaluate programs to meet those needs.
7. Demonstrate entry-level competency in the communication, behavioral, critical-thinking, literacy and technological skills expected of public health professionals.
8. Describe and apply ethical considerations working with diverse populations.
### Public Health BS Requirements

**Major-Related Courses: 60 Credits**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA-101</td>
<td>Introduction to Health Care</td>
<td>3</td>
</tr>
<tr>
<td>or HA-106</td>
<td>Introduction to Contemporary Health Issues</td>
<td>3</td>
</tr>
<tr>
<td>DS-101</td>
<td>Introduction to Patient Care and Sonography</td>
<td>3</td>
</tr>
<tr>
<td>HC-126</td>
<td>Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>PH-111</td>
<td>Public Health I</td>
<td>3</td>
</tr>
<tr>
<td>PH-206</td>
<td>Community Health Services</td>
<td>3</td>
</tr>
<tr>
<td>PH-211</td>
<td>Public Health II</td>
<td>3</td>
</tr>
<tr>
<td>PH-220</td>
<td>Epidemiology</td>
<td>3</td>
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<tr>
<td>HA-301</td>
<td>Management in Health Care</td>
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<tr>
<td>PH-370</td>
<td>Environmental Health Issues</td>
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<tr>
<td>PH-420</td>
<td>Community Health Program Planning</td>
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<tr>
<td>PH-396</td>
<td>Field Experience in Public Health</td>
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<tr>
<td>HA-470</td>
<td>Research Methodologies in Health Care</td>
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<tr>
<td>Major Area Electives</td>
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<tr>
<td>IT-115</td>
<td>Electronic Spreadsheet</td>
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<tr>
<td>Open Electives</td>
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Sub-total: 60

(Must equal at least 60 credits and at least 20 courses)

**General Education and Related Courses: 60 Credits**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA-115</td>
<td>Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>MA-135</td>
<td>Statistical Applications</td>
<td>3</td>
</tr>
<tr>
<td>HS-101</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>LA-101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>LA-102</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>LA-108</td>
<td>Psychology of Abnormal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>LA-122</td>
<td>Fundamentals of Communication</td>
<td>3</td>
</tr>
<tr>
<td>LA-205</td>
<td>Professional Communication</td>
<td>3</td>
</tr>
<tr>
<td>LA-214</td>
<td>Developmental Psychology</td>
<td>3</td>
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<tr>
<td>LA-245</td>
<td>Introduction to Counseling Theory</td>
<td>3</td>
</tr>
<tr>
<td>LA-345</td>
<td>Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>PH-255</td>
<td>Health and Human Behavior</td>
<td>3</td>
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<tr>
<td>Liberal Arts Electives</td>
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<tr>
<td>Major-Related Liberal Arts Electives (**must</td>
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<tr>
<td>choose from the list below)</td>
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Sub-total: 60
Total Credit Hours: 120  
(Must equal at least 60 credits and at least 20 courses)

**Major-related Liberal Arts Electives (choose 2):**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>PH-115</td>
<td>Women’s Health</td>
</tr>
<tr>
<td>PH-250</td>
<td>Introduction to Gerontology</td>
</tr>
<tr>
<td>LA-212</td>
<td>Drugs and Behavior</td>
</tr>
<tr>
<td>LA-304</td>
<td>Psychological Disorders of Childhood</td>
</tr>
<tr>
<td>LA-254</td>
<td>HIV/AIDS in Society</td>
</tr>
<tr>
<td>PH-205</td>
<td>Global Health Social Issues</td>
</tr>
<tr>
<td>PH-116</td>
<td>Race, Ethnicity and Health</td>
</tr>
<tr>
<td>LA-246</td>
<td>Child Abuse</td>
</tr>
<tr>
<td>LA-241</td>
<td>Juvenile Delinquency</td>
</tr>
<tr>
<td>PH-208</td>
<td>Maternal and Child Health</td>
</tr>
</tbody>
</table>
Course Offerings

DS - Diagnostic Medical Sonography

DS-101 - Introduction to Patient Care and Sonography (2)
This course offers a general overview and introduction to the profession of sonography and the role of the sonographer. Emphasis on Medical Terminology, ethical/legal aspects, written and verbal communication and professional issues relating to registry, accreditation, professional organization and the history of the profession are discussed.
Prerequisite: None.

DS-105 - Principles of Imaging (3)
This course introduces students to basic principles of medical imaging and equipment design and function. This course focuses on the physics, theories, application and instrumentation of imaging equipment. Imaging of body areas are discussed in relation to their anatomical composition, pathology, and physiology. Students identify imaging artifacts and determine the adjustment required for correction. Special Imaging Modalities are introduced.
Prerequisite: None.

DS-160 - Vascular Imaging I (3)
This course is designed as an introduction to the field of vascular sonography. Students are required to perform venous examinations of the lower extremity, arterial studies of the neck, and some Doppler studies within the abdomen. Emphasis is on the functional workings and settings associated with Doppler signals and waveforms. Topics include: machine/image settings for Doppler imaging; venous imaging of the lower extremities; arterial imaging of the neck; and vascular imaging of the abdomen, including aorta and its primary branches, vena cava, portal and hepatic veins, and renal arteries and veins.
Prerequisite: DS-105.

DS-161 - Vascular Imaging II (3)
This course focuses on the peripheral arterial-venous system. Students study the normal anatomy and physiology as well as the pathology of the arteries and veins of the upper and lower extremities. The course reviews various diagnostic and therapeutic options used in the treatment of peripheral arterial disease (PAD) while continuing scanning in the ultrasound-training laboratory. Students learn the scanning protocol for the upper and lower arterial system and the diagnostic criteria for assessing vascular diseases. This course includes duplex ultrasound, plethysmography (PVR), segmental blood pressures (SBP) and Direct Doppler waveform analysis. Lecture and lab.
Prerequisite: DS-160.
**DS-170 - Abdominal Sonography I (3)**
This course combines the classroom laboratory experience. It introduces advanced abdominal anatomy, sonographic appearance and procedures, pathology, and pathophysiology for diagnostic medical sonography. Topics include: embryology; anatomy; protocols for all organs and organ systems of the abdomen and non-cardiac chest; variants of normal and congenital anomalies; function of organ and organ systems; patient history and indications for examination; scanning techniques; normal sonographic appearance; pathology and pathophysiology; related imaging and functional testing results; normal and abnormal Doppler and color flow characteristics. Lecture and lab.
Prerequisite: DS-105.

**DS-171 - Abdominal Sonography II (3)**
This course comprises an advanced study of human anatomy in the transverse, longitudinal, and coronal planes with emphasis on the organs in the abdomen and pelvic cavity to include technical information and scanning techniques. Included is an extensive study of the disease process and physiological alterations, sonographic methods to visualize adult and pediatric abdomens, normal variants, congenital anomalies, physiology, and related laboratory tests. Lecture and lab.
Prerequisite: DS-170.

**DS-180 - OB/GYN Sonography I (3)**
This course introduces the student to the female reproductive and urogenital systems as they pertain to ultrasound examination. Starting with the basic female reproductive system, the course expands into early pregnancy sonographic evaluation. Normal and abnormal anatomy and physiology, instrumentation set-up, patient preparation, proper scanning technique, and normal and abnormal findings are presented. Lecture and lab.
Prerequisite: DS-105.

**DS-181 - OB/GYN Sonography II (3)**
This course is a continuation of DS-180 with emphasis on second trimester, third trimester, maternal and fetal complications involved in Obstetrical Sonography. This course include specific indications for obstetrical ultrasound examinations, interpretation of lab values, pathophysiology, image analysis, and differential diagnosis. Lecture and Lab.
Prerequisite: DS-180.

**DS-190 - Echocardiography I (3)**
This course is a basic study of two-dimensional, M-mode, Doppler echocardiography and left ventricular systolic function. There will be discussion of various pathologies which include congestive heart failure, pericardial diseases, cardiomyopathies, and cardiac masses. This course emphasizes the understanding of echocardiographic findings and treatment. The lab includes an introduction to basic scanning protocol, proper patient positioning, and correct
ergonomics. In addition basic M-mode and Doppler echocardiography are presented. Imaging planes and windows are explained and demonstrated. Lecture and lab.
Prerequisite: DS-105.

**DS-191 - Echocardiography II (3)**
This course utilizes fundamentals to evaluate cardiac function and acquired disease states. Incorporates all forms of noninvasive cardiovascular evaluation with emphasis on performance and interpretation of M-mode, 2-dimensional, and Doppler echocardiography. Emphasis is placed on obtaining quality echocardiograms, and laboratory experience will demonstrate the application of theoretical principles and concepts. Topics include: valvular heart disease, cardiomyopathies, systemic and pulmonary hypertensive heart disease, pericardial diseases, systemic disease, cardiac transplantation, cardiac tumors/masses, diseases of the aorta, pericardial diseases, and miscellaneous topics. Lecture and lab.
Prerequisite: DS-190.

**DS-240 - Clinical Internship I (2)**
The clinical Internship supplements the student’s experience in the classroom and allows them to utilize their skills and techniques at an approved medical facility. This course permits the student to apply theory while acquiring real world knowledge of the medical sonography field. The intern is assigned to a clinical education center to practice and perfect sonography skills at the discretion of the Director of the program. Students are supervised by qualified sonographers and directed in specific experiences designed to meet the objectives for the semester. This course incorporates instruction for work ethics traits with clinical competence. Students are evaluated by the Clinical Coordinator from the College and the supervisor of the facility where they are placed.
A total of 200 hours is required.
Prerequisite: DS-170; DS-180.

**DS-241 - Clinical Internship II (3)**
The clinical Internship supplements the student’s experience in the classroom and allows them to utilize their skills and techniques at an approved medical facility. This course permits students to apply theory while acquiring real world knowledge of the medical sonography field. The intern is assigned to a clinical education center to practice and perfect sonography skills at the discretion of the Director of the program. Students are supervised by qualified sonographers and directed in specific experiences designed to meet the objectives for the semester. This course incorporates instruction for work ethics traits with clinical competence. Students are evaluated by the Clinical Coordinator from the College and the supervisor of the facility where they are placed.
A total of 200 hours is required.
Prerequisite: DS-240.
DS-242 - Clinical Internship III (3)
The clinical Internship supplements the student’s experience in the classroom and allows them to utilize their skills and techniques at an approved medical facility. This course permits the student to apply theory while acquiring real world knowledge of the medical sonography field. The intern is assigned to a clinical education center to practice and perfect sonography skills at the discretion of the Director of the program. Students are supervised by qualified sonographers and directed in specific experiences designed to meet the objectives for the semester. This course incorporates instruction for work ethics traits with clinical competence. Students are evaluated by the Clinical Coordinator from the College and the supervisor of the facility where they are placed.
A total of 200 hours is required.
Prerequisite: DS-241.

HA - Medical Administration and Health Services Administration

HA-101 - Introduction to Health Care (3)
This course offers a general overview of the United States health care industry, its practitioners, its policy makers, and the values and priorities that drive them. Students examine the major influences in the continuing growth and change of the American health care delivery system along with critical legislative, political, and economic factors. The course addresses the effects of medical education, scientific discovery, rapidly advancing technologies, rising costs, changing demographics, and varying modes of delivery, as well as American values and assumptions regarding health care.
Prerequisite: None.

HA-106 - Introduction to Contemporary Health Issues (3)
This introductory study of health issues facing communities in the United States increases student knowledge and awareness of basic health information, the wellness concept, healthy lifestyle choices, and accepting personal responsibility for achieving optimal health. The course emphasizes issues such as stress-management, mental and nutritional health and wellness, substance use and abuse, infectious and noninfectious diseases, as well as environmental and consumer health.
Prerequisite: None.

HA-135 - Introduction to Health Informatics (3)
This course introduces students to information technology, computers, computer networks, and their application in the health care industry. Students gain a sound but basic understanding of information technology in health care, how computers and information systems are incorporated into health care facilities, how communications systems can help boost productivity, and how the internet can influence the workplace. The course offers health care and technology professionals an understanding of the rapidly evolving field of Health
Informatics and its integral role in the health care industry.
Prerequisite: None.

**HA-140 - Introduction to Medical Coding (3)**
This course provides students with an overview of the historical development of medical nomenclature and classification systems including ICD-10 and CPT coding. It concentrates on the coding of diseases, operative procedures, and the abstracting of clinical diagnostic data from medical information. It also discusses the coding of procedures and services rendered in both inpatient and outpatient settings to the highest level of specificity.
Prerequisite: HC-126.

**HA-185 - Introduction to Medical Spanish (3)**
This course provides students with the ability to engage in basic Spanish conversation with patients and their family members in a variety of health care settings. The course offers the essential tools, enabling health care providers to communicate medical terminology, phrases, and questions to conduct patient interviews, physical exams, and record medical histories. Students also learn important cultural aspects of the various Spanish-speaking communities to understand the diversity of views on health care.
Prerequisite: HC-126.

**HA-240 - Medical Office Insurance and Billing Procedures (3)**
This course introduces students to health insurance claims processes and billing procedures. Students learn to: abstract patient records; accurately code all diagnoses, procedures, and services using ICD10 for diagnoses and CPT codes; apply knowledge of insurance rules and regulations for major insurance programs; operate the bookkeeping software; accurately post charges, payments and adjustments to patient accounts; and review insurance payments and explanation-of-benefits forms.
Prerequisite: HA-140.

**HA-245 - Electronic Health Records (3)**
This course equips health care and technology professionals with practical, comprehensive knowledge of electronic health records, including their adoption, implementation, function and use in various health care settings.
Prerequisite: HA-101 or HA-106 or PT-101

**HA-280 - Intermediate Medical Coding (3)**
This course focuses on more advanced level of coding of the diseases and operative procedures, abstracting clinical diagnostic data from medical information, and coding of procedures and services rendered in both inpatient and outpatient settings to the highest level of specificity.
Prerequisite: HA-140 or HC-180.

**HA-290 - Medical Administration Internship I (3)**
This internship provides undergraduate students with the opportunity to work in a supervised, administrative setting in a health care facility. Students gain experience in an approved health care delivery setting under the direct supervision of medical office personnel. Students observe the daily routines and procedures of the medical setting and apply knowledge and skills acquired in the classroom by participating in basic administrative functions and procedures. Approved internship settings may include acute care hospitals, managed care organizations, long-term care facilities, and community health centers.
Prerequisite: Sophomore standing.

**HA-291 - Medical Administration Internship II (3)**
This internship course provides undergraduate students with the opportunity to work in a supervised, administrative setting in a health care facility. Students gain experience in an approved health care delivery setting under the direct supervision of medical office personnel. Students observe the daily routines and procedures of the medical setting and apply knowledge and skills acquired in the classroom by participating in administrative functions and procedures. Examples of approved internship settings include acute care hospitals, managed care organizations, long-term care facilities, and community health centers.
Prerequisite: HA-290.

**HA 295 - Managed Care (3)**
This course offers an in-depth analysis of the nature and operations of managed care systems in the United States. Students discuss the purpose and implementation of various plans and how they function. Students also analyze provider, manager, and consumer perspectives, as well as the integration of health care delivery systems and the resulting financial implications.
Prerequisite: HA-101 or HA-106 or PT-101; HC-126.

**HA-301 - Management in Health Care (3)**
This course explores the fundamental concepts of management theory and examines the organizational structure of the health care delivery system and administrative processes such as planning, problem-solving, decision-making, and quality productivity improvement. The course focuses on major issues and problem areas confronting health service administrators. This course also surveys topics covered in higher level courses and describes the broader environment in which individual services are grounded.
Prerequisite: HA-101 or HA-106; HC-126; PT-101.

**HA-310 - The Continuum of Care (3)**
This course provides a comprehensive overview of alternative health care delivery with a focus on long-term care. Students learn the operating characteristics of health care systems designed
for seniors, children, mental health patients, veterans, and rehabilitation patients. This encompasses the provision of care via nursing facilities, home health agencies, hospices, and assisted living facilities.

Prerequisite: HA-101 or HA-106 or PT-101.

**HA-315 - Cultural Competency in Health Care (3)**

This course focuses on how to effectively provide cross-cultural services and develop an awareness of the biases and prejudices that can hamper communication, compliance, and outcomes in the health care industry. Students explore some of the critical issues in working with culturally diverse populations, and are trained to develop a higher level of cultural competency.

Prerequisite: HA-101 or HA-106 or PT-101.

**HA-320 - Advanced Medical Coding (3)**

This course is a continuation of the Intermediate Medical Coding course. It offers further examination of the ICD-10 and CPT coding conventions, along with their applications pertaining to the coding of diseases, operative and other procedures are presented. Students explore principles of inpatient and outpatient settings to obtain the highest level of coding accuracy, speed, and specificity.

Prerequisite: HA-280.

**HA-330 - Ethical and Legal Issues in Health Care (3)**

This course focuses on the legal, moral, ethical, and social behaviors of those who participate in the provision of health care. Students gain a working and applicable knowledge of issues such as confidentiality, scope of practice, informed consent, defamation, reproductive issues, end-of-life care, and allocation of health care resources. Students are expected to engage in the active exchange of ideas and critical thinking processes.

Prerequisite: HA-301.

**HA-390 - Health Services Administration Internship I (3)**

This internship provides undergraduate students with the opportunity to work in a supervised, administrative setting in a health care facility. Students gain experience in an approved health care delivery setting under the direct supervision of a site supervisor. Students observe and participate in basic administrative and clinical office procedures, as well as perform tasks and apply skills learned in the classroom. Internships sites include acute care hospitals, managed care organizations, long-term care facilities, and community health centers.

Prerequisite: Senior standing.

**HA-391 - Health Services Administration Internship II (3)**

This internship provides undergraduate students with the opportunity to work in a supervised, administrative setting in a health care facility. Students gain experience in an approved health
care delivery setting under the direct supervision of a site supervisor. Students observe and participate in basic administrative and clinical office procedures, as well as perform tasks and apply skills learned in the classroom. Internships sites include acute care hospitals, managed care organizations, long-term care facilities, and community health centers.

Prerequisite: HA-390.

**HA-395 - Corporate Internship in Health Services Administration (6)**

This internship provides students with the opportunity to apply skills learned in the classroom within their discipline to a corporate experience. The experience allows students to prepare for their chosen profession by gaining practical experience while being immersed in a corporate setting. Students are required to complete 320 hours at the corporate internship setting.

Prerequisite: Junior standing.

**HA-435 - Performance Improvement in Health Care (3)**

This course focuses on the management of quality indicators in various health care disciplines. It is an interdisciplinary course that provides health professionals with the tools they need to implement quality measures and assess outcomes in their health care institution. This course provides the theoretical framework and evolution of modern quality and performance improvement methods.

Prerequisite: HA-301.

**HA-440 - Health Care Finance (3)**

This course examines the major financial issues related to health care services, such as budgeting, cost containment, reimbursement policies, and financial strategies.

Prerequisite: AC-161; HA-301.

**HA-470 - Research Methodologies in Health Care (3)**

This course provides students of Health Services Administration and Public Health with an introduction to scientific research methodologies in health care. Students learn the basics of defining research problems, designing and testing hypotheses, conducting literature reviews, developing procedures, designing surveys, and analyzing data. The course emphasizes applied health care research to help serve the local community.

Prerequisite: MA-135; Senior Standing.

**HC - Medical Assisting**

**HC-105 - Medical Assisting I (4)**

This course introduces students to the basic competencies and skills necessary for entry-level
medical assisting and provides students with the foundation for assisting physicians in providing optimal patient care. Students learn the role and responsibilities of the medical assistant and how the performance of routine clinical and administrative duties ensures the smooth operation of the health care facility. Topics include the medical assistant profession, the health care team, an overview of the history of medicine, communications, coping skills, and legal and ethical considerations. Additionally, preparation for credentialing and employment strategies are also emphasized. Lecture and lab.

Prerequisite: HC-126.

**HC-108 - Anatomy and Physiology (3)**

This course introduces students to essential concepts of the anatomy and physiology of the body and their relations to human diseases. It offers a comprehensive, in-depth study of the major human body systems, as well as cell structure and function. An anatomical and physiological approach to each of the body systems is pursued with medical ramifications where applicable. The principles and concepts pertinent to the understanding of pathophysiology are also emphasized.

Prerequisite: None.

**HC-110 - Medical Assisting II (4)**

Medical Assisting II is a continuation of Medical Assisting I with clinical and administrative skills at a more complex level. This course provides students with the clinical skills and competencies necessary for entry-level medical assisting. Topics include medical asepsis, medical history, vital signs and measurements, physical examinations, obstetrics and gynecology, male reproductive system, examinations of body systems, assisting with minor surgery, rehabilitation, nutrition, pharmacology, introduction to HIPPA, emergency and first aid procedures, patient teaching, medication and nutrition. Lecture and lab.

Prerequisite: HC-105; HC-108.

**HC-126 - Medical Terminology (3)**

This course provides students with an understanding of the terminology used in the health care industry. By examining and identifying prefixes, suffixes and word roots, students practice formation, analysis and reconstruction of diagnostic, surgical, therapeutic, symptomatic, and pathological terms. Emphasis is placed on spelling, definition, pronunciation, and proper usage and enunciation. Student involvement is expected, encouraged, and required.

Prerequisite: None.

**HC-160 - Emergency Medical Applications (3)**

This course introduces students to the basic principles of emergency first aid and cardiopulmonary resuscitation (CPR). The course examines all of the major body systems and the common emergency illnesses and injuries associated with each system. Students learn to identify symptoms and apply the appropriate emergency treatments and stabilization techniques. Topics include patient assessment, airway management, CPR, shock, bleeding,
wounds, body area injuries, poisoning, burns, cold and heat emergencies, bone injuries, medical emergencies, emergency childbirth, and first aid skills. The course emphasizes practical application of the skills learned, and leads to CPR certification upon successful and timely completion of requirements.

Prerequisite: None.

**HC-180 - Medical Coding & Billing for Medical Assisting (4)**

This comprehensive, three-part course provides an overview of the historical development of medical nomenclature and classification systems. It introduces the coding of the diseases, medical conditions, and operative procedures, both in the inpatient and outpatient setting to the highest level of specificity. Students learn to research and apply knowledge of insurance rules and regulations, manage bookkeeping and patient accounts, as well as analyze the legal issues impacting the profession.

Prerequisite: HC-126

**HC-208 - Pathophysiology (3)**

This course is an introduction to the fundamentals of general pathophysiology of disease processes. It provides an in-depth study and understanding of the pathophysiology of selected disorders and diseases as well as a brief review of normal physiology and anatomy of the systems to be studied. This course presents applications of the pathologic variations from the normal structure and function of the body resulting from disease, heredity, or injury. This course also examines the study of human disease, enabling students to demonstrate an understanding of the etiologies, risk factors, diagnostic criteria, treatment modalities, and potential complications most commonly associated with particular pathophysiological states.

Prerequisite: HC-108.

**HC-210 - Clinical Laboratory Procedures (4)**

This course covers the basic medical laboratory techniques and introduces students to the concepts and competencies required for conducting hematology, immunology, serology, clinical chemistry, microbiology, and parasitology lab tests. To successfully conduct waived test analyses of body specimens, students learn the use of standard laboratory equipment and processing methods. Additionally, students learn how to perform safely and effectively in a medical laboratory environment. Lecture and lab.

Prerequisite: HC-105; HC-108.

**HC-214 - Medical Office Procedures (4)**

This course covers the basic administrative competencies and skills necessary for employment in the medical field and provide students with the foundation for assisting the physician in providing patient care. Topics include creating the facility environment, computer use, telephone techniques, patient scheduling, medical records management, written communications, transcription, and managing facility finances.
Prerequisite: HC-110 or HA-140.

**HC-220 - Pharmacology I (3)**

This first part of a two-part course serves as a foundation for relevant studies in pharmacology to effectively equip the pharmacy technician and medical assistant with the necessary information to function efficiently in a pharmacy and other medical setting. Students gain an understanding of essential concepts, mechanisms of action, and clinical applications in pharmacology to provide excellent patient care and properly dispense drugs. Students learn common forms and types of drugs, parts of a prescription, enteral and parenteral routes of drug administration, administration techniques, drug dosages, classes of drugs, side effects, drug interactions, units of measure, and metric system nomenclature.

Prerequisite: HC-108; HC-126.

**HC-230 - Phlebotomy and Electrocardiography (4)**

Students enrolled in this course study the theory and practice of the techniques for obtaining correct blood specimens through venipuncture and performing electrocardiography (EKG). Students develop an understanding of the basic anatomy and physiology of the cardiovascular system, proper collection of specimens for laboratory examination, specimen processing and handling, quality assurance, safety procedures, medico-legal aspects of phlebotomy and effective communication skills. Students also study and perform the proper techniques involved in performing 12-Lead EKG. Lecture and lab.

Prerequisite: HC-105; HC-108.

**HC-292 - Medical Assisting Practicum (4)**

All Medical Assisting students are required to perform internship duties prior to graduation and upon completion of the in-school portion of their training. Students perform as interns in the capacity of a Medical Assistant for a period of fourteen weeks at the rate of fourteen hours per week. Students have the opportunity to hone the competencies learned in all the required courses. Students are assigned to various clinical specialties within the respective facility and training activities in the particular clinical competency are supervised and evaluated accordingly. They achieve the expected level of clinical competency and administrative proficiency, which enables them to secure employment. Students are evaluated on specific dimensions of work ethic and clinical competency.


**Public Health**

**PH-111 - Public Health I (3)**

This course offers students a perspective on the meaning of public health, its value to the general public, and the ability to interpret and analyze the global implications of significant health concerns. Students learn aspects of public health policy, health statistics, infectious, genetic, and chronic disease, and contributing health behaviors.
Prerequisite: HA-101; HA-106 or PT-101.

**PH-115 - Women's Health (3)**
This course provides an introduction to key issues affecting women's health in the United States with special emphasis on cultural values, health care in minority populations, disease prevention, and consumer health concerns. In addition, the course addresses important ethical and policy issues concerning health care access, reproductive status, the valuation of caretakers, and medical social control. The course gives students a greater appreciation and understanding of the overall health and ill-health that women face in general and how to better educate themselves and others to deal with these issues.
Prerequisite: None.

**PH-116 - Race, Ethnicity and Health (3)**
This course provides students with knowledge about racial and ethnic disparities in health and health care. Students examine the ways in which local and community factors and inequalities in socioeconomic status influence health behaviors, access to health care services, and health status outcomes. Additionally, characteristics such as acculturation, patient preferences, provider congruence and cultural competence are explored.
Prerequisite: HA-101 or HA-106 or PT-101 or NS-126 or NS-250.

**PH-205 - Global Health Issues (3)**
This course exposes students to the health disparities existing between developed and developing countries. Major areas of concern include infant mortality rates and HIV/AIDS as evidence of these disparities. In this course students study the impact of globalization on the spread of diseases, the effects of socioeconomics and cultural factors on health risks, and international delivery of health services to help address these issues.
Prerequisite: HA-101 or HA-106 or PT-101 or NS-126 or NS-250.

**PH-206 - Community Health Services (3)**
This course offers a study of the field of Community Health that addresses the health issues facing communities in the United States. The course explores the meanings of health, disease and illness, the concept of community, and the ways in which health problems are considered. Additionally, students examine health behaviors, health promotion and disease prevention, environmental influences, and health care financing.
Prerequisite: HA-101 or HA-106 or PT-101.

**PH-208 - Maternal and Child Health (3)**
This course introduces students to the specific regional, national, and international public health programs established to respond to the needs of children and their families. Students are introduced to the history, causes, and systems that serve to promote the health and development of this demographic. The health and reproductive health status of women and the resulting political and societal implications are investigated. The course also covers factors that
affect mother and child and resulting conditions that affect these two groups.
Prerequisite: HA-101 or HA-106 or PT-101.

**PH-211 - Public Health II (3)**

This course, the second part of a two-semester core course in the Public Health program, expands on the topics discussed in Public Health I. This course provides students with a perspective of the importance of public health, its value to the general public, and the ability to interpret and analyze the global implications of significant health concerns. Students discuss tobacco use as a public health threat, the effects of poor diet and physical inactivity, intentional and unintentional injuries, maternal and child health, agricultural and environmental hazards, consumer safety, population growth, the medical care system and healthcare reform, and goals of public health in the 21st Century.
Prerequisite: PH-111. Co-requisite: MA-135.

**PH-220 - Epidemiology (3)**

In this course, students learn and apply basic concepts of epidemiology to multiple domains of public health. We illustrate and practice using epidemiology to better understand, characterize, and promote health at a population level. The class engages students in active and collaborative learning through team activities, individual projects, case studies, group discussion, and individual projects.
Prerequisite: PH-111; MA-135.

**PH-250 - Introduction to Gerontology (3)**

This course gives students a general knowledge and understanding of the demographics, psychosocial perspectives and biomedical components of the human aging process. Students examine the effect of aging on the individual, their families and communities, as well as society as a whole. Students explore family relationships, the role of the caregiver, housing requirements, health care services, public policies and the marketing of products and services. The course also addresses the various lifestyle changes, health changes, and physical changes affecting aging individuals.
Prerequisite: HA-101 or HA-106 or PT-101; LA-101 or LA-102 or LA-111.

**PH-255 - Health and Human Behavior (3)**

This course is an introduction to the fundamental concepts of health attitudes and behavior within the contexts of sociological, psychological, and biological systems. Students explore the use of behavior change theories as a basis for the development of behavior change intervention programs. Consideration is given to social, interpersonal, and individual factors that influence health behavior and status.
Prerequisite: HA-101 or HA-106 or PT-101; LA-101 or LA-102 or LA-111.
PH-370 - Environmental Health Issues (3)

This course provides a comprehensive overview of the public health function of environmental and occupational health. Students investigate various aspects of environmental health, including air, surface water, and ground water contamination, food safety, occupational health, radiation, chemical and physical hazards, vector control, drug use, and injuries. Students also discuss the health effects of global climate change and rapid industrialization, and developing nations' perspectives on potable water supply, water pollution, indoor and ambient air pollution, sanitation, and waste.

Prerequisite: HC-126; HA-101 or HA-106 or PT-101.

PH-396 - Field Experience in Public Health (3)

This course combines required seminar participation and supervised internship hours. The internship allows students to apply theories learned in classroom in various health settings. Students are required to submit internship logs highlighting learning activities and to participate in assigned field-based activities. Specialization areas may include reproductive health, substance abuse, and community health education, among others.

Prerequisite: Senior standing.

PH-420 - Community Health Program Planning (3)

This course is an overview of the design strategies and interventions used to meet the health care needs of individuals and communities. These strategies encompass preliminary needs assessments, stepwise sequences of development, problem identification and problem-solving, data collection, and analysis to determine outcomes.

Prerequisite: PH-206; PH-255.

SC – Science

SC-106 - Environmental Science (3)

Environmental Science is the study of Earth as a dynamic system, including Earth’s atmosphere, biosphere, hydrosphere, and lithosphere. This course is an interdisciplinary study of the effects of human use and misuse of Earth’s resources. The course focuses on Earth’s natural processes; the role of technology in society, its capacity to alter natural processes, and how it can be used to solve problems caused by human impact, and the complex cultural and social processes of human populations. Topics include Earth’s structure and the constant interactions of Earth’s spheres. Also studied are population explosion, decline in ecosystems, atmospheric pollution, water pollution, soil pollution, environmental toxicology, and decline in biodiversity.

Prerequisite: None.
SC-112 - General Biology (3)

This course is an introduction to the general principles of biology. It explores the fundamental characteristics of living matter from the molecular level to the ecological community with emphasis on general biological principles. The course provides an introduction to the diversity of living organisms, their structure, function, and evolution. It presents a study of human genetics, development, and anatomy and physiology that enables students to relate to the chemical activities of the cell to the overall function of the human being. The course presents information that will enable the student to understand and recognize the evolutionary and environmental relationships that exist among all organisms. Topics include organization of the human body, metabolism and energy, behavior, genetics, evolution, animal behavior, and ecology. This course is designed for non-science majors.

Prerequisite: None.

SC-114 - Human Anatomy and Physiology I (3)

This is the first lecture course of the Human Anatomy and Physiology sequence. The course focuses on an in-depth study of major biological theories. Topics covered include body organization, chemistry of life and cell function. Gross and microscopic anatomy and physiology of the integumentary, skeletal, muscular, and nervous systems are discussed in detail. Each student is responsible for the dissection of various specimens as well as extensive laboratory exercises involving microscope work, experimental procedures, and mastery of models, charts, and computer programs in anatomy and physiology.

Prerequisite: Must have met the requirements for credit Math and English.

SC-114L - Human Anatomy and Physiology I Laboratory (1)

This is the first laboratory course of the Human Anatomy and Physiology sequence. Topics covered include microscopy, laboratory safety, body organization, chemistry of life, and cellular and tissue functions for the integumentary, skeletal, muscular, and nervous systems. Laboratory activities will include extensive laboratory exercises involving microscopic examinations, experimental procedures, dissections, reviews of models and charts, and computer programs in anatomy and physiology. The course requires a mastery of factual materials, laboratory techniques, and problem-solving skills.

Prerequisite: Must have met the requirements for credit Math and English.

SC-116 - Human Anatomy and Physiology II (3)

This course is the continuation of Human Anatomy and Physiology I. The course focuses on the gross and microscopic structure and function of the sense organs, endocrine system, blood and cardiovascular systems, lymphatic and immune systems, and the respiratory, urinary, digestive and reproductive systems. The laboratory portion of the course focuses on practical applications of the lecture material including a number of diagnostic and laboratory tests and procedures. Students are responsible for the dissection of numerous preserved specimens.

Prerequisite: SC-114; SC-114L.
SC-116L - Human Anatomy and Physiology II Laboratory (1)
This is the second laboratory course of the Human Anatomy and Physiology sequence. Gross and microscopic anatomy and physiology of the autonomic nervous systems, sensory organs, circulatory system, respiratory system, digestive system, urinary system and reproductive system, along with human development are discussed. Laboratory activities include extensive laboratory exercises involving microscopic examinations, experimental procedures, dissections, reviews of models and charts, and computer programs in anatomy and physiology. The course requires a mastery of factual materials, laboratory techniques, and problem-solving skills.
Prerequisite: SC-114; SC-114L.

SC 118 - Principles of Microbiology (3)
This course explores the world of microorganisms, including bacteria, viruses, fungi, and other microbes. Immunology is also studied in this course. Emphasis is placed on the nature and behavior of these organisms and their interrelationship with the human body in health and disease. The principles of prevention and control of infectious diseases are presented. Laboratory exercises develop techniques in the preparation, handling, and identification of a variety of microbial cultures.
Prerequisite: SC-114; SC-114L.

SC-118L - Principles of Microbiology Laboratory (1)
This laboratory course is designed to teach the fundamentals of microbiology through the use of microbial cultures, staining techniques, cell metabolism, disinfection, and sterilization. Isolation of a culture of some normal flora and a survey of bacteria are included. The laboratory experiments are designed to facilitate the student’s understanding of the lecture material.
Prerequisite: SC-114; SC-114L.

SC-120 - Human Biology (3)
Human Biology is an introductory course examining the fundamental concepts of human structure and function as the starting point for the exploration of principles common to all living systems and the interrelationships between humans and the rest of the biosphere. This course also introduces students to general scientific and biological principles through the study of humans as exemplary organisms. Lecture and laboratory exercises examine the structure and functions of the human body and other organisms in relation to health and disease, genetics, biotechnology, evolution, and current scientific issues. Aspects of health and disease are presented including basic elements of nutrition, exercise, cancer, and chemical addictions.
Prerequisite: Must have met the requirements for credit Math and English.

SC-120L - Human Biology Laboratory (1)
This laboratory course emphasizes basic concepts within the field of human biology, as well as important laboratory skills and techniques. The laboratory experiments are designed to
facilitate the student’s understanding of the lecture material.
Prerequisite: Must have met the requirements for credit Math and English.

SC-130 - General Chemistry (3)
This course provides an introduction to important theories and concepts in the broad area of general chemistry. The course emphasizes those topics which are essential as preparation for further work in the natural sciences and health care professions. The curriculum focuses on chemical measurements, the architecture of the atom, molecular structure and bonding, chemical reactions and calculations, molecular and chemical formulas, thermochemistry, the mole concept and its applications, and the properties of solids, liquids and gases. Basic problem-solving skills and critical thinking are also emphasized.
Prerequisite: Must have met the requirements for credit Math and English.

SC-130L - General Chemistry Laboratory (1)
This laboratory course is designed to teach laboratory techniques, measurement, chemical reactions, qualitative analysis, and quantitative chemistry techniques. The laboratory experiments are designed to facilitate the student’s understanding of the lecture material.
Prerequisite: Must have met the requirements for credit Math and English.

SC-145 - Ultrasound Physics (3)
This course offers an overview of ultrasound physics as applicable to the medical field. Emphasis is placed on ultrasound transmission in soft tissues, attenuation of sound energy, parameters affecting sound transmission and resolution of sound beams. Topics include ultrasound wave generation and propagation, transducers, pulse echo imaging, Doppler, bioeffects, and safety. Lecture and Lab.
Prerequisite: None.

SC-208 - Clinical Nutrition and Diet Therapy (3)
This course introduces the science of nutrition and its application to human health across the life span. The course emphasizes the nutritional aspect of disease prevention, and an early risk reduction approach to managing chronic disease in an aging population. Students investigate current approaches to nutritional management as it pertains to gastrointestinal disease, heart disease, diabetes, mellitus, renal disease, surgery, cancer and AIDS are explored. Community nutrition needs with an emphasis on weight management and an acknowledgement of the enriched food patterns that have resulted from increasing multi-ethnic diversity are examined.
Prerequisite: SC 114 or HC 108.
Faculty

School of Allied Health Professions Faculty

*Part-time Faculty
**St. Lucia Campus

Adler, Sandy
BS, Brooklyn College CUNY
MPhil, Hunter College CUNY
PhD, Hunter College Graduate Center

*Adorno, Martin
Certificate, Ultrasound Diagnostic School

Akhtar, Salil MEd, MA, BS, RN
BS, SUNY Stony Brook
MA, Teachers College, Columbia University
MEd, Teachers College, Columbia University

*Allicks, Leslie, RN
BS, College of Mt. St. Vincent
MS, College of Mt. St. Vincent

*Beckford, Judi-Ann
BBA, Monroe College
MBA, Monroe College

*Brizer-Maciol, Wendy, HCCA
BS, Columbia University
MPH, Columbia University School of Public Health

*Bronheim, Ilana, RD, CDN
BA, Lafayette College
MS, New York University

Brown, Collette M.
BS, Florida A&M University
MS, Florida A&M University
PhD, Walden University

*Brown-Outlaw, Ida, PA-C
BS, Medgar Evers College
MPA, Long Island University

Burgess, Velda, RN
BS, Hunter College
MS, Hunter College

*Callender, Latoya
BS, Hampton University
MS, Central Michigan University
PhD, Walden University

*Carlo, Radames
BA, SUNY New Paltz
MS, Boricua College
PhD, Northcentral University

*Clark, Jessica
BA, City College of New York
MOH, Hofstra University

*Doheny, Justin, FACHE
AB, College of the Holy Cross
MA, University of Minnesota

*Domínguez, Omar
MD, Carlos J. Finley University

*Dyke, Donna, RN
BS, Lehman College
MA, New York University

Edwards, Drina
BS, Georgia State University
MA, Lehman College
*Ellington, Tamarra
BS, SUNY Downstate medical Center

*Edwards, Simone E
BS, Stony Brook University
MPH, New York Medical College
DPH, New York Medical College

*Elser, Catherine, RN
BS, Iona College
MS, Pace University

Forde, Dexter
BS, Brooklyn College
MPA, Long Island University
MBA, University of the West Indies

*Forte, David
BA, Iona College
MA, Fordham University
MBA, Pace University

Garcia, Myrna, RDMS
AS, LaGuardia Community College CUNY

*Harris, Shanon
BS, Mercy College
MS, Mercy College

Holmes-Wheaton, Lori
BS, St. John’s University
MPH, Hunter College

Joseph-Francis, Tawyanna
BA, Lehman College
MA, Lehman College

*Kahn, Erum
BDS, University of Karachi
MBA, Monroe College

*Kamara, Taafai
BA, Cornell University
MPH, Johns Hopkins University

*Karikari, Nana
BS, Howard University
MS, Thomas Jefferson University

Kaye, Sheila
BA, New York University
MPH, Hunter College

Kostroff, Jerry
Assistant Vice President, Academic Affairs
BS, Stony Brook University
MPH, Columbia University
DPM, New York College of Podiatric Medicine

*Krekorian, Anni
BA, Al-Basrah University

*Krekorian, Nooshik
MBCHB, Al-Basrah University

Lewis-Riley, Patrice
BS, Lehman College
ND, University of Bridgeport

*Limongelli, Michael, LMSW
BS, Iona College
MS, Fordham University

Laguerre, Clover
BS, University of the West Indies-Mona
MS, University of the West Indies-Trinidad

*Maciol, Michael
MD, Ross University

*Marcello, Francesco
Doctor of General Medicine, Albert Szent-Gyorgyi University

Mashalova, Elena
MS, Sofia University
PhD, Albert Einstein College of Medicine
McIntosh-Brown, Paulette, CBSC, CPT, CPA
BA, Monroe College
MS, Iona College

Menor, Estelita. ARDMS, RDCS, RVT
AS, Eastern International College
BS, Notre Dame of Kidapawan College

*Monteau, Lucien, PA-C
BS, Stony Brook University
MPH, Hunter College

Morris, Joan, RN
BS, College of New Rochelle
MS, Lehman College

*Mustafa, Golam
MBBS, Sir Salimulla Medical College and Hospital, Dhaka University

*Navarro, Carmen
BS, City University of New York
MS, Hunter College

*Owie, Orobosa
BS, Lehman College
MA, Capella University
Post-Graduate Certificate, Health Care Admin.

Poyser, Desmond
MBBS, University of the West Indies
MPH, Southern Connecticut State University

Ramadar, Denese, CD/N
Dean, School of Allied Health Professions
BA, New York University
MS, Teacher’s College, Columbia University

*Russ, Danielle, RN
BASc, Concordia College
MPH, Northern Illinois University
MSC, Touro College of Medicine

*Sarran-Bridgemohan, Hana, RD
BS, University of the West Indies-Trinidad
MS, University of the West Indies-Trinidad

*Tabana-Belin, Francine. RHIA
BS, Hunter College
MPH, Hunter College

*Trentacosta, Doris, RN
BS Nursing, Mercy College
MS, Iona College

Valentino, Tasha
BA, City College
MPA, John Jay College of Criminal Justice

Vargas, Carlos
BS, Fordham University
BS, John Jay College of Criminal Justice
MS, Drexel University

Velazquez, Sol, LMSW
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MSW, Yeshiva University

*Vieta-Mendez, Idalmis, RDMS, RDCS, RVT
BS, University of Havana
MS, University of Havana

Waldow, Stephen M.
BS, Niagara University
BA, Niagara University
PhD, SUNY Buffalo

*Walker Carmen, RN
BS, Long Island University

*Zheng, Yun
BS, Rochester Institute of Technology
MS, University of New Haven
School of Business and Accounting

The Monroe College School of Business and Accounting prepares students for careers as effective, ethical business professionals in a dynamic global environment, using state-of-the-art instruction and real-world experience with full respect for the student body.

The Accreditation Council for Business Schools and Programs (ACBSP) accreditation includes the Monroe College undergraduate programs and the graduate Master of Business Administration program offered online and on the Bronx and New Rochelle campus-based business and accounting degree programs. For more information on Monroe College’s ACBSP accreditation, visit www.acbsp.org.

AAS in Sports Management

An Associate Degree in Sports Management offers students the opportunity to learn how to utilize business skills in a sports industry. The sports industry is a significant growth industry and career opportunities abound in areas like professional sports, amateur sports, consumer products, athletic and performance apparel/equipment companies, youth sports, government sponsored recreation facilities, and athletic administration. Students learn the fundamentals of how professional clubs oversee their business, the components of event management, finance and budget strategies, marketing, and initiating promotional campaigns. Students also explore issues in media sports coverage and principles of ethics and law in business. The program level objectives for students completing the AS in Sports Management are as follows:

1. Demonstrate fundamental knowledge and application of business concepts with emphasis on the sports management industry
2. Identify and research a specific academic/career area of sports business management to focus their futures
3. Analyze current issues in sports business management, evaluate evidence and construct a written report, and deliver an oral presentation detailing the outcomes of the analysis
4. Develop a career plan to secure an appropriate, entry-level position relevant to their study or be eligible for bachelor-level study
5. Illustrate effective utilization of technology solutions relevant to employers

**Sports Management AAS Requirements**

<table>
<thead>
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<th>Major-Related Courses: 12 Credits</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>AC-161</td>
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<tr>
<td>AC-163</td>
</tr>
<tr>
<td>MG-101</td>
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<td>MG-201</td>
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Sub-total: 12
Major Area Component Courses and Electives: 18 Credits

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<tbody>
<tr>
<td>MG-120</td>
<td>Introduction to Sports Management &amp; Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MG-226</td>
<td>Legal Aspects of Sports</td>
<td>3</td>
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<tr>
<td>MG-227</td>
<td>Business Ethics of Sports</td>
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Sub-total: 18

General Education Courses: 30 Credits

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<td>EC-201</td>
<td>Macroeconomics</td>
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<tr>
<td>EN-111</td>
<td>College Writing and Critical Analysis</td>
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<tr>
<td>EN-121</td>
<td>Analytical Thinking, Writing, and Research</td>
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<td>EN-206</td>
<td>Professional Writing and Presentation</td>
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<td>IT-118</td>
<td>Integrated Business Applications</td>
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<tr>
<td>LA-122</td>
<td>Fundamentals of Communication OR</td>
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<td>LA-205</td>
<td>Professional Communication</td>
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<tr>
<td>MA-115</td>
<td>Quantitative Reasoning</td>
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Sub-total: 30

Total Credit Hours: 60

**BBA in Sports Management**

A Bachelor’s Degree of Business Administration in Sports Management provides students with an applied business degree for sports environments and industries. Students acquire a strong foundation in management, finance, accounting, marketing, communications, and legal aspects of business. Specific courses in Sport Management and Marketing provide students with an understanding of the role of sports in society, the role of management in sports, and opportunities to apply their knowledge in sports-related organizations. Sports Management is a significant growth industry and career opportunities abound in areas like professional sports, amateur sports, youth sports, recreation facilities, and athletic administration. The program level objectives for students completing the BBA in Sports Management are as follows:

1. Apply sports business concepts including management, marketing, finance, operations, and ethics in analyzing sports management issues and cases
2. Identify and research a specific academic/career area of sports to focus their futures
3. Analyze current issues in sports business, evaluate evidence and construct a written report, and deliver an oral presentation detailing the outcomes of the analysis
4. Develop a career plan to secure an appropriate position relevant to their study or be prepared for graduate study
5. Illustrate effective utilization of technology solutions relevant to employers
Sports Management BBA Requirements

Major-Related Courses: 12 Credits

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<td>AC-162</td>
<td>Principles of Managerial Accounting</td>
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<td>MG-101</td>
<td>Introduction to Business</td>
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<td>MG-120</td>
<td>Introduction to Sports Management &amp; Marketing</td>
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<td>Principles of Management</td>
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<td>MG-230</td>
<td>Principles of Project Management</td>
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<td>MG-290</td>
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<td>MG-320</td>
<td>Global Business</td>
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<td>MG-332</td>
<td>Sports Operations and Facility Management</td>
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<td>MG-333</td>
<td>Financial Management for Sports Organizations</td>
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<td>MG-394</td>
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<td>MG-435</td>
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<td>MK-206</td>
<td>Digital and Search Engine Marketing</td>
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<td>MK-342</td>
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Sub-total: 18

Other Requirements: 57 Credits

<table>
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<td>EN-206</td>
<td>Professional Writing and Presentation</td>
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<td>EN-305</td>
<td>Advanced Business Writing</td>
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<td>IT-115</td>
<td>Electronic Spreadsheet</td>
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<td>Integrated Business Applications</td>
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<td>MA-120</td>
<td>Finite Mathematics &amp; Linear Modeling</td>
<td>3</td>
</tr>
<tr>
<td>MA-145</td>
<td>Statistics for Business Decisions I</td>
<td>3</td>
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<tr>
<td></td>
<td>Liberal Arts Electives</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Open Elective</td>
<td>12</td>
</tr>
</tbody>
</table>

Sub-total: 57

Total Credit Hours: 120
AAS in Accounting

Contemporary business depends on the ready availability of financial information and analysis. The Associate Degree Program in Accounting provides students with knowledge of accounting principles and their application in a wide range of industries and settings. The program level objectives for students completing the AAS in Accounting are as follows:

1. Demonstrate fundamental knowledge and application of business concepts with emphasis on bookkeeping and accounting
2. Identify and research a specific academic/career area of accounting to focus their futures
3. Analyze current issues in accounting, evaluate evidence and construct a written report, and deliver an oral presentation detailing the outcomes of the analysis
4. Develop a career plan to secure an appropriate, entry-level position relevant to their study or be eligible for bachelor-level study
5. Illustrate effective utilization of technology solutions relevant to employers

Accounting AAS Requirements

<table>
<thead>
<tr>
<th>Major-Related Courses: 15 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #</td>
</tr>
<tr>
<td>AC-161</td>
</tr>
<tr>
<td>AC-163</td>
</tr>
<tr>
<td>AC-211</td>
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<tr>
<td>BL-201</td>
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<td>MK-101</td>
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Sub-total: 15

<table>
<thead>
<tr>
<th>Major Area Component Courses and Electives: 15 Credits</th>
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</thead>
<tbody>
<tr>
<td>Course #</td>
</tr>
<tr>
<td>AC-205</td>
</tr>
<tr>
<td>AC-231</td>
</tr>
<tr>
<td>AC-360</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Sub-total: 15

Any course with a prefix of AC, BL, EC, FA, and, with approval, IT, MG, or MK.

General Education: 30 Credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC-201</td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>EN-111</td>
<td>College Writing and Critical Analysis</td>
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</tr>
<tr>
<td>EN-121</td>
<td>Analytical Thinking, Writing, and Research</td>
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</tr>
<tr>
<td>EN-206</td>
<td>Professional Writing and Presentation</td>
<td>3</td>
</tr>
</tbody>
</table>
IT-115    Electronic Spreadsheet     3
IT-118    Integrated Business Applications    3
LA-122    Fundamentals of Communication    3
MA-115    Quantitative Reasoning    3
Liberal Arts Elective    3
Mathematics or Liberal Arts Elective    3

Sub-total: 30

Total Credit Hours: 62

**BBA in Accounting**

The Bachelor Degree Program in Accounting prepares students for careers in corporate accounting, business, and finance in a wide variety of industries and settings requiring well-rounded, skilled accountants. Graduates can choose to immediately enter the workforce or continue academically in pursuit of a master's degree. The program level objectives for students completing the BBA in Accounting are as follows:

1. Apply accounting concepts to comprehensive accounting and financial problems and scenarios
2. Identify and research a specific academic/career area of accounting to focus their futures
3. Analyze current issues in accounting, evaluate evidence and construct a written report, and deliver an oral presentation detailing the outcomes of the analysis
4. Develop a career plan to secure an appropriate position relevant to their study or be prepared for graduate study
5. Illustrate effective utilization of technology solutions relevant to employers

**Accounting BBA Requirements**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC-161</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>AC-163</td>
<td>Principles of Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>AC-211</td>
<td>Accounting Software Solutions-Small Business</td>
<td>3</td>
</tr>
<tr>
<td>AC-360</td>
<td>Cost/Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>AC-205</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>AC-231</td>
<td>Federal Income Tax Law and Practice I</td>
<td>3</td>
</tr>
<tr>
<td>AC-310</td>
<td>Accounting Software Solutions-Small Business</td>
<td>3</td>
</tr>
<tr>
<td>AC-305</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>AC-332</td>
<td>Federal Income Tax Law and Practice II</td>
<td>3</td>
</tr>
<tr>
<td>AC-370</td>
<td>Financial Statement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>AC-433</td>
<td>Advanced Accounting</td>
<td>3</td>
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</table>
AC-440 Auditing I  3
AC-439 Accounting Theory and Problems  3
AC-290 Accounting Internship I  3
or
AC-390 Accounting Internship III  3
BL-201 Business Law I  3
BL-301 Business Law II  3
MK-101 Marketing Foundations  3
FA-302 Principles of Finance  3
MG-305 Introduction to Management Science  3
Finance Elective  3
Major Area Electives  6

Sub-total:  66

It is strongly recommended that Major Area Electives be used to complete the requirements of a declared accounting concentration; or any course with a prefix of AC, BL, EC, FA, MG or MK, and HP (Hospitality only) with advisement. Students should use the first Major Area Elective course to explore accounting concentrations before formally declaring.

General Education Courses:  54 Credits

<table>
<thead>
<tr>
<th>Course #</th>
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<tbody>
<tr>
<td>IT-115</td>
<td>Electronic Spreadsheet</td>
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</tr>
<tr>
<td>IT-118</td>
<td>Integrated Business Applications</td>
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<tr>
<td>IT-215</td>
<td>Advanced Spreadsheet</td>
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</tr>
<tr>
<td>EC-201</td>
<td>Macroeconomics</td>
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</tr>
<tr>
<td>EC-203</td>
<td>Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>LA-122</td>
<td>Fundamentals of Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose 3 of the following math courses:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA-120</td>
<td>Finite Mathematics &amp; Linear Modeling</td>
<td>3</td>
</tr>
<tr>
<td>MA-135</td>
<td>Statistical Applications</td>
<td>3</td>
</tr>
<tr>
<td>MA-142</td>
<td>Pre-Calculus</td>
<td>3</td>
</tr>
<tr>
<td>MA-145</td>
<td>Statistics for Business Decisions I</td>
<td>3</td>
</tr>
<tr>
<td>MA-242</td>
<td>Calculus I</td>
<td>3</td>
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<tr>
<td></td>
<td>Liberal Arts Elective</td>
<td>3</td>
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<tr>
<td></td>
<td>English</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Open Electives</td>
<td>12</td>
</tr>
</tbody>
</table>

Sub-total:  60

Total Credit Hours:  126
AAS in Business Administration

The growing complexity of business has increased the demand for decision makers and employees with team-building and management skills. The Business Administration Degree Program concentrates on the development of managerial capabilities. Students learn to identify and solve problems using management and technical skills. Graduates are prepared to continue in baccalaureate programs or assume entry-level business positions. To customize their programs, students are encouraged to choose a concentration in career-related courses. The program level objectives for students completing the AAS in Business Administration are as follows:

1. Demonstrate fundamental knowledge and application of business concepts including management, marketing, finance, accounting, human resources, and ethics
2. Identify and research a specific academic/career area of business to focus their futures
3. Analyze current issues in business, evaluate evidence and construct a written report, and deliver an oral presentation detailing the outcomes of the analysis
4. Develop a career plan to secure an appropriate, entry-level position relevant to their study or be eligible for bachelor-level study
5. Illustrate effective utilization of technology solutions relevant to employers

Business Administration AAS Requirements

<table>
<thead>
<tr>
<th>Major-Related Courses: 18 Credits</th>
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</thead>
<tbody>
<tr>
<td>Course #</td>
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<tr>
<td>AC-161</td>
</tr>
<tr>
<td>AC-162</td>
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<tr>
<td>MG-101</td>
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<tr>
<td>MG-201</td>
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<tr>
<td>MG-285</td>
</tr>
<tr>
<td>MK-101</td>
</tr>
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</tbody>
</table>

**NOTE:** It is strongly recommended that Major Area Electives be used to complete the requirements of a declared accounting concentration, or any course with a prefix of AC, BL, EC, FA, MG or MK, and HP (Hospitality only), with advisement. Students should use the first Major Area Elective course to explore accounting concentrations before formally declaring.

<table>
<thead>
<tr>
<th>Major Area Component Courses and Electives: 12 Credits</th>
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<tbody>
<tr>
<td>Course #</td>
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<tr>
<td>BL-201</td>
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<tr>
<td>Major Area Electives</td>
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</table>
General Education Courses: 30 Credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EC-201</td>
<td>Macroeconomics</td>
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</tr>
<tr>
<td>EN-111</td>
<td>College Writing and Critical Analysis</td>
<td>3</td>
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<tr>
<td>EN-121</td>
<td>Analytical Thinking, Writing, and Research</td>
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<td>EN-206</td>
<td>Professional Writing and Presentation</td>
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</tr>
<tr>
<td>IT-115</td>
<td>Electronic Spreadsheet</td>
<td>3</td>
</tr>
<tr>
<td>IT-118</td>
<td>Integrated Business Applications</td>
<td>3</td>
</tr>
<tr>
<td>LA-122</td>
<td>Fundamentals of Communication</td>
<td>3</td>
</tr>
<tr>
<td>MA-115</td>
<td>Quantitative Reasoning</td>
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</tr>
<tr>
<td></td>
<td>Liberal Arts Elective</td>
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</tr>
<tr>
<td></td>
<td>Mathematics or Liberal Arts Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Sub-total: 27

Total Credit Hours: 60

**BBA in Business Management**

The Business Management Degree Program prepares graduates to enter management positions in business and government by providing the necessary concepts, theories and skills relating to aspects of management. The program also provides graduates the analytical, creative, and quantitative skills required to utilize resources and make decisions. Students are encouraged to pursue a minor area of study to prepare for specific career paths. The program level objectives for students completing the BBA in Business Administration are as follows:

1. Apply business concepts including management, marketing, finance, accounting, human resources, and ethics in analyzing business cases/creating a comprehensive business plan
2. Identify and research a specific academic/career area of business to focus their futures
3. Analyze current issues in business, evaluate evidence and construct a written report, and deliver an oral presentation detailing the outcomes of the analysis
4. Develop a career plan to secure an appropriate position relevant to their study or be prepared for graduate study
5. Illustrate effective utilization of technology solutions relevant to employers

**Business Management BBA Requirements**

Major-Related Courses: 60 Credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC-161</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>AC-162</td>
<td>Principles of Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BL-201</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>FA-302</td>
<td>Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>MG-101</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
</tbody>
</table>
MG-201  Principles of Management  3  
MG-230  Principles of Project Management  3  
or  
MG-285  Integrating Business Concepts  3  
MG-305  Introduction to Management Science  3  
MG-313  Organizational Behavior & Effectiveness  3  
MG-320  Global Business  3  
MG-340  Introduction to Entrepreneurship  3  
MG-362  Business Systems Management  3  
MG-290  Business Administration Internship I  3  
or  
MG-390  Business Management Internship I  3  
MG-485  Business Policy and Strategy  3  
MK-101  Marketing Foundations  3  
Major Area Electives  15  

Sub-total: 60

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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<tr>
<td>EC-201</td>
<td>Macroeconomics</td>
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</tr>
<tr>
<td>EC-203</td>
<td>Microeconomics</td>
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<td>IT-115</td>
<td>Electronic Spreadsheet</td>
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<td>IT-118</td>
<td>Integrated Business Applications</td>
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</tr>
<tr>
<td>IT-215</td>
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<td>LA-122</td>
<td>Fundamentals of Communication</td>
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<tr>
<td>LA-205</td>
<td>Professional Communication</td>
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<tr>
<td>MA-120</td>
<td>Finite Mathematics &amp; Linear Modeling</td>
<td>3</td>
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<tr>
<td>MA-145</td>
<td>Statistics for Business Decisions I</td>
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<td>or</td>
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<tr>
<td>MA-242</td>
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<tr>
<td>Open Electives</td>
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</table>

Sub-total: 60

Total Credit Hours: 120
**BBA in General Business**

The General Business Degree Program provides students with the opportunity to broaden their knowledge of the field of business within the context of their individual professional and personal objectives. Under the guidance of an academic advisor, this flexible program allows students to design a custom interdisciplinary educational plan to reach their career goals in the following areas: Business Management, Accounting, and Health Services Administration. Graduates of the program are prepared to enter a wide variety of positions in the field of business. The program level objectives for students completing the BBA in Business Administration are as follows:

6. Apply business concepts including management, marketing, finance, accounting, human resources, and ethics in analyzing business cases/creating a comprehensive business plan
7. Identify and research a specific academic/career area of business to focus their futures
8. Analyze current issues in business, evaluate evidence and construct a written report, and deliver an oral presentation detailing the outcomes of the analysis
9. Develop a career plan to secure an appropriate position relevant to their study or be prepared for graduate study
10. Illustrate effective utilization of technology solutions relevant to employers

**General Business BBA Requirements**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BL-201</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>FA-302</td>
<td>Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>MG-201</td>
<td>Principles of Management</td>
<td>3</td>
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<td>MG-313</td>
<td>Organizational Behavior &amp; Effectiveness</td>
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<td>Other Business Courses</td>
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<td>Specialization</td>
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**General Education Courses: 60 Credits**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EC-201</td>
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<tr>
<td>EC-203</td>
<td>Microeconomics</td>
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</tr>
<tr>
<td>LA-122</td>
<td>Fundamentals of Communication</td>
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</tr>
<tr>
<td>LA-205</td>
<td>Professional Communication</td>
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<tr>
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<td>Mathematics</td>
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</tr>
<tr>
<td></td>
<td>English</td>
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<td>Liberal Arts Electives</td>
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<td>Open Electives</td>
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<td></td>
<td><strong>Sub-total:</strong></td>
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</tr>
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</table>

**Total Credit Hours: 120**
Certificate Program

Business Administration Certificate

Program Objectives

The Business Administration Certificate Program is designed to meet the needs of international students who wish to complete a short-term educational experience in the United States, which exposes them to American culture, education, and businesses.

English Placement

Students are required to take the English Placement exam, the results of which are taken into account during the admission and registration processes.

Business Administration Certificate Requirements

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AC-161</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>EN-111</td>
<td>College Writing and Critical Analysis</td>
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</tr>
<tr>
<td>IT-115</td>
<td>Electronic Spreadsheet</td>
<td>3</td>
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<tr>
<td>LA-112</td>
<td>The New York Experience</td>
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<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MG-101</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>MG-201</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MK-101</td>
<td>Marketing Foundations</td>
<td>3</td>
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<td>Mathematics</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Major Area Electives</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

Sub-total: 30
Course Offerings

AC - Accounting

AC-161 - Principles of Financial Accounting (3)
This course emphasizes the nature and purpose of financial accounting as a means of recording, classifying, and interpreting accounting data. It includes the use of generally accepted accounting principles and procedures in recording transactions, the accounting cycle, the accrual basis of accounting, the preparation of classified financial statements, and internal control procedures as they relate to corporate business entities. The accounting cycle is completed both manually and by computer.
Prerequisite: None.

AC-163 – Principles of Managerial Accounting (3)
The course emphasizes understanding how accounting systems provide data useful for management decisions in all business areas. Students gain experience structuring business problems and analyzing management decisions.
Prerequisite: AC-161.

AC-205 - Intermediate Accounting I (3)
This course offers a comprehensive study of accounting theory. It examines the principles and practices relating to the interpretation of financial accounting data and statement presentation of cash, temporary investments, receivables, inventories, plant and equipment and intangible assets.
Prerequisite: AC-163.

AC-211 – Accounting Software Solutions - Small Business (3)
This course offers a hands-on approach to integrated accounting using computerized accounting software. It consists of several major accounting systems: general ledger, accounts receivable, accounts payable, inventory, payroll, and the end-of-period procedures. Students are taught hands-on methods for computerizing manual accounting systems.
Prerequisite: AC-163.

AC-231 - Federal Income Tax Law and Practice I (3)
Federal Income Tax introduces basic concepts of the U.S. Tax Law, emphasizes filing requirements for individual taxpayers, gross income inclusions and exclusions, adjustments to income, and itemized deductions and credits. Topics dealing with the Internal Revenue Service, the audit process, interest and penalties, and methods of minimizing income taxes are also discussed. Both manual and electronic tax return preparation is emphasized and practiced.
Prerequisite: None.
AC-290 - Accounting Internship I (3)
This course provides students with the opportunity to apply classroom theory in actual work settings in paid and non-paid supervised positions. Requires a minimum of 120 hours of work, plus tutorial sessions that include discussions of topics related to matters on the job and career exploration.
Prerequisite: Sophomore standing.

AC-291 - Accounting Internship II (3)
This course provides students with the opportunity to apply classroom theory in actual work settings in paid and non-paid supervised positions. Requires a minimum of 15 hours per week of work, plus tutorial sessions that include discussions of topics related to matters on the job and career exploration.
Prerequisite: AC-290.

AC-305 - Intermediate Accounting II (3)
This course provides intensive coverage of corporate accounting and, in particular, capital stock rights, retained earnings, treasury stock and dividends. The following topics are also discussed: bonds payable, pensions, leases, accounting for income taxes, long term investment, statements of cash flow, direct and indirect costs, and accounting changes on financial statements. Price level and present value problems are discussed. Full disclosure in financial reporting is explored.
Prerequisite: AC-205.

AC-310 – Accounting Software Solutions - Enterprise (3)
To provide real-world computer applications of the principles taught in financial accounting courses, this course increases students’ understanding and usage of other accounting software. Students will master a commercial computerized accounting package (i.e., Sage 50).
Prerequisite: AC-163.

AC-332 - Federal Income Tax Law and Practice II (3)
Students study federal income taxation of corporations, partnerships, estates and trusts, gift taxes, and other taxes and prepare returns for each tax manually and by computer. There is also extensive research into the federal tax codes to determine proper tax liabilities and preparation/competition methodologies.
Prerequisite: AC-231.

AC-360 – Cost/Managerial Accounting (3)
This course is intended as an introduction for students who will make business decisions, evaluate business opportunities, and evaluate others (or be evaluated) through the use of accounting systems. The use of accounting information by managers to plan and control
(evaluate) personnel and operations of the firm will be studied. The course will relate managerial accounting to what is going on in the business world through an analysis of business cases, including current business news to enhance understanding of managerial accounting systems and the business environment.

Prerequisite: AC-163.

**AC-370 – Financial Statement Analysis (3)**
The focus of this course is on the analysis, interpretation, reformulation, and prediction of financial statements. The course’s overriding emphasis is on the analysis and application of financial statement information for investment, credit, and management decisions with explicit focus is on the analysis of accounting measurements and disclosures. Successful completion of this course will enable the student to participate in and manage important business decisions drawing on (reformulated) financial statements and footnote disclosures.

Prerequisite: AC-305.

**AC-390 - Accounting Internship III (3)**
This course provides students with the opportunity to apply classroom theory in actual work settings in paid and non-paid supervised positions. Requires a minimum of 15 hours per week of work, plus tutorial sessions that include discussions of topics related to matters on the job and career exploration.

Prerequisite: Junior standing.

**AC-391 - Accounting Internship IV (3)**
This elective course provides students with the opportunity to exercise their understanding of the academic field and to apply classroom theory in actual work settings in paid and non-paid supervised positions. Requires a minimum of 15 hours per week of work, plus tutorial sessions that include discussions of topics related to matters on the job and career exploration.

Prerequisite: AC-390.

**AC-395 - Corporate Internship in Accounting (6)**
This course provides students with the opportunity to apply skills learned in the classroom within their discipline to a corporate experience. The goal is to better prepare students to be professionals in their chosen career by gaining practical experience while being immersed in a corporate setting. Students are required to complete 320 hours at the corporate internship setting.

Prerequisite: Junior standing.

**AC-433 - Advanced Accounting (3)**
This is an intensive course dealing with financial accounting and reporting for business combinations, mergers, consolidated financial statements, branch office accounting, foreign
currency transactions, equity method of reporting investments, translation of financial statements of foreign affiliates, segment reporting and interim reporting, fund accounting and accounting for governmental units, corporate reorganization and liquidation, and other specialized areas are covered.

Prerequisite: AC-331.

**AC-439 - Accounting Theory and Problems (3)**

This course is an advanced study of the essential concepts and assumptions under-lying accounting theory and practice. Major aspects of the historical development of accounting theory are reviewed. Special emphasis is placed on an analysis and evaluation of the current status of Generally Accepted Accounting Principles (GAAP) as well as issues facing the accounting profession. The course involves a study of the content and implications of the literature of the profession contained in Financial Accounting Standards Board (FASB) pronouncements. Attention is given to regulatory bodies, and their influences, such as the Securities and Exchange Commission (SEC).

Prerequisite: AC-331.

**AC-440 - Auditing I (3)**

This course explores the auditing environment and auditing objectives. Auditing theory and practice, the ethics of the accounting profession and diversified techniques of auditing are integrated into class discussions. Procedures for auditing the income statement and the balance sheet are emphasized. The importance of independence and other aspects of the code of professional ethics, legal liability and internal control are discussed.

Prerequisite: AC-331. Corequisite: AC-433.

**BL – Law**

**BL-301 - Business Law II (3)**

Concepts, analysis, perspective, the regulatory environment and cases in commercial law are covered in this course. The laws of agency, partnership, and corporations are thoroughly examined. Commercial paper, as treated under the Uniform Commercial Code's methodology, is also presented.

Prerequisite: BL-201 or MG-226.

**EC - Economics**

**EC-201 - Macroeconomics (3)**

This course provides an introduction to macroeconomic theory. It studies the economy as a whole, the nature of national income, gross national product, investment, employment, and problems of economic growth. Also examines how fiscal and monetary policy are utilized to maintain stability of the national economy.

Prerequisite: None.
EC-203 - Microeconomics (3)

This course introduces students to the disciplines of microeconomics and provides a basic understanding of how microeconomics functions in today's society. This course centers on understanding the market for particular or individual outputs or inputs. It includes such topics as individual buyer and seller behavior, individual prices of goods and services, employment, and individual businesses and industries. This course also focuses on the household, the firm, and the industry.

Prerequisite: None

FA - Finance

FA-302 - Principles of Finance (3)

This course provides an introduction to the basic principles of finance. The time value of money, financial statement analysis, and debt and equity instruments are all considered along with other important concepts. Students gain insight into the role of finance in the world of business and the role of the financial managers in an organization.

Prerequisite: AC-161; EC-201.

FA-304 - Money and Banking (3)

In this course, students study the nature of money, its functions, and role in economic life as well as banking, and monetary principles and practices. The course also includes the powers and functions of the Federal Reserve System, monetary policy, its impact on economic activity, and the dynamics of a rapidly changing banking system.

Prerequisite: FA-302.

FA-305 - Corporate Finance (3)

This course provides students with the techniques for analyzing the recent innovations in the Capital Markets along with the proven theories and foundations of Corporate Finance. Corporate sources and uses of funds are extensively examined with consideration of the most economical means of financing Capital Formation and the financial techniques of selecting assets. Particular attention is given to Capital Structure, Cost of Capital, Management of Cash, Receivables and Inventories; selection of Sources of Funds and Dividend Policy.

Prerequisite: FA-302.

FA-308 - Financial Management (3)

This course provides students with an understanding of the financial decisions that continuously confront managers as well as the basic financial tools that are available for solving financial problems. This course emphasizes financial analysis of equity financing, short-term and long-term debt financing, and efficient asset management. The theory pertaining to capital budgeting, valuation of assets, capital structure, and timely financial decisions is also
introduced.
Prerequisite: EC-201; FA-302.

**FA-310 - Investment Analysis (3)**

This course provides the student with methodologies for general analysis of various types of securities, valuation tests for common stocks and bonds, investment management, the security markets, and money markets. Various practices and instruments used for investment in financial markets are introduced. The basic principles of investing in capital markets and stock evaluation are also set forth.

Prerequisite: FA-302.

**FA-320 - Quantitative Analysis and Forecasting (3)**

This course employs a quantitative/analytical approach to determine the relative valuation of individual investments. Topics explored include evaluation of investment performance, the impact of psychology on security price fluctuations, economic forces affecting security price movements, financial forces affecting security price movements, the role of sources of long-term financing, and potential merger opportunities to enhance capital structure.

Prerequisite: EC-203; FA-302.

**FA-361 - International Finance (3)**

This course explores the financial decisions of businesses with foreign subsidiaries, foreign affiliates, and multinational businesses. The advantages and risks relative to foreign exchange transactions are examined. Other topics include reasons for foreign operations and investments, problems of multinational businesses, influence of devaluation of currencies, inflation and the effects of the value of the U.S. dollar against foreign currencies, international banking operations, the collapse of the gold standard, and government methods to encourage exports.

Prerequisite: FA-305; FA-308; AC-205.

**MG - Business Administration**

**MG-101 - Introduction to Business (3)**

This introductory course examines the nature, form, and structure of business organizations and fundamental business operations such as finance, human resources, information systems, marketing, and production of goods and services.

Prerequisite: None.

**MG-105 - Personal Financial Management (3)**

This course provides an introduction to the field of personal financial management and planning, focusing on the tools individuals and families employ to manage their financial affairs. Topics include: credit reports, credit scores and credit management; investment tools and
securities markets; asset allocation and investment management; employee benefits; federal income taxation; and consumer loans and debt management.

Prerequisite: None.

**MG-110 - Real Estate (3)**

This course provides a rigorous review of the theories and practices of real estate, license law and ethics, contracts, mortgages, deeds, closing procedures and the law of agency. The "Why" and "How" of buying, financing, owning, and selling real estate are emphasized, along with the language of real estate.

Prerequisite: None.

**MG-112 - Business Ethics (3)**

This in-depth course examines the origins, principles, and practices of business ethics within the workplace. Students examine, analyze and discuss ethical issues concerning consumerism, civil rights, ecology, technological change and social responsibilities from a moral and philosophical perspective. Topics include contemporary conceptual framework for business ethics, the corporation in society, business in its diverse moral contexts, marketplace and workplace issues and the moral manager.

Prerequisite: None.

**MG-120 - Introduction to Sports Management and Marketing (3)**

This course is designed to introduce students to the sports industry (including major and minor league sports, sporting goods companies, and independent sports marketing and management). This survey course introduces students to the major segments of this industry including sports marketing and promotions, ticket sales, sports-related public relations, events management, concession management, and facility management. The course requires that students have a basic foundation in the methodology of business, management, marketing, and project management.

Prerequisite: None.

**MG 125 - Introduction to the Entertainment and Media Industry (3)**

This course provides an overview of the entertainment and media industries and the business associated with multiple platforms. Students examine how the music, television, radio, satellite, and online entertainment sectors have developed, how they are structured and how new business models are embracing changes in technology. Students gain further understanding within the context of social media, sales, marketing, publishing, intellectual property, licensing, product placement, publicity and promotions.

Prerequisite: None.

**MG-201 - Principles of Management (3)**

This course surveys the practical use of managerial concepts and techniques based on
contemporary practices. In-depth discussions, practical applications, and case studies are used to examine the managerial function. Emphasis is on planning, organizing, leading, and controlling, with special consideration being given to motivation and conflict.

Prerequisite: MG-101 or MG-120.

**MG-211 - Human Resource Management (3)**

Students examine essential concepts and techniques for the effective management of human resources in the organization. Topics covered include human resource planning, job analysis compensation and benefits, performance appraisals, motivation, quality of work life and career development.

Prerequisite: MG-101 or MG-120 or MG-201.

**MG-216 - Employee & Labor Relations (3)**

This course explores theories of labor relations. It focuses on the development of the American Labor Movement, strategies and tactics of collective bargaining, preparing for negotiations, the dynamics of negotiating, and the administration of the agreement.

Prerequisite: MG-211.

**MG-217 - Compensation and Benefit Administration (3)**

This course examines elements of rational and objective compensation systems, including the economic and behavioral theories underlying modern compensation systems. Wage and salary administration, job evaluation, and rating and wage surveys are explored. Current federal and state legislation relating to wages, salaries and employee benefits are also reviewed.

Prerequisite: MG-211.

**MG-226 - Legal Aspects of Sports (3)**

This course provides an introduction to the legal system from a sports-related perspective. It examines the terminology and principles that apply directly to professional and amateur sports. It also identifies and analyzes the impact of legal issues and how sports organizations can limit liability.

Prerequisite: None.

**MG-227 - Business Ethics in Sports (3)**

This course is designed to provide an overview of ethical dilemmas faced by today's businesses, as well as, college and professional athletics. Through case analysis, multi-media, and discussion, the class takes a thorough review of financial trends, academic recruitment violations, legislation and reform affecting sport and the economy.

Prerequisite: None.
MG-230 - Principles of Project Management (3)

In this course, students develop the knowledge and skills to work successfully in a project environment and to accomplish project objectives. It outfits students with essential skills they need to make effective contributions and to have immediate impact on the accomplishments of projects in which they are involved. This course trains students to succeed on interdisciplinary and cross-functional teams, and sends students into the workforce with marketable skills. Microsoft (MS) Project software is used in conjunction with this course.

Prerequisite: MG-101 or MG-120 or MG-201.

MG-250 - Human Resources Training & Development (3)

This course gives an overview of human resource development (HRD) and how different training and activities can be aligned with the goals and challenges facing different organizations. Students examine adult learning and motivation, theories of motivation, needs assessment, program design, development and implementation, program evaluation, and career development are discussed.

Prerequisite: MG-211.

MG-252 - Recruitment and Selection (3)

This course examines the process of selection in today's modern business organizations. The students are involved in analyzing methods of recruitment in order to procure a qualified pool of candidates from which a selection is made. Discussions focus on the legal environment that affects selection, along with the specific steps necessary to build the selection program. This course gives students a complete presentation of the selection process, starting with recruitment, and shows the methodology and issues that often arise.

Prerequisite: MG-211.

MG-255 - Managing Cultural Diversity (3)

This course equips students with the tools and strategies necessary for effectively managing a diverse workforce while increasing productivity and reducing the volume of discrimination complaints. This course examines managing diversity, cross-cultural communication, diversity, and illegal workplace discrimination. Students also gain an understanding of the difference between cultural diversity and affirmative action, and the consequences of ignoring cultural diversity.

Prerequisite: MG-101 or MG-201.

MG-262 - Managing the Small Business (3)

This course focuses on the challenges of managing a small entrepreneurial business firm. The course discusses the theory and practical considerations of starting, growing and sustaining a profitable small business. The course ties together the many considerations facing the business owner including planning, start-up issues, marketing, human resource management, financing, daily operations, and legal concerns. Prerequisite: MG-340.
MG-265 - New Venture Financing (3)
This course provides an intensive hands-on approach to inspire and further develop students’ creative and innovative skills as they apply to everyday business experiences. By involving the students in the theoretical framework of innovation as well as hands-on experience through creative processes, they are able to enhance their business careers.
Prerequisite: MG-340.

MG-271 - Trends in Media, Entertainment and Culture (3)
This course provides an in-depth analysis of the business aspects of media and entertainment and explores how society influences these industries.
Prerequisite: MG-101 or MG-125 or MG-201.

MG-272 - Legal Aspects of Entertainment and Media (3)
In this course, students develop a familiarity with entertainment law contracts and an understanding of basic legal principles, with an emphasis on how to safeguard interests. Topics include: deal making, negotiating, litigation, intellectual property, royalties, unions and guilds, and arbitration. Students analyze various types of entertainment contracts, licensing agreements, and commercial endorsements.
Prerequisite: MG-101 or MG-125 or MG-201.

MG-280 - Introduction to Non Profit Management (3)
This course introduces students to the practice of management principles in the context of a public governmental agency or a not-for-profit organization. The course focuses on managing and governing non-profit/public organizations by exploring related theories, concepts, and real-world examples. Practices of strategic management, funding, and the management of multiple constituencies are also introduced.
Prerequisite: MG-101 or MG-120 or MG-201.

MG-285 - Integrating Business Concepts (3)
This challenging and exciting capstone course for the Associate Degree in Business Administration integrates a student’s knowledge of coursework with a practical understanding of the critical business workforces, readiness skills, and administrative professionalism that students must possess to secure an entry-level position that leads to a career in management. Students master business communication skills, resume and cover letter preparation, proficiency in Microsoft Office applications, and job search and networking skills, as well as the refinement of the required soft skills. Students create a career portfolio that includes samples of students' work to be used as visual representation of students' abilities, skills, knowledge, and professionalism. *Online students are required to have webcam and microphone technology.
Prerequisite: Sophomore Standing.
MG-305 - Introduction to Management Science (3)
In this course, students engage in analysis of systems in operations research, systems philosophy, analysis, design, and implementation. The use of quantitative techniques includes decision theory, linear programming, queuing, network analysis, stochastic process and dynamic programming. Emphasis is on structuring the problems and modeling.
Prerequisite: IT-115 or IT-215.

MG-313 - Organizational Behavior & Effectiveness (3)
Students examine the fundamental concepts of human behavior in the organization. Emphasis is on the non-technical aspects of the job, the requirements for functioning effectively in a cooperative effort and practical problems faced within the organization. Topics include perception, development of attitudes and values, communication, group dynamics, leadership, motivation, organizational development and change, and conflict management.
Prerequisite: MG-120 or MG-201.

MG-320 - Global Business (3)
This course provides an introduction to the international business environment. Emphasis is on an inter-disciplinary approach to the field. The course concentrates on those aspects of international trade, finance, marketing, technology transfer, management, and accounting that affect multinational business organizations. The course also analyzes the socio-political forces that shape multinational activities abroad.
Prerequisite: MG-120 or MG-201.

MG-330 - Organizational Theory (3)
This course provides an in-depth examination of how and why organizations develop. Topics include goals and effectiveness, technology, environment, structure types, differentiation, change and development, power, committees, organizational climate and cultural, and life cycles. Case studies are used to anchor concepts.
Prerequisite: MG-120 or MG-201.

MG-332 - Sports Operations and Facility Management (3)
This course examines the current research related to planning, funding, and operating sporting events and sport/recreation facilities. The course is designed to provide sports management students with the knowledge necessary for planning and operating sport and recreation facilities and events. Students gain an understanding of the vast career opportunities that are available in this growing, competitive industry. Successful completion of this course requires that the student have a basic foundation in the methodology of business, management, marketing and project management.
Prerequisite: MG-226.
MG-333 - Financial Management for Sports Organizations (3)

This advanced course is designed for students desiring a career in the sports management filed. This course provides students with the knowledge and skills necessary to use accounting and finance principles in sports organizations. Emphasis is placed on the use of financial statements, sources of financing, budgeting, and financial control. This course provides a solid background in financial management in sports organizations in the areas of budget development, concessions and merchandising, trademark licensing, inventory, cost control, cash management, and sport fund raising principles. Students develop an understanding of the application of micro- and macro-economic principles and the development of competitive strategies as related to sports organizations. Various topics including the impact of the television industry on professional sports and relating competitive strategies to the manufacturing and service industries in sports organizations are explored.

Prerequisite: MG-120.

MG-350 - Strategic Global Human Resources Management (3)

This course in International Human Resource Management (International HRM) provides insights into the critical issues facing organizations in simultaneously managing their human resources domestically and internationally. It focuses on the relation between corporate strategies and the effective management of human resources, which may require differing policies across national boundaries, particularly for multinational enterprises (MNEs) and transnational corporations (TCs) that are intricately involved in the global trade and investment environment.

Prerequisite: MG-211.

MG-356 - Human Resources Legal Environment & Disparities (3)

Students in this course address the legal consequences of human resource decision-making, as well as, the managerial significance of federal regulations and applicable state laws. Additionally, students gain an awareness of the continual need to reassess and improve human resource policies and practices in relation to ongoing developments in the law.

Prerequisite: MG-211.

MG-362 - Business Systems Management (3)

This course is designed for the non-technical end user. The course defines Information Systems Management, its basic concepts and important components. Included is the use of a database, data entry and retrieval, and the concept of information systems management within human resources, finance, management, marketing, and sales. Business collaboration, database processing, e-commerce and supply chain systems, business intelligence systems, and information security are covered.

Prerequisite: MG-120 or MG-201.

MG-390 - Business Management Internship I (3)

This elective course provides students with the opportunity to exercise their understanding of
the academic field and to apply classroom theory in actual work settings in paid and non-paid supervised positions. Requires a minimum of 15 hours per week of work, plus tutorial sessions that include discussions of topics related to matters on the job and career exploration.

Prerequisite: Junior Standing.

**MG-391 - Business Management Internship II (3)**

This elective course provides students with the opportunity to exercise their understanding of the academic field and to apply classroom theory in actual work settings in paid and non-paid supervised positions. Requires a minimum of 15 hours per week of work, plus tutorial sessions that include discussions of topics related to matters on the job and career exploration.

Prerequisite: MG-390.

**MG-394 - Sports Management Internship (3)**

This course is structured for students with limited or no prior sports management exposure. It is designed to provide the maximum development in the functional areas of sports management to compete in today's exciting and complex professional marketplace. The course is designed to provide students with supervised work experience in the field of sports management. It is an academic support program that combines practical work experience with academic study. Students are required to work with their faculty advisor on career development and job related matters.

Prerequisite: Junior Standing.

**MG-395 - Corporate Internship in Business Management (6)**

This course provides students with the opportunity to apply skills learned in the classroom within their discipline to a corporate experience. Students prepare for their chosen career by gaining practical experience while being immersed in a corporate setting. Students are required to complete 320 hours at the corporate internship setting.

Prerequisite: Junior Standing.

**MG-425 - Seminar in Human Resources (3)**

This is designed to be a final course in the Human Resources minor and serves to further synthesize the general body of knowledge gathered through the students' series of Human Resources related courses.

Prerequisite: MG-211.

**MG-435 - Sports Management Capstone Seminar (3)**

This is the bachelor level final semester capstone course. The Sports Management Seminar explores today's world of the business of sports. The purpose of this course is to give the student insight into working for a sports team, organization or a company which caters to sports enthusiasts. Throughout the course, students study theories and sports business case studies. Students are required to apply concepts from management, accounting, marketing, economics,
and finance using the casework and/or simulation approach.

Prerequisite: Senior Standing.

**MG-485 - Business Policy and Strategy (3)**

This capstone course synthesizes the concepts and techniques developed in prior courses. Students are required to apply concepts from management, accounting, marketing, economics, and finance using the casework and/or simulation approach.

Prerequisite: Senior standing.

**MK - Marketing**

**MK-101 - Marketing Foundations (3)**

This introductory course examines marketing functions and policies, consumer exchange behavior, product and product development, product life cycle, distribution channels, exporting and trade movement, standardization and grading, pricing principles, policies, and practices, government regulation, sales promotion, and management principles and practices.

Prerequisite: None.

**MK-110 - Social Media Marketing (3)**

This course is designed to provide students with the fundamental tools for implementing a social networking marketing plan. It examines new channels of marketing, advertising, and communication that make up social media marketing and explores current examples and future opportunities in how marketing professionals can embrace online social networks, user-generated content and content sharing, blogs, podcasts, wikis, and Twitter, to create brand awareness.

Prerequisite: None

**MK-201 - Integrated Advertising & Promotions (3)**

This course examines advertising principles, practices, and media strategy. Topics include media planning; the significance of print, television, radio, direct, and outdoor advertising; and consumer, product, and market analysis.

Prerequisite: MG-120 or MG-201.

**MK-202 - Art of Selling (3)**

This course provides in-depth coverage of the sales function and focuses on developing a sales personality, sales and the economy, opening and closing the sale, consumer motivation, advertising and sales techniques. Practical applications designed to improve communication techniques are thoroughly examined.

Prerequisite: MG-101 or MG-120.
MK-203 - Branding & Product Development (3)
This course emphasizes the major phases of product introduction in today’s markets. It covers the management of products during various life cycle stages, including the planning stage, idea development, screening, setting objectives, business analysis, and test marketing. The development and evaluation stages are stressed. Factors leading to product failure and success are also covered.
Prerequisite: MG-101 or MG-120.

MK-205 - Retail Management (3)
This introductory course provides students with a basic understanding of the retailing. It examines the retail environment, consumer behavior, the "retail mix" store site, design and layout, pricing policies, merchandise planning, and retaining customer. Pertinent case studies are used to develop decision-making skills.
Prerequisite: MG-101 or MG-120.

MK-206 - Digital and Search Engine Marketing (3)
This course develops students’ knowledge and understanding of how the internet is used to enhance marketing activities within an organization. Students are introduced to different online marketing techniques and are provided with a comprehensive overview of the internet and how web pages are designed to effectively advertise key benefits within an organization. Strategies designed to evaluate go or no/go marketing decisions are also introduced. Internet exercises, application, and real world cases are utilized to achieve overall learning goals.
Prerequisite: MK-101 or MK-110 or MG-120.

MK-208 - Internet Marketing Business Solutions (3)
This course develops students' knowledge and understanding of electronic commerce (e-commerce), how it is conducted and managed, and its major opportunities, limitations, and risks. This course is focuses on the infrastructures and applications that support business-to-consumer, business-to-business, and intra-business e-commerce. Internet exercises, applications, and real world cases are used to achieve learning objectives.
Prerequisite: MG-101 or MG-120 or MK-101.

MK 212 - Market Research (3)
This course covers the systematic design, collection, interpretation and reporting of information to marketing decision makers. Particular attention is devoted to problem-solving and optimizing marketing opportunities. Students also learn about research design, sources of data, collecting data, preparing questionnaires, sampling techniques, converting the data to information, and reporting the information.
Prerequisite: MG-101 or MG-120
MK 322 - Marketing Management (3)
This course deals with the problems involved in selecting channels of distribution, pricing management, product planning and development, marketing strategy, marketing industrial products, and advertising and marketing communications. The course emphasizes planning, organizing, and controlling a business firm's total marketing program.
Prerequisite: MG-101 or MG-120.

MK 340 - Global Marketing and Promotions (3)
This course explores the nature and practice of international marketing management. The course concentrates on how culture and environment affect global marketing strategy. It deals with planning, pricing, distribution, and promotional strategies of international marketing managers. Students examine ways of integrating and coordinating marketing plans, the marketing- management-type 4-P's concept, and learn about the role of research and market segmentation in the global marketing process. It includes coverage of important topics such as the big emerging markets, the World Trade Organization, and relationships marketing.
Prerequisite: MG-101 or MG-120.

MK 342 - Consumer Behavior (3)
This course is a study of consumer issues concerning the acquisition, consumption, and distribution of goods, services, and ideas domestically and from a cross-cultural perspective. The course focuses on the various aspects of consumer buying behavior, consumer motivation, persuasion, sociological aspects of consumption, and the psychology of consumer preferences.
Prerequisite: MG-101 or MG-120.
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**Mathurin, Allison
BBA, Mc Murry University
MBA, University of Detroit

*Matthew, Lucia
BSc, University of West Indies
MBA, Baruch College

*Mensah, Moses K.
BA, University of Ghana, Legon
MBA, Iona College
Certified Public Accountant

Mitchell, Taren
BA, Syracuse University
JD, Pace University School of Law

Nanton, Keithroy
BA, University of the Virgin Islands
MBA, University of the Virgin Islands
MS, Pace University
EJD, Kaplan University
PhD, Capella University
Certified Public Accountant

*Niedzwiecki, Michael
BBA, Iona College
MBA, Iona College

*Nmecha, Richard
BCom, Laurentian University
MBA, Youngstown State University

*O’Neil, Brian
BA, Princeton University
MBA, Harvard Business School

*Patrick, Craig
BA, University of Rochester
MBA, New York University

*Paulin, Desiree
BA, Berkeley College
MS, Nyack College

*Perez, Ramon
BS, Mercy College
MA, SUNY Buffalo
JD, SUNY Buffalo

*Prentice, Bernadeth
BBA, Baruch College
Bachelor of Laws, University of Wolver
Hampton Law School
Master of Laws, St. Thomas Univ. Law School

Pride, Sheldon
BS, North Carolina State University
MS, University of Virginia
PhD, University of Virginia

*Rosenberg, Michael
BA, Johns Hopkins University
MA, Syracuse University
JD, Syracuse University
*Rotenberg, James  
BA, Denison University  
MA, St. Bonaventure University

*Schneiderman, Edward S.  
BA, Queens College  
MBA, Long Island University  
PhD, Walden University

*Scott, Keriann  
BA, Lehman College  
MBA, Pace University

*Sloley, Ameil  
BBA, Monroe College  
MS, Manhattanville College

*Smith, Patricia  
BS, Lehman College  
MS, Lehman College  
MS, Rensselaer Polytechnic Institute

*Smith, Tracy  
BA, Dillard University  
MS, The New School for Social Research

*Stewart-Evans, Gail  
BA, The New School for Social Research  
MA, The New School for Social Research

*Thompson, Syleecia  
BS, Southern Illinois University  
MBA, FMU, Tampa College  
DBA, Argosy University

*Ulukbek, Mars  
BBA, Salem International University  
MPA, Columbia University  
MS, Baruch College

*Vinecour, Deborah  
BA, State University of New York  
MPA, Pace University  
JD, Pace University

*Walker, Tonia  
BS, Post University  
MBA, Southern Connecticut State University  
DBA, Walden University

*Walters, Kevin  
BBA, Baruch College  
MBA, University of Chicago

*Washington, Audrey  
BA, Montclair State University  
MS, Manhattanville College

Williams, Aldith  
BS, City University of NY  
MBA, Long Island University

*Williams, Beverly J.  
BA, Saint Leo University  
MS, Florida Institute of Technology  
MS, Central Michigan University

*Williams, Tiffany  
BS, Florida State University  
MBA, University of South Florida  
MA, New York University

*Wu, Katherine  
BA, Washington University  
MA, Seton Hall University  
Certified Public Accountant

*Yagnik, Ashish  
BBA, Baruch College  
MBA, University of Massachusetts-Lowell
Young, Jasmine
BA, Howard University
MBA, Felician College

*Zapata, Dawn
BA, University of Illinois at Chicago
MA, Harvard University
School of Criminal Justice

The School of Criminal Justice offers a comprehensive curriculum that encompasses the major components of the criminal justice system and human services. Students accepted into our competitive programs will study the areas of law enforcement, corrections, law, and human services. Each class builds the proper foundation for the advanced intellectual application of knowledge necessary for success in our upper level courses.

Our students have the distinct advantage of learning from industry professionals who masterfully incorporate theory with a practical perspective. Experiential learning from core internships, membership in active student clubs, volunteer community-based initiatives, meaningful site visits and technology-based learning supplement our excellence in academics.

AS in Criminal Justice

The Associate Degree Program in Criminal Justice is designed to provide our students with a solid foundation of the criminal justice system. Students are introduced to law enforcement and correctional concepts and practices. They also study law and social sciences as applied to the field of criminal justice. Current themes in criminal justice including criminal justice reform, bail reform, poverty, decarceration, and restorative justice are explored to provide our students with the innovative tools for creating effective changes in communities throughout the United States. The program level objectives for students completing the AS in Criminal Justice are as follows:

1. Trace and articulate the historical impact of the U.S. Constitution on the formation of the American criminal justice system
2. Analyze and articulate the major components of American criminal justice system, including an evaluation of the impact of processes and public policy on each component
3. Formulate a standard competency for analyzing the concepts of criminal law and criminal law cases
4. Define, evaluate and critique the nature, extent and cause of crime(s) and the relevant theories that apply to such crimes
5. Assess the value and importance of ethical decision-making by the various criminal justice actors within the hierarchy of their organizations
6. Develop interpersonal and professional skills essential for academic and professional development

Graduates of this degree program are prepared with the knowledge, skills and effective work habits required for entry-level positions in criminal justice and related fields.
Criminal Justice AS Requirements

Major-Related Courses: 24 Credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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<tr>
<td>CJ-101</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJ-200</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CJ-202</td>
<td>Prisons: Punishment &amp; Rehabilitation in America</td>
<td>3</td>
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<tr>
<td>CJ-205</td>
<td>Criminal Procedure and Process</td>
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<td>CJ-210</td>
<td>Criminal Investigation</td>
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<td>CJ-211</td>
<td>Criminal Justice System and the Community</td>
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<td>CJ-212</td>
<td>Ethical Issues in Criminal Justice</td>
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<tr>
<td>CJ-292</td>
<td>Seminar in Criminal Justice Studies</td>
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Sub-total: 24

General Education and Related Courses: 36 Credits

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<td>EN-111</td>
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<td>EN-121</td>
<td>Analytical Thinking, Writing, and Research</td>
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<td>HS-101</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>IT-118</td>
<td>Integrated Business Applications</td>
<td>3</td>
</tr>
<tr>
<td>LA-101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>LA-102</td>
<td>Introduction Sociology</td>
<td>3</td>
</tr>
<tr>
<td>LA-103</td>
<td>Introduction to Political Science</td>
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</tr>
<tr>
<td>LA-240</td>
<td>Criminology</td>
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</tr>
<tr>
<td>MA-115</td>
<td>Quantitative Reasoning</td>
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<td></td>
<td>Liberal Arts Elective</td>
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<td>Open Electives</td>
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</table>

Sub-total: 36

Total Credit Hours: 60

AS in Human Services

The Associate Degree in Human Services prepares students for entry-level positions in a rewarding field geared towards assisting individuals who are undergoing crisis or chronic situations. According to the Bureau of Labor Statistics, employment in this area is projected to grow 16 percent from 2016 to 2026. Graduates of the program will be proficient in the principles and techniques required to assist individuals in identifying and altering behaviors so that they can achieve independence and personal growth. The curriculum stresses the importance of respect for all people and sensitivity to cultural diversity. Students are required to complete one supervised field experience. Graduates will seek employment working with adults and children in a variety of settings such as social service agencies, mental health and substance abuse treatment facilities, domestic abuse shelters, and community centers.
The program level objectives for students completing the AS in Human Services are as follows:

1. Identify and explain the contributing factors to the origin, and continuing growth, of the human services profession
2. Discuss and differentiate between the major theoretical approaches to service provision in human services
3. Employ the knowledge and skills required to engage and establish a basic working relationship with clients from diverse ethnic and cultural backgrounds
4. Write various forms of client needs tracking documentation including biopsychosocials and progress notes
5. Compare the various methods of service delivery in human services including the differences between and benefits of each method

**Human Services AS Requirements**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HA-101</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HS-121</td>
<td>Principles of Interviewing and Report Writing</td>
<td>3</td>
</tr>
<tr>
<td>HS-201</td>
<td>Ethical Issues in Human Services</td>
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<tr>
<td>HS-250</td>
<td>Practicum in Human Services I</td>
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<td>HS-255</td>
<td>Practicum in Human Services II</td>
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</tr>
<tr>
<td>LA-103</td>
<td>Introduction to Political Science</td>
<td>3</td>
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<tr>
<td>LA-108</td>
<td>Psychology of Abnormal Behavior</td>
<td>3</td>
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<tr>
<td>LA-209</td>
<td>Social Issues</td>
<td>3</td>
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<tr>
<td>LA-245</td>
<td>Introduction to Counseling Theory</td>
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<tr>
<td>LA-255</td>
<td>Psychology Across the Lifespan</td>
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Sub-total: 32

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<tr>
<th>Course #</th>
<th>Course Name</th>
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<tr>
<td>EN-111</td>
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<tr>
<td>EN-121</td>
<td>Analytical Thinking, Writing, and Research</td>
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<td>EN-206</td>
<td>Professional Writing and Presentation</td>
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<td>IT-115</td>
<td>Electronic Spreadsheet</td>
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<tr>
<td>LA-101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>LA-102</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>LA-122</td>
<td>Fundamentals of Communication</td>
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<tr>
<td>MA-115</td>
<td>Quantitative Reasoning</td>
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</tbody>
</table>

Sub-total: 30

**Total Credit Hours: 62**
**BS in Criminal Justice**

This program is designed to prepare students for entry-level to more advanced positions in a variety of criminal justice careers. These career opportunities include, but are not limited to, the law enforcement agencies, counseling and social services or human services agencies, court management and administration units, Probation and Parole and Specialized Security Organizations. Our curriculum supports career preparation with the inclusion of a required internship in criminal justice or a related field. Students are required to successfully complete 160 internship hours and must satisfy the academic component of the internship.

The Monroe College Bachelor of Science Degree in Criminal Justice also provides students currently working in the field with the competencies and credentials necessary for career advancement and the skills needed to obtain supervisory/development, and management positions. Our innovative curriculum includes a culminating course, CJ 480 – Criminal Justice Capstone Course, which requires students to apply scientific knowledge and their research skills to address a specific criminal justice issue and to recommend sound policies.

Additionally, the bachelor’s program provides excellent preparation for graduate and professional studies in criminal justice and its related fields.

The program level objectives for students completing the BS in Criminal Justice are as follows:

1. Articulate the contemporary issues affecting the criminal justice system
2. Describe and evaluate the impact of diversity, race, gender, class, ethnicity and sexual orientation on policing, bail, sentencing, incarceration and criminal justice reform
3. Apply criminal justice research in measuring, interpreting and analyzing quantitative and qualitative data within research design and evaluating different research models, their advantages and disadvantages
4. Effectively demonstrate knowledge of information technology on criminal justice research
5. Demonstrate competency and fluency in applying academic theory to practical experiences in professional settings or within policy recommendations
6. Develop and refine the requisite oral, written communication and leadership skills to advance in criminal justice related fields

**Criminal Justice BS Requirements**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CJ-101</td>
<td>Introduction to Criminal Justice</td>
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<tr>
<td>CJ-200</td>
<td>Criminal Law</td>
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<td>CJ-202</td>
<td>Prisons: Punishment &amp; Rehabilitation in America</td>
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<td>CJ-205</td>
<td>Criminal Procedure and Process</td>
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<tr>
<td>CJ-210</td>
<td>Criminal Investigation</td>
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</table>
CJ-211  Criminal Justice System and the Community  3
CJ-212  Ethical Issues in Criminal Justice  3
CJ-292  Seminar in Criminal Justice Studies  3
CJ-300  Research Methods in Criminal Justice I  3
CJ-320  Diversity in the Criminal Justice System  3
CJ-350  Research Methods in Criminal Justice II  3
CJ-390  Field Experience in Criminal Justice II  3
CJ-430  Leadership in the Criminal Justice System  3
CJ-480  Criminal Justice Capstone Course  3
IT-118  Integrated Business Applications  3

Open Electives  15

Subtotal:  60

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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<tr>
<td>HS-101</td>
<td>Introduction to Human Services</td>
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<td>LA-101</td>
<td>Introduction to Psychology</td>
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<td>Introduction to Political Science</td>
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<td>LA-108</td>
<td>Psychology of Abnormal Behavior</td>
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<td>LA-122</td>
<td>Fundamentals of Communication</td>
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<td>LA-130</td>
<td>American History I: Independence to the Civil War</td>
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Subtotal:  60

Total Credit Hours:  120

BS in Human Services

The Bachelor of Science in Human Services Program provides a comprehensive understanding of the role of practitioners in order to develop educated, ethical thinkers that can apply their knowledge and skills to serve individuals, families, and society in either management or leadership positions. According to the Bureau of Labor Statistics employment, in this area is projected to grow 16 percent from 2016 to 2026. The program graduates professionals who can meet the needs of individuals in diverse communities with integrity and sensitivity, and be prepared for further education and lifetime learning. Students are required to complete two supervised field experiences. Graduates seek employment working with adults and children in a variety of settings such as social service agencies, mental health and substance abuse treatment facilities, domestic abuse shelters, and community centers.
The program level objectives for students completing the BS in Human Services are as follows:

1. Explain the differences between, and the importance of, cross-cultural sensitivity and cultural competence in the human services profession
2. Demonstrate a higher level of interviewing and probing skills in working with clients on identifying, modifying and eliminating problem issues and maladaptive behaviors
3. Formulate effective treatment planning with clients by analyzing assessment interviews and documentations
4. Identify the means by which social welfare policies are initially formulated, regularly evaluated, and eventually modified when necessary
5. Research problem issues in the field of human services and theorize potential approaches and plans to address them
6. Assess the ethical, legal, financial, and programmatic factors that surround the establishment and management of a human service provision agency

**Human Services BS Requirements**

<table>
<thead>
<tr>
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<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HA-101</td>
<td>Introduction to Human Services</td>
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<tr>
<td>HS-121</td>
<td>Principles of Interviewing and Report Writing</td>
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<td>Ethical Issues in Human Services</td>
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<td>HS-320</td>
<td>Cultural Competence in the Human Services</td>
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<td>Social Welfare Policy</td>
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<td>Administration of Human Services</td>
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<td>HS-450</td>
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<td>HS-480</td>
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**Sub-total:** 64

**General Education and Related Courses:** 60 Credits

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<td>LA-101</td>
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<td>LA-102</td>
<td>Introduction to Sociology</td>
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<td>LA-103</td>
<td>Introduction to Political Science</td>
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<td>Psychology of Abnormal Behavior</td>
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<td>LA-122</td>
<td>Fundamentals of Communication</td>
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<td>LA-205</td>
<td>Professional Communication</td>
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<tr>
<td>LA-209</td>
<td>Social Issues</td>
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</table>
CASAC Certificate Program

The CASAC Addiction Counseling Program prepares students to work with people with addictions to alcohol and other drugs. Counselors work in the fields of substance abuse treatment (detoxification, rehabilitation, and long-term residential modalities), medical health, mental health, school prevention, correctional services, homeless shelters, and in private practice. This program provides students with strong theoretical and practical foundations, which can lead to career advancement in the human services and health care fields. Students learn to assess level and type of addiction, identify associated life issues, and set up treatment plans. Students are also equipped with strategies for early intervention, prevention, and treatment of substance abuse issues.

CASAC Certificate Course Requirements

Major-Related Courses: 24 Credits

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<tr>
<th>Course #</th>
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<td>HA-101</td>
<td>Introduction to Human Services</td>
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<td>HS-111</td>
<td>The Science of Addiction – Drug Use and Abuse</td>
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<td>HS-122</td>
<td>Overview of Substance Abuse and Chemical Dependency</td>
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<td>HS-123</td>
<td>Substance Abuse Assessment and Treatment Planning</td>
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<td>HS-201</td>
<td>Ethical Issues in Human Services</td>
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<td>HS-224</td>
<td>Addiction Counseling – The Individual</td>
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<td>HS-225</td>
<td>Addiction Counseling – The Family and Groups</td>
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<td>HS-320</td>
<td>Cultural Competence in Human Services</td>
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Sub-total: 24

General Education and Related Courses: 6 Credits

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</tr>
<tr>
<td>LA-305</td>
<td>Introduction to Case Management</td>
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</table>

Sub-total: 60

Total Credit Hours: 30
Course Offerings

CJ – Criminal Justice

CJ 101 - Introduction to Criminal Justice (3)
This course is a comprehensive introduction to the Criminal Justice System, with emphasis on the roles and responsibilities of the police, courts, and corrections. It explores the impact of the three branches of the government at the federal and state levels. Federal and State Constitutional rights of the accused and the roles of key players in the judicial process are studied. This introductory course provides a solid foundation of the United States Criminal Justice system and provides a historical context for the examination of current trends and developments in the field.
Prerequisite: None.

CJ 106 - Introduction to Fire Science (3)
This course provides an introduction to the historical and scientific background of fire protection services in the United States. Topics include fire service terminology; duties and responsibilities of firefighters; fire equipment use and function; and the responsibilities of fire service agencies within government and the private sector. Employment and promotional opportunities are also explored.
Prerequisite: CJ-101.

CJ 110 - Contemporary Security Practices (3)
This course examines contemporary security practices, the history, the philosophy, and the legal authority of private security, the role of private security, and the selection and training of professionals in Criminal Justice and Public Safety systems. Topics include: protection theory, the security survey, functional security activities, structural security and design, and fire protection and safety planning as they apply to specialized settings.
Prerequisite: None.

CJ 150 - American Legal System (3)
This course examines the history, structure, organization, and authority of the legal justice system in the United States. Students learn about the evolution of law and legal systems. Topics include jurisdictional issues, the appellate process, and the Constitutional rights of citizens in the civil and criminal process.
Prerequisite: None.

CJ 160 - Cyber Crime (3)
This course is an introduction to cybercrimes, which includes the history as well as ethical and technological considerations. Students learn the different types of cybercrimes (identity theft, cyber-bullying, financial fraud, intellectual property, and child exploitation). The course
examines of the importance of data evidence collection and the ways technology serves as a contributory tool in facilitating this crime.

Prerequisite: IT-118.

**CJ 200 - Criminal Law (3)**

This course is an introduction to the history, theory, and practice of the substantive criminal law. It examines the sources of law, legislative responsibilities, major elements of statutory offenses, and their application in the criminal justice process. The New York State Penal Code is emphasized.

Prerequisite: CJ-101.

**CJ 201 - Family Law (3)**

This course introduces students to the various components of family law, examining the following: matrimonial law, family offenses, child protective proceedings, parental rights, and adoption. The expansion of the legal definition of a family, legal rights and protections are discussed. Emphasis is placed on the statutory provisions from the Domestic Relation Law and Family Court Act.

Prerequisite: CJ-101.

**CJ 202 - Prisons: Punishment and Rehabilitation in America (3)**

This course is a study of American penology—the study of prison management and criminal rehabilitation—in a sociological context. In addition, it examines the major issues that have helped shape the landscape of American Corrections. This includes a discussion of current treatment modalities, inmate subcultures, prison management, and sentencing trends. The course explores the use of alternatives to incarceration and the latest trends in prisoner re-entry.

Prerequisite: None.

**CJ 205 - Criminal Procedure and Process (3)**

This course examines the application of relevant United States and state constitutional requirements and restrictions on the investigation and prosecution of criminal offenses. Major topics include the laws of arrest, the rules of search and seizure, the use of force, and interrogation practices. Attention is paid to various aspects of the investigation and judicial process, the concept of due process, and rights afforded to the accused.

Prerequisite: CJ-200.

**CJ 206 - Police Patrol Procedures (3)**

This course examines the police patrol function in detail, including the types of patrol and its applications as well as ethics, strategies, and procedures. Specific patrol activities and duties are emphasized including crime response and prevention, medical emergencies, community relations, communication skills, and report writing.

Prerequisite: CJ-101.
**CJ 208 - History of the New York City Police Department (3)**

This course examines the history of policing in New York City from 1625 to the present. Students learn the evolution of security forces in NYC from the Shout and Rattle Watch, through the transformation of the Municipal and Metropolitan Police Departments into the modern NYPD. Newsworthy events, high profile cases, and their impact on the reformation of the NYPD are discussed.

Prerequisite: CJ-101.

**CJ 210 - Criminal Investigation (3)**

This course is an introduction to the history, theory, and practice of criminal investigation. The course examines evolution of the investigative process, basic procedures, and the ethical and appropriate use of investigative practices. Topics include crime scene procedures, securing, documenting, collecting, and preserving physical evidence, locating and interviewing witnesses, developing an investigative plan, follow up procedures, the role and limitations of the crime lab, identification practices, and case preparation. Students examine investigative practices for burglaries, larcenies, auto theft, and similar crimes.

Prerequisite: CJ-205.

**CJ 211 - Criminal Justice System and the Community (3)**

This course examines the relationship between the components of the criminal justice system and the communities they serve. Contemporary approaches to crime reduction are also discussed. Various community concerns are explored. Issues that prevent a cooperative environment, as well as the internal and external barriers to such relationships are examined in detail. Emphasis is placed on developing community awareness of criminal justice agencies, utilizing resources to engage in problem solving with citizens, and promoting community crime prevention initiatives.

Prerequisite: CJ-101.

**CJ 212 - Ethical Issues in Criminal Justice (3)**

This course examines the purpose and functions of ethics in society, the sources of ethical conflicts in the criminal justice system, and appropriate resolutions. Students address personal and professional value systems, ethical standards, and ethical-decision making. Emphasis is placed on individual responsibility and accountability to society.

Prerequisite: CJ-101.

**CJ 215 - Event Risk Management and Safety (3)**

This course is a comprehensive examination of managing the risk and liability of public and private events. With theoretical and practical procedures and scenarios, students learn how to recognize, manage, and limit risk in venues that vary in size and scope. The importance of coordination among governmental and private resources is examined, along with elements of overall security and safety. Prerequisite: Sophomore Standing.
CJ 220 - Women in Criminal Justice (3)
This course provides an overview of the many issues surrounding women in the criminal justice system. Students gain a historical perspective of women as offenders, victims/survivors, and criminal justice professionals. Relevant criminological theories that explain female patterns of criminal behavior, victimization, and the effects of labeling are also examined.
Prerequisite: CJ-101.

CJ 240 - Correctional Administration & the Law (3)
This course examines the specific aspects of public administration as they apply to correctional organizations. Topics include: the principles of effective management and leadership; models for the organization and administration of correctional agencies and their services; and internal and external accountability. Students learn the specific body of law that governs corrections and how the law protects the rights of inmates and Criminal Justice professionals.
Prerequisite: CJ-202.

CJ 245 - Correctional Counseling (3)
This course examines counseling services, methods, and strategies used in the correctional system including probation and parole services. Topics include the role of counseling in the rehabilitation process, classification and evaluation of offenders, risk assessment, the counseling process and crisis intervention. Issues including anger management, responsibility training, behavior modification, and counseling techniques are explored.
Prerequisite: CJ-202; LA-101.

CJ 270 - Fundamentals of Criminal Trial Practice (3)
This course introduces students to the fundamentals of the trial process. Emphasis is placed on the importance of witness statements, police reports, medical records, as well as other documentation in trial practice. Students are taught how to effectively conduct each phase of the trial process, including pre-trial motions, opening statements, direct examination, cross examination, and closing statements through mock trial presentations and proceedings.
Prerequisite: CJ-205.

CJ 271 - United States Court Systems (3)
This course examines the history, tradition, and philosophy underlying the United States justice system and court structure at the federal, state, and local levels. Students learn the roles of the judges, prosecutors, law enforcement, defense attorneys, defendants, plaintiffs, jurors, and victims who are involved in case outcomes. The impact of public opinion, public policy, and future trends of the nation’s court systems are also examined.
Prerequisite: CJ-101; LA-103.
CJ 280 - Physical Fitness for Today's Professionals (3)
This course develops the basic skills and techniques necessary for physical fitness as it relates to law enforcement careers. This physical fitness training and conditioning adequately prepares the student for the physical agility law enforcement entrance examinations. Emphasis is placed on aerobic and anaerobic exercises, diet and nutrition, foot pursuits, arrest techniques, and strengthening exercises.
Prerequisite: None.

CJ 281 - Defensive Tactics (3)
This course develops the basic skills and techniques necessary for law enforcement officers to control resistance from aggressive subjects. It focuses on non-lethal tactics that include anaerobic exercise, pressure point control, impact weapon techniques, tactical handcuffing, handgun disarming, and other defensive maneuvers.
Prerequisite: None.

CJ 290 - Field Experience in Criminal Justice I (3)
This course offers students the opportunity to apply learned theory in a practical setting. Placements include police agencies, para-professional positions in probation, correctional counseling, juvenile facilities, or in custodial and non-custodial correctional facilities, detention centers, and similar agencies.
Prerequisite: CJ-101.

CJ 292 - Seminar in Criminal Justice Studies (3)
This course serves as a culmination of knowledge acquired at the associate level for the Criminal Justice major. The course synthesizes the academic theories studied with a practical application of critical and contemporary issues. The course provides a framework for the student to identify potential career opportunities within the criminal justice field. Students develop career portfolios, practice interview techniques, and learn how to apply these skills in real life experiences.
Prerequisite: Sophomore Standing.

CJ 300 – Research Methods in Criminal Justice I (3)
This course introduces students to basic components of scholarly research. Students will study contemporary issues affecting the criminal justice system. Topics will vary according to current events and may range from gun control and prison violence, to police corruption, racial profiling, and other issues affecting communities. Students, working individually or in groups, present their research findings in both oral and written formats.
Prerequisite: Junior Standing
CJ 301 - Homeland Security & Counterterrorism (3)
This course is a comprehensive examination of domestic and foreign terrorist threats and the governmental responses to those threats. Students learn about the recent history of attacks against United States of America, the formation of the Department of Homeland Security, its functions, and the Patriot Act. Terrorist organizations, threat assessment, and intelligence agency activities are examined. Joint efforts of the role of government and private sector in the fight against terrorism are explored. Case studies and best practices are reviewed.
Prerequisite: CJ-205.

CJ 305 - Drugs in America (3)
This course examines the history of illegal drug activity in the United States and its impact on the nation's economy, health system, and criminal justice system. Students learn about the National Drug Policy, the national war on drugs, the international drug trade, and current law enforcement tactics. Drug user profiles, current treatment modalities, and new treatment strategies are also explored.
Prerequisite: CJ-101.

CJ 307 - Forensic Applications in Criminal Investigation (3)
This course is an introduction to the application of the scientific method and the principles of contemporary science to criminal investigation. Students explore how forensic experts apply scientific principles and methods to the analysis, identification and classification of physical evidence in criminal cases.
Prerequisite: CJ-210.

CJ 311 - Organized Crime and Gangs (3)
This course offers a historical and contemporary analysis of organized crime and gangs in America, exploring their origins, components, structures, and activities. Topics include the traditional and emerging organized crime groups, current gang organization, structure and the influences to form gangs and organized crime groups, as well as the impact of the organized criminal activities on American social, economic, and political life.
Prerequisite: CJ-101; LA-102.

CJ 312 - Domestic Violence (3)
This course examines domestic violence, its causes, and its effects on society. Students explore issues related to domestic violence, intimate partner violence, the cycle of violence, as well as intervention techniques. Using case studies, students also explore the culture and legal concepts associated with domestic violence.
Prerequisite: LA-101.

CJ 317 - Forensics Applied to Computer Investigations (3)
This course examines the use of computers to commit crimes including identity theft, hacking, online auction fraud (EBAY, Craig's List), credit card fraud, and child pornography. The focus of
this course is the unlawful use of the computer, computer programs and software to facilitate crimes initiated on the Internet. The course explores forensic examination of computers and computer programs for the recovery of evidence.

Prerequisite: CJ-160.

**CJ 320 - Diversity in the Criminal Justice System (3)**

This course examines current issues of race, gender, social class, sexual orientation, and religion as they affect the criminal justice system. The myths and realities of criminality and victimization are addressed, as well as the impact of these issues on the internal structure and operational practices of the criminal justice system. Special emphasis is placed on police and correctional services.

Prerequisite: CJ-101.

**CJ 324 - Principles of Disaster Management (3)**

This course is an introduction to the theories, principles, and practices of disaster management with an emphasis on the roles and functions of key governmental agencies in natural and man-made disasters. It explains emergency planning and preparedness, mitigation, disaster management in the private sector, response and recovery, and interagency cooperation. Relevant case studies and legal issues are examined.

Prerequisite: Junior Standing.

**CJ 325 - Homicide Investigation (3)**

This advanced course in criminal investigation integrates and expands concepts introduced in Criminal Investigation and Criminal Procedure. Students examine homicide investigations from the crime scene through the prosecution process. Specific topics include crime scene processing, forensic examinations, interviewing and interrogation, identification procedures, investigative planning, documentation and report writing, search and seizure issues, court preparation, and testimony.

Prerequisite: CJ-210.

**CJ 326 - Sex Crimes (3)**

This advanced course in criminal investigation focuses on the investigation and prosecution of sexual abuse crimes. Students examine the investigative process from the crime scene through the judicial process. Specific topics include crime scene processing, forensic examination, scientific evidence, and interview techniques of victims of sex crimes. The course focuses on the psychological effects of victimization, and the care and treatment of victims. The pathology of sexual offenders, identification, procedures, relevant legal issues, investigative planning, court preparation, and testimony are also addressed.

Prerequisite: CJ-210.
CJ 327 - Crime Scene Management
This course is an introduction to the appropriate processing of crime scenes including securing the scene, evidence collection, integrity and the interpretation of evidence. Blood stain pattern analysis, injury patterns, latent friction ridge imprints, DNA laden substratum, and tool-mark impressions, and other forensic evidence are discussed.
Prerequisite: CJ-307.

CJ 329 - Forensic Psychology and Serial Offenders (3)
This course is an introduction to various areas of forensic psychology and how forensic psychologists contribute to the legal system. Students are introduced to the methods used by forensic psychologists to explain behavior. This course examines the aspects of clinical, neurological, and counseling psychology. Special attention is paid to serial offenders and what motivates their behaviors.
Prerequisite: LA-108; LA-242; Junior Standing.

CJ 350 - Research Methods in Criminal Justice II (3)
This course continues the standard social science research designs and methodologies as they apply to criminal justice. The interpretation and uses of scientific data in criminal justice, the analysis of research results regarding crime data, offenders, crime patterns, and related issues are addressed. Topics include introduction to the scientific method, the development of hypothesis and research questions, research design, basic research techniques, sampling, reliability and validity, and the evaluation of findings. Standard surveying techniques are emphasized. Students develop original research projects.
Prerequisite: MA-135 or MA-145; CJ-300.

CJ 390 - Field Experience in Criminal Justice II (3)
This course exposes students to criminal justice positions that require a bachelor’s degree for entry-level employment. Students spend a minimum of 100 hours over the course of the semester in a field placement suitable to their career interests, under the guidance of their course instructor and the supervision of the agency’s representative. Placements may include positions in federal law enforcement agencies, U.S. Probation Department, the New York City and New York State Departments of Investigation, prosecutors’ offices at the county and federal levels, United Nation’s Security Services, counseling and case management in correctional facilities, courts, probation services, and similar agencies. Students meet periodically with the instructor to assess progress, share individual experiences, and develop skills necessary for finding and obtaining employment. This course is required for all bachelor’s level students.
Prerequisite: CJ-290 or CJ-292.

CJ 395 - Corporate Internship (6)
This course provides students with the opportunity to apply skills learned in the classroom to a corporate experience. Students prepare for their professional career, gaining practical
experience while being immersed in a corporate setting. Students are required to complete 320 hours at a corporate internship setting.

Prerequisite: Junior Standing and approval of the Dean.

**CJ 430 - Leadership in the Criminal Justice System (3)**

This course examines the critical attributes of effective leadership in the criminal justice system. This course provides students with a conceptual and theoretical basis upon which to evaluate criminal justice administration and management.

Prerequisite: CJ-300.

**CJ 480 - Criminal Justice Capstone Course (3)**

This capstone course provides senior students with the opportunity to analyze, integrate, and synthesize the knowledge, critical thinking, and problem-solving skills gained in their major program of study. The course also focuses on applying major criminal justice theories that have contributed to an understanding of deviant, delinquent, or abnormal behaviors and crime. Students demonstrate their ability to successfully analyze, evaluate, and interpret issues through a large-scale research project and a presentation of their findings. Additionally, this course serves as a bridge for either entry-level positions in the criminal justice field or graduate studies.

Prerequisite: CJ-350; Senior Standing.

**HS - Human Services**

**HS 101 - Introduction to Human Services (3)**

This course examines the historical, social and political forces that have led to the development of both governmental and non-profit human services systems in contemporary America. The organization and operation of the primary social supports for meeting human service needs; the various models for the delivery of those services; theoretical perspectives; target populations, and the characteristics and skills of a human service professional. Ethical considerations and diversity issues are addressed.

**Prerequisites: None**

**HS-111 The Science of Addiction – Drug Use and Abuse (3)**

This course examines the science of alcohol, tobacco, and other drugs (ATOD) use and abuse. Special attention is paid to how the brain and other body parts react to ATOD ingestion and ATOD pharmacology. The interaction of ATOD use and abuse, and medical and mental illness will be studied. Students will learn the etiology of addiction and genetic factors that contribute to addiction. The risk and protection factors that characterize individuals and groups and their living environments and the continuum of drug use will also be examined.

**Prerequisites: None**
HS 121 - Principles of Interviewing and Report Writing (3)
This course focuses on clinical interviewing in the context of the human services profession. Students develop effective interviewing skills such as communicating involvement, active listening, open- and closed-ended questioning goal-setting and contracting, as well as expressing warmth and empathy. Additionally, students become aware of the effect that the interviewer’s prior attitudes and behaviors can have on the success of the interview. Role-playing, case studies, and digital recording are used to aid the learning process. Data collected from the interview are utilized for report writing, improving assessment skills, and the formulation of a treatment plan.
Prerequisite: HS-101.

HS-122 Overview of Substance Abuse and Chemical Dependency (3)
This course is an entry-level course that will provide students with specifics of substance abuse treatment. The students will develop a working knowledge of the effects of substance abuse. It will provide students with an overview of specific therapy models and medication supported recovery. Students will gain an overview of toxicology screenings and medical issues associated with drug abuse. It will provide an overview of the theories of addiction counseling and application of these theories.
Prerequisites: HS-111

HS-123 Substance Abuse Assessment and Treatment Planning
This course will examine the assessment procedures and general principles of appraisal techniques for both individuals and groups. It is designed to provide a foundation for using assessment procedures in addiction counseling. Students will examine the three interrelated components of screening, assessment, and treatment planning which will inform and guide the provision of appropriate client centered services. Students will explore general principles of case conceptualization, reliability and validity and basic concepts of various assessment techniques, as well as ethical and legal issues. Students will learn about client assessment, treatment planning, case management for persons with co-occurring disorders and diverse backgrounds, clinical record keeping, and discharge planning.
Prerequisites: HS-111

HS 201 - Ethical Issues in Human Services (3)
This course prepares students for the challenging ethical dilemmas that often confront human services professionals. The course provides students with a general understanding of the basic principles of ethics and ethical decision-making, with an emphasis on its application to the field of human services. Students become familiar with current ethical and legal issues that the human services professional are exposed to in a variety of settings and learn the principles of bioethics as it relates to topics such as abortion, right to life, and right to die.
Prerequisite: HS-101.
HS-224 Addiction Counseling – The Individual (3)
This course will provide students with an overview of addiction counseling for the individual including vocational counseling and relapse prevention counseling. Theories of addiction counseling and application of these theories will comprise a significant part of this course. Students will develop conceptual knowledge of counseling the substance abuser and practical skills to employ including clinical management of recovery for an individual. Co-occurring disorders, such as mental illness and medical issues common to addiction will be addressed. The students will learn theories best suited for addiction counseling, practice of clinical management of recovery of individuals, and the application of diagnostic criteria.
Prerequisites: HS-122 & HS-123

HS-225 Addiction Counseling – The Family and Groups (3)
This course will provide a comprehensive view of counseling for the family and groups. The basic theories and skills needed by alcoholism and substance abuse counselors to work effectively with individual family members, significant others and families, including addressing co-dependency, issues relating to children of chemically addicted persons. Students will learn to address relapse prevention for the family and presentation and training techniques that address how to communicate information about alcoholism and other drugs to the families, communities and patients in order to increase understanding of addiction. The various group formats will also be addressed including their structure, leadership and techniques best utilized in them.
Prerequisites: HS-122 & HS-123

HS 250 - Practicum in Human Services I (4)
The practicum is presented as a dual model seminar that uses both in-class and on-line teaching formats. The focus of this seminar is to prepare students for the intensive responsibilities of doing an in-field practicum. Students are instructed in the use of Blackboard to be able to submit the weekly assignments. Students are also given the tools and assistance to search for, identify, interview for and obtain an appropriate practicum field placement. By the end of the semester, students will have contracted with an agency to be their practicum site for the next semester.
Prerequisite: HS-101.

HS 255 - Practicum in Human Services II (4)
The practicum is an intensive field experience in an approved human services or community agency. The focus of the practicum is for students to learn how an agency functions and experience being a part of that agency. This course requires the application of theory and its practical use in a clinical setting. The course requires 160 contact hours under the supervision of an agency professional and a college faculty member. Classroom work includes small group discussion and analysis of the practicum experience. The practicum director determines the
selection of practicum agencies and serves as a liaison throughout the year. The practicum is expected to be completed within one semester’s time.

Prerequisite: HS-121; HS-250.

**HS 320 - Cultural Competence in the Human Services (3)**

This course focuses on how to effectively provide cross-cultural services and the development of an awareness of personal biases and prejudices that can hamper communication, compliance, and outcomes. Students explore some of the critical issues in working with culturally diverse populations, and be trained to develop a higher level of cultural competency. Biases in the delivery of services are examined.

Prerequisite: HS-201.

**HS 410 - Social Welfare Policy (3)**

This course examines the current structure of social welfare programs in the United States, their historical development, and the role that political, economic, and social forces have played in the development of the social welfare system. The course also looks at how social policy and the institutions that implement these policies can be more responsive to the needs of individuals and communities. Students develop a framework for understanding social welfare policies so they may function as informed and competent practitioners in providing social services. Specific areas to be addressed include income maintenance, mental health and substance abuse, child welfare, housing, health care, and aging.

Prerequisite: HS-201; LA-103.

**HS 450 - Field Experience I (4)**

This course provides students an opportunity to integrate classroom theory and knowledge with the practices of social services agencies. Students learn to apply human service theories to real-world scenarios and gain valuable experience interacting with individuals within a variety of community settings. The course requires 160 contact hours under the supervision of an agency professional and a college faculty member. The Field Experience director determines the selection of agencies and serves as a liaison throughout the year. The Field Experience is expected to be completed within one semester’s time.

Prerequisite: HS-255; Junior Standing.

**HS 455 - Field Experience II (4)**

This course provides students an opportunity to integrate classroom theory and knowledge with the practices of social services agencies. Students learn to apply human service theories to real-world scenarios and gain valuable experience interacting with individuals within a variety of community settings. The course requires 160 contact hours under the supervision of an agency professional and a college faculty member. The Field Experience director determines the selection of agencies and serves as a liaison throughout the year. The Field Experience is expected to be completed within one semester’s time.

Prerequisite: HS-450.
**HS 480 - Research Seminar in Human Services (3)**

This course examines the scientific method and basic techniques in social science research. Students learn the fundamentals of defining research problems, designing and testing hypotheses, conducting literature reviews, developing procedures, designing surveys, and analyzing data. The course offers students an appreciation and understanding of the ethical issues in research involving human subjects. The course emphasizes applied human services research to help serve the local community.

Prerequisite: Final Semester.

**LA - Social Sciences**

**LA 107 - Introduction to Civil Rights Law (3)**

This course is an overview of anti-discrimination laws in the United States. It examines the protection of individual rights afforded by the Constitution by analyzing litigation against violations of individual rights. Particular emphasis is placed on race discrimination, sex discrimination, as well as other relevant areas.

Prerequisite: None.

**LA 240 - Criminology (3)**

The course provides an overview of crime as a social phenomenon from an interdisciplinary perspective. Students discuss classical concepts of criminal behavior followed by a more detailed exploration of the major contemporary biological, psychological, and sociological explanations of criminal behavior. Other significant issues in criminology such as the measurement and extent of crime are also explored.

Prerequisite: LA-101 or LA-102.

**LA 241 - Juvenile Delinquency (3)**

This course provides an overview of the juvenile justice system in the United States. Students explore the nature, extent and causes of juvenile delinquency, as well as an understanding of the juvenile justice system. Theories of delinquent behavior and social control responses to juvenile misconduct are discussed as well. Additional topics include contemporary social, political, and legal techniques and strategies.

Prerequisite: LA-101 or LA-102.

**LA 242 - Victimology (3)**

This course examines the nature of victimization. Emphasis is placed on the nature of potential risk, as well as demographic and geographical patterns and trends associated with victimization. Relationships between victims and offenders, and the interactions among crime victims and members of law enforcement are also studied.

Prerequisite: LA-102; LA-240.
LA 245 - Introduction to Counseling Theory (3)
This course is an introduction to contemporary counseling theories, techniques and their applications. The course examines numerous behavioral models, and both traditional and non-traditional perspectives. Emphasis is placed on conditions for an effective counseling relationship, attending and interviewing skills, basic theoretical assumptions, ethical principles, and professional orientation, including the attributes necessary for the practice of counseling.
Prerequisite: LA-101.

LA 246 - Child Abuse (3)
This course explores the dynamics of child abuse, maltreatment, and neglect. The course provides a historical perspective of child abuse and society's response. Students learn to define different types of abuse, as well as, the role of the social services and legal agencies involved in the detection, processing, investigation, and treatment of both the child abuser and the child victim. This course also provides students with the principles of mandated reporting procedures for child abuse and neglect as it pertains to legal and social service fields.
Prerequisite: LA-101.

LA 247 - Crisis Intervention (3)
This course examines the dynamics of persons in crisis and the various intervention modalities. Areas of focus include theoretical, historical, ethical, and cultural considerations and coping skills. Students are provided with the knowledge, values, and skills to work with people in crisis.
Prerequisite: LA-101.

LA 305 - Introduction to Case Management (3)
This course covers the core functions of case management through discussion and exploration of fundamental concepts, components, principles and models of case management in various settings. Students learn the best practices associated with effective management of the client from intake through termination. Treatment planning, documentation, and recording are covered with specific case studies incorporated to help students develop case management skills.
Prerequisite: LA-245.

LA 340 - Social Deviance (3)
This course examines deviance as a social phenomenon with particular attention on its causes, and the methods developed to address deviant behavior. Students explore the nature of both criminal and non-criminal forms of deviance, theoretical perspectives the causes of such behaviors, and the role of society in labeling certain segments of the population as deviant. The course also examines how culture, race, gender, law, and power shape current and historical definitions of deviance.
Prerequisite: LA-102; LA-240.
LA 410 - Multi-Cultural Diversity Competency (3)

This course explores the dynamics of cultural diversity and the competencies needed to work effectively in human service domains. The shared values, traditions, norms, customs, religion, art, history, folklore, and language of specific cultural groups are covered with a focus on race, gender, sexual orientation, and ethnicity. Students examine language barriers, stereotyping, prejudice, and value differences and gain an appreciation of the need for tolerance and the acceptance of cultural diversity in relation to the provision of services to people in society.

Prerequisite: CJ-320.
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MSW, Hunter College

*Solomon, LaQuetta
BA, South Carolina State University
MA, Malone University
MASc, Case Western Reserve University

*Tariq, Ahmed
BS, University of Hartford
MS, Long Island University

*Thomas, Danielle
BA, John Jay College
MS, Hunter College

Travieso, Dilia
BA, State University of NY at Albany
JD, Albany Law School of Union University

*Webber, Troy
BA, New York University
JD, New York University

*Wright, Samuel
BS, SUNY Albany
MPA, Marist College
School of Education

BS in Early Childhood Education

The Early Childhood Education program prepares students to work with children from birth to grade 2. The program offers a substantial knowledge base in all areas of child development, focusing on children from high-needs areas and/or schools. Students learn general and advanced principles of cognitive, physical, and affective development as well as practical insights for incorporating developmentally appropriate curriculum. In addition to class hours, students are required to complete a substantial number of fieldwork hours including classroom observations, mentored internship, and student teaching. Students who complete the program are eligible for New York State certification (birth to grade 2) upon passing all of the required State administered certification exams.

Upon completion of the BS in Early Childhood Education, graduates will be able to:

1. Create respectful, supportive, culturally relevant and challenging learning environments.
2. Plan developmentally and culturally appropriate lessons for all learners in a variety of settings.
3. Implement lessons in all academic areas including reading, writing, critical thinking, and problem solving, using a variety of instructional strategies.
4. Implement formal and informal assessments to monitor progress and ensure continuous development of all learners.
5. Demonstrate ability to reflect on professional practice for continuous improvement.
6. Meet the academic and assessment criteria to become a certified teacher in New York State.
7. Secure a first teaching position.

Academic Requirements

Students are required to maintain a cumulative 3.0 GPA. First year courses, ED-101, ED-320, ED-320 and ED-390 do not have an earned grade requirement. Beyond these courses, with the exception of ED 330 and ED 350, where students are required to earn a C+ or better, all other Education courses require a B or better for students to move forward with the program.

Early Childhood Education BS Requirements

<table>
<thead>
<tr>
<th>Major-Related Courses: 57 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course #</strong></td>
</tr>
<tr>
<td>ED-101</td>
</tr>
<tr>
<td>ED-310</td>
</tr>
<tr>
<td>ED-320</td>
</tr>
</tbody>
</table>
ED-330  Teaching Literacy, including Literature Across the Curriculum in Early Childhood, including Gifted and Students with Disabilities and English Language Learners  3
ED-340  Teaching Mathematics, Science, and Technology in Diverse Classrooms, including Gifted and Students with Disabilities and English Language Learners  3
ED-350  Teaching Social Studies in Diverse Classrooms, including Gifted and Students with Disabilities and English Language Learners. Includes Health, Physical Education, Family and Consumer Sciences, and Career and Occupational Studies  3
ED-360  Teaching Students with Disabilities in Inclusive Classrooms  3
ED-370  Teaching English Language Learners and Multicultural Issues  3
ED-380  Literacy Practicum in Early Childhood, including Gifted and Students with Disabilities and English Language Learners  3
ED-385  Teaching the Creative Arts in Diverse Early Childhood and Childhood Classrooms, including Gifted and Students with Disabilities and English Language Learners  3
ED-390  Education Seminar (Birth to Grade 2)  3
ED-391  Education Seminar II (Birth to Grade 2)  3
ED-392  Education Seminar III (Birth to Grade 2)  3
ED-410  Mentored Education Internship I (Birth to Grade 2: General and Special Needs Education)  3
ED-411  Mentored Education Internship II (Birth to Grade 2: General and Special Needs Education)  3
ED-450  Education Student Teaching I (Birth to Grade 2: General and Special Needs Education)  6
ED-451  Education Student Teaching II (Birth to Grade 2: General and Special Needs Education)  6

Sub-total: 57

General Education and Related Courses:  36 Credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>EN-111</td>
<td>College Writing and Critical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EN-121</td>
<td>Analytical Thinking, Writing, and Research</td>
<td>3</td>
</tr>
<tr>
<td>IT-118</td>
<td>Integrated Business Applications</td>
<td>3</td>
</tr>
<tr>
<td>LA-118</td>
<td>Introduction to Music</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or</td>
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</tr>
<tr>
<td>LA-119</td>
<td>Introduction to Dramatic Arts</td>
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</tr>
<tr>
<td>LA-130</td>
<td>American History I: Independence to the Civil War</td>
<td>3</td>
</tr>
<tr>
<td>LA-131</td>
<td>American History II: Reconstruction to the Present</td>
<td>3</td>
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<tr>
<td>MA-115</td>
<td>Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>MA-135</td>
<td>Statistical Applications</td>
<td>3</td>
</tr>
<tr>
<td>SC-106</td>
<td>Environmental Science</td>
<td>3</td>
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<tr>
<td>SC-112</td>
<td>General Biology</td>
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SP-101 Spanish I or 3
FR-101 French I 3
SP-102 Spanish II or 3
FR-102 French II 3

Sub-total: 36

Concentration in English and Social Sciences: 27 Credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>EN-208</td>
<td>The American Novel</td>
<td>3</td>
</tr>
<tr>
<td>EN-315</td>
<td>Masterpieces of World Literature</td>
<td>3</td>
</tr>
<tr>
<td>EN-325</td>
<td>Advanced Writing for the Social Sciences</td>
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</tr>
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<td>LA-101</td>
<td>Introduction to Psychology</td>
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</tr>
<tr>
<td>LA-122</td>
<td>Fundamentals of Communication</td>
<td>3</td>
</tr>
<tr>
<td>LA-304</td>
<td>Psychological Disorders of Childhood</td>
<td>3</td>
</tr>
<tr>
<td>LA-400</td>
<td>Principles and Theoretical Perspectives on Parenting</td>
<td>3</td>
</tr>
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<td>LA-214</td>
<td>Developmental Psychology</td>
<td>3</td>
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<tr>
<td>LA-300</td>
<td>Educational Psychology</td>
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Select one of the following courses:

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<tr>
<td>LA-345</td>
<td>Social Issues</td>
<td>3</td>
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</tr>
<tr>
<td>LA-350</td>
<td>Urban Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

Sub-total: 27

Total Credit Hours: 120

Bilingual Education Extension Certificate (Spanish/English)

The Monroe College School of Education offers a Bilingual Education Extension Certificate program for New York State licensed early childhood teachers. The bilingual education certificate extension is a professional credential that is required of teachers who work in classes where two languages are used in instruction (bilingual classrooms) or in an officially designated bilingual position (e.g. bilingual school social worker).

The program is open to licensed childhood teachers who:

- Work with emergent bilingual students (students officially designated as English Language Learners/ELLs) in bilingual settings but are not currently licensed in bilingual education;
• Work with emergent bilingual students in monolingual English settings and wish to work in bilingual settings; and
• Work with emergent bilingual students in any setting and wish to deepen their ability to meet children’s learning needs through providing home language support.

In addition to holding a New York State Initial Certificate or a New York State Professional Certificate in Early Childhood education, eligible candidates must be able to demonstrate oral and written proficiency in both English and Spanish.

In addition to holding a New York State Initial Certificate or a New York State Professional Certificate in Early Childhood education, eligible candidates must be able to demonstrate oral and written proficiency in both English and Spanish.

Bilingual Education Extension Certificate Requirements: 15 Credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ED-371</td>
<td>Teaching bilingual Learners</td>
<td>3</td>
</tr>
<tr>
<td>ED-381</td>
<td>Bilingual Literacy and Linguistics Practicum</td>
<td>3</td>
</tr>
<tr>
<td>ED-361</td>
<td>Assessment and Evaluation for Bilingual Students</td>
<td>3</td>
</tr>
<tr>
<td>ED-311</td>
<td>Bilingual Curriculum Development</td>
<td>3</td>
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<tr>
<td>ED-420</td>
<td>Bilingual Content Instruction (Mathematics, Social Studies, Science)</td>
<td>3</td>
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</tbody>
</table>

Sub-total: 57

Total Credit Hours: 15
Course Offerings

ED - Education

ED-101 - Foundations of Education (3)
This course is an introduction to the history of education in the United States, including major theorists who have influenced American education. Students explore the concepts, laws, and regulations of the teaching profession in general and special needs education for early childhood through adolescent education. Students gain an understanding of learning and behavioral disabilities, within the foundation of education, from historical, legal, and social constructs. Additional Requirements: 20 hours of field experience. Fieldwork includes observation of Early Childhood learning environments.
Prerequisite: None.

ED-310 - Curriculum Development and Methods in Early Childhood and Childhood Education and to Gifted and Students with Disabilities and English Language Learners (3)
This course is an overview of standards-based Common Core curriculum development and an analysis of the methodology of effective teaching strategies for the education of diverse learners. Students discuss methods of individualizing instruction and maximizing collaboration. An application of learning processes will be addressed via lesson and unit planning (thematic learning experience units) across the curriculum. Students explore techniques in motivation, communication, and classroom management to encourage and sustain interest, cooperation, and learning achievement. Collaboration with colleagues and parents as partners in the learning process are discussed. Additional Requirements: 20 hours field experience. Fieldwork includes observation and/or teaching individuals or small groups of pupils in a school setting.
Prerequisite: ED-101.

ED-311 - Bilingual Curriculum Development (3)
Taught in Spanish
In this course, educators explore frameworks, materials, and strategies that help them plan curricula for classroom contexts where two languages are used as the medium of instruction (bilingual classrooms). The specific focus of the course is to build practical understandings of how to utilize Spanish language and bilingual texts in instruction using culturally relevant approaches. Practitioners apply their understandings of bilingual education theory to organizing and designing multicultural units of study that includes bilingual/Spanish-language and culturally relevant pedagogical materials.
Prerequisite: Departmental permission is required for registration.
ED-320 - Normal Speech and Language Development and Linguistics (3)

This course examines the structure and form of the English language, as well as the normal development of language for monolingual and multilingual speakers from diverse ethnicities. Theories of linguists and their research of the cognitive-linguistic-communicative process are introduced and an application of language study within the field of education is addressed. Students explore the role of phonology, morphology, semantics, syntax, and pragmatics in language and literacy development. Additional Requirements: 20 hours of field experience. Fieldwork includes observation and/or teaching individuals or small groups of pupils in a school setting.

Prerequisite: ED-101.

ED-330 - Teaching Literacy Including Literature across the Curriculum in Early Childhood including Gifted and Students with Disabilities and English Language Learners (3)

This course analyzes effective literacy instruction for diverse students at all levels including English language learners and students with special needs. Techniques for constructive assessment in reading, remediation, and enrichment are also addressed. This course also examines the teaching of reading and writing through the content areas. Critical thinking and reasoning skills are developed through exploration of primary and content area materials. Academic strategies and resources that engender success across the curriculum are evaluated. Additional Requirements: 20 hours of field experience. Fieldwork includes observation and/or teaching individuals or small groups of pupils in a school setting.

Prerequisite: ED-310.

ED 340 - Teaching Mathematics, Science and Technology in Diverse Classrooms including Gifted and Students with Disabilities & English Language Learners (3)

This course investigates the creative teaching of curriculum content and approaches in mathematics and science in early childhood. Specific methods and materials for teaching mathematics and science are explored along with contemporary instructional practices for diverse learners, including computer applications and other instructional technology. An overview of appropriate strategies for English Language Learners and Students with Disabilities are explored. Additional Requirements: 20 hours of field experience. Fieldwork includes observation and/or teaching individuals or small groups of pupils in a school setting.

Prerequisite: ED-310 and completion of required math and science courses.

ED-350 - Teaching Social Studies in Diverse Classrooms including Gifted and Students with Disabilities and English Language Learners. Includes Health, Physical Education, Family and Consumer Sciences, Career and Occupational Studies (3)

This course examines the creative teaching of curriculum content and approaches in social studies in early childhood. Specific methods and materials for teaching social studies are explored along with contemporary instructional practices for diverse learners. The New York
State learning standards for social studies along with the standards for health, physical education, family and consumer sciences, and career and occupational studies are addressed. Additional Requirements: 20 hours of field experience. Fieldwork includes observation and/or teaching individuals or small groups of pupils in a school setting.

Prerequisite: ED-310.

**ED-360 - Teaching Students with Disabilities in Inclusive Classrooms (3)**

This course explores effective teaching strategies and learning processes in the inclusive classroom of general education students, English Language Learners, gifted and/or students with disabilities. The course provides methods of individualizing instruction, cooperative learning, classroom management, behavior management applications, diversified instructional strategies, and lesson planning in order to stimulate and sustain pupil interest, cooperation, and achievement in an inclusive learning environment. Successful strategies for collaborating with other educators and parents are also addressed.

Prerequisite: 60 Credits; ED-101; LA-214.

**ED-361 - Assessment and Evaluation for Bilingual Students (3)**

Taught in English

This course provides an introduction to how bilingual learners are assessed and evaluated within the school system and at the classroom level. Educators examine and critique regulations and standards for bilingual learners, as well as become familiarized with methods for assessing students' progress in multiple areas of home and new language development. Practitioners create a functional “tool kit” of holistic bilingual assessments, and implement one or more of them in a bilingual classroom.

**Additional Requirements:** 25 hours of field experience.*

Prerequisite: Departmental permission is required for registration.

**ED-370 - Teaching English Language Learners and Multicultural Issues (3)**

This course focuses on the research-based theories of first and second language acquisition, and provides practical strategies for diversified instructional delivery for Early Childhood English Language Learners. The English as a Second Language Learning Standards, various instructional approaches and their application are addressed thoroughly. A section of this course reviews program models and assessment and placement of emergent bilinguals and bilingual gifted or students with disabilities. Multicultural issues that impact instruction of diverse learners and the classroom-learning environment are investigated. Additional Requirements: 20 hours of field experience. Fieldwork includes observation and/or teaching individuals or small groups of pupils in a school setting.

Prerequisite: ED-310; ED-320; ED-330.
ED-371 - Teaching Bilingual Learners (3) (Taught in English)

This course provides an overview of the historical, political, and legal foundations of bilingual education in the United States and internationally, and multicultural perspectives in education. Educators examine theories of bilingual education and the development of different bilingual program models, as well as the psycholinguistic and sociolinguistic perspectives that have shaped them. This course addresses the developmental and educational needs of emergent bilingual students, including those with special needs.

Additional Requirements: 25 hours of supervised field experience.*

Prerequisite: Departmental permission is required for registration.

ED-380 - Literacy Practicum in Early Childhood Including Gifted and Students with Disabilities and English Language Learners (3)

This course presents practical instructional techniques useful for developing literacy within diverse learners in general education and special education classrooms. Assessment tools to measure literacy levels of diverse pupils are addressed. The course also reviews the causes of literacy problems and the testing resources and procedures useful for evaluating the factors in literacy challenges. Specific techniques and strategies, useful for developing literacy skills in a variety of skills areas for diverse learners, are presented. Additional Requirements: 20 hours of field experience. Fieldwork includes observation and/or teaching individuals or small groups of pupils in a school setting.

Prerequisite: ED-320; ED-330.

ED-381 - Bilingual Literacy and Linguistics Practicum (3)

Taught in English

This course provides an introduction to methods and research in teaching literacy skills to all emergent bilingual students. Practitioners review theories that have shaped our understanding of second/other language learning, and how this applies to the specific challenges faced by children who are developing literacy in English. Practitioners also explore pedagogical practices for implementing literacy instruction for emergent bilingual students within a variety of program settings.

Prerequisite: Departmental permission is required for registration.

ED-385 - Teaching the Creative Arts in Diverse Early Childhood and Childhood Classrooms Including Gifted and Students with Disabilities and English Language Learners (3)

This course investigates the creative teaching of the arts in early childhood education. Specific methods and materials for teaching the arts are explored along with contemporary instructional practices for diverse learners. The New York State Arts Learning Standards are explored. Additional Requirements: 20 hours of field experience. Fieldwork includes observation and/or teaching individuals or small groups of pupils in a school setting.

Prerequisite: ED-310.
ED-390 - Education Seminar I (Birth - Grade 2) (3)
This course gives students an opportunity to process, analyze, and critique their field experience requirement for the early childhood program pedagogical courses. Each is an overview course that provides students with the opportunity to exercise their understanding of the academic field through structured discussions and written assignments and to observe classroom theory in actual school settings. Observations are divided among grades N, Day Care, Pre-K, K, 1st & 2nd in general and special needs education settings.
Prerequisite: ED-310.

ED-391 - Education Seminar II (Birth- Grade 2) (3)
This course gives students an opportunity to process, analyze, and critique their field experience requirement for the early childhood program pedagogical courses. Each is an overview course that provides students with the opportunity to exercise their understanding of the academic field through structured discussions and written assignments and to observe classroom theory in actual school settings. Observations are divided among grades N, Day Care, Pre-K, K, 1st & 2nd in general and special needs education settings.
Prerequisite: ED-390.

ED-392 - Education Seminar III (Birth- Grade 2) (3)
This course gives students an opportunity to process, analyze, and critique their field experience requirement for the early childhood program pedagogical courses. Each is an overview course that provides students with the opportunity to exercise their understanding of the academic field through structured discussions and written assignments and to observe classroom theory in actual school settings. Observations are divided among grades N, Day Care, Pre-K, K, 1st & 2nd in general and special needs education settings.
Prerequisite: ED-391.

ED-410 - Mentored Education Internship I (Birth - Grade 2: General and Special Needs Education) (3)
This course is taken with ED-450 Education Student Teaching I (Birth - Grade 2: General and Special Needs Education) or ED-451 Education Student Teaching II (Birth - Grade 2: General and Special Needs Education). Each course provides students with the opportunity to review current issues, to reflect on understandings of the academic field, and apply classroom theory in academic settings through lectures, discussions, analysis, and portfolio development, as well as training in school violence prevention and intervention. Additional Requirement: Students must be registered for ED-450 or ED-451.
Prerequisite: ED-380. Corequisite: ED-450.
ED-411 - Mentored Education Internship II (Birth- Grade 2: General and Special Needs Education) (3)

This course is taken with ED-450 Education Student Teaching I (Birth - Grade 2: General and Special Needs Education) or ED-451 Education Student Teaching II (Birth - Grade 2: General and Special Needs Education). Each course provides students with the opportunity to review current issues, to reflect on understandings of the academic field, and apply classroom theory in academic settings through lectures, discussions, analysis, and portfolio development, as well as training in school violence prevention and intervention. Additional Requirement: Students must be registered for ED-450 Education Student Teaching I (Birth - Grade 2: General and Special Needs Education) or ED-451 Education Student Teaching II (Birth - Grade 2: General and Special Needs Education).


ED-420 - Bilingual Content Instruction (Mathematics, Social Studies, Science) (3)

Taught in Spanish and English

This course examines methods used for teaching curriculum content in both the home language and the new language of emergent bilingual students. Particular attention is paid to the development of language and literacy skills simultaneous to the development of content area understandings. Practitioners explore approaches and materials used for teaching Mathematics, Social Studies, and Science in programs where two languages are used in instruction. The course focuses on how to adapt curriculum for emergent bilingual students and emergent bilinguals with special needs.

Prerequisite: Departmental permission is required for registration.

ED-450 - Education Student Teaching I (Birth-Grade 2: General and Special Needs Education) (6)

Student teaching provides students with the opportunity to exercise their understanding of the academic field and to apply classroom theory in actual classroom settings. The department, in consultation with the student, makes all placements. Care is given to providing the students with rich and diversified experiences with highly qualified teachers. Each teaching assignment requires 200 hours in a birth - grade 2 general and/or special needs education setting. Additional Requirement: Students must be registered for ED-410 Mentored Education Internship I (Birth - Grade 2: General and Special Needs Education) or ED-411 Mentored Education Internship II (Birth - Grade 2: General and Special Needs Education).

Prerequisite: Completion of 96 Credits. Corequisite: ED-410 or ED-411.

ED-451 - Education Student Teaching II (Birth-Grade 2: General and Special Needs Education) (6)

Student teaching provides students with the opportunity to exercise their understanding of the academic field and to apply classroom theory in actual classroom settings. All placements are
made by the department in consultation with the student. Care is given to providing the students with rich and diversified experiences with highly qualified teachers. Each teaching assignment requires 200 hours in a birth - grade 2 general and/or special needs education setting. Additional Requirement: Students must be registered for ED-410 Mentored Education Internship I (Birth - Grade 2: General and Special Needs Education) or ED-411 Mentored Education Internship II (Birth - Grade 2: General and Special Needs Education).

Prerequisite: By permission only. Corequisite: ED-410 or ED-411.
Faculty

School of Education Faculty

*Part-time Faculty
**St. Lucia Campus

*Connolly-Mantilla, Jennifer
BS, Florida College
MA, University of South Florid

Haas, Alison
BS, University of Miami
MA, Elementary Education, Teacher’s College, Columbia University

Lillis, Anne
Dean, School of Education
BS, Thomas More College Fordham University
MA, Education and Reading Teachers College, Columbia University
PD, Educational Administration and Supervision Fordham University
EdD, Educational Leadership Teachers College, Columbia University

May, Allison
BA, Muhlenberg College
MEd, Antioch University New England
EdM, Teachers College, Columbia University

Metscher-Mosher, Susanne
BS, St. Thomas College Sparkill
Childhood Literacy Certification, University of Albany MS, Mercy College

*Weinberg, Jill
BS, Miami University
MEd, DePaul University

*Wong, Kevin
BA, Duke University
MA, The Chinese University of Hong Kong
EdM, Teachers College, Columbia University
School of Hospitality Management

AAS in Baking and Pastry Arts

The AAS programs in Culinary Arts and Baking and Pastry Arts are accredited by the American Culinary Federation Education Foundation Accrediting Commission (ACF-EFAC), 180 Center Place Way, St. Augustine, FL 32095 (telephone: 904.824.4468).

The Associates Degree in Applied Sciences program in Baking and Pastry introduces students to the skill set critical to the professional baker and pastry chef. Students are introduced to basic commercial baking techniques including those needed to produce basic and advanced breads, cakes, pies, tarts, petits fours, classic and contemporary pastries as well as opportunities to specialize through course offerings in celebration cakes, chocolate and confections, artisan breads and showpieces. The program emphasizes professionalism through skills development while cultivating the pride and passion necessary for success in the competitive commercial baking and pastry industry. The program features courses in baking, pastry, and contemporary cakes and desserts with the culmination of learning in a baking and pastry internship at the "Pastry Kiosk". The award-winning program and its students have been recognized with numerous medals from the American Culinary Federation and the Société Culinaire Philanthropique. Students completing the AAS in Baking and Pastry Arts are strongly encouraged to complete the BBA in Hospitality Management with the Culinary Management Specialization. Qualified students may vie for an opportunity to study abroad in Italy. The program level objectives for students completing the AAS in Baking and Pastry Arts are as follows:

1. To explain the basic principles of sanitation and safety and to be able to apply them in the foodservice operations.
2. To apply the fundamentals of baking science and equipment knowledge to prepare of a variety of commercial baked goods.
3. To demonstrate skills in more advanced decorating techniques and more complex preparations of pastry, confections and dessert products.
4. To recognize skills needed for the transition from employee to supervisor including styles of leadership, personnel management and business management including mathematical functions related to foodservice operations.
5. To evaluate the hospitality industry, the organizational structure and basic functions of departments within hospitality and foodservice establishments, and career opportunities in the field.
6. To describe the characteristics, functions, and food sources of the major nutrients and how to maximize nutrient retention in food preparation and storage. To apply the principles of nutrient needs throughout the life cycle to menu planning and food preparation.
7. To practice the overall concept of purchasing and receiving practices in quality foodservice operations.
8. To achieve a 75 or higher on the ACF Certified Pastry Culinarian® (CPC) national certification exam.

**Baking and Pastry Arts AAS Requirements**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HP-101</td>
<td>Introduction to the Hospitality &amp; Tourism Industry</td>
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<tr>
<td>HP-111</td>
<td>Restaurant Operations Management</td>
<td>3</td>
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<tr>
<td>HP-153</td>
<td>Baking and Pastry I (Lecture)</td>
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<td>HP-153L</td>
<td>Baking and Pastry I (Lab)</td>
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<td>HP-165</td>
<td>Baking and Pastry II</td>
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<td>HP-252</td>
<td>Techniques of Nutritional and Healthy Cooking</td>
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<td>HP-265</td>
<td>Contemporary Cakes &amp; Desserts</td>
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<td>HP-275</td>
<td>Pastry Arts Practicum</td>
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<td>HP-294</td>
<td>Pastry Café Internship</td>
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<td>Major Area Electives</td>
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Sub-total: 30

**General Education and Related Courses: 30 Credits**

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<th>Course Name</th>
<th>Credits</th>
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<td>College Writing and Critical Analysis</td>
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<tr>
<td>EN-121</td>
<td>Analytical Thinking, Writing, and Research</td>
<td>3</td>
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<tr>
<td>EN-206</td>
<td>Professional Writing and Presentation</td>
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<td>IT-118</td>
<td>Integrated Business Applications</td>
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<td>MA-115</td>
<td>Quantitative Reasoning</td>
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<td>MG-105</td>
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<td>Liberal Arts Electives</td>
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<td>Open Elective</td>
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</tbody>
</table>

Sub-total: 30

**Total Credit Hours: 60**

**AAS in Culinary Arts**

The Associates Degree in Applied Sciences Program in Culinary Arts introduces students to the skills of the professional chef. Students learn basic cooking techniques through a hands-on curriculum in food production, including advanced techniques in classically based cuisine, garde manger, basic baking and pastry, and a variety of electives in international cuisine. The program emphasizes professionalism through skills development while cultivating the pride and passion necessary for success in the competitive food service industry. The program features four levels of culinary courses culminating in a practicum in à la carte cooking, courses in baking and garde
manger including basic charcuterie, with opportunities to explore international cuisines spanning the globe with the culmination of learning in a culinary internship at our public restaurant "The Dining Lab". The award-winning program and its students have been recognized with numerous medals from the American Culinary Federation and the Société Culinaire Philanthropique. Students completing the AAS in Culinary Arts are strongly encouraged to complete the BBA in Hospitality Management with the Culinary Management Specialization. Qualified students may vie for an opportunity to study abroad in Italy. The program level objectives for students completing the AAS in Culinary Arts are as follows:

1. To explain the basic principles of sanitation and safety and to be able to apply them in the foodservice operations.
2. To apply the fundamentals of baking science and equipment knowledge to prepare a variety of commercial baked goods.
3. To list varieties of alcoholic and non-alcoholic beverages. To express an appreciation for wine and food pairing. To explain laws and procedures related to responsible alcohol service.
4. To recognize skills needed for the transition from employee to supervisor. To evaluate styles of leadership and develop skills in human relations and personnel management and to perform mathematical functions related to foodservice operations.
5. To evaluate the hospitality industry, the organizational structure and basic functions of departments within hospitality and foodservice establishments, and career opportunities in the field.
6. To describe the characteristics, functions, and food sources of the major nutrients and how to maximize nutrient retention in food preparation and storage. To apply the principles of nutrient needs throughout the life cycle to menu planning and food preparation.
7. To practice the overall concept of purchasing and receiving practices in quality foodservice operations.
8. To perform dining room service functions using a variety of types of service. To demonstrate an understanding of quality customer service and to apply the principles of menu planning and layout to the development of menus for a variety of types of facilities and service.
9. To demonstrate skills in knife, tool and equipment handling and apply principles of food preparation to produce a variety of food products including cold foods, decorative pieces and buffet items.
10. To achieve a 75 or higher on the ACF Certified Culinarian® (CC) national certification exam.

**Culinary Arts AAS Requirements**

<table>
<thead>
<tr>
<th>Major-Related Courses: 30 Credits</th>
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</thead>
<tbody>
<tr>
<td>Course #</td>
</tr>
<tr>
<td>HP-101</td>
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<td>Course #</td>
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<td>HP-151</td>
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<td>HP-151L</td>
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**General Education and Related Courses: 30 Credits**

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<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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<tr>
<td>EN-111</td>
<td>College Writing and Critical Analysis</td>
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</tr>
<tr>
<td>EN-121</td>
<td>Analytical Thinking, Writing, and Research</td>
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<td>IT-115</td>
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<tr>
<td>MA-115</td>
<td>Quantitative Reasoning</td>
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<td>MG-105</td>
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<td><strong>Sub-total:</strong></td>
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</table>

**Total Credit Hours: 60**
AAS in Hospitality Management

The Associates Degree in Applied Science Program in Hospitality Management covers all aspects of the diverse entities of the hospitality industry including lodging operations, food and beverage and travel and tourism. Graduates will be prepared for entry into a wide range of management positions in the lodging, food and beverage, and tourism industries. The program places a strong emphasis on communication skills. Students are exposed to various sectors within the field through internships, theory, case studies, group projects, and electives, which will assist students in determining their career paths upon graduation. Graduates are poised for employment opportunities leading towards management positions. It is highly recommended that upon graduation from the program, students pursue their BBA Degree in Hospitality Management, possibly with a concentration in tourism and destination management, in order to accelerate and maximize their opportunities for management positions in the industry. The program level objectives for students completing the AAS in Hospitality Management are as follows:

1. Define professional interpersonal communication and team building skills needed for roles within the hospitality industry.
2. Recognize leadership skills in problem-solving to identify, analyze and solve business problems.
3. Relate classroom theory to real-world experiential settings when in the lab setting and through cooperative learning experiences.
4. Summarize customer service strategies and explain the importance of providing exceptional guest service to achieve guest satisfaction.
5. Describe the managerial and financial skills necessary to successfully operate within the global hospitality business environment.

Hospitality Management AAS Requirements

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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<td>AC-161</td>
<td>Principles of Accounting I</td>
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<td>Introduction to the Hospitality &amp; Tourism Industry</td>
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<td>HP-102</td>
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<td>Restaurant Operations Management</td>
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<td>HP-116</td>
<td>Beverage Management</td>
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<td>Customer Relationship Management for the Hospitality Industry</td>
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<td>HP-225</td>
<td>Dining Room Management</td>
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<td>Hospitality Internship</td>
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Sub-total: 30
General Education and Related Courses: 30 Credits

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<td>EN-111</td>
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Sub-total: 30

Total Credit Hours: 60

BBA in Hospitality Management

The Bachelor of Business Administration Degree in Hospitality management is a rigorous program that covers all aspects of management in the hospitality industry. Graduates are prepared to enter a wide range of management positions in the lodging, food and beverage, event management, and tourism industries. The program contains a comprehensive business management curriculum that is hospitality industry-specific with a strong emphasis on communication skills. Students are exposed to various sectors within the field through internships, theory, case studies, group projects, and a broad selection of electives that provide valuable insights into operations and often lead to clear career paths upon graduation. Graduates aspire to positions of progressive responsibility within leading properties or enter into graduate programs in the same field. The degree program offers to specializations that students may choose, one in Culinary Management and the other in Tourism and Destination Management. The program level objectives for students completing the BBA in Hospitality Management are as follows:

1. Demonstrate professional interpersonal communication and team building skills needed for roles within the hospitality industry.
2. Apply leadership skills in problem-solving to identify, analyze and solve business problems.
3. Apply classroom theory to real-world experiential settings when in the lab setting and through cooperative learning experiences.
4. Develop customer service strategies and distinguish the importance of providing exceptional guest service to achieve guest satisfaction.
5. Develop the managerial and financial skills necessary to successfully operate within the global hospitality business environment.
6. Research, analyze and evaluate hospitality industry changes and trends.
### Hospitality Management BBA Requirements

#### Major-Related Courses: 30 Credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AC-161</td>
<td>Principles of Accounting I</td>
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<td>HP-102</td>
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<td>Dining Room Management</td>
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<td>HP-310</td>
<td>Sales and Marketing for Hotels and Restaurants</td>
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<td>HP-315</td>
<td>Managerial Accounting for Hospitality</td>
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<td>Hospitality Law</td>
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<td>HP-390</td>
<td>Senior Management Apprenticeship I</td>
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<td>Hospitality Leadership Capstone</td>
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<td>MG-101</td>
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Sub-total: 66

#### General Education and Related Courses: 30 Credits

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<tbody>
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<td>EN-111</td>
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<td>LA-122</td>
<td>Fundamentals of Communication</td>
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<td>MA-115</td>
<td>Quantitative Reasoning</td>
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Sub-total: 30

Total Credit Hours: 60
**BBA Hospitality Concentrations**

**Concentration in Culinary Management**

The Culinary Management concentration requires successful completion of 15 credits in specialized courses, as follows:

<table>
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<tr>
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<th>Course Name</th>
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<tbody>
<tr>
<td>HP-252</td>
<td>Techniques of Nutritional and Healthy Cooking</td>
<td>3</td>
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<tr>
<td>HP-302</td>
<td>Menu Planning and Design</td>
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<td>HP-412</td>
<td>Hospitality Entrepreneurship</td>
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<tr>
<td>HP-435</td>
<td>Catering Management</td>
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<tr>
<td>HP-436</td>
<td>Cost Controls for Food, Beverage, and Labor</td>
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Sub-total: 15

**Concentration in Tourism and Destination Management**

The Tourism and Destination Management concentration requires successful completion of 15 credits in specialized courses, as follows:

<table>
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<tr>
<td>HP-305</td>
<td>Tourism Planning &amp; Development</td>
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<tr>
<td>HP-401</td>
<td>Destination Marketing</td>
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<tr>
<td>HP-408</td>
<td>Niche Tourism</td>
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<td>HP-412</td>
<td>Hospitality Entrepreneurship</td>
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<tr>
<td>HP-430</td>
<td>Meeting and Event Management</td>
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Sub-total: 15
Course Offerings

HP – Hospitality Management

HP 101 - Introduction to the Hospitality & Tourism Industry (3)
This course provides a basic understanding of the fundamental principles of lodging, food and beverage, tourism, gaming, conventions and recreation and leisure operations. A study of the growth and development of the hospitality industry and basic managerial and operating activities is entailed.
Prerequisite: None.

HP 102 - Lodging Operations Management (3)
This course entails a systematic study of hotel room division systems detailing the flow of business, reservations, rooming, guest relations, housekeeping, and security. Each department must perform in synchronization in order to provide the guest with a seamless stay. An emphasis is placed upon multi-departmental management skills, especially communication and follow-through.
Prerequisite: HP-101.

HP 111 - Restaurant Operations Management (3)
This course provides an overview of the various departments contained within the restaurant operation. An introduction is made to management and controls in the foodservice operation. The differing roles of service in each outlet are examined. An emphasis is placed upon staffing, menu planning, promotion, cost control, and revenue growth, as well as human resource and safety issues specific to the industry. Students also learn the role of computers/POS systems in restaurant management.
Prerequisite: HP-101.

HP 116 - Beverage Management (3)
This course surveys the many categories of beverages offered in a food service establishment including wines, beers, spirits, and non-alcoholic beverages with a focus on management of both the product and experience for the guest. This course emphasizes service, controls, product knowledge, responsible alcohol service, and liability issues. Guided tastings of all categories are conducted to familiarize students with the nuances of each.
Prerequisite: HP-101.

HP 120 - Travel and Tourism (3)
This course provides students with a basic knowledge of tourism-related concepts and the practical experience that enables them to effectively apply those concepts to the hospitality industry. The course explains how and why people travel, how travel satisfies particular needs and wants, and how marketing efforts can influence travel decisions. Students are urged to complete HP-101 Introduction to Hospitality prior to enrolling in this course.
Prerequisite: None.

**HP 151 - Culinary Arts I (Lecture) (2)**

This preparatory course helps students understand the fundamentals of the culinary arts. This course is the lecture component of Culinary Arts I that also includes a lab (HP-151L) taken concurrently. This course introduces the following main areas: serve-safe, recipe reading, writing and calculations, equipment identification, sanitation, food safety, and other industry standards.

Corequisite: Must be taken with HP-151L (Lab).

**HP 151L - Culinary Arts I (Lab) (1)**

This is a fundamental food production course focusing on basic skills, terminology, recipes and procedures learned within the framework of the highest professional standards. Culinary Arts I covers basic culinary techniques focused on the development of sound knife skills. Students work to develop basic and advanced knife cuts, which are the hallmark of the trained chef.

Corequisite: HP-151.

**HP 152 - Baking Fundamentals for Culinary Students (3)**

This course explores the fundamental aspects of the bakeshop including basic yeast doughs, quick breads, choux pastry, puff pastry, dessert sauces, ice cream and sorbet bases and a variety of basic plated desserts with an emphasis on basic plating and garnishing techniques for restaurant production from a chef’s perspective.

Prerequisite: HP-151; HP-151L.

**HP 153 - Baking and Pastry I (Lecture) (2)**

This course provides students with the knowledge and theory that form the underpinnings of Baking and Pastry Arts. It introduces the following main areas: the baking profession, serve-safe, sanitation and food safety, weights and measures, recipe reading, writing and calculations, equipment and product identification, proper equipment maintenance and usage, bakeshop principles and techniques, bakery science, and industry standards.

Corequisite: HP-153L.

**HP 153L - Baking and Pastry I (Lab) (1)**

This course explores basic skills and fundamentals of the bakeshop including a variety of doughs, mixing methods, and basic formulas. Basic skills are emphasized and include knife skills, pastry bag skills, rolling and forming doughs, basic cake methods, and quick bread production.

Corequisite: HP-153.

**HP 155 - Culinary Arts II (3)**

This is a continuation of fundamental cooking skills learned in the HP-151 and HP-151L Culinary Arts I lecture and lab. This course focuses on basic skills, terminology, recipes and procedures learned within the framework of the highest professional standards. Basic cooking techniques are covered and include stock and soup production, sauces, vegetable cookery, starches,
breakfast cookery, cold sauces, and salads. Emphasis is placed on basic and advanced knife skills, and sanitation.

Prerequisite: HP-151; HP-151L Lab.

**HP 164 - Advanced International Patisserie (3)**

This class is a detailed study of the pastries and desserts from various nations, including Italy, France, Austria, Switzerland, Germany, Hungary, Russia, Poland, Spain, Portugal, Brazil, Japan, China, the Philippines, the Caribbean, and the United States. The studies include history and origin, examination of the ingredients indigenous to these countries, as well as the techniques used in preparing them.

Prerequisite: HP-165.

**HP 165 - Baking and Pastry Arts II (3)**

This course integrates training in baking and pastry arts with academic studies and field experience using fundamental baking techniques, food science, aesthetics, and sensory perception as frameworks. It is an examination of taste, baking and pastry techniques, ingredients, and spices. Building upon previous baking and pastry classes, students research recipes, produce them for consumption, and evaluate them. Short papers, a detailed project, menu development, and service are part of this course.

Prerequisite: HP-153; HP-153L.

**HP 201 - Technology for Hospitality (3)**

This course is a survey study of the technological tools utilized in managing the various departments within a hospitality enterprise. Students examine the systems used in room inventory management, guest accounting, property management interfaces, food and beverage applications, sales and catering and hospitality accounting.

Prerequisite: HP-101.

**HP 215 – Customer Relationship Management for the Hospitality Industry (3)**

This course arms students with the problem-solving and decision-making skills essential for hospitality management. With guest satisfaction, retention, and loyalty as the main goals, students are challenged to develop an efficient and appropriate solution to workplace dilemmas. By analyzing and evaluating the causes and effects of a number of real-world incidents, students are prepared to effectively deal with similar workplace scenarios.

Prerequisite: HP-101.

**HP 216 - Global Destinations and Cultures (3)**

This course provides students with an overview of the global tourism industry, including hospitality and related services, destination/attractions, tourist behaviors, and destination marketing. Emphasis is placed on geography, trends in travel movement at tourism destination areas, travel patterns, and changing interests.

Prerequisite: HP-101.
**HP 225 - Dining Room Management (3)**

Students learn the principles of fine service and hospitality for restaurants, hotels banquets, and catered events. The course emphasizes customer service, basic table settings, buffet service, and wine and beverage service. Students understand the fundamentals of making reservations, point of sale systems, taking customers’ orders, and communication. Students learn seating and table arrangements, traffic flow and event timing. Different styles of service are demonstrated and practiced enabling students to provide and manage superior dining service.

Prerequisite: HP-111; HP-116; HP-215.

**HP 230 - Culinary Arts III (3)**

This course is a practical and theoretical examination of taste, cooking techniques, ingredients and flavoring techniques. Building upon previous cooking courses, students add the protein fabrication techniques to their repertoire of skills. Fabrication of poultry, fish, shellfish, beef, lamb, pork and game are the focus of the course. Students learn the methods of braising, grilling, stewing, sauté, roast, poach, and deep fry.

Prerequisite: HP-155.

**HP 235 - Culinary Arts Practicum (3)**

Culinary Arts Practicum is the capstone course in the culinary arts program. The course gives students supervised practical application of previously learned skills and theory in a real world restaurant simulation. Students rotate through various stations based on a set menu in order to gain exposure to a la carte restaurant operations. A serve-safe tutorial will run concurrent with this course to allow students to become serve-safe-certified.

Prerequisite: HP-230.

**HP 253 - Techniques of Nutritional and Healthy Cooking (2)**

This course shows students how to handle meal preparation within the nutritional, health-conscious and special needs segments of the food service industry. The curriculum includes heart healthy cooking such as low-fat, low-cholesterol cooking, balanced meal planning, cooking for the health conscious with seasonal, local, and organic ingredients, and meal planning and preparation for the special needs client.

This course serves to bring together an understanding of nutrition as a science and cooking as an art. This course is guided by the NRAEF Manage First Nutrition Course, and at the end of the class, the final exam is the NRAEF Certificate Exam.

Prerequisite: HP-155 or HP-165.
Corequisite: Must be taken with HP-253L (Lab).

**HN 253L - Techniques of Nutritional and Healthy Cooking (Lab) (1)**

This course shows students how to handle meal preparation within the nutritional, health-conscious and special needs segments of the food service industry. The curriculum includes heart healthy cooking such as low-fat, low-cholesterol cooking, balanced meal planning, cooking
for the health conscious with seasonal, local, and organic ingredients, and meal planning and preparation for the special needs client.

This course serves to bring together an understanding of nutrition as a science and cooking as an art.

Prerequisite: HP-155 or HP-165. Corequisite: Must be taken with HP-253.

**HP 257 - Regional Italian Cuisine (3)**

Regional Italian Cuisine focuses on the cuisines of the following regions: Lombardy, Val D'Aosta, Piedmont, Liguria, Emilia Romagna, Tuscany, Umbria, Puglia, Calabria, and Sardinia. Focus will be on ingredients, techniques and service methods of a variety of dishes from the highlighted regions. Cultural history and other factors affecting ethnic and regional cuisine are discussed.

Prerequisite: HP-155.

**HP 258 - Cuisines of Asia and the Middle East (3)**

This course focuses on regional styles that have roots in the peoples and cultures of several principle regions of Asia. The major types are East Asian with its origins in Imperial China and now encompassing modern Japan and the Korean peninsula; Southeast Asian encompassing Cambodia, Laos, Thailand, Viet Nam, Brunei, Indonesia, Malaysia, Singapore, and the Philippines; South Asian represented by Burma, India, Sri Lanka and Pakistan; and Middle Eastern, encompassing the cuisines of Saudi Arabia, Israel, Lebanon, Palestine and Turkey.

Prerequisite: HP-155.

**HP 259 - Charcuterie (3)**

This course deals with the art of advanced production of cured and smoked meats, fish, and poultry as well as the production of sausages, pâtes and terrines of the commercial charcuterie, salumeria, and other gourmet vendors. Emphasis is placed on the use of equipment, sanitation, and the control of temperatures that are imperative to safe production of such specialties.

Prerequisite: HP-230.

**HP 260 - Chocolates and Confections (3)**

This course introduces students to the principles involved in tempering chocolate, creating chocolate sculptures, forming simple centerpieces, and preparing other confections. Students learn to use both traditional and contemporary production methods in creating confections by hand and with special equipment. Efficient methods are used to increase productivity in this highly specialized field.

Prerequisite: HP-165.

**HP 265 - Contemporary Cakes & Desserts (3)**

This course is an examination of how cakes and desserts are assembled and decorated with a modern approach, using the latest technology and equipment. Topics include whole cake decoration, molds and rings, and items plated for individual service. Students use specialized equipment, practice presentation methods, and focus on fresh products, simplicity of style and
ease of production.
Prerequisite: HP-165.

**HP 266 - Advanced Plated Desserts (3 Credits/4 lab hours)**
This course advances the understanding of contemporary plated desserts served in the fine dining segment of the restaurant industry. This hands-on laboratory course focuses on the main elements, garnishes, sauce and saucing techniques, frozen elements, and decorative elements of chocolate, sugar, and other confectionery techniques that are defining contemporary pastry arts in the industry.
Prerequisite: HP-265.

**HP 275 - Pastry Arts Practicum (3)**
This is the capstone course for the Baking and Pastry Arts program. The course offers students supervised practical application of previously learned skills and theory in a real world restaurant and Bake Shop simulation. Students rotate through various stations based on a set menu in order to gain exposure to a la carte restaurant and Bake Shop operations.
Prerequisite: HP-265.

**HP 290 - Hospitality Internship (3)**
This course provides students with the opportunity to apply classroom theory in actual work settings in paid and un-paid supervised positions in the hospitality industry. Requires a minimum of 10 hours per week of work (a minimum of 120 hours in all) plus tutorial sessions that include discussions of topics related to matters on the job and career exploration. Students are ideally placed within a specific sector of the industry in which they have a professional interest. Extensive use of New York City and Westchester operations are made.
Prerequisite: Sophomore standing.

**HP 291 - Cooperative Education Seminar (3)**
This course provides students with the opportunity to apply classroom theory in actual work settings in paid and un-paid supervised positions in the hospitality industry. Requires a minimum of 10 hours per week of work (a minimum of 120 hours in all) plus tutorial sessions that include discussions of topics related to matters on the job and career exploration. Students are ideally placed within a specific sector of the industry in which they have a professional interest. Extensive use of New York City and Westchester operations are made.
Prerequisite: HP-290.

**HP 293 - Fine Dining Internship (3)**
This course allows culinary students an opportunity to gain practical experience in our public restaurant "The Dining Lab." Students gain exposure to and repetition of the requisite skills for an entry level preparation cook position under the supervision of the Dining Lab's chef de cuisine and executive chef, one of whom will serve as supervisor and facilitator of the
internship. Students work for a minimum of 120 hours in a variety of prep positions, applying the theories and skills previously learned; exercising the ability to perform in a real, public setting; and building their resume with the experience gained in a high end, fine dining operation.
Prerequisite: Sophomore standing and must be a Culinary student.

**HP 294 - Pastry Cafe Internship (3)**

This course is designed to allow the pastry student an opportunity to gain practical experience in our public restaurant "The Pastry Kiosk," a lunch-only cafe operation in the School of Hospitality Management/CINY. Students gain exposure to and repetition of the requisite skills for an entry-level baker's assistant position under the supervision of our pastry chef for the operation, who will also serve as supervisor and facilitator of the internship. Students work for a minimum of 120 hours in a variety of assistant baker positions, reinforcing classroom learning and building their resume with the production-based experience gained in a high end pastry café operation.
Prerequisite: Sophomore standing and must be a Culinary student.

**HP 295 - Advanced Culinary Symposium (3)**

This class deals with advanced topics in culinary arts including public culinary demonstrations and competition. Students learn how to successfully prepare for a public culinary demonstration with live cooking and oral presentation. Students also explore culinary competitions by refining their skill level and mental thought process while learning the discipline needed to be properly prepared for culinary competitions. Opportunities may exist for students to take part in American Culinary Federation and Societe Culinare Philanthropique competitions, the Monroe College Junior Hot Food Team, as well as opportunities for culinary demonstrations in the public arena.
Prerequisite: HP-155.

**HP 301 - Housekeeping Management (3)**

This course provides students with tools to achieve the expected standards in lodging and food establishments. Topics such as the role of housekeeping, planning, and organizing, managing human resources, management responsibilities and the details of housekeeping tasks will be covered. In particular, students learn how this department works in tandem with engineering, the front office and reservations.
Prerequisite: HP-102.

**HP 302 - Menu Planning and Design (3)**

Students are introduced to the role of the menu in the restaurant facility. Emphasis placed upon cost and portion control, wording and descriptions, pricing, and layout/design. Students also learn how to analyze consumer trends and modify the menu in response to them.
Prerequisite: HP-111; HP-116.
HP 303 - Front Office Management (3)
This course provides an overview of the operations of the front office including the reception desk, concierge, reservations, and bell and door staff. Included in this course are issues related to staffing, guest service, room inventory, and night auditing/accounting. Students learn about property management software and how to apply it in a real environment.
Prerequisite: HP-102.

HP 304 - Convention and Banquet Planning Management (3)
Students learn how the catering function and banquet outlets contribute to the facility's revenues. Emphasis placed on seasonality, types of functions, function design considerations and marketing. Additionally, students learn of a hotel's reliance on convention space and activities by examining the economics of tourism and the residual spending incurred by convention guests.
Prerequisite: HP-111; HP-116.

HP 305 - Tourism Planning & Development (3)
This course provides students with a thorough understanding of the issues and challenges of planning for sustainable tourism at the local and regional levels. The course examines the basic aspects of planning and developing tourism infrastructure, products, attractions and services. It exposes students to planning principles, procedures, and case studies.
Prerequisite: HP-101.

HP 307 - Caribbean Travel and Tourism (3)
This course covers the development of the tourism industry in the Caribbean. It provides students with a foundational knowledge of the industry and examines the challenges faced by the region in its efforts to move from an agricultural economy to tourism. It also examines the opportunity for growth and alliances in the region.
Prerequisite: HP-110.

HP 308 - Club Management (3)
Students study the organization and management that are specific to private clubs including city, country, and other recreational and social clubs. The course explains the strategy, marketing, membership, human resources, and operations that are specific to the private club segment of the hospitality industry. Field trip may be required.
Prerequisite: HP-101.

HP 309 - Sports Tourism (3)
This course exposes students to the development of sports tourism, including the challenges of developing and operating sports events and venues for mega events. This course emphasizes the financial, facility, environmental, and planning aspects of large-scale events; volunteer
management; and the economic and socio-cultural impacts of sport tourism. Field trip may be required.
Prerequisite: HP-101.

**HP 310 - Sales and Marketing for Hotels and Restaurants (3)**
This course examines all of the operational areas of lodging, food and beverage, and the kitchen from a sales and marketing perspective. Building on the fundamentals learned in prior hospitality coursework, students focus on the means by which they can position, price, and promote their operations. The purpose of the course is to better prepare students to enter sales and marketing or to manage a sales team of a hotel or restaurant. Through a variety of case studies, students are exposed to many situations that they will face in the future in order to address them responsibly.
Prerequisite: HP-111; HP-116.

**HP 311 - Sustainability in the Hospitality Industry (3)**
This course explores sustainable business practices across all facets of the global hospitality industry including lodging, food and beverage, meetings and events, and tourism. This course focuses on the social, environmental, and economic principles of sustainable operations, as well as corporate social responsibility. Students develop their critical thinking and decision-making skills while gaining new perspectives on the advances, innovations, and challenges of sustainable hospitality operations.
Prerequisite: HP-111, HP-101.

**HP 315 - Managerial Accounting for Hospitality (3)**
This course examines all of the operational areas of lodging, food and beverage, and the kitchen from a financial perspective. Building upon the fundamentals learned in AC-161 Principles of Accounting I combined with prior hospitality coursework, students focus on Accounting Fundamentals, Financial Statements, Management of Revenue and Expense and Accounting Information for Planning. This class focuses on the significance of using financial statements to make crucial management decisions. Through a variety of case studies, students are exposed to many situations which they will likely face in the future and be more ready to address responsibly.
Prerequisite: AC-161.

**HP 325 - Hospitality Law (3)**
This course provides an understanding of the substantive law, procedural law, principles of the law of contracts, legality and public policy, and consumer protection in regard to the hospitality industry. Particular attention is paid to the issue of liability. Cases are studied and presented for discussion. Prerequisite: HP-101.

**HP 330 - Advanced Cake Decorating (3)**
This course explores the skills and techniques needed to create a variety of cake styles from advanced layer cakes to complex occasion cakes designed for the high-end consumer. The skill
set includes working with a variety of media including rolled fondant, royal icing, and modeling chocolate. Single tier and multi-tiered cakes are assembled and decorated.

Prerequisite: HP-265.

**HP 390 - Senior Management Apprenticeship I (3)**

This course provides students with the opportunity to apply classroom theory in actual work settings in paid and un-paid supervised positions in the hospitality industry. Requires a minimum of 10 hours per week of work (a total of 160 hours) plus tutorial sessions that include job-related topics, discussions, and career exploration. Students are ideally placed within a specific sector of the industry in which they have a professional interest. Extensive use of New York City and Westchester operations are made.

Prerequisite: Junior standing.

**HP 391 - Senior Management Apprenticeship II (3)**

This course provides students with the opportunity to apply classroom theory in actual work settings in paid and un-paid supervised positions in the hospitality industry. Requires a minimum of 10 hours per week of work (a total of 160 hours) plus tutorial sessions that include job-related topics, discussions, and career exploration. Students are ideally placed within a specific sector of the industry in which they have a professional interest. Extensive use of New York City and Westchester operations are made.

Prerequisite: HP-390.

**HP 395 - Corporate Internship in Hospitality Management and the Culinary Arts (6)**

This course provides students with the opportunity to apply the skills learned in the classroom to a corporate experience. Students prepare for their professional career, gaining practical experience while being immersed in a corporate setting. Students are required to complete 320 hours at the Corporate Internship setting.

Prerequisite: Junior standing.

**HP 401 - Destination Marketing (3)**

This course emphasizes marketing principles supported by case studies. The course also examines diverse markets and target marketing. Various promotional activities are explored, including print advertising, public relations, selling, exhibition, direct mail, and the Internet.

Prerequisite: HP-310.

**HP 403 - Gaming and Resort Management (3)**

This course is an overview of gaming, and casino and resort management in the United States. Students learn rules and security procedures related to each major casino game, to calculate house odds, win, and hold. Students also learn to analyze standard accounting and back office cash procedures. This course also investigates the development and operations of the resort, vacation ownership, multi-use real estate, and gaming entertainment industries. Students also develop an awareness of the societal costs and benefits associated with gaming.

Prerequisite: HP-102.
HP 404 - Facilities Design and Management (3)
This course examines the planning and design of hotels and food service facilities with attention to the economic, aesthetic, and marketing factors that impact project development. Focus is on site analysis, conceptual and space planning, design principles, and the interpretation of architectural drawings. This course addresses the nature of markets, research methodology, trend projection, feasibility, supply and demand evaluations, and financing for project development.
Prerequisite: HP-111; HP-116.

HP 405 - Safety & Security in Hospitality (3)
This course examines major industry-specific concerns and safety threats, including: asset protection practices; appropriate threat assessment; security survey procedures; specific prevention strategies; various public/private sector security initiatives; and the principles of physical, technical, and environmental security as they apply to hospitality enterprises. The role of hospitality managers in security and safety activities is emphasized.
Prerequisite: HP-102.

HP 408 - Niche Tourism (3)
Divided into three parts, this course offers an in-depth analysis of special interest tourism, tradition and culture-based tourism, and activity-based tourism. It provides an integrated picture of specialty/niche tourism as a whole looking at both the 'macro' and 'micro' niche area. It provides a comprehensive theoretical framework and discusses initiatives, policies, and strategies internationally accepted. Students link theory to practice, by examining case studies from around the world.
Prerequisite: HP-101.

HP 412 - Hospitality Entrepreneurship (3)
This course focuses on the characteristics of successful entrepreneurship within the hospitality industry. The course views the entrepreneur as an independent business individual who efficiently and effectively combines the four factors of production (land, labor, capital and enterprise) to create value by offering a product or service. Emphasis is placed on enterprise, accountability, and the inherent risks and rewards of entrepreneurship
Prerequisite: HP-310.

HP 420 - Culinary Showpieces and Grand Buffet (3)
This course explores the skills and techniques needed to create a variety of decorative showpieces to adorn the special occasion cold food buffet. Showpieces are composed from mixed media such as tallow, vegetable carvings, and salt dough. Components of the Grand Buffet are designed and executed leading to the creation of an elaborate final buffet.
Prerequisite: HP-155 or HP-165.
**HP 430 - Meeting and Event Management (3)**

This course examines the hospitality market segment of meeting and event management. The course illustrates all of the skills needed to become a successful event manager. Students learn to design, plan, market, and stage an event, as well as staff management and problem-solving strategies to ensure event success and safety. Topics also include legal compliance, risk management, financial control, and event evaluation.

Prerequisite: HP-102.

**HP 431 - Revenue and Yield Management (3)**

This course examines the fundamental principles of revenue and yield management. Students analyze the tools and techniques that guide strategic pricing decisions across various selling channels, set inventory controls, and encourage demand manipulation to maximize profits and improve performance in a variety of hospitality operations.

Prerequisite: HP-310; HP-315.

**HP 435 - Catering Management (3)**

Catering Management explores all crucial business aspects of banquets and catering both on- and off-premise. The course focuses on banquets and catering within hotels as well as small business management and private catering operations. It presents contemporary menu design and pricing, and strategies to improve food management, scheduling, invoicing, staffing, and training. It also examines food and beverage operational controls that guarantee high standards of quality, service, and presentation.

Prerequisite: HP-111; HP-116.

**HP 436 - Cost Controls for Food, Beverage, and Labor (3)**

This course focuses on the assessment and control of costs within the foodservice operation. It expands on basic accounting, marketing, and legal principles, as well as food and beverage sanitation, production, and service methods, and staffing and labor cost controls. Technology used in food and beverage operations, such as POS systems, analysis capabilities, a running case study, and menu analysis and engineering are discussed.

Prerequisite: HP-111; HP-116.

**HP 450 - Hospitality Leadership Capstone (3)**

This course is allows students to synthesize coursework through researching an aspect of the industry in which they are professionally interested. Students analyze and document business practices, propose viable remedies to challenges they have observed in their studies and present these solutions to the proprietor. Students are also introduced to the array of hospitality-related research journals and other resources that they will reference as they move into the industry as professionals.

Prerequisite: Senior Standing.
Faculty

School of Hospitality Management
*Part-time Faculty
**St. Lucia Campus

**Benjamin, Winston
AS, Paul Smith's College of Arts and Sciences
BA, Florida International University

*Brown, Pamela
BS, Fordham University
MS, Mercy College

*Kathleen Chamberlain
BS, California State University
MS, California State University
EdD, American College of Education

*Church Garraway, Andrea
AAS, Trinidad and Tobago Hospitality & Tourism Institute
BBA, Monroe College
MBA, Monroe College

Cortez, Cuauhtemoc
AAS, Monroe College
BBA, Monroe College

Costantino, Frank C., CEC, CCE, AAC
Dean, School of Hospitality Management at Monroe College
AAS, New York City Technical College
BT, New York City Technical College
EDS, Argosy University
MS, Rochester Institute of Technology
EdD, Argosy University

*Davis, Stephen
MPS, Cornell University
BA, Hamilton College

Debisingh, Geeta, CHE
BA, New York City Technical College
MS, New York University

*Eugene, Lyonnel
AOS, Art Institute of New York
BA, Montclair State University
MS, Monroe College

Gellman, Sharon, CHE
Director, Hospitality Programs, New Rochelle Campus
BA, SUNY Albany
MEd, Post University

*Goldberg, Kenneth
BA, University of Pennsylvania

*Hutchinson, Horace
BT, New York City College of Technology
MS, Baruch College
EdD, Gwynedd Mercy University

James, Stacey
AAS, Broward Community College
BA, Florida Atlantic University
MS, Florida International University

*Jn. Baptiste, Wilson
AAS, City University of New York
BS, New York University
MS, New York University

*Johnson, Tanya
BS, University of Phoenix
MS, Argosy University
**Kabir, Jahangir M.**  
BA, Monroe College  
MBA, St. Joseph’s College  
DBA, Wilmington University

**Ste. Marthe, John Conrad**  
AA, The Culinary Institute of America  
BBA, Monroe College  
MS, New York University

**Louis, Petula**  
AAS, Monroe College  
BBA, Monroe College  
M.Ed, University of Phoenix

**Soriano, Enmely**  
AAS, Monroe College  
BBA, Monroe College  
MS, Monroe College

**Luna, Yocary**  
AAS, Monroe College  
BBA, Monroe College  
MBA, Monroe College

**Thompson, St. Clair, CHE**  
Director, Hospitality Programs, Bronx Campus  
BS, University of the West Indies  
MS, New York University

**Moon, Edward, CEC**  
AOS, Culinary Institute of America  
BBA, Boston University  
MS, Monroe College

**Tuccillo, Michael**  
BPS, Culinary Institute of America  
MS, Monroe College

**Pellizzari, Eric, CEC, CCE, AAC**  
AAS, Brevet d’Etudes Professionnelles

**Urena, Dolores**  
BT, New York City College of Technology  
MLA, City College, CUNY

**Rowe, Keneika**  
AAS, Montego Bay Community College  
BBA, Monroe College  
MS, Lehman College  
PhD, Walden University

**Zimmermann, Tracy, CCC, CHE**  
AOS, Culinary Institute of America  
BA, Ohio Wesleyan University  
MS, Monroe College
School of Information Technology

The Monroe College School of Information Technology prepares students for careers as competent technology professionals by using a challenging curriculum, state-of-the-art technological resources and real-world experience in the classroom. The School offers undergraduate programs in Computer information Systems (CIS) and Computer Networks and Cybersecurity (CNC), and a graduate program in Computer Science (CS).

AS in Computer Information Systems

Most computer users in business neither know, nor need to know, how a computer actually works in order to use it. They just need it to work. Therefore there is a demand for “user advocates” who help users decide which technology is appropriate for their needs and consult them on how to deploy that technology to meet their goals. The Computer Information Degree program arms students with the knowledge and skills necessary to become one of these much sought after advocates.

Information technology students learn to “make things work” for people in today’s business. The curriculum develops students’ competencies in four major areas: technical/practical skills, business/soft skills, industry/field experience, and certifications. The School of Information Technology teaches students to apply what they have learned and to solve practical business problems by creating applications that support the problem-solving and decision-making needs of the corporate community.

The program level objectives for students completing the AS in Computer Information Systems are as follows:

1. To prepare and develop students to be competent in four (4) areas:
   a. Technical / Practical Skills
   b. Business / Soft Skills
   c. Industry Training / Experience
   d. Certification Preparation
2. To prepare students to think critically to solve computing problems through identification, assessment and evaluation of business and information systems; design and develop software applications and plan a scheme of secure systems
3. To develop students to become leaders and decision-makers; and ability to work with others to function effectively as business solution providers
4. To build students' awareness in conducting themselves in a manner that is professional, ethical, and social
5. To prepare students for rewarding careers in computer and information technology related fields
Computer Information Systems AS Requirements

<table>
<thead>
<tr>
<th>Major-Related Courses: 27 Credits</th>
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<tbody>
<tr>
<td>Course #</td>
<td>Course Name</td>
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<tr>
<td>IT-100</td>
<td>Introduction to Information Technology</td>
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<tr>
<td>IT-118</td>
<td>Integrated Business Applications</td>
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<tr>
<td>MG-105</td>
<td>Personal Financial Management</td>
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<tr>
<td>IT-120</td>
<td>Computer Hardware</td>
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<td>Computer Software</td>
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<td>Database</td>
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<td>IT-150</td>
<td>Web Design Technology</td>
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<td>IT-170</td>
<td>Cisco I: Cisco Networking Basics</td>
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<td>College Writing and Critical Analysis</td>
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<td>EN-121</td>
<td>Analytical Thinking, Writing, and Research</td>
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<tr>
<td>EN-206</td>
<td>Professional Writing and Presentation</td>
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<tr>
<td>IT-160</td>
<td>Programming Logic</td>
</tr>
<tr>
<td>IT-295</td>
<td>System Analysis &amp; Design</td>
</tr>
<tr>
<td>LA-122</td>
<td>Fundamentals of Communication</td>
</tr>
<tr>
<td>MA-115</td>
<td>Quantitative Reasoning</td>
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<td>Liberal Arts Electives (including IT-Liberal Arts Courses)</td>
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<td>Social Science or Liberal Arts Electives</td>
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<td>Mathematics or Liberal Arts Elective</td>
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Total Credit Hours: 60

BS in Computer Networks and Cybersecurity

The Bachelor’s degree program in Computer Networks and Cybersecurity is designed for students to enhance their theoretical, analytical, and practical skills through a solid foundation in computing, networks, and cybersecurity. The courses in this degree program help students develop the teambuilding, communication, critical-thinking, and technical skills required to keep current with the rapid advances in technology. Our students are taught by IT leaders, including former CIOs, network analysts, and database administrators. Students who complete their Bachelor’s degree in Computer Networks and Cybersecurity will have the practical and theoretical knowledge necessary for employment in network design and administration, cybersecurity, computer forensics, and more.
The program level objectives for students completing the BS in Computer Networks and Cybersecurity are as follows:

1. To build and strengthen students' competencies, qualifications and marketability in four (4) areas:
   a. Technical / Practical Skills
   b. Business / Soft Skills
   c. Industry Training / Experience
   d. Certification Preparation

2. To cultivate problem-solving and critical thinking skills to solve complex computing problems through identification, assessment and evaluation of networks and security of business systems; effectively design, develop and implement well-secured systems

3. To promote students' leadership and decision-making skills; and ability to work with others to function effectively as business network and cybersecurity solution providers

4. To strengthen students' awareness in conducting themselves in a manner that is professional, ethical, and social

5. To adequately prepare students for rewarding careers in computer networks and cybersecurity related fields

**Computer Networks and Cybersecurity BS Requirements**

<table>
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<th>Major-Related Courses: 57 Credits</th>
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<td><strong>Course #</strong></td>
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<tr>
<th>General Education and Related Courses: 63 Credits</th>
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<tbody>
<tr>
<td><strong>Course #</strong></td>
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<tr>
<td>EN-111</td>
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<td>EN-121</td>
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<td>EN-206</td>
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</tbody>
</table>
The program level objectives for students completing the BS in Computer Information Systems are as follows:

1. To build and strengthen students’ competencies, qualifications and marketability in four (4) areas: (a) Technical / Practical Skills (b) Business / Soft Skills (c) Industry Training / Experience, and (d) Certification Preparation
2. To cultivate problem-solving and critical thinking skills to solve complex computing problems through identification, assessment and evaluation of business and information systems; effectively design and develop diverse software applications and implement well-secured systems
3. To promote students’ leadership and decision-making skills; and ability to work with others to function effectively as business solution providers
4. To strengthen students’ awareness in conducting themselves in a manner that is professional ethical, and social
5. To adequately prepare students for rewarding careers in computer and information technology related fields

**BS in Computer Information Systems**

The Bachelor’s Degree Program in Computer Information Systems (CIS) develops employable technologists who apply what they have learned to solve practical business problems. Students gain a solid IT foundation. The curriculum helps students develop five areas of employment competencies: management, team building, communication, critical-thinking, and technical skills. Students hone business and soft skills and are encouraged to benefit from field experiences and obtain IT certifications.

The program level objectives for students completing the BS in Computer Information Systems are as follows:

1. To build and strengthen students’ competencies, qualifications and marketability in four (4) areas: (a) Technical / Practical Skills (b) Business / Soft Skills (c) Industry Training / Experience, and (d) Certification Preparation
2. To cultivate problem-solving and critical thinking skills to solve complex computing problems through identification, assessment and evaluation of business and information systems; effectively design and develop diverse software applications and implement well-secured systems
3. To promote students’ leadership and decision-making skills; and ability to work with others to function effectively as business solution providers
4. To strengthen students’ awareness in conducting themselves in a manner that is professional ethical, and social
5. To adequately prepare students for rewarding careers in computer and information technology related fields

**Total Credit Hours: 120**
Computer Information Systems BS Requirements

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<td>IT-172</td>
<td>Cisco II: Cisco Basic Routing</td>
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<td>IT-280</td>
<td>Object Oriented Programming</td>
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<td>IT-373</td>
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<td>Senior Seminar</td>
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<td>Major Area Electives, Open Electives, or Minor Courses</td>
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Sub-total: 57

General Education and Related Courses: 63 Credits

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<td>Programming Logic</td>
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<td>Advanced Programming</td>
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<tr>
<td>IT-295</td>
<td>System Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>IT-320</td>
<td>Operating Systems</td>
<td>3</td>
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<tr>
<td>IT-330</td>
<td>Database Management Systems</td>
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<td>IT-396</td>
<td>Management Information Systems</td>
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<tr>
<td>IT-494</td>
<td>IT Project Management</td>
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<tr>
<td>LA-122</td>
<td>Fundamentals of Communication</td>
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<tr>
<td>MA-115</td>
<td>Quantitative Reasoning</td>
<td>3</td>
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<tr>
<td>MA-120</td>
<td>Finite Mathematics &amp; Linear Modeling</td>
<td>3</td>
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<tr>
<td>MA-145</td>
<td>Statistics for Business Decisions I</td>
<td>3</td>
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<td>or</td>
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<tr>
<td>MA-242</td>
<td>Calculus I</td>
<td>3</td>
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<tr>
<td></td>
<td>Liberal Arts Electives (including IT-Liberal Arts Courses)</td>
<td>18</td>
</tr>
</tbody>
</table>

Sub-total: 63

Total Credit Hours: 120
Course Offerings

IT – Information Technology

IT-100 - Introduction to Information Technology (3)
This course is intended for students interested in pursuing a career in the field of Information Technology. Topics include an overview of the fundamentals of information technology, specializations and career paths, current and emerging technologies, business applications, communications and decision-making, and the impact of these systems on business, government, and society. This course also emphasizes the development of both writing and speaking skills. MS Windows and other popular software packages for word processing, spreadsheet development, presentations, and Internet concepts are also introduced.
Prerequisite: None.

IT-120 - Computer Hardware (3)
This course is intended for students interested in pursuing a career in the field of Information Technology. This course teaches students to become proficient in the inner workings of a microcomputer. It is a hands-on class that covers the replacement of all parts inside the PC. Students also learn about electricity, formatting hard drives, device drivers, as well as how software works with hardware. The class features lectures as well as hands-on exercises that allow students to disassemble and reassemble microcomputers. This course prepares students for the A+ Examination.
Prerequisite: IT-100 or IT-118.

IT-126 - Computer Software (3)
This course teaches proficiency in system software and the configuration of a microcomputer. Topics include the fundamental concepts of operating systems, installation, configuration and upgrading of operating systems, diagnosing and troubleshooting operating systems, basic concepts of networking, and Internet connectivity troubleshooting. Current and emerging operating system technologies are identified and analyzed. Career specializations and opportunities are discussed. This course emphasizes the development of analytical and problem-solving skills through hands-on lab exercises. Upon successful completion of this course, students will have the requisite knowledge and skills required to take the A+ Operating System Technologies Examination.
Prerequisite: IT-100 or IT-118.

IT-130 - Database (3)
Students learn the fundamental concepts of database management systems, relational database model, types of relationships, dependencies, and normalization of database. Students learn Structured Query Language (SQL) to create, maintain, update and query databases, and to enforce constraints. Industry standard Windows-based database management software is used
to create databases, forms, queries, and reports. Through hands-on experience, students gain proficiency in the design, creation, and function of tables, data entry forms, and reports.
Prerequisite: IT-100 or IT-118.

**IT-150 - Web Design Technology (3)**
This course introduces the student to Web page design. Careful planning is emphasized as the key to a successful Web site. Hypertext Markup Language (HTML) is introduced and students will create, format, and refine Web pages to include text, images, hyperlink, lists, tables, frames, and forms using an HTML editor. Students are also introduced to Cascading Style Sheets (CSS).
Prerequisite: IT-100 or IT-118.

**IT-156 - Multimedia Authoring (3)**
Students learn to develop multimedia applications using a variety of software and hardware tools. Students use multimedia software to incorporate text, graphics, video, audio, animation, and interactive links to organize and present information and create training materials.
Prerequisite: IT-100 or IT-118.

**IT-160 - Programming Logic (3)**
This course teaches students to apply top-down modular programming techniques for the designing and writing of computer solutions to common problems found in mathematics, science, and business. The C++ language is used to test and evaluate these techniques. Some of the concepts covered in the course include interactive programming on the microcomputer, arithmetic operations, logical operations, selection and looping, functions, and arrays.
Prerequisite: IT-100 or IT-118 and MA-115.

**IT-170 - Cisco I: Cisco Networking Basics (3)**
This course is for individuals seeking an understanding and knowledge of networking fundamentals including the Open Systems Interconnect (OSI) seven-layer model concepts; Ethernet and Cabling concepts; terminology and technologies. Students obtain the skills necessary for the configuration of Cisco routers connected in local-area networks (LANs) and wide-area networks (WANs) typically found at small to medium network sites. It is part of the recommended training for those seeking certification as a Cisco Certified Network Associate (CCNA).
Prerequisite: IT-100 or IT-118.

**IT-172 - Cisco II: Cisco Basic Routing (3)**
This course is for individuals seeking an understanding and knowledge of basic Cisco routing configuration, Cisco Routing Protocols (RIP/EIGRP/OSPF). Students obtain the skills necessary for the configuration and maintenance of Cisco routers connected in wide-area networks (WANs) typically found at small to medium network sites. It is part of the recommended training for those seeking certification as a Cisco Certified Network Associate (CCNA).
Prerequisite: IT-170.
IT-225 - Unix/Linux (3)
This course is an introduction to the use and management of Unix-based computer systems. Students learn advanced user functions as well as UNIX system administration. Topics include establishing and maintaining security, file system management, shell scripts, control of networks, multi-user environments, and inter-process control.
Prerequisite: IT-100 or IT-118; Junior Standing.

IT-250 - Advanced Web Design (3)
This course demonstrates how scripting language can be used to convert static HTML pages into dynamic pages. Syntax of a scripting language is introduced and students learn to use an advanced tool to generate more concise and readable code. The topics include Document Object Model (DOM), working with element set, Event model, animations and effects, library functions, latest technology to communicate with the server, creating user interfaces with themes and effects, and working with UI widgets.
Prerequisite: IT-150.

IT-260 - Advanced Programming (3)
A course designed for experienced C++ programmers. C++ is a leading edge, dominant language and an industry choice as a system implementation. The Procedural programming features as well as OOP (Object Oriented Programming) features are discussed. Procedural aspect control structures, functions, arrays, pointers and strings are covered. Object orientation concept and terminology are introduced. Identification of an object in a problem, specification of objects attributed and their behavior, and intersection among them are also included.
Prerequisite: IT-160.

IT-270 - Cisco III: Cisco Switching (3)
This course provides an understanding of Switching fundamentals, including a basic understanding of Cisco switches and an intermediate understanding of routers, terminology, and technologies. Students obtain the skills necessary for the configuration of Cisco switches and routers connected in local-area networks (LANs) and wide-area networks (WANs) typically found at small to medium network sites. It is part of the recommended training for those seeking certification as a Cisco Certified Network Associate (CCNA).
Prerequisite: IT-171.

IT-271 - Cisco IV: Cisco Wan Technologies (3)
This course is for individuals seeking an understanding and knowledge of Wide Area Network Technologies. It focuses on understanding Cisco WAN routers; WAN terminology and technologies; configuration of advanced IP addressing; Network Addressing Translation and WAN Protocols on Cisco routers connected in local-area networks (LANs) and wide-area networks (WANs). It is part of the recommended training for those seeking certification as a Cisco Certified Network Associate (CCNA).
Prerequisite: IT-270.

**IT-275 - Networking in a Windows Environment (3)**

This course provides students with an advanced study of Networking as a doorway to Network Administration through the most popular Operating System. Students are provided with the hands-on skills needed to manage a network. This includes configuring, administering, and troubleshooting network resources. The course also provides the knowledge needed to prepare for Networking Certification Exams.

Prerequisite: IT-170.

**IT-280 – Object Oriented Programming (3)**

This course introduces core programming basics—including data types, control structures, algorithm development, and program design with functions—via the Python programming language. The course discusses the fundamental principles of Object-Oriented Programming, as well as in-depth data and information processing techniques. Students will problem solve, explore real-world software development challenges, and create practical and contemporary applications using graphical user interfaces, graphics, and network communications.

Prerequisite: IT-160

**IT-290 - Internship (3)**

This course provides students with the opportunity to exercise their understanding of the academic field and to apply classroom theory in actual work settings in paid and non-paid supervised positions. This is a requirement and must be completed within the last two semesters of the program.

Prerequisite: Sophomore Standing.

**IT-291 - Internship (3)**

This course provides students with the opportunity to exercise their understanding of the academic field and to apply classroom theory in actual work settings in paid and non-paid supervised positions. This is a requirement and must be completed within the last two semesters of the program.

Prerequisite: IT-290.

**IT-295 - System Analysis & Design (3)**

This comprehensive study of the five phases of System Development Life Cycle (SDLC) and the System Analysis Toolkit shows the importance of communications, economic analysis, and project planning skills with current technologies across all phases of the SDLC. Students gain an in-depth understanding of how Information Systems support business requirements in today's intensely competitive environment. Several real world projects are assigned to students on an individual basis and as a member of a systems development team, which allows students to apply their knowledge and skills to act as a System Analyst and develop an information system for problems
that arise in typical business organizations.
Prerequisite: IT-130.

**IT-320 - Operating Systems (3)**
A course designed for students with primary knowledge of the working of operating systems. The topics include: various generations of operating systems, process and its transitions, concurrent processes and multiprogramming, deadlock, real storage, virtual and auxiliary storage, processor scheduling and operating system security. The management of the above mentioned resources by operating system are covered in detail. Various popular state-of-the-art operating systems are also discussed.
Prerequisite: IT-126.

**IT-330 - Database Management Systems (3)**
This course introduces the fundamental concepts of database management systems, with emphasis on the relational model, which is an increasingly important and widespread area in the computer field. Demonstrations and hands-on practice using ORACLE: SQL and PL/SQL reinforce the fundamental concepts.
Prerequisite: IT-130.

**IT-360 - Java (3)**
An introduction to World Wide Web-focused application programming, using the Java language is presented. Students familiar with the format and syntax of C and/or C++ will develop both Java applets designed to be transported over the Internet and executed with Web browsers as well as stand-alone Java applications. Topics will begin with basic input/output operations, the primary control structures and logical/math operations and proceed to the creation and use of methods, classes, arrays, and abstract data types (ADTs) utilizing accepted practices and techniques of contemporary object-oriented programming.
Prerequisite: IT-265.

**IT-361 - Programming with Mobile Applications (3)**
This course introduces students to the various platforms in use on small and mobile devices. Platforms include Apple iPhone, Google Android OS, and Microsoft Windows Mobile. Students learn about the mobile application development cycle and learn to use different tools to create applications for each platform using specialized development environments. Students also develop web applications for mobile browsers and explore cross-platform development.
Prerequisite: IT-260 or IT-280.

**IT-362 - Mobile Application Development (3)**
This course provides the students with the foundation necessary to build mobile applications for various platforms such as Google Android OS, Apple iOS and Windows Mobile 7. Students learn to work in integrated development environments with cross-platform programming languages. This course also introduces key programming concepts, including variables, decision
making, looping, lists, arrays and tables and teaches to incorporate audio, pictures, and animations to create state-of-the-art mobile applications for various platforms.

Prerequisite: IT-361.

**IT-368 - Web Scripting and Development (3)**

This course is intended for those who want to create interactive Web pages that provide customized data in response to visitor requests or collect data from site visitors. No prior experience with databases is required, but students must be familiar with general programming concepts, UNIX or Windows operating systems, and have a basic understanding of how to use the Internet. The course emphasizes the necessity of planning for multiple scenarios, encouraging the student to thoroughly prepare for the various options that Web page visitors might require in using a site.

Prerequisite: IT-250.

**IT-373 - Network Security (3)**

In this hands-on course, students gain the knowledge and skills necessary to assess and implement a total enterprise operating system security. Students learn to control the privacy, integrity and authenticity of data and resources from the file system to the network infrastructure. This course provides a firm background in the fundamentals of network security and prepares students for taking the Microsoft 70-214 exam towards the MCSE and MCSA certifications.

Prerequisite: IT-170.

**IT-375 - Active Directory (3)**

This course provides students with the knowledge and skills necessary to plan, install, configure, and troubleshoot the Windows Active Directory Components, DNS for Active Directory, and Active Directory Solutions. The course also provides the students the skills required to manage, monitor, and optimize the desktop environment by using Group policy, which is essential to the proper design and delivery of Network services in a LAN, WAN, Enterprise and Complex Networks. At the completion of the course, students will have the understanding and the knowledge to manage daily operations of the Windows Active Directory Structure and the knowledge needed to prepare for Networking Certification Exams.

Prerequisite: IT-275.

**IT-376 - Wireless Technology (3)**

This is a comprehensive course that provides broad knowledge of Mobile Systems and Wireless products. This course is intended for students who want to learn how to evaluate, plan, design and implement a wireless network system. Cisco, Bluetooth, and WAP technologies, protocols, and applications are covered in depth. Radio frequencies, bandwidth requirements, security challenges, the IEEE 802.11 standard, Service Set Identifiers (SSID) and Media Access Control (MAC) Wired Equivalent Protocol (WEP) are also discussed.

Prerequisite: IT-172 or IT-275.
**IT-380 - Social and Professional Issues in IT (3)**

This course covers historical, social, professional, ethical and legal responsibilities of computing. Real-life ethics issues, standards and guidelines, legal constraints and requirements, and the philosophical basis for ethical arguments will be covered in this course.

Prerequisite: Junior Standing.

**IT-385 - Emerging Technologies (3)**

This course presents and analyzes particular emerging technologies and their potential applications, including the opportunities and challenges of managing these technologies and their impact on business and society. Topics will include Cryptography, Computer Forensics, Nanotechnology, 3D Virtual Reality, Grid Computing, Wireless Technology, and other "Hot New Topics".

Prerequisite: Junior Standing.

**IT-387 - Ethical Hacking (3)**

This course is an introduction to offensive security topic with emphasis on ethical hacking. This class immerses students into an interactive environment to learn the tools and techniques to scan, test, hack, and secure their own systems. Students are exposed to current techniques used by attackers and learn defensive strategies using both Windows and Linux Systems. The learning environment gives students knowledge and practical experience with the current essential security systems. Students are taught how perimeter defenses work, how intruders escalate privileges and the steps to secure a system. Students also learn about Intrusion Detection, Policy Creation, Social Engineering, DDoS Attacks, Buffer Overflows, and Virus Creation.

Prerequisite: IT-373; Junior Standing.

**IT-390 - Internship Seminar (3)**

This elective course provides students with the opportunity to exercise their understanding of the academic field and to apply classroom theory in actual work settings in paid and non-paid supervised positions.

Prerequisite: Junior Standing.

**IT-391 - Internship Seminar (3)**

This elective course provides students with the opportunity to exercise their understanding of the academic field and to apply classroom theory in actual work settings in paid and non-paid supervised positions.

Prerequisite: Junior Standing.
IT-395 - Corporate Internship in Information Technology (6)
This course provides students with the opportunity to apply skills learned in the classroom within their discipline to a corporate experience. Students prepare for their professional career, gaining practical experience while being immersed in a corporate setting. Students are required to complete 320 hours at the corporate internship setting.
Prerequisite: Junior Standing; approval by Dean of IT.

IT-396 - Management Information Systems (3)
This course provides an understanding of MIS research and teaching, as well as practical experience designing and building real world systems. The fundamentals and importance of Information Systems in today's business environment are covered. The topics include computer and information systems (IS), software types, DBMS, telecommunications, systems analysis and design, software tools and engineering, design support systems, international information systems ethical and social issues. A case study on each topic is reviewed.
Prerequisite: IT-295.

IT-425 - Virtual Desktop Infrastructure (3)
This course is intended for students interested in pursuing a career in the field of Information Technology. Students learn to build virtual networks, implement high-availability clusters, enhance performance and security, and manage the virtual data center. Students build virtual desktop infrastructures using industry standard software tools. They also examine public and private cloud computing environments. Career specializations, career paths and business opportunities will be discussed upon successful completion of this course, student will have the requisite knowledge and skills required to take the VM Certification Exams.
Prerequisite: IT-373.

IT-435 - Database Administration (3)
This course introduces the students to administration of industry-standard database software and the role of a Database Administrator (DBA). Students are exposed to major topics such as installation and configuration of database software and its components; server and database maintenance; optimization and troubleshooting; backup and restore strategies; import and export of data; database security; managing users and roles, and their permissions; and implementation of high availability with mirroring. Students will attain DBA skills and will be in a better position to help solve complex business problems in their chosen careers.
Prerequisite: IT-330.

IT-472 - Information Security (3)
This course offers students an overview of information security planning and staffing. Students learn about key issues for protecting information assets, determining the levels of protections, and for responding to security incidents using the latest technologies. Students learn authentication techniques and how to distinguish different types of attacks and malicious codes. This course provides the information and skills necessary for students to take the Certified
Information System Security Professional (CISSP) certification exam.
Prerequisite: IT-373.

**IT-477 - Network and Computer Forensics (3)**

This course is designed to provide students with an understanding of the overall investigative process of computer forensics as well as the tools and techniques used. Students are introduced to the steps necessary to detect intruders, discover damage, and identify the offending intruder. The documentation of an incident response plan will also be taught. This course provides students with the information and skills necessary to take the International Association of Computer Investigative Specialists (ACIS) certification exam.
Prerequisite: IT-373.

**IT-494 - IT Project Management (3)**

In this course, the relationship between information technology and the fundamental processes driving the business enterprise are evaluated. The course aims to reorient students from a “business as usual” approach to information systems toward an integrated, cross-functional reassessment of the critical processes of the firm. The role of information technology as both an objective of and a participant in effective change is emphasized in relation to crucial organizational, managerial, and cultural factors. Students work as members of project teams to analyze case studies of actual reengineering efforts and to participate in original prototype exercises.
Prerequisite: IT-295.

**IT-495 - Senior Seminar (3)**

Under the guidance of a faculty advisor, students in their final semester are required to utilize their full scope of training and academic abilities in the design and development of an individualized computer-based management information system intended for business use. The project entails system conceptualization, detailed documentation, design, writing and testing of student written software, hardware specifications, user training manuals and other support and background materials. Students also are required to “sell” the project results at a formal presentation to fellow seminar members and faculty Projects and teams are critiqued on the basis of content, approach, and degree of professionalism.
Prerequisite: Senior Standing.
Faculty

School of Information Technology Faculty

*Adjunct Faculty members **St. Lucia Campus

*Arvelo-Reyes, Elizabeth
BA, Monroe College
MBA, Monroe College
Certified Scrum Master

*Bustamante, Miguel
BE, The City College of New York
ME, The City College of New York
PhD, The City College of New York

*Aylo, Sridevi
BS, Osmania University
MS, Brooklyn College

*Carranza, Harrison
BS, NYC College of Technology
MS, Marist College

*Bamkole, Clement
BS, Mercy College
MS, Central Missouri State University
CCNA, MCSE, MCP & Internet Certified

*Cato, Sayyid
BA, Lehman College
MA, Teachers College
MEd, Teachers College
PhD, Keiser University

*Chak, Arslan
BS, Monroe College
MS, Mercy College

Berisha, Haxhi
BS, Fordham University
MS, Fordham University
MCSE, MCSA, MCP, Network+, Server+ and A+ Certified

Connell, Michael
BS, Polytechnic University
MS, Polytechnic University
MCP, Erdiston College
PhD, Walden University

*Bhagoji, Shantanu
BS, Osmania University
MS, Rochester Institute of Technology

Ennoure, Taoufik
BS, Cadi Ayyad University
MS, University of Pau
MS, Lehman College

*Boaheng, Jacob
BBA, Baruch College
MA, Brooklyn College
PhD, Walden University

*Ewan, Parcus M.
BBA, Monroe College
MS, American Sentinel University

Brozo, Clifford
Director, Information Technology Programs,
New Rochelle Campus
BA, Iona College
MS, University of Bridgeport
MS, New York University

1/30/2020
*James, Joyce  
BBA, Monroe College  
MBA, Monroe College

*Kounavelis, Nikita  
BS, Westminster College  
MS, Pace University

**Maxwell, Richard Shane  
MS, Northumbria University at New Castle

*Mendoza, Froilan  
BBA, Monroe College  
MS, New York University

*Monaghan, Maureen  
BA, Neumann College  
MA, West Chester State University

*Nardi, Nicholas  
BA, Iona College  
MS, Iona College

*Rodgers, Kristi  
BS, Kent State University  
MS, Youngstown State University

*Rodriguez, Anthony  
BBA, Monroe College  
MS, Pace University

*Sanni, Omolola  
BBA, Monroe College  
MBA, University of Bridgeport

Shah, Nilesh  
Dean, School of Information Technology  
BSEE, National Institute of Technology  
MS, New Jersey Institute of Technology  
PhD, New Jersey Institute of Technology

**Vernor, Joshua  
BS, John Jay College of Criminal Justice  
MBA, Monroe College, St. Lucia

Villegas, Asteria P.  
Director, Information Technology Programs,  
Bronx Campus  
BS, St. Scholastica’s College  
MS, Iona College
School of Nursing

Vision
To provide excellence in teaching and scholarship, and support aspiring nursing professionals to enhance the health of our community.

Philosophy
The School of Nursing faculty is committed to achieving excellence in education and patient care based upon our beliefs of nursing care, culturally competent nursing care, and teaching and life-long learning as described below:

- **Nursing Care**: Nursing affects the care of persons for the purposes of illness prevention, maintenance and/or restoration of health. Within the framework of the nursing process of assessment, planning, implementation, and evaluation, a holistic and evidence-based approach to nursing care is created, the goal of which is to care for all aspects of the person; psychological, emotional, physical, cultural and spiritual.

- **Culturally Competent Nursing Care**: It is the belief of the School of Nursing faculty that an increasingly diverse patient population requires cultural competence to be integrated into all aspects of nursing care. Nurses provide care freely without judgment or prejudice. Nurses respect the dignity and physical and emotional wholeness of every person, value the differences among persons, and implement care that is within the cultural context of the person. Nurses reflect on their biases and develop an awareness of the needs and sensitivity of persons from other cultures. The faculty believes that the nursing program has a responsibility to educate students in culturally competent nursing care through self-assessment, knowledge and respect of different cultures and ethnicities, understanding of the disparities in healthcare, comprehensive cultural assessment of individuals, families and communities, skill to communicate with individuals, families and groups with diverse language and cultural backgrounds, identification of resources, and an understanding of the advocacy role of nursing. By embracing diversity, we strengthen nursing education that promotes culturally sensitive care for all human beings.

- **Teaching and Life-Long Learning**: The Institute of Medicine’s (IOM) Healthcare Core Competencies and the Quality and Safety Education for Nurses Competencies (QSEN) establishes the standards for nurses to provide patient-centered care, work effectively on inter-professional teams, employ evidence-based practice, learn the quality improvement process, provide safe nursing care, and utilize healthcare informatics. The curriculum is organized to attain student learning outcomes based on the IOM and QSEN core competencies which serve as the foundation to design, implement, and evaluate the curriculum. Course content and learning experiences build upon previous levels of knowledge and experience. Faculty use various methods and strategies to teach the nursing process, provision of holistic nursing care, patient teaching, patient safety, prevention of medication errors, best evidence-based practices, critical thinking, communication, role of the nurse, professionalism, and ethical/legal practice. Emphasis is
placed on the importance of lifelong learning to keep current with the latest knowledge and advances in healthcare to achieve performance improvements. Courses in sciences and liberal arts provide students with a broad knowledge base for nursing practice.

**Practical Nursing**

The Monroe College Certificate in Practical Nursing program is a three-semester course of study. Nursing courses involve classroom instruction as well as laboratory skills, simulation practice, and clinical experiences. Upon completion of the program the student is awarded a Certificate in Nursing and is eligible to take the NCLEX-PN licensing exam.

Upon completion of the PN Certificate program, the graduate will be able to provide Culturally Competent Care with achievement of the following outcomes:

1. Demonstrate basic through intermediate skills and health teaching to provide holistic, individualized patient-centered care to individuals and families. (SLO #1: Patient-Centered Care)

2. Communicate data collection information from individuals/families to the Registered Nurse and/or inter-professional team members. (SLO #2: Teamwork and Communication)

3. Provide a rationale for clinical judgments based upon current best practice guidelines used in the care of individuals across the lifespan. (SLO #3: Evidence-Based Practice)

4. Explain how quality improvement measures and risk management data is used to promote the safe, quality care of individuals across the health care continuum. (SLO #4: Quality Improvement and Patient Safety)

5. Use healthcare informatics to collect and communicate health data, avoid errors, and support healthcare interventions when providing nursing care to individuals. (SLO #5: Informatics)

6. Implement the nursing plan of care in congruence with the patient’s healthcare needs, preferences, customs, values, and beliefs. (SLO-CCC #6: Culturally Competent Care)

**Practical Nursing Certificate Requirements**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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<tr>
<td>NS-106</td>
<td>Dosage Calculation and Pharmacology</td>
<td>3</td>
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<tr>
<td>NS-117</td>
<td>Fundamentals of Nursing</td>
<td>7</td>
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<td>NS-122</td>
<td>Maternal Child Nursing</td>
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<tr>
<td>NS-126</td>
<td>Medical Surgical and Transitional Nursing</td>
<td>7</td>
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<tr>
<td>NS-130</td>
<td>Psychosocial Nursing</td>
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Sub-total: 22
General Education and Related Courses: 18 Credits

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<tr>
<th>Course #</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>EN-111</td>
<td>College Writing and Critical Analysis</td>
<td>3</td>
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<tr>
<td>LA-101</td>
<td>Introduction to Psychology</td>
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<tr>
<td>SC-114</td>
<td>Human Anatomy and Physiology I</td>
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<td>Human Anatomy and Physiology I Lab</td>
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<td>SC-116</td>
<td>Human Anatomy and Physiology II</td>
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<td>SC-116L</td>
<td>Human Anatomy and Physiology II Lab</td>
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<tr>
<td>SC-118</td>
<td>Principles of Microbiology</td>
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<tr>
<td>SC-118L</td>
<td>Principles of Microbiology Lab</td>
<td>1</td>
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</table>

Sub-total: 18

Total Credit Hours: 40

AAS in Registered Nursing

Monroe College offers a three-semester full-time RN Associate Degree Program. Graduates of the Monroe College LPN Certificate Program and non-Monroe LPNs may apply to the program. The course of study provides the basis for students to use critical thinking to apply increasingly complex knowledge, skills, technologies, and patient care activities into evidence-based nursing practice. Upon completion of the program the student is awarded an Associate in Applied Science Degree and is eligible to take the NCLEX-RN licensing exam.

End-of-Program Student Learning Outcomes:

Upon completion of the RN Associate in Applied Science degree program, the graduate will be able to provide Culturally Competent Care with achievement of the following outcomes:

1. Demonstrate intermediate through advanced skills to provide holistic, quality care and health teaching for individuals and families. (SLO #1: Patient – Centered Care)
2. Examine elements of inter-professional care coordination to address the healthcare needs of individuals and families. (SLO #2: Teamwork and Communication)
3. Apply evidence-based research practice to make sound clinical judgments in the care of individuals and families across the lifespan. (SLO #3: Evidence-Based Practice)
4. Use standardized tools and/or methods of measurement to identify quality improvement interventions for the safe care of individuals and families across the health care continuum. (SLO #4: Quality Improvement and Patient Safety)
5. Use healthcare informatics to improve individual patient health outcomes (SLO#5: Informatics)
6. Develop the nursing plan of care for individuals in congruence with the patient’s healthcare needs, preferences, customs, values, and beliefs. (SLO #6: Culturally Competent Care)
Registered Nursing AAS Requirements

Licensed Practical Nurses (LPNs) applying directly into the AAS Nursing Degree Program will be granted 22 credits for nursing core courses upon validation of New York State licensure as a Licensed Practical Nurse in good standing and must have completed the following prerequisites: Anatomy & Physiology I, Anatomy & Physiology II, Microbiology, Introduction to Psychology, and English Composition. Applicants must also have taken Algebra, Biology, and Chemistry in High School or college. Applicants are required to take standardized exams that assess competency and knowledge in reading, math, and science as well as nursing knowledge in pharmacology, med-surg, and other specialties.

| Major-Related Courses: 22 Credits |
|-------------------------------|------------------|-----|
| Course # | Course Name | Credits |
| NS-216 | Culturally Competent Care of the Child-Bearing Family | 3 |
| NS-207 | LPN to RN Transition/Introduction to Culturally Competent Care | 2 |
| NS-209 | Health Assessment Across the Lifespan | 3 |
| NS-217 | Culturally Competent Care of the Child-Rearing Family | 3 |
| NS-221 | Advanced Pharmacology | 2 |
| NS-228 | Culturally Competent Care of the Adult with Mental Health alterations | 3 |
| NS-250 | Culturally Competent Care of the Adult with Health Alterations I | 5 |
| NS-255 | Culturally Competent Care of the Adult with Health Alterations II | 5 |
| NS-261 | Trends in Professional Nursing | 3 |
| **Sub-total:** | **29** |

| General Education and Related Courses: 18 Credits |
|-----------------------------------|--------------|-----|
| Course # | Course Name | Credits |
| EN-121 | Analytical Thinking, Writing, and Research | 3 |
| LA-102 | Introduction to Sociology | 3 |
| LA-255 | Psychology Across the Lifespan | 3 |
| or | Other Psychology Elective | 3 |
| SC-130 | General Chemistry | 3 |
| SC-130L | General Chemistry Lab | 1 |
| **Sub-total:** | **13** |

**Total Credit Hours: 42**
**BS in Nursing – RN to BSN Option**

Monroe College offers an Upper Division Nursing Program to provide a path for Registered Nurses to earn a Bachelor of Science Degree. Graduates of the Monroe College RN Associate Degree Program and non-Monroe RNs may apply to this program. The course of study for core classes requires students to attend one full day each week and includes clinical experiences and distance online learning with hybrid/blended and online nursing courses. In addition to IOM and QSEN, the baccalaureate program includes the American Association of colleges of nursing's essentials of baccalaureate education for professional nursing practice (AACN Essentials) which provide the framework for curricular development and evaluation to promote optimum student achievement. The nursing courses provide the basis for students to analyze, synthesize, and integrate nursing science into evidence- based practice and research. This program provides the foundation for a leadership role in nursing and is integrated with concepts from health administration, public health, and a variety of electives. Students graduate with a Bachelor of Science Degree, Nursing major.

**End-of-Program Student Learning Outcomes:**

Upon completion of the Bachelor of Science degree with a major in Nursing program, the graduate will be able to provide Culturally Competent Care with achievement of the following outcomes:

1. Demonstrate leadership and management skills to provide holistic, quality care and health promotion for individuals, families, and aggregate groups within the community. (SLO #1: Patient – Centered Care)
2. Formulate recommendations based on practice standards for collaboration with inter-professional teams to address the healthcare needs of individuals, families, and aggregate groups in a variety of settings. (SLO #2: Teamwork and Communication)
3. Integrate knowledge of nursing theories, science, and evidence-based research for clinical decision-making in nursing practice. (SLO #3: Evidence-Based Practice)
4. Evaluate healthcare systems to recommend quality improvement measures that contribute to practice standards and protocols for improvement of health outcomes. (SLO #4: Quality Improvement and Patient Safety)
5. Demonstrate information literacy in healthcare informatics to manage nursing care for effective, efficient healthcare delivery. (SLO#5: Informatics)
6. Design effective health promotion interventions for populations from diverse backgrounds in congruence with the community’s healthcare needs, preferences, customs, values, and beliefs. (SLO #6: Culturally Competent Care)

**RN to Bachelor of Science Requirements**

Registered Nurses (non-Monroe RN graduates) applying directly to the Bachelor of Science Nursing Degree Program must have the following prerequisites: Anatomy & Physiology I, Anatomy & Physiology II, Microbiology, Expository Writing, English Composition & Literature, Introduction to Sociology, Introduction to Psychology, and additional psychology course as an
elective. Upon validation of New York State licensure as a Registered Nurse in good standing, students will be granted 34 professional credits toward the Bachelor’s degree.

Major-Related Courses: 22 Credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS-300</td>
<td>Nursing Theory Influences on Today’s Practice</td>
<td>3</td>
</tr>
<tr>
<td>NS-310</td>
<td>Culturally Competent Care of the Older Adult</td>
<td>2</td>
</tr>
<tr>
<td>NS-400</td>
<td>Pathophysiology and Clinical Reasoning for Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NS-410</td>
<td>Culturally Competent Care in Community Health and the Role of the Professional Nurse Practicum</td>
<td>5</td>
</tr>
<tr>
<td>NS-420</td>
<td>Evidence-Based Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NS-450</td>
<td>Culturally Competent Leadership in Professional Nursing Seminar and Practicum</td>
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Sub-total: 20

General Education and Related Courses: 18 Credits

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<th>Course Name</th>
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<tbody>
<tr>
<td>MA 115</td>
<td>Quantitative Reasoning OR Open Elective</td>
<td>3</td>
</tr>
<tr>
<td>EN 325</td>
<td>Advanced Writing for the Social Science</td>
<td>3</td>
</tr>
<tr>
<td>MA-135</td>
<td>Statistical Applications</td>
<td>3</td>
</tr>
<tr>
<td>HA-101</td>
<td>Introduction to Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HA-135</td>
<td>Introduction to Health Informatics</td>
<td>3</td>
</tr>
<tr>
<td>PH-116</td>
<td>Race, Ethnicity, and Health</td>
<td>3</td>
</tr>
<tr>
<td>PH-205</td>
<td>Global Health Issues</td>
<td>3</td>
</tr>
<tr>
<td>LA-122</td>
<td>Fundamentals of Communication</td>
<td>3</td>
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<tr>
<td></td>
<td>Liberal Arts Electives</td>
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</table>

Sub-total: 33

Total Credit Hours: 53

Note: NS-209 Health Assessment Across the Lifespan and SC-130 Chemistry are required for non-Monroe graduates.

BS Nursing – Traditional Option

Major-Related Courses: 57 Credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS-106</td>
<td>Dosage Calculation and Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NS-119</td>
<td>Introduction to Culturally Competent Care and Nursing Essentials</td>
<td>7</td>
</tr>
<tr>
<td>NS-216</td>
<td>Culturally Competent Care of the Child-Bearing Family</td>
<td>3</td>
</tr>
<tr>
<td>NS-209</td>
<td>Health Assessment across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>NS-217</td>
<td>Culturally Competent Care of the Child-Rearing Family</td>
<td>3</td>
</tr>
</tbody>
</table>
## School of Nursing

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NS-221</td>
<td>Advanced Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>NS-228</td>
<td>Culturally Competent Care of Adults with Mental Health Alterations</td>
<td>3</td>
</tr>
<tr>
<td>NS-250</td>
<td>Culturally Competent Care of Adults with Health Alterations I</td>
<td>5</td>
</tr>
<tr>
<td>NS-255</td>
<td>Culturally Competent Care of Adults with Alterations II</td>
<td>5</td>
</tr>
<tr>
<td>NS-261</td>
<td>Trends in Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NS-300</td>
<td>Nursing Theory Influences on Today’s Practice</td>
<td>3</td>
</tr>
<tr>
<td>NS-310</td>
<td>Culturally Competent Care of the Older Adult</td>
<td>2</td>
</tr>
<tr>
<td>NS-400</td>
<td>Pathophysiology and Clinical Reasoning for Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NS-410</td>
<td>Culturally Competent Care in Community Health and the Role of the Professional Nurse Practicum</td>
<td>5</td>
</tr>
<tr>
<td>NS-420</td>
<td>Evidence-Based Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NS-450</td>
<td>Culturally Competent Leadership in Professional Nursing Seminar and Practicum</td>
<td>4</td>
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</table>

**Sub-total:** 57

### General Education and Related Courses: 64 Credits

<table>
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<th>Credits</th>
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<tr>
<td>EN-111</td>
<td>College Writing and Critical Analysis</td>
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<td>EN-121</td>
<td>Analytical Thinking, Writing and Research</td>
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<tr>
<td>EN-325</td>
<td>Advanced Writing for the Social Sciences</td>
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<tr>
<td>HA-101</td>
<td>Introduction to Health Care Policy</td>
<td>3</td>
</tr>
<tr>
<td>HA-135</td>
<td>Introduction to Health Informatics</td>
<td>3</td>
</tr>
<tr>
<td>LA-101</td>
<td>Introduction to Psychology</td>
<td>3</td>
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<tr>
<td>LA-102</td>
<td>Introduction to Sociology</td>
<td>3</td>
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<tr>
<td>LA-122</td>
<td>Fundamentals of Communication</td>
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<td>LA-255</td>
<td>Psychology across the Lifespan</td>
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<tr>
<td>MA-135</td>
<td>Statistical Applications</td>
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<td>PH-205</td>
<td>Global Health Issues</td>
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<tr>
<td>SC-114</td>
<td>Human Anatomy &amp; Physiology I</td>
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<tr>
<td>SC-114L</td>
<td>Human Anatomy &amp; Physiology Lab</td>
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<tr>
<td>SC-116</td>
<td>Human Anatomy &amp; Physiology II</td>
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<td>SC-116L</td>
<td>Human Anatomy &amp; Physiology II Lab</td>
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<td>SC-118</td>
<td>Microbiology</td>
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<td>SC-118L</td>
<td>Microbiology Lab</td>
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<td>SC-130</td>
<td>General Chemistry</td>
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<td>SC-130L</td>
<td>General Chemistry Lab</td>
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<tr>
<td></td>
<td>Liberal Arts Electives</td>
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</table>

**Sub-total:** 64

**Total Credit Hours:** 121
BS Nursing – IMG-to BS Specialization Option

This program is designed for International Medical Graduates (IMGs) who are seeking a career change within health care and have already earned the equivalent of a bachelor’s degree from an accredited non-U.S. medical School.

<table>
<thead>
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<tbody>
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<td>NS-106</td>
<td>Dosage Calculation and Pharmacology</td>
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<tr>
<td>NS-119</td>
<td>Introduction to Culturally Competent Care and Nursing</td>
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</tr>
<tr>
<td>NS-209</td>
<td>Health Assessment across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>NS-250</td>
<td>Culturally Competent Care of Adults with Health Alterations I</td>
<td>5</td>
</tr>
<tr>
<td>NS-206</td>
<td>Culturally Competent Care of the Child-bearing Family</td>
<td>3</td>
</tr>
<tr>
<td>NS-226</td>
<td>Culturally Competent Care of Adults with Mental Health Alterations</td>
<td>3</td>
</tr>
<tr>
<td>NS-211</td>
<td>Culturally competent Care of the Child-rearing Family</td>
<td>3</td>
</tr>
<tr>
<td>NS-255</td>
<td>Culturally Competent Care of Adults with Alterations II</td>
<td>5</td>
</tr>
<tr>
<td>NS-261</td>
<td>Trends in Professional Nursing</td>
<td>3</td>
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<tr>
<td>NS-300</td>
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<tr>
<td>NS-450</td>
<td>Culturally Competent Leadership in Professional Nursing Seminar and Practicum</td>
<td></td>
</tr>
</tbody>
</table>

| Total Credits: | 52 |

General Education requirements:
Transcript evaluation may result in students being required to take up to 9 credits of English and 3 credits of math.

- Prerequisites:
  - EN-111 College Writing and Critical Analysis (3)
  - EN-121 Analytical Thinking, Writing, and Research (3)

- Corequisites:
  - EN-325 Advanced Writing for the Social Sciences (3)
  - MA-135 Statistical Applications (3)
Course Offerings

NS - Nursing

NS-106 - Dosage Calculation and Pharmacology (3)
This course introduces students to medication dosage computation based on principles of the prerequisites of algebra and math, and includes concepts of pharmacology with a focus on pharmacodynamics and implications of drug administration. Major drug classifications and prototype drugs are explored, including complementary and alternative medicine (CAM). Quality improvement concepts related to safe medication administration are introduced. Emphasis is placed upon nursing responsibilities and the Institute of Medicine (IOM) and Quality and Safety Education for Nurses (QSEN) core competencies related to administration, evaluation, client teaching, and application of these principles in a safe and therapeutic manner in the clinical setting.
Corequisite: NS-117.

NS-117 - Fundamentals of Nursing (7)
This course is an overview of the fundamental principles and practices of nursing. It includes legal, ethical, and cultural/spiritual considerations, current best practice guidelines, and therapeutic communication. Emphasis is placed upon the performance of those skills needed to meet basic functional needs and hygiene. Preparation of these skills is performed intensely in the nursing skills laboratory utilizing patient simulation scenarios. Selected focused assessment and patient care skills are developed. Essential concepts include asepsis, safety, infection control, quality improvement, and the therapeutic nutritional effects on clients across the lifespan. In this course students are introduced to the clinical setting and elements of data collection. The core competencies of the Institute of Medicine (IOM) and Quality and Safety Education for Nurses (QSEN) and the application of the nursing process are used as the foundation for critical thinking. Key principles include prioritization, communication, providing patient education, and facilitating continuity of care following discharge. The concept of cultural competence is introduced through an exploration of culture, religion, and spiritual influences related to health and illness, and nursing care of dying or bereaved clients. Students receive course completion certificate for NYS Infection Control.
Corequisite: NS-106.

NS-119 – Introduction to Culturally Competent Care and Nursing Essentials (7)
This course is an overview of the fundamental principles and practices of nursing. It includes legal, ethical, and cultural/spiritual considerations, current best practice guidelines, and therapeutic communication. Emphasis is placed upon the performance of those skills needed to meet basic functional needs and hygiene. Preparation of these skills is performed intensely in the nursing skills laboratory utilizing patient simulation scenarios. Selected focused assessment and patient care skills are developed. Essential concepts include asepsis, safety, infection control, quality
improvement, and the therapeutic nutritional effects on clients across the lifespan. In this course students are introduced to the clinical setting and elements of data collection the nursing process. The core competencies of the Institute of Medicine (IOM) and Quality and Safety Education for Nurses (QSEN) are used as the foundation for critical thinking. Key principles include prioritization, communication, providing patient education, and facilitating continuity of care following discharge. The concept of cultural competence is introduced through an exploration of culture, religion, and spiritual influences related to health and illness, and nursing care of dying or bereaved clients. Students receive course completion certificate for NYS Infection Control.

Prerequisite: None.

**NS-122 - Maternal Child Nursing (3)**

This course introduces the student to basic maternity and pediatric skills and concepts needed to provide comfort, safety, and care to the mother/newborn, and children in consideration of the normal patterns of growth and development. Focus is placed on the reproductive process, nutrition, and family planning. The core competencies of the Institute of Medicine (IOM) and Quality and Safety Education for Nurses (QSEN) and the application of the nursing process are used to build critical thinking skills. Essential concepts include prioritization, communication, providing patient education, quality improvement, and participation in planning continuity of care following discharge. Cultural and spiritual influences are discussed as it relates to the care of maternal child and pediatric patients. Students are required to successfully complete the NYS approved Child Abuse and Maltreatment program.

Prerequisite: NS-106; NS-117.

**NS-126 - Medical Surgical and Transitional Nursing (7)**

This course concentrates on the needs of patients in a variety of healthcare settings for students to provide safe, quality nursing care. Course content is applied to both simulated and actual patient situations. The course continues with major medical surgical concepts that address conditions/needs of adults and the elderly with an emphasis on the Institute of Medicine (IOM) and Quality and Safety Education for Nurses (QSEN) core competencies to enhance critical thinking. The focus is on the individual as a patient within the context of the family and community and the importance of health promotion. Identification of cultural and spiritual factors that affect the health and recovery of the patient and implementation of interventions to adapt care to provide culturally competent nursing care is integrated into the class and clinical components of the course. Psychological aspects and their relationships to physiological processes and disease are explored. Nursing care for individuals with alterations in health that affect the cardiovascular, respiratory, neurological, and male/female reproductive systems are covered with an emphasis on health teaching and quality improvement. Current trends, ethical concerns, and inter-professional healthcare team collaboration are examined within the scope of practice of the LPN. Preparation for entry into practice and the job market are discussed.

Prerequisite: NS-122. Corequisite: NS-130.
NS-130 - Psychosocial Nursing (2)
This course introduces students to the basic mental health concepts necessary to interact in a therapeutic manner with patients experiencing alterations in mental health. Emphasis is placed on the core competencies of the Institute of Medicine (IOM) and Quality and Safety Education for Nurses (QSEN) and the application of the nursing process as the basis to provide safe, quality patient-centered care. Essential concepts include ethical/legal considerations, prioritization, communication, and quality improvement. Health promotion and counseling are provided to assist with behavioral management and identification of positive coping mechanisms. Data collection and nursing interventions integrate the cultural and spiritual needs of the patient to provide holistic nursing care.
Prerequisite: NS-122. Corequisite: NS-126.

NS-216 - Culturally Competent Care of the Child- Bearing Family (3)
This course is designed to focus on family-centered care to meet the needs of the childbearing family. Role changes for parents and the relationships among family members and the newborn are discussed. Clinical settings provide an opportunity to integrate and correlate theory and the core competencies of the Institute of Medicine (IOM) and Quality and Safety Education for Nurses (QSEN) by caring for mothers and newborns. Emphasis is placed on the concept of cultural competence in assessment and nursing care of the family for mothers and newborns. Essential concepts include prioritization, communication, providing patient education and facilitating continuity of care following discharge.
Prerequisite: NS-207. Corequisite: NS-209; NS-250.

NS-207 - LPN to RN Transition/Introduction to Culturally Competent Care (2)
This hybrid course facilitates the students’ transition from the role of the Licensed Practical Nurse to the role of the Registered Nurse and provides an introduction to culturally competent nursing care. The Institute of Medicine’s (IOM) and Quality and Safety Education for Nurses (QSEN) core competencies provide the foundation for students to explore concepts of health care coordination and management, time management, cultural diversity, ethical-legal issues, and clinical judgment required for safe quality nursing care. Emphasis is placed on nursing diagnosis formulation and care plan development. An overview of nursing theorists and case studies are used to expand student knowledge and understanding of cultural concepts. Students engage in a cultural self-assessment to enhance their ability in providing nursing care to patients from diverse cultures and backgrounds.
Prerequisite: Admission to RN AAS Program. Corequisite: NS-221; NS-228.

NS-209 - Health Assessment across the Lifespan (3)
This course introduces students to health assessment and health promotion. Students develop the health assessment skills necessary for professional nursing practice. Preparation
of these skills is performed intensely in the nursing skills laboratory utilizing hands-on practice and case studies. Weekly readings allow the student to synthesize theory and practice. Health promotion and disease prevention strategies are analyzed for use with various populations. Barriers to health communication are explored and students examine the issues that affect health behaviors. The concept of cultural competence is integrated into an assessment of the patient to promote an understanding of cultural beliefs and practices related to perceptions of health and illness. Documentation in the electronic medical record is integrated into the weekly practice sessions. The course culminates with student demonstration to perform a head-to-toe assessment for competency validation.

Prerequisite: NS-207. Corequisite: NS-216; NS-250.

**NS-217 - Culturally Competent Care of the Child- Rearing Family (3)**

This course is designed to focus on family-centered care to meet the needs of the child rearing family. Relationships among family members, children, and adolescents are discussed. Clinical settings provide an opportunity to integrate and correlate theory and the Institute of Medicine’s (IOM) and Quality and Safety Education for Nurses (QSEN) core competencies by caring for children with health problems from infancy through adolescence. The concept of cultural competence in assessment and nursing care interventions of the family is emphasized for the development of children. Essential concepts include prioritization, communication, providing patient education and facilitating continuity of care following discharge.

Prerequisite: NS-216. Corequisite: NS-255; NS-261.

**NS-221 - Advanced Pharmacology (2)**

This blended/hybrid course presents concepts of pharmacology, with emphasis on pharmacodynamics and nursing implications of drug administration. Major drug classifications and prototype drugs are explored. Emphasis is placed upon nursing responsibilities and the Institute of Medicine’s (IOM) and Quality and Safety Education for Nurses (QSEN) core competencies related to administration, evaluation, client education and application of these principles in a safe and therapeutic manner in the clinical setting. Different modalities of pharmaceutical administration are re-visited and discussed. The concept of cultural competence is integrated into the health teaching of medication administration that is congruent with the patient practices, cultural values, and beliefs.

Prerequisite: NS-106. Corequisite: NS-207; NS-228.

**NS-228 - Culturally Competent Care of the Adult with Mental Health Alterations (3)**

This course is designed to focus upon the foundation of psychosocial nursing and the application of psychotherapeutic nursing interventions within the psychiatric milieu. Increased understanding of self and communication skills are encouraged in order for students to become caring members of the inter-professional health care team. The Institute of Medicine’s (IOM) and Quality and Safety Education for Nurses (QSEN) core competencies related to patient-centered care provide the basis for delivery of safe nursing care. Students incorporate the nursing process
to facilitate therapeutic communication and psychobiological interventions utilizing teaching plans and concept maps. Emphasis is placed upon culturally competent nursing care and its importance in health promotion and treatment of psychiatric illness.

Corequisite: NS-207; NS-221.

**NS-250 - Culturally Competent Care of the Adult with Health Alterations I (5)**

This course is designed to focus on the nursing care delivery for adult clients living with medical-surgical chronic illnesses. Each body system is presented with an evidence-based approach for students to gain knowledge and skills in providing appropriate nursing interventions. Emphasis is placed upon nursing responsibilities and the Institute of Medicine’s (IOM) and Quality and Safety Education for Nurses (QSEN) core competencies related to patient-centered care, communication with inter-professional teams, and the use of informatics in health care. The concept of cultural competence is presented with its application to providing nursing care in congruence with the culture, religion, and spiritual beliefs of adults with chronic medical illness. Implementation of nursing procedures, nursing care maps, critical elements and clinical expectations using the nursing skills lab, simulation, and the acute care setting as a forum for practice is included. The nursing laboratory is used to facilitate the transfer of knowledge from the classroom to the clinical setting. Essential concepts include prioritization, communication, providing patient education, and facilitating continuity of care following discharge.

Prerequisite: NS-117. Corequisite: NS-216; NS-209.

**NS-255 - Culturally Competent Care of the Adult with Health Alterations II (5)**

This course is designed to focus on the nursing care delivery for adult clients who experience acute medical-surgical illnesses. Knowledge is built upon concepts presented in Health Alteration I for students to gain an advanced level of understanding in providing evidence-based nursing care to improve patient outcomes. Students continue to utilize all skills and the Institute of Medicine’s (IOM) and Quality and Safety Education for Nurses (QSEN) core competencies necessary to fully implement the nursing process with a culturally congruent and holistic approach for diverse client populations. Participation in inter-professional teams is emphasized to address the healthcare needs of clients and their families during acute episodes of illness and in preparation for transition in levels of care. Clinical nursing experiences are provided to assist students in applying nursing theory and clinical judgment in the acute care setting.

Prerequisite: NS-250. Corequisite: NS-217; NS-261.

**NS-261 - Trends in Professional Nursing (3)**

This course introduces students to the trends of social, political, legal, economic, ideological, cultural, and spiritual influences on decision-making in the health care delivery system. Identification of theories of power, influence, empowerment, leadership, change and communication provides students with a background to assume a position of professional self-advocate and client advocate with a sense of professional responsibility and accountability. Emphasis is placed on the Institute of Medicine's (IOM) and Quality and Safety Education for
Nurses (QSEN) core competencies, related to the application of the nursing process, as a basis for critical thinking. A clinical leadership component is provided correlate clinical management skills and decision making with current trends in professional nursing practice.

Prerequisite: NS-250. Corequisite: NS-217; NS-255.

**NS-300 - Nursing Theory Influences on Today's Practice (3)**

This blended/hybrid course is designed to focus upon the foundation and evolution of professional nursing theories that guide nursing practice and scholarship in today's health care. Students explore the context of theory development and the overall significance of various nursing theories. Emphasis is placed upon analysis and evaluation of nursing theories with application for use in day-to-day practice. The concept of cultural competence is defined by nursing theories as a framework for nursing practice and research. The Institute of Medicine’s (IOM) and Quality and Safety Education for Nurses (QSEN) core competencies is emphasized to focus on patient safety for the promotion of policies and best practices that create safe and high-quality health care environments through incorporation of nursing theory frameworks.

Prerequisite: NS-117; NS-250; Admission to BS Nursing Major Program.

**NS-310 - Culturally Competent Care of the Older Adult (2)**

This online course concentrates on the physical, psychosocial, and spiritual needs of older adults and the nurse’s role in promoting healthy aging. Patterns of normal aging and common health problems of elders are discussed. The concept of cultural competence in assessment and nursing care for the older adult is emphasized. Focus is placed on strategies of planned change, advocacy, and referral as the elderly adapt to age- related changes and chronic illness. The Institute of Medicine’s (IOM) and Quality and Safety Education for Nurses (QSEN) core competencies, and the Essentials of Baccalaureate Education for Professional Nursing Practice outcomes are used in the assessment, application, and evaluation of nursing care to promote safe, quality health outcomes for the older adult. The National League for Nursing (NLN) designed *Advancing Care Excellence for Seniors* (ACES) framework is used as a guide for students to learn essential knowledge domains and nursing actions to provide specialized care to this fast growing population of older adults.

Prerequisite: NS-117.

**NS-400 - Pathophysiology and Clinical Reasoning for Nursing (3)**

This online course introduces basic principles and processes of cellular biology; genes and genetic diseases; forms of cell injuries; fluids and electrolytes, and acids and bases; immunity; and tumor biology. Knowledge of these processes is applied to the pathophysiology of common diseases. The presentation of each disease/disorder entity includes relevant risk factors, pathophysiology, clinical manifestations and a brief review of treatment. The concept of culturally competent nursing care is correlated with the pathophysiology of disease processes to address the health needs of patients from diverse backgrounds. Clinical Reasoning is augmented by applying models for nursing judgment to clinical case studies.
Prerequisite: NS-209; NS-250.

**NS-410 - Culturally Competent Care in Community Health and the Role of the Professional Nurse Practicum (5)**

This blended/hybrid course concentrates on care of individuals, families and populations in the community. The impact of social determinants of health, policy and economics on the health of rural and urban communities is examined. Public health principles related to environmental influences are introduced. Concepts of health promotion, illness prevention, health literacy and ethics are highlighted. Emphasis is placed upon nursing responsibilities and the Institute of Medicine’s (IOM) and Quality and Safety Education for Nurses (QSEN) core competencies related to patient-centered care, communication with inter-professional teams, and the use of informatics in health care. Clinical experiences are available in a variety of urban and rural settings with a focus on application of culturally competent nursing care and its importance in health promotion, restoration, and disease prevention.

Prerequisite: NS-250.

**NS-420 - Evidenced-Based Nursing Research (3)**

This blended/hybrid course focuses on the nurse as a consumer of research. Emphasis is placed upon studying the steps of the research process as a basis for understanding investigation of nursing problems and the application of evidence-based findings to practice. The concept of cultural competence to promote healthcare environments that are congruent with the health beliefs of the client is discussed. This is a writing intensive course and prepares students with an introduction to basic methodological and statistical concepts to gain an understanding of the Institute of Medicine’s (IOM) and Quality and Safety Education for Nurses (QSEN) core competencies of evidence-based practice and quality improvement.

Prerequisite: NS-209; NS-250; MA-135. Corequisite: NS-450.

**NS-450 - Culturally Competent Leadership in Professional Nursing Seminar and Practicum (4)**

This introductory blended/hybrid course to the theory and practice of nursing leadership and management focuses on the understanding of core competencies employed by highly successful nurse leaders/managers including: thinking critically, communicating effectively, handling conflict, building teams, controlling resources, improving quality, managing stress, and leading change. The course focuses on The Institute of Medicine’s (IOM) and Quality and Safety Education for Nurses (QSEN) core competencies and evidence-based professional nursing leadership, in community and inpatient settings, for advancing health and culturally competent care. The concept of cultural competence in health care organizations and the potential to decrease or eliminate health disparities is discussed. The course culminates with a capstone presentation of the student’s quality improvement proposal.

Prerequisite: NS-250; NS-261; NS-300. Corequisite: NS-420.
Faculty

School of Nursing Faculty

* Part-time Faculty
** Shared Faculty

**Airall-Simon, Gloria
MS, Walden University
PhD, Walden University

*Akhtar, Salil
MAEd, Teachers College, Columbia University
EdD, Teachers College, Columbia University

*Alemar, Diana MSN, RN-BC, CNL
BS, College of Mount Saint Vincent
MS, Hunter College School of Nursing

*Cayenne, Heather N.
BSN, Long Island University
MSN, Lehman College

*Chinedo, Stella, BSN, RN
BS, Imo State University, Imo Nigeria
MS, Lehman College

*Cunningham, Kathy E.
MSN, SUNY Downstate Health Sciences University
MPH, Hunter College CUNY

*Davis, Marjorie, BSN, RN
BS, Lehman College

*Devadoss, Esther
MS, MGR Medical University, India
DR, MGR Medical University, India

*Douglas-Stanley, Rondine, MSN, RN, CNE, MH-BC
BS, Pace University
MS, Mercy College
Ed, Capella University

*Fordham, Teresa
BS, College of Mount Saint Vincent
MSN, College of New Rochelle

*Francois-Kydd, Veronica, DNP, RN, FNP-BC, APRN
BS, Long Island University
MS, Long Island University
DNP, Pace University

*Garcia, Melba
BSN, Pace University
MA, Pace University

*Guilloux, Tamara
BSN, Pace University
MA, Teachers College, Columbia University

Harris, Julia MSN, RN, FNP
Clinical Coordinator
BS, St. Joseph’s College
MSN, Lehman College

*Lestage-Laforest, Marlyn, RN, CNM
BS, College of New Rochelle
MA, Teachers College, Columbia University
MPH, Lehman College
*Maldonado, Sandra, CNM, FNP-BC
BSN, SUNY Downstate Medical Center
MSN, Hunger College CUNY
EdD, Walden University

*Morris, Tanya
BSN, College of New Rochelle
MS, Capella University
EdD, Capella University

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MSN, Lehman College

*Noel, Naromie, MSN, RN
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MEd, Teachers College, Columbia University
DNP, University of Medicine and Dentistry

Nkongho, Ngozi
Dean, School of Nursing
BS, New York University
MA, New York University
PhD, New York University

*Nwachukwu, Golda, MSN, RN
BS, Grand Canyon University
MS, Grand Canyon University

*Nwankwo, Patience, MSN, RN
BS, Mercy College
MS, Mercy College

*Ohene, Agnes, MSN, RN
BS, Pace University
MS, Mercy College

*Ozkara San, Eda, BSN, RN
BS, KOC University

*Penalo, Laura, PhD(c), MSN, RN-BC, CNL
BS, Hunter Bellevue, CUNY
MS, Hunter Bellevue, CUNY

Rawls, Shanell, MS, RNC-MNN
BA, John Jay College
MSN, Mercy College

*Stewart-Asher Carlene, MS, RN
BA, Monroe College
MS, Mercy College

Werner, Helen, PhD, RN
BS, City University of New York
MS, Hunter College, CUNY
PhD, Barry University
General Education

General Education courses are a core element of all Monroe College degree programs. These courses provide students with a broad foundation of knowledge and skills desired by employers. General education is that portion of the curriculum that develops students’ skills and abilities in the following areas: effective communication, critical thinking, information literacy, quantitative literacy, personal development, and social understanding and responsibility. Courses compliment major area, skill-based courses to create a curriculum that produces students who possess specialized major area knowledge, as well as, the ability to analytically, creatively, and practically apply that knowledge.

Mathematics

Courses offered by the Mathematics Department equips students with the mathematical and quantitative competencies to successfully pursue their major area of study and professional goals by offering relevant courses and academic support. Courses range from introductory level mathematics to advanced courses in Calculus.

Course Offerings

MA - Mathematics

MA-050 - Introduction to Algebra (Noncredit)
This course prepares students for their college level work by introducing abstract concepts and critical thinking skills. It covers solving and graphing linear equations, interpreting formulas, and application problems.
Prerequisite: None.

MA-115 - Quantitative Reasoning (3)
This course is designed to introduce students to applications of mathematics used in a variety of disciplines. The course requires students to use critical thinking skills and mathematical models in order to make sound decisions and problem-solve. Topics include inductive and deductive reasoning, algebraic problem-solving, networks and graph theory, financial management, sequences, series, voting, and apportionment.
Prerequisite: MA-038 or MA-040 or satisfactory grade on the placement exam.

MA-120 - Finite Mathematics & Linear Modeling (3)
This course introduces students to topics in mathematics, which challenge their skills of analysis and logical thinking. Topics include critical thinking, sets, logic, and linear modeling.
Prerequisite: MA-115 or equivalent.
MA-135 - Statistical Applications (3)
This course emphasizes statistical reasoning, sampling methodology, probability, descriptive
statistics, and inference. It includes analysis and interpretation of statistical data generated in
the fields of sociology, criminal justice, allied health and hospitality. Common errors in sampling,
data interpretation, and research design will be addressed. Topics include statistical thinking,
descriptive statistics, the normal distribution, frequency distributions, confidence interval
estimates, hypothesis testing, data interpretation and analysis and an introduction to research
design.
Prerequisite: MA-115 or Satisfactory grade on the placement exam.

MA-142 - Pre-Calculus (3)
This course is for students who plan to continue their education and need the prerequisite skills
for higher-level math courses. Topics include: a review of polynomial functions, trigonometric
functions and their graphs, trigonometric formulas and identities, as well as sequences and
series.
Prerequisite: Satisfactory grade on the placement exam or approval of the Department.

MA-145 - Statistics for Business Decisions I (3)
This course is a survey of statistical techniques and their applications to business. Topics include:
frequency distributions, sampling techniques, confidence intervals and hypothesis testing, and
laws of probability theory. Examples are extensively used to demonstrate and apply these
techniques to cases relevant to business and may include applications such as analysis and
interpretation of profitability, marketing, and production line quality.
Prerequisite: MA-115 or Satisfactory grade on the placement exam.

MA-242 - Calculus I (3)
This course focuses on topics related to business fields, specifically economics. Topics include:
the derivative, graphing functions, the definite integral and realistic applications that illustrate
the use of calculus in other disciplines.
Prerequisite: MA-142 or Satisfactory grade on the placement exam.

MA-245 - Statistics for Business Decisions II (3)
This course is a continuation of MA-145 Statistics for Business Decisions I. Topics include
hypothesis testing, correlation and regression, and analysis of variance. Emphasis is placed on
applications to economics, marketing, and the social sciences. Computer software is available to
augment the course.
Prerequisite: MA-145 or Satisfactory grade on the placement exam.
MA-252 - Calculus II (3)

This course is designed for Business and Computer Science majors. It is an extension of MA-242 Calculus I. Topics include techniques of integration, trigonometric functions, and differential equations with applications to business, economics, ecology, medicine, and general interest.

Prerequisite: MA-242 or Satisfactory grade on the placement exam.

MA-348 - Linear Algebra (3)

Linear algebra is the study of linear systems of equations, vector spaces, and linear transformations. The mathematical procedures used for solving problems using systems of linear equations is a basic tool. This class will concentrate on the mathematical theory and methods of linear algebra. The student will become competent in solving linear equations, performing matrix algebra, calculating determinants, and finding eigenvalues and eigenvectors.

Prerequisite: MA-242.

MA-362 - Calculus III (3)

This course is designed for students majoring in Business Administration, Computer Science, or Information Systems and students intend to pursue advance degrees. Topics will include vectors and geometry of space, functions of several variables, multiple integral, and vector analysis.

Prerequisite: MA-352.
Faculty

Mathematics Faculty

* Adjunct Faculty Member

**St. Lucia Campus

Abeyweera, Prasanna
BS, University of Peradeniya
MA, University of Peradeniya

*Antwi-Agyei, Samuel
BS, Kwame Nkrumah University of Science and Technology, Ghana
MS, University of Kaiserslautern, Germany

Bennett, Kathryn
BA, College of New Rochelle
MBA, Long Island University
MA, Manhattanville College

Botchway, Edward
BA, Lehman College
MA, Lehman College

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BBA, Baruch College
MSc, Mercy College

*Brustad, Jeffrey
BS, SUNY at Oneonta
MSEd, Lehman College

**Cazaubon, Verne
BSc, University of the West Indies
MSc, University of Ottawa

*DeLise, Jon
BS, CCNY
MS, Yeshiva University

*Duah, Lawrence
BS, University of Delhi, India
MA, University of Delhi, India

Fall, Saliou
BTech, New York Institute of Technology
MS, New York Institute of Technology

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MS, Mercy College
MA, Lehman College

**Gustave, Vercilli
BSc, University of the West Indies
MSc, University of the West Indies

*Islam, Mohammad
BSc, Shah Jalal University of Science & Technology
MA, City College of New York

*Jackson-Gellinau, Jaukenia
BA, Hunter College
MA, Pace University
MS, College of Saint Rose

*Kato, Nobuhiro
BS, Tokyo Denki University
BA, Gakushuin University
MS, Lehman College

Khan, Md
BS, Mercy College
MA, Lehman College

Laghmari, Issam
BS, University Hassan II
MA, City College, CUNY

**Laurent-Goodman, Antonia
BSc, Midwestern State University
MEd, Midwestern State University
*Ofosu-Nyantakyi, Christia  
MS, State University of Civil Engineering & Architecture of Ukraine  
ME, City College of New York  

*Piraneo, Joseph  
BS, SUNY Stony Brook  
MA, Western Connecticut State University  

Ramos, Justin  
BSc, Polytechnic Institute of NYU  
MSc, Polytechnic Institute of NYU  

*Ratra, Bhajan  
BSc, Garhwal University  
BEd, Meerut University  
MSc, Garhwal University  
MS Ed, Mercy College  

* Reid, Mantie  
BS, New York Institute of Technology  
MS, Stevens Institute of Technology  

*Roberts, Lee Ann  
BA, Hunter College  
MA, City College of New York  

*Sagna, Bakary  
BTech, University of Cheick Anta Diop  
BA, Lehman College  
MSc, Lehman College  

**Sarvay, Bill  
BS, Western Illinois University  
MPA, University of Wisconsin
Social Sciences

The Department of Social Sciences at Monroe College is committed to encouraging and supporting our students in the development of character and pride, responsible relationships and the power, passion and knowledge to make a difference within a complex society. Our mission is to help students deal with issues that confront the individual, the community, the nation and the world. We work in partnership with the academic programs to enhance students’ critical thinking, analytical, oral and written skills, rounding out their preparedness to enter the workforce and live as responsible citizens making informed and rational decisions.

Course Offerings

LA - Social Sciences

LA-101 - Introduction to Psychology (3)

This introductory course in psychology teaches the scientific study of behavior and mental processes. In this introductory course, emphasis is placed on the basic principles of human perspective, theories of learning, personality development, emotions and health, and abnormal/clinical psychology. Students are introduced to tests, measurements, and research in the field.

Prerequisite: None.

LA-102 - Introduction to Sociology (3)

This introductory course in sociology studies human behavior in the context of group situations and relationships. This course investigates the nature and structure of social groups and studies how certain social institutions function. Complete with a community service component, this course allows students to see beyond themselves to the greater society in which they live, encouraging social engagement and a commitment to the betterment of society.

Prerequisite: None.

LA-103 - Introduction to Political Science (3)

This course provides students with a fundamental understanding of the political structure of the United States and the powers of the three branches of government at the federal, state, and local levels. Special emphasis is placed on the arrangements and procedures developed to effect the principle of separation of powers, to ensure popular control of governments, and to formulate public policy.

Prerequisite: None.
LA-105 - Marriage and the Family (3)
This course examines the family as an institution: its roles, authority patterns, and functions. Topics studied include the comparison of various family systems, alternate marriage styles, and variations according to class, religion, sexual orientation, ethnicity, and marital adjustment.
Prerequisite: LA-101 or LA-102.

LA-106 - Sex and Gender (3)
This advanced social science course explores how sex, gender roles, and the expressions of masculinity and femininity are built into the social structures of American life and various cultures around the world. Analysis of prejudice and discrimination as they exist in social institutions are addressed, as well as ideas for appropriate change for the future.
Prerequisite: LA-101 or LA-102.

LA-107 - Introduction to Civil Rights Law (3)
This course studies the historical development of the Civil Rights Movement and the Civil Rights Law. This course examines the fundamental concepts of civil rights law and the violations that led to watershed cases and legislation.
Prerequisite: None.

LA-108 - Psychology of Abnormal Behavior (3)
This course examines certain types of abnormal behavior, with a focus on classifying the development, maintenance, and effects of the behavior. The major areas covered include anxiety and stress, dissociative and somatoform disorders, personality and impulse control disorders, psychoactive substance use disorders, sexual disorders, schizophrenia, and suicide.
Prerequisite: LA-101.

LA-111 - Introduction to Cultural Anthropology (3)
This course investigates social organizations and systems of thought and values that reflect social practice in different cultures. This course provides an introduction to the discipline of anthropology and provides students with an enhanced understanding of human cultures through analysis of the religious, economic, social and political practices of diverse societies.
Prerequisite: None.

LA-112 - The New York Experience (3)
This course examines New York City in detail from sociological, historical, geographical, political, and cultural perspectives. Topics include the geography of New York City, its unique historical growth and development as a multi-ethnic metropolis, an examination of New York's economy
and political system, and an overview of the many cultural achievements that New York and New Yorkers have given to the world.

Prerequisite: None.

**LA-118 - Introduction to Music (3)**

This survey course students introduces some of the highlights and major works of western music since Bach and Handel. The course presents composers and their works in their historical and geographic frameworks and examines their relationship to other art forms such as literature and painting. New York City offers students an unparalleled opportunity to experience live music.

Prerequisite: None.

**LA-119 - Introduction to Dramatic Arts (3)**

This course provides an introduction to dramatic art as presented on the stage. Students learn theatre terminology and gain a deeper appreciation for this art form through participation in creative exercises and assignments. Students explore genre, character development and script analysis through the reading and discussion of plays, the attending outside performances, in-class presentations, and their own presentation of a 4-5 minute monologue.

Prerequisite: None.

**LA-122 - Fundamentals of Communication (3)**

This introductory course in human communication explores the theories and practice of oral and written communication. Students hone practical skills such as working in groups, giving speeches, and making presentations. This course focuses on defining an audience, finding and evaluating information for a presentation, selecting a suitable structure and medium for presenting it, and using language in a clear, concise, and creative manner to communicate ideas effectively. Students develop a digital portfolio as well as research and present a project related to their academic majors.

Prerequisite: None.

**LA-130 - American History I: Independence to the Civil War (3)**

This survey course presents students with a broad overview of the people and events that have shaped America from 1776 to the Civil War. Major ideas, institutions, social groups, and crises are examined in historical context.

Prerequisite: EN-070 or Equivalent.

**LA-131 - American History II: Reconstruction to the Present (3)**

This survey course offers a broad overview of the people and events that have shaped America from Reconstruction to the present. Emphasis is on the major ideas, institutions, social groups and crises that have helped to shape contemporary America.
Prerequisite: EN-070 or Equivalent.

**LA-135 - Caribbean History (3)**

The Caribbean is a region that has experienced unique major historical and geographical changes. Various populations of people have migrated into the region. Over the years, these groups have interacted with the landscape and transformed it in many ways. This course uses the "eye" of the historian to survey some of these transformations, from the advent of the Amerindians around 500, to the Twentieth Century.

Prerequisite: None.

**LA-140 - The Mind and the Body  (3)**

Since ancient times, humans have puzzled over “the mind-body problem.” In modern times this puzzle is described as the relation of the brain to consciousness. This class is entertained by the power of the human brain through revelations of what its parts are and how they work as best we can tell at present. The class demonstrates the findings on how consciousness comes and goes or fades and sharpens. Explanations of dreams are described and related to students’ experiences. Fluctuations of memory, sensation, perception, and attention will be demonstrated along with the brain and body mechanisms that support those mental processes. Expressions of mental states in bodily reactions are examined in the cases of psychosomatic illness, biofeedback training, and yoga. Debates about emotion as bodily states vs. qualities of consciousness are introduced. This course utilizes a combination of lectures, discussions, videos and Internet research. Students are given both verbal and multimedia content in order to improve their analytical and critical thinking abilities. Emphasis is on both specific content and the big picture of the evolution and evolutionary potentials of mind/body.

Prerequisite: LA-101 or LA-102.

**LA-145 - The Psychology of Video Games (3)**

This course explores the psychological properties and impact of video games. From the history of arcade play, through to home-consoles, MMO’s and virtual reality; we will discuss how interface and gaming features influence perception, emotion and cognition; including video games’ capacity to cause and/or treat certain mental disorders.

Prerequisite: LA-101.

**LA-205 - Professional Communication (3)**

In this advanced communication course, a variety of speech communication topics are studied with an emphasis on intercultural communication, conflict management, and small group dynamics. A major component of the course is argumentation and debate. Students research and prepare several oral and multimedia presentations, engage in debates, and participate in group projects.
Prerequisite: None.

**LA-209 - Social Issues (3)**

This course is designed to investigate contemporary social issues, policies and problems and their impact on American social structures. Society’s attempts to solve these social problems are also examined. Students are asked to assess issues in terms of their origins, extent, impact, implications, and various possible avenues of resolution.

Prerequisite: LA-101 or LA-102.

**LA-212 - Drugs and Behavior (3)**

This course is an introduction various types of drugs and their impact on behavior. Special attention is paid to the physiological, psychological, and societal effects of psychoactive drugs; patterns and causes of their use and abuse in individuals and societies; and methods of education, prevention and treatment.

Prerequisite: LA-101 or LA-102.

**LA-214 - Developmental Psychology (3)**

This course examines the behavior of individuals at different ages, from the prenatal period through adolescence. Topics include: caretaker-child relationships, unusual parenting, maternal deprivation, and the effect of environment. Developmental, psychoanalytic, and cognitive theories are discussed.

Prerequisite: LA-101.

**LA-235 - Play Production (3)**

This course covers all the aspects of the play production process (play writing, directing, acting, and designing); it provides foundation to analyze the structure and building blocks of dramatic plays (acts, scenes, beats, exposition, development, rising action, climax, and resolution). It analyzes the roles of all the collaborating artists involved (playwright, director, actors/actresses, and set, costume/make-up, lighting and sound designers). This course actively demonstrates how team work lies at the core of the creation of theater as an artistic endeavor. Students read and analyze scripts during the play selection process, prepare scenes and monologues as part of the audition process, and acquire basic acting technique to approach and develop characterization. This literature-based course includes the study of additional concepts that add depth to the creative process (germinal idea, production concept, play rhythm, scene tightening, tension release, audience-centered performance). The course culminates with a public performance.

Prerequisite: EN-111; LA-122.
LA-240 - Criminology (3)
This course is an introduction and overview of crime as a social phenomenon from an interdisciplinary perspective. Classical concepts of criminal behavior are discussed followed by a more detailed exploration of the contemporary major biological, psychological, and sociological explanations of criminal behavior.
Prerequisite: LA-101 or LA-102.

LA-241 - Juvenile Delinquency (3)
This course focuses on the nature of juvenile delinquency in society. It addresses the nature and extent of delinquency, its causes and correlations, and contemporary social, political, and legal techniques and strategies to reduce and eliminate the problem.
Prerequisite: LA-101 or LA-102.

LA-242 - Victimology (3)
This course examines the nature of victimization, including the demographic and geographical patterns and trends associated with victimization, the nature of risk and the potential for victimization, the relationship between victims and offenders, and the interactions between crime victims and members of law enforcement. Research methodologies and victim support services are considered.
Prerequisite: LA-102; LA-240.

LA-245 - Introduction to Counseling Theory (3)
This course is an introduction to contemporary counseling theories and techniques, and their applications, including a review of major behavioral models from both traditional and non-traditional perspectives. Emphasis is placed on conditions for an effective helping relationship, attending and interviewing skills, basic theoretical assumptions, ethical principles, and professional orientation, including the attributes necessary for the practice of counseling.
Prerequisite: LA-101.

LA-246 - Child Abuse (3)
This course explores the dynamics of child abuse, maltreatment, and neglect. The course provides a historical perspective of child abuse and society's response. The different types of abuse, as well as, the process of identifying and assessing child abuse are covered. This course provides students with the principles of the mandated reporting procedures for child abuse and neglect as it pertains to students seeking employment in the legal and social service professions.
Prerequisite: LA-101.
LA-247 - Crisis Intervention (3)
This course examines the dynamics of persons in crisis and the various intervention modalities. Areas of focus include theoretical, historical, ethical, and cultural considerations. Students are provided with the knowledge, values and skills of working with people in crisis.
Prerequisite: LA-101.

LA-254 - HIV/AIDS in Society (3)
This course examines the nature and causes of HIV Disease and AIDS from a variety of perspectives. The course investigates the scientific and humanistic approaches to understanding the current epidemic.
Emphasis is placed on the impact of community and worldwide response, civil rights, legal aspects, harassment, prevention measures, education, counseling, confidentiality, testing, and other vital issues as it relates to HIV/AIDS. Students are expected to communicate among themselves and the instructor in a manner that encourages open and respectful dialogue, appreciates diversity, and tolerates disagreement.
Prerequisite: LA-101 or LA-102.

LA-255 - Psychology Across the Lifespan (3)
This course examines human lifespan development. It covers the psychological development of human life from conception to death. Physical, cognitive, and social modes of development are explored in the stages of infancy, preschool, middle childhood, adolescence and adulthood, and old age. The course explores the psychological approaches to development by major theorists. Pertinent and contemporary topics such as autism, adolescent suicide, midlife crisis and Alzheimer’s disease are studied and classic psychological studies in this field are examined.
Prerequisite: LA-101.

LA-300 - Educational Psychology (3)
This course explores the cognitive and affective dimensions of child and adolescent development, including the analysis and appreciation of principles of learning and motivation. Special attention is paid to the application of psychology to learning processes and theories. Topics include student behavior patterns in the school environment, theoretical concepts of learning and personality, implications for learning, and assessment of behavior for English Language Learners and special needs learners.
Prerequisite: LA-101.

LA-304 - Psychological Disorders of Childhood (3)
This course provides students with an overview of the clinical issues associated with psychological disorders of childhood, including definitions and classifications, theoretical and historical perspectives, as well as related assessment, diagnostic, and treatment methods.
Specific disorders include: behavioral and emotional disorders, developmental and learning disabilities, as well as problems related to physical and mental health in children. Recent studies in the field of psychological disorders of childhood are also examined.

Prerequisite: LA-108 or LA-214 or LA-300.

LA-305 - Introduction to Case Management (3)

This course covers the core functions of case management through discussion and exploration of fundamental concepts, components, principles and models of case management in various settings. Students learn best practices associated with effective management of the whole person from intake through termination. An emphasis is placed on current issues, trends, and approaches. The tasks associated with case management such as treatment planning, documentation and recording are also covered with specific case studies incorporated to help students with skill development.

Prerequisite: LA-245.

LA-315 - Personality Theory (3)

This course provides a thorough review and critical evaluation of the major areas of personality theories and the work of major theorists. The course examines the various ways psychological researchers have developed theories of personality. Students learn to analyze, critically review, and apply personality theory to everyday life. Also, students develop their critical thinking skills as they conduct research and write about personality theory.

Prerequisite: LA-101.

LA-325 - Social Psychology (3)

This course discusses the scientific study of the numerous ways that other people influence our thoughts, emotions and behaviors. One of the main themes in the course is the constant tension between being an individual and yet being subject to pressures from others. Students learn to analyze these situational forces that impinge on their everyday lives and in the process become able to choose how to respond.

Prerequisite: LA-101 or LA-102.

LA-330 - Foundations of Vocational Rehabilitation Counseling (3)

This course is designed to introduce students to the field of vocational rehabilitation counseling and the foundations of the vocational rehabilitation process. It examines the historical, social, and political forces that led to the development of this field. These subjects are examined as a part of the human services continuum, including community based resources for clients, professional opportunities for counselors, as well as related ethical considerations and diversity issues.

Prerequisite: LA-101.
**LA-335 - Biopsychology (3)**

This course discusses the biological and psychological intersections underlying perception, motor control, memory, and emotion. This course introduces students to cell structure, nervous system, brain, and basic physiology. Each of these systems gives students the foundational knowledge which underlie psychological behaviors and disorders. In addition, students examine various research methods and experiments to measure various aspects of biopsychology.

Prerequisite: LA-101.

**LA-340 - Social Deviance (3)**

This course examines deviance as social phenomena with particular attention to its causes and to the methods society has developed in response to deviant behavior. The course addresses the nature of both criminal and non-criminal forms of deviance, a variety of theoretical perspectives to address etiological causes of such behaviors, and the role of society in labeling certain segments of the population.

Prerequisite: LA-102; LA-240.

**LA-345 - Group Dynamics (3)**

This course provides an orientation to group dynamics and group leadership. Various kinds of groups, group leadership styles, and basic skills for group leaders are studied, with special attention given to group intervention strategies for the beginning stage, the middle stage, and the closing stage of a group. Emphasis is placed on helpful skills and strategies for dealing with problem group situations and group work with specific populations.

Prerequisite: LA-245.

**LA-350 - Urban Sociology (3)**

This course, divided into four units, provides an in-depth understanding of cities, their unique qualities, and persistent problems. In the first unit, students explore the historical evolution of human settlements and the emergence of urban society. In the second unit, the rise of urban America is examined including the structure and organization of cities in the United States and how they compare and contrast to their suburban counterparts. The third unit examines the social environment of large cities by looking at race, ethnicity, gender, class, and how they shape the urban experience. The fourth unit examines the causes and potential solutions to some of the major social and economic issues confronting large cities today.

Prerequisite: EN-121.

**LA-400 - Principles and Theoretical Perspectives on Parenting (3)**

This course examines the reciprocal interactions between parent and child from birth to adulthood including consideration of cross-cultural, historical and societal influences, and
various family characteristics. The principles and theoretical foundations of parent-child relationships are explored, including establishing and maintaining a nurturing relationship between parents and children, and parent-child communication. Current issues affecting parenting are also studied.

Prerequisite: LA-214 or LA-300.

**LA-410 - Multi-Cultural Diversity Competency (3)**

This course explores the dynamics of cultural diversity and the competencies needed to work effectively in human service domains. The shared values, traditions, norms, customs, religion, art, history, folklore, and language of specific cultural groups are covered with a focus on race, gender, sexual orientation, and ethnicity. Students examine language barriers, stereotyping, prejudice, and value differences and gain an appreciation of the need for tolerance and the acceptance of cultural diversity in relation to the provision of services to people in society.

Prerequisite: CJ-320.
Faculty

Social Sciences Faculty

* Adjunct Faculty Member
**St. Lucia Campus

*Alford, Beverly
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MS, College of New Rochelle

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MEd, Columbia University
MA, Columbia University
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MS, Iona College

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MA, Brooklyn College

Young, James
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MS, Pace University

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MA, SUNY Albany
English and Foreign Languages

Courses offered by the English department equips students with the effective written and oral communication skills required to succeed in today’s employment environment.

The English department provides a solid foundation in both written and verbal communication through intensive writing academies, one-on-one tutoring, educational workshops, and its Academic Support Centers. Courses that engage students in analytical and critical thinking skills; assignments that require research and writing skills; and individual and group based projects that build strategies in persuasion and argumentation. Students are also encouraged to cultivate creative thinking skills to increase their level of success, both in their majors, and the wider world.

Course Offerings

EN - English

EN-038 - English Fundamentals with Lab I (Noncredit)

This is the first of two noncredit courses for students in the EASE Program whose native language is not English and need to increase their English language fluency as they pursue their degrees. Students are engaged in activities and assessments focused on listening and speaking, grammar, and writing. A 3-hour lab is required.

EN-041 - Academic Reading & Vocabulary I (Noncredit)

This is the first of two noncredit reading courses for students in the EASE Program. These are students whose native language is not English and who need to increase their English language comprehension and fluency as they pursue their degree programs. Students focus on word study, basic academic vocabulary, and reading comprehension using periodicals and textbooks.

Corequisite: EN-038.

EN-042 - English Fundamentals with Lab II (Noncredit)

This is the second of two noncredit courses for students in the EASE Program. This course is designed to bring students to a college-level competency in grammar, sentence structure, coherence, and clarity. This begins with the preparation of a well-composed, coherent paragraph and moves on to the process of essay writing. Standard written English, including appropriate grammar and syntax, is covered in detail. In addition, students will hone their formal and informal speaking skills, develop their listening and note-taking skills and improve their overall reading skills. A 3-hour lab is required.

Prerequisite: EN-038 or Satisfactory grade on the placement exam. Corequisite: EN-043.
5l. General Education

EN-043 - Academic Reading & Vocabulary II (Noncredit)

This is the second of two noncredit reading courses for students who are accepted to the College in the EASE Program. Attention is paid to expanding vocabulary and to developing college-level reading comprehension using appropriate academic periodicals and textbooks.

Prerequisite: EN-041 or Satisfactory grade on the placement exam. Corequisite: EN-042.

EN-075 - Developmental English Skills (Noncredit)

This course is designed to bring students to a college-level competency in grammar, sentence structure, coherence and clarity. Students are introduced to the process of writing focused essays in a variety of rhetorical modes. Reading comprehension and vocabulary building are emphasized.

Prerequisite: None.

EN-107 - Ethnic Literature (3)

This survey course explores the experiences of various cultural and ethnic groups reflected in American literature. Students read, discuss, and gain exposure to a variety of authors and literary styles.

Prerequisite: EN-111.

EN-108 - American Literature (3)

This course is a chronological survey of representative prose and verse from the Colonial Period to the Twentieth Century. Authors include Cooper, Emerson, Twain, Dickinson, Poe, among others.

Prerequisite: EN-111.

EN-111 - College Writing and Critical Analysis (3)

This course develops students’ ability to construct effective college-level essays in a variety of commonly used rhetorical modes through a process of multiple revisions. Students increase overall competency in deconstructing texts while also expanding their vocabularies to include advanced academic language and terminology. Assigned readings develop students’ ability to comprehend more complex, college-level texts on a deeper level with a focus on determining author’s purpose, understanding literary terms, and analyzing essay structure.

Prerequisite: EN-075 or Satisfactory grade on the placement exam.

EN-116 - Women Writers (3)

This course introduces students to a wide variety of literature written by women of different backgrounds and cultures. Students read and discuss material representative of different groups.
5l. General Education

Prerequisite: EN-111.

**EN-117 - Creative Writing (3)**

This course provides students with an opportunity to explore and develop their skills as writers of journals, short fiction, poetry, and drama. The course immerses students in the processes of discovery, expression, and revision; engages them with questions of form, structure, and symbolism; and offers practice in sharing, constructive criticism, and revision. This course provides students with an excellent foundation from which they can continue to grow as writers.

**EN-118 - The Art of Poetry (3)**

This course is an overview of the basics of poetry writing. It covers purpose, tone, denotative and connotative meanings, rhythm, meter, imagery, symbolism, and figures of speech. Students survey masters of the genre with special emphasis on American poetry. Various forms of poetry writing are analyzed. A brief history of jazz, rap, hip-hop poetry are studied. Students memorize and recite poems, research one poet and his/her works in detail, and structure their own experiences in verse form.

Prerequisite: None.

**EN-121 - Analytical Thinking, Writing, and Research (3)**

This course breaks down the research process into a series of steps to give students the writing and research skills necessary for success in any discipline and for graduate study. The research process is taught step-by-step, showing students how to: choose an appropriate topic; develop a strong thesis statement; formulate research questions; find, select, and evaluate viable, scholarly sources; and implement APA style for citations and bibliographies. Students will complete various written assignments and classroom activities, culminating in research papers that students will orally present and defend.

Prerequisite: EN-111.

**EN-205 - Business Writing (3)**

Writers in a business environment manage the form and flow of information both within an organization and to customers, potential clients, and the general public. Such information may take the form of letters, memoranda, email, proposals, reports, visual presentations, analyses, and summaries. This is a writing course that emphasizes the principles of effective professional writing with an emphasis on precision, clarity, brevity, and accuracy.

Prerequisite: EN-109 or Satisfactory grade on the placement exam.

**EN-206 - Professional Writing and Presentation (3)**

This course examines the necessity for effective and thoughtful communication in the business world. Students learn how to compose business documents in appropriate formats, choose appropriate professional language, and enhance knowledge of professional business modalities.
51. General Education

Emphasis is placed on defining one’s audience; research methods; data collection, interpretation, and documentation; critical analysis and comprehension of written materials and documents; employing gender neutral language; constructing and delivering professional presentations individually and/or within a collaborative group setting.

Prerequisite: EN-121.

**EN-208 - The American Novel (3)**

This course introduces students to the novel genre, specifically as it relates to American novelists. Students examine the novels of a variety of authors whose works span the nineteenth century to the present. Students expand the analytical skills that allow them to understand and to appreciate great works of fiction. Advanced research skills and literary criticism are also covered.

Prerequisite: EN-121.

**EN-210 - Film and Literature (3)**

This course emphasizes the relationship between film and literature. It includes viewing and discussion of selected films in a context of film history. The terminology of film, genres, themes, screen writing, and cinematic techniques are studied. Novels, short stories, and plays are analyzed in relation to film versions of the same works. The impact of movie making on business and on society are discussed.

Prerequisite: EN-111.

**EN-211 - African-American Literature (3)**

This course is a chronological survey of African American Literature from the Eighteenth Century to the present. It presents a wide range of literary selections including drama, fiction, poetry, and autobiography. It also explores the rich African-American oral tradition of folktales, spirituals, and speeches.

Prerequisite: EN-111.

**EN-212 - Autobiography (3)**

This course explores contemporary issues about oneself and society in satisfying and challenging ways. This course exposes students to some of the world's great literature, validates the importance of self-evaluation, and explores how race, class, gender, and talent relate to the psychology of its composition.

Prerequisite: EN-111.

**EN-220 - Shakespeare: Stage and Film (3)**

This course introduces students to the plays of Shakespeare and enhances their understanding by blending his verse with on-screen performances. Students study representative plays from
5l. General Education

each period of Shakespeare's career, including histories, tragedies, and comedies. Through close analysis of these plays, both on the page and on screen, students develop an appreciation of the richness of Shakespeare's work. Students also explore how filmmakers create visual performances out of dramatic literature. The course also examines how Shakespeare's plays reflect the history, values, social structure, and modes of expression of the time.

Prerequisite: EN-111.

**EN-221 - Literary Criticism and Analysis (3)**

This course provides students with advanced college-level skills in examining and critically analyzing a variety of literary genres. Students are exposed to challenging contemporary and classic literature in fiction, poetry, non-fiction, and drama. They are pushed to not only analyze, but to convey their findings in well-constructed essays with proper academic citations and formatting. In addition to submitting a series of essay assignments and reaction papers, students are required to complete an exploration of a literary genre of their choice.

Prerequisite: EN-121.

**EN-230 - Storytelling Across the Media (3)**

This course focuses on how non-fiction narratives are shaped and introduces students to different mediums, including: print articles, videos, web articles, narrative non-fiction, and creative non-fiction literature. Students choose a particular social issue to study and explore and then craft stories on the issue in various formats to gain an understanding of how each medium shapes the story. Projects in print, video, web, and creative non-fiction are conducted. Students develop basic skills in news writing, narrative non-fiction writing, video production, digital editing, and web design.

Prerequisite: EN-121.

**EN-240 - Introduction to Caribbean Literature (3)**

This course offers an introduction to Caribbean literature through the study of select short stories, novels, plays, and poetry. Students examine the diverse and dynamic literature of this region and locate the writings within the canon of English literature. Through the course readings and lectures, the course covers the emergence of Caribbean literature; the relationship between language and literature; and the politics of race, gender and cultural identity.

Prerequisite: EN-121.

**EN-300 - Multicultural Children's Literature (3)**

This course is a survey and history of children's literature from various cultures. Topics include authors and illustrators, principles of selection, evaluation, and integration of literature, fiction and nonfiction in a variety of formats to enrich classroom activities and encourage a lifelong love of reading. Special attention is placed on techniques for using literature throughout pre-K-second grade classrooms.
Prerequisite: EN-121.

**EN-305 - Advanced Business Writing (3)**
Accurate written and oral communication in all kinds of professional contexts saves organizations time and money, and promotes goodwill. This is an advanced professional-technical writing and communication course that focuses on the further development, refinement, and sharpening of skills previously introduced in EN-205. The course is based on the premise that sounding professional means using a simple, concise style and making the communication worth reading. Topics taught include: audience analysis; research methods; questionnaire and survey preparation; data collection, interpretation, and documentation; and composition of reports in special formats. Students are encouraged to relate course materials to their major programs and summarize and analyze case studies in those areas. Students research and prepare an in-depth proposal that relates to their majors using primary and/or secondary data. Collaboration is crucial for today's professional. This requires strong listening and interpersonal skills. Students research, prepare, and deliver an oral group presentation that incorporates visual material.

Prerequisite: EN-205.

**EN-310 - Legend, Folklore, and Mythology (3)**
This course is intended to develop students’ competency in assessing the myriad ways in which cultural beliefs, fears, and taboos intersect, both historically and globally. Classroom interaction, daily observations of modern folklore, and assigned readings help students to recognize the universal moral implications of cultural narratives.

Prerequisite: EN-111; EN-121.

**EN-315 - Masterpieces of World Literature (3)**
This course introduces students to a selection of major works from the classical, medieval, renaissance, and modern periods that have contributed to world literary tradition. Genres include heroic tales, romances, fable, myths, and legends.

Prerequisite: EN-121.

**EN-320 – Modern Ghosts (3)**
Family is forever, but is that a good thing? In this course, students identify collective familial fears of haunting through the lens of contemporary literature. Class discussion, assigned readings, and analytical papers allow students to examine the modern symbolism of a haunted home and recognize universal themes of loss and legacy.

Prerequisite: EN-121.
EN-325 - Advanced Writing for the Social Sciences (3)

This course builds on the foundations of critical thinking, reading, and writing, with an emphasis on applying these skills within a professional, public, or academic environment. The objective of the course is to develop writers who write clear, grammatical, well-structured prose, and who can discover and convey compels ideas critically in various applications. Students continue to build an e-portfolio with original work that focuses on current topics selected from the social sciences. Students create a portfolio for graduate and professional school, job, or internship applications, among other needs.

Prerequisite: EN-121.

EN-330 - Time Narratives (3)

This course enhances students’ awareness of culture, race, and identity by examining how diverse authors treat time in their works. Class discussion, assigned readings, and analytical papers allow students to have a better grasp on how the passing of time affect their lives and how it has shaped the past.

Prerequisite: EN-121.

Foreign Languages

Course Offerings

FR - Foreign Language

FR 101 - French I (3)

This introductory course emphasizes the basic skills of reading, writing, and speaking French as well as some French to English translation. Students demonstrate their language skills by preparing brief compositions and reading appropriate texts.

Prerequisite: None.

FR 102 - French II (3)

This course continues to emphasize the skills of reading, writing, and speaking in French as well as French to English translation. More advanced French grammatical constructions are stressed and basic translations of English to French are introduced.

Prerequisite: FR-101.
5l. General Education

**IL - Foreign Language**

**IL-101 - Italian I (3)**

Italian I is an introductory course that emphasizes the basic skills of reading, writing, and speaking Italian, as well as some translation. This course offers students, especially those in the culinary arts, the opportunity to learn, understand, and use Italian while also reinforcing their English competencies. The course is supplemented by audio-visual material.

Prerequisite: None.

**IL-102 - Italian II (3)**

Italian II continues to emphasize the skills of reading, writing, and speaking in Italian as well as translation. More advanced Italian constructions are stressed. The semester continues with exercises in pronunciation, grammar, and vocabulary. There is strong emphasis on spoken proficiency and cultural awareness.

Prerequisite: IL-101.

**SP - Foreign Language**

**SP-101 - Spanish I (3)**

Spanish I is an introductory course and emphasizes basic skills in reading, writing, and speaking Spanish, as well as some translation. Spanish I offers students the opportunity to learn, understand, and use Spanish in the world of business and communication, and at the same time, reinforce their English skills.

Prerequisite: None.

**SP-102 - Spanish II (3)**

Spanish II continues to emphasize the basic skills of speaking, reading, and writing in Spanish as well as translation. More advanced Spanish constructions are stressed with translation of English into Spanish and Spanish into English.

Prerequisite: SP-101.
Honors

The Monroe College Honors Program provides opportunities for the College’s most academically accomplished students to engage in advanced academic work and to participate in a shared intellectual experience with our most distinguished professors and guest lecturers. Students from all disciplines are welcome to apply to the Monroe College Honors Program, either as prospective students through the admissions process or as continuing students by application to the Honors Coordinator. As Honors Program members, students earn Honors units by taking specially designed, multidisciplinary Honors courses, Honors sections of general education or major area courses, and participating in Honors Experiential Learning Activities.

To earn distinction as an Honors Program graduate at the Associate’s level, students must earn a minimum of ten (10) Honors units:

- Successfully complete HN-150: The Honors Experience and create a portfolio page within the Honors Blackboard Group (3 Honors units),
- Successfully complete two (2) Honors Multidisciplinary Course or Honors section of a General Education or Major-Area Course and create two portfolio pages within the Honors Blackboard Group (6 Honors units),
- Participate in a minimum of one (1) Honors Experiential Activity, which may include community service activities/volunteer activities, participation in a national or regional Honors conference, participation in a Joint Honors Project, or participation in Honors Books Club. After each activity, students create a portfolio page of their experience, which includes reflection and pictures via the Honors Blackboard Group (1 Honors unit),
- Submit a completed Honors Blackboard Portfolio, and
- Have a 3.3 cumulative GPA at the time of graduation.

To earn distinction as an Honors Program graduate at the Bachelor’s level, students must earn a minimum of twenty-one (21) Honors units:

- Successfully complete HN-150: The Honors Experience and create a portfolio page within the Honors Blackboard Group (3 Honors units),
- Successfully complete four (4) other Honors Multidisciplinary Course(s) or Honors section(s) of a General Education or Major-Area Course(s) and create portfolio pages within the Honors Blackboard Group (12 Honors units),
- Successfully complete HN-450: Honors Program Research Seminar and create a portfolio page within the Honors Blackboard Group (3 Honors units),
- Participate in a minimum of three (3) Honors Experiential Activities, which may include community service activities/volunteer activities, participation in a national or regional Honors conference, participation in a Joint Honors Project, or participation in Honors Books Club. After each activity, students create a portfolio page of their experience, which includes reflection and pictures via the Honors Blackboard Group (3 Honors units),
- Submit a completed Honors Blackboard Portfolio,
• Have an exit interview with an Honors Board Member, and
• Have a 3.3 cumulative GPA at the time of graduation.

All Honors Diploma candidates will be reviewed by the Honors Board. The Board will verify and approve that candidates satisfactorily completed all requirements of the Honors Program. Upon approval, the Honors Diploma will be conferred. The Honors diplomas and transcripts bear the symbol of Honors distinction, and graduates are recognized at commencement. An Honors diploma is distinct from Latin honors (cum laude, magna cum laude, summa cum laude), and Honors students may also earn an Honors diploma with Latin honors.

All questions regarding the Monroe College Honors Program, including admission, may be directed to Kathryn MacDonald, Coordinator of the Monroe College Honors Program, via email at kmacdonald@monroecollege.edu or by phone at 914-740-6452.
Course Offerings

HN - Honors

The following courses have been designed by the Monroe College Honors Board, and therefore bear the distinction of “HN.” These courses are of an interdisciplinary nature, exposing students to various subject matters within humanities and the liberal arts.

HN-150 - The Honors Experience (3)

This introductory Honors course is required for all students in the Honors Program. It utilizes New York City as a basis for interdisciplinary study of politics, economics, transportation, demographics, science and technology, labor, culture and the arts. The specific themes studied vary each academic year. The course requires extensive reading and writing assignments in conjunction with field trips and site visits to complement coursework. It culminates in the presentation of a final research project.

Prerequisite: None.

HN-160 - Decades: A Cultural Exploration (3)

This interdisciplinary thematic course explores turbulent decades that changed the United States of America through the Humanities, Affairs of State, Social Interactions, and Class Culture. With music as the guiding thread, students tour tumultuous times throughout history, and explore how the events of those times now affect their lives. Guest lecturers with particular expertise and experiences will offer their perspectives during the semester. Students complete reading assignments, participate in classroom discussions, take part in site visits, and conduct research on pertinent aspects of the decade being studied.

Prerequisite: None.

HN-165 - Decoding Secret Messages (3)

This interdisciplinary course examines the art of secret messages sent throughout history and challenges students to develop the skills to create secret messages. Students are exposed to basic algebra concepts essential to this art. Additionally, other interdisciplinary skills, like writing and analytical thinking, are honed to understand encryption and decryption. Every day, thousands of messages are sent - subliminally through commercials, as shortcuts in text messages, and via live conversations with colleagues. While messages are most often understood as verbatim, messages can be coded so that only people with decoding knowledge could decipher them. The course begins in Ancient Rome, moving through the Revolutionary War, and working all the way up to modern-day secret messages in media. The course also focuses on Alan Turing's contribution to decoding messages and his ability to crack the enigma machine during World War II. The course shows students that there is more to communication than meets the eye.

Prerequisite: None.
HN-240 - The Art and Culture of World Dance (3)
This course explores the cultural heritage, social mores, religious influences, and history of three geographic locations through the medium of dance. Students study the function of dance as an art and as a lens for the society around it. Choreography and performance are central components of this interdisciplinary course.
Prerequisite: None.

HN-243 - The World of Modern Art (3)
Students explore the multifaceted world of modern art in this survey course that examines the transitions and innovations of arts from realism to what is known as today’s modern art. With a foundation in art history, students come to understand how fine art as a field has developed. The course also will undertake understanding and appreciating the creative process. Yet another lens of the course are to look at art from a scholarly and critical perspective. As part of this interdisciplinary course, students are asked to engage in the process of creativity and develop several pieces of finished art work.
Prerequisite: None.

HN-245 - Hip Hop – Origins, Culture and Soul (3)
This course introduces students to the multifaceted world of hip hop. Hip Hop has a rich history, and students will start with the birth of this dynamic genre of music. The emergence and evolution of subsequent Hip Hop culture are examined. The influences of Hip Hop are embedded in many historical and cultural events, including the emergence of Afro-American people and black solidarity movements, both in terms of the cultural roots and routes of Afro-Latino, Caribbean, and indigenous influences on African American expressions.
Prerequisite: None.

HN-250 - The American Presidency (3)
Decisions made in the White House have started and ended wars, caused and cured economic crises, and expanded and contracted human rights. The role of the presidency today is remarkably different than when George Washington first took the oath of office in 1789. Using the careers of a select roster of U.S. presidents, students explore concepts of leadership and human dynamics in the political arena and examine how these presidents contributed to pivotal points in American history.
Prerequisite: None.

HN-260 - Human Rights Movements in History (3)
This interdisciplinary course uses the study of the Holocaust to investigate causes and lessons of other modern genocides. Readings, films, field trips, and guest lecturers offer students a range of perspectives. Students discuss and research genocidal conditions and responses. The course
culminates in a final presentation reflecting students’ own investigation and analyses. This course fosters the development of a community of scholars, guiding them to become global citizens and "up standers" for social justice.

Prerequisite: None.

**HN-265 - Introduction to Ethics (3)**

Introduction to Ethics is a study of the basic theories, methods, and problems of moral philosophy. Topics include the study of the moral theories of Aristotle, Aquinas, Hobbes, Kant, Mill, and Rawls; the relationship of ethics and morality to religious belief; morality and evolution; the nature and meaning of moral terms; moral absolutism and relativism; egoism and altruism; the nature of moral reasoning; conceptions of the good life; free will and moral responsibility.

Prerequisite: None.

**HN-270 - Contemporary Literary Genres (3)**

This course allows students to engage in an in-depth exploration of a particular literary genre. These genres may include, but are not limited to: the evolution of the vampire in fiction, evolving ideas in science fiction, romance, mystery and crime, or historical fiction. Students study the chosen genre with a critical lens, learn how the genre came into existence, its richness, and its impact and implications.

Prerequisite: EN-110 or EN-121.

**HN-314 - World-Changing Discoveries (3)**

In all aspects of science and technology, the goal of innovation has been to improve the quality of life. This course covers the evolution of science and technological progress and its perennial impact on social, political, economic, and cultural characteristics. An important objective of the course is a review of the contributions of principal investigators who are responsible for the major breakthroughs that have shaped society; attention is given to the practical and everyday results of these advances.

Prerequisite: None.

**HN-350 - Comparative Urbanism (3)**

This interdisciplinary advanced honors course challenges the student to understand the dynamic relationship of spatial organization and constructed environments to politics, economics, cultures, demographics, technology, and societies. Students study the changing forms of three cities over time and analyze how people have recreated urban life through time and across cultures. Students may pursue detailed research in realms such as planning, architecture, urban social and economic relations, political influences on housing and urban development, influence of changing populations, history, and environmental issues.

Prerequisite: HN-150 and Junior Standing.
HN-450 - Honors Program Research Seminar (3)

This upper division seminar is a required capstone experience for Bachelor’s students enrolled in the Monroe College Honors Program. One goal of this course is to prepare students for graduate-level research. Under the guidance of a faculty mentor and within the context of the seminar’s theme, students develop research questions, an annotated bibliography, an assessment of the sources, and a literature review. At the end of the semester, the seminar culminates in the submission and defense of a research proposal describing an original research project the student could one day undertake.

Prerequisite: HN-150 and Senior Standing.
Bachelor Minors

Successful completion of each minor requires satisfaction of all appropriate prerequisites.

**Accounting Minor (19 credits)**

The Accounting Minor requires successful completion of at least 6 courses; 3 required and 3 electives, with 19 credits in accounting- or business-related courses. These courses may fulfill major-area or open electives.

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<thead>
<tr>
<th>Required Courses: 10 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #</td>
</tr>
<tr>
<td>AC-211</td>
</tr>
<tr>
<td>AC-215</td>
</tr>
<tr>
<td>AC-310</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses: 9 Credits (Choose 3 courses from the list below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA-304</td>
</tr>
<tr>
<td>FA-308</td>
</tr>
<tr>
<td>FA-310</td>
</tr>
<tr>
<td>MG-105</td>
</tr>
</tbody>
</table>

**Total Credit Hours: 19**

**Business Law Minor (18 credits)**

In addition to all other Bachelor requirements, the Business Law Minor requires successful completion of 18 credits in criminal justice and business related courses.

<table>
<thead>
<tr>
<th>Required Courses: 9 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #</td>
</tr>
<tr>
<td>BL-201</td>
</tr>
<tr>
<td>BL-301</td>
</tr>
<tr>
<td>CJ-150</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses: 9 Credits (Choose 3 courses from the list below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ-101</td>
</tr>
<tr>
<td>CJ-271</td>
</tr>
<tr>
<td>MG-216</td>
</tr>
<tr>
<td>MG-226</td>
</tr>
</tbody>
</table>

**Total Credit Hours: 18**
Entrepreneurship Minor (18 credits)

The Entrepreneurship Minor requires successful completion of 18 credits in Entrepreneurship courses. These courses may fulfill major-area or open electives.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MG-340</td>
<td>Introduction to Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>MG-342</td>
<td>Business Systems Management</td>
<td>3</td>
</tr>
<tr>
<td>MK-342</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses: 9 Credits (Choose 3 courses from the list below)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MG-262</td>
<td>Managing the Small Business</td>
<td>3</td>
</tr>
<tr>
<td>MG-265</td>
<td>New Venture Financing</td>
<td>3</td>
</tr>
<tr>
<td>MK-110</td>
<td>Social Media Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MK-202</td>
<td>Art of Selling</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 18

Finance Minor (18 credits)

The Finance Minor requires successful completion of 18 credits in Finance courses. These courses may fulfill major-area or open electives.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA-302</td>
<td>Introduction to Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>FA-304</td>
<td>Business Systems Management</td>
<td>3</td>
</tr>
<tr>
<td>FA-305</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses: 9 Credits (Choose 3 courses from the list below)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA-308</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>FA-310</td>
<td>Investment Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FA-361</td>
<td>International Finance</td>
<td>3</td>
</tr>
<tr>
<td>MG-112</td>
<td>Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MG-105</td>
<td>Personal Financial Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 18
Human Resources Minor (18 credits)

The Human Resources Minor requires successful completion of 18 credits in Human Resources courses. These courses may fulfill major-area or open electives.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MG-211</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>MG-216</td>
<td>Employee &amp; Labor Relations</td>
<td>3</td>
</tr>
<tr>
<td>MG-217</td>
<td>Compensation and Benefit Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses: 9 Credits (Choose 3 courses from the list below)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MG-252</td>
<td>Recruitment and Selection</td>
<td>3</td>
</tr>
<tr>
<td>MG-255</td>
<td>Managing Cultural Diversity</td>
<td>3</td>
</tr>
<tr>
<td>MG-330</td>
<td>Organizational Theory</td>
<td>3</td>
</tr>
<tr>
<td>MG-350</td>
<td>Strategic Global Human Resources Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 19

Human Services Minor (18 credits)

The Human Services Minor requires successful completion of 18 credits in Human Services related courses. These courses may fulfill major-area or open electives.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS-101</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>LA-245</td>
<td>Employee &amp; Labor Relations</td>
<td>3</td>
</tr>
<tr>
<td>LA-247</td>
<td>Compensation and Benefit Administration</td>
<td>3</td>
</tr>
<tr>
<td>LA-305</td>
<td>Introduction to Case Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses: 9 Credits (Choose 2 courses from the list below)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ-305</td>
<td>Drugs in America</td>
<td>3</td>
</tr>
<tr>
<td>CJ-312</td>
<td>Domestic Violence</td>
<td>3</td>
</tr>
<tr>
<td>HA-315</td>
<td>Cultural Competency in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>LA-209</td>
<td>Social Issues</td>
<td>3</td>
</tr>
<tr>
<td>LA-241</td>
<td>Juvenile Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>LA-246</td>
<td>Child Abuse</td>
<td>3</td>
</tr>
<tr>
<td>LA-254</td>
<td>HIV/AIDS in Society</td>
<td>3</td>
</tr>
<tr>
<td>LA-255</td>
<td>Psychology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>LA-304</td>
<td>Psychological Disorders of Childhood</td>
<td>3</td>
</tr>
<tr>
<td>LA-340</td>
<td>Social Deviance</td>
<td>3</td>
</tr>
<tr>
<td>LA-345</td>
<td>Group Dynamics</td>
<td>3</td>
</tr>
</tbody>
</table>
Legal Studies Minor for Business Majors (15 credits)

In addition to all other Business Management requirements, the Legal Studies Minor for Business Majors requires successful completion of 15 credits in pre-law related courses.

NOTE: Business majors taking Legal Studies as a minor are required to complete LA-103 Political Science as a Liberal Arts requirement.

Required Courses: 9 Credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BL-201</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BL-301</td>
<td>Business Law II</td>
<td>3</td>
</tr>
<tr>
<td>LA-107</td>
<td>Introduction to Civil Rights Law</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses: 9 Credits (Choose 2 courses from the list below)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ-271</td>
<td>United States Court Systems</td>
<td>3</td>
</tr>
<tr>
<td>MG-216</td>
<td>Employee &amp; Labor Relations</td>
<td>3</td>
</tr>
<tr>
<td>MG-226</td>
<td>Legal Aspects of Sports</td>
<td>3</td>
</tr>
<tr>
<td>MG-272</td>
<td>Legal Aspects of Entertainment and Media</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 15

Legal Studies Minor for Criminal Justice Majors (18 credits)

In addition to all other Criminal Justice requirements, the Legal Studies Minor for Business Majors requires successful completion of 18 credits in pre-law related courses.

This must consist of:
- Three (3) required Legal Studies Minor Courses
- Select three (3) Legal Studies Minor Elective Courses

Required Minor Courses: 9 Credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ-150</td>
<td>American Legal System</td>
<td>3</td>
</tr>
<tr>
<td>LA-107</td>
<td>Civil Rights Law</td>
<td>3</td>
</tr>
<tr>
<td>BL-201</td>
<td>Business Law</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses: 9 Credits
(Choose 3 courses from the list below)
MG-110  Real Estate  3  
MG-112  Business Ethics  3  
MG-211  Human Resource Management  3  
MG-216  Employee & Labor Relations  3  
MG-226  Legal Aspects of Sports  3  
MG-272  Legal Aspects of Entertainment & Media  3  
CJ-290  Internship  3  
CJ-271  U.S. Court Systems  3  
CJ-201  Family Law  3  
CJ-270  Fundamentals of Criminal Trial Practice  3  
BL-301  Business Law II  3  

**Total Credit Hours:** 18

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**Marketing Minor (18 credits)**

The *Marketing Minor* requires successful completion of 18 credits in Marketing courses. These courses may fulfill major-area or open electives.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MK-101</td>
<td>Marketing Foundations</td>
<td>3</td>
</tr>
<tr>
<td>MK-110</td>
<td>Social Media Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MK-201</td>
<td>Integrated Advertising &amp; Promotions</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses: 9 Credits**  
(Choose 3 courses from the list below)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MK-203</td>
<td>Branding &amp; Product Development</td>
<td>3</td>
</tr>
<tr>
<td>MK-206</td>
<td>Digital and Search Engine Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MK-322</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>MK-342</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 18

---

**Psychology Minor (18 credits)**

The *Psychology Minor* requires successful completion of 18 credits in Social Science related courses.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA-101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>LA-108</td>
<td>Psychology of Abnormal</td>
<td>3</td>
</tr>
<tr>
<td>LA-140</td>
<td>The Mind and the Body or</td>
<td>3</td>
</tr>
<tr>
<td>LA-214</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

---
LA-145  The Psychology of Video Games  3
LA-245  Introduction to Counseling Theory  3
LA-255  Psychology Across the Lifespan  3

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA-300</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>LA-304</td>
<td>Psychology Disorders of Childhood</td>
<td>3</td>
</tr>
<tr>
<td>LA-305</td>
<td>Introduction to Case Management</td>
<td>3</td>
</tr>
<tr>
<td>LA-315</td>
<td>Personality Theory</td>
<td>3</td>
</tr>
<tr>
<td>LA-325</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>LA-330</td>
<td>Foundations of Vocational Rehabilitation Counseling</td>
<td>3</td>
</tr>
<tr>
<td>LA-335</td>
<td>Biopsychology</td>
<td>3</td>
</tr>
<tr>
<td>LA-345</td>
<td>Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>LA-400</td>
<td>Principles and Theoretical Perspectives on Parenting</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours: 18

**CASAC Minor for Human Services Majors (18 credits)**

In addition to all other Human Services and Criminal Justice degree requirements, the **CASAC Minor** requires successful completion of 18 credits in Human Services related courses.

This must consist of:
- Five (5) required Human Services Minor Courses (15 credits)
- One (1) required Liberal Arts Minor Course (3 credits)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS-111</td>
<td>Science of Addition</td>
<td>3</td>
</tr>
<tr>
<td>HS-122</td>
<td>Overview of Addiction and Chemical Dependence</td>
<td>3</td>
</tr>
<tr>
<td>HS-123</td>
<td>Substance Abuse Assessment and Treatment Planning</td>
<td>3</td>
</tr>
<tr>
<td>HS-224</td>
<td>Addiction Counseling – The Individual</td>
<td>3</td>
</tr>
<tr>
<td>HS-225</td>
<td>Addiction Counseling – The Family and Groups</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses: 3 Credits**

(Courses may be counted as Major Area or Open Electives)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA-305</td>
<td>Introduction to Case Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 18
EASE Program
Enhanced Academic Support in English

The EASE Program is a comprehensive academic and personal support program to give non-native English speakers a pathway to earning a college degree as fully matriculated students while improving their English language skills. A recognized leader in urban and international education, especially for first-generation students, the College understands the unique academic challenges new students often face, especially when English is not their primary language.

For more information, contact:
On the Bronx Campus: Dr. Karenann Carty, Senior Vice President, Academic Affairs
(646) 393-8772 • kcarty@monroecollege.edu

On the New Rochelle Campus: Dean Carol Genese, Vice President, Academic Affairs
(914) 740-6590 • cgenese@monroecollege.edu
ACADEMIC POLICIES

Monroe College’s academic policies are designed to encourage excellence in education and allow the student to develop their academic potential to the fullest. Students are encouraged to make the necessary commitment to their studies so that they will be successful.

Academic Honors

Semester Hours
Students earn semester honors during a semester in which they achieve the required grade point average while carrying a full-time load (at least 12 credits of credit-bearing courses) with no grade lower than a “C” in any course.

<table>
<thead>
<tr>
<th>Distinction</th>
<th>Required Semester Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>President’s List</td>
<td>3.80 to 4.00</td>
</tr>
<tr>
<td>Dean’s List</td>
<td>3.60 to 3.79</td>
</tr>
</tbody>
</table>

Latin/Graduation Honors
Students earn “Latin Honors” at commencement based on their cumulative grade point average according to the following schedule:

<table>
<thead>
<tr>
<th>Distinction</th>
<th>Required Cumulative Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summa Cum Laude (With Highest Honor)</td>
<td>3.80 to 4.00</td>
</tr>
<tr>
<td>Magna Cum Laude (With High Honor)</td>
<td>3.60 to 3.79</td>
</tr>
<tr>
<td>Cum Laude (With Honor)</td>
<td>3.40 to 3.59</td>
</tr>
</tbody>
</table>

Academic Standing
Academic progress of each Monroe College student is reviewed at the end of each semester. To be in good academic standing, a student must maintain a certain cumulative grade point average (GPA) by the completion of each semester of study. The prescribed minimum cumulative GPA is outlined below. By the end of the semester noted in the chart below, each student must have achieved the corresponding cumulative GPA. No student can graduate with a cumulative GPA and/or major GPA below 2.0.
STANDARDS OF PROGRESS
(Quantitative)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Required Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.75</td>
</tr>
<tr>
<td>2</td>
<td>1.25</td>
</tr>
<tr>
<td>3</td>
<td>1.50</td>
</tr>
<tr>
<td>4</td>
<td>1.75</td>
</tr>
<tr>
<td>5-12</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**Academic Probation**

Students who have a cumulative GPA below 2.0 are placed on academic probation. This status does not affect a student's eligibility for financial aid but it warns the student of the need to seek academic support and guidance to continue his or her studies in good standing.

**Academic Standing for Transfer Students**

The College considers a minimum of 12 credits to be a semester equivalent. Because the College does not generally transfer the value of letter grades, students who transfer credits from another institution will be placed on the chart according to the semester that corresponds to their accepted number of transfer credits. At the end of the transfer student's first semester, if the minimum cumulative GPA is not met, the student is placed on academic probation and must meet the required standard at the end of their second semester to remain in good academic standing.

Students who transfer in less than 12 credits must achieve the required GPA at the end of their first semester at the College.

**Academic Dismissal**

Students who fail to achieve the cumulative GPA standards outlined above will be dismissed. Students who are dismissed are not eligible for financial aid. Students have the right to appeal a dismissal to the academic office if unusual circumstances existed. Proof of such circumstances is required.

Students who have been dismissed may be permitted to return as non-matriculated students and register for courses at their own expense. Upon the satisfactory completion of these courses and meeting the required standards of progress, they may apply for a change from non-matriculated to matriculated status. Students in non-matriculated status are not eligible for Federal or State financial aid.
Semester Course Load

To be considered full-time, students must enroll for a minimum of 12 credit hours. Students may register for up to 18 credits at no extra cost upon approval from the appropriate academic official. Students may petition the designated academic official to register for more than 18 credits; however, additional tuition is charged.

To be considered part-time, students must take less than 12 credits or equivalent hours. Classes taken during a part-time semester count as credits attempted. All semesters in which a student is enrolled as a part-time student count as one-half a semester for the purposes of moving a student forward on the Standards of Progress chart (above). Any time a student has a one-half semester completed (i.e., 2.5, 3.5, etc.), the student is held to the lower semester requirements.

Attendance Policy

The College’s educational approach is personal and hands-on. Interaction among students and faculty in our classrooms supports the development of knowledge and skills for academic success and professional development. Therefore, consistent attendance, punctuality, and active participation are highly valued. The practices and guidelines outlined in this policy intend to support those values.

Documented Absences

The College understands that situations arise that may interfere with attendance and are beyond the control of the student. These include, but are not limited to, medical emergencies for the student or members of their family, an important legal obligation, military deployment, job-related obligations, or the unfortunate passing of a loved one. In such cases, a student may provide timely documentation for the related absence to the Office of Academic Affairs, which will review the circumstances and record the absence as “documented” when warranted (denoted on the student’s attendance record with a “D”). The student will be permitted and encouraged to make up any missed exams or assignments.

Note: All documents are subject to verification. Submitting falsified documents is a serious violation of the Code of Academic and Scholarly Integrity, resulting in sanctions up to and including expulsion from the College.

Sanctioned Absences

Occasionally, a student may miss a class because they are representing the College or School at a conference, an academic or athletic competition, or a co-curricular event. These valuable experiences enhance student learning and achievement. In such cases, the Office of Academic Affairs records the absence as “sanctioned” (denoted on the student’s attendance record with an “S”). The student will be permitted and encouraged to make up any missed exams or assignments.
Absence Guidelines

For undergraduate lecture classes, the College has set the following guidelines for absences that are neither sanctioned nor documented:

- Online/Module classes: two absences
- Classes that meet once per week: two absences
- Classes that meet two or more times per week: four absences

At the discretion of the professor, students who exceed the above number of absences may have up to 10 points deducted from their overall course grade.

Lateness/Leaving Class Early

Students who arrive to class 10 minutes after the start time are recorded as late and those who leave before the class is dismissed are recorded as having left early. At the discretion of the professor, a certain combination of lateness or early departures may be counted as an absence. The professor’s policy is stated in the course syllabus.

NOTE: Clinical and lab courses have more stringent attendance and punctuality policies that are included in the course syllabus.

Academic Waiver

Monroe College recognizes it may be necessary to grant students a waiver of academic requirements. Academic waivers require the approval of the appropriate academic official.

Academic Withdrawal

Official vs. Unofficial Withdrawal

A withdrawal from an individual course or from the College is considered OFFICIAL when the student provides notice of the student's intent to withdraw. Notification must be made by the student to the appropriate student services office in one of the following ways:

1. In person
2. By telephone
3. By letter
4. By email or electronic means
5. By fax

The College strongly recommends an in-person visit or direct phone call so that the withdrawal can be expedited.
Students are counseled about potential ramifications of their specific withdrawal, which may potentially include: delay in academic progress, delay in graduation, financial liability, and/or loss of future financial aid.

A withdrawal from an individual course or from the College is considered **UNOFFICIAL** when the student does not provide notification. In such cases, the date of withdrawal is based on the last date of attendance in an academic activity.

**Course Withdrawal**

Students who wish to withdraw from a course after the last date for program changes (i.e. after the Add-Drop period) indicated in the Academic Calendar, must complete a course withdrawal form in the appropriate student services office. Students who officially withdraw from a course will receive a grade of 'W' that does not affect the GPA. The Academic Calendar indicates the deadline for submitting withdrawal documentation.

**Withdrawal from the College**

A student who leaves the College during a semester must complete a mid-semester withdrawal form, available in the appropriate student services office, or officially notify the College of the intent to withdraw. Students who discontinue attendance and leave the College without providing official notification will receive grades of 'UW'. Students who leave the College due to a disciplinary reason may be assigned a grade of 'AW'. Students who wish to return to the College who have been withdrawn must complete an application for re-admission.

**Semester Leave**

Students who wish to take a Semester Leave for a full semester may do so without losing matriculated status. Monroe College does not approve partial semester leaves. The College strongly recommends that the student informs the appropriate student services office of a planned Semester Leave. Students who take a one-semester leave after completing an academically successful semester may be permitted to return in good standing upon completion of the readmission process.

**Add-Drop Period**

Each semester has a designated "Add-Drop" period during which students may make adjustments to their academic status, program of study, and/or semester schedule of classes. Students who wish to change their semester schedule of classes must do so by the date indicated in the Academic Calendar as the last date for program adjustments. Following the posted date, dropping a class requires that a student follow the procedures for withdrawal through the appropriate student services office. Students should note that any changes to their schedule that results in less than full-time status would affect enrollment status, financial aid, and billing.
Credit Hour

The federal definition for credit hours states “A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen (15) weeks for one semester; or
- At least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward the awarding of credit hours; or
- Institutionally established reasonable equivalencies for the amount of work described in paragraph (1) of the definition for the credit hours awarded, as represented by verifiable student achievement of intended learning outcomes.”

The majority of graduate and undergraduate credits at Monroe are awarded on the basis of contact hours, i.e., face to face instruction, and the completion of outside work, e.g., readings, projects, research papers. The College has approximately fourteen weeks of instruction per semester and one week of final examinations/projects.

According to the Monroe College catalogs, “A ‘lecture’ credit hour represents the equivalent of 15, 50-minute class meetings during a 15-week semester. A ‘lab’ credit hour represents the equivalent of 45, 50-minute class meetings during a 15-week semester.”

The following chart demonstrates the College’s compliance with federal regulations:

<table>
<thead>
<tr>
<th>Schedules</th>
<th>Credits</th>
<th>Contact minutes per semester</th>
<th>Contact Hours</th>
<th>Required Contact Hours (37.5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Compliance</td>
<td>3</td>
<td>2,250 min.</td>
<td>37.5 hrs.</td>
<td>37.5 hours</td>
</tr>
<tr>
<td>Monroe College</td>
<td>3</td>
<td>2,340 min.</td>
<td>39 hrs.</td>
<td>39 hours (+1.5 hours)</td>
</tr>
</tbody>
</table>

The federal definition for credit hours, “does not emphasize the concept of ‘seat time’ (time in class) as the primary metric for determining the amount of student work for Federal purposes. In determining the amount of work the institution’s learning outcomes will entail, as under current practice, the institution may take into consideration alternative delivery methods, measurements of student work, academic calendars, disciplines, and degree levels”.
For courses meeting more or less often than 3 times/week and courses having more or less than three credits per semester, e.g., laboratory sessions, internships, practica, and other academic work leading toward the awarding of credit hours, the same learning outcomes and an equivalent amount of work is required, including weekly contact hours adjusted accordingly. In the case of a weather cancellation or emergency closing, faculty post assignments and interact with students online through Blackboard, the College’s learning management system, yielding a product or verifiable achievement equal to the contact hours missed.

The addition of new courses and changes to the number of credits for existing courses, require a qualitative institutional review process prior to the course being approved for addition to the College’s catalog. This process is as follows:

1. Submission of a Proposed Programmatic Change Form to the Office of Academic Affairs by the Dean of the appropriate School/Department. The faculty have been involved in the initiation and/or review of the proposal to ensure the amount of credit assigned to each course is appropriate for the knowledge and competencies included in the course syllabus.

2. The proposal is examined by the Curriculum, Standards, Policies, and Compliance (CSPC) Committee to verify that the resources are sufficient to support the expected learning outcomes.

3. Upon approval of the CSPC Committee, the proposal is sent to the Academic Affairs Council for review and then sent to the Faculty of the Whole for the final approval.

4. Approved changes are sent to the Registrar’s Office for inclusion in the College catalog.

5. All courses offered at the College are periodically reviewed by the School’s faculty and Dean of each School/Department to ensure compliance with the credit hour definitions.

The Registrar of the College, in conjunction with the Office of Academic Affairs, establishes the official calendar for the academic year, verifying the requisite length. Prior to the publication of the course schedule for each semester, the credit hours are reviewed by the respective Deans of each School/Department and then adherence to required hours for all courses is verified by the Registrar.

**Grading**

**Grading Scale**

Grades are used as a quantitative measure to indicate a student’s academic progress. Monroe transcripts record letter grades. Each letter grade has a numerical value (on a 4-point scale), and a numerical average range (on a 100% scale). The Monroe College undergraduate grading scale is as follows:
The following grades are not computed in the Grade Point Average:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Satisfactory Completion</td>
</tr>
<tr>
<td>W</td>
<td>Official Withdrawal</td>
</tr>
<tr>
<td>UW</td>
<td>Unofficial Withdrawal</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
</tr>
<tr>
<td>PR</td>
<td>Proficiency Credit</td>
</tr>
<tr>
<td>PL</td>
<td>Prior Learning Credit</td>
</tr>
<tr>
<td>TR</td>
<td>Transfer Credit</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

NOTE: A grade of “incomplete” may be assigned in rare circumstances and requires prior approval. Completion must be accomplished before the add/drop period or the “I” will automatically be changed to an “F”.

Grade Reports

Students obtain grade reports after each semester through the Monroe College electronic student portal. These reports show both semester and cumulative grade point averages. Each student’s academic status related to satisfactory academic progress and program pursuit appears on the grade report.

Calculating the Grade Point Average (GPA)

Semester Grade Point Average:

Step 1 - Calculate Grade Points: For each course, multiply the numerical value of the grade earned by number of course credits

Step 2 - Calculate the Semester Grade Point Average: Total the semester grade points and divide by number of attempted credits
**Cumulative Grade Point Average:**

Step 1 - Calculate total Grade Points (add up the Grade Points for all semesters)

Step 2 - Divide the total Grade Points by the total number of attempted Monroe credits.

**Notes:**

- Grades for non-credit courses are not calculated in the GPA.
- A course with a grade of 'AW' is counted as a course attempted and calculated as an 'F' in computing the GPA.
- A grade of 'F' or 'AW' affects the GPA; however if the course is repeated, the new grade will replace the original grade in the GPA calculation. If a student has failed a course more than once and then passes the course, the passing grade replaces only one of the 'F' grades for GPA purposes.
- All grades for courses attempted will remain on the transcript.

**Grade Appeal Process**

The grade appeal process provides a student with an opportunity to question or dispute a final course grade. The student should first discuss the matter with the professor. If the matter is not resolved, the student may file a grade appeal with their school Dean.

**Graduation Requirements**

Formal commencement exercises are held each year for students who are eligible for graduation during the academic year. To qualify for graduation, candidates must have satisfactorily completed all stated requirements of the program for which they seek the degree and have achieved a minimum cumulative and major area grade point average of 2.0. A copy of the student’s high school diploma or equivalent must be on file in the Registrar’s Office prior to the student being eligible to receive the Monroe College diploma. Additionally, graduates must have satisfied all financial obligations to Monroe College before receiving their diploma.

**Readmission**

Readmission is initiated in the appropriate student services office. Eligibility is determined through an evaluation of the student’s prior academic performance and potential for success. Students seeking readmission should initiate the process early enough before the start of the semester in which they intend to resume studies to ensure that there is enough time to review and process the application.

**Residence Credit Requirements**

To earn a Monroe College undergraduate degree or certificate, a certain number of credits must be earned at Monroe College. Credits earned at the College are defined as residence credits.

- Candidates for certificates at Monroe College must have earned a minimum of 21
residence credits.
- Candidates for associate degrees and bachelor’s degrees must have earned a minimum of 30 residence credits.

The following types of advanced standing credit are NOT considered residence credits:

1. Transfer Credits
2. Credit by External Examination
3. Prior Learning Credits

**Transfer and Other Non-residence Credit**

Monroe College policy provides opportunities for students with various prior educational experiences to receive credit and earn advanced standing based on evaluation by the Office of the Registrar in collaboration with the appropriate School or academic department.

Advanced standing credits are **not** considered residence credits, are subject to limits dictated by the residence credit minimum policy described above, and do not carry forward actual letter grades or letter grade values and, therefore, do not count in the student’s cumulative grade point average (GPA). (In certain circumstances, with the approval of the Registrar, a grade earned at another institution may be substituted.)

**Transfer Credit**

In order to receive transfer credit, a transcript must be sent by the student’s prior institution(s) to the Office of the Registrar. Institutions must have accreditation from a regional or national accrediting body recognized by the U.S. Secretary of Education or the Commission on Higher Education Accreditation (CHEA), or must be listed in the American Council on Education's (ACE's) list of Accredited Institutions of Post-secondary Education (AIPE).

International students may be required to have their transcripts evaluated by an independent evaluation agency or an evaluation service that is a member of the National Association of Credentials Evaluations Services (NACES), to determine the level of the work completed, the subject matter, number of equivalent credits and grade.

The following guidelines are applied when awarding transfer credit:

- A grade of C or better is required for transfer credits.
- Some Schools or academic departments may require a higher grade based on specific programs.
- Students transferring from two-year institutions to a bachelor’s degree program may transfer a maximum of 66 credits, none of which may be used to satisfy upper level major area courses, unless approved by the School Dean.
- Based on evaluation by the Office of the Registrar in collaboration with the appropriate School Dean, students may also receive credit for courses taken as part of the public service academies training and for additional course work taken post-graduation.
- Monroe College accepts for transfer credit military experience and training based on the
American Council on Education’s recommendations and the student’s program of study.

- The College also evaluates other non-traditional training programs and may accept transfer credit based on recommendations made by the American Council on Education or the National College Credit Recommendation Service (NCCRS).

**Credit by External Examination**

Monroe College may grant credits earned through the College Level Examination Program (CLEP), Proficiency Examination Program (ACT-PEP), the Advanced Placement Examination (AP) offered by the College Entrance Examination Board (CEEB) taken in high school, Defense Activity for Non-traditional Standardized Examinations (DANTES), professional certification exams, and other examinations based on the student’s program of study.

**Prior Learning Credit**

Monroe College provides an opportunity for students to obtain credits for learning that occurs as a result of career or personal experiences. Prior learning credit will be awarded upon presentation of a formal portfolio by the student who demonstrates how their experience relates to their program of study. Credit may be awarded for either required or elective courses. Students are supported through this process. Contact **Dr. Janice Girardi, (646) 393-8566, jgirardi@monroecollege.edu**.

**Proficiency Examination Credit**

Students may request Proficiency Examinations from an appropriate academic administrator for courses for which they believe they have mastery of the content. Proficiency Examinations are not offered for non-credit courses or for a course where the student previously earned an F.

**Transcripts**

Monroe College has authorized the National Student Clearinghouse to provide official transcript ordering via the web. Transcripts are processed within 3 to 5 business days. A transcript fee applies. Transcripts are not released for any student who has outstanding financial obligations to Monroe College.

**Code of Academic and Scholarly Integrity**

Monroe College is an academic community. Its fundamental purpose is the pursuit of knowledge in preparation for a career and for life. Essential to the success of this educational mission is a commitment to the principles of academic integrity. Every member of the college community is responsible for upholding the highest standards of honesty at all times. Students, as members of the community, are also responsible for adhering to the principles and spirit of the following Code of Academic and Scholarly Integrity.
Activities that have the effect or intention of interfering with education, pursuit of knowledge, or fair evaluation of a student’s performance are prohibited. Examples of such activities include, but are not limited to, the following definitions:

A. **Cheating**: Using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work or preventing, or attempting to prevent, another from using authorized assistance, material, or study aids. Example: using a cheat sheet in a quiz or exam, altering a graded exam and resubmitting it for a better grade, using an electronic device to obtain assistance during an examination, etc.

B. **Plagiarism**: Using the ideas, data, or language of another without specific or proper acknowledgment. Example: copying another person’s paper, article, or computer work and submitting it for an assignment, cloning someone else’s ideas without attribution, failing to use quotation marks where appropriate, etc.

C. **Fabrication**: Submitting contrived or altered information in any academic exercise. Examples: making up data for an experiment; falsifying data; citing nonexistent articles; contriving sources; submitting falsified paperwork to document attendance; submitting falsified or forged timesheets for internships or work study positions; etc.

D. **Multiple Submissions**: Submitting, without prior permission, any work submitted to fulfill another academic requirement at Monroe or any other institution.

E. **Misrepresentation of academic records**: Misrepresenting or tampering with or attempting to tamper with any portion of a student’s transcript or academic record, either before or after coming to Monroe College. Example: forging a change of grade slip, tampering with computer records, falsifying academic information on one’s resume, etc.

F. **Facilitating academic dishonesty**: Knowingly helping or attempting to help another violate any provision of the Code. Example: working together on a take-home exam without prior permission from the instructor, etc.

G. **Unfair advantage**: Attempting to gain unauthorized advantage over fellow students in an academic exercise. Example: gaining or providing unauthorized access to examination materials, obstructing or interfering with another student’s efforts in an academic exercise, lying about a need for an extension for an exam or paper, continuing to write even when time is up during an exam, destroying or keeping library materials for one’s own use, etc.

**Penalties**: Students who violate the Code of Academic and Scholarly Integrity may be subject to a grade of “F” for the work submitted, an “F” in the course, written reprimands in the student’s academic file, probation, suspension, or dismissal from the College.

Students are expected to be fully aware of the College’s requirements and expectations regarding academic honesty and scholarly integrity. If a student is unsure whether his action(s)
constitute a violation of the Code of Academic and Scholarly Integrity, then it is that student’s responsibility to consult with the instructor to clarify any ambiguities.

Copyright Policy

_Inclusion of the following policy is a requirement of the federal government._

Disclaimer

The information presented here is only general information. Legal advice must be provided in the course of an attorney-client relationship specifically with reference to all the facts of the particular situation under consideration. Such is not the case here, and accordingly, the information presented here must not be relied on as a substitute for obtaining legal advice from a licensed attorney.

It is the policy of Monroe College that all faculty, students, staff and other members of the Monroe College community must comply with U.S. Copyright Law, in particular the Copyright Act of 1976, 17 U.S.C. Section 1, et seq., as amended.

Instructors and students of Monroe College can make regular use of copyrighted materials with permission from the copyright holder or without permission from the copyright holders if such use constitutes fair use. If permission is not obtained in instances that fall outside of fair use, the user of the material and the institution may be exposed to a claim of copyright infringement.

An Introduction to Copyright

_What is Copyright?_

Copyright is a form of protection grounded in the U.S. Constitution and granted by law for original works of authorship fixed in a tangible medium of expression. Copyright covers both published and unpublished works.

_What is Protected by Copyright?_

Copyright protects original works of authorship that are fixed in a tangible form of expression. The fixation need not be directly perceptible so long as it may be communicated with the aid of a machine or device. Copyrightable works include the following categories:

- literary works
- musical works, including any accompanying words
- dramatic works, including any accompanying music
- pantomimes and choreographic works
- pictorial, graphic, and sculptural works
- motion pictures and other audiovisual works, sound recordings; and
- architectural works
These categories should be viewed broadly. For example, computer programs and most “compilations” may be registered as “literary works”; maps and architectural plans may be registered as “pictorial, graphic, and sculptural works.” (U.S. Copyright Office, 2008, p. 3).

Copyright provides copyright owners fairly substantial control over their work. The Copyright owner has the exclusive right to:

- Copy and reproduce of the work, including the exclusive right to make digital copies
- Sell or otherwise distribute copies of the work
- Prepare new works based on the protected work
- Perform the protected work (such as a stage play or a song) in public
- Display the work (such as a painting) in public (U.S. Copyright Office, 2008, p. 1)

Note that a work may be copyright protected even if the work does not contain a copyright notice (e.g. © Monroe College). Solely because a work does not contain a copyright notice, does not mean that such work is not protected under copyright law. Under the Berne Convention (which the United States signed in 1989), copyright protection extends to a work of authorship automatically upon creation, and a copyright notice, is, thus, not required to obtain such protection.

**How long does Copyright Protection Last?**

Under the Copyright Law of the United States, the creator of an original work of authorship is automatically granted a copyright to such work for a specified period of time. The standard length of a U.S. copyright is the life of the author plus 70 years. For an anonymous work, a pseudonymous work, or a work made for hire, the copyright endures for a term of 95 years from the year of its first publication or a term of 120 years from the year of its creation, whichever expires first. Different rules apply for works created before 1978, and for some foreign works.

Thus, solely because a work is very old does not mean that the rights of the copyright owner of such work have lapsed. It is also important to note that rights of a copyright owner survive an author’s death; such rights being passed down to estates, heirs, and beneficiaries.

**What is Not Protected by Copyright?**

According to the United States Copyright Office (2008, p. 2), several categories of material are generally not eligible for federal copyright protection. These include among others:

- Works that have not been fixed in a tangible form of expression (for example, choreographic works that have not been fixed in a tangible medium of expression from which the work can be performed, or improvisational speeches or performances that have not been written or recorded)
- Titles, names, short phrases, and slogans; familiar symbols or designs; mere variations of typographic ornamentation, lettering, or coloring; mere listings of ingredients or contents
- Ideas, procedures, methods, systems, processes, concepts, principles, discoveries, or devices, as distinguished from a description, explanation, or illustration
- works consisting entirely of information that is common property and containing no
original authorship (for example: standard calendars, height and weight charts, tape measures and rulers, and lists or tables taken from public documents or other common sources)

- Works in the public domain

**What is the Public Domain?**

Notwithstanding the lengthy term of copyright protection as described above, copyright protection eventually does expire on a work of authorship at which point such work enters into the public domain. When a work enters the public domain it is available to be used by the public without the requirement that a user obtain permission from the copyright owner because such works in the public domain are no longer eligible from private ownership.

**Permitted Uses of Copyrighted Materials**

Faculty, students and staff of Monroe College may use copyrighted materials provided such activities (1) are allowed by obtaining permission from the copyright owner (this typically involves securing a license from the copyright owner), or (2) are permissive under the fair use doctrine.

**Licensing: Open-source Materials**

Certain copyrighted materials are becoming available for public use without the requirement to obtain permission from the copyright holder through the use of Open-Source and Open-Access licenses. Open-Source typically refers to access to software and source code and Open-Access refers scholarly journal materials. Open-Source and Open-Access materials are not in the public domain and use of such materials is typically governed by standard “creative commons” licenses that are extended to all members of the public wishing to use such materials. The Open-Source or Open-Access licenses set forth specific limitations of such use (i.e., commercial uses may prohibited, etc.). However, Open-Source or Open-Access materials are typically clearly labeled as such so it will be apparent to the user when encountering such materials.

**An Introduction to Fair Use**

**What is Fair Use?**

Fair use is the most significant limitation on the copyright holder's exclusive rights (United States Copyright Office, 2010, para. 1). There are no set guidelines that are universally accepted. An important facet of Fair Use analysis is that use for an educational purpose, alone, does not necessarily render such use Fair Use under Copyright Law. To determine if a use is Fair Use, a user must balance four factors “in light of the purposes of copyright” to determine whether such use best serves the goal of promoting “the Purpose of Science and Useful Arts” than protecting such use. The four factors are:

1. The purpose and character of the use:
   - Is the use of the copyrighted work for nonprofit or educational purposes? The use of
copyrighted works for nonprofit or educational purposes is more likely to be considered fair use (NOLO, 2013, para. 6).

- Is the new work merely a copy of the original? If it is simply a copy, it is not as likely to be considered fair use.

Does the new work offer something above and beyond the original? Does it transform the original work in some way? If the work is altered significantly, transformative, used for another purpose, or appeals to a different audience, it more likely to be considered fair use (NOLO, 2013, para. 6).

(2) The nature of the copyrighted work:

- Is the copyrighted work a published or unpublished work? Unpublished works are less likely to be considered fair use.
- Is the copyrighted work out of print? If it is, it is more likely to be considered fair use.
- Is the work factual or fiction? The more a work tends toward artistic expression and fiction, the less likely it will be considered fair use (NOLO, 2013, para. 9).
- Note that if use is transformative under factor (1), then factor (2) is less important to the analysis.

(3) The amount and substantiality of the portion used:

- The more you use, the less likely it will be considered fair use. Minimal copying does not usually trigger infringement liability.
- Does the amount you use exceed a reasonable expectation? If it approaches 50 percent of the entire work, it is not likely to be considered a fair use of the copyrighted work.
- Is the particular portion used likely to adversely affect the author’s economic gain? If you use the “heart,” or “essence” of a work, it is less likely your use will be considered fair (NOLO, 2013, para. 13).

(4) The effect of use of the potential market for the copyrighted work:

- The more the new work differs from the original, the less likely it will be considered an infringement.
- Does the work appeal to the same audience as the original? If the answer is yes, it will likely be considered an infringement.
- Does the new work contain anything original? If it does, it is more likely the use of the copyrighted material will be seen as fair use (NOLO, 2013, para. 11).
- Does the new work usurp the market of the original work?
- Note that if use is transformative under factor (1), then factor (4) is less important to the analysis.

Monroe College recommends that its faculty and instructors consider the four factors that are used to evaluate fair use when they are deciding what and how much of a copyrighted work to use.

*In General, What Counts as Fair Use?*
General examples of limited portions of published materials that might be used in the classroom under fair use for a limited period of time, include:

- Displaying works such as charts, graphs, and diagrams from a book, periodical, or newspaper
- Displaying quotes or small portions of a chapter of a non-fiction book or other work.
- Displaying drawings, cartoons or pictures from a non-fiction book or other work.
- Displaying a work that is transformative enough to outweigh commercial use.

**What Should Be Avoided?**

- Using films, music, or any other type of performances without obtaining permission
- Reproducing copyrighted materials for distribution to a class without obtaining permission

**Copyright and Electronic Publishing**

- The same copyright protections exist for the author of a work regardless of whether the work is in print, in a library research database, a blog, an online discussion board or comment space, or any social media formats.
- If you make a copy from an online source for your personal use, it is more likely to be seen as fair use. However, if you make a copy and put it online, it is less likely to be considered fair use.
- Note that the Internet IS NOT the public domain. There are both copyrighted and uncopyrighted materials online. Always assume a work online is copyrighted.

**Tips for Using Online Information**

Always credit the source of your information. If you do not see an individual named as the author, do not forget that the author may in fact be the organization responsible for the Web site. Credit the organization.

Find out if the author of a work (e.g., text, video, audio, graphic, etc.) provides information on how to use his or her work. If the author provides explicit guidelines, follow them.

Whenever feasible, ask the copyright holder for permission. If no copyright holder is specifically named, do not assume that the material is in the public domain. Assume that the copyright holder is the author, whether it is an individual or an organization. Keep a copy of your request for permission and the permission received.

**Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws**

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages
affixed at not less than $750 and not more than $30,000 per work infringed. For “willful” infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov.

References


ADMISSIONS

Monroe College admits qualified students into undergraduate certificate, associate, and bachelor’s degree programs.

General Undergraduate Admissions

All applicants seeking first-time matriculation at Monroe College are required to fulfill the general admissions requirements below:

1. Candidates must possess either a high school graduation credential or high school equivalency diploma, or a recognized college degree as listed in the transfer admissions policy.
2. Candidates must submit a completed application for admission and personal statement.
3. Candidates must participate in a pre-admission interview.

International Applicants

Monroe College is authorized by the U.S. Government to enroll non-immigrant alien F-1 students and J-1 exchange visitors in the student–college/university category. International applicants must obtain the appropriate eligibility form from Monroe College prior to applying for a visa or change of status:

- Form I-20 AB: Certificate of Eligibility for Nonimmigrant (F-1) Student Status
- Form DS-2019: Certificate of Eligibility for Exchange Visitor (J-1) Status

Monroe College will not issue the certificate until a candidate has met all admissions requirements, including (a) the necessary English language proficiency, (b) been accepted for admission, and (c) presented proof of ability to finance living and educational expenses while studying in the United States.

English Proficiency for International Applicants

Monroe College decides the eligibility of non-native English language speaking applicants to pursue undergraduate studies by determining their English language proficiency in one of the following ways:

- Results of an English language exam sanctioned by Monroe College such as TOEFL, IELTS, or iTEP
- Completion of English language studies at an approved language school or center
- Successful completion of the Monroe College English language assessment
School of Nursing Applicants

Admissions Requirements for the Practical Nursing Certificate Program

In addition to the general admissions requirements, the School of Nursing includes the following when interviewing and considering candidates for the Practical Nursing Certificate Program:

- GPA and overall academic performance
- Results on the Test of Essential Academic Skills (TEAS)
- Acceptable prior academic experience in the areas of algebra, biology, and chemistry
- Placement results in math and English, if required
- Letters of recommendation, if required
- Personal statement

Admissions Requirements for the Registered Nursing Associate Degree Program

In addition to the general admissions requirements, the School of Nursing includes the following when interviewing and considering candidates for the Registered Nursing Associate Degree Program:

- GPA and overall academic performance
- Transcript from the Monroe College Practical Nursing Certificate program and demonstrated competency on standardized comprehensive exam OR
  - Transcript from an approved School of Practical Nursing,
  - An LPN license to practice in New York State and
  - Results on required exams which may include the Test of Essential Academic Skills (TEAS) and the LPN Step Exam
- Acceptable academic experience in algebra, biology, chemistry, anatomy and physiology I and II, microbiology, expository writing, and introduction to psychology.
- Prior performance or placement results as required
- Personal statement

Admissions Requirements for the Bachelor’s Degree in Nursing Program

The School of Nursing considers the following for progression into the Bachelor program:

- GPA and overall academic performance
- Personal statement
- Recommendations
- Transcript from Monroe College Registered Nurse AAS Program and
  - Demonstrated competency on standardized comprehensive exam or
  - A transcript from an approved School of Registered Nursing and an RN license to practice in New York State
Transfer Applicants

In addition to the general admissions requirements, transfer applicants seeking admission to certificate, associate, or bachelor's programs are required to submit transcripts from the post-secondary institution(s) previously attended. As a guideline, transfer applicants seeking direct admission to a bachelor’s program should possess a major-area cumulative grade point average of 2.50. With appropriate approval, applicants not meeting this criterion may be accepted.

Career Pathways

The Monroe College Career Pathways program is designed to provide adults who have not obtained a high school diploma an opportunity to earn a New York State High School Equivalency diploma while pursuing an associate degree.

Students earn 24 credits for the High School Equivalency diploma and an additional 36 semester credits to earn the associate degree. Candidates must attend a Career Pathways Information Session to learn about the program, admission process, and eligible majors.

Requirements:

- Candidates must be at least 21 years of age. At the discretion of the Vice President for Academic Affairs, the age requirement of 21 may be waived.
- Candidates must submit a completed application for admission and personal statement.
- Candidates must participate in a pre-admission interview.
- In lieu of a high school diploma, candidates must sit for the approved examination and earn at least the required minimum score.

Contact Information:

Lamar Haynes, Adult Admissions, (646) 393-8265, lhaynes@monroecollege.edu
Or call the Admissions Office: (800) 556-6676
CAREER SERVICES

Central to the Monroe College mission is the provision of career development and higher education services. As such, career development and professional preparation are heavily emphasized throughout the Monroe academic and extracurricular experience. The Office of Career Services provides tools, techniques, programs and services to help students advance in their course or enter the job market. Students are advised to visit the Office of Career Services as soon as they arrive on campus for help with managing their career development throughout their studies. Career development resources and job search services are available to Monroe students for life.
Student Services

A hallmark of the Monroe educational experience is the level of personal and academic support provided to students. Each student is assigned a student services advisor within the appropriate office who connects them to the campus community, ensures the student is progressing in their studies, assists them with enrollment and other key procedures, and facilitates communication between the student and other offices of the College.

Personalized services are provided to various populations such as:

- First year students
- International students
- Readmitted students
- Veterans
- Students with disabilities
- Fully online (Monroe Online) students

Students with Disabilities

Monroe College is accessible to students with disabilities and admits those students whose credentials demonstrate they have the motivation and capabilities to successfully pursue their academic goals at the college. All students with disabilities have access to a coordinator of services for students with disabilities on each campus:

**Bronx Campus:** Elizabeth Maybruch; emaybruch@monroecollege.edu

**New Rochelle Campus:** Saadia Del-Llano; sdelllano@monroecollege.edu

Student Code of Conduct

The Student Code of Conduct sets forth certain standards required of all students and outlines the disciplinary process created to preserve a safe, secure learning environment. Inappropriate behaviors that are contrary to the College’s mission will not be tolerated.

This Student Code of Conduct contains policies that establishes standards of behavior for students at Monroe College relating to:

- Academic honesty
- Alcohol and drugs
- Endangering the safety of others
- Discriminatory and other harassment
- Disruptive conduct
- Failure to comply
- False Information
• Fire Safety
• Guests
• Misuse of Materials, Services or Property
• Residence Hall Regulations
• Sexual Misconduct
• Student Clubs and Organizations
• Theft
• Weapons, Dangerous Instruments, and Explosive Chemicals or Devices

This Code of Conduct also outlines:

• Disciplinary Process
• Student Sanctions

1. **Academic Honesty**

   All students must be honest and forthright in their academic studies. To falsify the results of one’s research, to steal the words or ideas of another, to cheat on an assignment, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. The College’s policies on academic honesty are described in the Code of Academic and Scholarly Integrity, and are administered by the Academic Affairs offices on each campus under the oversight of the Vice President for Academic Affairs.

2. **Alcohol and Drugs**

   **Alcohol:** Monroe College’s campuses are dry, which means that alcohol possession and/or consumption is prohibited at all times on College property, including within and around all buildings and facilities. All students must comply with applicable laws and these alcohol regulations.

   Important note regarding alcohol/drug use: The College will not punish any student who is the victim or witness of sexual misconduct at or near the time while he/she is under the influence of alcohol/drugs. Please see the Alcohol/Drug Amnesty policy in the College’s Sexual Misconduct Policy, [https://www.monroecollege.edu/Title-IX-and-Sexual-Misconduct/](https://www.monroecollege.edu/Title-IX-and-Sexual-Misconduct/), for more information.

   **Prohibited Activities:** The College prohibits alcohol intoxication (regardless of age), as well as the unauthorized possession, use, consumption, manufacture, sale or distribution of alcohol, and driving while impaired due to alcohol consumption while residing in the dormitory. Specifically, this offense includes, but is not limited to:

   a) The possession, use, consumption, manufacture, sale, or distribution of alcohol by anyone under the legal age to do so;
b) **Alcohol in Residence Halls:** No resident may possess or consume alcohol anywhere on campus including a student’s room. Possession of an open container or consumption of alcoholic beverages in any area on the campus is strictly prohibited.

c) **Use of Alcohol Off-Campus:** The College accepts no responsibility for the possession, use, consumption, manufacture, sale or distribution of alcoholic beverages by students off-campus, including at events or functions sponsored by others. A student hosting or attending an off-campus function should be aware of the applicable laws regarding alcohol and should be aware that the College may also pursue student conduct charges for such behavior.

**Drugs:** The illegal possession, use, consumption, manufacture, sale or distribution of drugs and drug paraphernalia is prohibited. Any violations of this drug policy may be subject to sanctions by the College and may be reported to all appropriate law enforcement authorities. All College buildings, including residence halls, are designated as smoke-free for all substances.

Important note regarding drug/alcohol use: The College will not punish any student who is the victim or witness of sexual misconduct at or near the time while he/she is under the influence of drugs/alcohol. Please see the Alcohol/Drug Amnesty policy in the College’s Sexual Misconduct Policy, [https://www.monroecollege.edu/Title-IX-and-Sexual-Misconduct/](https://www.monroecollege.edu/Title-IX-and-Sexual-Misconduct/), for more information.

**Definitions:** The term "drugs" broadly includes, but is not limited to, any stimulant, intoxicant (other than alcohol as it is covered above), nervous system depressant, hallucinogen, or other chemical substance, compound or combination, including any otherwise lawfully available product, which has not specifically been prescribed for that student at the dose consumed according with the current prescription, or used for any purpose other than its intended use.

The term “drug paraphernalia” broadly includes any material, product, instrument, or item used to create, manufacture, distribute, use or otherwise manipulate any drug and includes, but is not limited to, bongs or marijuana pipes, grinders, vaporizers, hypodermic needles, and syringes.

**Prohibited Activities:** Specific violations of this standard include, but are not limited to:

a) The possession, use, consumption, manufacture, sale, or distribution of any illegal drug or drug paraphernalia, prescription, or prescription drug not prescribed to the student;

b) The transfer, delivery, or manufacture or intent to transfer, deliver, or manufacture any drug or drug paraphernalia;
c) The possession of a prescription or prescription drug not issued to the student;
d) The misuse, sale, delivery or transfer of a prescription or prescription drug;
e) Driving while impaired by any drug, whether it be legal or illegal, while residing in the dormitory; or
f) A violation of any applicable local, state, or federal law relating to drugs or drug paraphernalia.

3. **Endangering the Safety of Others**
   A student shall not endanger the lives or safety of oneself or others.

   **Prohibited Activities:** Specific violations of this standard include, but are not limited to:
   a) Creating an unsafe condition or environment that could cause harm to the student or others;
   b) Acting in a manner that endangers or reasonably could endanger the health, safety, or welfare of the student or anyone else; or
   c) Instigating, participating or otherwise encouraging others to engage in a fight, riot, or other disruption.

4. **Discriminatory Behaviors and Other Harassment**
   Any verbal, written or physical conduct toward another that unreasonably creates an intimidating, hostile or offensive learning, living, or working environment or unreasonably interferes with an individual’s academic or work performance is prohibited.

5. **Disruptive Conduct**
   A student shall not impair, interfere with or obstruct the orderly conduct, process or function of the College or any of its students, faculty members, College officials, guests, or the surrounding community.

   Specific violations of this standard include, but are not limited to:
   a) Committing or threatening to commit any act of physical violence against self or another. This includes, but is not limited to, hitting, kicking, scratching, punching, shaking, slapping, burning, or restraining;
   b) Threatening the health, safety, or welfare of another;
   c) Interfering with the freedom of movement of another;
   d) Invading the privacy of another;
e) Interfering with the right of another to enter, use, or leave any College building, facility, property, service, resource, or activity;

f) Interfering with a faculty member or College staff member in the performance of their duty;

g) Interfering with the freedoms of speech, religion, or association of another;

h) Making, exhibiting, or producing any inappropriate, loud, or disruptive noise or behavior or cursing in public places on the campus;

i) Acting recklessly or in a manner that causes a disruption to the orderly function or operation of the College;

j) Exhibiting public nudity or lewd behavior; or

k) Interacting with cell phones or other electronic devices without an academic purpose and causing disruption to the classroom.

6. Failure to Comply

It is a violation to ignore, disobey, disregard, or otherwise violate any provision of this Code of Conduct; rules or processes of student conduct hearings or proceedings; reasonable directives or orders from College administrators, campus Public Safety or law enforcement; or any other applicable rule of the College.

7. False Information

Making a false or misleading oral or written statement to any College official, staff member, or faculty member (including, but not limited to, with respect to an application for admission, financial aid, residency classification or participation in any special programs sponsored by the College) when the student knew or should have known the statement was false is prohibited.

8. Fire Safety

A student shall not engage in any behavior that creates a fire hazard nor shall a student inhibit or impede another person who is responding to a fire hazard.

Prohibited Activities: Specific violations of this standard include, but are not limited to:

a) Setting or causing a fire;

b) Tampering with, misusing or damaging fire or safety equipment, such as fire alarms, heat sensors, smoke detectors, fire extinguishers, or hoses;

c) Blocking or otherwise preventing the use of a fire exit, including hallways, windows, doors, and stairwells;
d) Failing to immediately exit any College facility or building when a fire alarm has been activated, or hindering or impairing the orderly evacuation of any College building or facility; or

e) Disobeying the command of any college official or faculty member in connection with a fire, alarm or other safety or security measure.

9. **Guests on Campus**

Students are responsible for the behavior of their guests and must ensure that guests comply with College regulations, including the standards in this Code of Conduct. Guests are not allowed in residential dormitories overnight without special permission from the Office of Residence Life. Guests visiting dormitories must comply with specific days and times established by the Office of Residence Life.

10. **Misuse of Materials, Services or Property**

A student shall not misuse any material, service, or property belonging to the College or another party.

*Prohibited Activities:* Specific violations of this standard include, but are not limited to:

a) Destroying, damaging, or misusing any property belonging to another;

b) Destroying, damaging, misusing, reproducing, altering or defacing any student identification card, College-provided key or access card, residence hall key or access card, laboratory equipment, emergency phone, athletic equipment, or any material issued or owned by the College;

c) Destroying, damaging, or defacing any College building, facility or property; or

d) Impairing or otherwise hindering another’s use of a College material, service, or property.

11. **Residence Hall Regulations**

All students shall comply with all provisions of this Student Code of Conduct, and any additional rules and responsibilities related to students living on campus are set forth in the signed Housing Agreement administered by the Office of Residence Life.

12. **Sexual Misconduct (see separate Sexual Misconduct Policy)**

Sexual misconduct includes sexual assault, sexual harassment, domestic violence, dating violence, stalking, and sex discrimination. All incidents of sexual misconduct will be resolved through the College’s Sexual Misconduct Policy, which can be found online at [https://www.monroecollege.edu/Title-IX-and-Sexual-Misconduct/](https://www.monroecollege.edu/Title-IX-and-Sexual-Misconduct/).

13. **Student Clubs and Organizations**
Student clubs and organizations must adhere to the same standards of conduct applicable to individual students.

14. **Theft**

Students may not take or possess the property of the College, its guests, or any member of the College community without right or permission.

15. **Weapons, Dangerous Instruments, and Explosive Chemicals or Devices**

The possession, use or threat of use of any object that may reasonably be believed to cause physical injury to another person is prohibited.

*Prohibited Activities:* Specific violations of this policy include, but are not limited to, the possession, use or threat of use of any of the following items:

a) Any deadly weapon, defined as any instrument, item, or material readily capable of causing death or serious physical injury;

b) Any firearm (including any weapon or instrument from which a shot, projectile, or other object may be discharged by force, whether operable or inoperable, loaded or unloaded) or ammunition;

c) Any BB gun, pellet gun, air rifle, paint gun or toy gun which, based on color, design or appearance, would be considered by a reasonable person to be an actual firearm;

d) Any knife (other than an ordinary pocketknife carried in a closed position, with a blade of three inches or less or cutlery of a reasonable size, when used in a kitchen or other food preparation area); or

e) Any explosive chemical or device including a substance or a combination of substances possessed or prepared for the purpose of producing a visible or audible effect by combustion, explosion, deflagration or detonation, including fireworks and illegal or potentially dangerous chemicals.

Note: Possession of a license to possess or use any of the above items shall not constitute a defense of any violation of this section.
Disciplinary Procedures and Appeals Process

Upon learning of a potential violation of the Student Code of Conduct, the campus Disciplinary Committee (which is comprised of various campus officials) will investigate. The specific aspects of an investigation may vary as appropriate with the alleged violation, but may include interviewing the student in question, interviewing other students or individuals who may have witnessed the incident or have other relevant knowledge, and gathering relevant evidence such as photographs, security camera video footage, social media and text messages, and other information.

Students accused of misconduct will be interviewed. They will be given the opportunity to deny and/or defend their alleged actions. Depending on the nature of the conduct alleged, temporary sanctions may be imposed, as appropriate, during the investigation.

After investigating the allegation, the Disciplinary Committee will render a decision as to whether the alleged violation was likely committed by the student in question.

Upon receiving the Disciplinary Committee’s decision, the student will receive written notice describing the conduct alleged. It will articulate the Code of Conduct provision that such conduct violates, the determination of the student’s responsibility, and any sanctions imposed.

All students have the right to appeal the decision of the Disciplinary Committee. Students who wish to appeal must submit a written appeal request to the Chair of the Appeals Panel (i.e., the campus Senior Vice President) within 10 days of receiving the decision. The written appeal request should state the basis for the appeal, whether the student objects to the entire finding of responsibility or only to the sanction imposed, and new arguments or information that supports the student’s position.

Upon receiving the appeal request, the Appeals Panel will review all information relevant to the case, including information gathered during the Disciplinary Committee’s investigation and any information or arguments submitted by the appealing student. If appropriate, the Appeals Panel may convene a hearing at which the student may plead his/her case, if desired.

After its review (and the hearing, if applicable), the Appeals Panel will render a decision to uphold, overturn, or modify the decision of the Disciplinary Committee. The decision of the Appeals Panel is final and not subject to further appeal. The student will receive written notice of the final decision.

Note: The disciplinary process for sexual misconduct violations has certain features that are relevant only to the Sexual Misconduct Policy. Unless stated otherwise, those features do not apply to the Disciplinary Process described above.

College administration reserves the right to determine appropriate sanctions to be imposed upon a student for any violation of the Student Code of Conduct. The sanctions explained in the
following section may be cumulative, and no sanction needs to be exhausted before any other sanction may be imposed. Sanctions may be determined based on a past disciplinary record, the severity of behavior, the impact upon the community, any combination of these considerations, or other relevant factors. Sanctions may be tailored to specific situations.

Student Sanctions

The following list of possible consequences/sanctions is not exhaustive, and these consequences/sanctions may be imposed singularly or in any combination. Different and/or additional consequences or sanctions may be imposed by the Discipline and Appeals Panels as their members deem appropriate.

- **No Consequences/Sanctions:** In the case where the Disciplinary Panel (and/or the Appeal Panel, in the event an appeal is sought) determines that a student is “not responsible”, the student conduct charges against the student will be dismissed and the student’s name will be cleared.

- **Verbal Warning:** The Disciplinary Panel discusses the incident with the student, but no written notification issued.

- **Written Warning:** The student receives a written notice stating that his/her conduct is in violation of College regulations and that the continuation of said conduct during a stated period of time may be cause for more serious disciplinary action, such as community service, probation, or suspension.

- **Counseling and/or Training:** The student is required to undergo appropriate counseling and/or training in order to remain a member of the College community.

- **Restitution:** The student must make financial reimbursement for damages to (or loss of) property.

- **Community Service:** The student is required to volunteer a stated number of community service, set in writing and commensurate with the conduct violation.

- **‘No Contact’ Order:** The student receives an order from the College requiring the student to stay away from another individual for a stated period of time. The impacted students’ academic schedules may also be amended.

- **Disciplinary Probation:** The student is placed on probation for a stated period of time, set in writing. Failure to demonstrate appropriate conduct during that period may subject the student to further consequences/sanctions, such as community service and/or suspension.

- **Residence Hall Suspension:** For a stated period of time, set in writing and not to exceed one academic year, the student is excluded from living in and/or visiting the campus residence halls. Upon the expiration of the suspension period, the student may be subject to an approbation period, during which the student is expected to demonstrate appropriate conduct as a member of the College community. During
residence hall suspension, a student may or may not also be concurrently suspended from classes and/or campus activities.

- **Residence Hall Expulsion:** The student permanently loses privileges to live and/or visit the campus residence halls.

- **Disciplinary Dismissal with Pending Appeal:** The student is excluded from classes and/or campus activities for a stated period of time, set in writing and not to exceed one academic year. Students have the right to appeal the Dismissal with the Appeals Panel. Upon the expiration of the dismissal period, the student may be subject to a probation period during which the student is expected to demonstrate appropriate conduct as a member of the College community. When the student’s punished conduct involves certain types of violence, this sanction automatically results in a Transcript Notation sanction.

- **Disciplinary Dismissal from the College (Expulsion):** The student permanently is expelled from the College, based on the decision from the Appeals Panel, terminating all rights and privileges as a student of the College. When the student’s punished conduct involves certain types of violence, this sanction automatically results in a Transcript Notation sanction.

- **Transcript Notation:** Where a student is found ‘responsible’ for a violation involving certain types of violence, including sexual violence such as rape or sexual assault, and is then subjected to either suspension or expulsion from the College, the student’s transcript will automatically receive a notation stating “Suspected after a finding of responsibility for a Code of Conduct violation” or “Expelled after a finding of responsibility for a Code of Conduct violation,” as appropriate. Where a student withdraws from the College while such charges are pending, the student’s transcript will receive a notation stating “Withdrawn with conduct charges pending.” Transcript notations regarding expulsion are permanent.

- Students may be subject to other consequences and/or sanctions, as deemed appropriate by the Student Disciplinary Committee and/or Appeal Hearing panel.

**Problem Resolution Procedure**

As Monroe College prides itself on the respectful atmosphere it provides for its students, all students at Monroe should expect to be treated with respect, courtesy, and fairness. However, there are times that matters will arise about which reasonable people may disagree. If such a disagreement occurs, students may avail themselves of the procedure detailed below. Students should raise their concerns within ten calendar days of the event.

**Problem Resolution for Classroom and Academic Matters**

Students with academic or classroom-related concerns should first address them with the faculty member involved. If the matter is not resolved or the student prefers not to address the faculty member, the student should discuss the matter with the department director or
School Dean. If the matter is not successfully resolved, the student may request that it be addressed by the Vice President of Academic Affairs.

**Problem Resolution for Non-Academic Matters**
Students with concerns that are not academically related should first address them with the appropriate Student Services Office. That office will act as a mediator with other departments in the College. Should the matter remain unresolved, the student may present the matter in writing to the Vice President for Student Affairs.

**Student Grievance Policy and Procedures**
This policy ensures that student grievances are resolved in an orderly and timely manner. A grievance is a formal difference or dispute between a student and a Monroe employee or department regarding a non-academic issue that is perceived as negatively affecting the student. Issues may include the provision of services or the interpretation and/or application of policies and procedures by members of the College’s faculty or staff. A grievance differs from an appeal of an academic decision as it deals with service issues and not academic coursework or grades.

Typically, a grievance may be based on one of the following claims:

- Failure to provide services
- Arbitrary and/or capricious actions by a College employee or administrative office
- A policy or procedure applied unfairly and/or in a different manner than it was applied to others
- An administrative error in the application of the policy or procedure

The student is strongly encouraged to first seek informal resolution of a grievance by bringing it to the attention of the relevant supervising administrator or office.

If a student is not satisfied with the attempt at informal resolution, they may make a formal, written grievance to Jacqueline Ruegger, Director of Public Affairs at: jruegger@monroecollege.edu.

Ms. Ruegger will review the grievance and provide a written response within 15 business days, indicating how the matter was resolved and what steps, if any, the student should take next. Students will be informed if extenuating circumstances require additional time to resolve the complaint. If the student is dissatisfied with the formal grievance decision, the student may appeal in writing to the appropriate Senior Vice President, whose decision is final.
Title IX and Sexual Misconduct at Monroe College

Monroe College is committed to providing students and employees with a safe environment in which to learn, live, and work – one that cultivates equality and mutual respect, and is free from any form of sexual discrimination, violence, harassment, or misconduct.

The College embraces its Title IX and Sexual Misconduct responsibilities. Title IX Coordinators on the Bronx and New Rochelle campuses are available to all members of the college community:

**Bronx Campus:**
Alvelena (Abby) Mills  
Telephone: (646) 393-8204  
Email: amills@monroecollege.edu

**New Rochelle Campus:**
Paula Green  
Telephone: (914) 740-6612  
Email: pgreen@monroecollege.edu

Title IX Coordinators serve as resources for any Title IX-related questions or concerns. Such matters include, but are not limited to: dating violence, domestic violence, rape, sexual assault, sexual harassment, and stalking.

To report an incident to the College, please call one of our Title IX Coordinators above. If you prefer, you may submit a report, which may be completed anonymously. The form can be found online at [https://www.monroecollege.edu/Incident-Reporting-Form/](https://www.monroecollege.edu/Incident-Reporting-Form/)

**Title IX**

Title IX of the Education Amendments of 1972 is a comprehensive federal law that protects people from discrimination based on sex in education programs or activities which receive Federal financial assistance. The law prohibits discrimination on the basis of sex in any federally funded education program or activity. Title IX applies to traditional educational institutions such as colleges, universities, including SUNY campuses. Under Title IX of the Educational Amendments Act of 1972, colleges and universities are required to develop procedures to respond to claims of sexual harassment.

Title IX states: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” For more information regarding Monroe College’s full Title IX Policy, please view the code of Conduct and Sexual Misconduct Policy. The link is:

[https://www.monroecollege.edu/Title-IX-and-Sexual-Misconduct/](https://www.monroecollege.edu/Title-IX-and-Sexual-Misconduct/)
Enough is Enough

New York State has the most aggressive policy in the nation to fight against sexual assault on college campuses. By standing up and saying “Enough is Enough,” we made a clear and bold statement that sexual violence is a crime, and students can be assured they have a right to have it investigated and prosecuted as one.

The new “Enough is Enough” legislation requires all colleges to adopt a set of comprehensive procedures and guidelines, including a uniform definition of affirmative consent, a statewide amnesty policy, and expanded access to law enforcement. With this law, we will better protect all of New York’s college students from rape and sexual assault. The New York State Enough is Enough website can be found here:

https://www.ny.gov/programs/enough-enough-combating-sexual-assault-college-campus

Sexual Offense Policies and Procedures

1. Title IX Definitions

• **Accused** is defined as a person accused of a violation who has not yet entered Monroe College’s judicial process.

• **Affirmative Consent** is defined as a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant’s sex, sexual orientation, gender identity, or gender expression

  • Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act.
  • Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.
  • Consent may initially be given but withdrawn at any time.
  • Consent cannot be given when a person is incapacitated, which occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by the lack of consciousness or being asleep, being involuntarily restrained, or if an individual otherwise cannot consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent.
  • Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.
  • When consent is withdrawn or can no longer be given, sexual activity must stop.
• **Bystander** is defined as a person who observes a crime, impending crime, conflict, potentially violent or violent behavior, or conduct that is in violation of rules or policies of Monroe College.

• **Bystander Intervention** is defined as a safe and positive option that may be carried out by a person or persons to prevent harm or intervene when there is a risk of dating violence, domestic violence, sexual assault or stalking. Bystander intervention includes recognizing situations of potential harm, understanding institutional structures and cultural conditions that facilitate violence, overcoming barriers to intervening, identifying safe and effective intervention options, and taking action to intervene.

• **Confidentiality** is defined as information shared by an individual with designated campus or community professionals cannot be revealed to any other entity without the express permission of the individual, unless required by law. These campus and community professionals include licensed mental health counselors, medical providers and pastoral counselors. Students in need of confidential assistance may contact the Director of Health and Wellness Services and/or the Counseling Services Office. These individuals are prohibited from breaking confidentiality unless there is an imminent threat of harm to self or others, or if a report involves suspected abuse of a minor under the age of eighteen (18). Confidential entities, like many other professions, including employees in higher education, are required by state law to notify Child Protective Services or local law enforcement in cases of suspected child abuse.

*Please note: All Monroe College employees that are not listed above are not confidential resources, because they are mandated to report any incidents of sexual assault or other crimes. However, all Monroe College employees will maintain good faith in protecting your privacy best they can. If you do speak with a non-confidential resource, information will be passed on to the Title IX coordinator for an investigation and/or resolution.*

• **Dating Violence** is defined as violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition, dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of “domestic violence”.

• **Domestic Violence** is defined as a felony or misdemeanor crime of violence committed

  - by a current or former spouse or intimate partner of the victim;
  - by a person with whom the victim shares a child in common;
  - by a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner;
• by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred, or
• by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

• **Hate Crime** is defined as a crime reported to local police agencies or to the Department of Public Safety that manifests evidence that the victim was intentionally selected because of the perpetrator's bias against the victim. For the purposes of this section, the categories of bias include the victim’s actual or perceived race, religion, gender, gender identity, sexual orientation, ethnicity, national origin, and disability.

• **Privacy** is defined as the information relating to a report of misconduct will only be shared with a limited number of trained college professionals who “need to know” in order to provide support for the individual and to ensure safety for individuals and the community as well as review, investigate, and resolve the report. The professionals with knowledge of the situation will be limited as much as possible to preserve privacy and ensure safety of the reporter.

• **Reporting Individual** is defined as a victim, survivor, complainant, claimant, or witness with victim status. A bystander, or a third party reporter, is not considered a reporting individual.

• **Sexual Assault** is defined as any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent. Sexual assault includes, but is not limited to, the offenses defined below.

  - **Rape** is the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

  - **Fondling** is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the person, including instances where the person is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

  - **Incest** is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

  - **Statutory Rape** is sexual intercourse with a person who is under the statutory age of consent.

• **Sexual Harassment** is defined as unwelcome, sexual or gender-based verbal, written or physical conduct that is, sufficiently severe, persistent or pervasive that it, has the effect of unreasonably interfering with, denying or limiting employment opportunities or the ability to participate in or benefit from the college’s educational, social and/or residential program,
and is based on real or reasonably perceived power differentials (quid pro quo), the creation of a hostile environment or retaliation.

• **Stalking** is defined as engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person’s safety or the safety of others; or suffer substantial emotional distress

2. **Confidentiality and Privacy**

**Confidentiality:**
Confidentiality can be provided when speaking with an individual who cannot share information to any other entity without the permission of the individual, unless required by law. Confidential on-campus resources are offered through the Counseling Center. Please see the full list of resources in Monroe College Resources and Services.

**Privacy:**
Monroe College Campus staff and faculty who cannot guarantee confidentiality will protect your privacy to the best of their ability. The information reported to a non-confidential resource will be relayed as necessary to the Title IX Coordinator for further investigation and/or to determine a solution.

**Mandated Reporting:**
Monroe College staff and faculty who are non-confidential resources are mandated reporters for all of the information they collected about a reported incident. The mandated reporters will share information with the Title IX Coordinator. Reporting to a mandated reporter constitutes as an official reporter to Monroe College.

3. **Non-Discrimination Policy:**

Monroe College does not discriminate and prohibits illegal discrimination, inclusive of harassment, against any individual on the basis of their race, color, national origin, religion, creed, age, disability, sex, gender identity or expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, criminal conviction, familial status, or any other protected characteristic under federal or state law in any of its employment practices or educational programs or activates.

4. **Drug and Alcohol Amnesty Policy:**

The health and safety of every student at Monroe College is of utmost importance. Monroe College recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time that violence, including but not limited to domestic violence, dating violence, stalking, or sexual assault occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. Monroe College strongly encourages students to report domestic violence, dating violence, stalking, or sexual assault to
institution officials. A bystander acting in good faith or a reporting individual acting in good faith that discloses any incident of domestic violence, dating violence, stalking, or sexual assault to College officials or law enforcement will not be subject to Monroe College's code of conduct action for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the domestic violence, dating violence, stalking, or sexual assault.

5. Student Bill of Rights:

All students have the right to:

- Make a report to local law enforcement and/or state police;
- Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
- Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure by the institution;
- Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
- Be treated with dignity and to receive from the institution courteous, fair, and respectful health care and counseling services, where available;
- Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
- Describe the incident to as few institution representatives as practicable and not be required to unnecessarily repeat a description of the incident;
- Be protected from retaliation by the institution, any student, the accused and/or the respondent, and/or their friends, family and acquaintances within the jurisdiction of the institution;
- Access to at least one level of appeal of a determination;
- Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or respondent throughout the judicial or conduct process including during all meetings and hearings related to such process; and
- Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the institution.
## RESOURCES AND SERVICES DIRECTORY

### Title IX Coordinator Contacts

<table>
<thead>
<tr>
<th>Title IX Coordinator</th>
<th>Campus</th>
<th>Name</th>
<th>Contact Info</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title IX Coordinator</td>
<td>New Rochelle</td>
<td>Paula Green</td>
<td>(914) 740-6612 <a href="mailto:pgreene@monroecollege.edu">pgreene@monroecollege.edu</a></td>
<td>M-F, regular business hours</td>
</tr>
<tr>
<td>Title IX Coordinator</td>
<td>Bronx</td>
<td>Alvelena (Abby) Mills</td>
<td>(646) 393-8204 <a href="mailto:amills@monroecollege.edu">amills@monroecollege.edu</a></td>
<td>M-F, regular business hours</td>
</tr>
</tbody>
</table>

### On-Campus Confidential Resources

<table>
<thead>
<tr>
<th>Title</th>
<th>Campus</th>
<th>Name</th>
<th>Contact Info</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Vice President</td>
<td>New Rochelle and Bronx</td>
<td>David Dimond</td>
<td>(914) 740-6436 <a href="mailto:ddimond@monroecollege.edu">ddimond@monroecollege.edu</a></td>
<td>24 hours / 7 days per week through Public Safety (914) 740-6854</td>
</tr>
<tr>
<td>Counseling Services</td>
<td>New Rochelle</td>
<td>Dr. Dana Goren</td>
<td>(914) 740-6402 <a href="mailto:counseling@monroecollege.edu">counseling@monroecollege.edu</a></td>
<td>Tuesdays and Thursdays</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(646) 393-8442</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### On-Campus Mandated Reporters

<table>
<thead>
<tr>
<th>Title</th>
<th>Campus</th>
<th>Name</th>
<th>Contact Info</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Safety</td>
<td>New Rochelle</td>
<td>Clifton Hollingsworth</td>
<td>(914) 740-6854 <a href="mailto:chollingsworth@monroecollege.edu">chollingsworth@monroecollege.edu</a></td>
<td>24 hours / 7 days per week</td>
</tr>
<tr>
<td>Public Safety</td>
<td>Bronx</td>
<td>Kenneth Hodges</td>
<td>(646) 393-8495 <a href="mailto:khodges@monroecollege.edu">khodges@monroecollege.edu</a></td>
<td>24 hours / 7 days per week</td>
</tr>
<tr>
<td>Senior Vice President</td>
<td>Bronx</td>
<td>Anthony Allen</td>
<td>(914) 740-6811 <a href="mailto:aallen@monroecollege.edu">aallen@monroecollege.edu</a></td>
<td>24 hours / 7 days per week</td>
</tr>
<tr>
<td>Student Services Office</td>
<td>New Rochelle</td>
<td>Emerson Phillips</td>
<td>(914) 740-6478 <a href="mailto:ephillips@monroecollege.edu">ephillips@monroecollege.edu</a></td>
<td>M-F, regular business hours</td>
</tr>
<tr>
<td>Student Services office</td>
<td>Bronx</td>
<td>Edith Banks</td>
<td>(646) 393-8237 <a href="mailto:ebanks@monroecollege.edu">ebanks@monroecollege.edu</a></td>
<td>M-F, regular business hours</td>
</tr>
</tbody>
</table>
## Off-Campus Sexual Assault and Domestic Violence Advocacy and Counseling

<table>
<thead>
<tr>
<th>Program</th>
<th>Location</th>
<th>Hotline/Office</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>YA NO MAS Prevention Program</td>
<td>Westchester, NY</td>
<td>Hotline: 1-844-926-6627 Office: 914-948-8446</td>
<td>Available: 24 hours/7 days a week</td>
</tr>
<tr>
<td>Family Ties of Westchester</td>
<td>Westchester, NY</td>
<td>914-964-2063</td>
<td>Available: M-F, regular business hours</td>
</tr>
<tr>
<td>Hopes Door: Domestic Violence and Sexual Assault Shelter</td>
<td>Westchester, NY</td>
<td>Hotline: 888-438-8700 Office: 914-747-0828, ext. 1003</td>
<td>Available: 24 hours/7 days a week</td>
</tr>
<tr>
<td>My Sister’s Place: Domestic Violence and Sexual Assault Shelter</td>
<td>Westchester, NY</td>
<td>Hotline: 1-800-298-7233</td>
<td>Available: 24 hours/7 days a week</td>
</tr>
<tr>
<td>WestCOP, Inc Victims Assistance Rape Crisis Services</td>
<td>Westchester, NY</td>
<td>Hotline: 855-827-2255 Office: 914-345-3513</td>
<td>Available: 24 hours/7 days a week</td>
</tr>
<tr>
<td>Bronx District Attorney’s Crime Victim’s Unit</td>
<td>Bronx, NY</td>
<td>Office: 718-590-2115</td>
<td>Available: Mon-Thurs, 8:30am- 11:00 pm; Fri. 8:30am- 5:00 pm</td>
</tr>
<tr>
<td>NYC Family Justice Center</td>
<td>Bronx, NY</td>
<td>Office: 718-508-1220</td>
<td>Available: M-F, regular business hours</td>
</tr>
<tr>
<td>Safe Horizons</td>
<td>Bronx, NY</td>
<td>Office: 718-590-2355</td>
<td>Available: M-F, regular business hours</td>
</tr>
<tr>
<td>Kingsbridge Heights Community Center, Changing Futures Program</td>
<td>Bronx, NY</td>
<td>Office: 718-884-0858, ext. 100</td>
<td>Available: M-F, regular business hours</td>
</tr>
<tr>
<td>New York State Health Program</td>
<td>Bronx, NY</td>
<td>718-960-0215 (English); 718-960-0300(Spanish)</td>
<td>Available: M-F, regular business hours</td>
</tr>
</tbody>
</table>
### Off-Campus Mental Health Resources

<table>
<thead>
<tr>
<th>Service</th>
<th>Contact Person</th>
<th>Phone Number</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health Association</td>
<td>Maribel Rivera, LCSW</td>
<td>914-345-0700, ext. 7302</td>
<td>Available: M-F, regular business hours</td>
</tr>
<tr>
<td>Open Door Family Medical Center</td>
<td>Mildred Tandria, PhD.</td>
<td>914-406-8210</td>
<td>Available: M-F, regular business hours</td>
</tr>
<tr>
<td>Victims Justice Center</td>
<td>Elizabeth Bussian, LCSW</td>
<td>914-995-5165</td>
<td>Available: M-F, regular business hours</td>
</tr>
<tr>
<td>Family Services of Westchester</td>
<td>Jocelyn Pineda-Archer, LMHC</td>
<td>914-305-6882</td>
<td>Available: M-F, regular business hours</td>
</tr>
<tr>
<td>Crisis Prevention Response</td>
<td></td>
<td>Hotline: 914-925-5959</td>
<td>Available: 24 hours/7 days a week</td>
</tr>
</tbody>
</table>

### Off-Campus Medical Services

<table>
<thead>
<tr>
<th>Hospital</th>
<th>Department</th>
<th>Phone Number</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montefiore Hospital New Rochelle</td>
<td>Emergency Care</td>
<td>914-632-5000</td>
<td>Available: 24 hours/7 days a week</td>
</tr>
<tr>
<td>Bronx-Lebanon Hospital Center</td>
<td>Emergency Care</td>
<td>718-590-1800</td>
<td>Available: 24 hours/7 days a week</td>
</tr>
<tr>
<td>Westchester Medical Center</td>
<td>FACT Program: Forensic Acute Care Team</td>
<td>1-866-468-6962</td>
<td>Available: 24 hours/7 days a week</td>
</tr>
<tr>
<td>Open Door Family Medical Center</td>
<td>Primary Doctors</td>
<td>914-632-2737</td>
<td>Available: M-F, regular business hours with some Saturdays</td>
</tr>
<tr>
<td>North Central Bronx Hospital, Sexual Assault Treatment Program</td>
<td>SAFE Hospital: medical care and forensic exam</td>
<td>718-519-5722</td>
<td>Available: 24 hours/7 days a week</td>
</tr>
</tbody>
</table>
### Off-Campus Legal Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Contact</th>
<th>Phone</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make the Road New York (WHC)</td>
<td>Ida Serrano</td>
<td>914-948-8488</td>
<td>Available: M-F, regular business hours</td>
</tr>
<tr>
<td>Hudson Valley Legal Services</td>
<td>Betty Luciano</td>
<td>1-877-574-8529</td>
<td>Available: M-F, regular business hours</td>
</tr>
<tr>
<td>Pace Women’s Justice Center</td>
<td>Tracy Alter</td>
<td>914-287-0739</td>
<td>Available: M-F, regular business hours</td>
</tr>
</tbody>
</table>

### Off-Campus Survival Services (Food, Clothing, and Housing)

<table>
<thead>
<tr>
<th>Service</th>
<th>Contact</th>
<th>Phone</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Social Services, Temporary Housing</td>
<td>Celia Megias</td>
<td>914-995-6267</td>
<td>Available: M-F, regular business hours</td>
</tr>
<tr>
<td>Social Service at Westchester County, Temporary Housing</td>
<td>Silvia Solis</td>
<td>914-995-6855</td>
<td>Available: M-F, regular business hours</td>
</tr>
<tr>
<td>Food Pantry New Rochelle</td>
<td>Jim Anderson</td>
<td>914-207-5047</td>
<td>Available: M-F, regular business hours</td>
</tr>
<tr>
<td>Food Pantry Port Chester</td>
<td>Reverend Hilario Albert</td>
<td>914-939-1244</td>
<td>Available: M-F, regular business hours</td>
</tr>
</tbody>
</table>

### Off-Campus Culturally Specific Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Contact</th>
<th>Phone</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGBTQ Services and Advocacy</td>
<td>Shepard Verbas</td>
<td>914-948-2932, ext. 13</td>
<td>Available: M-F, regular business hours</td>
</tr>
</tbody>
</table>
## Off-Campus Law Enforcement

<table>
<thead>
<tr>
<th>New York State Police Campus Sexual Assault Victims Unit</th>
<th>Senior Investigator: Lisa Lastorino</th>
<th>Office: 631-756-3358</th>
<th>Available: M-F, regular business hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York State Police</td>
<td></td>
<td>Hotline: 1-844-845-7269</td>
<td>Available: 24 hours/7 days a week</td>
</tr>
<tr>
<td>New Rochelle Police Department</td>
<td>Detective: Yadilene Machado</td>
<td>914-654-2356</td>
<td>Available: 24 hours/7 days a week</td>
</tr>
<tr>
<td>NYPD 46th Precinct, Bronx</td>
<td>Commanding Officer: Wilson Aramboles</td>
<td>718-220-5254</td>
<td>Available: 24 hours/7 days a week</td>
</tr>
</tbody>
</table>
Responding to a Sexual Offense

Your safety and well-being are of paramount importance. Monroe College’s Title IX staff, Counseling Services, and Student Services offices are here to help you get the continued support you need. Do not blame yourself; sexual assault is never a victim’s fault. Survivors of sexual assault are encouraged to take the following actions immediately:

1. **Go to a safe place as soon as possible.**
   
   Your safety is our highest priority. If you do not feel safe on campus, contact the Department of Public Safety at (914) 740-6854 (New Rochelle Campus) or (646) 393-8495 (Bronx Campus). If you are off campus, dial your local police at 911. You may also contact the WestCOP, Inc. Victim’s Assistance Rape Crisis hotline at 1-855-827-2255 or Safe Horizon’s Rape and Sexual Assault hotline at 212-227-3000.

2. **Seek medical attention.**

   If you are in need of medical attention, please contact the Department of Public Safety at (914) 740-6854 (New Rochelle Campus); (646) 393-8495 (Bronx Campus) to be transported to the hospital or dial 911. You may also contact the WestCOP, Inc. Victim’s Assistance Rape Crisis hotline at 1-855-827-2255, Safe Horizon’s Rape and Sexual Assault hotline at 212-227-3000, or the Westchester Medical Center’s Forensic Acute Care Team at 1-866-468-6962.

3. **Reach out for support.**

   We are here to support you. If you need academic support after the alleged sexual offense, please contact the Office of Student Services at (914) 740-6420 (New Rochelle Campus) or (646) 393-8295 (Bronx Campus). If you wish to receive counseling or need help finding an appropriate counselor, please contact our Counseling Services Office at (914) 740-6402 (Tuesday: 11am-5pm, Thursday: 9am-3pm). You may also contact the WestCOP, Inc. Victim’s Assistance Rape Crisis hotline at 1-855-827-2255, Safe Horizon’s Rape and Sexual Assault hotline at 212-227-3000. For more information on services and support, refer to the Resource and Services Guide.

4. **Consider collecting evidence.**

   It is recommended that you do not wash or change clothing, sheets, towels, etc., to preserve any evidence to use in an investigation. It is recommended that you do not shower, bathe, douche, brush your teeth, use mouthwash, comb your hair, etc., until after a medical professional, preferably a Forensic Acute Care Team, examines you to help retain evidence. If you decide to seek medical attention, it is best to do so within 72 hours of the assault to preserve evidence.

   - **Note:** You are not obligated to press charges just because you consent to a collection of forensic evidence; however, this evidence is important should you later decide to prosecute. The Department of Public Safety or Police will provide transportation if necessary. Make sure to bring a full change of clothing.
because the clothes you wore at the time of the incident might be kept as evidence.
  o Note: Sexual assault forensic exams are free and confidential regardless of medical coverage.

5. You have options. You do not need to pursue any action until you have decided which option is best for you. You may work with Monroe College to come to a resolution, you may initiate criminal proceedings, and/or you may initiate a civil process against the perpetrator. Students who decide to work with Monroe College to investigate and resolve the incident should contact their campus Title IX coordinator: On the New Rochelle campus, Paula Green, (914) 740-6612, pgreen@monroecollege.edu; or on the Bronx campus, Alvelena (Abby) Mills, (914) 740-6489, amills@monroecollege.edu. Employees should contact Human Resources, Kerry McLaughlin, (646) 393-8306, to help with the investigation and resolution. If you decide to move forward with a criminal investigation, please contact the Department of Public Safety and/or the local police station where the incident occurred. If you would like someone to accompany you to make the report, please contact your Title IX coordinator.

Reporting an Incident:

The incident report form can be found here:

https://www.monroecollege.edu/Incident-Reporting-Form/

Any individual who believes they are a victim of sexual assault, discrimination, or harassment has the right to pursue more than one of the reporting options below simultaneously, or they can choose not to participate in any of the options below:

- To confidentially disclose the incident to one of the following, who by law may maintain confidentiality, and can assist in obtaining services:

  On-Campus:
  - Counseling Services: (914) 740-6402

  Off-Campus New Rochelle Services:
  - Westchester Hispanic Coalition Prevention Program: Hotline: (844) 926-6627
  - Family Ties of Westchester: (914) 964-2063
  - WestCOP, Inc Victims Assistance: Hotline: (855) 827-225
  - Westchester District Attorney’s Office: (914) 813-5800
Off-Campus Bronx Services:

- Safe Horizon’s Rape and Sexual Assault Hotline: (212) 227-3000
- Bronx District Attorney’s Office Crime Victim’s Assistance: (718) 590-2114

(Note: the hotlines listed above are for crisis intervention, resources, and referrals, and are not reporting mechanisms)

- To disclose the incident to one of the following college officials who can offer privacy and information about remedies, accommodations, evidence preservation, and how to obtain resources. These officials will also provide the information contained in the Students’ Bill of Rights. These college officials will disclose that they are private and not confidential resources, and they may still be required by law and college policy to inform one or more college officials about the incident, including but not limited to the Title IX Coordinator.

- Title IX Coordinators:
  - Paula Green, New Rochelle Campus: (914) 740-6612 pgreene@monroecollege.edu
  - Alvelena (Abby) Mills, Bronx Campus: (646) 393-8204 amills@monroecollege.edu
  - Department of Public Safety - available 24/7
    - New Rochelle Campus: (914) 740-6854
    - Bronx Campus: (646) 393-8495
  - To file a criminal complaint with local law enforcement
    - New York State Police Sexual Assault Victims Unit: (631) 756-3358
    - New York State Police: Hotline: (844) 845-7269
    - New Rochelle Police Department: (844) 845-7269
    - NYPD 52nd Precinct, Bronx: (718) 220-5857
  - When the accused is an employee, a reporting individual may also report the incident to Monroe College’s Human Resources Department or may request that one of the above referenced confidential or private employees to assist in reporting to Human Resources. Disciplinary proceedings will be conducted in accordance with the College’s Policies and Procedures. When the accused is an employee of an affiliated entity or vendor of the college, college officials will, at the request of the reporting individual, assist in reporting to the appropriate office of the vendor or affiliated entity and, if the response of the vendor or affiliated entity is not sufficient, assist in obtaining a persona non grata letter, subject to legal requirements and college policy.

- Human Resources Department
  - Kerry McLaughlin: (646) 393-8306; kmclaughlin@monroecollege.edu

Note: You may withdraw your complaint or involvement from Monroe College’s process at any time. Monroe College may continue the investigation process to
ensure safety within the college community even if your participation in the investigation is withdrawn.

For more information regarding on and off campus resources, please refer to the Resources and Services directory above.

Education and Prevention

Bystander Intervention:

A type of harassment intervention that encourages the community to pay attention and take action if they see someone is uncomfortable or in potential danger

The 4 D’s of Bystander Intervention:

- Direct – Confront the harasser (i.e. ask the harasser to leave the victim alone)
- Distract – Interrupt either party (i.e. ask the harasser or the victim for the time)
- Delegate – Get help from others (i.e. alert a public safety officer)
- Delay – Check in on the situation later (i.e. ask the victim if they are okay after the incident)

Links and Resources

- Title IX Brochure
  [https://www.monroecollege.edu/uploadedFiles/Content/About_Monroe/TitleIXBro_102418(1).pdf](https://www.monroecollege.edu/uploadedFiles/Content/About_Monroe/TitleIXBro_102418(1).pdf)
- Title IX Resource Guide
  [https://www.monroecollege.edu/uploadedFiles/Content/About_Monroe/TitleIXResourceGuide_102418.pdf](https://www.monroecollege.edu/uploadedFiles/Content/About_Monroe/TitleIXResourceGuide_102418.pdf)
- Title IX Staying Safe on Campus
  [https://www.monroecollege.edu/uploadedFiles/Content/About_Monroe/TitleIXStayingSafeGuide_102418.pdf](https://www.monroecollege.edu/uploadedFiles/Content/About_Monroe/TitleIXStayingSafeGuide_102418.pdf)
- Title IX information for Parents of Students
  [https://www.monroecollege.edu/uploadedFiles/Content/About_Monroe/TitleIXParents_102418.pdf](https://www.monroecollege.edu/uploadedFiles/Content/About_Monroe/TitleIXParents_102418.pdf)
- Title IX Reporting Options
  [https://www.monroecollege.edu/uploadedFiles/Content/About_Monroe/TitleIXReportingOptionsFlyer_102418.pdf](https://www.monroecollege.edu/uploadedFiles/Content/About_Monroe/TitleIXReportingOptionsFlyer_102418.pdf)
- Monroe College Sexual Misconduct Policy
Campus Climate Assessments

Title IX Campus Climate Executive Summary

May 2018

Introduction:

Monroe College is committed to ensuring a positive campus climate, especially surrounding issues of sexual assault, sexual harassment, and gender discrimination on campus. As part of this important work, we anonymously surveyed the College community to better understand the perspectives and experiences of our students. The results of this survey will be used to improve our policies and services to support our students.

The survey was administered from May 2, 2018 to May 8, 2018 and was adapted from the White House Task Force to Protect Students from Sexual Assault.

Demographics:

The survey was sent to all currently enrolled Monroe College students in the Bronx and New Rochelle campuses, the Queens Extension Center, and online. We received 174 responses to the survey. The majority of respondents were Bachelor’s (40.8%) and Associate (42%) students. Most of the respondents were female (74.7%) and heterosexual (72.4%), and most students fell between the ages of 18-24 (64.4%).

Campus Climate:

The results revealed that the majority of students feel valued (79.3%), safe (85.6%) and have a sense of belonging (75.7%) at the College. Students feel as though the College treats all students fairly (77%), and that the Public Safety is genuinely concerned about students’ well-being (81.2%). Most respondents agreed that Public Safety officers protect students from harm (86.5%) and treat students respectfully (91.8%).

Awareness on Policies and Procedures:

Students demonstrated that they know the definition of sexual assault (96.6%), affirmative consent (81%), sexual harassment (97.7%) and gender discrimination (98.3%). More than half of students know how and where to report a sexual assault (54%), but only 23% of students know who the Title IX Coordinator is on their campus.

The feedback regarding policy awareness will help us improve our policy, communication tools, training’s, and education regarding Title IX and Enough is Enough. Less than half of students thought that the gender discrimination (35.1%), sexual
violence (40%), sexual harassment (40.2%) and sexual assault (40.8%) policies are well-communicated. To improve these findings, we created a student-friendly digital brochure to help students better understand the College’s policies and procedures, as well as their rights. Information flyers have since been placed around campus to raise student awareness of essential facts regarding Title IX and Enough is Enough.

The survey results revealed other areas for improvement. Specifically, there is a need for better communication on services available for victims of sexual assault, as half of respondents (51.2%) said they are unsure of available services. The College also needs to improve and expand available sexual assault education, as 40.2% of students were not sure if Monroe is doing a good job of educating students about sexual assault.

**Bystander Intervention and Education:**

More than half of Monroe students (62.6%) would respect someone who did something to prevent a sexual assault. Most (56.3%) felt that they were aware of strategies to intervene if a situation had the potential for sexual assault. Students (60.9%) largely reported they feel empowered to intervene in a sexual assault or harassment incident if they feel safe in doing so.

The College is encouraged by these results, yet is working to improve them. The College has recently developed additional materials regarding bystander intervention, and added more bystander training sessions to the training schedule.

Although most students understand the basic Title IX and Enough is Enough definitions - as well as how and where to report incidents -- only 43.1% of students believe the College is doing a good job educating students about sexual assault. To help ensure that more students are participating in training and education seminars, we are working with smaller cohorts (i.e. freshmen students, student-athletes, etc.). This allows us to better fit their training sessions into their schedules and partner with their coaches and advisors to help promote the sessions.

**Victimization:**

Given the College’s overall low reporting rates, the questions surrounding victimization help us better understand if victims of sexual assault, harassment, and discrimination are reporting. Overall, 4.6% of students reported being sexually harassed, 1.2% reported being a victim of sexual assault, and 4.6% experienced gender discrimination. Among students who have been a victim, only 2.8% spoke with someone off campus regarding the incident, 1.7% spoke with local law enforcement, and 2.3% spoke with a college official. These results indicate that more training and education need to take place to make victims feel comfortable speaking to someone and reporting an incident.
Comparatively, 5.2% of students reported witnessing a student being sexually harassed, 1.7% reported witnessing a sexual assault, and 7.5% reported witnessing gender discrimination. Among students who witnessed an offense, approximately 3.8% reported it to a college official and 2.8% reported the incident to local law enforcement. The College will be increasing the frequency of bystander intervention training’s and inviting local law enforcement experts on campus to better familiarize students to whom they can report.

Conclusion:

Monroe College embraces its Title IX and Enough is Enough responsibilities and obligations, and is committed to working to prevent sexual offenses from occurring on-campus and within the local community.

As part of its commitment to a safe and supportive campus climate, the College recently expanded available campus resources. A psychologist joined the staff to provide counseling to victims as well as confidential resources, and the Bronx District Attorney’s Office is helping the College improve policies and procedures relating to Title IX and Enough is Enough. As well, the College added more trainings for students, faculty, and staff regarding bystander intervention, consent, and reporting.

Monroe College appreciates the candor of survey participants and thanks them for their feedback, which will be used to inform and improve the programs, services, and policies relating to Title IX and Enough is Enough.

**TITLE IX CAMPUS CLIMATE SURVEY RESULTS 2017-2018**

**2018 ANNUAL SECURITY AND FIRE SAFETY REPORT**
**TUITION AND FEES**

Monroe College is committed to providing students with all the information they need to make sound financial decisions related to their education. Students are encouraged to seek guidance from a Student Financial Services Counselor regarding financial aid eligibility and various payment options.

### 2019-2020 Undergraduate Tuition

<table>
<thead>
<tr>
<th>Per Semester Cost</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Tuition (12-18 Credits)</td>
<td>$7,380 per semester</td>
</tr>
<tr>
<td>Part-time Tuition (Less than 12 Credits)</td>
<td>$615 per credit</td>
</tr>
</tbody>
</table>

### 2019-2020 Nursing Tuition

<table>
<thead>
<tr>
<th>Per Semester Cost</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Tuition (12-18 Credits)</td>
<td>$8,184 per semester</td>
</tr>
<tr>
<td>Part-time Tuition (Less than 12 Credits)</td>
<td>$682 per credit</td>
</tr>
</tbody>
</table>

### Bachelor's in Nursing

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Tuition (12-18 Credits)</td>
<td>$4,896 per semester</td>
</tr>
<tr>
<td>Part-time Tuition (Less than 12 Credits)</td>
<td>$408 per credit</td>
</tr>
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</table>

### 2019-2020 Module Tuition

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - week Module</td>
<td>$3,690</td>
</tr>
<tr>
<td>7.5 - week Module (Online/USA)</td>
<td>$2,616</td>
</tr>
<tr>
<td>7.5 - week Module (International)</td>
<td>$1,650</td>
</tr>
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</table>

### 2019-2020 ELLI Tuition

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$4,000</td>
</tr>
</tbody>
</table>

### Administrative Fees

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Administrative Fee for 9 Credits or more</td>
<td>$550 per semester</td>
</tr>
<tr>
<td>Administrative Fee for less than 9 credits</td>
<td>$275 per semester</td>
</tr>
<tr>
<td>Culinary Program Fee (Culinary / Baking &amp; Pastry)</td>
<td>$100 per semester</td>
</tr>
<tr>
<td>Education Program Fee</td>
<td>$100 per semester</td>
</tr>
<tr>
<td>Nursing Program Fee (Nursing Majors)</td>
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</tr>
<tr>
<td>ELLI Program Fee</td>
<td>$100 per semester</td>
</tr>
<tr>
<td>Diagnostic Medical Sonography Fee (Terms 2-4)</td>
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<tr>
<td>Laboratory Class Fee</td>
<td>$25 per class</td>
</tr>
<tr>
<td>Lab Skills Fee for NS-117</td>
<td>$75 per class</td>
</tr>
</tbody>
</table>
Application Fees
Undergraduate Admissions Fee (nonrefundable) $35
Application Fee for Housing (nonrefundable) $150
International Application Processing Fee $100
English Language Learner Institute fee $100

Book Fees
Books and digital learning resources for students enrolled in the First Year Experience (FYE) are distributed at the start of each semester in individual bundles by the College Bookstore. Pricing has been negotiated to provide first year students a significant discount. Students who wish to opt out of the FYE Discounted Textbook Program may complete an opt-out form at the Bursar’s Office.

2019-2020 St. Lucia Undergraduate Tuition and Fees (in EC$)
Per Semester Cost
Full-time Tuition (12-18 Credits) EC $6,456 per semester
Part-time Tuition (Less than 12 Credits) EC $538 per credit

Fees
Application Fee (nonrefundable) EC $95

2019-2020 International Online Tuition and Fees (in USD$)
Per Semester Cost
Full-time Tuition (12-18 Credits) $3,300 per semester
Part-time Tuition (Less than 12 Credits) $275 per credit

2019-2020 Housing Application & Deposit
To guarantee placement in housing, new housing students must make a $400 advance payment. The initial payment of $400 consists of the following:
- Housing Application Fee (nonrefundable) $150
- Initial Deposit (refundable if student cancels before June 1st) $250

2019-2020 Housing Fees Per Person, Per Semester

<table>
<thead>
<tr>
<th>Tier</th>
<th>Single</th>
<th>Double</th>
<th>Triple</th>
<th>Quad (4)</th>
<th>Quint (5)</th>
<th>Sext (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>N/A</td>
<td>$4,400</td>
<td>$4,200</td>
<td>$4,000</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Tier 2 (Gaddy/Allison)</td>
<td>N/A</td>
<td>$4,025</td>
<td>$3,850</td>
<td>$3,450</td>
<td>$3,000</td>
<td>$2,850</td>
</tr>
<tr>
<td>Tier 3 (All Others)</td>
<td>$4,800</td>
<td>$3,900</td>
<td>$3,675</td>
<td>$3,375</td>
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<td>N/A</td>
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</table>
### 2019-2020 Meal Plan Charges (per semester)

<table>
<thead>
<tr>
<th>Meal Plan</th>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gold</td>
<td>$1,700</td>
<td>1 Swipe per Meal, 21 per week, $150 Mustang Bucks ($50 of which can be used at participating local restaurants in New Rochelle)</td>
</tr>
<tr>
<td>Blue</td>
<td>$1,150</td>
<td>1 Swipe per Meal; 12 swipes per week</td>
</tr>
</tbody>
</table>

### Other Fees for Academic School Year 2018-2019

- ID Card Replacement: $5
- Late Payment Fee: $25
- Lost Parking Permit: $30
- Official Transcript: $5
- Payment Plan Fee – Internal: $100
- Payment Plan Fee – TMS: $30
- Re-admission Fee (nonrefundable): $35
FINANCIAL AID

Monroe College students may be eligible for one or more types of financial aid in the form of federal, state, and Monroe College grants and scholarships.

Types of financial aid that the federal government offers include loans, grants and work-study program. New York State offers the Tuition Assistance Program (TAP). Monroe College offers various grants and scholarships. Each of these programs has its own eligibility requirements.

To apply for federal aid, students must complete the Free Application for Federal Student Aid (FAFSA) via the U.S. Department of Education’s website, www.fafsa.ed.gov. All applicants must create a Federal Student Aid Identification (FSA ID) by going to https://fsaid.ed.gov. To apply for state aid, students must complete the TAP application after submitting the FAFSA.

Cost of Attendance

Student Financial Services utilizes estimated cost of attendance budgets, by student type, to calculate financial aid awards. These budgets reflect reasonable enrollment related expenses.

Cost of Attendance Undergraduate (2018-2019)

<table>
<thead>
<tr>
<th></th>
<th>4 months</th>
<th>8 months</th>
<th>5-week Module</th>
<th>Early Start</th>
<th>7.5-week Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMUTER STUDENT (dependent)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition (undergraduate)</td>
<td>$7,380</td>
<td>$14,760</td>
<td>$3,690</td>
<td>$1,644</td>
<td>$3,690</td>
</tr>
<tr>
<td>Fees</td>
<td>550</td>
<td>1,100</td>
<td>275</td>
<td>0</td>
<td>275</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>450</td>
<td>900</td>
<td>225</td>
<td>100</td>
<td>225</td>
</tr>
<tr>
<td>Meals / Room</td>
<td>1,500</td>
<td>3,000</td>
<td>500</td>
<td>300</td>
<td>750</td>
</tr>
<tr>
<td>Transportation</td>
<td>450</td>
<td>900</td>
<td>150</td>
<td>90</td>
<td>225</td>
</tr>
<tr>
<td>Personal / Miscellaneous</td>
<td>2,050</td>
<td>4,100</td>
<td>683</td>
<td>410</td>
<td>1,025</td>
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<tr>
<td>Total</td>
<td>$12,380</td>
<td>$24,760</td>
<td>$5,523</td>
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<td>$6,190</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>4 months</th>
<th>8 months</th>
<th>5-week Module</th>
<th>Early Start</th>
<th>7.5-week Module</th>
</tr>
</thead>
<tbody>
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<td>COMMUTER STUDENT (independent)</td>
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<td></td>
<td></td>
<td></td>
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<td>$1,644</td>
<td>$3,690</td>
</tr>
<tr>
<td>Fees</td>
<td>550</td>
<td>1,100</td>
<td>275</td>
<td>0</td>
<td>275</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>450</td>
<td>900</td>
<td>225</td>
<td>100</td>
<td>225</td>
</tr>
<tr>
<td>Meals / Room</td>
<td>2,100</td>
<td>4,200</td>
<td>700</td>
<td>410</td>
<td>1,050</td>
</tr>
<tr>
<td>Transportation</td>
<td>450</td>
<td>900</td>
<td>150</td>
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<td>2,050</td>
<td>4,100</td>
<td>683</td>
<td>410</td>
<td>1,025</td>
</tr>
<tr>
<td>Total</td>
<td>$12,980</td>
<td>$25,560</td>
<td>$5,723</td>
<td>$2,664</td>
<td>$6,490</td>
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</table>
### DORMITORY STUDENT

<table>
<thead>
<tr>
<th></th>
<th>4 months</th>
<th>8 months</th>
<th>5-week Module</th>
<th>Early Start</th>
<th>7.5-week Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (undergraduate)</td>
<td>$7,380</td>
<td>$14,760</td>
<td>$3,690</td>
<td>$1,644</td>
<td>$3,690</td>
</tr>
<tr>
<td>Fees</td>
<td>550</td>
<td>1,100</td>
<td>270</td>
<td>0</td>
<td>275</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>450</td>
<td>900</td>
<td>225</td>
<td>100</td>
<td>225</td>
</tr>
<tr>
<td>Meals / Room</td>
<td>5,550</td>
<td>11,100</td>
<td>1,850</td>
<td>1,110</td>
<td>2,775</td>
</tr>
<tr>
<td>Transportation</td>
<td>300</td>
<td>600</td>
<td>100</td>
<td>60</td>
<td>150</td>
</tr>
<tr>
<td>Personal / Miscellaneous</td>
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<td>4,100</td>
<td>683</td>
<td>410</td>
<td>1,025</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$16,280</td>
<td>$32,560</td>
<td>$6,818</td>
<td>$3,214</td>
<td>$8,140</td>
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</tbody>
</table>

### ONLINE STUDENT (USA OR US TERRITORY)

<table>
<thead>
<tr>
<th></th>
<th>4 months</th>
<th>8 months</th>
<th>5-week Module</th>
<th>Early Start</th>
<th>7.5-week Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (undergraduate)</td>
<td>$7,380</td>
<td>$14,760</td>
<td>-</td>
<td>-</td>
<td>$2,616</td>
</tr>
<tr>
<td>Fees</td>
<td>550</td>
<td>1,100</td>
<td>-</td>
<td>-</td>
<td>275</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>450</td>
<td>900</td>
<td>-</td>
<td>-</td>
<td>225</td>
</tr>
<tr>
<td>Meals / Room</td>
<td>2,100</td>
<td>4,200</td>
<td>-</td>
<td>-</td>
<td>1,050</td>
</tr>
<tr>
<td>Transportation</td>
<td>200</td>
<td>400</td>
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<td>-</td>
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</tr>
<tr>
<td>Personal / Miscellaneous</td>
<td>1,500</td>
<td>3,000</td>
<td>-</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td>$12,180</td>
<td>$24,360</td>
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<td>$5,016</td>
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</table>

### NURSING COMMUTER STUDENT (dependent)

<table>
<thead>
<tr>
<th></th>
<th>4 months</th>
<th>8 months</th>
<th>5-week Module</th>
<th>Early Start</th>
<th>7.5-week Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (undergraduate)</td>
<td>$8,184</td>
<td>$16,368</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Fees</td>
<td>650</td>
<td>1,300</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>450</td>
<td>900</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Meals / Room</td>
<td>1,500</td>
<td>3,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Transportation</td>
<td>450</td>
<td>900</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Personal / Miscellaneous</td>
<td>2,050</td>
<td>4,100</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$13,884</td>
<td>$27,768</td>
<td>-</td>
<td>-</td>
<td>-</td>
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</tbody>
</table>

### NURSING COMMUTER STUDENT (independent)

<table>
<thead>
<tr>
<th></th>
<th>4 months</th>
<th>8 months</th>
<th>5-week Module</th>
<th>Early Start</th>
<th>7.5-week Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (undergraduate)</td>
<td>$8,184</td>
<td>$16,368</td>
<td>-</td>
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<tr>
<td>Fees</td>
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<td>1,300</td>
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<tr>
<td>Books and Supplies</td>
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<td>900</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>Meals / Room</td>
<td>2,100</td>
<td>4,200</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Personal / Miscellaneous</td>
<td>2,050</td>
<td>4,100</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$13,884</td>
<td>$27,768</td>
<td>-</td>
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</table>
# NURSING DORMITORY STUDENT

<table>
<thead>
<tr>
<th></th>
<th>4 months</th>
<th>8 months</th>
<th>5-week Module</th>
<th>Early Start</th>
<th>7.5-week Module</th>
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</thead>
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<td>Tuition (undergraduate)</td>
<td>$8,184</td>
<td>$16,368</td>
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<td>-</td>
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<tr>
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<td>900</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Meals / Room</td>
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<td>11,100</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Personal / Miscellaneous</td>
<td>2,050</td>
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<tr>
<td><strong>Total</strong></td>
<td>$17,184</td>
<td>$34,368</td>
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# ONLINE (INTERNATIONAL) STUDENT

<table>
<thead>
<tr>
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<th>8 months</th>
<th>5-week Module</th>
<th>Early Start</th>
<th>7.5-week Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (undergraduate)</td>
<td>$3,300</td>
<td>$6,600</td>
<td>-</td>
<td>-</td>
<td>$1,650</td>
</tr>
<tr>
<td>Fees</td>
<td>0</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>450</td>
<td>900</td>
<td>-</td>
<td>-</td>
<td>225</td>
</tr>
<tr>
<td>Meals / Room</td>
<td>2,100</td>
<td>4,200</td>
<td>-</td>
<td>-</td>
<td>1,050</td>
</tr>
<tr>
<td>Transportation</td>
<td>200</td>
<td>400</td>
<td>-</td>
<td>-</td>
<td>100</td>
</tr>
<tr>
<td>Personal / Miscellaneous</td>
<td>1,500</td>
<td>3,000</td>
<td>-</td>
<td>-</td>
<td>750</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$7,550</td>
<td>$15,100</td>
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<td>-</td>
<td>$3,775</td>
</tr>
</tbody>
</table>

**Notes:**
- **Three Quarter-Time and Part-Time Budgets:** Tuition and fee budget components are adjusted based on a student’s enrollment status.
- **Exceptional Expenses:** Adjustments to Cost of Attendance may be made on a student-by-student basis for exceptional, documented enrollment-related expenses.
Federal Financial Aid

Student Eligibility Requirements for Federal Financial Aid

- Must be citizens or eligible non-citizens of the United States
- Must be enrolled and working toward a degree as a regular student in an eligible program
- Must have a valid social security number*
- Must be making satisfactory academic progress
- Must not be in default of a federal student loan and/or owe funds on a federal student grant
- Must have resolved any drug conviction issues
- May not received a Federal Pell Grant "if he is subject to an involuntary civil commitment following incarceration for a sexual offense (as determined under the FBI's Uniform Crime Reporting System)" FSA HB Vol. 1, 1-87 March 2017.
- All male students between the ages of 18 and 25 must be registered with the Selective Service System

*Students from the Republic of the Marshall Islands, Federated States of Micronesia, and the Republic of Palau are exempt from this requirement.

Verification

The U.S. Department of Education may select a student for verification. Selected students will receive an email from the Student Financial Services Office requesting documentation of specific items reported on the student’s FAFSA application. Students are expected to respond to this request within two weeks of receiving the email. Failure to submit documentation in a timely manner may result in the loss of federal aid. Failure to submit documentation within 120 days of the last day of the student's enrollment or the federal deadline of September 16, 2019, whichever is earlier, will result in the loss of federal aid.

Federal College Work-Study (FWS)

This need-based award enables students to work in order to earn funds to help pay for their cost of attendance expenses and is determined by the federal needs analysis from the information provided on the FAFSA. Employment placement and the amount students can earn depend on the availability of funds and job sites. Continued eligibility for FWS employment is contingent upon satisfactory academic progress, attendance, and job performance. Students begin the application process at the Office of Career Services (OCS).

Supplemental Educational Opportunity Grant (SEOG)

This need-based award is determined by the federal needs analysis from information provided on the FAFSA. Priority pools based on FAFSA filing dates for continuing students and application and Financial Aid completion dates for incoming/readmit students have been established for the awarding of SEOG funds. Students who receive Federal Pell Grants and have the most financial
need will receive SEOG first. Award amounts may vary based on student enrollment status and availability of funds.

**Federal Pell Grant Program**

This need-based award is determined by the federal needs analysis from information provided on the FAFSA. Award amounts are determined by the Federal Department of Education allocations. For the 2018-2019652 academic year, full-time student awards are scheduled to range from $652 to $6,095 per award year. A student is only eligible to receive the equivalent of 12 full-time semesters of Pell for his/her lifetime.

**Federal Direct Loan Program**

The Direct federal loan program enables eligible applicants to obtain student loans to meet their cost of attendance expenses. Students must be matriculated, Title IV eligible and enrolled in a minimum of 6 credits. Interest rates, fees and repayment terms are determined by federal statute and may vary according to the year students obtain their initial loans.

*First-time borrowers must complete a Master Promissory Note (MPN) and Entrance Counseling at studentloans.gov to ensure that all borrower rights and responsibilities are understood. Loans cannot be disbursed until the entrance counseling and MPN have been completed.*

**Entrance Counseling**

In accordance with federal regulations, first-time Direct Loan borrowers must complete entrance counseling sessions on the web at studentloans.gov. During this counseling session students will learn about the terms of their loan and their rights and responsibilities as loan borrowers. No loans will be credited to a student’s account until entrance counseling is complete. Monroe College is part of an experimental site and some students have been chosen to complete Enhanced Loan Counseling. Loans cannot be disbursed to these students' accounts until their Enhanced Loan Counseling is completed each award year.

**Federal Direct Subsidized Student Loan**

The federal government pays the interest on behalf of student borrowers while students are enrolled at least half -time in college and during times of authorized deferment. Repayment of the loan begins six months after the student graduates or six months after the student’s enrollment status changes to less than half-time and/or is no longer matriculated.

Loan terms are determined by federal statute and may vary according to the year students obtain their initial loans.

Students should go to studentloans.gov for the current interest rates.

If students were first-time borrowers on or after July 1, 2013, there is a limit on the maximum period of time (measured in academic years) for which they can receive Direct Subsidized Loans. In general, students may not receive Direct Subsidized Loans for more than 150% of the
published length of their program of study. This is called the student's maximum eligibility period. For example, using subsidized loans for more than 6 full-time semesters for the Associates Degree or for more than 12 full-time semesters for the Bachelor's Degree would be considered having reached the maximum eligibility period.

After students have used Direct Subsidized Loans for their maximum eligibility period, they are no longer eligible to receive additional Direct Subsidized Loans. Future loans will become unsubsidized.

Federal Direct Unsubsidized Student Loan

Unlike the subsidized loan program, interest on unsubsidized loans begins when the loan is disbursed and the interest is not paid by the federal government. Students have the option of paying these interest charges while attending school. If they choose not to pay the interest, it will accrue and be capitalized. Repayment of the loan and any accrued interest begins six months after the student graduates or six months after the student’s enrollment status changes to less than half-time and/or is no longer matriculated. Loan terms are determined by federal statute and may vary according to the year students obtain their initial loans. Go to studentloans.gov for the current interest rates.

Federal Loan Disbursements

Loan funds are usually disbursed to student accounts after the third week of each semester, contingent upon when the loan was originated. Students are notified via their Monroe email accounts when their loans have been disbursed to their Monroe billing account. They have 14 days from the receipt of the email to cancel their loans.

Federal Direct Parent Loan Program (PLUS)

The Parent PLUS Loan is available to parents of dependent students to help meet their children’s cost of attendance expenses. PLUS loan borrowers are subject to a credit check. If approved, parents are required to complete a Master Promissory Note (MPN) and PLUS loan repayment begins within 60 days of disbursement of funds. If denied, parents have the option to appeal the denial and/or use a second person to endorse the loan. The endorser must pass the federal credit check. Parents who successfully appeal or use an endorser must complete PLUS loan counseling. If the parent cannot get an endorser and chooses not to appeal the denial, the dependent student is eligible for additional unsubsidized loan funds. Loan terms are determined by federal statute and may vary according to the year the students obtain their initial loans. Go to studentloans.gov for the current interest rates.
Exit Counseling

All recipients of a Federal Direct Loan who withdraw, drop below six (6) credits, lose Title IV eligibility or graduate must complete an Exit Counseling session online at studentloans.gov.

During this counseling, students will be able to view their loan history and learn about deferral and repayment options.

Repayment: The repayment of Direct Loans begins six (6) months after a student graduates or drops below half-time matriculated status. The amount of the monthly repayment is calculated based upon the total amount that has been borrowed, as well as the repayment plan selected. Visit studentloans.gov and click on the link “Repayment Plans and Calculators” to learn more.

The Office of Loan Management (OLM) provides life-time, professional student loan management advocacy services to Monroe students and their families.

- Repayment options that fit your individual needs and circumstances
- Find your loan(s) 24/7( www.studentloans.gov)
- Budget management techniques and resources
- Financial Literacy (www.monroecollege.edu/dream)
- Loan consolidation advice
- Tips to avoid pitfalls of delayed or non-repayment of student loans

Locations/Hours:

Bronx: King Hall (646) 393-8769

New Rochelle: Milavec Hall (914) 740-6849

Hours: Monday through Saturday, day and evening hours

Enhanced Entrance Counseling - Experimental Site Initiative

Monroe College has been selected to participate in a Department of Education Experimental Site initiative involving enhanced loan counseling. (Federal regulation 688.16(b)(1) and (4). All undergraduate Direct Loan borrowers, who have previously completed one-time entrance counseling will be identified. Of that group those with a Social Security number that ends in an even number will be part of the enhanced counseling group. These students will be required to complete the enhanced counseling once each year in order to receive their loans. Those with a Social Security number that ends in an odd number will be part of the control group and will not be required to complete enhanced loan counseling. Information about students in both groups will be reported annually to the Department of Education. Those in the test group will be required to complete Enhanced Entrance Counseling each year before their loans can be disbursed.
Non-federal Loans

Students in need of funds beyond those available from college grants, outside grants, scholarships, work study and Federal Direct Subsidized and Unsubsidized Loans may seek non-federal loans. Students should carefully research these options as interest rates, fees, and loan terms vary widely among loan providers. Students will work with their lender to provide all necessary documentation for approval. Upon approval, the lender will send a certification form to be completed by the Student Financial Services Office and returned to the lender.

New York State Financial Aid

Student Eligibility Requirements for New York State Financial Aid

To be eligible for TAP, a student must:

- Be a United States citizen or eligible non-citizen of the United States.
- Be a resident of New York State for at least 12 months prior to the first semester of enrollment.
- Student must be full-time as an undergraduate (at least 12-credits per semester) at an approved post-secondary institution in New York State.
- Have graduated from high school in the United States or earned a high school equivalency diploma through an approved Test Assessing Secondary Completion (TASC) exam.
- Students with foreign high school diplomas must pass an approved "Ability to Benefit" test as defined by the Commissioner of the State Education Department.
- Be matriculated in an approved program of study and be in good academic standing. Have at least a cumulative "C" (2.00) average at the end of the 4th semester payment.
- Be charged at least $200 tuition per year.
- Not be in default on any state or federal student loans and not be in default on any repayment of New York State awards.
- Meet income requirements.

Tuition Assistance Program (TAP)

The Tuition Assistance Program (TAP), New York's largest grant program, helps eligible New York State residents, who are attending in-state post-secondary institutions pay for tuition. TAP grants are based on the applicant's and his or her family's New York State taxable income and/or pension received in the prior-prior year.

1. Awards range from $250 to $2582.50 per semester and are determined by New York State.
2. Awards may also vary based on when students received their first TAP awards.
3. Students may go to www.tapweb.org to apply for TAP and access more detailed information by going to www.hesc.ny.gov.
4. As of Fall 2018, Monroe College students will also be able to apply for the New York State Enhanced Tuition Award by going to www.hesc.ny.gov. This award requires students to sign a contract with New York State agreeing to live and work in New York State for at least four years after their graduation from a New York State post-secondary institution. Leaving New York State for work or residency before the four year period expires turns the grant into a loan. For more information go to www.hesc.ny.gov.

TAP Waiver

The New York State Department of Education permits students to apply for a one-time waiver of New York State’s TAP academic progress and pursuit level requirement.

A waiver is not automatic and must be done in accordance with Monroe College criteria.

The College, at its discretion, may grant a waiver based on an evaluation of mitigating circumstances beyond the student’s control. Documentation of circumstances is required and the student’s ability to benefit from the waiver is a determining factor.

Requests for waivers must be initiated, by the student, at the appropriate Student Services office. The Office of Student Financial Services determines final approval.

Only one waiver per student is allowed.

Aid for Part-Time Study (APTS)

This award is available to currently enrolled part-time students. Recipients are selected from those who complete an APTS application and are otherwise eligible for TAP. The award is contingent on student need as well as the availability of funds. The maximum award for a semester is one-half of the student’s TAP award up to a maximum of $1,000 and is pro-rated based on the number of credits for which the student is registered. Students should contact the Student Financial Services Office for more information.

Enhanced Tuition Award (ETA) from New York State

The Enhanced Tuition Award program provides awards to students who are NYS residents attending a private college located in New York State. The total award is a combination of a student’s TAP award, Enhanced Tuition Award and a match from their college. The combined amount cannot exceed $6,000. Students must complete 30 credits per academic year to continue to receive this award. Upon accepting the award, students sign a contract agreeing to live and work in New York State for the amount of years they received their award. If these requirements are not met, the award will convert to a loan. HESC (Higher Education Services Corporation) will contact each applicant via email. At that point the applicants must determine if they want to accept this award.
**ETACM (Enhanced TAP award College Match)**

The amount of funds the College is required to match as part of the Enhanced Tuition Award. The amount depends on the combined amount of the students TAP award and Enhanced Tuition Award.

**ETATF (Enhanced TAP award Tuition Freeze)**

The ETATF covers any increase in tuition and fees from the tuition charges during the year the student received their first ETA award.

**Other New York State Financial Aid Programs**

**Additional Scholarships Offered by New York State**

Applications to establish eligibility are available at the [hesc.org](http://hesc.org) website; students or families should contact HESC at 1-888-NYS-HESC (1-888-697-4372) or TDD at 1-800-445-5234 with questions. Students must file the Free Application for Federal Student Aid (FAFSA) each year and must meet TAP SAP requirements to continue to qualify for these scholarships.

**Scholarships**

**Flight 3407 Memorial Scholarships**

Flight 3407 Memorial Scholarships provide financial aid to children, spouses and financial dependents of individuals killed as a direct result of the crash of Continental Airlines Flight 3407 on February 12, 2009.

**Flight 587 Memorial Scholarships**


**Military Enhanced Recognition Incentive and Tribute (MERIT) Scholarship, also known as Military Service Recognition Scholarship (MSRS)**

The Military Enhanced Recognition Incentive and Tribute (MERIT) Scholarships, also known as Military Service Recognition Scholarship (MSRS) provides financial aid to children, spouses and financial dependents of members of the armed forces of the United States or of a state organized militia who, at any time on or after Aug. 2, 1990, while a New York State resident, died or became severely and permanently disabled while engaged in hostilities or training for hostilities. For study in New York State.

**NYS Math & Science Teaching Incentive Scholarship**

The NYS Math & Science Teaching Incentive scholarship provides grants to eligible full-time undergraduate or graduate students in approved programs that lead to math or science teaching careers in secondary education.
<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYS Memorial Scholarships for Families</td>
<td>The NYS Memorial Scholarship provides financial aid to children, spouses and financial dependents of deceased firefighters, volunteer firefighters,</td>
</tr>
<tr>
<td>of Deceased Firefighters, Volunteer</td>
<td>police officers, peace officers, and emergency medical service workers who have died as the result of injuries sustained in the line of duty in service to</td>
</tr>
<tr>
<td>Firefighters, Police Officers, Peace</td>
<td>the State of New York for study in New York State.</td>
</tr>
<tr>
<td>Officers, and Emergency Medical Service</td>
<td></td>
</tr>
<tr>
<td>Workers</td>
<td></td>
</tr>
<tr>
<td>NYS Scholarships for Academic</td>
<td>Scholarships for Academic Excellence are awarded to outstanding graduates from registered New York State high schools. Awards are based on student</td>
</tr>
<tr>
<td>Excellence</td>
<td>grades in certain Regents exams. For up to five years of undergraduate study in New York State.</td>
</tr>
<tr>
<td>NYS World Trade Center Memorial Scholarship</td>
<td>The NYS World Trade Center Memorial Scholarship program guarantees access to a college education to the families and financial dependents of the</td>
</tr>
<tr>
<td></td>
<td>victims who died or were severely and permanently disabled in the Sept. 11, 2001 terrorist attacks and the resulting rescue and recovery efforts.</td>
</tr>
<tr>
<td><strong>Awards</strong></td>
<td></td>
</tr>
<tr>
<td>NYS Aid to Native Americans</td>
<td>This program provides aid to enrolled members of tribes listed on the official roll of New York State tribes or to the child of an enrolled member of a New</td>
</tr>
<tr>
<td></td>
<td>York State tribe. For study in New York State.</td>
</tr>
<tr>
<td>NYS Regents Awards for Children of Deceased</td>
<td>The Regents Awards for Children of Deceased and Disabled Veterans is provided to students whose parent(s) have served in the U.S. Armed Forces during</td>
</tr>
<tr>
<td>and Disabled Veterans</td>
<td>specified periods of war or national emergency.</td>
</tr>
<tr>
<td>Segal AmeriCorps Education Award</td>
<td>The AmeriCorps Education Award is provided to New York State residents interested in high quality opportunities in community service.</td>
</tr>
<tr>
<td>Veterans Tuition Awards</td>
<td>Under this program, Vietnam, Persian Gulf, Afghanistan, or other eligible combat veterans matriculated at an undergraduate or graduate degree-granting</td>
</tr>
<tr>
<td></td>
<td>institution or in an approved vocational training program in New York State are eligible for awards for full or part-time study.</td>
</tr>
<tr>
<td><strong>Monroe Grants</strong></td>
<td>Monroe College offers a variety of awards recognizing unique individualized financial needs for both new and continuing students.</td>
</tr>
</tbody>
</table>
Some awards continue until the completion of undergraduate studies; others are only awarded for the first three consecutive semesters or the completion of the Associates Degree.

To retain eligibility, students are expected to maintain good academic standing and continuous enrollment.

*Please refer to the 2019-2020 Monroe College website for details.*

### Freshman Grants

Freshman grants are awarded by the Freshman Student Financial Aid Office when the student first enters the College. Students must maintain good academic standing and continuous enrollment.

<table>
<thead>
<tr>
<th>Grant</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York Metro Grant (NYM)</td>
<td>May be awarded to incoming commuter students who are current-year high school graduates with an EFC up to 1000 based on the availability of funds. This grant continues until the completion of the Associates Degree or 60 credits if the student is directly admitted to a Bachelor's Program.</td>
</tr>
<tr>
<td>International Student Grant (ISG)</td>
<td>May be awarded to first-time incoming international F1 matriculated students based on availability of funds. This award continues until the completion of undergraduate studies.</td>
</tr>
<tr>
<td>Monroe Opportunity Grant (MOG)</td>
<td>May be awarded to students recruited from out-of-state localities approved by the appropriate college administrator. Students must be living in Monroe housing. Continued eligibility is based on students maintaining good academic standing, continuous enrollment and residence in Monroe housing. It continues until the completion of undergraduate studies.</td>
</tr>
<tr>
<td>Enhanced Tuition Award Match (ETACM)</td>
<td>The college will match one half of the student's Enhanced Tuition Award determined by New York State. Students must have completed the Enhanced Tuition Award application and agreed to the terms of the award. Students must remain in good academic standing and earn HESC's required number of credits each academic year.</td>
</tr>
<tr>
<td>Law Enforcement Grant (CJG)</td>
<td>May be up to 50% of direct costs based on each semester's enrollment status to active, retired, or disabled members of a uniformed police department in addition to correction and court officers. Proof of current or former employment is required. It continues until completion of undergraduate studies.</td>
</tr>
<tr>
<td>Public Safety Officers' Law Enforcement Grant (PCJG)</td>
<td>May be up to 50% of direct costs based on each semester's enrollment status to active or retired School Public Safety Officers. Proof of current or former employment is required. It continues</td>
</tr>
</tbody>
</table>
Monroe Partnership Grant (MPG)  Up to 20% of tuition for students who are employed by an organization that has a partnership agreement with Monroe College. Students do not have to be matriculated. Freshmen should contact the appropriate Admissions Office; continuing students, the appropriate Student Financial Services Office. Proof of employment is required. It continues until completion of undergraduate studies.

Campus Grant (CGR)  Amounts vary and are awarded on a case-by-case basis. Specific CGR grants may be awarded to students by the appropriate College Administrator office based on unanticipated changes to a student's financial aid package or other financial circumstances.

Online Student Grant (OSG)  May be awarded to students who are beginning the online program in a module that begins in the middle of a semester. This is a one-time award for the student's first semester.

Legacy Grant (LEA)  Awarded to students whose biological or adopted parent graduated from Monroe College prior to the student's enrollment. The grant continues until the completion of undergraduate studies.

Caribbean Government Supplemental Award (CGSA)  Awarded to accepted international students from sponsoring governments that have entered into an articulation agreement with Monroe College. Eligibility is defined by the respective articulation agreement and the student's home country. Students are expected to maintain good academic standing and continuous enrollment. The grant continues until the completion of undergraduate studies.

Say Yes to Education Grant (SYES)  Students must be affiliated with the Say Yes to Education Program and their annual family income must be less than $75,000. The grant will cover the balance of tuition and the college fee only after grants, scholarships and any gift aid is applied to those charges. It continues until the completion of undergraduate studies.

Presidential Partnership Grant (PRPG)  Awarded to full or part-time newly matriculated students from select NY State high schools who are part of the Monroe College Presidential Partnership Program. Students must maintain good academic standing and continuous enrollment. The grant will continue through the completion of undergraduate studies.
## Grants for Continuing Students

<table>
<thead>
<tr>
<th>Grant</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Grant (CGR)</td>
<td>Amounts vary based on a case by case basis and may be awarded to continuing students. Specific CGR Grants may be awarded to students by the appropriate College administrator based on unanticipated changes to the student's financial aid package or other financial circumstances. These are usually one-time grants.</td>
</tr>
<tr>
<td>John Milavec Award (JMA)</td>
<td>One-time award up to $400 to offset the cost of books based on an application that must be submitted to the appropriate Student Financial Services Office. Students must be in good standing and a minimum GPA of 2.0 is required.</td>
</tr>
<tr>
<td>Monroe Alumni Grant (MALG)</td>
<td>May be awarded to students who are Alumni of Monroe College and are enrolling in one of Monroe's Bachelor's Degree programs. The grant continues until the completion of undergraduate studies.</td>
</tr>
<tr>
<td>Monroe Partnership Grant (MPG)</td>
<td>Up to 20% of tuition based on enrollment status for students who are employed by an organization that has a partnership agreement with Monroe College. Proof of employment is required. Students do not have to be matriculated.</td>
</tr>
</tbody>
</table>

## Grants for Transfer Students

<table>
<thead>
<tr>
<th>Grant</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Student Grant (TRG)</td>
<td>May be awarded to transfer students who are to transfer at least 6 credits that apply to the program they are entering. Transfer credits that do not apply will not count toward the required 6 credits. Students may be part-time. The award ends upon the completion of undergraduate studies.</td>
</tr>
</tbody>
</table>

## Special Notes Related to Grants:

**Receipt of Two Awards:** Students cannot receive two awards from the college with the exception of the Craig Rutman Scholarship, the Legacy Grant, Campus Grants, the John Milavec Award, and the ETACM award. Exceptions may be made on a case by case basis and must be approved by the appropriate college administrator.

**Part-time Status:** Grant amounts are pro-rated by semester based on the student's enrollment status.

**Loss of Grant:** Students may appeal the loss of their grant for lack of continuous enrollment by contacting the appropriate Student Financial Services
Office on their campus. Documentation supporting the “Semester-off Appeal” will be required before any decision is made.

**Monroe Scholarships**

Monroe College offers a variety of awards recognizing prior academic, talent and athletic achievement for students. All scholarships continue until the completion of undergraduate studies. Students are expected to maintain the required cumulative GPA, full-time and continuous enrollment.

Please refer to the 2018-2019 Monroe College website for further details.

**First-Year Student Scholarships**

First-Year Student Scholarships are awarded by the First-Year Student Financial Aid Office when the student first enters the College.

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trustee Scholarship (TRUST)</td>
<td>The Trustee Scholarship has two levels:</td>
</tr>
<tr>
<td></td>
<td>- <strong>Level One</strong>: 90 or better GPA or 1200 on SAT or top 10% of class.</td>
</tr>
<tr>
<td></td>
<td>- <strong>Level Two</strong>: 80 or better GPA or 1100 on SAT or top 20% of class.</td>
</tr>
<tr>
<td></td>
<td>The actual amount of the scholarship is related to the student’s Level and other grants and awards. The scholarship remains in effect until the completion of undergraduate studies. Students are expected to maintain a cumulative GPA of 3.0, full-time status and continuous enrollment.</td>
</tr>
<tr>
<td>International Scholarships (INTS)</td>
<td>May be awarded to new-to-Monroe undergraduate international F1 matriculated students with an excellent record of academic performance from their high school or prior college; e.g. 3.0 or higher GPA. It may be awarded to US citizens or permanent residents who reside abroad and commence studies at Monroe College immediately upon entering the United States. The scholarship remains in effect through the completion of undergraduate studies. Students are expected to maintain a cumulative GPA of 3.0, full-time status and continuous enrollment.</td>
</tr>
</tbody>
</table>

**Specialized Scholarships**

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-CAP Scholarship (CCAP) (for incoming freshmen)</td>
<td>Full and partial scholarships may be awarded to participating high school students who academically qualify, place in culinary competitions nationwide and have been recommended by the C-CAP Executive Board. The Monroe Dean of the School of Hospitality Management and CINY finalizes this award. Students are expected to</td>
</tr>
</tbody>
</table>
maintain a cumulative GPA of 2.75, full-time status and continuous enrollment. The scholarship remains in effect until the completion of undergraduate studies.

**Pro Start Culinary Scholarship (PROS) (for incoming first-year students)**

Full and partial scholarships may be awarded by the Dean of the School of Hospitality Management and CINY to graduating high school students who have been exemplary in their high school culinary programs and who compete and pass the ProStart certification exam. Students are expected to maintain a cumulative GPA of 2.75, full-time status and continuous enrollment. The scholarship remains in effect until the completion of undergraduate studies.

**America's Best High School Chef and Pastry Chef (HSCS) (for incoming freshmen)**

Full and partial scholarships are offered to graduating high school students who are winners of the Monroe College sponsored competition for America's Best High School Chef. Students wishing to participate in the competition must contact the Dean of the School of Hospitality Management and CINY. The number of scholarships is limited. Students are expected to maintain a cumulative GPA of 2.75, full-time status and continuous enrollment. The scholarship remains in effect until the completion of undergraduate studies.

**Craig Rutman Scholarship for CINY students (for continuing students)**

Awarded in the fall semester to students who have been accepted to the Study Abroad Program for CINY students. Interested students must speak with the Dean of the School of Hospitality Management/CINY.

**Marching Band Scholarship (MBS)**

Awarded to students who meet the qualifications for membership in the Monroe Marching Band. Actual awards are based on the availability of funds, the determination of the Marching Band Director, as well as the student's eligibility for financial aid grants.

**Skills USA Scholarship (SKILL)**

Full and partial scholarships may be awarded by the Dean of the School of Hospitality Management/CINY to graduating high school students who have been exemplary in their high school culinary program and have completed the USA Skills Program. To retain eligibility, students must maintain a cumulative GPA of 2.75, full-time status and continuous enrollment.

**Teaching Professions Scholarship (TPS)**

May be awarded to full-time students enrolled in the Bachelor of Science Degree in Early Childhood Education who have been accepted into the Teachers Opportunity Corps at Monroe College based on New York State’s awarding guidelines. Students must be New York State residents. The scholarship remains in effect through the completion of undergraduate studies and ends upon graduation. For continued eligibility, students must maintain a cumulative GPA of 3.0, full-time
status, continuous enrollment and New York State residency. Contact the Dean of the School of Education for more information.

<table>
<thead>
<tr>
<th>Athletic Scholarships</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men’s Baseball (ASBA)</td>
<td>Division I</td>
</tr>
<tr>
<td>Men’s Basketball (ASMB)</td>
<td>Division I</td>
</tr>
<tr>
<td>Men’s Soccer (ASMS)</td>
<td>Division I</td>
</tr>
<tr>
<td>Men’s Football (ASMFB)</td>
<td>Division I</td>
</tr>
<tr>
<td>Men's Cross Country/Indoor-Outdoor Track</td>
<td>Division I</td>
</tr>
<tr>
<td>Women's Cross Country/Indoor-Outdoor Track</td>
<td>Division I</td>
</tr>
<tr>
<td>Women's Volleyball (ASWV)</td>
<td>Division I</td>
</tr>
<tr>
<td>Women's Soccer (ASWS)</td>
<td>Division I</td>
</tr>
<tr>
<td>Women's Basketball (ASWB)</td>
<td>Division I</td>
</tr>
<tr>
<td>Women's Softball (ASWSB)</td>
<td>Division I</td>
</tr>
</tbody>
</table>

Maximum awards for all athletic scholarships are determined by division.

Scholarships for Division I teams may be used to pay tuition, fees, books, housing, meals and transportation costs.

*Please Note:* Athletes on Division III teams are not eligible for athletic scholarships.

**Special Notes Related to Scholarships**

- Students cannot receive two scholarships/grants from the College with the exception of the Craig Rutman Scholarship, the Legacy Grant, Campus Grants, the John Milavec Award, or the ETACM award. Exceptions to these guidelines may be made on a case by case basis and must be approved by the appropriate college administrator.
• Scholarships are originally awarded based on full-time enrollment status and continued eligibility is based on completing a minimum of 12 credits the prior semester. Therefore, scholarship students, who go from full-time to part-time, will receive a pro-rated scholarship for the part-time semester, but will not be eligible for the scholarship the semester following their part-time status. Exceptions are made for international students in their third consecutive semester, who must return home, and may also be made for students registered in the Spring on-campus module programs.

• Scholarship Appeals: Students may appeal the loss of their scholarship by contacting the appropriate Student Services Office on their campus. Documentation supporting the appeal will be required before any decision is made. Students who have taken a semester off, must contact the appropriate Student Financial Services Office on their campus. They must submit a Semester Off appeal.

• Scholarships do not continue after students complete their course of study.

Veterans' Benefits

Eligible veterans may receive benefits to pay tuition, fees, housing and textbook costs. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at http://www.benef1ts.va.gov/gibill.

For further information about veteran’s education benefits, contact the Monroe College Veteran’s Affairs Liaison, Roxanna Virgo (rvirgo@monroecollege.edu) or Valerie Daley (vdaley@monroecollege.edu) in the Freshmen Financial Aid Office.
Standards of Academic Progress (SAP)

To remain eligible for federal and New York State aid, students must make satisfactory academic progress (SAP) towards completion of their degree. Monroe College monitors satisfactory academic progress at the end of each semester.

State Standards of Academic Progress

New York State Aid Tuition Assistance Program (TAP)

To remain eligible for New York State financial aid, students must make satisfactory academic progress towards completion of their degree. Satisfactory academic progress is measured by three factors; credits accrued, grade point average (GPA) and number of credit hours completed in the prior semester.

Satisfactory Academic Progress for TAP (Academic Year 2018-2019)

Effective Fall 2011

When to Use:

- Students who received first TAP payment prior to Fall 2010
  or
- Students enrolled in at least 6 semester hours of non-credit remedial coursework in the first semester of their first TAP payment in Fall 2010 or later

<table>
<thead>
<tr>
<th>Associate Degrees &amp; Certificate Programs</th>
<th>Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before being certified for this payment</td>
<td>1st  2nd 3rd 4th 5th 6th</td>
</tr>
<tr>
<td>A student must have accrued at least these many credit</td>
<td>0  3   9   18  30  45</td>
</tr>
<tr>
<td>With at least this grade point average</td>
<td>0 .75 1.25 1.5 2.0 2.0</td>
</tr>
<tr>
<td>Minimum number of credit hours that must be completed the prior semester</td>
<td>0 6 6 9 9 12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Baccalaureate Program</th>
<th>Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before being certified for this payment</td>
<td>1st  2nd 3rd 4th 5th 6th 7th 8th 9th 10th h</td>
</tr>
<tr>
<td>A student must have accrued at least these many credit</td>
<td>0  3   9   21  33  45  60  75  90  105</td>
</tr>
<tr>
<td>With at least this grade point average</td>
<td>0 1.1  1.25 1.5  2.0  2.0  2.0  2.0  2.0  2.0</td>
</tr>
<tr>
<td>Minimum number of credit hours that must be completed the prior semester</td>
<td>0  6   6   9   9   12  12  12  12  12</td>
</tr>
</tbody>
</table>
Effective Fall 2011

When to Use:
- Students who received first TAP payment In Fall 2010 or later
- Students enrolled in *less than* 6 semester hours of non-credit remedial coursework

<table>
<thead>
<tr>
<th>Associate Degrees &amp; Certificate Programs</th>
<th>Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before being certified for this payment</td>
<td>1st</td>
</tr>
<tr>
<td>A student must have accrued at least these many credit</td>
<td>2nd</td>
</tr>
<tr>
<td>With at least this grade point average</td>
<td>3rd</td>
</tr>
<tr>
<td>Minimum number of credit hours that must be completed the prior semester</td>
<td>4th</td>
</tr>
<tr>
<td></td>
<td>5th</td>
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<td></td>
<td>6th</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Baccalaureate Program</th>
<th>Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before being certified for this payment:</td>
<td>1st</td>
</tr>
<tr>
<td>A student must have accrued at least these many credit:</td>
<td>2nd</td>
</tr>
<tr>
<td>With at least this grade point average:</td>
<td>3rd</td>
</tr>
<tr>
<td>Minimum number of credit hours that must be completed the prior semester</td>
<td>4th</td>
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<tr>
<td></td>
<td>5th</td>
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<td>6th</td>
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<td>7th</td>
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<td>8th</td>
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<tr>
<td></td>
<td>9th</td>
</tr>
<tr>
<td></td>
<td>10th</td>
</tr>
</tbody>
</table>

Federal Standards of Academic Progress

Federal Title IV Aid

To remain eligible for federal Title IV aid, students must make satisfactory academic progress towards completion of their degree. Satisfactory academic progress is measured by a qualitative standard (students must maintain a minimum GPA) and a quantitative standard (students must earn a required percentage of credits attempted.) Monroe College monitors SAP (Standards of Academic Progress) at the end of each semester.

Loss of Title IV Eligibility

A student who falls into one of the following categories is subject to loss of Title IV eligibility:

1. Students who fail to achieve the qualitative (cumulative GPA) standards as indicated below.
2. Students who fail to achieve the quantitative standards following their Federal SAP Warning status.
3. Students who attempt the same remedial course three times without earning a passing grade or complete the same remedial course twice without earning a passing grade.

4. Students who attempt more than 150% of the credits required for the completion of their program

**Maximum Number of Attempted Credits**

Students receiving federal aid must complete their degrees within 150% of the normal time for completion. For example, students may not attempt more than 90-credits to earn the 60-credits needed for their Associate degree or 180-credits to earn the 120-credits needed for their Bachelor’s degree.*

**Standards of Progress for Title IV Eligibility**

**Qualitative Standard:**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.75</td>
</tr>
<tr>
<td>2</td>
<td>1.25</td>
</tr>
<tr>
<td>3</td>
<td>1.50</td>
</tr>
<tr>
<td>4</td>
<td>1.75</td>
</tr>
<tr>
<td>5-12</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**Quantitative Standard:**

**Semester 1-3:** Must complete 50% of courses attempted with passing grades.*

**Semester 4-12:** Must complete 67% of courses attempted with passing grades.*

* All classes, regardless of grade, that are applicable to a student’s program of study are counted as attempted courses for quantitative purposes and for maximum number of attempted credits allowed.

**For students whose first semester at Monroe College is less than full-time, the SAP policy is as follows:**

Students who are less than full-time in their first semester at Monroe College have not reached the measurement threshold for a first-semester SAP determination. Such students continue to be eligible for Title IV. At the end of the second semester, students must meet first-semester SAP requirements. For example, students with a semester count of 1.5 must meet semester 1 SAP requirements.
Federal SAP Aid Warning

A student who fails to achieve required quantitative standards is placed in a Federal SAP Warning status and remains eligible for Title IV Federal aid. Such a student must achieve SAP standards after one payment period. Failure to do so will result in the loss of Title IV aid.

SAP Appeal Process

Students who fail to make Satisfactory Academic Progress (SAP) or will fail to complete their degree within the maximum time frame may appeal the loss of their Title IV eligibility. If the appeal is granted, the student is placed on probation or an academic plan. The student remains eligible for Title IV aid during the probationary period or as long as the academic plan is successfully followed.

Students can initiate appeals at the appropriate Student Services Office or Student Financial Services Office. SAP appeals are considered on a case-by-case basis where extenuating circumstances prevented the student from meeting SAP requirements. Documentation of the circumstances is required in addition to an explanation of how the student’s current circumstances have changed to now enable him/her to meet SAP requirements after one probationary period or by following a customized academic plan.

Refund Policy

Cancellation Prior to Start of Classes

There is no financial liability for students who withdraw prior to the beginning of classes with the exception of:

1. Non-refundable Admissions Fee (charged to all first-time freshmen and re-admit students)
2. Non-refundable Housing fee.
3. Any incurred bookstore liability.

Withdrawal from College after Start of Classes

Official Withdrawal: The date of determination of a student’s withdrawal is based on the date that the College is provided with “official” notice of withdrawal. Official notice occurs when the appropriate Student Services Office or a College official is notified of the student's intent to withdraw. Notification can be:

1. In person
2. By telephone
3. By letter
4. By email
5. By fax
The actual date of withdrawal for Return to Title IV (R2T4) purposes is based on the best available academic information. See section on Retention of Financial Aid as a Result of Withdrawal.

The College strongly recommends an in-person visit so that withdrawal can be expedited. One-on-one counseling is provided which results in students being well informed regarding all the ramifications of their specific withdrawal which may include a delay in graduation, potential financial liability and/or potential loss of future financial aid due to academic pursuit requirements.

**Unofficial Withdrawal:** An unofficial withdrawal takes place when a student does not provide the College with official notification. In such cases, the date of withdrawal is based on the best available academic record. Withdrawal dates for students who did not notify the College due to circumstances beyond their control are given special consideration for an earlier withdrawal date based on appropriate third party documentation of their circumstances.

**Financial Responsibilities for both Official and Unofficial Withdrawals**

If a student withdraws or is dismissed after classes begin, he/she is responsible for the administrative fee, actual bookstore charges, and a percentage of tuition as shown on the following chart: (See additional charts for Housing and Meal Plan cost adjustments as a result of withdrawing from the College.)

<table>
<thead>
<tr>
<th>Withdrawal Date</th>
<th>Amount of Tuition Liability</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the 1st week</td>
<td>10%</td>
</tr>
<tr>
<td>During the 2nd week</td>
<td>30%</td>
</tr>
<tr>
<td>During the 3rd week</td>
<td>50%</td>
</tr>
<tr>
<td>During the 4th week</td>
<td>60%</td>
</tr>
<tr>
<td>During the 5th week</td>
<td>70%</td>
</tr>
<tr>
<td>During the 6th week</td>
<td>75%</td>
</tr>
<tr>
<td>During the 7th week</td>
<td>75%</td>
</tr>
<tr>
<td>During the 8th week</td>
<td>80%</td>
</tr>
<tr>
<td>During the 9th week and after</td>
<td>100%</td>
</tr>
</tbody>
</table>

Students who do not officially withdraw from the college by the twelfth week of the semester receive grades submitted by the faculty.

Students who withdraw or are administratively withdrawn from the college must satisfy all financial obligations with the Bursar.

If a student drops an individual course(s) after the add/drop period and remains enrolled in the college, he/she will be responsible for 100% of the cost for each course dropped.
If the student withdraws from the remaining courses at a later date, which results in complete withdrawal from the college, the college’s refund/withdrawal policy will be applied to those courses.

**Modules**

Separate withdrawal and tuition liability charts for modules are prepared by the Bursar’s Office at the beginning of each semester, based on the unique dates associated with each module.

**Housing and Meal Plan Refund Policy**

Refunds are processed only after the withdrawal and move-out procedures have been completed. Students who are administratively terminated from housing for violating College and Residence Life policies are not eligible for a refund.

If a student withdraws from the College or decides to move out of the dorm during the semester, the student’s liability is as follows:

**Housing**

<table>
<thead>
<tr>
<th>Withdrawal/Move-Out</th>
<th>Amount of Tuition Liability</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the 1\textsuperscript{st} week</td>
<td>15%</td>
</tr>
<tr>
<td>During the 2\textsuperscript{nd} week</td>
<td>15%</td>
</tr>
<tr>
<td>During the 3\textsuperscript{rd} week</td>
<td>50%</td>
</tr>
<tr>
<td>During the 4\textsuperscript{th} week</td>
<td>50%</td>
</tr>
<tr>
<td>During the 5\textsuperscript{th} week or after</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Meal Plan**

The meal plan refund policy for students who withdraw from the College during the semester is the same as the housing refund policy. The refund policy for students who decide to drop their meal plan during the semester is the same as the tuition refund schedule for students who withdraw during the term. However, the student is liable for the higher of the actual amount used or the refund policy amount. Unused funds related to the meal plan during the semester are not refundable if the student has not withdrawn from the College.
Retention of Federal and NYS Financial Aid

Federal Financial Aid

The U.S. Department of Education regulates the treatment of all federal grants and loans. For those students who withdraw during a semester, the College is required to exercise the Return to Title IV (R2T4) calculation.

The R2T4 is based on the number of days attended (up to the last date of attendance in an academic activity) divided by the number of days in the semester. This provides the percentage of Title IV aid a student has “earned.”

For example, if the semester is 100 days, and a student’s last date of attendance in an academic activity falls on the 43rd day of the semester, the formula used would be 43/100 or 43 percent. This percentage would then be applied to the Title IV aid disbursed, or potentially disbursed, in order to determine how much and which proceeds need to be returned. Any “earned” percentage greater than 60 yields the student 100% retention of all eligible Title IV aid.

The order in which funds are returned is determined by the U.S. Department of Education. The Attribution Table requires funds to be returned as follows:

First: Direct Unsubsidized Loan
Second: Direct Subsidized Loan
Third: Direct Parent Loan
Fourth: Pell Grant
Fifth: SEOG
Sixth: Other Title IV Programs

Note: Federal Work-Study (FWS) is not included in the R2T4 calculation. Funds earned prior to withdrawal may be kept by the student or retained, with student authorization, by the school for a balance owed. Students may not continue working in the FWS program after their withdrawal date.

New York State Tuition Assistance Program (TAP)

New York State requires the college to report tuition liability to the N.Y.S. Higher Education Services Corporation. As TAP is driven by the cost of tuition, the TAP reduction is relative to withdrawal date and liability incurred.

Monroe Grants and Scholarships

Withdrawn students will have their awards prorated based on their percentage of tuition liability. Students whose withdrawal date takes place during or after the ninth week of the semester will retain 100% of their awards.
Balance Due and Over Awards

Students are responsible for open balances resulting from their withdrawal. Students are also responsible for any aid proceeds received in the form of a refund for which they are no longer eligible. Monroe College encourages all students who need to withdraw, to take advantage of one-on-one counseling available during an official on-site withdrawal.

Books, Equipment, and Supplies

Continuing students are fully responsible for the purchase of their books, equipment and supplies as these are not institutional charges.

Code of Ethics for Financial Aid Administrators

Financial Aid Code of Conduct

The following Code of Conduct was last updated by the National Association of Student Financial Aid Administrators (NASFAA) Board of Directors in March 2014. Subject to enforcement procedures that go into effect July 1, 2015, institutional members of NASFAA will ensure that:

1. No action will be taken by financial aid staff that is for their personal benefit or could be perceived to be a conflict of interest.
   a. Employees within the financial aid office will not award aid to themselves or their immediate family members. Staff will reserve this task to an institutionally designated person, to avoid the appearance of a conflict of interest.
   b. If a preferred lender list is provided, it will be compiled without prejudice and for the sole benefit of the students attending the institution. The information included about lenders and loan terms will be transparent, complete, and accurate. The complete process through which preferred lenders are selected will be fully and publically disclosed. Borrowers will not be auto-assigned to any particular lender.
   c. A borrower’s choice of a lender will not be denied, impeded, or unnecessarily delayed by the institution, even if that lender is not included on the institution’s preferred lender list.
   d. No amount of cash, gift, or benefit in excess of a de minimis amount shall be accepted by a financial aid staff member from any financial aid applicant (or his/her family), or from any entity doing business with or seeking to do business with the institution (including service on advisory committees or boards beyond reimbursement for reasonable expenses directly associated with such service).

2. Information provided by the financial aid office is accurate, unbiased, and does not reflect preference arising from actual or potential personal gain.

3. Institutional award notifications and/or other institutionally provided materials shall include the following:
a. A breakdown of individual components of the institution's Cost of Attendance, designating all potential billable charges.

b. Clear identification of each award, indicating type of aid, i.e. gift aid (grant, scholarship), work, or loan.

c. Standard terminology and definitions, using NASFAA's glossary of award letter terms.

d. Renewal requirements for each award.

4. All required consumer information is displayed in a prominent location on the institutional web site(s) and in any printed materials, easily identified and found, and labeled as "Consumer Information."

5. Financial aid professionals will disclose to their institution any involvement, interest in, or potential conflict of interest with any entity with which the institution has a business relationship.

**Net Price Calculator**

Students and families seeking to compare college costs may utilize Monroe’s Net Price Calculator at [https://monroecollege.studentaidcalculator.com/survey.aspx](https://monroecollege.studentaidcalculator.com/survey.aspx)
LIBRARIES AND ACADEMIC SUPPORT SERVICES

Library Services

The libraries provide information and instruction to every Monroe College student as a central element of the educational experience. The collections span the full academic curriculum of the college, including materials of interest within and outside the scope of courses. In addition to onsite resources and reference assistance, Monroe College offers students extensive online library and research tools and resources. To visit the Monroe College libraries; Bronx - Thomas P. Schnitzler, New Rochelle and St. Lucia campuses, go to: https://monroecollege.libguides.com/home/home

Academic Support Services

The College provides various mechanisms of student academic support, including tutoring services for all students at no cost. The library also provides information literacy and research tools. For those who seek to take various industry recognized certifications, the College provides preparatory software, one-on-one coaching, group workshops, and free examination vouchers upon successful completion of in-house practice tests.

The Student Success Center in the Bronx and the Academic Center in New Rochelle actively support the mission of the College in its commitment to each student's academic success in a supportive environment. These Centers foster independent learning techniques that contribute to the student's academic and personal growth while encouraging personal responsibility and accountability for one's own learning.

The Centers employ professional and student tutors to assist students one-on-one. A variety of instructional approaches are utilized depending on the learning style and proficiency of the learner. The Centers provide comprehensive academic support classes, and services and resources for faculty, staff and administrators designed to enhance student academic achievement and success. The Centers also coordinate the delivery of services for students with documented disabilities including responding to requests for reasonable and appropriate accommodations.
CAMPUS LIFE

Monroe College strongly encourages students to extend their learning experience beyond the classroom and offers a comprehensive student life program for commuting and residential students.

Athletics

Monroe College offers a comprehensive intercollegiate athletics program and encourages students to be involved as competitors, fans and spectators. Monroe College is a member and participates in Region XV of the National Junior College Athletics Association (NJCAA).

Our Teams:

The Monroe Mustangs – Division I – New Rochelle Campus

- Men’s Baseball: Varsity and JV
- Men’s Soccer: Varsity and JV
- Men’s Track: w/ International
- Men’s Basketball: Varsity, JV, and Academy
- Men’s Rugby: Club
- Men’s Football
- Women’s Volleyball: Varsity and JV
- Women’s Softball
- Women’s Rugby: Club
- Women’s Basketball
- Women’s Track: w/ International
- Women’s Cross Country
- Monroe Marching Band

The Monroe Express – Division III – Bronx Campus

- Men’s Baseball
- Men’s Basketball
- Men’s Soccer
- Women’s Softball
- Women’s Basketball
- Women’s Soccer
- Women’s Volleyball
Additional information and details about Monroe College athletics can be found at:
- Monroe Express (Div III): https://monroeexpress.com/
- Monroe Marching Band: https://www.monroecollege.edu/Athletics/Marching-Band/

Residence Life
Monroe College offers convenient, comfortable, and affordable campus housing. All housing units are located in the heart of New Rochelle within walking distance to classrooms. Buildings are monitored by security and each has residential staff available 24 hours a day.

Student Life and Activities
Monroe College offers an array of social, recreational, cultural, and leadership activities. Students are encouraged to enhance their studies with involvement in extracurricular activities.
**COLLEGE POLICIES AND CONSUMER DISCLOSURES**

Monroe College is owned and operated by Monroe College, Ltd., 2501 Jerome Avenue, Bronx, NY 10468. Telephone: (718) 933-6700.

College policies and consumer disclosures are described below.

**Campus Safety**

The College seeks to create a supportive and respectful environment by providing a secure and safe academic, living, and working campus atmosphere. The Clery Report, Title IX, Enough is Enough, and other official documents in this regard, are available at: [http://www.monroecollege.edu/aboutmonroe/righttoknow/publicsafety](http://www.monroecollege.edu/aboutmonroe/righttoknow/publicsafety)

**Drug-Free Campus**

The college seeks to foster a positive environment by maintaining a drug and alcohol-free campus by implementing policies in compliance with local, state and federal law: *

- The college provides drug-free awareness and prevention literature and programs for students through the Student Services offices and for employees through the Human Resources office. For additional information, click here: [http://www.monroecollege.edu/aboutmonroe/righttoknow/drugfreeinformation](http://www.monroecollege.edu/aboutmonroe/righttoknow/drugfreeinformation)
- The possession, use and/or distribution of any controlled substance and the unauthorized and/or illegal use of alcohol are prohibited within the confines of the properties owned or leased by Monroe and at all activities sponsored by the college.
- The sale and/or possession of any controlled substance, including marijuana, is illegal under New York State Law.
- Sanctions or required rehabilitation of an employee or student convicted of workplace or campus-based drug abuse will be imposed. Violators will be subject to disciplinary action (which may include expulsion or termination of employment) and/or referral to outside authorities.

*Drug-Free Workplace Act of 1988 (Public Law 100-690 Title V Subtitle D) and the Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101- 226)*

**Graduation and Retention Rates**

Monroe College graduation and retention rates are available here on the College website’s Institutional Planning, Effectiveness, and Budget (IPEB) page: [https://www.monroecollege.edu/Accreditation/](https://www.monroecollege.edu/Accreditation/)
Identification Card Policy

Students are required to carry valid Monroe student identification (ID) cards at all times and must present the ID card when entering campus facilities or requested by a staff or faculty member. There is a fee, payable at the Bursar's Office, to replace ID cards.

Visitors to any Monroe College facility are required to obtain a temporary ID from Campus Public Safety personnel.

Non-discrimination Policy

Monroe College does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its admissions policy, activity programs, educational offerings or hiring procedures.

Discrimination Complaint Procedure

1. Informal Resolution

A current or potential student who alleges that an act of discrimination has been committed shall notify the Vice President for Student Affairs, at (718) 933-6700 or by mail care of: Monroe College, 2501 Jerome Avenue, Bronx, NY 10468

If it is found that the complainant’s allegation is valid and if the correction is within the scope of authority of the Vice President, within ten days after receipt of the complaint, the appropriate administrator will correct the situation.

2. Review of Title IX and Section 504 Decision

If the complaint is not resolved by the Vice President for Student Affairs to the satisfaction of the complainant within ten days, the complainant may request the Vice President for Student Affairs to appoint a review committee which will be composed of college administrators.

The review committee will review the case and conduct an investigation. A decision will be made and sent to the complainant in writing within 30 days from presentation of the complaint. The action of the review committee is final.

3. Appeal to the Department of Education

Any person who has a complaint that discrimination exists in any program funded by the Department of Education and who has exhausted the college’s complaint procedure indicated above may notify the Office for Civil Rights. A complaint should be filed by letter to: Director, Office for Civil Rights, U.S. Department of Education, Washington, DC 20201.
Right to Know

A full presentation of all Right to Know policies appears on the College website here: https://www.monroecollege.edu/About/Right-to-Know/. Selected sections of this material appear in various sections of this catalog.


1. **General Policy:** Under the Authority of the Family Educational Rights and Privacy Act of 1974, students have the right to examine certain files, records, or documents which are maintained by the school pertaining to them. The school must permit students to examine such records within forty-five days after submission of a written request and to obtain copies of such records upon payment of the cost of reproduction. Students may request the school to amend their education records on the grounds that they are inaccurate, misleading or in violation of their right of privacy. In the event that the school refuses to so amend the records, students may, after complying with the Monroe Complaint Procedure, request a hearing.

2. **Education Records:** Education records are all files, records, or documents that contain information directly related to the students. Examples include student placement and financial aid files. Such records are maintained by and are in custody of the school. The only persons allowed access to such records are those who have a legitimate administrative or educational interest.

3. **Exemptions:** The following items are exempt from the Act:
   b. Confidential letters of recommendation received after 1974. The Act permits students to waive their right of access if the letters are related to admissions, employment, or honors.
   c. Records about students made by teachers or administrators are maintained by and accessible only to them.
   d. School security records.
   e. Employment records for school employees who are not also current students.
   f. Records compiled or maintained by physicians, psychiatrists, psychologists, or other recognized professional or paraprofessionals acting or assisting in such capacities, for treatment purposes and which are available only to the persons providing the treatment.

4. **Review of Records:** It is the policy of the school to monitor educational records to insure that they do not contain information that is inaccurate, misleading, or otherwise inappropriate. The school may destroy records that are no longer useful or pertinent to the students’ circumstances.

5. **Directory Information:** Directory information is that information that may be unconditionally released without the consent of the student unless the student has specifically requested that the information not be released. The college requires that
such requests be made in writing to the Office of the Registrar within 15 days after
students start class. Directory information includes: student’s name, address(es),
 telephone number(s), date and place of birth, course of study, extra-curricular activities,
degrees and awards received, last school attended, post-graduation employer(s),
academic awards or equivalent, and dates of attendance.
6. **Access without Student Consent:** The College may release student information without
the student’s written consent to:
a. Other schools that have legitimate interests;
b. Other schools where students have applied for admission. In this case, students must
be advised that the records are being sent and that they may receive a copy;
c. Authorized representatives of the Department of Education, Office of Inspector
General of the United States, or state and local education authorities as part of an
audit or program review process;
d. Attorney General of the United States or his designee in response to an ex parte
order in connection with the investigation of a crime of terrorism;
e. Accrediting agencies;
f. Parents of students who are dependents for purposes of the Internal Revenue Code.
However, the school is not required to release such records;
g. Appropriate persons or agencies in connection with student applications for, or
receipt of, financial aid, i.e., Bureau of Citizenship and Immigration Services;
h. Courts, in compliance with a court order or subpoena with appropriate notification to
the student, unless it is an ex parte order that does not require student notification;
i. Appropriate persons or agencies in the event of a health or safety emergency, where
such release without consent is necessary under the circumstances. In all other cases,
the school shall obtain the written consent of the student prior to releasing such
information to any person or organization.

**Emergency College Closing**

Emergency closings are announced on the College website. All emergencies or unusual
events should be reported immediately with the Office of Public Safety.

**24-Hour Public Safety Numbers**
- Bronx: (646) 393-8495
- New Rochelle: (914) 740-6854

**Technology Use Policies**

Monroe College provides technology resources and policies that promote its academic mission
and support its administrative functions. For information, click here: Technology Policies
Find technology policies on the College’s website at:
[https://www.monroecollege.edu/About/IT/](https://www.monroecollege.edu/About/IT/)
Immunization Policy

New York State Public Health Law 2167 requires all college students to be immunized against measles, mumps, rubella, and meningococcal disease (meningitis). The law applies to all students born on or after January 1, 1957. Students who are not compliant with this law after 30 days may be restricted from attending classes until they are compliant.

Find immunization policy on the College’s website at:
https://www.monroecollege.edu/Campus-Life/Student-Support/Health-Services/

Credit Card Marketing Policy

Monroe College prohibits the advertisement, marketing and merchandising of credit cards to students on its campuses. Students are encouraged to participate in College financial literacy sessions and learn more about good credit management practices by visiting:
http://www.monroecollege.edu/dream
College Administration

Presidents and Vice Presidents

Marc M. Jerome President

Anthony Allen Senior Vice President, Institutional Planning, Effectiveness & Budget

Karenann Carty Senior Vice President for Academic and Student Affairs, Chief Academic Officer

Frank Costantino Assistant Vice President, Academic Affairs

Jacinth Coultman Assistant Vice President, Academic Affairs

Pamela Della Porta Assistant Vice President, Career Services

David Dimond Senior Vice President, Operations

Alex Ephrem Senior Vice President, King Graduate School

Carol Genese Vice President for Academic Affairs, New Rochelle Campus

Janice Girardi Assistant Vice President, Institutional Assessment

Lamar Haynes Vice President, Adult Learner Admissions

Evan Jerome Senior Vice President, Strategic Initiatives

Jerry Kostroff Assistant Vice President, Academic Affairs

Terry McGowan Vice President, Chief Information Officer

Michele Mumma Vice President of Admissions Operations

Craig Patrick Vice President, Monroe Online

Daniel Sharon Assistant Vice President for Student Financial Services

Edward Schneiderman Assistant Vice President, Institutional Effectiveness

Donald E. Simon Assistant Vice President for Governmental Affairs

Olesia Tiagi Controller

Deans

Sonia Alexander Dean of Academics, St. Lucia Campus

Matthew Avgerinos Assistant Dean, First Year Experience, Bronx Campus

Edith Banks Dean, First Year Experience, Bronx Campus

Alexander Canals Dean, Admissions and Student Services, King Graduate School, Bronx Campus

Frank C. Costantino Dean, School of Hospitality Management
Ahmed Eshra  Dean, School of Business and Accounting
Denese Ramadar  Dean, School of Allied Health Professions
Ted Goldstein  Dean, Office for Transfer, Readmission, and Veterans
Roberta Harris  Dean, King Graduate School, New Rochelle Campus
Guylaine Harrison  Dean, School of Criminal Justice
Anne Lillis  Dean, School of Education
Gersom Lopez  Dean of Admissions, New Rochelle Campus
Ngozi Nkongho  Dean, School of Nursing
Emerson Phillips  Dean of Student Services, New Rochelle Campus
Nilesh Shah  Dean, School of Information Technology
Augustus Small  Dean of Administration, St. Lucia Campus
Mark Sonnenstein  Dean, Admissions and Student Services, King Graduate School, New Rochelle Campus

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