

Addenda/Corrigenda to the 2013-2014 York College Bulletin

November 2013

YORK COLLEGE
The City University of New York

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Information contained in this document updates, but does not duplicate information published in the 2013/2014 York College Bulletin.

For complete information, readers must consult both sources, or visit the York College On-Line Bulletin at www.york.cuny.edu/bulletin.

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Applying for Graduation (Bulletin page 55)

[DELETE] Applying for Graduation, entire section

[ADD]

Students are required to apply for graduation on CUNYfirst during the semester prior to the semester in which they plan to complete their degree requirements for graduation. (See College Academic Calendar for exact application deadline dates.)

Students can apply for graduation on CUNYfirst via the Student Center or Self Service. Students who will not be in attendance at York when completing their final requirements must first receive permission from the Registrar to graduate in absentia and apply online in CUNYfirst.

General Education Requirements (Transfer Students) (Bulletin page 9)

[DELETE] General Education Requirements (Transfer Students) entire section

[ADD]

Students with an A.A. or A.S. degree from a CUNY or SUNY community college, with the exception of students in the Baccalaureate Nursing Program, will have fulfilled the General Education Requirements but are required to complete College Options. For some programs, students will be required to take more than the difference between the advanced credit granted and the required 120 credits to complete the requirements for the baccalaureate degree.

Students must complete the requirements for their major and the Liberal Arts requirement(s). For a Bachelor of Science degree 60 credits of Liberal Arts courses are required and for the Bachelor of Arts degree 90 credits of Liberal Arts courses are required.

Second Degree (Bulletin page 11)

[DELETE] Second Degree, paragraph #3

[ADD]

All second baccalaureate degree students holding a bachelor's degree from a regionally accredited senior college are exempt from all skills tests and General Education Requirements. Second baccalaureate degree students must still complete one Writing Intensive course in the upper division of the curriculum (at the 300 or 400 level) within the major discipline unless determined otherwise on an individual case by case basis.

MAJORS/MINORS & PROGRAMS

BLACK STUDIES BA (Bulletin page 152)

[ADD] The BA Black Studies Program's Mission

The BA Black Studies Program's Mission

The mission of the Black Studies Program is to provide an interdisciplinary intellectual arena in which students learn to critically examine, analyze, and interpret the African, African American, and Caribbean experiences. The Program offers a broad selection of courses addressing historical, cultural, sociological, political, economic, and psychological factors that affect the lives of African, African American, and Afro-Caribbean peoples. The curriculum stresses the skills necessary to think critically, write clearly, argue persuasively, and problem-solve effectively. Students are exposed to theory and research in a variety of subject matter and are encouraged to engage in active service and research beyond the classroom. The Annual Student Research Day, a recently created initiative, is a college-wide conference that gives outstanding undergraduate students the opportunity to present their own research to a forum of peers, family, faculty, and friends. Faculty in the Black Studies Program expect that our students will participate regularly in this event. In addition, faculty and students will be heavily involved in promoting participation in the CUNY Pipeline Program, encouraging students of color to attend graduate school.

Student learning objectives:

Upon completing a Black Studies degree, graduates should:

- 1) Demonstrate an interdisciplinary understanding of the diversity of experiences within the African Diaspora
- 2) Understand the importance and distinction of various approaches to knowledge about Black peoples
- 3) Possess and apply skills necessary to think critically, write clearly, argue persuasively, and problem-solve effectively
- 4) Sharpen critical citizenship skills: effective agency, participation, and leadership in the intellectual and research domains of professional and community life
- 5) Be ready for leadership in the community and post-graduate study

CREATIVE WRITING MINOR (Bulletin page 91)

[DELETE] Entire Introduction Paragraph

[ADD] The Creative Writing Minor is designed for students who have an interest in creative writing and are majoring in other areas. All students proposing to minor in Creative Writing should apply in the English Department Office, where they will be assigned an advisor.

ENGLISH BA (Bulletin page 91)

[DELETE] English BA introduction text

[ADD]

Majoring in English provides students with well-honed reading, writing, and speaking skills, deep knowledge of the Humanities, and experiences in problem solving, all tremendously valuable in today's global job market. Through close reading and study, English majors explore a variety of classic and contemporary literature and learn to articulate ideas clearly and convincingly.

English majors study a wide variety of literature, read closely and write confidently, become acquainted with the history of multiple literary traditions, have an opportunity to study such special areas within English studies as language history and linguistics, and creative writing, and journalism. All Major Courses must be planned and scheduled in consultation with your Major Advisor.

GERONTOLOGICAL STUDIES AND SERVICES BS (Bulletin page 141)

[ADD] Bachelor of Science (BS) in Gerontological Studies and Services Mission Statement:

To prepare students to assume leadership positions in the planning, implementation and evaluation of geriatric health education, gerontological policies and programs, and the delivery of services to older adults and their families.

Learning Objectives and Competencies:

1. To demonstrate knowledge of aging processes and adult growth and development.
2. To assess and prioritize the health, psychosocial, environmental, and program needs of community-based older adult.
3. To interpret policies and procedures of entitlements and need-based programs for older adults.
4. To demonstrate culturally-responsive communication and helping skills.
5. To plan effective gerontological health-education programs.
6. To implement gerontological health-education interventions.
7. To assess the effectiveness of educational and other programs serving the elderly and their families.
8. To communicate and advocate on behalf of older adults.
9. To demonstrate reflective professional development.

HEALTH EDUCATION PreK-12 BS (Bulletin page 141)

[ADD]

Mission Statement

The York College Health Education PreK-12 Program enables Health Education Teacher Candidates to utilize content knowledge, content pedagogy, health enhancing skills, and professional dispositions to develop learning environments that support psychomotor, cognitive, and affective learning domains, and includes state and national health education standards. Professional preparation is guided by lesson and unit planning that incorporate coordinated school health programming, student diversity, technology, assessment, class management, and reflective practices. Through clinical experiences in New York City schools, HETCs develop competencies that positively impact student learning.

Major Student Learning Goals (AAHE/NCATE Standards)

1. Candidates demonstrate the knowledge and skills of a health literate educator.
2. Candidates assess needs to determine priorities for school health education.
3. Candidates plan effective comprehensive school health education curricula and programs.
4. Candidates implement health education instruction.
5. Candidates assess student learning.
6. Candidates evaluate health education instruction.
7. Candidates plan and coordinate a school health education program
8. Candidates serve as a resource person in health education
9. Candidates communicate and advocate for health and school health education.

HEALTH SCIENCE BS (Bulletin page 129)

[DELETE] Health Education (Major Title)

[ADD] Health Science BS

[DELETE] Pending approval by the NYS Department of Education

[DELETE] Major Core Requirements section

[ADD] Major Core Requirements (revised)

Major Core Requirements (revised)		
MATH 121	Analytic Geometry and Calculus I	4
BIO 201	Biological Principles I	4
ECON 102:	Elementary Economic Analysis II (Required for Healthcare Mgmt. Conc.)	3
OR		
SOC 101:	Introduction to Sociology	3
PSY 102:	Introduction to Psychology	3
PHIL 102:	Beginning Informal Logic	3
HPGC 101:	Basic Concepts of Health Professions	2
OR		
HE 201	Foundations of Health and Disease	2
HPGC 102	Public Health	3
OR		

HE 312	Health and Disease	3
GERO 101	Introduction to Gerontology I	3
CHEM 108	Principles of Chemistry I	3.5
CHEM 109	Principles of Chemistry I Laboratory	1.5
CHEM 111	Principles of Chemistry II	3.5
CHEM 112	Principles of Chemistry II Laboratory	1.5
BIO 202	Biological Principles II	4
HPGC 201	Principles of Epidemiology	3
HPHS 201	Health Informatics	3
HPHS 211	Marketing in Health Care	3
HPHS 302	Health Policy	3
PSY 300	Interpersonal Skills for Community Service	2
OR		
One two credit elective	Biology, Biotechnology, Chemistry, Psychology, Health Science, Health Education, Health Professions	2
HPHS 401	Field-based Experience in Health Sciences I	4
HPHS 402	Field-based Experience in Health Sciences II	4

JOURNALISM BA (Bulletin page 92)

[DELETE] Journalism BA introduction text

[ADD]

Students majoring in Journalism receive a comprehensive grounding in strong traditional writing and reporting skills, as well as in interactive media delivery methods, ethics and legal issues, and localized new coverage.

The Journalism Major offers concentrations in News Writing & Reporting, Broadcast Journalism, and Book & Magazine Publishing. The degree program combines a strong liberal arts and general journalism education with specific training in these areas of media, all centered right here in New York City. Students majoring in journalism are given at least one hands-on Fieldwork experience.

NURSING BS (Bulletin page 151)

[ADD] York College Mission Statement

The mission of the York College Nursing Program is to offer a liberal arts-based educational experience to guide students in attaining the knowledge, skills, and values essential for professional nursing practice.

There are two tracks in the Nursing Program:

- The RN- Baccalaureate track is designed to build upon the knowledge and competencies of Registered Nurses, who graduated from associate degree and diploma programs, and assist them in becoming nurse leaders and managers.
- The generic Baccalaureate track is designed is to prepare competent nursing professionals able to think critically, address the health needs of diverse cultural groups in the metropolitan New York City region, and pursue life-long learning.

Nursing Program Outcomes:

Performance on licensure exam (generic program only) – Generic graduate pass rate will meet or exceed the National NCLEX-RN pass rate on the first attempt.

- Program Completion – 80% of generic track students will complete the program in five semesters; and 80% of RN-BS track students in four semesters (100% program length).
- Program Satisfaction – 80% of graduates will report satisfaction with the nursing program six months after program completion.
- Job Placement – 80% of generic track graduates will be employed as registered nurses six to twelve months after graduation; 80% of RN-BS track graduates, desiring a new position, will attain the position six to twelve months after graduation.

Nursing Terminal Student Learning Outcomes:

1. Effectively communicate with diverse client populations and disciplines using a variety of strategies and respecting client's cultural beliefs and practices.
2. Make sound judgments that synthesize nursing science and knowledge from other disciplines in the provision of safe, quality nursing care.
3. Collaborate with clients, families, health team members to assist clients in achieving optimal wellness.
4. Advocate for health policies that address local and global health issues through participation in nursing organizations.
5. Integrate a personal philosophy of professional nursing practice incorporating legal, moral and ethical standards.
6. Assume responsibility and accountability for one's own education and nursing practice
7. Provide a safe environment using technology and information systems in nursing practice.
8. Effectively manage patient care to ensure best possible health care outcomes.
9. Maintain a spirit of inquiry and use research findings to provide evidence-based nursing care.

OCCUPATIONAL THERAPY

The Occupational Therapy Process (Bulletin page 147)

Accreditation and Credentials section

[DELETE] Bullet #1.

[ADD]

1. The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. AOTA's phone number is (301) 652-AOTA.

[ADD] Please note: A felony conviction may preclude an individual from taking the certifying examination and obtaining a license to practice. (to immediately follow bullet #4)

Eligible for Screening into Upper Level Occupational Therapy Program (Bulletin page 147)

[DELETE] Bullet #4, entire content

[ADD]

Completion of all college and pre-major course requirements.

- Biology 201 and 202 OR Biology 234 and 235
- Chemistry 106 and 107 OR 108 and 109
- MATH 111
- Psychology 102
- Psychology 214 OR Psychology 215 and 216
- Psychology 338
- Sociology 101
- Writing 303*

Screening Procedures for Occupational Therapy Program (Bulletin page 148)

[DELETE] Bullet #3

[ADD] 3. Proof of application/acceptance to York College for transfer students.

Occupational Therapy Course Sequence Table (Bulletin page 148)

[ADD] Fifth year Fall:

OT523	Use of Orthotics	1 credit
OT524	Use of Physical Agent Modalities	1 credit

[ADD] Sixth year Fall:

OT647	Assistive Technology	2 credits
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Course Standards for Retention (Bulletin page 150)

[DELETE] Paragraph #1

[ADD] The lowest acceptable grade for Occupational Therapy course is a "C". Students who receive a grade below "C" must repeat the course. Students will have only one opportunity to repeat any course.

Department of Occupational Therapy Fieldwork Sites Table (Bulletin page 150)

[DELETE] Entire Table

[ADD] Department of Occupational Therapy Fieldwork Sites (Revised)

Department of Occupational Therapy Fieldwork Sites (Revised)

Affiliation	Clinical Associate
Avalon Gardens Rehab & Healthcare Center	<i>Marc Scannapieco, OTR/L</i>
Barrier Free Living	<i>Patricia Motus, OTR/L</i>
Bellevue Hospital Center	<i>Ai Lian Lim, OTR/L</i>
Beth Israel Medical Center	<i>Elliot Katz, OTR/L</i>
Beth Israel Medical Center/Psych	<i>Lilya Berns, OTR/L</i>
Brooklyn Community Medical	<i>Miriam Lichter, OTR/L</i>
Brooklyn Hospital Center	<i>Beata Nowak</i>
Brooklyn VA Medical Center	<i>Efekona Nuwere, OTR/L</i>
Brooklyn VA Medical Center/Psych	<i>Larry Deemer, OTR/L</i>
Changing Lives OT	<i>Rose Tanis, OTR/L</i>
Coler/Goldwater Memorial Hospital	<i>Anu Kukade, OTR/L</i>
Coney Island Hospital	<i>Lisa Bosse, OTR/L</i>
Creedmoor Psychiatric Center	<i>Curtisse Waddy, OTR/L</i>
Elmhurst Hospital Center	<i>Bibi Baksh, OTR/L</i>
EuroFitness Pediatric Rehab Center	<i>Steve Kashulsky, OTR/L</i>
Greater Harlem Nursing Home	<i>Maria Carreon, OTR/L</i>
Harlem Hospital Center	<i>Karla McGregor, OTR/L</i>
Henry Street Settlement	<i>Melanie Austin, OTR/L</i>
Jamaica Hospital Medical Center	<i>Marilyn Ramos</i>
Jamaica Hospital Nursing Home	<i>Ilene Wood, OTR/L</i>

James J. Peters Medical Center	<i>Teina Daley, OTR/L</i>
Jewish Home & Hospital - Bronx	<i>Glenn Stewart, OTR/L</i>
Jewish Home & Hospital - Manhattan	<i>Katheryn Feightner, OTR/L</i>
Kidz Therapy Services	<i>Christina Davis, OTR/L</i>
Kingsbrook Medical Center	<i>Carmen Quinones, OTR/L</i>
Lawrence Hospital Center	<i>Andrea Schwartz, OTR/L</i>
Long Island Jewish/Hillside Medical Center	<i>Loretta Cummins OTR/L</i>
Lutheran Medical Center	<i>Romana Ahmad, OTR/L</i>
Mercy Medical Center	<i>Sandy Abolafia</i>
Metropolitan Hospital Center	<i>Frances Gary, OTR/L</i>
Northshore University Hospital (Glen Cove)	<i>Caralynn Ross, OTR/L</i>
New York State Psychiatric Institute	<i>Elaine Mullen, OTR/L</i>
NYU - Rusk Institute for Rehab Medicine	<i>Nandita Singh, OTR/L</i>
Omni Childhood Center/Omni Rehab	<i>Dawn Oakley, OTR/L</i>
Positive Beginnings	<i>Rose Tanis, OTR/L</i>
Queensboro Occupational Therapy	<i>Carlos Martins, OTR/L</i>
Queens Boulevard Extended Care Facility	<i>Haddassah Zern, OTR/L</i>
Queens Hospital Center	<i>Bernadita Sapugay, OTR/L</i>
Sensory Street Pediatric OT	<i>Beatrice Hector, OTR/L</i>
Shorefront Center for Rehabilitation and Care	<i>Raquel Galan, OTR/L</i>
The Summit School	<i>Gail Grubman, OTR/L</i>
Transitions of Long Island	<i>Patricia Kearney, OTR/L</i>
Village Care of New York	<i>Patricia Motus, OTR/L</i>

SOCIAL WORK BS (Bulletin page 153)

[ADD]

YORK COLLEGE SOCIAL WORK PROGRAM

Mission Statement

The York College Social Work Program is committed to the undergraduate social work education of the highest academic rigor and professional relevance with a particular emphasis on serving diverse urban populations in the global context. The cohesive curriculum of the Program, built on a strong and well-integrated liberal arts base, is designed to educate students in the knowledge, skills and values for generalist social work practice. The York College Social Work Program prepares students for successful professional employment and advancement as well as graduate study in the field of social work.

Learning Goals and Competencies

Upon completion of the Bachelor's degree in Social Work, graduate will be able to:

GOAL #1: Develop professional social work attitudes, behaviors, and communication skills based on the foundation of professional social work *values* and ethical principles.

Competencies:

- Identify as a professional social worker and conduct oneself accordingly.
- Apply social work ethical principles to guide professional practice.
- Engage diversity and difference in practice

GOAL #2: Will develop a strong intellectual foundation of analytical *skills* and research methods to understand the existing knowledge and develop new models of professional intervention.

Competencies:

- Apply critical thinking to inform and communicate professional judgments.
- Engage in research-informed practice and practice-informed research.
- Respond to contexts that shape practice.

GOAL 3 #: Develop culturally-competent empowerment-based practice *skills* to promote understanding, sensitivity and social justice for marginalized and oppressed client systems.

Competencies:

- Engage diversity and difference in practice.
- Advance human rights and social economic justice.
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

GOAL #4: Integrate the *knowledge* of scientific theories into the bio-psycho-social and political systems approaches in order to understand human systems on micro-, mezzo, and macro-levels of social work practice

Competencies:

- Apply critical thinking to inform and communicate professional judgments.
- Advance human rights and social economic justice.
- Apply knowledge of human behavior and the social environment.

GOAL #5: Demonstrate competence in the generalist social work practice *skills* of engagement, assessment, intervention and evaluation skills in working with diverse individuals, families, groups, organizations, and communities

Competencies:

- Identify as a professional social worker and conduct oneself accordingly.
- Apply critical thinking to inform and communicate professional judgments.
- Engage diversity and difference in practice.
- Respond to contexts that shape practice.
- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities, such as:

Engagement - Use empathy and other interpersonal skills

Assessment - Assess client strengths and limitations

Intervention - Help clients resolve problems

Evaluation - Critically analyze, monitor, and evaluate interventions

SOCIOLOGY BA (Bulletin page 154)

[ADD] The BA Sociology Program's Mission

The BA Sociology Program's Mission

The Sociology Program's aim is to foster students' cultural and social awareness, intellectual and personal growth and respect for diverse communities. The Program is therefore designed to prepare students to read, think, speak and write critically about social issues, relationships and institutions, recognize trends and patterns of social behavior and to analyze factors which shape human societies. Students also develop quantitative literacy skills and the ability to conduct research. These program objectives play a larger role, as they are also part of the York College mission statement. The sociology program objectives are accomplished by offering a broad based curriculum based on theory, concepts, critical thinking and analysis and research methods.

Upon successfully completing their B.A. sociology graduates can apply directly to graduate school in disciplines such as the social sciences, social work, education, law and health. Students with a baccalaureate can find employment opportunities in federal, state and local governmental agencies, educational and social services, private sector businesses and international organizations. The most common occupational choices for sociology majors nationally include, social services, counselors, psychologists, administrators, managers, teachers, librarians, marketing researchers, technology consultants and social science researchers.*

*American Sociological Association (2010) *Launching Majors into Satisfying Careers*, pp. 16 and 46.

Major Student Learning Goals

By offering a broad based curriculum on social theories and concepts, educating students to thinking critically and effectively to analyze social research, students will be;

- Prepared to critically read, write, speak and think about social issues, social change and relationships and institutions.
- Recognize trends and patterns of social behavior and be able to analyze factors which shape human societies.
- Develop quantitative literacy skills and the ability to interpret and conduct research.

TEACHER EDUCATION, DEPARTMENT OF (Bulletin page 155)

[DELETE] Department of Teacher Education introduction text, paragraphs #1 and 2

[ADD]

TEACHER EDUCATION CONCEPTUAL FRAMEWORK
York College Mission

York College enriches lives and enables students to grow as passionate, engaged learners with the confidence to realize their intellectual and human potential as individuals and global citizens.

Teacher Education Unit Mission and Vision

The Teacher Education Unit promotes excellence through Diversity of Knowledge, Diversity of Culture and Diversity of Communication. We will prepare our pre-service candidates: to enact deep and broad content knowledge in order to enable diverse learners to achieve at the highest levels through the use of pedagogical knowledge and pedagogical content knowledge; and to embody professionalism. The Unit's rigorous academic program will develop a cadre of professional educators who, having been taught by models of good teaching, are prepared with an array of theories, tools, and skills necessary to create rich learning environments in which urban children and youth can strive for and reach success.

Conceptual Framework

The Teacher Education Unit at York College strives to provide prospective teachers with the following knowledge, skills, and dispositions:

Enact Knowledge

- ◆ Access and build content knowledge
- ◆ Examine the power and biases of knowledge and knowledge construction
- ◆ Demonstrate a broad and deep knowledge of academic content
- ◆ Evaluate content knowledge for relevance to K-12 classroom
- ◆ Evaluate emerging content knowledge using research based evidence

Enable Pedagogy

- ◆ Design and deliver instruction that responds to the diversity of learners in the classroom
- ◆ Design curriculum and deliver instruction that represents broad and deep knowledge of pedagogy
- ◆ Embed technology into the learning experience
- ◆ Assess students using a diversity of measures, analyze the results, and make instructional decisions to optimize teaching and maximize student performance
- ◆ Act as reflective practitioners with a strong conviction that learning is a lifelong process

Embody Professionalism

- ◆ Understand the full range of student needs represented in an urban classroom
- ◆ Prepare students to be active and effective participants in a political and social democracy
- ◆ Collaborate with parents and leaders/agencies in the local community
- ◆ Collaborate with the professional educational community
- ◆ Demonstrate caring and ethical professional behavior in order to build teaching and learning environments that draw on the strengths of students' diverse cultures, languages, exceptionalities, multiple intelligences, and learning styles

- ◆ Demonstrate a commitment to social justice and equity issues in multicultural, multilingual, urban schools
- ◆ Exhibit strong written, verbal, and non-verbal communication skills

WRITING PROGRAM (SPECIAL PROGRAMS) (Bulletin page 93 & 94)

[DELETE] Writing Program, introduction text

[ADD] The Writing Program administers the College's required writing courses and offers Writing 301, 302, and 303, courses that are designed to help students acquire the research and writing abilities needed in the work of their major, for graduate studies, and in their professional careers. All students entering the College between Fall 1996 and Fall 2013 (including transfer students) are required to complete Writing 301, 302, or 303. Writing 301 is recommended for majors in the humanities and social sciences; Writing 302 is recommended for majors in the natural sciences, mathematics, and technology; Writing 303 is recommended for majors in the professional programs. All courses will satisfy graduation requirements. Students should consult with a major advisor to determine which writing course to take.

Students who entered York before the Fall of 1996 and are readmitted to the College in Fall 1996 or later after an absence of three or more consecutive semesters must also take Writing 301, 302 or 303. Students who enter with a previous baccalaureate degree are exempt from this requirement.

COURSE DESCRIPTIONS

BIOLOGY

BIO202 – Biological Principles II

[DELETE] Coreq: CHEM 11

[ADD] Coreq:CHEM 110

BIOTECHNOLOGY

BTEC302 -Theory and Methods in Biotechnology and Biopharmaceuticals (Course omitted)

[ADD]

BTEC302 (Not Liberal Arts) Theory and Methods in Biotechnology and Biopharmaceuticals 4 hrs. 4 crs. An introduction to the history, development and regulation of the biotechnology industry with a focus on the application of biological methods to the development of human biopharmaceuticals and biotherapeutics, including the design, production and characterization of therapeutic proteins, nucleic acids, cells and biomaterials, stem cells, cancer therapeutics, gene therapy and vaccines. The laboratory will cover basic biological laboratory techniques, including preparation of laboratory reagents, measurement of weight, volume, temperature and pH, spectrophotometry, densitometry, fluorescence, protein and nucleic acid electrophoresis and chromatography, enzyme and metabolic assays, as well as cell and tissue culture. The laboratory will culminate with the production, purification and characterization of a recombinant protein. Preq: BIO 301, CHEM 231 Coreq: CHEM 231 This course is cross listed with BIO 302

BTEC489 – Special Topics in Biotechnology

[DELETE] Coreq: WRIT 31, 32, 33

[ADD] Coreq: WRIT 301, 302, 303

ECONOMICS

ECON 102 – Introduction to Microeconomics

[DELETE] NOT Liberal Arts for Accounting Major

GEOLOGY

GEOL207 – Geologic Techniques

[DELETE] Coreq: GEOL 11

[ADD] Coreq: GEOL 110

GEOL217 – Earth History with Paleontology

[DELETE] Coreq: GEOL11 OR GEOL 14

[ADD] Coreq: GEOL110 OR GEOL 140

MATHEMATICS

MATH271 – Topics in Foundational Mathematics

[DELETE] (Not Liberal Arts)

[ADD] (Liberal Arts)

OCCUPATIONAL THERAPY

OT315 Functional Human Anatomy

[REVISE] Course Description revised

Exploration of the physiological functioning of the human body and its relationship to health: skeletal, muscular, integumentary, nervous, cardiovascular, lymphatic, endocrine, respiratory, digestive, urinary and reproductive systems are addressed.

OT316 Functional Human Physiology

[REVISE] Course Description revised

Exploration of the physiological functioning of the human body and its relationship to health: skeletal, muscular, nervous, circulatory, respiratory, digestive, endocrine, reproductive, urogenital, and integumentary systems.

OT322 Occupation Through the Life Span

[REVISE] Course Description revised

This course provides foundational knowledge on human development across the life span including age appropriate occupations, and the role of context and culture in shaping how and what people do throughout their life span. Experiential learning and observations are a part of class activities and assignments.

MATERIALS AND TRANSPORTION FEES (Bulletin page 282)

[DELETE] CHEM 111, \$25 Material Fee

[ADD] CHEM 112, \$25 Material Fee