DISCLAIMER
The contents of this College Catalog are subject to change. ASA College reserves the right to add, change or cancel courses or programs, revise subject matter content, change requirements, modify, amend or revoke any rules or regulations, or make any changes it deems necessary. The college also reserves the right to effect any other changes in the curriculum, administration, tuition and fees, academic standards, or any other phase of the college activity without notice. ASA College does not guarantee enrollment into specific sections of desired courses.

OWNERSHIP
ASA Institute of Business and Computer Technology, Inc. (DBA: ASA College), a New York corporation, is owned and operated by Alex Shchegol, President.

NONDISCRIMINATION POLICY
ASA College is an equal employment affirmative action institution. The college does not discriminate against any person on the basis of age, gender, race, color, creed, religion, marital status, national or ethnic origin, disability, or sexual orientation in its admissions, employment, educational programs, student services, activities, or administration of education policy, except as such condition may constitute some bona fide occupational or assignment qualifications.

ASA is firmly committed to providing all students equal access to its programs, resources, opportunities and facilities. Violations of the College’s policies against unlawful discrimination and harassment may result in disciplinary action, including but not limited to being barred from campus, suspended, or dismissed from the College.

The following persons have been designated to handle inquiries regarding the non-discrimination policies and grievance procedures:

**Robert Faynblut**, Associate Director, Human Resources
81 Willoughby Street, 2nd Floor
Brooklyn, NY 11201
718-534-0831
rfaynblut@asa.edu

**Gloria Longakit**, Director, Office of Academic Affairs,
81 Willoughby Street, 2nd Floor
Brooklyn, NY 11201
718-534-0791
glongakit@asa.edu

EFFECTIVE DATE
Volume 25 of the 2011-2012 College Catalog is effective as of October, 2011.
TABLE OF CONTENTS

ASA MISSION .................................................................................................................. 4
ASA HISTORY ................................................................................................................... 5
ABOUT ASA ..................................................................................................................... 6
ADMISSIONS POLICIES AND PROCEDURES ......................................................... 9
STUDENT FINANCIAL ASSISTANCE ........................................................................ 13
TUITION, FEES AND REFUND POLICY ........................................................................ 25
STUDENT SUPPORT SERVICES .................................................................................... 29
ACADEMIC POLICIES AND PROCEDURES ............................................................ 36
PROGRAMS OF STUDY ................................................................................................. 47
DIVISION OF ARTS AND SCIENCES ............................................................................. 50
DIVISION OF BUSINESS ................................................................................................. 54
DIVISION OF COMPUTER TECHNOLOGY .................................................................... 61
DIVISION OF CORE COMPETENCIES ......................................................................... 67
DIVISION OF CRIMINAL JUSTICE ............................................................................. 68
DIVISION OF HEALTH DISCIPLINES ......................................................................... 70
CONTINUING EDUCATION ........................................................................................... 78
DISTANCE LEARNING .................................................................................................... 79
COURSE DESCRIPTIONS ................................................................................................. 81
ADMINISTRATION AND STAFF .................................................................................... 104
FACULTY ........................................................................................................................ 116
ACADEMIC CALENDAR .................................................................................................. 130
APPENDICES

APPENDIX A: Satisfactory Academic Progress Charts ................................................. 132
APPENDIX B: Table of Placement Test Scores and Corresponding Remedial Courses .......................................................... 134
Core values defining what ASA is and what it aspires to be and distinguishing ASA from other institutions of higher education focus on student centeredness, accountability, respect, and integrity.

**Student Centeredness:**
We value and respect all students as unique individuals.
We assist students in realizing their educational goals and provide students with a positive educational experience.

**Accountability:**
We understand and value our individual roles in the college.
We take responsibility for processes, decisions, and outcomes within our scope of influence.

**Respect:**
We appreciate individual differences and diverse opinions and work together to create a mutually supportive environment.
We treat each other with dignity and appreciate individual contributions regardless of position within the college.

**Integrity:**
The Mission of ASA College is to educate a diverse and qualified student population to become responsible professionals committed to lifelong learning by equipping them with a firm academic foundation and career-specific competencies. ♦ ASA offers high-quality degree and certificate programs that respond to the needs of students and employers in a global economy. ♦ ASA faculty and staff are dedicated to maintaining professionalism and institutional integrity in a student-centered environment.

Our actions and words signal the institutional integrity of our college.
We embrace honesty and base our decision-making on a combination of high ethical standards and practical considerations.
Founded in 1985, ASA began with Alex Shchegol teaching a class of 12 students. Known then as “Advanced Software Analysis,” the institute focused on mainframe computer programming, as New York had a dire shortage of qualified programmers at that time. Over the years, as technology revolutionized how every major industry operates, ASA has created and updated programs to meet new market needs.

Since its inception, the college has grown to more than 5,000 students, 17 programs of study, and 2 large, centrally-located campuses in midtown Manhattan and downtown Brooklyn. Today, in addition to computer technology, our programs of study focus on the rapidly-growing industries of healthcare, business and criminal justice.

Consistent with the needs and capabilities of our student body, which includes highly motivated and mature immigrants, ASA programs have always featured a “hands-on” training component.

In 1999, ASA received authorization from the New York State Board of Regents to confer degrees in Accounting, Computer Programming and Information Technology and Medical Assisting.

In the following years, ASA continued to develop new programs. ASA added five new Associate of Occupational Studies degree programs in Business Administration with Management Information Systems, Healthcare Office Administration, Network Administration and Security, Office Administration and Technology, and Pharmacy Technology. ASA also acquired additional space at its main location in Brooklyn to accommodate its growing student population.

In 2005, ASA expanded its operations to midtown Manhattan where the college established an Extension Center at Herald Square. ASA also expanded its academic offerings to include two new Associate in Applied Science (AAS) degree programs in Health Information Technology and Criminal Justice.

In 2010, ASA received approval to offer AAS in Nursing.

In 2010, ASA received accreditation from The Middle States Commission on Higher Education.
ACCREDITATIONS AND APPROVALS

ASA College is authorized by the New York State Board of Regents to confer Associate of Occupational Studies and Associate in Applied Science degrees. All degree and certificate programs are registered by the State Education Department. The contact information is as follows:

New York State Education Department Office of College and University Evaluation

Education Building Annex, 5 EB, North Mezzanine
Albany, NY 12230
(518) 474-5851
www.highered.nysed.gov/ocue/

ASA College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools (since June 2010). The contact information is as follows:

Commission on Higher Education Middle States Association of Colleges and Schools

3624 Market Street
Philadelphia, PA 19104
(267) 284-5000
www.msche.org

ASA College is accredited by the Accrediting Council for Independent Colleges and Schools (since January 1992). The contact information is as follows:

Accrediting Council for Independent Colleges and Schools

750 First Street, N.E. Suite 980
Washington, D.C. 20002
(202) 336-6780
www.acics.org

Additionally, ASA’s Associate Degree program in Medical Assisting is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endowment (AAMAE). The contact information is:

CAAHEP

35 East Wacker Drive, Suite 1970
Chicago, IL 60601
(312) 553-9355
www.caahep.org

ASA is also approved by the New York State Education Department for the training of veterans and is authorized under Federal law to enroll non-immigrant alien students.

PROGRAM OFFERINGS

All ASA curricula are built upon a philosophy that balances academic preparation, professional training, and hands-on experience. Each program offering is designed around industry requirements and pragmatic experience that promotes the acquisition of skills needed to enter the workforce. Under the aegis of five academic divisions, the college offers 11 degree programs and 6 certificate programs. The divisions and the programs offered by ASA are listed below. Furthermore, ASA’s Division of Arts and Sciences offers a full complement of general education and liberal arts courses in addition to the Stand-alone ESL program.

Division Of Business

- Business Administration-Accounting A.O.S. 5004
- Business Administration with Management Information Systems (not currently offered) A.O.S. 5099
- Office Administration and Technology A.O.S. 5005
- Office Technology and Administration CERTIFICATE 5004
- Executive Legal Assistant CERTIFICATE 5005

Division Of Computer Technology

- Computer Programming and Information Technology A.O.S. 5103
- Network Administration and Security A.O.S. 5104
- Computer Support Specialist CERTIFICATE 5104
- Internet Client-Server Application Development CERTIFICATE 5103
- PC Client-Server Programming CERTIFICATE 5103
About ASA

Division Of Criminal Justice
- Criminal Justice A.A.S. 5505

Division Of Health Disciplines
- Healthcare Office Administration A.O.S. 5099
- Health Information Technology A.A.S. 5213
- Medical Assisting A.O.S. 5214
- Nursing A.A.S. 5208
- Pharmacy Technology A.O.S. 5201
- Medical Office Assisting with Medical Billing CERTIFICATE 5214

Division Of Arts And Sciences
- Stand Alone ESL None

The shorter certificate programs fully articulate into the degree programs in their particular field. Detailed descriptions for each of the above programs are available in this catalog. Basic skills development courses are available in ESL, college reading and writing, as well as mathematics.

Certificate programs can be completed in two semesters of full-time study. Degree programs can be completed in four semesters of full time study. Students may select the option that best suits their short or long-term educational and employment plans.

Student Retention, Placement and Graduation Rates

ASA's average annual retention and placement rates reported to the Accrediting Council for Independent Colleges and Schools (ACICS) for the last three academic years are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Retention Rates</th>
<th>Placement Rates *</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>62.9%</td>
<td>69.2%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>64.9%</td>
<td>79.1%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>67.4%</td>
<td>79.5%</td>
</tr>
</tbody>
</table>

* Please note: Data are reported in aggregate and therefore include data for programs that have been discontinued or modified since data compilation and exclude data for programs that have been recently introduced. While rates are calculated through June 30 of a particular academic year, placement data are generally disproportionately impacted by students who graduate in the month of June and are only just beginning their job search efforts at the time of data compilation.

ASA Graduation Rate as calculated and published by the Integrated Postsecondary and Education Data System (IPEDS) of the National Center for Evaluation Statistics is 34% for the 2007 cohort.

Memberships

ASA College, its faculty and staff, maintain memberships in the following professional higher education and civic organizations:
- American Association of Collegiate Registrars and Admissions Officers
- American Association of Medical Assistants
- American College Personnel Association
- American Accounting Association
- American Institute of Professional Bookkeepers
- Association of Computing Machinery
- Brooklyn Chamber of Commerce
- Career Colleges Association
- Eastern Association of Student Financial Aid Administrators
- Foundation for Accounting Education
- NAFSA International Educators Association
- National Academic Advising Association (NACADA)
- National Association of Student Financial Aid Administrators
- National Business Educators Association
- National Career Development Association
- National Student Employment Association
- Teachers of English as a Second Language

Facilities and Equipment

ASA has two New York City locations: the Main Campus in downtown Brooklyn and the Extension Center in Manhattan/Herald Square area. Both campuses provide extensive student support services that include counseling in academic and non-academic areas, unlimited tutorials, placement and career services, and a comprehensive externship program. To provide students with maximum access, these ASA services are available from 9 a.m. to 9 p.m. on weekdays and 9 a.m. to 6 p.m. on weekends. If additional assistance is needed, a student can contact the department chair or his/her student advisor via phone or e-mail.

ASA continuously updates its technology across the college to reflect current industry standard practices so it closely matches actual employment conditions. The college also
provides supervised computer and medical labs for student project work 7 days a week during all three semesters.

The Brooklyn Campus is situated in the borough’s bustling downtown MetroTech district, surrounded by major world banks and brokerage companies, not far from Brooklyn Borough Hall. It occupies 110,395 square feet of prime space, which includes 48 lecture rooms, 22 computer labs, a dedicated networking/technology tutorial lab, 9 fully equipped clinical laboratories, a dedicated clinical skills performance lab, a pharmacy lab, 2 medical coding labs, 2 ESL/language labs, a fully-equipped learning center, the Arthur J. Hidalgo Library and Resource Center, a state-of-the-art writing center, the Prometrics Testing Center and a student lounge. The main buildings on this campus are located at 81 Willoughby Street, 151 Lawrence Street, and 383 Pearl Street.

The closest subway stations to all three buildings are: Hoyt-Schermerhorn Street on the 2, 3, and G lines; Borough Hall on the 4 and 5 lines; Jay Street/Borough Hall on the A, C, and F lines; and Lawrence Street on the R line.

The following bus lines also stop nearby: B25, B26, B38, B52, B61, B67, and B75.

The college is located within walking distance from the Flatbush Avenue station of the Long Island Rail Road. There are several private and municipal parking garages close by.

The Manhattan Campus is located in the vibrant heart of midtown, across the street from Macy’s at Herald Square, and a block away from the Empire State Building. This location features 36 newly constructed classrooms, 14 administrative offices, 4 faculty lounges, 2 student lounges, 10 computer labs, 2 ESL/language labs, a library, a learning center and a clinical performance laboratory. About 20 minutes by subway from the Brooklyn campus, this site occupies 6 floors in three buildings located at 1293 Broadway (at the corner of 34th Street), 1328 Broadway, and 875 Sixth Avenue (2 blocks from 1293 Broadway).

ASA’s Manhattan campus is adjacent to the major 34th Street-Herald Square subway stop on the B, D, F, Q, M, N and R lines. It is also close to the 34th Street-Penn Station subway stop on the A, C, and E lines.

The following bus lines also stop nearby: M5, M7, M16, M32 and M34. Express buses from the five boroughs also stop near this campus.

The New Jersey Transit Path Train station at 34th street is within short walking distance. Several private garages are within walking distance of the center.

A map of both campus areas is on the inside back cover of this catalog.
ADMISSIONS OVERVIEW

Applicants to all ASA programs undergo a selection process that focuses on basic skills assessment. In evaluating candidates, ASA looks for motivation and maturity, the potential to grow and develop, as well as evidence that applicants can benefit from the challenging education offered by the college. Above all, ASA seeks motivated students who choose to be active learners and want to relate their academic studies to their occupational objectives.

Admissions decisions are made without regard to age, gender, race, creed, religion, national or ethnic origin, physical capability, marital or parental status, or sexual orientation.

HOW TO APPLY TO ASA

Interview: Applicants who live within commuting distance to ASA must be interviewed by an admissions associate. In addition to discussing education and career goals, applicants learn about admission requirements, programs of study, career planning, financial aid programs, student support services, and registration procedures.

Applicants and their families may request a bilingual admissions associate from ASA’s multilingual admissions staff.

Application for Admission: Candidates for admission must complete an application, submit a high school transcript request form, and pay the non-refundable application fee. All supporting documents become the permanent possession of ASA and will not be returned.

Placement Tests: Applicants are required to take the COMPASS placement tests administered by ASA, to determine if there is a need for remedial course work in reading, writing, mathematics or English as a Second Language. (A table of placement tests and corresponding remedial courses is on page 134 of this catalog.)

Applicants transferring credits in English Composition and College Math courses from another college may be exempt from the placement tests. They should supply an official transcript from their previous college(s) and complete the “Basic Skills Test Exemption Request” form.

Applicants for Healthcare Office Administration program must also take a typing test to determine whether there is need for remedial courses in keyboarding.

After The Tests: Applicants meet with a senior ASA admissions officer to clarify their academic and career goals, review the test results and obtain answers to additional questions.

After Being Admitted to ASA: Students meet with an advisor to register for classes. To ensure a successful transition to college level work, students will be scheduled for non-credit ESL or remedial courses based on the results of their placement tests. Students needing more than one remedial course are advised to attempt no more than 12 credits in their first semester.

PROOF OF HIGH SCHOOL GRADUATION OR ITS EQUIVALENT (GED)

Acceptable forms of proof include, but are not limited to, original or copies of the following:

- a high school diploma or transcript. If this document is not in English, the applicant must provide an official translation. If the names on the diploma (or transcript) and on the ASA application are different, the applicant must provide official documentation (such as a marriage license) where both names appear;

- college transcript stating that the basis of admission was high school graduation;

- attainment of a GED;

- U.S. Department of Defense DD-214 form that indicates graduation from high school.

ASA does not currently admit applicants who have not yet earned a High School Diploma or its equivalent under the ATB determination.

TRANSFER STUDENTS & ADVANCED STANDING APPLICANTS

A transfer student is a student who has previously attended another degree-granting post-secondary institution and has successfully completed at least one credit-bearing course.

Applicants who have previously attended any regionally accredited post-secondary institution may be able to transfer
courses comparable in content and length to ASA. Students are required to complete maximum of 50% of the courses in the program. Transfer credit will be evaluated once an official copy of the previous college transcript is received. A transcript is considered to be official when stamped with the official college seal, signed by the appropriate college official and received directly by ASA’s Registrar’s Office in a sealed envelope. Catalog and course descriptions may be requested as well.

Students may not be excused from taking placement examinations unless the Registrar’s office has an official transcript at the time of registration. Once the placement examinations are taken, the results are considered to be final and the applicants get their schedules accordingly. Applicants are strongly encouraged to complete the transfer credit evaluation process prior to registration to avoid any potential scheduling and financial aid problems.

The Registrar’s office will not adjust the schedule of an applicant if the latter provides the official transcript after having taken placement examinations. It is the responsibility of an applicant to provide all the necessary documentation in a timely manner.

Transfer credit will be considered for individual courses for which a grade of “C” or better has been achieved. Courses may be eligible for transfer within the following time constraints since previous study was completed:

- Social Sciences/ Humanities courses 15 years
- Math/ Natural Sciences courses 15 years
- Technology / Computer-based courses 5 years
- Medical /Clinical courses 5 years

Additionally, students enrolled in Medical Assisting program may transfer credits into their major only from CAAHEP-accredited degree-granting institutions.

ASA may accept transfer credits from colleges and universities outside of the USA for similar, verifiable, credit-bearing coursework. However, it is the students’ responsibility to provide the Registrar’s office with official transcripts accompanied by official translation and course-by-course evaluation of the courses in the transcripts by a recognized credential evaluation agency, e.g. WES.

ASA acknowledges that alternative methods of learning are essential to the growing demands of the modern students where educational needs might not be met by attending a traditional institution. To that end, ASA may award academic credit evaluated on an individual basis for nationally recognized advanced placement examinations such as CLEP, DANTE and /or Excelsior College (Regents) exams. Students may also be awarded credits for verifiable IT industry standard certifications obtained from nationally recognized organizations such as Microsoft, CISCO, and Sun Systems, etc. The request should be submitted to the Division Chairperson for further evaluation.

ASA awards exemption credit for its Freshman Skills Seminar if the applicant has successfully completed at least one semester of credit-bearing courses at another regionally accredited institution. ASA College does not award academic credit for life/work experience.

THE INTERNATIONAL APPLICANT ADMISSION PROCESS

Under authorization from the U.S. Department of Homeland Security, ASA admits and enrolls non-immigrant (international) students. International applicants are required to:

- Complete an Application for International Student Admission.
- Meet regular ASA College admission requirements.
- Provide evidence of high school and, if applicable, college education. Such evidence may include copies of the awards (diplomas, certificates, degrees) or a notarized copy of high school transcript or academic record. Documents that are not in English must be accompanied by a certified translation.
- Demonstrate that they have sufficient funds to pay for all educational and living expenses.

International applicants who submit the required materials and meet admissions requirements are issued an I-20 Form (Certificate of Eligibility for Non-Immigrant (F-1) Student Status for Academic and Language Students).

Applicants with F-1 student status are admitted as matriculated students only and must attend ASA full-time. International students are encouraged to enroll in a medical insurance plan and must arrange for their own housing. Student financial aid is not available for international students.

STUDENT IMMUNIZATION REQUIREMENT

In accordance with New York State Public Health Law, Section 2165, all students attending ASA College who were born on or after January 1, 1957, must provide written proof of adequate immunization records against measles, mumps, and rubella. Acceptable proof of immunity consists of a
certificate of immunization signed and stamped by a physician or licensed health care provider that documents measles, mumps, and rubella immunity within 30 days.

If a student is exempt because of age, medical reasons, or religious belief, he/she must submit a certificate of immunization exemption to the Registrar’s Office, within 30 days of starting an ASA program.

Proof of immunization, exemption, or record of first dosage of MMR vaccination is a condition for registration and class attendance. Students who do not provide documentation of full MMR vaccination within the first 30 days of their semester will be prohibited from attending classes and are subject to administrative withdrawal. Complete information on this requirement is included in the admissions decision packet.

**STATEMENT OF HEALTH REQUIREMENT FOR MEDICAL ASSISTING STUDENTS**

Prior to the end of the first semester, every student admitted to the Medical Assisting Program must be vaccinated against Hepatitis B.

**STUDENT DISABILITY SERVICES ADMISSIONS PROCEDURE**

ASA College will provide reasonable accommodations to qualified, enrolled students with documented disabilities. After student need is determined, reasonable accommodations will be provided on an individualized basis.

A reasonable accommodation is a modification, or adjustment, to instructional methods and/or a course, program, service, activity, or facility that enables a qualified student with a disability to have an equal opportunity. An equal opportunity means an opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to a similarly-situated student without a disability.

The following procedures have been implemented to assure a student with a disability is given an opportunity to receive reasonable accommodations.

1. During the admissions process, the applicant identifies that he/she has a disability. The prospective student is self-identified to the Director of Student Disability Services for an intake.

2. The Director will refer the prospective student to a professional for a diagnostic evaluation. This professional could be a psychologist, psychiatrist, ophthalmologist, or certified audiologist.

3. The Office of Student Disability Services will review the documentation and notify the student if he/she is eligible for accommodations.

4. The Office of Student Disability Services will consult with the Dean of Students to determine whether the College can provide the accommodations for the prospective student.

5. Once the student is admitted and enrolled, the Office of Student Disability Services will send written notification to the student’s professors stating the required accommodations for their classes.

6. All students with a disability will be given reasonable accommodations in and outside of the classroom.

**ADMISSIONS DEFERRAL**

If a student was accepted to ASA but cannot attend the current semester, he/she can defer admission by writing to the Vice President for Admissions and Marketing.

Letters of deferral must include the applicant’s name, social security number, program, semester of application or acceptance, reason for deferral, and the semester to which the applicant would like to defer. Admission may be deferred up to one year (three academic semesters including summer) from the semester of application. After one year, a new application (including the application fee) will be required. Students who attend other academic institutions in the interim must reapply for admission.

**FOUR CATEGORIES OF ADMISSION STATUS**

**MATRICULATED STUDENTS**

Matriculated status is granted to students who are accepted into, and recognized as working toward, an ASA degree or certificate program. Degree and certificate requirements for matriculating students remain in effect from their first semester at ASA until they graduate. Matriculated students are also given priority in class enrollment. They may attend classes on a part-time (1 to 11 credits per semester) or full-time (12 or more credits per semester) basis and schedule their classes during the days, evenings or weekends. In order to be eligible for federal or state financial aid, a student must be matriculated.

**NON-MATRICULATED STUDENTS**

Non-matriculated status is granted to any student who is registered for credit-bearing courses but has not been admitted into a degree or certificate program. Students with a non-de-
gree status may transfer their credits to a degree or certificate program by completing an application for status change with the Office of Admissions. Non-matriculated students are not eligible for student financial aid.

VISITING STUDENTS

Students in attendance at other colleges who wish to take courses at ASA may enroll as visiting students. They must submit to the Office of Admissions an official letter certifying that they are in good academic standing at their home college and have permission to take a course(s) at ASA. The visiting student status is valid for one semester.

READMITTED STUDENTS

Former matriculated students who wish to resume their studies at ASA may request readmission by completing a new application for admission and, if necessary, providing supporting documentation regarding the circumstances that resulted in discontinuance or interruption of studies. While readmission candidates may not have to resubmit copies of records already on file, their prior tuition balance and/or student loan status must be cleared before their application may be considered.

A student’s request for readmission will be reviewed by the registrar within 30 calendar days of its receipt. If readmission is granted, the student will be required to:

1. meet the provisions of the catalog that is in effect on the date of readmission and
2. adhere to any stipulations regarding readmission to college.
FINANCING YOUR EDUCATION

ASA believes that every qualified student, regardless of financial ability, should be able to obtain a college education. The Financial Aid Office helps match qualified applicants with the best aid programs to achieve their educational goals. It also provides students with assistance in applying for and receiving this funding. Matriculated students are often eligible for awards from multiple sources, if they attend ASA on at least a half-time basis.

AVAILABLE AID PROGRAMS

To meet the needs of our diverse student population, ASA participates in federal, state, and institutional student financial assistance programs. Grant and loan programs are available to applicants who meet general and program-specific eligibility requirements.

GRANTS

A grant is a gift that does not have to be repaid. It is awarded on the basis of financial need. Money from grant sources is normally included in a student’s Financial Aid Eligibility Notice if he/she meets eligibility guidelines and funding levels permit. Specific grant programs include the Federal Pell Grant, Academic Competitiveness Grant, the Federal Supplemental Educational Opportunity Grant, and the New York State Tuition Assistance Program Grant.

SCHOLARSHIPS

There are several scholarships at ASA. Some are designed to help students as they begin their college careers; others are awarded as they progress in their major. Most are based on merit.

LOANS

An education loan is a form of financial aid that must be repaid with interest. It allows students to postpone repayment until after they have completed their education or have withdrawn from the college. Repayment time schedules depend on the loan program. As of 7/1/2010 all students must apply through the William D. Ford Federal Direct Loan Program.

WORK-STUDY

The federal work-study program allows students to earn part of their financial aid award through employment. Work-study students are employed either at a community organization or with an ASA department in positions that, whenever possible, complement their educational program.

APPLYING FOR FINANCIAL AID

Students are strongly encouraged to apply for financial aid as soon as they are admitted. Applicants are invited to meet individually with a financial aid officer to discuss their eligibility, application requirements, and available sources. To apply, they’ll need to initially submit:

- A “Free Application for Federal Student Aid” (FAFSA);
- A New York State Express TAP Application;
- An application and promissory note for Federal Direct Loans, if necessary;
- A valid social security card;
- A valid driver’s license or any other form of official picture ID;
- Proof of citizenship or eligible non-citizen status.

After the first interview, students will receive an itemized list of additional documents that will need to be submitted for financial aid consideration at a subsequent interview.

AID PROGRAM HIGHLIGHTS

Within this section there are brief overviews of aid programs available at ASA or from federal or state agencies outside of the college. Additional information on these programs is available from the Financial Aid Office.

FEDERAL AID ELIGIBILITY REQUIREMENTS

Students must meet general and program-specific eligibility requirements established by the U.S. Department of Education, which include the following:
• Be a U.S. citizen or an eligible non-citizen.
• Have a valid Social Security number.
• Have financial need (except for some loan programs).
• Have a high school diploma, a GED, or achieve a passing score on the Ability-to-Benefit test.
• Be enrolled at least half time as a regular student in an eligible program and working toward a degree or certificate.
• Not owe a refund on a grant or be in default on a student loan.
• Demonstrate compliance with applicable anti-drug regulations.
• Register with the Selective Service System if required to do so.
• Maintain satisfactory academic progress (SAP) as a student. See the Satisfactory Academic Progress Charts on pages 132-133 of this Catalog.

NY STATE AID ELIGIBILITY REQUIREMENTS FOR THE TUITION ASSISTANCE PROGRAM - TAP

Students must:
• Meet the general federal eligibility requirements.
• Be a legal resident of New York State and have resided in New York State for at least 12 months immediately preceding the first semester for which Tuition Assistance Program (TAP) assistance is sought.
• Be enrolled and matriculated in an eligible program of study.
• Not be in default on repayment of State awards or on a student loan.
• Have proof of high school graduation or successfully pass a federally approved Ability-To-Benefit test.
• Maintain satisfactory academic progress according to standards prescribed by New York State. See the “SAP Chart” on pages 132-133 of this catalog.
• Maintain a 2.0 GPA after accumulating a total of 24 TAP points (an equivalent of 4 semester payments).
• Be matriculated full-time (at least 12 credits per semester) for receipt of a TAP award.

Special Requirements:
ASA programs are taught on an accelerated schedule. In order to maintain eligibility for the accelerated TAP award (any third consecutive TAP disbursement), students must earn a minimum of 24 credits in the preceding two semesters. One non-credit remedial course is allowed per semester for the completion of the 24 credit requirement.

Important note for students with foreign high school diplomas:
• Students with foreign high school credentials must pass a federally approved Ability-To-Benefit test or a High School Equivalency test (GED) before they receive their first TAP award.
• Students must pass the ATB exam within the add/drop period of the term in order to qualify for the award for that term. Students whose first language is English will take the COMPASS ATB test. Required passing scores: Writing = 32; Reading = 62; Math = 25.
• Students, for whom English is not their first language, will take the COMPASS ESL ATB test as well as a Math component from the COMPASS test. Required passing scores: Grammar = 64; Listening = 70; Reading = 70; Math = 25.

FINANCIAL AID ELIGIBILITY COMPUTATION

The formula for determining a student’s eligibility for federal or state financial aid is complex. Factors that influence this calculation include but are not limited to:

• Cost of Attendance
This is the estimated cost of education-related expenses while attending ASA. It includes tuition and fees, room and board, books and supplies, and personal expenses (e.g. transportation and miscellaneous items).

• Expected Family Contribution (EFC)
This is the amount the applicant, and (if applicable) the applicant’s parents, are expected to contribute toward the cost of attendance.

This contribution is calculated by using federally legislated “needs analysis” guidelines. While the same procedure is used for all applicants, the resulting expected contribution will vary due to factors like past and present income; savings, assets, and debts; family size and the number of persons enrolled in post secondary education; and special circum-
stances unique to the family (e.g. unusually high medical expenses, cost of secondary school tuition, dependent care expenses).

- **Financial Need**

  **Financial Need = Cost of Attendance – Expected Family Contribution**

  *(Need is equal to an applicant’s cost of attendance minus his or her expected family contribution).*

  This determination is based on the information in the student’s Free Application for Federal Student Aid (FAFSA). Generally, financial aid is first allocated, through a combination of grants, scholarships and loans, to meet the basic cost of a student’s education (e.g. tuition, fees, and books). Other living expenses are addressed if funding levels permit.

**FINANCIAL AID PACKAGE**

The system of financing education with a combination of awards from all of the programs for which a student is eligible is called “packaging.” While limited funding makes it impossible for ASA College to meet applicant’s full demonstrated need, the Financial Aid Office attempts, when possible, to meet the applicant’s financial need by offering a combination of grants and loans. It should be understood that financial aid is intended to supplement, not replace, financial contributions from the applicant and (if applicable) the applicant’s parents.

Generally, financial aid funds are allocated first to meet the basic cost of a student’s education (tuition, fees, and books). If funding permits, other living expenses are addressed. Need for aid is determined by an analysis of information contained in the student’s Free Application for Federal Student Aid. The data on these applications and the students’ files are used to calculate what students and/or their parents are able to contribute toward the students’ cost of attendance.

**ESTIMATED 2011-12 EXPENSES FOR FULL-TIME STUDENTS**

The Financial Aid Office will use these estimated costs for 8 months (2 ASA semesters) during the 2011-2012 award period.

<table>
<thead>
<tr>
<th>STUDENTS WITHOUT DEPENDENTS LIVING WITH THEIR PARENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
</tr>
<tr>
<td>Home Maintenance (room, board, and associated costs)</td>
</tr>
<tr>
<td>Books and Supplies</td>
</tr>
<tr>
<td>Personal</td>
</tr>
<tr>
<td>Transportation</td>
</tr>
<tr>
<td>Total Estimated Expenses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENTS WITH DEPENDENTS NOT LIVING WITH THEIR PARENTS AND ALL OFF-CAMPUS EXPENSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
</tr>
<tr>
<td>Home Maintenance (room, board, and associated costs)</td>
</tr>
<tr>
<td>Books and Supplies</td>
</tr>
<tr>
<td>Personal</td>
</tr>
<tr>
<td>Transportation</td>
</tr>
<tr>
<td>Total Estimated Expenses</td>
</tr>
</tbody>
</table>

*Note: Students are responsible for the purchase of their own textbooks and ordinary stationery supplies which become the property of the student. While textbook costs vary, the average cost to the student is estimated to be approximately $50 to $150 per course. Textbook and supplies can be obtained at the college store. The store is provided as a convenience, but students are not required to purchase their books or supplies at the campus store.*
FINANCIAL AID DEADLINES

Applicants are encouraged to complete the application process outlined herein promptly so as not to miss any of the mandatory or priority deadlines indicated below.

<table>
<thead>
<tr>
<th>FINANCIAL AID DEADLINES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Application for Federal Student AID (FAFSA)</td>
<td>Must be submitted to the Financial Aid Office by June 30 of the academic year</td>
</tr>
<tr>
<td>U.S. Department of Education Institutional Student Information Report (ISIR)</td>
<td>Must be received by the Financial Aid Office by August 31 or the last date of attendance, whichever comes first</td>
</tr>
<tr>
<td>New York State Express TAP Application (ETA)</td>
<td>Must be submitted to the Financial Aid Office or mailed to the Higher Education Services Corporation no later than June 30 of the academic year</td>
</tr>
<tr>
<td>Federal Supplemental Educational Opportunity Grant Program (SEOG)</td>
<td>The priority deadline for funding consideration is June 1, October 1, and February 1</td>
</tr>
<tr>
<td>Federal Work-Study Program (FWS)</td>
<td>Application deadlines are posted on bulletin boards throughout the college as positions become available</td>
</tr>
<tr>
<td>ASA College Scholarship programs</td>
<td>Application must be submitted 3 weeks prior to the class start</td>
</tr>
</tbody>
</table>

Note: Financial aid awards are not automatically renewable. Recipients must reapply for aid each year they expect to receive any type of student assistance. This process is generally referred to as RE-FILING. It begins in late March and students are urged to complete the process prior to the beginning of their Summer semester. ASA reserves the right to prevent students from registering for their Summer classes until the completion of RE-FILING.

APPLICATION PROCESSING

After all forms and documents are submitted, the Financial Aid Office reviews and transmits the application to the respective funding sources for processing. Students receive a personalized Financial Aid Eligibility Award letter.

FOR FEDERAL AID

Within 48 hours of transmission, the Financial Aid Office receives an Institutional Student Information Report (ISIR) that contains an “EFC”. The EFC (Expected Family Contribution) is used to confirm the amount of an applicant’s Federal Pell Grant, loan and campus-based awards.

If the ISIR contains minor errors, the Financial Aid Office corrects and re-transmits it for reprocessing.

However, if the ISIR has inconsistencies (such as differences in income sources, marital status, household size, prior school attendance) or printed comments reveal an eligibility problem, the Financial Aid Office will immediately contact the student so he/she can explain and correct the discrepancy.

Applications for Direct Loans are usually processed and mailed after receipt of the ISIR and classes have begun.

FOR NEW YORK STATE AID

Approximately 3-6 weeks after receipt of federal application data, applicants receive a notification from NYSHESC that their TAP application is ready for processing. Students can go on line to HESC.com to complete their application or a hard copy can be printed for them at the Financial Aid Office. The student should review the ETA immediately upon receipt, and correct any errors or missing information. The student should sign the ETA (and have it signed by his/her spouse or parents, as appropriate) and bring it to the Financial Aid Office for review and mailing.

Approximately eight weeks later, the student will receive an award notification from HESC, which states either the amount of his/her award or a specific reason for denial of an award. If additional information is needed for award processing, the student will receive a Request for Information form. If the student receives a letter of denial or a form requesting additional information, he or she should bring it to the Fi-
nancial Aid Office so that necessary corrections can be made within specified deadlines.

**Important note:** The aid projections specified on the student’s Financial Aid Eligibility Notice are subject to change as a result of federal and/or state legislative or regulatory changes. Additional data verification may become necessary after the time of initial application if the applicant has used all or part of his or her available financial aid funds at another school.

**DISBURSEMENT OF FINANCIAL AID**

ASA’s Financial Aid Office coordinates with the Student Accounts Office the different types of financial assistance for which a student is eligible. A student’s charges for direct institutional costs (e.g., tuition, fees) are deferred by the amount of financial aid expected to be received for the duration of the student’s program. The balance, if any, is paid on an installment plan.

*For federal and state aid programs:* Financial aid disbursements are authorized according to a prescribed schedule of “payment periods” (usually by academic semester). In the first semester of a student’s program, federal financial aid payments are authorized upon receipt of a valid Institutional Student Information Report (ISIR). Subsequent payments are contingent upon a student maintaining satisfactory academic progress.

*For the NYS Tuition Assistance Program:* State awards are disbursed directly to ASA upon school certification of the student’s attendance and eligibility for the specific semester.

Student’s Financial Aid Eligibility Notice projects that a specific award will be paid in future academic years. This is contingent on several factors including the student submitting the necessary application forms, continuing to be eligible for aid, and ensuring that the Financial Aid office receives a valid ISIR and TAP certification roster. As previously mentioned, awards involving multiple financial aid years are not automatically renewable. Recipients must reapply each year if they expect to receive any type of student assistance.

Since financial aid payments are contingent upon a student fulfilling certain obligations, all institutional charges remain the student’s obligation until paid directly by the student or resolved by actual receipt of financial aid. The college reserves the right to dismiss a student for nonpayment of tuition and fees due.

**FEDERAL FINANCIAL AID**

**FEDERAL PELL GRANT**

*Description*  
This program provides financial assistance to students who demonstrate financial need according to federal government criteria. Among the factors used to determine need are family size, family income, assets, and number of family members enrolled in college. Recipients must be U.S. citizens or eligible non-citizens who are registered for a minimum of 6-credits in a matriculated status.

*Award Amount*  
Awards are based on the expected family contribution. For the 2011-12 academic year, Pell grants range between $277.00 and $2,775.00 per semester. Students are eligible for one scheduled award (Maximum $5,550.00) in an academic year.

*Application Procedure*  
Complete Free Application for Federal Student Aid (FAFSA).

**FEDERAL DIRECT PARENT LOAN FOR UNDERGRADUATE STUDENTS (DIRECT PLUS)**

*Description*  
PLUS loans enable parents with good credit histories to borrow to pay the education expenses of dependent undergraduate students enrolled at least half-time. The interest rate is variable, but can never exceed 9 percent. The interest rate is adjusted on July 1 of each year. Interest is charged on the loan from the date the first disbursement is made until the loan is paid in full. Repayment of the loan begins within 60 days after the final disbursement for the academic year and may extend up to 10 years. Parents may choose to defer payments on a PLUS loan until six months after the date the student ceases to be enrolled at least half time.
**Award Amount**
The annual loan amount is limited to the cost of attendance minus other need based aid.

**Application Procedure**
Complete Free Application for Federal Student Aid (FAFSA). Complete DIRECT PLUS loan application which is available online at StudentLoans.gov or through the Financial Aid Office.

### FEDERAL DIRECT SUBSIDIZED STAFFORD LOAN

**Description**
This program enables students enrolled on at least a half-time basis to apply for a loan. Repayment begins 6 months after graduating, leaving school, or dropping below half-time. While students are in school and in their grace period, interest is subsidized by the US Department of Education. Interest begins to accrue at the point of loan repayment. The amount of each payment depends on the student’s total indebtedness. The minimum monthly payment is $50. The interest rate is variable, but can never exceed 8.25 percent. The interest rate is adjusted on July 1 of each year.

**Award Amount**
Students may borrow up to $3,500 for the first year of study and up to $4,500 for the second year, depending on need. The loan amount cannot exceed the cost of attendance minus the student’s expected family contribution and other aid.

**Application Procedure**
Complete FAFSA and Application for Federal Direct Stafford Loans.

### FEDERAL DIRECT UNSUBSIDIZED STAFFORD LOAN

**Description**
This loan is available to students regardless of their or their parents’ income. The terms of the loan are the same as a Subsidized Loan, except that the student’s interest is not subsidized by the Federal government while in school or during grace and deferment periods. The interest rate is variable, but can never exceed 8.25 percent. The interest rate is adjusted on July 1 of each year. Interest is charged on the loan from the day the loan is disbursed until it is repaid in full. Although the student is not required to make interest payments toward the loan while attending school, it is recommended that he/she does so if at all possible.

**Award Amount**
Same as the Subsidized Direct Stafford Loan, although the independent students may borrow up to an additional $6,000 in unsubsidized loans. Undergraduate dependent students may borrow up to an additional $2,000.00 in unsubsidized loans. In addition, if the parent of an undergraduate dependent student is denied a PLUS loan, the student then qualifies for an additional $4,000.00 unsubsidized loan. Borrowers can receive subsidized and unsubsidized loans for the same loan period but the combined total cannot exceed annual loan limits. Annual loan amount is limited by the cost of attendance minus other aid. Subsidized Direct Stafford Loans must be applied for first.

**Application Procedure**
Complete FAFSA and Application for Federal Direct Stafford Loans.

### FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

**Description**
This program provides additional grant assistance to students with exceptional financial need; that is, students with the lowest expected family contribution. Award priority is given to Pell Grant recipients.

**Award Amount**
Generally, awards range from $100 to $4,000 per academic year depending on available funds.

**Application Procedure**
Complete FAFSA.
FEDERAL WORK-STUDY PROGRAM (FWS)

Description
FWS provides jobs for students who have applied for federal financial aid and have demonstrated need. Applicants must be matriculated and registered at least half-time. Jobs may be either on or off-campus, and work hours are arranged around the student’s class schedule. Students may work up to 25 hours per week while classes are in session, and the wages must be above the current minimum wage.

Award Amount
Awards range from $500 to $5,500 per year, depending on available funds.

Application Procedure
Complete FAFSA and Application for Work-Study Employment.

CHILD OF VETERANS AWARD

Description
Awards are provided to eligible veterans and children of deceased veterans or service connected disabled veterans. Must provide verification of enrollment and any other documents required by the Veterans Administration.

Award Amount
Amount varies.

Application Procedure
Call (888) GI BILL1 (888-442-4551) or contact any regional Department of Veteran’s Affairs for information and applications.

NEW YORK STATE FINANCIAL AID

NEW YORK TUITION ASSISTANCE PROGRAM (TAP)

Description
To qualify for TAP, an applicant must be a legal resident of New York and be registered for a minimum of 12 credits per semester. Students enrolled in 2-year programs are eligible for up to 3 years of TAP for full-time study.

Award Amount
The amount of the award varies depending on income, financial dependency status, and the cost of tuition. For 2011-12, TAP grants for first-time recipients range between $275 and $4,000 per award year for students who are dependent on their parents, or who are financially independent and are married and have legal tax dependents. Awards for single independent students without dependents and married students without dependents range between $425 and $2,950 per award year. Payments for accelerated study are deferred until October 1 of the following year. Additional eligibility requirements are listed on pg.10 “NY State Eligibility Requirements for the Tuition Assistance Program - TAP”.

Application Procedure
Complete FAFSA. You will then be mailed or e-mailed a notice regarding the completion of Express TAP Application (ETA). TAP awards will not be processed until a completed ETA is received by NYSHEC. Students can mail the application to HESC on their own or bring it to the Financial Aid Office for review and mailing. Beginning with the 2010-11 academic year, HESC will no longer mail hard copy applications to students. Students have the option of completing their TAP applications on line or obtaining a hard copy application from the Financial Aid Office.

Deadline
The DEADLINE for submitting an ETA to HESC is June 30, 2011 for the 20101-12 Academic Year. After this date HESC will not be processing any applications for the said year and any awards estimated on the student’s Eligibility Notice with become null and void.
NEW YORK STATE MEMORIAL SCHOLARSHIPS FOR CHILDREN AND SPOUSES OF DECEASED POLICE OFFICERS AND FIREFIGHTERS

**Description**
Must meet state eligibility standards and be the child or spouse of a deceased police officer, firefighter, or volunteer firefighter who died as a result of injuries sustained in the line of duty.

**Award Amount**
Based on tuition, and non-tuition costs of attendance. Award equal to actual tuition costs or SUNY undergraduate tuition, whichever is less.

**Application Procedure**
Call HESC at (888) NYS HESC (888-697-4372) for information.

MAXINE WILLIAMS SCHOLARSHIP

**Description**
The Maxine Williams Scholarship (MWS) fund of the AAMA’s Endowment provides scholarships to deserving medical students. Scholarships are awarded on the basis of need, aptitude, and commitment to a medical assisting career. Applicants must hold a high school diploma (or equivalent) and be enrolled in a CAAHEP-accredited medical assisting program.

**Award Amount**
Maximum award - $1,000.00

**Application Procedure**
Please contact the Allied Health Department Chair for additional information on application procedures.

DOROTHY ROSS SCHOLARSHIP

**Description**
The Dorothy Ross Scholarship (DRS) fund of the New York Chapter of AAMA’s Endowment provides scholarships to deserving medical assisting students. Scholarships are awarded on the basis of need, aptitude, and commitment to a medical assisting career. Applicants must hold a high-school diploma (or equivalent) and be enrolled in a CAAHEP-accredited medical assisting program.

**Award Amount**
Maximum award - $200.00

**Application Procedure**
Please contact the Allied Health Department Chair for additional information on application procedures.

NEW YORK STATE REGENTS AWARD FOR CHILD OF VETERAN (CV) OR CHILD OF CORRECTIONS OFFICER (CO)

**Description**
Must meet state eligibility standards and be the child of a veteran who is deceased, 40 percent or more disabled, a former prisoner of war or missing in action as a result of service during specified conflicts (CV), or died as a result of injuries sustained in the line of duty (CO).

**Award Amount**
$450 per year.

**Application Procedure**
Apply using FAFSA, ETA and the CV or CO Award Supplement available from HESC at (888) NYS HESC (888-697-4372).
NEW YORK STATE VIETNAM VETERANS TUITION/PERSIAN GULF VETERANS TUITION AWARD

**Description**
Grant program for veterans enrolled in degree-granting programs for a minimum of 3 credit hours. Must meet federal and state eligibility requirements and other eligibility requirements.

**Award Amount**
Eligible veterans may receive $500 per semester for part-time study and $1,000 for full-time attendance.

**Application Procedure**
Complete FAFSA. ETA and WTA Award Supplement. Call HESC at (888) NYS HESC (888-697-4372) for additional information.

For other scholarships available through NYSHEC, visit their website at [www.hesc.com](http://www.hesc.com).

ASA COLLEGE SCHOLARSHIP PROGRAMS

ASA COLLEGE ALUMNI SCHOLARSHIP

**Description**
ASA College has established a scholarship available to all ASA graduates who have completed an Associate degree at ASA and would like to enroll into another AOS/AAS program at ASA. The following are the requirements and eligibility criteria that must be satisfied in order for the student to be eligible for the scholarship:

- Student must have successfully completed an AOS/AAS program at ASA College;
- Student must be enrolled into a different AOS/AAS program at ASA College;
- Student must complete the semester in order to receive the scholarship amount for that semester. If student withdraws from the college, he/she will forfeit the scholarship amount for that semester;
- Student will not be eligible for the scholarship in any semester where he/she will be repeating (FR) more than 6 credits;
- Student must maintain a minimum cumulative GPA of 2.0 in order to maintain eligibility for any subsequent disbursement of the scholarship;
- The award will be reflected on the Financial Aid Eligibility Notice and will be posted to the student’s account upon the successful completion of a semester.

**Award Amount**
A student will be awarded $1,000 per semester, not to exceed a total of $2,000.

**Application Procedure**
Award eligibility will be determined by a Financial Aid advisor at the initial packaging interview.

ASA COLLEGE ARTHUR J. HIDALGO MEMORIAL SCHOLARSHIP

**Description**
The Arthur J. Hidalgo Memorial Scholarship is available on a competitive basis to students who meet the eligibility criteria. Typical criteria include grade point average, enrollment in a specific academic program, and residence in a limited geographic area, community service or co-curricular activities. Other factors which are considered include essays, recommendations and interviews. The Arthur J. Hidalgo Memorial Scholarship(s) covers full tuition costs, is awarded once a year in the fall semester. Only students in the degree programs are eligible to apply for this scholarship. Students must also maintain a cumulative grade point average (CGPA) of 3.75 to continue to receive this scholarship in subsequent semesters.
**ASA COLLEGE DONNA CLAYTOR MEMORIAL SCHOLARSHIP**

**Description**  
The Donna Claytor Memorial Scholarship is available on a competitive basis to students in health disciplines programs who meet the eligibility criteria. To qualify for this award, students must be enrolled in a Health Discipline degree program at ASA College and must satisfy the following requirements and eligibility criteria:

- be full time and taking at least 12 credits in the semester for which eligibility is sought;
- have successfully completed one semester of core studies in the Division of Health Disciplines;
- have a cumulative GPA of 3.85 or higher.

**Award Amount**  
Maximum allowance of award is $500.00 per semester, and will be awarded once per semester.

**Application Procedure**  
Applicant must fill out a scholarship application form which can be obtained in the Division of Health Disciplines. Completed scholarship application form will be submitted to the scholarship committee for consideration. Applications are accepted each semester.

**THE ASA COLLEGE LEGISLATOR’S SCHOLARSHIP**

**Description**  
In order to qualify for this scholarship, student must be recommended by a Local, State, or Federal Legislator. The recommendation must be in a form of a letter on the Legislator’s official letterhead outlining student’s merits and accomplishments which were used as the basis for this recommendation. Student must enroll in an approved Degree program at ASA College and must satisfy the following requirements in order to maintain eligibility for the scholarship from one semester to the next:

1. Student must be full time and taking at least 6 core credits in any semester for which eligibility is sought;
2. Student must maintain a minimum cumulative GPA of 2.0;
3. Student will not be eligible for the scholarship in any semester where he/she will be repeating (FR) more than 6 credits.

**Award Amount**  
Student will be awarded $1,000.00 per semester, not to exceed a total of $5,000.00. Award will be reflected on the Financial Aid Eligibility Notice and will be posted to the student’s account upon completion of a semester.
Application Procedure  Applicant must complete an ASA admissions and scholarship applications, meet with an ASA Admissions Representative, take and pass all required placement tests, apply for financial aid, and submit the letter of recommendation.

ASA COLLEGE NON-RESIDENT STUDENT SCHOLARSHIP

Description  ASA offers scholarship for qualified ASA students who are not residents of New York State. The following are the requirements and eligibility criteria that must be satisfied in order for the student to be eligible for the scholarship:

1. Students must document the fact that they do not reside in the State of New York. Acceptable documentation includes: utility bills; tax returns; official letters. All documents must show the student’s/student’s spouse’s name, current date, and address. Student must reestablish eligibility as often as he/she is required to refile for Federal Aid;

2. Student must be enrolled full time with a minimum of six (6) core credits. Student will not be eligible for the scholarship in any semester where he/she will be repeating (FR) more than 6 credits;

3. Student must maintain a minimum cumulative GPA of 3.0 in order to maintain eligibility for any subsequent disbursement of the scholarship;

4. The award will be reflected on the Financial Aid Eligibility Notice and will be posted to the student’s account upon completion of a semester.

Award Amount  Student will be awarded $1,000 per semester

Application Procedure  Eligibility will be determined in the Financial Aid Office at the point when student is applying for all other forms of Financial Assistance.

ASA COLLEGE ATHLETIC SCHOLARSHIP

Description  ASA College offers three types of athletic scholarships: full tuition scholarship; full scholarship; and partial scholarship. Scholarships are awarded based on athletic ability as determined by the head coach of the sport. In order to qualify for the award a student must comply with all college, team, and NJCAA rules and regulations, as well as all Federal and State financial aid regulations. In order to maintain eligibility students must satisfy criteria outlined by NJCAA academic eligibility standards.

Award Amount  Scholarship awards will cover one academic year at a time and must be renewed each year. Each scholarship will cover components outlined bellow after the application of federal and state grants and may not exceed the Cost of Attendance.

Full Tuition Scholarship: this award is intended to cover tuition, fees, and books during one academic year. Each scholarship may vary, based on the actual cost of tuition, books, and fees less any Federal and State grants for which the student may qualify. In order to receive the award, the recipient must be in good academic and athletic standing.

Full Scholarship: this award is intended to cover tuition, fees, books, room and board during one academic year. Each scholarship may vary, based on the actual cost of the above components, less any Federal and State grants for which the student may qualify. Good academic and athletic standing is required for continued eligibility.

Partial Scholarship: usually covers 50% of the student’s tuition, fees, and books, less any federal and state grants and scholarships. Good academic and athletic standing is required for continued eligibility.

Application Procedure  Applicants must complete an ASA admissions application, meet with an ASA Admissions Representative, take and pass all required placement tests, and apply for financial aid by filling out a FAFSA application and completing the packaging process. Once the scholarship is awarded by the head coach, student must execute the letter of intent and the scholarship agreement form.
VERIFICATION

The federal government or ASA College may randomly select students for verification of data they provide. ASA College has developed the following policies and procedures regarding the verification of information provided by the applicant for federal aid under the Title IV Programs:

1. All students will be notified verbally by the Financial Aid Department if the U.S. Department of Education has selected them for verification. Upon selection, a financial aid administrator will inform the applicant of the time parameters and consequences of not completing verification as well as will confirm what supporting documentation is required, based on the most recent verification guide supplied by the Department of Education. The administrator will inform the applicant of the results of verification and any other documentation that is needed, and will assist the applicant in correcting any information that is inaccurate. Federal financial aid will not be paid until verification is complete.

2. ASA College may certify a Federal Direct Loan or FPLUS application. The student has only 3 days from the time the funds arrive at ASA to provide any required documentation. If documentation is not submitted by that time, the funds will be returned to Direct Loans and the student will be responsible for the amount due.

3. For Pell Grants and FSEOG, the student will have 60 days after his or her last day of attendance or the end of the academic year, whichever is earlier, to complete verification. However in the interim, the student must have made arrangements with ASA for payment of all tuition and fees due or risk termination at the option of ASA College. After 60 days, all financial aid that may have been due is canceled.

4. If the applicant knowingly supplies inaccurate information on any application or refuses to correct an error after being counseled by the institution, ASA must refer the case to the Department of Education. No financial aid will be disbursed to the student until the situation is resolved.

Note: The information provided on financial aid applications, and any other information received from applicants by Financial Aid Office staff, is kept in strict confidence and used solely for financial aid eligibility determination. All documents submitted in support of an application for financial aid become the permanent possession of ASA College.

OBTAINING ADDITIONAL INFORMATION

Enrolled or prospective students can obtain additional information on any aspect of financial aid by contacting the Financial Aid Office in person or by telephone.

The Financial Aid Office is open Monday through Friday from 9:00 a.m. to 8:00 p.m.

Former students are encouraged to avail themselves of the department’s services should they encounter problems with repayment of their loan, desire to continue their education at ASA or elsewhere, or have any questions with which the Financial Aid Office might be able to assist.

The following publications are readily available to everyone:

- Funding Education Beyond High School: The Guide to Federal Student Aid, 2011-2012 by the U.S. Department of Education (available in both English and Spanish);
- Paying for College, Borrowing for College, Rights and Responsibilities, and Paying Back Your Loan, by the New York State Higher Education Services Corporation.
- Your Federal Student Loan, by the U.S. Department of Education (available in both English and Spanish);

A number of informative brochures on how to pay for college, managing your finances, identity theft, etc. are also available in the Financial Aid Office.
TUITION AND FEES

All tuition and fees must be paid at the time of registration and are paid for each semester of enrollment. Tuition is determined by the number of credits a student takes. Tuition, fees, and related refund policies listed in this catalog are subject to change without notice at the discretion of the college. If tuition or fees are increased, payments already made are counted as partial payment. The Student Accounts Office notifies students through mailed billing statements of any additional amounts due and payment deadlines. Tuition is based on a per credit charge for part-time students.

Permission must be obtained from the Office of Academic Affairs to register for more credits than those listed in the recommended program sequence in any semester. Each request is evaluated on the basis of its merit, including the student’s prior academic record and commitments other than college studies. For purposes of tuition and fees assessments, students are categorized either as full time or part time students. Full-time Students: students who are enrolled for 12 or more credits (or credit-equivalent) in a term are classified as full-time. Part-time Students: students who are enrolled for fewer than 12 credits (or credit-equivalent) in a term are classified as part-time and are billed on a per-credit basis.

The schedule of tuition and fees for ASA College that are in effect for the 2011-12 college year is presented in the following table.

TUITION AND FEES RATES EFFECTIVE OCTOBER 2011

TUITION*:

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition: (full-time)</td>
<td>$5,940.00</td>
</tr>
<tr>
<td>Tuition: ESL Courses (full-time)</td>
<td>$2,400.00</td>
</tr>
<tr>
<td>Tuition: (Per Credit)</td>
<td>$495.00</td>
</tr>
<tr>
<td>Tuition: ESL Courses (Per Credit)</td>
<td></td>
</tr>
<tr>
<td>Levels A, B, C</td>
<td>$200.00</td>
</tr>
<tr>
<td>Levels D, E</td>
<td>$250.00</td>
</tr>
<tr>
<td>Tuition: Repeating Failed Courses (Per Credit)</td>
<td>$200.00</td>
</tr>
</tbody>
</table>

* All tuition charges are for 12-18 credits per semester (including remedial courses). The per-credit tuition rate is charged for credits below 12 and over 18.

FEES FOR ALL PROGRAMS:

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee (non refundable)</td>
<td>$25.00</td>
</tr>
<tr>
<td>Registration Fee: per semester (non refundable)</td>
<td>$25.00</td>
</tr>
<tr>
<td>Late Registration Fee: per occurrence (non refundable)</td>
<td>$25.00</td>
</tr>
<tr>
<td>Add/Drop Fee: per course (non refundable)</td>
<td>$10.00</td>
</tr>
<tr>
<td>Student ID fee (non refundable)</td>
<td>$10.00</td>
</tr>
<tr>
<td>Replacement Student ID fee: per request (non refundable)</td>
<td>$10.00</td>
</tr>
<tr>
<td>Returned Check Fee: per occurrence (non refundable)</td>
<td>$25.00</td>
</tr>
<tr>
<td>Technology Fee: per semester (non refundable)</td>
<td>$25.00</td>
</tr>
<tr>
<td>Student Activity Fee: per semester (non refundable)</td>
<td>$10.00</td>
</tr>
<tr>
<td>Student Accident Insurance Fee: per semester (non refundable after course begins)</td>
<td>$22.00</td>
</tr>
<tr>
<td>Externships Liability Insurance Fee: per semester</td>
<td>$15.00</td>
</tr>
<tr>
<td>Graduation Fee (non refundable)</td>
<td>$200.00</td>
</tr>
<tr>
<td>Official Transcript Fee: per request (non refundable)</td>
<td>$5.00</td>
</tr>
<tr>
<td>Duplicate Diploma or Certificate: per request (non refundable)</td>
<td>$15.00</td>
</tr>
<tr>
<td>Diploma Mailing Fee (non refundable)</td>
<td>$10.00</td>
</tr>
<tr>
<td>Book charges (optional)</td>
<td>$3,000.00</td>
</tr>
</tbody>
</table>

CHARGES RELATED TO SPECIFIC PROGRAMS:

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMA Examination / AAMA Membership Fee (charged in the last semester)</td>
<td>$127.50</td>
</tr>
<tr>
<td>Medical Lab Coat (this amount can change without notice)</td>
<td>$45.00</td>
</tr>
<tr>
<td>Medical Scrubs Uniform Charge (non refundable)</td>
<td>$100.00</td>
</tr>
<tr>
<td>Medical Lab Fee: per Lab (non refundable)</td>
<td>$50.00</td>
</tr>
<tr>
<td>Network Lab Fee: per semester (non refundable)</td>
<td>$80.00</td>
</tr>
</tbody>
</table>
**The Application Fee** is a non-refundable fee which represents the cost of admission processing for all full-time and part-time students upon their first admission to the college.

**The Registration Fee** is a non-refundable fee charged for registration.

**The Late Registration Fee** is a non-refundable fee charged for registration beginning the first day of a session (day, evening, weekend). It does not apply to courses being added to an existing schedule.

**The Add/Drop Fee** is assessed in any semester in which a student adds a course, changes from one course to another, or changes from one section to another after registration has been completed.

**The Returned Check Fee** provides for the collection and processing of checks returned unpaid by banks.

**The Technology Fee** is a dedicated fee charged to all students. The fee is committed to fund technology and equipment and is non-refundable.

**The Externship Liability Insurance Fee** is required of all students when registering for courses that include any field work, practicum or off-campus laboratory experiences. Once an off-site externship has begun, the fee is non-refundable and covers students in cases of liability claims arising while performing their duties. All externship courses require this fee.

**The Graduation Fee** covers the cost of student diplomas or certificates, the processing of the foregoing documents and related records, the graduation ceremony, caps and gowns, and membership in the college’s Alumni Association for the year immediately following graduation. Payment of the graduation fee is obligatory for all students completing their degree or certificate requirements and is not contingent upon the graduate’s participation in the graduation ceremony.

**The Official Transcript Fee** provides for the cost of handling and mailing transcripts of academic records.

**Diplomas** can be mailed to students for a fee of $10 if the student makes a request in writing and the address provided is a street address not a post office box.

**Medical Lab Fee** is applicable only to students in the AOS Degree Program in Medical Assisting. It is charged in the semesters where students are registered for the clinical lab courses.

**Medical scrubs** are required for students in the allied health programs. Two sets will be provided for each student at the beginning of their programs.

**Network lab fees** are applicable to students who are registered for the Associate of Occupational Studies in Network Administration and Security or for the Certificate program in Computer Support Specialist.

**Tuition deposits**, while non-refundable, are applied to the payment of tuition. An unused tuition deposit may be applied to the payment of tuition for a one-year period inclusive of the semester for which the tuition deposit was made.

- Students who have registered for classes but do not plan to attend classes during the semester must officially withdraw before the first day of classes or they may be liable for payment of tuition and fees.

- Students who are delinquent in paying tuition or fees are not permitted to register for the next semester and/or obtain transcripts and other records until all financial obligations have been met.

**SCHEDULE TUITION ADJUSTMENT**

Effective Fall 2011 semester, ASA will offer 15% tuition adjustment to full-time students taking all of their semester classes during the following time periods:

Monday - Friday 2:30 pm to 10:30 pm
Saturday and Sunday 9:00 am to 6:00 pm

**Students taking only ESL courses (Levels A-C) are not eligible for the tuition adjustment.**

Any coursework taken outside these hours will automatically disqualify students from receiving the tuition adjustment. Students must complete the semester and meet the satisfactory academic progress requirements to receive this adjustment.

The tuition adjustment will be posted as credit to each qualified student’s account. If the posted credit is larger than the student’s current liability, the resulting credit balance (up to the amount of the adjustment) will be issued to the student as a refund. Students should retain copies of their class schedule. They may need to present these copies to Student Accounts Office upon request.

This program may be changed or terminated at any time at the discretion of ASA Administration.

**TUITION PAYMENT PLAN**

As a convenience to its students, ASA College offers a tuition payment plan. It allows students to defer payment of 50 percent of the amount due to the college until the midpoint of the semester. Amounts due from a previous semester must be paid before a student can subscribe to a subsequent semester’s tuition payment plan.
TUITION PAYMENT, DEFERRAL AND COLLECTION

All students are required to pay tuition and all appropriate fees at the time of registration. However, students who qualify for financial assistance or loans from state federal or private agencies are permitted to defer these payments until the receipt of such financial aid, but in no case beyond the end of the semester.

Personal checks are accepted at the discretion of the college. Individual abuse of this policy may lead to non-acceptance of a personal check.

A tuition payment deferral is a privilege extended to a student by the college and can be withdrawn at the discretion of the college. In addition, if a third party payment is not received, ASA reserves the right to demand full payment from the student. Funds from any source may be used by the college for payment of any and all deferred or outstanding charges.

It is the student's responsibility to follow through on all financial aid paperwork to ensure timely completion of the process. In cases where payment of tuition and/or other charges is overdue, the college reserves the right to employ the services of collection agencies and/or attorneys. In that event, the student shall be liable for an additional sum representing interest and cost of collection including reasonable attorneys’ fees of one third of the balance in default at the time of collection. Students are also advised that their academic records will be obstructed prior to the end of the semester if all charges are not paid. Grades and transcripts will be withheld until full payment is made.

RETURN OF TITLE IV FUNDS

WHEN A STUDENT WITHDRAWS

As of October 7, 2000, ASA College is required by the Higher Education Amendments of 1998, Public Law 105-244 (the Amendments of 1998) to comply with the “Return of Title IV funds” for any student receiving Title IV funds who withdraws from any of our programs. This requirement does not dictate an institutional refund policy. ASA College’s refund policy will follow the explanation of the “Return of Title IV Funds.”

A statutory schedule is used to determine the amount of Title IV funds a student has earned as of the date he or she ceases attendance. The amount of Title IV Program assistance earned is based on the amount of time the student spent in academic attendance; it has no relationship to the student’s incurred institutional charges. Because these requirements deal only with Title IV funds, the order of return of unearned funds no longer includes funds from sources other than Title IV.

Up through the 60% point in each payment period (semester) at ASA, a pro rata schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. After the 60% point in the payment period, a student has earned 100% of his or her Title IV funds.

DETERMINATION OF WITHDRAWAL

Once ASA has determined that a student has withdrawn, the last day of recorded attendance or academically related activity, is used to determine the amount of Title IV funds the student has earned. There are several types of withdrawals. For example, if a student who provides official notification in writing to the Registrar, the date of ASA’s determination would be the same as the student’s written notification. For a student who withdraws without providing official notification to the college, ASA will determine the withdrawal date no later than 30 days after the end of the payment period (term). The amount of Title IV funds earned by the student will be based on the last day of recorded attendance.

The Student Withdrawal Date (as described above) is used in the following circumstances:

- to document and maintain this date as the student’s last day of attendance;
- to offer any amount of a post-withdrawal disbursement that is not credited to the student’s account within 30 days of this date;
- if the student or parent submits a timely response that instructs ASA to make all or a portion of the post withdrawal disbursement, ASA will disburse the funds within 90 days of this date;
- within 30 days of this date ASA will notify a student if a grant overpayment is due;
- if ASA is collecting an overpayment ASA must require repayment of the full amount of the overpayment within two years of this date;
- ASA will return the amount of Title IV funds for which it is responsible no later than 45 days after this date;
- the amount of aid disbursed as of this date is used to determine the amount of unearned aid that must be returned.

The computation of earned Title IV Program assistance includes all Student Financial Aid (SFA) grant and loan funds that were disbursed or that could have been disbursed to a student. Federal Work Study (FWS) funds are not included in the calculation.
In addition to aid disbursed, aid that could have been disbursed is also included in the calculation. Title IV aid that could have been disbursed is grant or loan funds for which the student meets the conditions for late disbursement. Note that the amount of Title IV funds that could have been disbursed does not include Title IV funds that the student was not otherwise eligible to receive at the time he or she withdrew.

ORDER OF RETURN OF TITLE IV FUNDS
The order of the return of Title IV Funds is as follows:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Unsubsidized Direct Stafford Loans
- Subsidized Direct Stafford Loans
- Perkins Loan
- Federal PLUS Loans
- Direct PLUS Loans
- Federal Pell Grant
- ACG
- FSEOG
- Iraq/Afghanistan Service Grant

PERCENTAGE OF TITLE IV AID EARNED
The student’s last day of recorded attendance or academically related activity is used to determine the student’s withdrawal date. The percentage of Title IV earned is equal to the percentage of the payment period (term) completed. If the student’s last day of attendance occurs on or before the student completed 60 percent of the payment period, the percentage earned is equal to the percentage of the payment period that was completed. If the day the student withdrew occurs after the student has completed 60 percent of the payment period, the percentage earned is 100 percent.

WITHDRAWAL PROCESS
Students who withdraw from courses for any reason must officially notify the college by completing a withdrawal form available in the Registrar’s Office. If a student fails to withdraw officially, ASA will determine his or her withdrawal date no later than 30 days after the end of the term.

ASA INSTITUTIONAL REFUND POLICY
Tuition liability is based on the tuition charges for each term individually.

Note: This refund policy is effective for all student withdrawals dated on or after October 7, 2000 and replaces all previously published refund policies.

Total tuition liability is limited to the term during which the student withdrew or was terminated, and any previous term the student completed. For student’s receiving Title IV funds, ASA will first calculate the Return of Title IV Funds to determine the amount of Federal funds that have been earned by the student. Those funds will be applied to the students account. ASA will then apply the following liability to tuition:

IF TERMINATION OCCURS College MAY KEEP

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>During the first week</td>
<td>25%</td>
</tr>
<tr>
<td>During the second week</td>
<td>50%</td>
</tr>
<tr>
<td>During the third week</td>
<td>75%</td>
</tr>
<tr>
<td>After completion of the third week</td>
<td>100%</td>
</tr>
</tbody>
</table>

REFUND POLICY APPEAL PROCESS
After a determination has been made under the above outlined refund policies, a student who believes an exception is justified may appeal the calculation to the Committee on Student Affairs (c/o the Office of Student Accounts). To do so, the student must file a written explanation citing the reason an exception is being requested and must provide supporting documentation. Exceptions to the refund policy are considered only when students present documentation of extenuating circumstances, such as serious illness or death in the immediate family. Minor illnesses, transportation problems, job changes, or complaints about course content or instructional methodology, for example, are not considered extenuating circumstances which justify exceptions to the refund policy.

Refund appeals will not be considered for students who have attended classes beyond the midpoint of the semester, nor will appeals be considered if they are filed more than 30 days following the end of the semester of withdrawal. Note, too, that refunds granted through the appeals process will be awarded for credit in the subsequent semester, and will generally be for no more than 20 to 50 percent of the cost of tuition; no cash refunds are issued.
Every new student is assigned a dedicated ASA advisor who functions as a mentor throughout his/her stay at the college. Advisors work with students to identify and achieve their goals. They also provide direction to students who are experiencing academic difficulties or want to pursue independent avenues of inquiry beyond the content of their current courses.

For many students, the primary obstacle to success is personal or financial. Advisors are equally capable of helping resolve these types of problems and can make referrals to appropriate sources for assistance.

While every ASA faculty and staff member is concerned with the success and well-being of each student, the student’s advisor is often in the best position to understand student needs and concerns.

Students should use their advisor as a personal resource and rely on this mentor’s experiences and expertise to help achieve their own goals and objectives.

The Advisement Office makes every effort to inform students of their curriculum requirements, especially those relating to pre-requisite courses. Our extensive student support services are designed only to assist students in fulfilling these requirements.

Though continuity of advisement is important, students may, within reason, elect to change their advisor at any time.

The Office of Student Disability Services (SDS) provides assistance and information to students with documented disabilities. This office will arrange accommodations as provided under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. These accommodations will provide equal access to academic and campus programs and activities for all students.

The Office of Student Disability Services will provide students, faculty and staff with assistance and information on issues of access and participation for students with disabilities at ASA College. The Office of Student Disability Services will provide services and support that promote educational equity for students with disabilities. Assistance includes arranging accommodations that are necessary for students with disabilities to pursue their education.

The responsibilities of the Office of Student Disability Services include the following:

- Determine eligibility for academic accommodation based upon a review of the submitted documentation.
- Assure that students receive the appropriate accommodations.
- Assure students will interact with faculty members when appropriate.
- Promote self-awareness, self-determination and self-advocacy to provide opportunities for academic success through partnership with students, faculty, and staff.
- Develop strategies to negotiate campus life.
- Assist the student in the determination of appropriate accommodations and auxiliary aids.
The Office of Student Disability Services will assist students in pursuit of their academic goals at ASA College. Our goals are to:

- Coordinate and provide reasonable accommodations.
- Advocate responsibly for an accessible learning environment, through removal of informational, physical, and attitudinal barriers.
- Promote self-advocacy and self-determination, while reinforcing personal responsibility.

**LEARNING CENTER**

ASA believes that every student is unique. They have different strengths and learning styles. They also learn complex material at different rates.

The ASA Learning Centers offer students free, unlimited tutorials to help them reinforce and apply key concepts in their class work. This tutoring program plays a crucial role in ASA’s strategy for providing students with the means to adequately prepare for employment.

Supervised by a full-time director, the ASA Learning Centers in Manhattan and Brooklyn are 400-square feet facilities with seating for 30 students. Computers are equipped with the latest tutorial software, including The Web Tutor, which provides instructors with practice tests, exercises, student progress tracking reports, and a chat room where they can tutor or chat live with students.

At the beginning of every semester, each Center posts a master schedule with the times that tutors will be available for courses in every major field.

Additional tutoring can also be arranged in any subject based upon individual student need. Students can meet with instructors and tutors individually or in small groups. Tutoring is handled by faculty members, teaching assistants, and work-study peer counselors. Special services such as the Supplemental Instruction Meetings (SIMs) assist students in their academic endeavors.

Prospective students may receive free ESL and math tutoring at the Learning Centers. Classes are conducted by the faculty of the Division of Arts and Sciences. For additional information on these classes, registered applicants should contact the Admissions Office.

**WRITING CENTER**

Located on the Brooklyn campus, the Writing Center is a state-of-the-art facility dedicated to helping students cope with the challenges they face as college-level writers. All of the Center’s activities are designed to meet the needs of the college’s diverse student population.

The Center provides ASA students with a level of writing instruction, assistance, and encouragement that supports their academic development in class.

Composition instructors bring their classes to the Center at least twice a semester to utilize its resources. In addition, students who need or want extra writing help can make an appointment for a consultation. In the afternoons, one-on-one and small group consultations are offered to students in composition classes.

Published authors, professional writers and scholars lead workshops and seminar discussions, which provide alternative forums for students to receive support in completing their writing assignments.

The ASA Writing Center is an essential and vital part of the ASA community. It is a place where students are given the opportunity to learn in a seminar-style, innovative environment. The multi-media resources include computer workstations and state-of-the-art audio/visual equipment.” In addition, The Writing Center houses its own collection of reference books and other writing materials catalogued through the library. A coordinator and two full-time faculty members oversee the day-to-day operations of the Writing Center, lead the seminar discussions and decide on the content of the seminars, workshops, events and resource collection.

Much focus is placed on students who are doing college-level research for the first time. The seminars are alternative forums in which students can get the support needed to complete their writing assignments. In addition to being an intellectually stimulating and academically intensive space, The Writing Center also sponsors several cultural activities each semester. These activities include student poetry readings, a film series, and a writing contest. The Writing Center is also

<table>
<thead>
<tr>
<th>Campus</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manhattan</td>
<td>1293 Broadway (1 Herald Sq.), 3rd fl.</td>
<td>(212)672-6450 x 1042</td>
</tr>
<tr>
<td>Brooklyn</td>
<td>383 Pearl Street, 1st fl.</td>
<td>(718)522-9073 x 2201</td>
</tr>
</tbody>
</table>

Office Hours: Monday-Friday: 9 am to 8 pm Saturday: 10 am to 2 pm
the home of Faculty Development Workshops for the college’s writing instructors. These workshops are designed to help them stay current in both the pedagogical and creative elements of writing.

The college’s literary journal, ASA Writer, is a semi-annual publication created under the aegis of the ASA Writing Center. The journal is a collection of writings produced from the experiences of a multicultural community of ASA students. The journal also uses illustrations exclusively designed by ASA students.

**LIBRARIES**

<table>
<thead>
<tr>
<th>Campus</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manhattan Campus</td>
<td>1328 Broadway (2 Herald Sq.), 4th fl.; Tel: (212)672-6450 x 1402</td>
<td></td>
</tr>
<tr>
<td>Brooklyn Campus</td>
<td>151 Lawrence Street, 1st fl.; Tel: (718)534-0775</td>
<td></td>
</tr>
</tbody>
</table>

**Hours:**
- Monday-Friday: 9 am to 9 pm (Manhattan)
- Saturday: 10 am to 3 pm (Manhattan)
- Sunday: 9 am to 5 pm (Manhattan)

The Arthur J. Hidalgo Library in Brooklyn and the Extension Center Library on the Manhattan campus serve the needs of the College’s educational programs by providing additional resources which support the many programs and courses offered as well as enhancing student learning in associated fields. The libraries’ collection of over 10,000 physical titles or 16,000 volumes, over 55,000 electronic books, and 31 full text electronic databases support all disciplines. In addition, periodicals, professional journals, and internet access provide major academic resources. The library maintains web pages which provide easy access to the library resources and a set of information literacy tutorials. Copy machines, televisions, DVD, tape players and headphones are available for student use. Both libraries are enhanced by study carrels, group tables and computer workstations. ASA’s MLS librarians provide a wide range of services to faculty, staff and students, including reference help to find information for research papers; assistance with electronic library resources, and interlibrary loan; and workshops on a variety of information subjects.

The ASA library was recognized as an Advanced Electronic Doorway Library by the New York State Education Department, the Board of Regents and the New York State Library, in testimony to the extensive collection of electronic resources which it makes available on campus or other locations such as home or workplace. ASA’s library is an affiliate member of the National Network of Libraries of Medicine, and a member of METRO and WALDO.

**BOOKSTORES**

<table>
<thead>
<tr>
<th>Campus</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manhattan Campus</td>
<td>875 6th Avenue, 4th fl.; Tel: (212)672-6450 x 1418</td>
<td></td>
</tr>
<tr>
<td>Brooklyn Campus</td>
<td>151 Lawrence Street, Basement; Tel: (718)522-9073 x 2174</td>
<td></td>
</tr>
</tbody>
</table>

**Hours:** Monday-Friday: 10 am to 5 pm (Open additional hours beginning of the semester)

As a convenience to students, textbooks and materials are available for purchase at college bookstores. Students are encouraged to have the estimated cost of books included in their financial aid package. Medical Assisting students are required to purchase scrubs and lab coats from the bookstores. Textbooks and supplies are purchased by the student and become the property of the student. Students are not required to purchase their books or supplies from the on-campus stores.

Every semester, each store also has a “buy back” event where students can sell back recent textbooks that they no longer need.

**COMPUTER & NETWORKING LABS**

<table>
<thead>
<tr>
<th>Campus</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manhattan Campus</td>
<td>1293 Broadway (1 Herald Sq.); 1328 Broadway (2 Herald Sq.); 875 6th Avenue;</td>
<td></td>
</tr>
<tr>
<td>Brooklyn Campus</td>
<td>151 Lawrence Street; 81 Willoughby Street; 383 Pearl Street;</td>
<td></td>
</tr>
</tbody>
</table>

ASA students have access to state-of-the-art computer and networking laboratories, where many of the courses are taught. Students are afforded the opportunity to practice the course material and increase hands-on skills. All these labs are equipped with industry standard, fast computers outfitted with internet connectivity, and have all required software applications, utilities and simulation programs installed and ready for use. At both locations, labs are open Monday through Friday during regular class hours. On weekends, labs remain open in the Manhattan location.

The Networking Labs are well equipped with brand name devices with high-end specifications, including Cisco Routers and Switches, servers, workstations and wireless devices. Students have the opportunity to practice a variety of skills that range from cabling the network to administering and applying security policies. For some of these labs, students are provided with special hardware devices in order to individualize the learning experience.
**MEDICAL LABS**

| Manhattan Campus: | 1328 Broadway (2 Herald Sq.), 5th fl.; |
| Brooklyn Campus:  | 81 Willoughby Street; |

| Hours:            | Monday-Friday: 9 am to 10 pm  |
|                  | Saturday: 9 am to 2 pm (Manhattan) |

Medical Assisting, Nursing, and Pharmacy Technology students receive intensive training and hands-on applications in the state-of-the-art well-equipped medical laboratories.

Students practice skills ranging from phlebotomy, specimen collection, initial processing preparation, ECG, and perform a variety of basic laboratory procedures. Activities are performed under the supervision of a medical doctor and a clinically trained medical lab assistant.

Our modern pharmacy labs replete with related equipment, glassware, supplies, and computer-based software packages enhance meaningful participatory learning within a real workplace environment.

**STUDENT LOUNGES**

| Manhattan Campus: | 1293 Broadway (1 Herald Sq.), 3rd fl.; 1328 Broadway (2 Herald Sq.), 5th fl.; 875 6th Avenue, 4th fl.; |
| Brooklyn Campus:  | 151 Lawrence Street, 2nd fl.; 383 Pearl Street, 3rd fl.; |

| Hours:            | During All Sessions |

ASA is committed to providing students with an opportunity to relax and interact in a pleasant and comfortable environment. The college has 5 student lounges, including the James P. Maloney Student Lounge in Brooklyn. Student lounges have vending machines.

**STUDENT ORGANIZATION**

| Manhattan Campus: | 1293 Broadway (1 Herald Sq.), 3rd fl.; |
| Brooklyn Campus:  | 151 Lawrence Street, 2nd fl.; |

| Hours:            | Flexible Schedule |

Every year, students vote in a college-wide election to select officers to represent them in meetings with the college’s administration. ASA works with these representatives to examine, evaluate, and refine the Student Organization and explore ways of attaining maximum student participation in appropriate college activities.

**CLUBS AND STUDENT ACTIVITIES**

ASA offers students a variety of activities that complement their academic experiences at the college.

The college encourages students to take advantage of the services offered through the following offices: Student Advisement, Dean of Student Services, Academic Advising, Counseling, Social Work and Personal Services.

The Dean of Student Services works in conjunction with the Learning Centers, the Writing Center, Placement and Career Services, and the Student Government Organization to bring workshops, clubs and activities to ASA students.

ASA has a variety of student clubs such as The Criminal Justice, Technology, Drama, Conversation Clubs and Peers for Careers and Hot Jobs Workshops. ASA is host to the Beta Rho Chi Chapter of the Phi Beta Kappa Honor Society, the largest 2-year college honor society. It is open to students who display extraordinary academic achievement. The Student Organization sponsors Game Nights that include bingo, chess, checkers, movies and other Social Networking events based on the interests of the student body. Through the Student Organization and the Dean of Student Services, ASA provides a forum where students discuss issues affecting their academic and social needs and concerns. Students also explore solutions to issues such as child care, relationship concerns, women’s health, domestic violence, social services, career planning, self-esteem and time management.

ASA’s services are free for current students and recent graduates, and are administered by highly trained professionals with experience in providing these services.

**ATHLETICS**

| Contact:        | 151 Lawrence Street, 2nd fl.; |
| Information:    | Tel: (718)522-9073 x 2309 |
| e-mail:         | athletics@asa.edu |

| Office Hours:   | Monday-Friday: 10 am to 6 pm |

Students can compete in inter-collegiate athletics while attending ASA as full-time students. ASA offers 11 inter-collegiate programs as a Division One member in the National Junior College Athletic Association (NJCAA). The teams
are: Men’s Basketball, JV Men’s Basketball, Women’s Basketball, Men’s Soccer, JV Men’s Soccer, Baseball, JV Baseball, Women’s Tennis, Men’s Tennis, Football, JV Football. Club programs include cheerleading and dance.

Athletics brings a multitude of positive factors to an institution of higher education. These positive factors range from enrollment, quality of student, retention, graduation rates, academic success, branding the ASA name, a new source of marketing and advertising, a collegiate feel, extra curricular activity for non student-athletes (intramurals and game attendance) and a greater potential from the overall student body to have pride for ASA.

ASA student-athletes know that athletic accomplishments are secondary to academic success. Each student-athlete is expected to meet academic requirements every semester and agree to academic monitoring. Progress reports are communicated between the athletic department and advisors. The Learning and Writing Centers are available for academic support and student-athletes are also offered other support services to help them achieve academic success. College athletics builds self-esteem, college and community spirit, and regional and national recognition. Scholarships are available to those who qualify. ASA athletics department is a source for any additional information.

TESTING CENTERS

ASA conducts computer-based testing for a variety of subjects and programs in its Testing Center on the Brooklyn campus. ASA is an approved CLEP test center. Information regarding CLEP is available with the Registrar’s office at both campuses. Microsoft Certification Exams such as MCSE (Microsoft Certified Systems Engineer) are also conducted at the Prometric Testing Center. Students should contact their department chairperson for information on the certification exams administered at the college.

PLACEMENT AND CAREER SERVICES

The mission of the Office of Career Services and Alumni Development is to assist students and ASA alumni in the career development process. This process is an ongoing, lifetime activity and addresses various needs, such as choosing or changing major, clarifying interests, obtaining part-time and summer job and internship experiences, planning and conducting a professional job search, and obtaining full-time employment. The office offers many services pertinent to this process, and continuously strives to educate, develop community, and promote partnerships with students, alumni, faculty, and staff of ASA.

Some of the placement and career services offered include but are not limited to:

- **Individual Advising Sessions** - Students discuss career options, job strategies, resume writing or employment opportunities or any topic of concern, either present or future, regarding career problems.

- **Career Development Seminar Courses** - A one credit Career Development seminar is a required course for graduation from all programs. Topics include: resume preparation, interviewing skills, introduction to ASA’s career services and the On-Campus Recruitment Program requirements and procedures; preparation for externships; dressing for success, etc.

- **Job Leads and Referrals** - The Placement Office maintains a current listing of job leads for full-time and part-time employment, as well as voluntary internships. Students are scheduled for job interviews based on the job requirements and how closely their capabilities match these requirements.

- **Job Search Expectations** - While, students are expected to assume primary responsibility of active job search, the Career Services office functions as a useful adjunct to the student’s own efforts. ASA’s services are not intended to substitute for the responsibility of graduates to actively seek employment on their own. The college does not promise or guarantee employment to any student or graduate.

69.2% of ASA’s Class of 2010-2011 were employed in their field within 1 year of graduation*.

*Based on June 2010-July 2011 graduates who actively pursued and obtained employment. As reported to ACICS.
Each year ASA is required to provide statistical information to regulatory agencies regarding the job search outcome for all graduates for that year. It is, therefore, expected and requested that each graduate give the college evidence of the outcome of his or her job search, whether or not the graduate used the services of the Placement and Career Services Office.

A graduate may request that details regarding his or her workplace not be released to any individual or organization except as part of statistical data required by law. Annually, the office conducts follow up studies of graduates and employers to ascertain why a graduate was not hired, to determine areas in which the graduate was deficient, and also determine the overall satisfaction of employers with ASA graduates.

This information is used to strengthen support services provided by the college to its students and is shared with the faculty to improve the quality of our educational programs.

Note: ASA College does not guarantee that students will obtain jobs as a result of completing a degree or certificate program. ASA College makes no representations or guarantees about positions listed by the Career Services and Alumni Affairs Office. ASA College is not responsible for safety, wages, working conditions, or other aspects of off-campus employment. It is the responsibility of the individual to research the integrity of the organization to which they are applying.

The Career Services and Alumni Development Office does not guarantee the professional standing or otherwise endorse the companies or other organizations or individuals posting positions with the College. As part of the job/internship/externship search process, applicants are strongly encouraged to research potential employers and use their judgment in assessing the organization and the position.

Employers generally offer positions to students based on their grades, attitude, work skills, knowledge of the company and industry, and past employment and personal history.

STUDENT HOUSING

In Brooklyn, residence facilities are available at 316 Atlantic Ave. The residence hall is a recently renovated 5 story building, a short walk from classrooms, the library, and other campus facilities. The dormitory features 24 hour private security and cameras on every floor, has a weight room, and Direct TV and Internet connections in every room. The subway and buses are within walking distance from the Residence Hall. There are two shopping malls nearby, the Fulton Mall and the Atlantic Mall with a large variety of stores. The Residence Hall is also within walking distance from the Metro-tech center, the Brooklyn Academy of Music, the Brooklyn Bridge, and Brooklyn Heights, a neighborhood famed for a variety of entertainment and dining options.

Apartment shares and rentals can also be located through several Internet sites, including the Yahoo web site at http://rentals.classified.yahoo.com/newyorkcity/rentals/ or the Village Voice web site at http://www.villagevoice.com/classifieds/

STUDENT ACCIDENT INSURANCE

ASA provides insurance protection for students who may be injured in an accident during college hours, subject to the exclusions of the policy. If, as a result of an injury, an insured student incurs a covered medical expense, the insurance company will pay 100% of the covered charges incurred within 52 weeks from the date of the accident, after a $25 deductible, up to $5,000 per injury.

This insurance costs $65 per year and is prorated by semester. The cost will be included in the tuition and fees schedules. A complete explanation of this coverage may be obtained from the Financial Aid Department.
The chart below outlines who students should contact when they need help on specific issues:

<table>
<thead>
<tr>
<th>IF YOU NEED HELP WITH:</th>
<th>GO TO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disputed grades, change of advisor, faculty matters</td>
<td>Division Chairperson</td>
</tr>
<tr>
<td>Program offerings, re-matriculation</td>
<td>Admissions Department</td>
</tr>
<tr>
<td>International student visas and international student issues</td>
<td>International Student Advisor / DSO</td>
</tr>
<tr>
<td>Tutoring, advice regarding attendance, academics, etc</td>
<td>Student Advisement and/or Learning Centers</td>
</tr>
<tr>
<td>Award letters, financial aid transcripts, loan repayment, work-study opportunities</td>
<td>Financial Aid Department</td>
</tr>
<tr>
<td>Problems with social services agencies</td>
<td>Dean of Student Services</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Office of Student Disability Services</td>
</tr>
<tr>
<td>Tuition account status, payment plans, student refund checks</td>
<td>Student Accounts Office</td>
</tr>
<tr>
<td>Job search leads, employment preparation, workshop schedules</td>
<td>Career Services and Alumni Affairs Department</td>
</tr>
<tr>
<td>Enrollment verification, change of addresses, change of program requests, official withdrawal, satisfactory academic progress, academic transcripts, diplomas, requests to view permanent records, auditing classes</td>
<td>Registrar’s Office</td>
</tr>
</tbody>
</table>

Outside of class hours, students may consult faculty members regarding advisement and academic support. Every instructor has a weekly schedule of hours for student consultation, which is available in his/her academic division.
ACADEMIC YEAR
ASA operates year-round and the academic calendar includes three 15-week semesters in the fall, spring and summer. This scheduling structure allows a student to begin at any of these entry points and complete a degree program in as little as 16 months of full time enrollment or receive a certificate in 8 months. For financial aid purposes, ASA’s academic year consists of two semesters and 24 credits.

SEMESTER CREDIT HOUR
All courses are structured in terms of semester hours of credit. A semester credit is an academic unit applicable toward a degree or certificate offered by ASA. It is granted after the satisfactory completion of a course over a 15-week period, which requires at least 15 hours (of 50 minutes each) of instruction and 30 hours of research and supplementary assignments. Many courses offered at ASA include a combination of lecture and lab.

CLASS SCHEDULES
To meet the needs of a diverse student population, ASA offers classes seven days a week within the following timeframes:

<table>
<thead>
<tr>
<th>DAYS OF THE WEEK</th>
<th>SESSION TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning Session</td>
<td>9:00 am to 1:00 pm</td>
</tr>
<tr>
<td>Day Session</td>
<td>1:00 pm to 6:00 pm</td>
</tr>
<tr>
<td>Evening Session</td>
<td>6:00 pm to 10:30 pm</td>
</tr>
<tr>
<td>Weekend Session</td>
<td>9:00 am to 6:00 pm</td>
</tr>
</tbody>
</table>

Full time class schedules typically include two to three classes per day. Externships are scheduled around other classes and in coordination with the off-campus facility. The College is closed on legal holidays, during the Thanksgiving and Christmas recess, and during breaks between semesters in the fall, spring, and summer. The academic calendar printed in this catalog specifies the exact dates.

Classes will be in session to meet all regulatory standards. In cases of extreme weather or emergencies, the closing of each College location will be made available to the college community over the internet and the College’s website and by phone as an option on the automated phone menu at each location. Schedules for delayed openings due to inclement weather will also be posted on the College’s website.

COURSE LOAD
To be considered full time during the regular academic year, students must register for a minimum of 12 credit hours. For most full time degree students, the recommended academic load per semester is 15 to 18 credit hours. After the first semester, students with a GPA of 3.5 or above may attempt an overload of more than 18 credit hours per semester. However, such a heavy load is generally not recommended.

Each credit taken over the recommended program schedule of the student’s particular curriculum is charged an additional overload tuition fee at a per-credit-hour rate. To register for more than 18 credits in a single semester, a student must obtain permission from his or her academic advisor, department chairperson, and the Senior Vice President for Academic Affairs. Students are advised to give themselves sufficient time to prepare adequately for all of their courses and to engage in extra-curricular activities on campus as well.

THE AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT
ASA College encourages qualified students with disabilities to fully participate in the community of ASA College. All faculty, staff, and administrators will actively support qualified students with disabilities in all the College’s educational programs, services, and activities.

ASA College prohibits unlawful discrimination against qualified students with disabilities.
PROCESS FOR STUDENTS WITH DISABILITIES TO REQUEST REASONABLE ACCOMMODATIONS:

• The student must be admitted and/or enrolled at ASA Institute. This does not prohibit potential students from requesting information on programs, services, and activities before they are enrolled.

• Students will meet with the Student Disability Services Director for the purpose of completing an initial intake session and requesting specific accommodations based on need.

• Academic adjustments will be arranged after an intake is completed and the Student Disability Services Office verifies the students’ documented disability.

RESPONSIBILITIES OF STUDENT DISABILITY SERVICES:

• Assess, on a case-by-case basis, the effect of a student’s disability on his/her ability to access programs, services, and activities based on appropriate documentation.

• Identify through documentation and discussion with the student, the academic adjustments to be provided.

• Establish in-services to assist faculty and staff in understanding the needs of students with disabilities.

• Be available to Faculty, Staff, and Classified personnel for consultation.

RESPONSIBILITIES OF STUDENT REQUESTING ACADEMIC ADJUSTMENT:

• Self-identify as a student with a disability and complete an intake meeting at the Student Disability Services Office before the start of each semester.

• Submit request for assistive technology and books converted to e-format at least 6 weeks in advance. There may be a delay in services if less notification is given. Request for interpreting services with less than four weeks’ notice for on-going classes can result in delayed services. At least 3 business days are required for special requests/one time services.

• Be available to assist faculty in further understanding your specific needs.

• Inform the Office of Student Disability Services in a timely manner of any interruption or failure to receive agreed upon accommodations.

DOCUMENTATION

DOCUMENTATION SHALL:

• Include a diagnostic statement identifying the disability, date of the current diagnostic evaluation, and the date of the original diagnosis.

• Be current, typically within the last three years. Acceptable documentation is dependent upon the disabling condition, its interaction with development across one’s life span, the presence or absence of significant events (since the original diagnosis) that would impact functioning, and the current condition of the disability at the time of the request for accommodation.

• Include a summary of the evaluation procedures as well as the name of diagnostic tests and evaluation results used to make the diagnosis.

• Provide a description of the current functional impact or limitations of the disability on learning or other major life activities.

• When appropriate, the examiner should address the relevance of accommodation requests to the diagnosed disability.

• When appropriate, the examiner should include treatment, medication, and assistive devices currently prescribed or in use.

DOCUMENTATION GUIDELINES:

Psychiatric Disabilities: Documentation must also include the DSM-IV diagnosis and a summary of present symptoms, in a written report from a psychiatrist, licensed psychologist, certified social worker (CSW or ACSW) or licensed professional counselor. This document must be current within the last school year.

Attention Deficit Hyperactivity Disorder: Documentation must include a statement of the presenting problem; history that verifies a pattern of inattention and/or hyperactivity/impulsivity that currently affects learning; identification of DSM-IV criteria for ADHD; report summary and rationales for accommodations using evidence from the evaluation. Professionals considered acceptable for evaluating ADHD are licensed physicians, neurophysiologists, and psychologists.

Learning Disabilities: Documentation should validate the need for services based on the individual’s current functioning in the educational setting. A school plan such as an individualized education plan (IEP) or a 504 plan is insufficient documentation, but it can be included as part of a
more comprehensive assessment battery. A comprehensive assessment battery and the resulting diagnostic report should include a diagnostic interview, assessment of aptitude, academic achievement, information processing, and a diagnosis. Assessment, and any resulting diagnosis, should consist of and be based on a comprehensive assessment battery, which does not rely on any one test or sub-test. Individual “learning styles,” “learning differences,” “academic problems,” and “test difficulty or anxiety,” in and of themselves, do not constitute a learning disability. The tests should be reliable, valid and standardized for use with an adolescent/adult population. The following professionals would generally be considered qualified to evaluate specific learning disabilities provided they have additional training and experience in the assessment of learning problems in adolescents and adults: clinical or educational psychologists, school psychologists, neurophysiologists, and medical doctors.

CONFIDENTIALITY

Student Disability Services has developed the following guidelines regarding confidentiality: All disability-related information including documentation, medical records including HIV or AIDS status, correspondence, and accommodation records are considered confidential. ASA College and the Student Disability Services Office have an obligation to maintain confidentiality on all disability-related information. Access to disability related information within SDS is on a need-to-know basis and only for the purpose of assuring appropriate accommodations. SDS is prohibited by law from releasing any disability records or identifying information to any outside entity. This includes documentation the student provides to the SDS office when requesting accommodations. The student may request, in writing, that information be released to specific persons or agencies by signing a “Release of Information” form.

Individual qualified to Determine Disability:

- Psychologist/Psychiatrist/Neurologist: ADD, ADHD.
- Psychologist/Psychiatrist/Certified Social Worker.
- Emotional Disability Psychologist/Psychiatrist/Certified Social Worker.
- Certified Otologist, Audiologist: Hearing Impairment.
- Medical Doctor: Physical Disability.

DIRECT THREAT TO THE HEALTH OR SAFETY OF OTHERS

An accommodation is not reasonable if it poses a direct threat to the health or safety of others. In order to establish a direct threat, the college must be able to document a substantial risk of significant harm. Concern about direct threat arises most frequently in relation to allied health and professional programs in which the student’s ability to provide safe and appropriate quality care is questioned. It should be noted that the mere existence of a disability does not provide evidence of direct threat. Nor does the possibility of a disability arising constitute a substantial risk of significant harm. While an institution may be able to make a case for “direct threat” in the instance of a deaf nurse or early childhood education major with limited vision, it would be a hard argument to make for these students in an English or Philosophy class.

It is important to note that under the ADA the direct threat must be to someone. The individual with a disability has a right to choose to assume the risk to self in the same way that anyone else who participates chooses to assume the risk. A blind individual could not be denied participation in a hiking class that covers rough terrain because of a fear that he/she might trip and fall, but it might be appropriate to deny participation to this individual in a scuba diving class in which participants are paired up and monitoring each other’s safety through visual inspection of valves and gauges.

STUDENT CONDUCT

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. The College reserves the right to dismiss or suspend students for conduct which impedes, destructs, or interferes with the orderly and continuous administration and operation of the College or any unit of the College.

ACADEMIC INTEGRITY

In pursuance of the mission of the college and its well established goals, academic integrity encompasses simple standards of honesty and truth. Each member of the College has a responsibility to uphold standards and to take action when others violate them. Faculty members have an obligation to educate students about the standards of academic integrity and to report violations of these standards to the appropriate authorities. Students are responsible for knowing what the standards are and for adhering to them. Students should also bring any violations of which they are aware of to the atten-
tion of their instructors or authorities. Any breach of academic integrity is a serious offense that may result in disciplinary consequences.

PLAGIARISM
Plagiarism in particular is a violation of the integrity of the academic community. Representing someone else’s work as one’s own is a serious academic offense and may result in failure, suspensions, or dismissal.

DRUGS AND ALCOHOL
ASA strictly prohibits the illegal possession, use, or distribution of drugs and alcohol by students on College property and at College-sponsored events. Any person found in violation of these rules is subject to all applicable legal action under local, state, and federal laws and will risk suspension or dismissal from the College. A copy of the College policy is available with the Dean of Students.

DRESS CODE
As part of its mission to prepare students for careers, ASA requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend class. Students enrolled in College Externship programs are required to follow the participating company’s dress code.

FERPA
The Family Educational Rights and Privacy Act (FERPA) is a federal law governing how student records and information are managed. Generally, FERPA prohibits educational institutions from disclosing private student information (such as grades and social security number) without prior consent from the student. It also gives students the rights to review many student records and correct errors.

REGISTRATION
The Registrar’s Office assists students in matters related to their registration for classes, including adding/dropping courses and withdrawal from classes during the semester. ASA students have the option of online registration for their courses through the ASA website’s student portal. The Registrar’s Office will continue to provide students with information regarding their academic status for employment, insurance, financial aid and veteran benefits. Students can also obtain additional copies of class and course schedules, unofficial academic records and request official transcripts from the Registrar’s office along with other pertinent items including eligibility for graduation.

Students must register for classes during the designated registration period in order to attend and receive credit for any course. The student must also make appropriate arrangements with the Financial Aid and Student Accounts offices to meet his or her financial obligations to the college.

Students are advised to register early to get the most convenient schedule. Students may still register for classes in the designated late registration period, if they have completed all requirements and are in good academic standing. The College reserves the right to cancel courses or scheduled sections of courses at its discretion.

Prior to the registration process, students must check to see if they have “holds”. “Holds” indicate that there is an obligation to fulfill with one or more departments on campus. Such obligations can be financial, health services, academic advising or a disciplinary violation. If a department has put a hold on a student, that student is not able to register. To clear a hold, a student must go to the department issuing the hold to find out what must be done to fulfill the obligation(s). Only the department that issued the hold can remove it.

A student is not allowed to register until all holds are cleared, no exceptions.

To prepare for the start of classes, students should note the classroom locations, which are printed in the class schedule as well as in the online schedule of courses. If a room assignment is not listed, students must check with their academic department for updates. All room assignments are subject to change.

GUIDELINES FOR WORK AND CREDIT LIMITS
While the college recognizes that many students work at least part-time in order to meet their expenses during the academic year, studies indicate that students’ academic performance suffers if they work more than 20 hours per week while taking twelve credits or more in any given semester. Therefore, the college recommends that a full-time student not work more than 20 hours per week. If personal financial considerations render that impractical, then it is recommended that such students register for fewer than 12 credit hours to avoid conflict between study and work hours which may lead to a less than satisfactory academic performance. It is also recommended that students taking remedial courses register for no more than 12 credit/non-credit hours. Students may be permitted credit overloads in subsequent semesters after they establish a history of good academic standing and a cumulative GPA of 3.5 or more in the first semester of their program. The recommended ratio of credits to hours of work is indicated in the table below:
ATTENDANCE

Since the classroom experience and interchange of ideas through discussion cannot be duplicated or repeated, students are expected to attend classes regularly. Not only is regular attendance necessary to derive the maximum benefit from education, it also helps develop good work habits and attitudes that are highly valued by the program community.

Students are expected to attend all meetings of classes for which they are registered, including the first and last scheduled meetings and the final examination period. Students who fail to attend the first class and who have not previously notified their instructors of their absence may be withdrawn from the course by the Office of the Registrar in consultation with the instructor. Instructors have the right and responsibility to establish attendance policies for their courses; therefore, students are advised to read each syllabus where such a policy is normally described. Students should be careful to observe the attendance policies of their instructors since these policies are likely to affect their grades or continued status in the course. Students are responsible for all that transpires in class whether or not they are in attendance. In all cases, responsibility for making up missed work rests entirely with the student. Students absent for more than one week have the responsibility of reporting their absence to their advisor and their division chairperson. If a student does not attend a course consecutively during the first four weeks of a semester, the college reserves the right to withdraw the student from that course. Students are not permitted to record classroom lectures or discussions without written authorization from the Department Chair.

Participation in official college activities, personal emergencies and religious observances are valid reasons for absences. Students are responsible for informing instructors about their absence and for completing assignments given during their absence. A student may not attend classes without being officially enrolled. Registrations are not processed after the designated registration period of the semester.

Students taking online courses through ASA’s Distance Learning program must be aware of alternate attendance requirements and policies. Since the teaching and learning outcomes are monitored virtually in the distance learning format, students are required to participate regularly in the online discussions through which their instructors record attendance. Consequently, these synchronous and asynchronous sessions serve as an integral part of online education and missing sessions have significant negative effects on grades and/or the student’s continued participation in the course. Students absent from these sessions are entirely responsible for making up missed work. Students absent for more than one week have the responsibility of reporting their absences to their online instructor, advisor and Distance Learning Director.

LEAVE OF ABSENCE

A leave of absence refers to the specific semester during an ongoing program when a student is not in academic attendance. It does not include non-attendance for a scheduled break in the student’s program. A student who is granted an approved leave of absence remains in an in-school status for Title IV loan repayment purposes. However, if a student does not return from an approved leave of absence, the date the student began his or her leave of absence will be the student’s withdrawal date. The same date will also mark the beginning of the student’s grace period for Title IV loan repayment purposes.

ASA will grant an approved leave of absence (LOA) under the following conditions:

- Leaves must be requested by submitting a completed LOA request form (dated, signed, and return date indicated) prior to the leave of absence and must be approved by the Registrar’s Office.
- Student must complete a semester in order to request for a leave in the following semester.
- Leaves will be granted at the conclusion of a semester and must be requested no later than the end of an add/drop period of the semester for which the leave is to be granted.
- Leaves are limited to one semester in a twelve-month period.
- Students requesting a leave must report to the Financial Aid Office for counseling.
- For students on academic probation, approval of LOA will be contingent upon their meeting SAP standards in the current semester.

CHANGE OF SCHEDULE

Occasionally, students need to make a change in the schedule of courses for which they have registered. In order to drop or add a course, completely withdraw, or move from one section to another of the same course, students must consult their advisor. All changes must be officially recorded by the Reg-
isting the Registrar’s Office as soon as they occur. Withdrawal from one or more courses may affect some, or possibly all, financial aid awards.

**ADDING OR DROPPING A COURSE**

Students may add a course load only during the first two weeks of the semester. No other classes can be added after the second week of regular classes. Students may drop or withdraw from registered courses prior to the beginning of the seventh week of the semester to receive a “W” grade.

**GRADING SYSTEM**

Grades assigned by faculty at the completion of a course will be in accordance with the following grading system.

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
<th>NUMBER EQUIVALENT</th>
<th>QUALITY INDEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>85-89</td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>80-84</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>75-79</td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>70-74</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>65-69</td>
<td>1.0</td>
</tr>
<tr>
<td>EC</td>
<td>Exempt Credit</td>
<td>0.0</td>
</tr>
<tr>
<td>F</td>
<td>Below 65</td>
<td>0.0</td>
</tr>
<tr>
<td>FR</td>
<td>Fail Repeat</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>-</td>
</tr>
<tr>
<td>R</td>
<td>Repeat</td>
<td>0.0</td>
</tr>
<tr>
<td>RR</td>
<td>Repeat Remedial</td>
<td>-</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>-</td>
</tr>
<tr>
<td>TC</td>
<td>Transfer Credits</td>
<td>0.0</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>-</td>
</tr>
<tr>
<td>UR</td>
<td>Unsatisfactory - Repeat</td>
<td>-</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>-</td>
</tr>
<tr>
<td>WF*</td>
<td>Withdrawal - Failing</td>
<td>0.0</td>
</tr>
<tr>
<td>WP*</td>
<td>Withdrawal - Passing</td>
<td>-</td>
</tr>
<tr>
<td>WR</td>
<td>Withdrawal - Remedial</td>
<td>-</td>
</tr>
<tr>
<td>WS*</td>
<td>Withdrawal - Satisfactory</td>
<td>-</td>
</tr>
<tr>
<td>WU*</td>
<td>Withdrawal - Unsatisfactory</td>
<td>-</td>
</tr>
</tbody>
</table>

* these grades are no longer used.

The minimum passing grade for all courses is 65 percent.

**FINAL GRADE COMPONENTS**

Final course grades are calculated based upon components such as final and midterm examinations, projects, assignments, class participation and extra-credit reports. Individual instructors may factor in additional components depending on the nature of subject matter taught. All course syllabi delineate final grade components.

Students must complete all course requirements by the due dates set by the instructor for their work to be included in the computation of the final grade.

A student’s final grade may be obtained from the instructor within seventy two hours after completion of the course. Students can also access grades through ASA’s portal. Semester grade reports are either mailed or distributed to students by the Registrar’s Office at the end of each semester break.

**SATISFACTORY/ UNSATISFACTORY GRADES**

All developmental remedial course work is graded on a satisfactory/unsatisfactory basis. While credit hours for remedial courses are not earned toward graduation requirements, a credit equivalency is earned toward academic progress course completion requirements.

**FAILING GRADES AND COURSE REPEATS**

A student who fails a course must repeat and attain a passing grade for the course in order to graduate from his or her program.

A student who stops attending classes during the semester without any official notification or withdrawal will automatically receive a failing grade (F) in those classes for that semester.

A student who receives a failing grade (F) in a sequential course must repeat and pass that course before continuing in the course sequence.

When the student registers to repeat a failed course, the initial F or WF grade(s) will be replaced by a temporary grade of “FR” (Fail Repeat) until the student earns a passing grade in the repeated course. The temporary “FR” grade is then replaced by an “R” (Repeat) grade, which will count in the student’s attempted work but will not be calculated in his or her Cumulative Grade Point Average. Only the passing grade for the repeated course will be calculated in the GPA. Any F or WF that is not replaced and still appears on the final transcript will be calculated in the cumulative GPA. For appro-
priate credit to be given, all failed courses must be repeated within a program’s maximum timeframe.

INCOMPLETE GRADES
An Incomplete “I” grade is a temporary grade requested by a student in writing and authorized by the instructor. Incomplete grades can only be assigned when the student has completed most of the course requirements, but due to circumstances beyond the student’s control, he or she is unable to complete all of the course requirements. Incomplete work must be resolved within 3 weeks after the end of the semester, at which time the instructor must assign a letter grade and submit supporting documentation such as the completed graded coursework. If the instructor does not submit a grade change form by the end of this period, an “F” (fail) will be automatically entered into the student’s record. Students receiving an “I” in a prerequisite course may not register for the sequential course until the “I” is replaced with a passing grade.

Please note: Students receiving New York State TAP grants should pay special attention to the limitations imposed by “Program Pursuit” requirements (discussed later).

GRADE APPEAL PROCEDURE
Statute of Limitation: Grade appeals will be entertained ONLY within the semester immediately following the term the disputed grade was obtained.

The following procedure applies to grade appeals:
1. Student approaches his/her instructor and requests for an explanation on the computation of the student’s grade. Usually after this initial dialogue between instructor and student, the problem is resolved.
2. If, after the initial dialogue, the student feels there is sufficient grounds for an appeal for a grade change, student will undertake the formal appeal process. The following procedure applies:
   • The student writes a formal letter (in duplicate) addressed to the Division Chairperson as a document to appeal a grade.
   • The Division Chairperson mediates the session between student and instructor and can require the instructor to produce his/her record book which details the ratings of the student.
   • If the grade change is merited, the Division Chairperson directs the instructor to fill out the request for grade change form. If the request is denied, the instructor submits a formal letter addressed to the Division Chairperson detailing the reason/s for denial of the change of grade. Documentation is needed to justify the action.
   • If the student still decides to bring the appeal to the higher authority, the student submits a written request to the grade deliberation committee within 10 business days from the time the student was informed of the decision.
   • The Division Chairperson will forward the letter and all documentation to the Director of the Office of Academic Affairs who will convene the grade deliberation committee within 5 business days from the time of the receipt of the formal request.
   • Based on the merits or lack thereof, the grade appeal will be resolved accordingly. The decision is final and non-appealable.
   • The student will receive a written notification of the decision within 10 days from the start of the formal appeals process.

COLLEGE GRIEVANCE PROCEDURE
The college and work environment is at its best when communications are clear and attitudes are positive.

The purpose of this procedure is to outline a process for students to express and resolve misunderstandings, concerns, or issues that they have with any College employee, fellow student, or third party associated with the College in a fair and equitable manner. A student may use this procedure if s/he believes that an employee of the College, fellow student, or third party associated with the College has violated a College policy or has acted in a manner that is inappropriate or unfair to the student.

Prior to undertaking an informal or formal grievance, a student is encouraged to resolve the complaint with the individual toward whom the grievance is directed. When this isn’t feasible, it is recommended that the informal procedure be followed. However, students are not required to follow informal procedures before a grievance is brought according to the College’s formal procedure.

INFORMAL PROCEDURE
Students are requested to follow the steps outlined below:
1. Discuss the matter with the individual(s) involved.
2. If a resolution is not reached after attempt at discussion with the individual(s) involved, or if the student chooses not to discuss the matter with the individual(s) involved, the student should discuss this matter with the employee’s supervisor (e.g., Department Director, Chairperson, etc. – in the event that the student grievance involves a College employee) who will attempt to mediate a resolution. In cases where a fellow student or third party is involved, the student
should bring the matter to the attention of his/her student advisor who will attempt to mediate a resolution.

3. If the advisor, supervisor or chairperson cannot resolve the issue, the matter should be reported to the Dean of Student Services who will gather information, communicate with all parties and attempt to mediate an informal resolution.

4. If the student is dissatisfied with the outcome, s/he can proceed with the formal grievance procedure.

**FORMAL PROCEDURE**

If the matter is not resolved adequately, the student submits a written statement of the grievance to the ASA’s Grievance Committee through the Dean of Student Services. The statement should provide an outline of the circumstances giving rise to the issue, identification of the parties involved, and the location and date of the incident. Upon receipt of the written statement from the student, the Chair of the Grievance Committee will gather any material necessary and will gather other information and facts needed to facilitate a fair decision. This stage of the grievance procedure will be completed within fifteen (15) business days, (or as soon as reasonably possible) by the Chair of the Committee or his/her designee. Within ten (10) business days after the completion of the “fact-finding” stage, the Chair will convene the full Grievance Committee to hear the complaint and review the findings. The decision of the Committee will be sent to all the parties involved with a copy to the President of ASA College. This decision will include remedies (if any) that may be suggested by the Committee.

The student and the subject of the grievance may appeal the decision to the President of ASA within ten (10 ) business days of receipt of the decision. If after the appeal, the student continues to have concerns that the issue has not been adequately resolved, the student may contact ASA’s accrediting agencies:

- **Commission on Higher Education**
  - **Middle States Association of Colleges and Schools**
    - 3624 Market Street
    - Philadelphia, PA 19104
    - (267) 284-5000
    - www.mscche.org

  For Medical Assisting students:

- **Commission on Accreditation of Allied Health Education Programs (CAAHEP)**
  - 35 East Wacker Drive, Suite 1970
  - Chicago, IL 60601
  - (312) 553-9355
  - www.caahep.org

Alternatively or in tandem, a student may contact:

**New York State Education Department**
**Office of College and University Evaluation**
- Education Building Annex, 5 EB, North Mezzanine
  - Albany, New York 12230
  - (518) 474-5851
  - www.highered.nysed.gov/ocue/

**TRANSCRIPTS**

Official and unofficial academic transcripts are prepared and issued by the Registrar’s Office. Students who graduate or withdraw from ASA can obtain an unofficial student transcript of all completed course work approximately four weeks after the end of the semester. Requests for unofficial transcripts containing grades for completed courses and a listing of those courses in progress should be made in person at the Registrar’s Office.

Requests for official transcripts from other colleges or organizations must be accompanied by a signed release from the student for whom the transcript is requested and must be accompanied by a check or money order payable to ASA in the amount of five dollars ($5). Student who have not fulfilled all financial obligations to ASA or whose records have been impounded by any unit of the institution will not be provided with official transcripts.

**PROGRAM CHANGES**

Currently enrolled students may request a change of program by completing a Program Change Request Form and submitting it to the Registrar’s Office. The program change request will be approved only if student meets standards of satisfactory academic progress in his or her current program. The Registrar will also determine which of the already completed courses will apply to the new program and re-establish the student’s expected date of graduation.

After a student’s change of program request is approved, the student will be required to meet the provisions as stipulated in the ASA catalog that is in effect at the time of the program change and to satisfy any outstanding tuition and fee charges from the original program. Approved students will then need to meet with a member of the Financial Aid Office staff.
STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

There are three elements of Satisfactory Academic Progress (SAP) that all financial aid recipients must achieve in order to receive the Title IV Federal Financial aid:

1. A qualitative measure of academic progress which is calculated using student’s cumulative grade point average (GPA);
2. A quantitative measure or pace which uses an “attempted to earned credit ratio;” and
3. The maximum time frame in which students are expected to finish their program, which may not exceed 150% of the published length of the program measured in credit hours attempted.

To remain eligible for Title IV aid, all matriculated students must demonstrate satisfactory academic progress towards completion of their degree or certificate program based on the criteria described earlier. A student, who fails to achieve the standards outlined earlier, is placed on automatic Financial Aid Warning (FAW) status. Students on Financial Aid Warning remain eligible for Title IV Federal financial aid for one payment period. Students must achieve established standards by the end of their Financial Aid Warning period (semester).

Students who do not meet established standards for satisfactory academic progress at the end of the Financial Aid Warning period are subject to dismissal and may neither continue at ASA as a regular student nor receive federal financial aid. It is imperative that any student experiencing academic difficulties request and take advantage of ASA’s extensive support system. Such students may, however, appeal the dismissal (see appeals process) in order to be placed on Financial Aid Probation (FAP) for an additional payment period (semester).

A student on financial aid probation may continue to receive Title IV assistance for one payment period. The college will require a student who is on probation to fulfill specific criteria such as taking a reduced academic load. This student must, at the end of one payment period, meet the college’s SAP standards or meet the standards of any academic plan implemented by the college and the student in order to maintain financial eligibility.

DETERMINING ACADEMIC SATISFACTORY PROGRESS

At the end of each evaluation period, a review is undertaken by the Registrar’s Office to determine whether minimum standards are being met and whether students are progressing toward their objective. Students who do not meet the requirements may not be allowed to remain in college. Progress standards apply to all students regardless of the method of payment be it financial aid or cash payments. Students who do not meet the requirements of Financial Aid Probation, will not be allowed to enroll into another program from the one in which they were enrolled at the end of the FAP.

Responsibility for determining whether students meet published requirements at the end of each evaluation period rests with the Satisfactory Academic Progress Review Committee. Grades earned for all courses are recorded for each student and cumulative grade point averages and course completion percentages are calculated. Students who do not meet SAP standards are informed by mail and are counseled by advisors regarding their academic options. Information regarding each student is also distributed to other ASA entities (financial aid, student accounts, student advisors, academic chairpersons).

QUANTITATIVE AND QUALITATIVE MEASURES OF ACADEMIC PROGRESS

ASA uses both quantitative and qualitative measures to determine academic progress. Quantitative measures are the total number of credits attempted by the student in his or her program of study. For purposes of Satisfactory Academic Progress standards, credit hours attempted include any hours for which a student has incurred a financial obligation regardless of whether or not the student successfully completed the course. In determining a student’s academic standing, letter grades of “A” through “D” and “S” are assigned to courses successfully completed. However, grades of “F”, “I”, “W”, “WR”, “R”, “RR”, “U” and “UR” delineate work not successfully completed. ASA uses the student’s cumulative GPA
at specific evaluation points as the qualitative measure for academic progress.

**MAXIMUM TIMEFRAME**

The maximum time period for a student to complete his or her program, otherwise known as the maximum timeframe, differs according to the number of credits in the degree or certificate program. The maximum timeframe is 150% of the normal program length at which the educational objective must be successfully completed. Therefore, the maximum time is limited to 1.5 times the number of credit hours required to complete the degree or certificate program (rounded down to the nearest whole number of credits). For example, the maximum timeframe for students enrolled in a 63-credit degree program is 94 credits (63 X 1.5 = 94.5 which is rounded down to 94) and in a 68-credit degree program is 102 credits.

**PROGRAM-SPECIFIC MINIMUM PROGRESS REQUIREMENTS**

As reflected in the charts that are provided in the back of this publication, progress standards differ according to whether a student is enrolled in a degree or certificate program. The minimum requirements below have been established in accordance with criteria set forth by the Accrediting Council for Independent Colleges and Schools (ACICS). Unless Financial Aid Probation is permitted, students who fail to meet the specified requirements at the specified evaluation points will be deemed not making satisfactory progress and will be ineligible to continue enrollment. In general, minimum standards become progressively higher at the end of each evaluation point so that students are able to attain at least a 2.0 grade point average and complete their program within the permissible maximum time-frame.

*Note: The Satisfactory Academic Progress Charts are outlined in the back of this College Bulletin. The first SAP Chart is the institutional SAP requirements. The second SAP Chart is the minimum requirements for TAP grant eligibility only.*

**FINANCIAL AID WARNING AND PROBATION**

During certain prescribed semesters, students who do not meet published progress standards will be permitted to remain in college on a Financial Aid Warning status for one evaluation period (one semester). Students who do not meet established criteria for satisfactory academic progress at the end of Financial Aid Warning period, may be placed on Financial Aid Probation for an additional payment period (semester). To qualify for Financial Aid Probation, a student must:

- submit a written request for waiver by filling in the appeals form available in the offices of the Registrar, Advisement, Student Services, and Academic Affairs
- provide supporting documentation detailing mitigating circumstances
- submit an academic plan developed by the student and the delegated officer of the college agree to participate in any measures recommended by the SAP Review Committee to improve academic achievement.

**APPEALS FOR SAP DISMISSAL**

Students have a right to appeal their dismissal. Students will not be able to appeal unless all their grades for the courses have been duly received and entered. Appeals must be submitted in writing to the SAP Committee through the office of the Registrar no later than three weeks prior to the beginning of the semester for which they wish to be readmitted. Due to lack of sufficient time, students may be advised to take the leave of absence (if they qualify) for that semester and submit the appeal for readmission to the following semester.

An appeal to waive the requirements is a written request. Supporting documentation detailing mitigating circumstances (e.g. medical, death in the family, etc) to justify the waiver must accompany all waiver requests. All appeals must also be accompanied by an Academic Plan developed by the student and the delegated academic officer of the college. The appeal at the end of the Financial Aid Probationary period is not automatic. It requires a judgment by the professional staff of the college that the student’s failure to meet the academic progress standards was to a documented unusual situation. The appeal process is not considered an entitlement but will be issued in accordance with an individual’s extraordinary circumstances.

The Satisfactory Academic Progress Review Committee will meet and review the appeal and make a determination within 14 calendar days of receipt of the appeal. The student will be advised of the decision in writing, including any stipulations for reinstatement to college. All appeal decisions rendered by the SAP committee shall be final.

Student will also be required to adhere to SAP Review committee stipulations in addition to those printed in the college catalog that are in effect on the date of reinstatement. Failure to do the foregoing will result in dismissal without further recourse.
PROGRAM PURSUIT FOR STATE AID ELIGIBILITY

For TAP eligible programs, there is also an element of program pursuit, which is considered in assessing a student’s academic standing. Program pursuit is determined independently from satisfactory academic progress and represents a measure of effort rather than achievement. The assessment of program pursuit is based on the length of time that a student has been receiving assistance under the New York State Tuition Assistance Program (TAP), including any assistance previously received at other schools. A student must receive a passing or failing grade (that is, a letter grade of “A” through “F”) at each evaluation point in 50 percent or more of the course load during the first year of receipt of TAP assistance; 75 percent or more of the course load during the second year in receipt of TAP assistance, and 100 percent of the course load each year thereafter.

Additionally, in order to maintain eligibility for the accelerated TAP award (any third consecutive TAP disbursement), students must earn a minimum of 24 credits in the preceding two semesters. One non-credit remedial course is allowed per semester for the completion of the 24 credit requirement.

For each term of TAP assistance, compliance with program pursuit requirements is monitored and reported by the college’s TAP certifying official prior to submitting information to the Higher Education Services Corporation on whether or not a student is eligible for TAP award payment.

GRADUATION REQUIREMENTS

To qualify for graduation, students must complete the prescribed course of study within the maximum time frame allowed, with a minimum cumulative grade point average of 2.0. In addition, students must discharge all financial obligations to the institution and meet the credit-hour requirements for their major.

Requests for diplomas may be done eight weeks after the date of graduation. The graduate needs to complete a Graduation Clearance Form available at the Registrar’s Office. If the graduate is unable to personally process the clearance procedure, he or she must provide his/her representative with a written attested release before the diploma can be obtained.

Students who have any type of federal student loan must participate in a documented exit interview session with financial aid personnel before receiving their credit.

ASA will withhold the official academic transcript and the credentials of any student who has not paid all tuition, fees and fines in full, or who has failed to return books to the Library.

Before a student who was admitted under the Ability-to-Benefit (ATB) determination is awarded his/her degree, the student must submit a copy of the GED diploma to the ATB Student Services Department no later than ten (10) weeks after his/her program’s completion date. Any submissions after the cut-off date will be processed for the next graduation cycle.

Graduates will receive invitations for their commencement ceremony one month before the event. Invitation includes information about venue and ceremonial attire and procedures. Graduates are advised to RSVP as soon as they receive their invitations. Information regarding the commencement ceremony is also available on ASA’s website.
THE ACADEMIC PROGRAMS

ASA specializes in offering programs that balance traditional academic preparation with professional training and hands-on experience. With a “career-first” focus that allows students to immediately begin study in the chosen major, our programs are designed to deliver the type of knowledge and skills employers are looking for, and include workplace experience in the area of the student’s interest. Applicants may choose associate degree programs in business, computer technology, criminal justice or health disciplines. Certificate programs are also available. The degree and certificate programs are flexible, yet concentrated, providing a foundation for moving to a higher level in a current job, for launching a successful new career or continuing education.

The scope and sequence of each curriculum are highly focused and direct students through a series of increasingly complex and challenging courses. Faculty use a variety of instructional methods to enhance learning inclusive of lecture, audiovisual aids, demonstrations, group critiques, web-based tutorials and laboratories. As a result of the exhaustive efforts of the institution’s curriculum and advisory committees, ASA is assured that its programs meet the evolving needs of area employers and maximize the employability of our graduates.

ASA is cognizant of the specific needs of students and allows students to make reasonable course substitutions with permission from the academic chairs and as long as pre-requisite requirements are satisfied.

DEGREE PROGRAMS

ASA offers AOS (Associate of Occupational Studies) and AAS (Associate in Applied Sciences) programs. These programs require the successful completion of 60-68 credits. The primary objective of all ASA’s programs is preparation for job entry immediately upon completion of the program. While both the A.A.S. and A.O.S. degrees can be transferred to a baccalaureate degree institution, specific course transfers are subject to the discretion of the receiving institution.

Although ASA’s degree curricula are defined in terms of four semesters over sixteen months, ASA recognizes that students have many responsibilities and/or work hours. ASA understands these circumstances and encourages students to seek advisement in order to ensure that each student may progress through his or her curriculum in a time frame that responds best to his/her individual work or personal situation. There is no penalty for taking longer than the sixteen months to complete a degree.

CERTIFICATE PROGRAMS

The credit bearing certificate programs detailed herein provide students with the opportunity to get a head start in eight months of successful full time study in a gratifying career. Students will master employment skills quickly and be prepared for positions that offer good compensation and opportunities for advancement.

Students enrolled in the certificate programs receive all the benefits of an ASA education, including lifetime placement privileges and refresher courses.

Additionally, credits earned in certificate programs are transferable to ASA’s degree programs. Graduates may continue their education and career development without any loss of time. An Associate degree can be earned within one additional year by attending ASA’s evening/weekend division.

PROGRAM RESOURCES

In order to deliver the curriculum in the manner most relevant to on-the-job requirements, all ASA College programs include unlimited laboratory hands-on training using the latest software, hardware, and technology essential for today’s marketplace.

ASA FACULTY

The learned and experienced men and women who comprise the faculty of any college are its principal resource. The quality and even the character of a student’s experience with an institution are largely determined by the caliber of the faculty. But for students to experience the benefits derived from association with the faculty, they must have the opportunity to meet and to know them. That opportunity exists at ASA.

Unlike many other institutions with large classes, ASA’s classes generally do not exceed thirty five students and a typical class has fewer than thirty. There is ample opportunity for faculty and students to know one another and establish partnerships in learning.
The advisor assists the student to clarify personal goals and to develop a strategy for accomplishment. The advisor works with the student to plan a course of study consistent with those goals and reviews that plan with the student at least twice each year. In doing so, the advisor/mentor draws on his or her considerable knowledge of the curriculum, ASA, and of the career-field that the student proposes to enter.

INSTITUTIONAL STUDENT LEARNING GOALS

As an institution of higher education in a pluralistic democracy, ASA College has responsibilities to both the larger society in which it exists and to the individual students it serves. Education is the central means by which people can advance themselves economically, promote social justice for all, and increase their understanding and knowledge of the world in which they live. Higher education particularly benefits those in less favored positions in society who have been historically underrepresented, including minorities, the poor, and new immigrant groups.

ASA College provides access to the benefits of higher education for all traditional and non-traditional students and, as stated in our Mission Statement, seeks to “equip them with a firm academic foundation and career-specific competencies.” We expect all ASA graduates, regardless of the program in which they are enrolled, to demonstrate the following knowledge, skills, competencies, and traits.

Our graduates should be able to:

• convey information and ideas clearly and effectively through the written word in a variety of formats and contexts;
• understand spoken American English and speak it with the precision and clarity necessary for effective communication;
• reason quantitatively and solve problems using appropriate computational techniques;
• appreciate the role of information technology in our society and be able to use personal computers effectively in a variety of applications;
• access, evaluate, integrate, and apply information from a variety of sources, including library and electronic sources;
• reason critically and logically about a variety of ethical, personal, religious, and societal issues.

As evident from our Mission statement, ASA College offers “high-quality degree and certificate programs that respond to the needs of students and employers in a global economy” and therefore we expect that in addition to the general skills, ASA graduates will possess the knowledge and skills to succeed in a rewarding professional field of their choice.

Our graduates should be able to:

• understand the concepts and theories underlying the field;
• understand the basic functions of the organization;
• be prepared to begin work with a minimum of on-the-job training;
• be able to apply theoretical knowledge in practical situations;
• successfully fulfill all the responsibilities of their position;
• possess the means to grow in their profession through continual self development and skills updating;
• understand the central role of information technology and be willing and able to adapt to new developments;
• work well with others in a group setting, exhibiting leadership when necessary;
• understand the ethical foundations and social responsibility of the organization.

Since a full human life consists of much more than gainful employment and economic well-being, the ASA graduates will possess the personal and social characteristics of individuals who are not only self-confident and self-aware, but also socially conscious.

They should:

• be independent and self-motivated;
• have an understanding of their strengths and weaknesses and be able to learn from constructive criticism;
• be able to adapt constructively to changing situations and environments;
• have an interest in the cultural, political, and social lives of others;
• accept diversity and be open to views different from their own;
• be committed to lifelong learning;
• understand the rights, values, and responsibilities of citizenship in a democracy;
• have a developing moral/ethical code of behavior.
EXTERNSHIPS

Externship, a required 3-credit course within ASA’s associate degree programs, integrates classroom learning with unpaid work experiences related to the student’s major. Students apply classroom learning to a work environment; at the same time, they gain a better understanding of their career objectives and earn academic credit. Students must begin interviewing with participating externship organizations during the second-half of their third (or penultimate) semester in order to register for externship in their final semester. The Externship Office is responsible for setting up interviews with off-campus facilities. Additional rules and regulations governing externship are available at the Externship Office.
The Division of Arts and Sciences at ASA is an essential academic department which is vibrant as it reflects the institution’s mission. ASA students derive benefits from the department in a number of significant ways. At the core of the Division of Arts and Sciences is a series of required courses which include Math, English and a host of Liberal Arts subjects designed to build a strong academic foundation. The curricular offerings would prepare students for more advanced courses while enhancing their workplace skills and re-enforcing aptitudes for courses within their major.

In addition, the Arts and Sciences division has a strong ESL Department, which gives non-native speakers the unique opportunity to master the English language before following a traditional path of college study. The strong connection between the ESL Program and the Liberal Arts courses creates a dynamic learning environment in which a diverse population of students at various levels of competency come together to learn and grow. Ultimately, all students find themselves being connected as they are subjected to the same rigorous academic standards set forth by the division.

The Division of Arts and Sciences serves all students and it continues to thrive due in part to the diversity and eagerness of the student population. The other key component of the Division of Arts and Sciences is its equally diverse and academically sturdy faculty who are professionals in their fields of expertise. The Division is home to a number of philosophers, mathematicians, linguists and writers who bring into their teaching the creativity, accomplishments and inventive pedagogical prowess to the learning-delivery system.

In bringing fresh, cutting-edge, original academic ideas to new generations of traditional and non-traditional learners, the Arts and Sciences Division adheres to and transcends the mission and vision of ASA.

**FOUNDATION FOR FUTURE LEARNING AND CAREERS**

Arts and Sciences courses allow students the opportunity to gain critical, inquisitive, and analytical thinking skills. In addition, the core, foundational aspect of the Arts and Sciences courses gives students additional knowledge in diverse course offerings. This new knowledge and these thinking skills are essential to students’ learning in both current and future classes.

Courses in the Division of Arts and Sciences contain essential learning components that prospective employers expect graduates to have mastered. As analytical, critical and inquisitive thinking skills are sharpened in these courses, students learn to problem-solve, investigate, and to become generally more well-rounded academic individuals. These courses allow students to self-reflect while also learning about the world around them. This prepares them to become stronger candidates in their programs of study and allows them to play more vital roles in society.

**COURSES OFFERED BY THE DIVISION OF ARTS & SCIENCES**

In order to enhance the student learning experience, ASA offers both liberal arts and general education courses. Within their occupational associate degree programs, students are required to successfully complete 12 credits (four 3-credit courses) of study within the general education liberal arts curriculum. All students in associate degree programs must complete the following, as they are mandatory: College Math (MAT105), English Composition I (ENG105) and English Composition II (ENG205). These courses add up to nine (9) credits of the general education requirement. Please note that students enrolled in Associate in Applied Science (AAS) degree programs, must complete twenty-one (21) credits in general education / arts & sciences.

The additional credits are completed by choosing from among several arts and sciences electives. These courses are in the humanities, natural sciences, and social sciences disciplines.

**HUMANITIES**

Courses in the Humanities offer ASA students the opportunity to broaden their cultural and academic horizons, while allowing them to examine culture and society in a significant and invigorating manner. Students are expected to explore ideas about the world in which they live. Humanities courses are designed to foster creative, analytical thinking while also
expanding students’ knowledge of culture and society. Some of the courses, which students may choose from, include Speech and Communication, American Literature, Introduction to Philosophy, and Introduction to Ethics.

SOCIAL SCIENCES

Courses in Social Sciences allow students to examine the structure of society and the world in which we live. Using both qualitative and quantitative approaches, students will examine humanity through a scientific approach. These courses allow students the opportunity to subjectively and objectively focus on the historical and sociological aspects of the world. Some of the courses offered in the Social Sciences are Introduction to Psychology, American History, World History, and Introduction to Sociology.

NATURAL SCIENCES

Natural Science courses are designed to give students a deeper understanding of ideas based on laws or rules of natural origin. These ideas, deeply rooted in traditional, scientific, methodologies and thinking, exist as a means for students to understand the importance of specific scientific knowledge and the rules and laws governing that area of knowledge. For example, courses such as Human Biology give students the opportunity to gain a deeper understanding of an exciting, yet complex subject where certain knowledge is based on accuracy and objectivity resulting from experimentation and scientific method.

ESL AND REMEDIAL STUDIES AT ASA

Instruction in English as a Second Language (ESL) has been one of the longest standing and most important elements of ASA's pedagogical, educational history. It serves as the backbone of basic English literacy. The ESL program at ASA offers the multi-cultural, immigrant student body an opportunity for intensive language immersion, emphasizing the importance of the practical use of English. ASA's ESL students are engaged in a course of study, which aims to enhance many aspects of the student’s life. The areas in which a student’s life may be impacted include other academic environments, social environments, and professional/work environments.

In order for students to meet the highest possible levels of English proficiency, the remediation program in ESL consists of five intensive levels. Student progress is consistently and accurately assessed through testing at the appropriate level of proficiency.

The ESL course offerings feature curricula created specifically to meet the academic needs of ASA's diverse student body. These courses particularly focus on areas of articulation and literacy. Students with a greater need for immersion may initially be enrolled into level “A” and level “B” subjects. More advanced students will be placed in higher levels (C, D, or E).

Students are placed at particular levels based on their English language proficiency. This proficiency is determined by testing. Additionally, students are evaluated by instructors who appropriately distribute grades indicating learning and growth.

Grading components include: grammar, oral communication, reading, writing, and integrated language skills. In cases where any of the required components have not been met, students are required to repeat the course. However, in particular cases of students’ non-progress and demonstration of the inability to perform at a satisfactory level in three or more curriculum components, a dismissal from the course will be issued.

The overall scores of the exams measure the appropriate levels of ESL placement with the following restriction: Students must complete all subsequent levels of ESL before they are permitted to take English Composition I.

LEVEL A

(Each course is 3 non-credit hours)

The curriculum for Level A in ESL study has been expressly designed for students whose ability to communicate in English is very limited. These students will be immersed in an intensified, component-based curriculum that emphasizes the skills of reading, writing, grammar applications, integrated language skills, and oral communication.

ESL Reading Skills - Level A,
ESL Writing Skills - Level A,
ESL Grammar Skills - Level A,
ESL Oral Communication Skills - Level A,
Integrated Language Application Skills - Level A

Students registered for courses in this level of ESL are not permitted to take any credit bearing courses.

LEVEL B

(Each course is 3 non-credit hours)

Student enrolled in Level B curriculum of the ESL program have been previously introduced to the very basics of grammatical written forms, simple sentence formations and may, with difficulty, communicate in English.

ESL Reading Skills - Level B,
ESL Writing Skills - Level B,
ESL Grammar Skills - Level B,
ESL Oral Communication Skills - Level B,
Integrated Language Application Skills - Level B

Students registered for courses in this level of ESL are not permitted to take any credit bearing courses.

**LEVEL C**

(Each course is 3 non-credit hours)

Students enrolled in Level “C” courses have successfully reached a certain level of proficiency in the English language, especially in articulating their needs with clarity and writing short comprehensive compositions.

ESL Reading Skills - Level C,
ESL Writing Skills - Level C,
ESL Oral Communication Skills - Level C,
Integrated Language Application Skills - Level C,
ESL Readings in American Literature

Students registered for courses at this level of ESL are not permitted to take any credit-bearing course.

**LEVEL D**

(Each course is 3 non-credit hours)

Students enrolled in Level “D” courses have reached nearly fluent proficiency in the English language study. These students speak and write comfortably and make transitions from their native language to English with ease.

ESL Writing Skills - Level D,
ESL Oral Communication Skills - Level D

Students may take up to six credits of the program of study but not advanced English courses (such as English Composition) nor reading-intensive courses (e.g. Microeconomics). Appropriate schedule for Level D ESL students will be determined at the time of registration.

**LEVEL E**

(3 non-credit hours)

Students enrolled in Level “E” of the ESL program take only one course which specifically prepares them for the demands of the mainstream academic subjects. Particularly, students will be engaged in learning about the ways in which basic essays are built and about the writing process.

Advanced ESL writing workshop

Students who are placed in this level must complete this course before taking English Composition I.

**REMEDIAL ENGLISH**

College reading and writing skills are important for native speakers, as writing and related communications skills play an essential role in students’ professional and personal lives.

ASA offers two developmental courses in English: College Reading Skills and College Writing Skills. Sensitive to the greater academic concerns of students, ASA hopes to provide intensive basic skills curricula to those students who require them. The scores from the Compass tests determine placement in appropriate subjects depending upon the levels of deficiency in students’ writing or reading comprehension. Students enrolled in one or both of these courses must earn the grade of “S” (Satisfactory) in order to proceed to other required English courses (i.e., English Composition I and II).

**REMEDIAL MATH**

**MATH SKILLS LEVEL I**

This course is the first of two remedial math classes. This course is designed to familiarize students with basic skills in order to succeed in college-level math courses. Here, students will review such aspects of math as decimal points, signed numbers, and fractions. In addition, students will learn to use their computational skills, proving that they have mastered the basics of math in order to move forward to the next level of remediation.

**MATH SKILLS LEVEL II**

This second remediation course in mathematics continues the curriculum of the Fundamentals of Mathematics, offering greater challenges in algebraic computations. This comprehensive, broad-based course is designed to familiarize students with the techniques of effectively solving commonly occurring calculations within the structures of business, medical, and computer applications. Students will be challenged with exercises in geometric algebraic problem-solving, sets and set operations, simple spaces, and the use of probabilities, distributions and statistics. A special emphasis will be placed on developing critical thinking skills and problem-solving techniques.

**COLLEGE MATH**

Students in College Math learn mathematical theory and analysis. They delve into the complex areas of algebra, ge-
This program is designed for students with limited English proficiency who desire to expand and improve all areas of their English communication skills (reading, writing, grammar, pronunciation and oral communication) to better cope with the daily rigors of living in the United States. (Note: Since this program is avocational, placement services are not available.) Full-time sessions are available in the mornings, afternoons and evenings.

Applicants to the Stand-Alone ESL program should have a high school diploma or its recognized equivalent (GED), or should be beyond the age of compulsory school attendance in NY State and have the ability to benefit from the training offered.

The Stand-Alone ESL is built upon the foundations of past experiences and successes in teaching English as a Second Language, new objectives in higher academic learning and a new, level-based curriculum. The program is broken down into three levels of increasing difficulty: Low Intermediate, High Intermediate and Advanced. Each of the levels has been carefully analyzed and developed for a heterogeneous, multicultural student body.

The program curriculum has been carefully analyzed and developed based on the extensive experiences of the ESL faculty who have faced challenges of a heterogeneous, multicultural student body and the needs of ESL learners encompassing and overcoming difficulties of foreign language variance.

The pedagogic methodologies and strategies employed in this program clearly objectify the experience of language learning through an extensive curriculum, covering all the necessary skill areas: reading, writing, grammar, pronunciation, diction, listening, speaking, and comprehension. Each segmented area of study focuses in depth on the needs of the students. Because students are intensively immersed in each area, the entire program is successful in allowing students to reach near fluency.

ASA College allocates a great deal of energy to the language successes of its immigrant student body, especially in encouraging students to pursue higher academic careers. This program, with a successful deployment, will succeed to that end, building the foundations necessary for further academic study combined with the practical applications of the English Language.

Applicants to the Stand-Alone ESL program need not take level A, if they demonstrate adequate language skills proficiency to move to Level B.

**PROGRAMS IN THE DIVISION OF ARTS AND SCIENCES**

**STAND-ALONE ESL**

This program is designed for students with limited English proficiency who desire to expand and improve all areas of their English communication skills (reading, writing, grammar, pronunciation and oral communication) to better cope with the daily rigors of living in the United States. (Note: Since this program is avocational, placement services are not available.) Full-time sessions are available in the mornings, afternoons and evenings.

Applicants to the Stand-Alone ESL program should have a high school diploma or its recognized equivalent (GED), or should be beyond the age of compulsory school attendance in NY State and have the ability to benefit from the training offered.

The Stand-Alone ESL is built upon the foundations of past experiences and successes in teaching English as a Second Language, new objectives in higher academic learning and a new, level-based curriculum. The program is broken down into three levels of increasing difficulty: Low Intermediate, High Intermediate and Advanced. Each of the levels has been carefully analyzed and developed for a heterogeneous, multicultural student body.

The program curriculum has been carefully analyzed and developed based on the extensive experiences of the ESL faculty who have faced challenges of a heterogeneous, multicultural student body and the needs of ESL learners encompassing and overcoming difficulties of foreign language variance.

The pedagogic methodologies and strategies employed in this program clearly objectify the experience of language learning through an extensive curriculum, covering all the necessary skill areas: reading, writing, grammar, pronunciation, diction, listening, speaking, and comprehension. Each segmented area of study focuses in depth on the needs of the students. Because students are intensively immersed in each area, the entire program is successful in allowing students to reach near fluency.

ASA College allocates a great deal of energy to the language successes of its immigrant student body, especially in encouraging students to pursue higher academic careers. This program, with a successful deployment, will succeed to that end, building the foundations necessary for further academic study combined with the practical applications of the English Language.

Applicants to the Stand-Alone ESL program need not take level A, if they demonstrate adequate language skills proficiency to move to Level B.

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>NON-CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESLB01</td>
<td>ESL Reading Skills - Level B</td>
<td>3</td>
</tr>
<tr>
<td>ESLB02</td>
<td>ESL Writing Skills - Level B</td>
<td>3</td>
</tr>
<tr>
<td>ESLB03</td>
<td>ESL Oral Communication Skills - Level B</td>
<td>3</td>
</tr>
<tr>
<td>ESLB05</td>
<td>ESL Grammar Skills - Level B</td>
<td>3</td>
</tr>
<tr>
<td>ESLB06</td>
<td>Integrated Language Application Skills - Level B</td>
<td>3</td>
</tr>
<tr>
<td>ESLE02</td>
<td>Advanced ESL Writing Workshop</td>
<td>3</td>
</tr>
<tr>
<td>ESLE03</td>
<td>ESL Oral Communication Skills - Level D</td>
<td>3</td>
</tr>
<tr>
<td>ESLE04</td>
<td>ESL Reading Skills - Level E</td>
<td>3</td>
</tr>
<tr>
<td>ESLD02</td>
<td>ESL Writing Skills - Level D</td>
<td>3</td>
</tr>
<tr>
<td>ESLC01</td>
<td>ESL Reading Skills - Level C</td>
<td>3</td>
</tr>
<tr>
<td>ESLC02</td>
<td>ESL Writing Skills - Level C</td>
<td>3</td>
</tr>
<tr>
<td>ESLC03</td>
<td>ESL Oral Communication Skills - Level C</td>
<td>3</td>
</tr>
<tr>
<td>ESLC04</td>
<td>ESL Readings in American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ESLC05</td>
<td>ESL Readings in American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ESLC06</td>
<td>Integrated Language Application Skills - Level C</td>
<td>3</td>
</tr>
</tbody>
</table>
The Division of Business at ASA produces graduates capable of handling the challenges of the business community in the dynamic New York’s business environment. The ASA’s Division of Business paves paths for our graduates for jobs in management, accounting, marketing, office management, legal assistants’ positions in the public and private sectors in New York and beyond. The Division of Business offers only the best and most comprehensive programs. Enrollment in any of the program’s specialty enriches the student’s readiness to take on management, accounting and other professional careers. Our alumni members currently hold management and supervisory positions which are lucid testimonies of the marketability of our programs. This reflects the market-sensitive philosophy of ASA College focusing on saleable programs in the Division: accounting, business administration, office administration and technology, management of information systems, executive legal assisting and office technology and administration. Students are trained on the latest and most sought-for software on the market.

Faculty in the Division of Business hold Master’s or higher degrees, licenses such as Certified Public Accountants (CPA) and Certified Management Accountants (CMA). Many hold licensures in investment brokering, business consulting, and as financial advisors. Faculty members are affiliated with professional associations which create ready links with for-profit and not-for-profit companies for internship opportunities and eventual employment for graduates. Such partnerships and collaborations set the stage for ASA students to get the best training that put them on the path to lucrative and satisfying careers.

**PROGRAMS IN THE DIVISION OF BUSINESS**

**BUSINESS ADMINISTRATION - ACCOUNTING**

*Associate of Occupational Studies Degree*  
*HEGIS 5004*  
*4 semesters*

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE COMPETENCIES COURSES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CDV100</td>
<td>Career Development</td>
<td>1</td>
</tr>
<tr>
<td>CIS100</td>
<td>Fundamentals of Computer Technology</td>
<td>3</td>
</tr>
<tr>
<td>FSM100</td>
<td>Freshman Skills Seminar</td>
<td>1</td>
</tr>
<tr>
<td>LIB100</td>
<td>Information Literacy</td>
<td>2</td>
</tr>
</tbody>
</table>

**REQUIRED ARTS AND SCIENCES COURSES**

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG105</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENG205</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MAT105</td>
<td>College Math</td>
<td></td>
</tr>
</tbody>
</table>

**ELECTIVE ARTS AND SCIENCE COURSES**  
*(ANY ONE THREE-CREDIT COURSE)*

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS101</td>
<td>American History I</td>
<td>3</td>
</tr>
<tr>
<td>HIS200</td>
<td>World History I</td>
<td>3</td>
</tr>
<tr>
<td>HIS201</td>
<td>American History II</td>
<td>3</td>
</tr>
<tr>
<td>HIS210</td>
<td>World History II</td>
<td>3</td>
</tr>
<tr>
<td>PSY105</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC105</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>ENG110</td>
<td>Speech and Communication</td>
<td>3</td>
</tr>
</tbody>
</table>
Faculty provide students with intensive course work that simulates the typical work environment. A vital component of the Business Administration-Accounting program is a mandatory practicum (viz.externship) in which students endeavor to apply their theoretical exposure to practical accounting, e-commerce, and retail management. Participation in this work-experience program is permitted in the final semester. In the area of accounting, graduates find jobs as staff accountants, junior accountants, payroll managers, bookkeepers, accounting operatives, and loan processors. Graduates who also complete graduation requirements with a major in Retail Management may be able to find jobs as advertising generalists or specialists, promotion operatives, customer service managers, or retail analysts. Academic preparation in e-commerce qualifies graduates to assume positions in direct marketing, personal selling, brand development, and customer service in business-to-business and business-to-customer settings.

The Associate of Occupational Studies degree program in Business Administration - Accounting requires the successful completion of 63 semester credit hours for graduation as shown in columns alongside.

### PROGRAM GOALS

Upon successful completion of the program in Business Administration/Accounting (AOS Degree Program), a graduate should be able to demonstrate the following knowledge, skills and achievements:

- Apply key business and management concepts and theories in a real-world context and apply critical-thinking skills to the managerial decision making process;
- Employ industry-standard accounting software, tax software packages and also manually prepare accurate financial statements, report key data, and prepare both individual and business tax documents;
- Use interpretive and analytic skills to identify problems, create reports with respect to commonly used financial statements;
- Evaluate ethical, social, civic, and cultural issues in the context of business and accounting practice;
- Apply effective team-management and leadership skills in diverse and dynamic workplaces;
- Apply knowledge of business practices and technical skills that supports and facilitates lifelong professional development and transfer to a Baccalaureate degree program in Business Administration/Accounting without further academic preparation.
The Associate degree program in Office Administration and Technology prepares the office workers for organizational support roles. The technologically-intensified work settings of today demand skilled office administrators with college level training.

Students acquire both basic and advanced skills for office-related roles from an array of specialized courses that provide them the competencies for administrative positions. Competencies stem from the specialized courses required for office manager assistant, office procedure coordinator, document processing supervisor, and general office operatives. Organizations need administrative support staffers with effective, technical, and good communication skills to operate successfully.

United States Department Bureau of Labor Statistics Occupational Outlook Handbook states that employment in the field of office technologists is expected to grow through the year 2018 by 11%. Thousands of new office jobs are emerging in New York City owing to attrition and technological shift. ASA is committed to provide students with the skills that are needed to be successful entrants into these emerging jobs. Furthermore, the development and success of the Metro Tech Center in downtown Brooklyn have made the area a hub for government, education, and business offices. Thus local demand for administrative support staffers is also growing.

The Associate of Occupational Studies degree program in Office Administration and Technology requires the successful completion of 61 semester credit hours for graduation as shown in the columns alongside.

**PROGRAM GOALS**

Upon successful completion of the program, a graduate should be able to demonstrate the following knowledge, skills and achievements:

- Utilize active listening skills to accurately condense and record verbal information, instructions, and ideas;
- Communicate verbally, using language that is appropriate to the intended audience;
- Select, apply, and adapt computer software tools (word processing, spreadsheet, database, and presentation) to business related tasks;

**COURSE CODE** | **COURSE TITLE** | **CREDITS**
--- | --- | ---
CIS100 | Fundamentals of Computer Technology | 3
FSM100 | Freshman Skills Seminar | 1
LIB100 | Information Literacy | 2
CDV100 | Career Development Seminar | 1
MAT105 | College Math | 3
ENG105 | English Composition I | 3
ENG205 | English Composition II | 3
HIS101 | American History I | 3
HIS201 | American History II | 3
HIS200 | World History I | 3
HIS210 | World History II | 3
ENG110 | Speech and Communications | 3
LIT200 | American Literature | 3
PHI110 | Introduction to Ethics | 3
PSY105 | Introduction to Psychology | 3
PHI200 | Introduction to Philosophy | 3
SOC105 | Introduction to Sociology | 3
ACC101 | Principles of Accounting I | 3
BUS110 | Introduction to Business | 3
ACC150 | Accounting with Electronic Spreadsheets | 2
BUS135 | Administrative Office Management | 2
BUS145 | Database Management Applications Package | 2
BUS230 | Personnel Management | 3
CIS190 | Automated Office Administration | 3
OFT150 | Document Processing | 2
OFT170 | Presentation Skills and Techniques | 2
OFT200 | Machine Transcription | 3
OFT210 | Word Processing | 3
OFT240 | Record Management | 2
OFT905 | Office Administration Externship | 3
Apply standard records management procedures when establishing and maintaining systems to classify, organize, store, and retrieve hard copy and electronic files;
• Apply ethical standards for efficiency and quality of work;
• Transfer to a Baccalaureate degree program in a Business discipline without further academic preparation.

**BUSINESS ADMINISTRATION WITH MANAGEMENT INFORMATION SYSTEMS**
Associate of Occupational Studies Degree

Embedded in a conceptual framework of information technology, the A.O.S. degree program in Business Administration with Management Information Systems (MIS) integrates professional-core courses in a business administration configuration. The MIS program prepares students for both management and information technology positions in private and public sector organizations. ASA’s associate degree program in Business Administration with MIS is reliably valid in content and process.

The program reflects a hybrid of business theories and technical training. Students develop competencies in programming languages that will enable them to use these in information resource management, and in the process, bridge the technological-organizational chasm. The MIS curriculum is supplemented with general education courses and electives. Through these courses, students acquire a variety of intellectual and personal competencies that generally characterize successful business analysts. The program stresses lucid, rational, and methodic thinking. Optimal problem-solving and decision-making skills are reinforced as ruling principles of the coursework. With admirable devotion, faculty members are resolute in orienting students toward career empowerment and assertiveness. Adequate exposure to the inter-re-

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS175</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW130</td>
<td>Legal Office Assisting &amp; Procedures</td>
<td>3</td>
</tr>
<tr>
<td>LAW150</td>
<td>Legal Machine Transcription</td>
<td>3</td>
</tr>
<tr>
<td>OFT130</td>
<td>General Office Procedures</td>
<td>3</td>
</tr>
<tr>
<td>OFT140</td>
<td>Speed Writing</td>
<td>3</td>
</tr>
<tr>
<td>OFT225</td>
<td>Advanced Machine Transcription</td>
<td>3</td>
</tr>
<tr>
<td>BUS270</td>
<td>Sports Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS274</td>
<td>Sports Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS275</td>
<td>Sports Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

HEGIS 5099
4 semesters

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS100</td>
<td>Fundamentals of Computer Technology</td>
<td>3</td>
</tr>
<tr>
<td>FSM100</td>
<td>Freshman Skills Seminar</td>
<td>1</td>
</tr>
<tr>
<td>LIB100</td>
<td>Information Literacy</td>
<td>2</td>
</tr>
<tr>
<td>MAT105</td>
<td>College Math</td>
<td>3</td>
</tr>
<tr>
<td>ENG105</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG205</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>HIS101</td>
<td>American History I</td>
<td>3</td>
</tr>
<tr>
<td>HIS201</td>
<td>American History II</td>
<td>3</td>
</tr>
<tr>
<td>HIS200</td>
<td>World History I</td>
<td>3</td>
</tr>
<tr>
<td>HIS210</td>
<td>World History II</td>
<td>3</td>
</tr>
<tr>
<td>ENG110</td>
<td>Speech and Communications</td>
<td>3</td>
</tr>
<tr>
<td>LIT200</td>
<td>American Literature</td>
<td>3</td>
</tr>
<tr>
<td>PSY105</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PHI110</td>
<td>Introduction to Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHI200</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>SOC105</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>
latedness of theory and practice is provided the students as they anticipate the world of work.

The A.O.S. program solidifies the prospect of continuing with the aim of acquiring a baccalaureate degree in business administration. Articulation agreements with select-four-year-degree institutions afford the convenience of credit transfers.

Business Administration with Management Information Systems offers a number of occupational alternatives. Graduates can be employed as business analysts, information resource consultants, or information security operatives. Further, graduates may be employed as office technology specialists and managers of information systems at small and medium-size institutions.

The Associate of Occupational Studies degree program in Business Administration with Management Information Systems requires the successful completion of 63 semester credit hours for graduation as shown in the column on the previous page and this page.

### REQUIRED COURSES IN MAJOR

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC101</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACC151</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BUS110</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS150</td>
<td>Principles of Micro-economics</td>
<td>3</td>
</tr>
<tr>
<td>BUS200</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS205</td>
<td>Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>CIS115</td>
<td>Computer Architecture</td>
<td>3</td>
</tr>
<tr>
<td>CIT100</td>
<td>Programming Languages Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CIS125</td>
<td>Telecommunications Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CIS220</td>
<td>Systems Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>CIT125</td>
<td>Client-Specific Relational Databases</td>
<td>3</td>
</tr>
<tr>
<td>CIT140</td>
<td>Server-Specific Relational Databases</td>
<td>3</td>
</tr>
</tbody>
</table>

### ELECTIVE PROFESSIONAL COURSES

(ANY THREE COURSES FROM THE FOLLOWING OPTIONS)

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC250</td>
<td>Computerized Accounting with Application Package</td>
<td>3</td>
</tr>
<tr>
<td>BUS175</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BUS215</td>
<td>Business Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS240</td>
<td>Introduction to E-commerce</td>
<td>3</td>
</tr>
<tr>
<td>CIT115</td>
<td>Web Design</td>
<td>3</td>
</tr>
<tr>
<td>NET120</td>
<td>PC Hardware and Operation Systems</td>
<td>3</td>
</tr>
<tr>
<td>CIT160</td>
<td>Object Oriented Languages with VB</td>
<td>3</td>
</tr>
<tr>
<td>CIS190</td>
<td>Automated Office Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

### EXECUTIVE LEGAL ASSISTANT

Certificate

This program prepares the graduates with high levels of organizational writing and communicating skills as well as knowledge and competence in legal concepts for corporations or law firms. While lawyers assume ultimate responsibility for legal work, Executive Legal Assistants continue to assume a growing range of tasks in the nation’s legal offices and corporations. Nevertheless, they are still explicitly prohibited from carrying out duties which are considered to be the practice of law, such as setting legal fees and giving legal advice.

United States Department Bureau of Labor Statistics Occupational Outlook Handbook states that the legal assistant positions are very promising and are projected to grow at a rate of 18% through 2018.

The Executive Legal Assistant Certificate program requires the successful completion of 30 semester credit hours for graduation as shown in the column on the following page. Students can pursue a degree in AOS in Office Technology after completion of the Certificate program.
PROGRAM GOALS
Upon successful completion of the program, a graduate should be able to demonstrate the following knowledge, skills and achievements:

• Utilize active listening skills to accurately condense and record verbal information, instructions, and ideas with speed writing and transcribing; communicate verbally, using language that is appropriate to the intended audience;

• Select, apply, and adapt computer software tools (word processing, spreadsheet, database, and presentation) to business related tasks;

• Apply standard records management procedures when establishing and maintaining systems to classify, organize, store, and retrieve hard copy and electronic files;

• Apply ethical standards for efficiency and quality of work.

• Transfer to an ASA Associate Degree program in Office Administration and Technology (AOS Degree Program - HEGIS 5005) Business Administration without further academic preparation and to ASA Business Administration / Accounting (AOS Degree Program - HEGIS 5004) with some academic preparation.

OFFICE TECHNOLOGY AND ADMINISTRATION
Certificate

In today’s business world, technology is indispensable to the operation of every modern business enterprise. Office technology personnel prepare and analyze documents for individuals, corporations, state and federal government agencies, not-for-profit companies, and other organizations. Managers rely on this information to make reasoned decisions.

The certificate program in office technology and administration solidifies the prospect to transition into the degree program that is similarly configured. The augmenting coursework in the office-administration track provides foundation courses for transfer into other business-related concentrations, such as accounting, management of information systems.

The certificate program in Office Technology and Administration requires the successful completion of 30 semester credit hours for graduation as shown in the column on this page and the following page.

Students can pursue a degree in AOS in Office Technology after completion of the Certificate program.

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE COMPETENCIES COURSES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS100</td>
<td>Fundamentals of Computer Technology</td>
<td>3</td>
</tr>
<tr>
<td>FSM100</td>
<td>Freshman Skills Seminar</td>
<td>1</td>
</tr>
<tr>
<td>LIB100</td>
<td>Information Literacy</td>
<td>2</td>
</tr>
<tr>
<td>CDV100</td>
<td>Career Development Seminar</td>
<td>1</td>
</tr>
<tr>
<td>REQUIRED ARTS AND SCIENCES COURSES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG105</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>REQUIRED COURSES IN MAJOR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS175</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW130</td>
<td>Legal Office Assisting and Procedures</td>
<td>3</td>
</tr>
<tr>
<td>LAW150</td>
<td>Legal Machine Transcription</td>
<td>3</td>
</tr>
<tr>
<td>OFT170</td>
<td>Presentation Skills and Techniques</td>
<td>2</td>
</tr>
<tr>
<td>OFT200</td>
<td>Machine Transcription</td>
<td>3</td>
</tr>
<tr>
<td>OFT140</td>
<td>Speed Writing</td>
<td>3</td>
</tr>
<tr>
<td>OFT210</td>
<td>Word Processing</td>
<td>3</td>
</tr>
</tbody>
</table>

HEGIS 5004
2 semesters

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE COMPETENCIES COURSES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS100</td>
<td>Fundamentals of Computer Technology</td>
<td>3</td>
</tr>
<tr>
<td>FSM100</td>
<td>Freshman Skills Seminar</td>
<td>1</td>
</tr>
<tr>
<td>LIB100</td>
<td>Information Literacy</td>
<td>2</td>
</tr>
<tr>
<td>CDV100</td>
<td>Career Development Seminar</td>
<td>1</td>
</tr>
<tr>
<td>REQUIRED ARTS AND SCIENCES COURSES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG105</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>REQUIRED COURSES IN MAJOR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACC101</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACC210</td>
<td>Taxation</td>
<td>3</td>
</tr>
<tr>
<td>ACC250</td>
<td>Computerized Accounting with Application Package</td>
<td>3</td>
</tr>
<tr>
<td>BUS110</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>ACC150</td>
<td>Accounting with Electronic Spreadsheets OR</td>
<td>2</td>
</tr>
<tr>
<td>BUS135</td>
<td>Administrative Office Management OR</td>
<td>2</td>
</tr>
</tbody>
</table>
PROGRAM GOALS

Upon successful completion of the program, a graduate should be able to demonstrate the following knowledge, skills and achievements:

- Employ industry-standard accounting software packages to prepare accurate financial statements, report key data, and prepare both individual and business tax documents; use interpretive and analytic skills to identify problems, create reports, with respect to commonly used basic financial statements;

- Utilize active listening skills to accurately condense and record verbal information and instructions;

- Apply standard records management procedures when establishing and maintaining systems to classify, organize, store, and retrieve hard copy and electronic files;

- Select, apply, and adapt computer software tools (word processing, spreadsheet, database, and presentation) to business related tasks;

- Evaluate ethical, social, civic, and cultural issues in the context of business and accounting practice; transfer to an ASA Associate Degree program in Business Administration /Accounting (AOS Degree Program - HEGIS 5004) without further academic preparation and to Office Administration and Technology (AOS Degree Program - HEGIS 5005) with some preparation.

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS145</td>
<td>Database Management Applications Package</td>
<td>2</td>
</tr>
<tr>
<td>OFT210</td>
<td>Word Processing</td>
<td>3</td>
</tr>
</tbody>
</table>

**ELECTIVE PROFESSIONAL COURSES**

(ANY ONE THREE-CREDIT COURSE)

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC151</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BUS115</td>
<td>International Business and Trade</td>
<td>3</td>
</tr>
<tr>
<td>BUS120</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUS150</td>
<td>Principles of Micro-economics</td>
<td>3</td>
</tr>
<tr>
<td>BUS175</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BUS200</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS215</td>
<td>Business Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS240</td>
<td>Introduction to E-commerce</td>
<td>3</td>
</tr>
<tr>
<td>BUS245</td>
<td>E-commerce Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS250</td>
<td>E-commerce Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS255</td>
<td>Customer Service Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS260</td>
<td>Retail Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS265</td>
<td>Merchandise Management</td>
<td>3</td>
</tr>
</tbody>
</table>
The Division of Computer Technology at ASA provides courses and programs designed to meet the current workforce needs of the information technology industries. The primary objective is to help graduates to be well trained and ready to meet the demands of the New York City metropolitan area job market. All of our graduates should be prepared to obtain employment in small to medium sized organizations. Our programs also provide a solid foundation to make the transition to a Baccalaureate degree in Computer Science or Information Management Systems.

The Division of Computer Technology offers two Associate of Occupational Studies (AOS) degrees and three certification programs. Among the degree programs offered are: Network Administration and Security, Computer Programming, and Information Technology. The certificate programs are Computer Support Specialist, Internet Client-Server Application Development, and PC Client-Server Programming. These certificate programs fully articulate into corresponding degree programs at ASA.

All of the programs at ASA utilize the most up-to-date curriculum with carefully selected courses to enhance the students’ educational experience making them ready for the challenges of new technology. These courses are taught in our state-of-art computer and networking labs where students gain valuable hands-on skills necessary to start a successful career in their chosen field. Students also receive unlimited free tutoring and free industry standard professional certification training in information Technology field.

### PROGRAMS IN THE DIVISION OF COMPUTER TECHNOLOGY

#### COMPUTER PROGRAMMING AND INFORMATION TECHNOLOGY

**Associate of Occupational Studies Degree**

The Associate Degree in Computer Programming and Information Technology is intended to enable individuals with little or no computer knowledge to become business application programmers and/or software analysts. The program provides a comprehensive education covering many aspects of computer science including computer architecture, programming techniques, database management and design and development of internet applications using ASP.NET. Graduates have the opportunity to specialize in web development and graphic design.

According to the Bureau of Labor Statistics’ “Fastest Growing Occupations, 2008 and projected to 2018”, computer programming is expected to grow by more than 34% by 2018. Jobs for application programmers should be most plentiful in data processing service firms, software development centers and computer consulting businesses. There are currently about 515,000 jobs in the market and the number should go up to 690,000 a year by 2018.

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDV100</td>
<td>Career Development</td>
<td>1</td>
</tr>
<tr>
<td>CIS100</td>
<td>Fundamentals of Computer Technology</td>
<td>3</td>
</tr>
<tr>
<td>FSM100</td>
<td>Freshman Skills Seminar</td>
<td>1</td>
</tr>
<tr>
<td>LIB100</td>
<td>Information Literacy</td>
<td>2</td>
</tr>
</tbody>
</table>

**HEGIS 5103**  
4 semesters

### CORE COMPETENCIES COURSES

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDV100</td>
<td>Career Development</td>
<td>1</td>
</tr>
<tr>
<td>CIS100</td>
<td>Fundamentals of Computer Technology</td>
<td>3</td>
</tr>
<tr>
<td>FSM100</td>
<td>Freshman Skills Seminar</td>
<td>1</td>
</tr>
<tr>
<td>LIB100</td>
<td>Information Literacy</td>
<td>2</td>
</tr>
</tbody>
</table>

**REQUIRED ARTS AND SCIENCES COURSES**

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG105</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENG205</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MAT105</td>
<td>College Math</td>
<td>3</td>
</tr>
</tbody>
</table>

**ELECTIVE ARTS AND SCIENCES COURSES (ANY ONE THREE-CREDIT COURSE)**

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS101</td>
<td>American History I</td>
<td>3</td>
</tr>
<tr>
<td>HIS200</td>
<td>World History I</td>
<td>3</td>
</tr>
<tr>
<td>HIS201</td>
<td>American History II</td>
<td>3</td>
</tr>
<tr>
<td>HIS210</td>
<td>World History II</td>
<td>3</td>
</tr>
<tr>
<td>PSY105</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

62
PROGRAM GOALS

Upon successful completion of this program, graduates should be able to demonstrate the ability to:

- Collaborate with Business Analysts and/or users to develop, prioritize, and estimate the requirements for software implementation;

- Prepare detailed workflow charts and diagrams that describe input, output and logical operation, and convert them into a series of instructions coded in a variety of industry standard computer languages;

- Design, develop, document, test and debug software and systems using logical and mathematical solutions;

- Design, develop, document, test and debug basic web based programs and basic database applications;

- Compile and write documentation during the software development cycle.

The AOS degree program in Computer Programming and Information Technology requires the successful completion of 64 credit hours for graduation as shown in the column on this page and the previous page.
Security+, CCENT, CCNA, MCITP and etc. The graduates have opportunity to specialize in network security and Cisco internetworking.

Network and Security Administrators earn great salaries connecting business computers together and securing them. According to the Bureau of Labor Statistics’ “Occupational Employment Projections to 2018”, Network Systems and Data Communication Analysts are fast growing occupations and the demand is projected to increase by 53.36% in 2018.

PROGRAM GOALS

Upon successful completion of this program, graduates should be able to demonstrate the ability to:

- Install, configure and maintain computer systems including hardware, peripherals, and commonly used application software and operating systems;
- Diagnose, troubleshoot and resolve hardware, software or other network and system problems, and replace components if necessary;
- Design, install, configure and maintain corporate network systems;
- Monitor network performance and make adjustments when necessary;
- Plan, coordinate and implement network security measures to protect data, software and hardware;
- Perform backups and disaster recovery.

The AOS degree program in Network Administration and Security requires the successful completion of 61 credit hours for graduation as shown in the column on this page on this page and the previous page.
The Computer Support Specialist Certificate program will provide an introduction to many areas of information technology including computer architecture, hardware, operating systems, network administration and support. The program is designed to train IT professionals to be competent in maintaining, troubleshooting and administering computers and network systems. Graduates will be able to provide on-site support for users of the Microsoft Windows and other networking platforms. This program includes courses helpful to pass the CompTIA A+, Network+ and Microsoft Certified IT Professional (MCITP) certifications, three of the valued certifications in the Information Technology field.

The Computer Support Specialist Certificate program offers its students very intensive hands-on training, using our dedicated computer and network labs. This program fully articulates into our AOS degree program in Network Administration and Security, therefore making it easier for graduates to pursue further studies in the Information Technology. The admission process is the same as in the degree program.

PROGRAM GOALS
Upon successful completion of the program, graduates should be able to demonstrate the ability to:

• Install, configure and maintain basic computer systems including hardware, peripherals, and commonly used application software and operating systems;

• Diagnose, troubleshoot and resolve hardware, software or other network and system problems, and replace components if necessary;

• Design, install, configure and maintain local area networks;

• Perform backups and disaster recovery.

The Computer Support Specialist certificate program requires the successful completion of 30 credit hours for graduation as shown in the column alongside.

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS100</td>
<td>Fundamentals of Computer Technology</td>
<td>3</td>
</tr>
<tr>
<td>FSM100</td>
<td>Freshman Skills Seminar</td>
<td>1</td>
</tr>
<tr>
<td>LIB100</td>
<td>Information Literacy</td>
<td>2</td>
</tr>
<tr>
<td>ENG105</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>CIS115</td>
<td>Computer Architecture</td>
<td>3</td>
</tr>
<tr>
<td>CIS125</td>
<td>Telecommunications Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CIT125</td>
<td>Client-Specific Relational Databases</td>
<td>3</td>
</tr>
<tr>
<td>NET120</td>
<td>PC Hardware and Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>NET130</td>
<td>Microsoft Windows Client Technology</td>
<td>3</td>
</tr>
<tr>
<td>NET140</td>
<td>Microsoft Windows Server Technology</td>
<td>3</td>
</tr>
<tr>
<td>NET170</td>
<td>Management of Cisco Networking Environments</td>
<td>3</td>
</tr>
<tr>
<td>NET180</td>
<td>Implementing Network Security I</td>
<td>3</td>
</tr>
<tr>
<td>NET190</td>
<td>Introduction to Wireless Networking</td>
<td>3</td>
</tr>
</tbody>
</table>
The Certificate program in Internet Client-Server Application Development is designed to generate employment-ready programmers utilizing core competencies within the broader AOS degree program in Computer Programming and Information Technology. It covers basic and advanced computer programming for internet application development by introducing students to software that is in demand in the data processing field and includes hands-on training in Object-Oriented concepts: UNIX, Visual Basic, SQL and MS-Access databases and Web Development using ASP.NET.

The admission process is the same as in the degree program in Computer Programming and Information Technology.

PROGRAM GOALS

Upon successful completion of the program, graduates should be able to demonstrate the ability to:

- Design, develop, document, test and debug software and systems using logical and mathematical solutions;
- Design, develop, document, test and debug web based programs and basic database applications;
- Use internet tools and network protocols to create, design and implement client/server applications;
- Compile and write documentation during the software development cycle.

The certificate program in Internet Client-Server Application Development requires the successful completion of 48 credit hours for graduation as shown in the column alongside.

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE COMPETENCIES COURSES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS100</td>
<td>Fundamentals of Computer Technology</td>
<td>3</td>
</tr>
<tr>
<td>FSM100</td>
<td>Freshman Skills Seminar</td>
<td>1</td>
</tr>
<tr>
<td>LIB100</td>
<td>Information Literacy</td>
<td>2</td>
</tr>
<tr>
<td>REQUIRED ARTS AND SCIENCES COURSES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG105</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MAT105</td>
<td>College Math</td>
<td>3</td>
</tr>
<tr>
<td>REQUIRED PROFESSIONAL COURSES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS115</td>
<td>Computer Architecture</td>
<td>3</td>
</tr>
<tr>
<td>CIS220</td>
<td>Systems Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>CIT100</td>
<td>Programming Languages Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CIT115</td>
<td>Web Design</td>
<td>3</td>
</tr>
<tr>
<td>CIT125</td>
<td>Client-Specific Relational Databases</td>
<td>3</td>
</tr>
<tr>
<td>CIT140</td>
<td>Server-Specific Relational Databases</td>
<td>3</td>
</tr>
<tr>
<td>CIT150</td>
<td>Object-Oriented Design</td>
<td>3</td>
</tr>
<tr>
<td>CIT160</td>
<td>Object-Oriented Languages with Visual Basic</td>
<td>3</td>
</tr>
<tr>
<td>CIT240</td>
<td>Database Management Systems</td>
<td>3</td>
</tr>
<tr>
<td>MAT205</td>
<td>Advanced Math for Computer Programmers</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVE PROFESSIONAL COURSES (ANY TWO THREE-CREDIT COURSES)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIT170</td>
<td>Unix Operating System and Shell Programming</td>
<td>3</td>
</tr>
<tr>
<td>CIT250</td>
<td>ASP.NET Applications Development</td>
<td>3</td>
</tr>
<tr>
<td>NET120</td>
<td>PC Hardware and Operating Systems</td>
<td>3</td>
</tr>
</tbody>
</table>
The Certificate program in PC Client-Server Programming is designed to generate employment-ready programmers utilizing core competencies within the broader degree program, with graduates meeting the basic educational and employment competencies in the field for work as computer programmers or junior programmers.

Except for courses in the core competency area, all course work in the certificate program is in the area of basic and advanced computer programming for business applications. This certificate is intended for applicants who seek a shorter program. The admission process is the same as for the degree program.

Graduates of this program find opportunities in almost every industry, but the largest concentrations are in computer systems design and related services. A large number of programmers also can be found in management companies and enterprises, telecommunications companies, manufacturers of computer and electronic equipment, financial institutions, insurance carriers, educational institution, and government agencies.

**PROGRAM GOALS**

Upon successful completion of the program, graduates should be able to demonstrate the ability to:

- Design, develop, document, test and debug software and systems using logical and mathematical solutions;
- Design, develop, document, test and debug basic web based programs and basic database applications;
- Compile and write documentation during the software development cycle.

The certificate program in PC Client-Server Programming requires the successful completion of 33 credit hours for graduation as shown in the column alongside.

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE COMPETENCIES COURSES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS100</td>
<td>Fundamentals of Computer Technology</td>
<td>3</td>
</tr>
<tr>
<td>FSM100</td>
<td>Freshman Skills Seminar</td>
<td>1</td>
</tr>
<tr>
<td>LIB100</td>
<td>Information Literacy</td>
<td>2</td>
</tr>
<tr>
<td><strong>REQUIRED PROFESSIONAL COURSES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS115</td>
<td>Computer Architecture</td>
<td>3</td>
</tr>
<tr>
<td>CIS125</td>
<td>Telecommunications Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CIT100</td>
<td>Programming Languages Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CIT115</td>
<td>Web Design</td>
<td>3</td>
</tr>
<tr>
<td>CIT125</td>
<td>Client-Specific Relational Databases</td>
<td>3</td>
</tr>
<tr>
<td>CIT140</td>
<td>Server-Specific Relational Databases</td>
<td>3</td>
</tr>
<tr>
<td>CIT150</td>
<td>Object- Oriented Design</td>
<td>3</td>
</tr>
<tr>
<td><strong>ELECTIVE PROFESSIONAL COURSES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ANY TWO THREE-CREDIT COURSES)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIT160</td>
<td>Object-Oriented Languages with Visual Basic</td>
<td>3</td>
</tr>
<tr>
<td>CIT250</td>
<td>ASP.NET Applications Development</td>
<td>3</td>
</tr>
<tr>
<td>NET120</td>
<td>PC Hardware and Operating Systems</td>
<td>3</td>
</tr>
</tbody>
</table>
ASA’s Division of Core Competencies provides students with the overall knowledge and skills needed to succeed within the college environment. The division also provides the career training that many students envisioned when they entered college.

The division has three required courses. The first two component courses: Freshman Skills Seminar (FSM100) and Information Literacy (LIB100) are designed to assist students in transitioning from the predictable life of basic elementary and secondary level education to the increasingly challenging and self-directed path of tertiary education.

Within the FSM100 class students are afforded an overview of the college environment. Topics covered in FSM100 include: developing communication skills, improving study skills, coping with stress, effective time management, test-taking strategies, critical thinking, and problem solving. Students are also introduced to the process of resume writing and drafting cover letters, as they begin the process of compiling a successful career portfolio.

The LIB100 class develops the student’s ability to use various library resources, locate and competently analyze information, conduct on-line research, understand and correctly apply academic citations, and utilize ASA’s library resources and databases.

The division’s third component is a Career Development Seminar (CDV100) which harnesses the students’ acquired knowledge and skills into tools for conducting a successful job search, developing a successful cover letter along with a winning resume, and the completion of a sharply focused career portfolio. Students will demonstrate their acquired skills and training by participating in a mock interview which is a major component of the CDV100 classes’ graded coursework.

These three courses assist in developing ASA students into self-assured, knowledgeable professionals who are ready to take their place in the corporate environments of Business, Computer Technology, Health, or Criminal Justice.
The Criminal Justice Department is staffed with experienced professors with years of criminal justice experience. Our professors represent a cross section of the numerous components (i.e., law enforcement, corrections, judiciary, parole, etc.) that comprise the criminal justice system. Criminal Justice is an exciting profession with loads of responsibility and accountability. We live in a continually changing society with a constant demand for criminal justice professionals. In recognition of these never ending changes and demands of our multi-cultural society, the Criminal Justice Department is geared towards preparing students beyond acceptance into an entry level program, to a lifelong professional contribution to the field of criminal justice. The Criminal Justice Department takes student education beyond the walls of traditional academia settings into the realms of criminal justice practitioners in society. Students are afforded an opportunity to see real practitioners in action. Criminal Justice professional practitioners are often faced with the challenge of making life, death, and liberty decisions in a fraction of a second. They must be professionals at all times. Our Department motto is; “In Pursuit of Professionalism” because a criminal justice practitioner cannot afford to be unprofessional. We provide a wholesome all around criminal justice education that prepares a student for immediate employment in any of the numerous agencies that comprise the criminal justice system. Therefore, we work with students to ensure that when they accept their first criminal justice position, they are more than ready to face and conquer the challenges accompanied with being a professional criminal justice practitioner.

CRIMINAL JUSTICE
Associate in Applied Science Degree

The A.A.S. degree program in Criminal Justice provides students with a broad-based, sophisticated understanding of the role of the criminal justice system in American Society. Students acquire the knowledge, values, and skills that will enable them to analyze rationally the problems of the criminal justice system and the needs of society in keeping with democratic traditions of law, social well-being, and individual rights. In particular, students develop the analytical tools and social understanding necessary to assist greatly in the important task of balancing the rights of the individual citizen against society’s continuing need for safety and security.

Graduates will be well equipped to provide input on policies and programs and to assume productive roles in the criminal justice system in public and private organizations. It is anticipated that graduating students will also obtain a sound liberal arts foundation that comprises the arts, humanities, and sciences. Students in this program will be exposed to the wide scope of criminal justice as well as a balanced presentation of the issues in this field. The structure of the curriculum and the related learning objectives will be consistent with published standards of the Academy of Criminal Justice Sciences (ACJS), a national professional society. In a broad sense, students become knowledgeable about criminal justice and juvenile processes including an understanding of the law, the nature of crime, and the administration of justice. The students will also gain an understanding of social problems, human behavior, and public management policy. The program will foster an appreciation for the major efforts designed to control crimes and an awareness of current crime control policies, proposals, and programs.

A vital component of the Criminal Justice program is an externship provided to the students in the last semester where they work without remuneration. Students are placed in qualified establishments in their field including Police Departments, Private Security companies, Probation, Social Services and Corrections Departments in the tri-state area. The externship provides the student with an opportunity to practice the theoretical skills learned in course work at ASA.

To be successful in the criminal justice discipline, one must be detail-oriented, highly analytical, and be able to deal with
victims and criminals with an open mind and have the integrity to keep important records in the strictest confidence.

In addition to the general admission requirements for all programs at ASA, the AAS degree program in Criminal Justice will have the following additional requirement: After the completion of the placement examination and the application process, the prospective student would be subjected to a background check for any criminal record. Since the prospective student would be employed by Federal, State, or the Local government and their agencies, it is imperative that the student has no criminal record.

PROGRAM GOALS

Upon successful completion of the program, a graduate should be able to demonstrate ability to:

- Identify, describe, and explain the current and historical practices, policies, structures, and stages of the criminal justice system at local, state and federal levels in the United States, from the commission of an actual crime through adjudication and corrections;
- Identify, describe, and apply historical, current and emerging theories and various social and analytic tools to the fields of human behavior, criminology, and corrections; to suggest ways to balance the rights of individual citizens with society’s need for security and safety;
- Conceptualize, analyze, and discuss crime in general with respect to longitudinal changes in the complex issues of crime, ethics, diversity, policy making, and criminal justice administration;
- Develop awareness for and facility with the analytic tools of the criminal justice field through practical and hands-on experiences;
- Obtain entry-level employment in careers within the criminal justice and public service systems.

The Associate in Applied Science degree program in Criminal Justice requires the successful completion of 61 semester credit hours for graduation as shown in the column alongside.

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDV100</td>
<td>Career Development</td>
<td>1</td>
</tr>
<tr>
<td>CIS100</td>
<td>Fundamentals of Computer Technology</td>
<td>3</td>
</tr>
<tr>
<td>FSM100</td>
<td>Freshman Skills Seminar</td>
<td>1</td>
</tr>
<tr>
<td>LIB100</td>
<td>Information Literacy</td>
<td>2</td>
</tr>
<tr>
<td>ENG105</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENG110</td>
<td>Speech &amp; Communication</td>
<td>3</td>
</tr>
<tr>
<td>ENG205</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MAT105</td>
<td>College Math</td>
<td>3</td>
</tr>
<tr>
<td>BIO120</td>
<td>Human Biology</td>
<td>3</td>
</tr>
<tr>
<td>CRJ101</td>
<td>American Criminal Justice System</td>
<td>3</td>
</tr>
<tr>
<td>CRJ105</td>
<td>Introduction to Criminology</td>
<td>3</td>
</tr>
<tr>
<td>CRJ115</td>
<td>Introduction to Law Enforcement</td>
<td>3</td>
</tr>
<tr>
<td>SOC150</td>
<td>Child Welfare / Child Abuse Prevention</td>
<td>3</td>
</tr>
<tr>
<td>CRJ120</td>
<td>Criminal Law and Procedures</td>
<td>3</td>
</tr>
<tr>
<td>CRJ200</td>
<td>Current Issues in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ215</td>
<td>Ethical Issues in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>LIB150</td>
<td>Research Methods in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ210</td>
<td>Diversity and Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ900</td>
<td>Externship in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ190</td>
<td>Introduction to Security</td>
<td>3</td>
</tr>
<tr>
<td>CRJ150</td>
<td>Introduction to Corrections</td>
<td>3</td>
</tr>
<tr>
<td>CRJ205</td>
<td>Police &amp; Community</td>
<td>3</td>
</tr>
</tbody>
</table>
The Division of Health Disciplines at ASA College is a multidisciplinary academic division that offers a broad array of health related programs ranging from short-term certificates to associate degrees in Applied Science and Occupational Studies. The programs provide quality classroom and clinical instruction designed to prepare graduates with the knowledge and skills critical to work effectively as health professionals.

With over eighty faculty and twenty support staff members, state-of-the-art facilities and technology, the Division is firmly committed to maintaining high academic standards, and ensuring quality programs for our students. Our programs provide the educational opportunities for entry into the health careers of medical assisting, medical billing and coding, healthcare office administration, pharmacy technician, and health information technology.

Graduates can find employment in many areas of health care as medical assistants, medical laboratory technologists, medical office administrators, billing and coding specialists, health information technologists, and pharmacy technicians. To ensure professionalism, several programs within the Division lead to industry certification and licensure.

The fastest growing occupations in the economy today are centered in the health care industry. The Bureau of Labor Statistics (www.bls.gov) has projected that the growth rate of new jobs in the health care professions will be 28.8% until 2018. This is twice the rate of job growth in non-healthcare professions. The Bureau of Labor Statistics also predicts a need for 5.3 million health care workers to fill job openings created by departures and new positions.

ASA and the Division of Health Disciplines are ready for the challenge this shortage brings. Specific information about each of our health programs and contact information is available through links provided on the ASA website.

**PROGRAMS IN THE DIVISION OF HEALTH DISCIPLINES**

**HEALTH INFORMATION TECHNOLOGY**

**Associate in Applied Science Degree**

The Health Information Technology (HIT) program offers a comprehensive learning curriculum, combining the expanding arena of health care with the cutting edge of information technology. The program will prepare the student to become an essential member of the health information management profession.

Students learn to organize, analyze, and technically evaluate health information; compile various administrative and health statistics; maintain and use health information indexes; facilitate storage and retrieval of health data; utilize computerized health data, and control the use and release of health information. Discussion of ethical, legislative, and regulatory issues relative to the day-to-day operations of a health care facility is also included in this up-to-date, real-world curriculum. An externship offered in the last semester provides students with the opportunity to supplement course

The Division’s approach to teaching is highly stimulating, motivational and interactive thus assuring a true learning experience for all students. A combination of classroom, and where applicable, laboratory courses and clinical learning experiences are experienced throughout.

ASA and the Division of Health Disciplines are ready for the challenge this shortage brings. Specific information about each of our health programs and contact information is available through links provided on the ASA website.

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDV100</td>
<td>Career Development</td>
<td>1</td>
</tr>
<tr>
<td>CIS100</td>
<td>Fundamentals of Computer Technology</td>
<td>3</td>
</tr>
<tr>
<td>FSM100</td>
<td>Freshman Skills Seminar</td>
<td>1</td>
</tr>
<tr>
<td>LIB100</td>
<td>Information Literacy</td>
<td>2</td>
</tr>
<tr>
<td>ENG105</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENG110</td>
<td>Speech &amp; Communication</td>
<td>3</td>
</tr>
<tr>
<td>ENG205</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MAT105</td>
<td>College Math</td>
<td>3</td>
</tr>
<tr>
<td>BIO120</td>
<td>Human Biology</td>
<td>3</td>
</tr>
</tbody>
</table>

**HEGIS 5213**

4 semesters
work with practical work experience related to the program and its learning outcomes.

Demand for Health Information Technology professionals is on the increase, due to growth in the number of medical tests, treatments, and procedures. The Bureau of Labor Statistics predicts a 20% increase in jobs for medical records and health information technicians through 2018.

Employment opportunities for graduates of the program include health information technician, coder, assistant manager of health information services of large hospitals, manager of health information services of small hospitals or skilled nursing facilities, utilization manager, quality improvement coordinator, compliance officer, privacy officer, health information analyst, clinical documentation specialist, and auditor.

Graduates of the program may find employment in ambulatory care facilities, health information departments, regulatory agencies, acute care hospitals, rehabilitation facilities, mental health facilities, skilled nursing facilities, clinics, homes, physician’s offices, and health insurance companies.

After completion of the program, the students will be eligible to sit for the Certified Professional Coder Examination (CPC) administered by the American Academy of Professional Coders (AAPC).

**PROGRAM GOALS**

Upon successful completion of the program, a graduate should be able to employ appropriate strategies that respond to the changing informational needs of patients, health care providers, researchers, and educators by demonstrating the ability to:

- Collect, tabulate, compute and prepare statistical reports for use by the medical staff, administration, governing board and authorized agencies;
- Code clinical data for research and other reporting purposes;
- Perform review of health information for patient care evaluation, quality improvement, and utilization management;
- Apply ethical and legal principles and standards for the control, release and use of health information;
- Utilize computers to compile data, process information for prospective payment systems and perform various other data analysis projects;
- Successfully pass the industry certification exams.

The Health Information Technology degree program requires the successful completion of 68 semester credits hours for graduation as shown in the column on this page and the previous page.
The Healthcare Office Administration degree program offers a comprehensive learning curriculum, emphasizing administrative and high-level technological skills to meet the demands of the rapidly changing health care industry.

Students learn to perform essential clerical and organizational tasks within a healthcare facility. Course offerings include transcription, billing and coding, medical records management, and reimbursement methodologies. Discussion of ethical, legislative, and regulatory issues relative to the day-to-day operations of a health care facility is also included in this up-to-date, real-world curriculum. An essential element of the program is learning to use computers and a variety of software applications. Students also acquire the basics in medical terminology, anatomy and physiology, financial administration, business communications, and psychology.

An externship offered in the last semester provides students with the opportunity to supplement course work with practical work experience related to the program and its occupational objectives. Graduates can find employment in positions such as administrative assistant, executive assistant, medical office assistant, records management supervisor, medical transcriptionist, and medical coding and billing professionals that are found in medical offices, hospitals, clinics, home health agencies, and insurance companies.

After completion of the program, the students will be eligible to sit for the Certified Professional Coder Examination (CPC) administered by the American Academy of Professional Coders (AAPC).

**PROGRAM GOALS**

Upon successful completion of the program, a graduate should possess the competencies and knowledge required to function successfully as an entry-level healthcare administrator by demonstrating the ability to:

- Produce professional quality medical documents with a variety of computer software tools (word processing, spreadsheet, database, and presentation);
- Code clinical data and prepare medical insurance claims for reimbursement purposes;
- Meet the challenging role of the administrative medical professional by applying knowledge of technological changes in an increasingly global economy and diverse workplace;

### PROGRAM GOALS

- **Required Professional Courses**
  - ALH110 Medical Office Administration 3
  - ALH205 Medical Billing 3
  - ALH216 Medical Records Management 3
  - ALH220 Reimbursement Methodologies 3
  - ALH225 ICD-9-CM Coding and Classification System 2
  - ALH230 CPT Coding and Classification System 2
  - ALH240 Accounting for Medical Practice 3
  - BIO105 Anatomy and Physiology for Allied Health Professionals 3
  - CIS190 Automated Office Administration 3
  - ALH160 Law and Ethics for Allied Health Professionals 2
  - MED105 Medical Terminology 3
  - OFT100 Medical Office Transcription 3
  - OFT210 Word Processing 3
  - ALH905 Health Care Office Administration Externship 3

- **Required Arts and Sciences Courses**
  - HIS101 American History I 3
  - HIS200 World History I 3
  - HIS201 American History II 3
  - HIS210 World History II 3
  - PSY105 Introduction to Psychology 3
  - SOC105 Introduction to Sociology 3
  - EN110 Speech and Communication 3
  - LIT200 American Literature 3
  - PHI110 Introduction to Ethics 3
  - PHI200 Introduction to Philosophy 3

- **Elective Arts and Sciences Courses**
  - (Any One Three-Credit Course)

### CURRICULUM

- **Core Competencies Courses**
  - CDV100 Career Development 1
  - CIS100 Fundamentals of Computer Technology 3
  - FSM100 Freshman Skills Seminar 1
  - LIB100 Information Literacy 2

- **Required Professional Courses**
  - ALH110 Medical Office Administration 3
  - ALH205 Medical Billing 3
  - ALH216 Medical Records Management 3
  - ALH220 Reimbursement Methodologies 3
  - ALH225 ICD-9-CM Coding and Classification System 2
  - ALH230 CPT Coding and Classification System 2
  - ALH240 Accounting for Medical Practice 3
  - BIO105 Anatomy and Physiology for Allied Health Professionals 3
  - CIS190 Automated Office Administration 3
  - ALH160 Law and Ethics for Allied Health Professionals 2
  - MED105 Medical Terminology 3
  - OFT100 Medical Office Transcription 3
  - OFT210 Word Processing 3
  - ALH905 Health Care Office Administration Externship 3

- **Required Arts and Sciences Courses**
  - ENG105 English Composition I 3
  - ENG205 English Composition II 3
  - MAT105 College Math 3

- **Elective Arts and Sciences Courses**
  - (Any One Three-Credit Course)
• Apply ethical and legal principles and standards for the control, release and use of health information;
• Communicate clearly and effectively with others in supportive and leadership roles, both orally and in writing;
• Successfully pass the industry certification exam.

The Healthcare Office Administration degree program requires the successful completion of 61 semester credits hours for graduation as shown in the column on this page and the previous page.

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>ELECTIVE PROFESSIONAL COURSES</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(ANY ONE THREE-CREDIT COURSE)</td>
<td></td>
</tr>
<tr>
<td>PSY115</td>
<td>Psychosocial Aspects of Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>MED220</td>
<td>Medical Emergencies for Allied Health Professionals</td>
<td>3</td>
</tr>
</tbody>
</table>

MEDICAL ASSISTING
Associate of Occupational Studies Degree

The Medical Assisting program is a multi-disciplinary program that trains students to become allied health professionals who assist physicians and other health care providers in a myriad of medical settings.

Students learn to perform the administrative duties of scheduling and receiving patients, preparing and maintaining medical records, performing basic secretarial skills and medical transcription, handling telephone calls, writing correspondence, serving as a liaison between the physician and other individuals, and managing practice finances.

The clinical phase of the program is taught through intense training and hands-on application. Students learn to perform clinical duties, including asepsis and infection control, taking patient histories and vital signs, first aid and CPR, preparing patients for procedures, assisting the physician with examinations and treatments, collecting and processing specimens, performing selected diagnostic tests, and preparing and administering medications as directed by the physician.

After completion of the program, the students will be eligible to sit for the Certified Medical Assistant (CMA) Examination administered by the American Association of Medical Assistants (AAMA) or the Registered Medical Assistant (RMA) Examination administered by the Association of Medical Technologists (AMT).

The Medical Assisting program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endowment (AAMAE). Commission on Accreditation of Allied Health Education Programs 1361 Park Street Clearwater, Florida 33756, 1(727)210-2350.

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>CORE COMPETENCIES COURSES</strong></td>
<td></td>
</tr>
<tr>
<td>CDV100</td>
<td>Career Development</td>
<td>1</td>
</tr>
<tr>
<td>CIS100</td>
<td>Fundamentals of Computer Technology</td>
<td>3</td>
</tr>
<tr>
<td>FSM100</td>
<td>Freshman Skills Seminar</td>
<td>1</td>
</tr>
<tr>
<td>LIB100</td>
<td>Information Literacy</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>REQUIRED ARTS AND SCIENCES COURSES</strong></td>
<td></td>
</tr>
<tr>
<td>ENG105</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENG205</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MAT105</td>
<td>College Math</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>ELECTIVE ARTS AND SCIENCE COURSES</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(ANY ONE THREE-CREDIT COURSE)</td>
<td></td>
</tr>
<tr>
<td>HIS101</td>
<td>American History I</td>
<td>3</td>
</tr>
<tr>
<td>HIS200</td>
<td>World History I</td>
<td>3</td>
</tr>
<tr>
<td>HIS201</td>
<td>American History II</td>
<td>3</td>
</tr>
<tr>
<td>HIS210</td>
<td>World History II</td>
<td>3</td>
</tr>
<tr>
<td>PSY105</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC105</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>ENG110</td>
<td>Speech and Communication</td>
<td>3</td>
</tr>
<tr>
<td>LIT200</td>
<td>American Literature</td>
<td>3</td>
</tr>
<tr>
<td>PHI110</td>
<td>Introduction to Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHI200</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>REQUIRED PROFESSIONAL COURSES</strong></td>
<td></td>
</tr>
<tr>
<td>ALH110</td>
<td>Medical Office Administration</td>
<td>3</td>
</tr>
<tr>
<td>ALH160</td>
<td>Law and Ethics for Allied Health Professionals</td>
<td>2</td>
</tr>
<tr>
<td>ALH200</td>
<td>Medical Reimbursement</td>
<td>3</td>
</tr>
<tr>
<td>ALH205</td>
<td>Medical Billing</td>
<td>3</td>
</tr>
<tr>
<td>BIO105</td>
<td>Anatomy and Physiology for Allied Health Professionals</td>
<td>3</td>
</tr>
</tbody>
</table>
PROGRAM GOALS

Upon successful completion of the program, a graduate should possess the competencies and knowledge required to function successfully as an entry-level medical assistant by demonstrating the ability to:

- Apply knowledge of and commitment to the practice of medical assisting that reflects ethical industry standards and follows the guidelines of program accreditation;
- Communicate effectively with patients and other medical professionals as a healthcare team member;
- Describe and discuss professional ethics and legal issues as they apply to the medical assisting profession, including knowledge of the Medical Assisting Code of Ethics and HIPAA regulations;
- Correctly perform clinical and administrative procedures typical to an entry level Medical Assistant;
- Prepare for one or more industry standard certification exams.

The Medical Assisting degree program requires the successful completion of 63 semester credit hours for graduation as shown in the column in the previous page and this page.

NURSING

Associate in Applied Science Degree

The Associate in Applied Science degree program offers a strong foundation in sciences and technology to prepare nurses who are proficient in technology and meet the needs of the health care delivery system of the 21st century. The program also provides the necessary knowledge and skills required for advance study at the baccalaureate level. Graduates of the program will be able to use the nursing process to provide patient care within a self-care framework to patients across the life span.

The curriculum requires 68 credits; 43 credits are required in the major (nursing), and 20 credits are required in general education / arts & sciences. These courses ensure a strong liberal arts foundation. There are also 5 additional credits of required college core courses. Graduates of the program will be qualified to sit the certification examination NCLEX-RN to become Registered Professional Nurses. Opportunities are also available for graduates of this program to continue their education at the baccalaureate level.

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO110</td>
<td>Microbiology for Allied Health Professionals</td>
<td>3</td>
</tr>
<tr>
<td>MED105</td>
<td>Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>MED115</td>
<td>Laboratory Techniques I</td>
<td>3</td>
</tr>
<tr>
<td>MED200</td>
<td>Clinical Office Procedures</td>
<td>3</td>
</tr>
<tr>
<td>MED205</td>
<td>Pharmacology for Allied Health Professionals</td>
<td>3</td>
</tr>
<tr>
<td>MED215</td>
<td>Laboratory Techniques II</td>
<td>3</td>
</tr>
<tr>
<td>MED220</td>
<td>Medical Emergencies for Allied Health Professionals</td>
<td>3</td>
</tr>
<tr>
<td>OFT210</td>
<td>Word Processing</td>
<td>3</td>
</tr>
<tr>
<td>PSY115</td>
<td>Psychosocial Aspects of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>MED905</td>
<td>Medical Assisting Externship</td>
<td>3</td>
</tr>
</tbody>
</table>
The Pharmacy Technology Associate Degree Program is an instructional program that prepares students to support pharmacists in a variety of pharmacy-related duties. The program integrates theory and practice, combining classroom lectures in all areas of pharmacy technology with hands-on learning in dedicated pharmacy laboratories and field experience through a comprehensive externship program. Each student must complete 90 experiential hours in both a community and hospital setting for a total of 180 hours.

Graduation from the program requires demonstrated competence in all areas of pharmacy technology including drug knowledge, legal/ethical mandates, sterile preparation, hospital pharmacy, administrative responsibilities, pharmaceutical compounding and prescription preparation. They must also demonstrate competence in procuring, storing, and issuing pharmacy materials and supplies, as well as maintaining files and records.

### PROGRAM GOALS

Upon successful completion of the ASA associate degree in applied science - nursing Graduates will be prepared to:

- Take the NCLEX-RN licensing examination;
- Use the nursing process to provide evidence-based safe patient care within a self-care framework to patients across the life span;
- Manage and coordinate care for individuals, families and groups experiencing self-care deficits;
- Collaborate with patients and health team members to plan appropriate patient care for resolving self-care deficits;
- Practice as a member of the nursing profession within the ethical and legal scope of standards and practice;
- Assume personal responsibility for nursing practice;
- Pursue lifelong professional and personal learning development.

### COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 204</td>
<td>Anatomy &amp; Physiology for Health Professionals II (With Lab)</td>
<td>4</td>
</tr>
<tr>
<td>NUR 100</td>
<td>Nursing I – Fundamentals of Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NUR 120</td>
<td>Nursing II – Adult Health Nursing 1</td>
<td>4</td>
</tr>
<tr>
<td>NUR 140</td>
<td>Nursing III – Adult Health Nursing 2</td>
<td>4</td>
</tr>
<tr>
<td>NUR 160</td>
<td>Nursing IV – Maternal - Child Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NUR 200</td>
<td>Nursing V –Psychiatric - Mental Health Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NUR 220</td>
<td>Nursing VI – Comprehensive Nursing 1</td>
<td>4</td>
</tr>
<tr>
<td>NUR 240</td>
<td>Nursing VII – Comprehensive Nursing 2</td>
<td>4</td>
</tr>
<tr>
<td>NUR 260</td>
<td>Nursing VIII – Comprehensive Nursing 3</td>
<td>4</td>
</tr>
</tbody>
</table>

### PHARMACY TECHNOLOGY

**Associate of Occupational Studies Degree**

The Pharmacy Technology Associate Degree Program is an instructional program that prepares students to support pharmacists in a variety of pharmacy-related duties.

The program integrates theory and practice, combining classroom lectures in all areas of pharmacy technology with hands-on learning in dedicated pharmacy laboratories and field experience through a comprehensive externship program. Each student must complete 90 experiential hours in both a community and hospital setting for a total of 180 hours.

Graduation from the program requires demonstrated competence in all areas of pharmacy technology including drug knowledge, legal/ethical mandates, sterile preparation, hospital pharmacy, administrative responsibilities, pharmaceutical compounding and prescription preparation. They must also demonstrate competence in procuring, storing, and issuing pharmacy materials and supplies, as well as maintaining files and records.

### HEGIS 5201

4 semesters

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDV100</td>
<td>Career Development</td>
<td>1</td>
</tr>
<tr>
<td>CIS100</td>
<td>Fundamentals of Computer Technology</td>
<td>3</td>
</tr>
<tr>
<td>FSM100</td>
<td>Freshman Skills Seminar</td>
<td>1</td>
</tr>
<tr>
<td>LIB100</td>
<td>Information Literacy</td>
<td>2</td>
</tr>
</tbody>
</table>

### REQUIRED ARTS AND SCIENCES COURSES

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG105</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENG205</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MAT105</td>
<td>College Math</td>
<td>3</td>
</tr>
</tbody>
</table>

### ELECTIVE ARTS AND SCIENCE COURSES

(ANY ONE THREE-CREDIT COURSE)

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS101</td>
<td>American History I</td>
<td>3</td>
</tr>
<tr>
<td>HIS200</td>
<td>World History I</td>
<td>3</td>
</tr>
<tr>
<td>HIS201</td>
<td>American History II</td>
<td>3</td>
</tr>
<tr>
<td>HIS210</td>
<td>World History II</td>
<td>3</td>
</tr>
<tr>
<td>PSY105</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>
The Medical Assisting with Medical Billing Certificate program offers a comprehensive, learning curriculum designed to provide students with a strong foundation on which to build a successful career as a competent entry level coding and billing specialist.

A well-rounded curriculum offers students the knowledge and skills in the technical areas of the insurance industry, computer technology, federal and state regulations, billing and insurance coding systems, basic medical office administration, extensive practice in preparing medical claims as well as anatomy, physiology and medical terminology. In addition, students will become proficient in the use of Medical Manager and Medisoft software programs, as well as the Microsoft Office Suite products.

At the conclusion of this program, students will have two optional opportunities: 1) to become nationally certified by the NHA (National Healthcare Association) or (AAPC) American Academy of Professional Coders, and 2) to continue their...
education in one of the degree programs offered in the division.

Upon graduation, students will find employment as a coding and billing specialist in medical facilities, clinics, insurance companies, and home-based billing services. They will be able to perform a variety of duties including medical insurance coding and billing; completing and submitting medical insurance forms; creating and maintaining medical charts; preparing reports and correspondence; abstracting data from medical reports, and complying with HIPAA regulations.

**PROGRAM GOALS**

Upon successful completion of the program, a graduate should possess the competencies and knowledge required to function successfully as an entry-level medical biller and coder by demonstrating the ability to:

- Identify and organize components of the medical record in a professional manner appropriate to various real-world situations;

- Use medical terminology to describe health conditions and human diseases in the context of anatomy and physiology;

- Code clinical data and prepare medical insurance claims for reimbursement purposes;

- Abstract information from patient records and utilize computers and medical billing software to accurately enter data, transactions, payments and appointments;

- Apply ethical and legal principles and standards for the control, release and use of health information.

The Certificate program in Medical Office Assisting with Medical Billing requires the successful completion of 30 semester credit hours for graduation as shown in the column alongside.

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDV100</td>
<td>Career Development Seminar</td>
<td>1</td>
</tr>
<tr>
<td>CIS100</td>
<td>Fundamentals of Computer Technology</td>
<td>3</td>
</tr>
<tr>
<td>FSM100</td>
<td>Freshman Skills Seminar</td>
<td>1</td>
</tr>
<tr>
<td>LIB100</td>
<td>Information Literacy</td>
<td>2</td>
</tr>
<tr>
<td>ENG105</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MED105</td>
<td>Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>ALH110</td>
<td>Medical Office Administration</td>
<td>3</td>
</tr>
<tr>
<td>ALH160</td>
<td>Law and Ethics for Allied Health Professionals</td>
<td>2</td>
</tr>
<tr>
<td>ALH200</td>
<td>Medical Reimbursement</td>
<td>3</td>
</tr>
<tr>
<td>ALH205</td>
<td>Medical Billing</td>
<td>3</td>
</tr>
<tr>
<td>BIO105</td>
<td>Anatomy and Physiology for Allied Health Professionals</td>
<td>3</td>
</tr>
<tr>
<td>OFT210</td>
<td>Word Processing</td>
<td>3</td>
</tr>
</tbody>
</table>
ASA offers a number of short-term, non-credit courses and programs in the college’s Continuing Education Department. ASA offers these career programs and workforce training courses that often prepare students for industry certifications. The department offers challenging yet flexible programs that can be completed within shorter periods of time. These courses or programs focus on lifelong learning needs for career development. They also respond to current community needs. Students can enroll in individual courses or work toward a certificate or licensure in their areas of interest. These courses and/or programs are offered during the days, evenings, and/or on weekends.
Matriculated ASA students have the opportunity to take some of their courses online. Distance Learning @ ASA is dedicated to serve:

- adult learners
- non-traditional students with responsibilities of work and family
- students who have community commitments
- students having difficulty fitting into traditional college schedules

ASA Distance Learning serves as a virtual gateway for thousands of learners seeking to complete an accredited college education. Online courses are conducted in an asynchronous format using multimedia web-based technologies provided and hosted by ASA using Campus Management’s e-learning solution (CampusVue). CampusVue provides Moodle based e-learning with 24/7 support hosted and managed in an enterprise data center. They also offer over 400 Moodle extensions for added functionality.

STUDENTS REGISTERED TO TAKE ON-LINE COURSE ARE REQUIRED TO:

- Purchase course materials at the ASA bookstore as the online course package offers supplemental web-based materials to complete the course.
- Participate in the online weekly discussions, assignments, and projects.
- Complete the work that is required for each online course.
- Have access to a computer with active Internet connection. They are allowed to use the computer labs and library to access their online course.
- Take the scheduled final exams on campus, proctored by ASA faculty.

STUDENT SERVICES INCLUDE:

- On campus tutors and online tutorials.
- On campus student course support through the Learning Center.
- E-library database global access.

Students are invited and encouraged to use the virtual and on-campus support services when necessary, in any computer lab on campus as well as at the Learning Center. Students requiring additional assistance may contact their instructor, student advisor or the Director of Distance Learning.

The Distance Learning website (www.asa.edu/distancelearning.asp) provides students with updated general information and requirements for taking an online course.

Distance Learning faculty are qualified professionals and academics who share their knowledge and practical experience to enhance learning and understanding through the latest and most comprehensive pedagogical methodologies. All online faculty members undergo training with the Director of Distance Learning before they start teaching an online course.

Online courses have been developed to eliminate virtual isolation, provided that students interact with their instructors and fellow students on a regular basis by means of email, chat and course discussions.

Students interested to register for any online course in their program of study should consult with the academic chair and their student advisor. Candidacy for online learning is contingent upon the student’s self-assessment and the GPA. Students who have not shown the requisite aptitude and proficient computer usage skills are discouraged from enrolling into online courses.

Once registration is complete, students will receive through their ASA email account, complete instructions on how to enter the course and tutorial information. A mandatory on-campus Orientation (multiple sessions) is conducted at the beginning of each semester.
HOW COURSES ARE CONDUCTED

In order to ensure quality online learning, ASA has partnered with Campus Management for its online course management needs. CampusVue’s Moodle Learning Management System provides the online teaching tools which are simple to use yet powerful in scope. Some of the features of the LMS include:

- Web-based interface which allows teachers and students to participate from anywhere.
- Unlimited threaded discussions which can be shared across groups, a course, a department, or entire institution. Instructors can define discussions by type of post to stimulate effective discussion.
- Tests and quizzes using numerous question formats, even a secure testing environment. Students can save answers at any time during a test or quiz without submitting the test. If they lose connectivity, Moodle can recover answers, return the student to the quiz and in case of a timed quiz, automatically adjust time limit to remaining time.
- Instructors interact with assigned teams just like classes or individuals. They can view the course grade book and reports, send messages or create an announcement for teams.
- Integrated real time peer to peer chat reinforces concepts and builds community.
- Online registration and integrated scheduling. Students simply login to just one website which has all their academic records, class schedule as well as access to their online course.
- Integrated attendance with CampusVue for faculty so that they can keep track of student activity from one central place.
- Instructors can choose online or offline grading, modify weight assignments, re-grade, map grades to scores and perform complex calculations with the grading tool.
- Students can build communities by sending email to their groups, using a shared chat space, calendar and announcements.
- Full user logging and tracking - activity reports for each student are available with graphs and details about each module (last access, number of times read) as well as a detailed “story” of each student’s involvement including postings etc. on one page.

- Individual courses can be archived and retrieved without requiring a database restore. Courses can be packaged as a single zip file using the Backup function. These can be restored on any Moodle server.
- Integrated enrollment with CampusVue automatically sends enrollment information to Moodle.

Note: For a complete list of features please visit www.moodle.org

REQUIREMENTS FOR REGISTRATION:

Currently, online courses are offered only to those students who are enrolled for on-site courses; Distance Learning is just a supplemental scheduling option for them. We do not offer online courses to first semester students unless they are transfer students or have some prior college experience. International students on an F-1 visa may take only one online course per semester provided that they are enrolled full time in a degree program at ASA and are registered for a full-time course load of 12 on-campus credits within the same semester. Distance Learning is not a scheduling option for ESL students. All online courses are scheduled by the academic divisions and offered in the same sequence (start dates, holidays, and exam schedules) as traditional course offerings.

The student requirements for taking online courses are:

- Must have a cumulative GPA of 2.5 or above.
- Must have access to a computer with active Internet connection.
- Must take the final exam onsite (Brooklyn campus) scheduled during the last week of the semester.
COURSE NUMBERING SYSTEM

ASA uses a six-character numbering system to identify both the discipline and level of each course. The first three letters are the subject discipline codes which are as follows:

<table>
<thead>
<tr>
<th>CODE</th>
<th>DIVISION AND SUBJECT AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO</td>
<td>Biology</td>
</tr>
<tr>
<td>ENG</td>
<td>English</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>HIS</td>
<td>History</td>
</tr>
<tr>
<td>LIT</td>
<td>Literature</td>
</tr>
<tr>
<td>MAT</td>
<td>Math</td>
</tr>
<tr>
<td>PHI</td>
<td>Philosophy</td>
</tr>
<tr>
<td>PSY</td>
<td>Psychology</td>
</tr>
<tr>
<td>SOC</td>
<td>Sociology</td>
</tr>
</tbody>
</table>

**Division of Arts and Sciences**

<table>
<thead>
<tr>
<th>CODE</th>
<th>DIVISION AND SUBJECT AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO</td>
<td>Biology</td>
</tr>
<tr>
<td>ENG</td>
<td>English</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>HIS</td>
<td>History</td>
</tr>
<tr>
<td>LIT</td>
<td>Literature</td>
</tr>
<tr>
<td>MAT</td>
<td>Math</td>
</tr>
<tr>
<td>PHI</td>
<td>Philosophy</td>
</tr>
<tr>
<td>PSY</td>
<td>Psychology</td>
</tr>
<tr>
<td>SOC</td>
<td>Sociology</td>
</tr>
</tbody>
</table>

**Division of Business**

<table>
<thead>
<tr>
<th>CODE</th>
<th>DIVISION AND SUBJECT AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC</td>
<td>Accounting</td>
</tr>
<tr>
<td>BUS</td>
<td>Business</td>
</tr>
<tr>
<td>LAW</td>
<td>Law</td>
</tr>
<tr>
<td>OFT</td>
<td>Office Technology</td>
</tr>
</tbody>
</table>

**Division of Computer Technology**

<table>
<thead>
<tr>
<th>CODE</th>
<th>DIVISION AND SUBJECT AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS</td>
<td>Computer Information Science</td>
</tr>
<tr>
<td>CIT</td>
<td>Computer Information Technology</td>
</tr>
<tr>
<td>NET</td>
<td>Network Administration</td>
</tr>
<tr>
<td>VCG</td>
<td>Visual Communication</td>
</tr>
</tbody>
</table>

**Division of Core Competencies**

<table>
<thead>
<tr>
<th>CODE</th>
<th>DIVISION AND SUBJECT AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDV</td>
<td>Career Development</td>
</tr>
<tr>
<td>FSM</td>
<td>Freshman Skills</td>
</tr>
<tr>
<td>LIB</td>
<td>Information Literacy</td>
</tr>
</tbody>
</table>

**Division of Criminal Justice**

<table>
<thead>
<tr>
<th>CODE</th>
<th>DIVISION AND SUBJECT AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td>LAW</td>
<td>Law</td>
</tr>
<tr>
<td>LIB</td>
<td>Library and Research Methods</td>
</tr>
<tr>
<td>SOC</td>
<td>Sociology</td>
</tr>
</tbody>
</table>

**Courses marked by two asterisks are designated as General Education or Liberal Arts**

@ Denotes courses offered online in the course description section of this Catalog

Students in Associate of Occupational Degree programs are required to take 12 credits in General Education/Arts and Sciences. This includes three mandatory 3-credit courses in General Education - College Math (MAT105), English Composition (ENG105, ENG205). An additional 3-credit course in Arts and Sciences fulfills the 12 credit requirement. The elective may be selected from a pool of available courses. Students in Associate in Applied Science degree programs complete the mandatory three courses in general Education and additional four 3-credit courses in Arts and Sciences.

As a rule, courses numbered 010 to 099 are developmental (remedial) in nature and carry no credit; those numbered 100-199 are usually taken in the first year of a two year program; and those numbered higher are typically second year courses. Courses are listed within the divisions by which they are offered.

Note: Prerequisites may be waived if students can demonstrate competence in the subject through previous education/certifications in the field.
**DIVISION OF ARTS AND SCIENCES**

**BIO120** 3 CREDITS

HUMAN BIOLOGY

This course provides a detailed study of the structure and function of human life. Students will be introduced to an examination of fundamental concepts of the scientific method, levels of organization from molecules of life to major organ systems, reproduction and development, evolution and genetics. A great deal of emphasis will be placed on the inter-relationship between human life and the living biosphere.

**ENG005** 3 NON-CREDIT

COLLEGE READING SKILLS

This Remedial English course introduces students to the fundamentals of reading English at the college level. The course focuses on the elements of textual structure, writing style and writer's objectives. Also, particular attention will be given to the elements of prose style including characterization, narrative voice, historical context, setting and environment, as well as the sub-textual components of reading. The course will focus on evaluation of a wide variety of literary texts as a way to explore the reading process.

**ENG010** 3 NON-CREDIT

COLLEGE WRITING SKILLS

This remedial English course introduces students to the fundamentals of writing English at the college level. The course focuses on the elements of writing structure, sentence structure, paragraphing and grammatical elements of writing. Also, particular attention will be given to the elements of prose style including characterization, narrative voice, historical context, setting and environment, as well as the sub-textual components of writing. The course will focus on exploring the writing process in a wide variety of ways.

**ENG105@** 3 CREDITS

ENGLISH COMPOSITION I

This course in English Composition will introduce the student to various techniques of the writing process. Here, they will learn to explore voice, tone, analytical reading, critical thinking, literature and a great deal more. The main objective here will be to transfer thoughts onto paper and do this in a comfortable way, while finding individual authorial voices and styles. Students will use writing to discover, organize, and develop ideas; to express their personal thoughts; to collect and evaluate information; and to persuade their readers.

Formerly: ENG105 English Composition
Prerequisite: placement by examination

**ENG110** 3 CREDITS

SPEECH AND COMMUNICATION

This course is designed to prepare students for the communicative demands in different circumstances and environments, but especially in the work place. Students will learn the importance of communicative strategies where proficiency and clarity are essential aspects of successful delivery in communication. Students will also become familiar with case studies and situations in which they will challenge their communicative skills in discussions, individually and in groups. An integral part of the course will be preparations of oral presentations and project reports delivered to the class.

**ENG205@** 3 CREDITS

ENGLISH COMPOSITION II

This module is the second component in the series of English Composition courses. Here, using Composition I as a springboard, the curriculum of this course is designed to foster within students of all disciplines of study, the ability to apply and expand the knowledge of the writing process. In doing so, students will learn to: (a) read and analyze literary works critically; (b) conduct research through various different modes including library, data-bases and Internet; (c) explore rhetorical strategies; (d) learn proper forms of documentation and citation of sources.

Prerequisite: ENG105

**HIS101@** 3 CREDITS

AMERICAN HISTORY I

American History I: 1492-1877 is an introductory survey course designed to introduce the significant events, themes and ideas that shaped the formation of the United States from colonization to Independence, and through the end of the Civil War. Through the course of the semester, students will explore and come to an understanding of the political, economic and cultural trends and how these affected the various groups including indigenous peoples, colonists and immigrants who came to form the country.

**HIS201@** 3 CREDITS

AMERICAN HISTORY II

American History II: 1877-present is an introductory survey course designed to introduce the significant events, themes and ideas that shaped the United States from Reconstruction to Present day. Through the course of the semester, students will explore and come to an understanding of the political, economic and cultural trends and how these affected the various peoples of the United States of America.

**HIS200@** 3 CREDITS

WORLD HISTORY I

This course thematically treads through major ancient world civilizations, in particular the first written records of
our world to 1500 CE. In exploring the narrative of human events, students will enhance their understanding of cultural literacy and the inter-connectedness of exciting human events we know as world history. Reaching beyond a linear study of history, students are encouraged to see events, wars, politics, geography, risen and fallen empires as an unrelenting story of humanity that continues to influence and enrich the lives of communities, countries, and peoples.

**HIS210@**

**WORLD HISTORY II**

This course reiterates and unravels a continuous narrative of human events studied in the series of World History. In this second half of the series, students will study the historical developments of colonialism, European imperialism, trans-atlantic trade, modern wars and modern threats to the peace of this world. The periods of the Enlightenment, the Industrial Revolution and the political revolutions will be examined very carefully because they give us a sense of understanding the modern world.

**LIT200@**

**AMERICAN LITERATURE**

This course surveys the literary heritage of America. In exploring the development of the American literary tradition, students will be acquainted with issues that critically define American literature and American writers. What is American literature and who are American writers? These questions will serve as a springboard for further discussion and identification of some of the broad literary movements and traditions in American literature such as transcendentalism, realism, regionalism, and modernism. Readings will range from the Colonial Era to the present day. By examining works of literature of many genres, students will explore various literary styles in their historical contexts that gave shape and definition to what we understand as the canon of American Literature.

**MAT005**

**MATH SKILLS I**

This is a developmental course in Arithmetic and an Introduction to Algebra. It provides students with the opportunity to develop fundamental skills in mathematics. Topics include: Whole Numbers, Fractions, Decimals, Percents, Measurements, and Integers.

**MAT010**

**MATH SKILLS II**

This is a developmental course in Elementary Algebra with an integrated review and reinforcement of arithmetic skills. This course is designed to provide students with necessary knowledge of mathematical operations in preparation for college level mathematics. Topics include: Real Numbers System, Algebraic Expressions, Linear Equations, Graphing a Line, Systems of Linear Equations and Laws of Exponents.

**MAT105@**

**COLLEGE MATH**

This comprehensive, broad based credit-bearing course is designed to introduce mathematical concepts and allow students to develop problem solving skills. This course contains two main components: College Algebra and Fundamentals of Geometry. Topics include: Linear and Non Linear Equations, Polynomials, Functions, selected topics from Plane Geometry, and Trigonometry of Right Triangles. This course is designed to ensure that students are able to demonstrate their awareness of math concepts essential to college-level learners while completing challenging exercises.

**PHI110@**

**INTRODUCTION TO ETHICS**

In this course, students will examine moral belief systems, including different theories of ethics and their application to moral issues in the society at large and in daily New York City life. Students will examine major ethical questions, including “What is morality?” and “What does God have to do with right and wrong?” Students will present ethical ideas of philosophers like Immanuel Kant and Jean-Paul Sartre to the class. Students will also be required to investigate and write about their own ethical values and to write critically about the application of ethics to life.

**PHI200@**

**INTRODUCTION TO PHILOSOPHY**

This course surveys the canon of philosophical thought which presently defines the field. Students will explore the development of philosophy from a historically based collection of thinkers starting with Plato and working through to Sartre. All philosophy stems from fundamental questions. Throughout this course, the student will be examining basic assumptions, revising received views and looking in depth at the work of philosophers who at times took immense risks to do just this. By examining the original works of the philosophers themselves, students will explore first hand the various modes of thought that brought civilization from Socratic
rhetoric to the theories of Existentialism. This course seeks to define what we understand today to be philosophic inquiry.

**PSY105@**

**3 CREDITS**

INTRODUCTION TO PSYCHOLOGY

This course covers the major facts, theories, and controversies of contemporary psychology from a natural science perspective. Topics include Freud and psychoanalysis, genetics and behavior, neural bases of behavior, motivation, emotion, sensation, perception, intelligence, and mental disorders and their treatment.

**SOC105@**

**3 CREDITS**

INTRODUCTION TO SOCIOLOGY

This course introduces students to the study of human behavior in society. Students will examine major components of sociology, including culture, diversity, and such social institutions as family, government, and education. Students will be required to investigate and write about their own social values and to write critically about society in general.

**ENGLISH AS A SECOND LANGUAGE**

**LEVEL A - PLACEMENT BY EXAMINATION**

**ESLA01**

**3 NON-CREDITS**

ESL READING SKILLS - Level A

This course is especially designed for students who do not have English language proficiency. Here students will learn the elements of the English language, including the alphabet and the basic sentence structures. Students will develop their reading skills and broaden their vocabulary as well as improve their comprehension and speaking abilities. A special emphasis will be placed on making use of graphic, syntactic, lexical, and rhetorical cues in understanding reading material.

**ESLA02**

**3 NON-CREDITS**

ESL WRITING SKILLS - Level A

Basic Writing Literacy Skills Course is an adult course in English as a second language which starts at absolute beginner language and literacy level. Designed for adult immigrant learners, Writing Skills is for students who are preliterate in their own language and who know no English. Recognizing the reality that adults can’t wait to become literate in order to work and carry on with their lives, Writing Skills offers instruction in survival English, basic literacy, and elemental civic concepts at the same time.

**ESL03**

**3 NON-CREDITS**

ESL ORAL COMMUNICATION SKILLS - Level A

This course is designed for students who have very little prior knowledge of English. Initial attention is paid to the recognition and pronunciation of the English alphabet. Then, emphasis is on learning basic English pronunciation and intonation and its sound system. Later on, major work is done on learning and practicing simple daily conversations. Throughout the course, correct pronunciation and understanding of simple spoken language of daily life is given special attention.

**ESLA05**

**3 NON-CREDITS**

ESL GRAMMAR SKILLS - Level A

This course is designed for students who have little knowledge of English. It is to introduce them to the English language in written form. With the aim of enabling students to write very simple English sentences correctly, major attention is given to creating a foundation of grammar knowledge. Major emphasis is on introducing several common tenses regarding the use of verbs. Basic knowledge about nouns, pronouns, adjectives, prepositions and others are also learned.

**ESLA06**

**NON-CREDITS**

INTEGRATED LANGUAGE APPLICATION SKILLS - Level A

ESL Integrated Language Applications Skills I is planned for beginning students to strengthen grammar and listening skills acquired in other ESL courses. Students will do so in a diverse environment and class setting. This class combines all aspects of listening – sounds, stress, rhythm, and intonation which will help students to develop their listening skills. Students will learn basic listening skills through exercises as they listen to both CDs and computer listening programs. Also, students will apply and highlight their basic grammar understanding using textbook drills and specially developed on-line exercises. Students will first work on controlled activities for skills and ability (2 hours), and then practice what they have learned in the Language Computer Lab (1 hour). In the Lab they will be able to use the most modern updated technology and equipment. The reading part of the program will help students to: (a) practice reading comprehension skills; (b) enrich their vocabulary; (c) drill communication skills while answering questions and discussing stories; (d) get broader knowledge about the world, its cultures, traditions, people, which would support students’ interest in learning English.

**LEVEL B - PLACEMENT BY EXAMINATION**

**ESLB01**

**3 NON-CREDITS**

ESL READING SKILLS - Level B

This course is especially designed for students who do not have English language proficiency. Here, students will learn
the elements of the English language, including the alphabet and the basic sentence structures. Students will develop their reading skills and broaden their vocabulary as well as improve their comprehension and speaking abilities. A special emphasis will be placed on making use of graphic, syntactic, lexical and rhetorical cues in understanding reading material.

**ESLB02 3 NON-CREDITS**  
**ESL WRITING SKILLS - Level B**

Writing Skills aims to create a basis of elementary writing skills for ESL students who are not proficient in the English language. Here students will learn the use of and conjugation of verbs in the present, past, future tenses. Students will also become familiar with key grammatical structures through numerous exercises and practice. Yet, the focus of the course will be on sentence and paragraph writing; students will be asked to challenge themselves in developing these language skills and be able to express their ideas through writing.

**ESLB03 3 NON-CREDITS**  
**ESL ORAL COMMUNICATION SKILLS - Level B**

This course is designed to prepare students in elementary levels of conversation in the English language. Students will learn to utilize common phrases in various “true to life” situations and dialogues. The main focus of the class will be on listening, comprehension and articulation. Students will begin to acquire a level of proficiency by completing exercises geared towards different discussions of interest to students’ lives. They participate in role playing, story telling, problem solving, brainstorming and memory games. Special attention will be given to American English idioms found commonly in every day language.

**ESLB05 3 NON-CREDITS**  
**ESL GRAMMAR SKILLS - Level B**

This course is designed for beginning students. The course focuses on English grammar through active listening, speaking, reading, and writing activities. At the end of the course, students should be able to understand basic English grammar and to express basic information about their everyday life through simple grammar units. They have to have clear understanding of the parts of speech and English simple tenses.

**ESLB06 3 NON-CREDITS**  
**INTEGRATED LANGUAGE APPLICATION SKILLS - Level B**

ESL Integrated Language Applications Skills II is designed for students to reinforce intermediate grammar and listening skills acquired in other ESL courses. Students will do so in a different environment and class setting. This class combines all aspects of listening – sounds, stress, rhythm, and intonation which will help students to develop their listening skills. Students will be trained for more advanced listening skills through exercises to which they will listen both on CDs and computer listening programs. Also, students will practice and reinforce their grammar knowledge using textbook drills and specially developed on-line exercises. Students will first work on controlled activities for skills and proficiency (2 hours), and then practice what they have learned in the Language Computer Lab (1 hour). In the Lab they will be able to use the newest updated technology and equipment. The reading part of the program will help students to: (a) practice reading comprehension skills; (b) develop their vocabulary; (c) drill communication skills while answering questions and discussing stories; (d) get broader awareness about the world, its cultures, traditions, people, which would support students’ interest in learning English.

**LEVEL C - PLACEMENT BY EXAMINATION**

**ESLC01 3 NON-CREDITS**  
**ESL READING SKILLS - Level C**

This course is designed to strengthen student reading skills and comprehension. Here students will be introduced to reading materials mainly focused to broaden the students’ vocabulary, increase reading speed, and teach critical analysis. Students will be exposed to various genres of readings, including fiction, non-fiction, newspapers, and magazines. This will effectively show students that different reading strategies are necessary to become a proficient reader. Students will also be exposed to numerous exercises that challenge their intellectual and conceptual interests while enabling them to advance in language proficiency.

**ESLC02 3 NON-CREDITS**  
**ESL WRITING SKILLS - Level C**

This course provides students with the knowledge of grammatical structures and discussions in the basic rules of English grammar, including usage and styles. Students will become familiar with the parts of speech, rules and exceptions of punctuation, sentence constructions, patterns, capitalization, abbreviations, numbers, spelling, and word division. The class will be taught three-dimensionally to familiarize students with syntax, semantics, and pragmatics-form, meaning and use. Challenging exercises for students will teach them to achieve clarity and accuracy in writing as well as in oral communications.

**ESLC03 3 NON-CREDITS**  
**ESL ORAL COMMUNICATION SKILLS - Level C**

This course is intended for ESL students who wish to achieve considerable proficiency in verbal communication skills of the English language. The focus will be on teaching intermediate listening and conversational skills. Students will work with exercises taken from “real life” situations, dialogues, and sentence patterns. Students will be asked to use grammatically correct language units as well as appropriate
stress, intonation, and vocabulary. With challenging sets of exercises, (oral, written, and on-line), students will achieve grammar and speech proficiency commonly used in social settings.

ESLC05 3 NON-CREDITS
ESL READINGS IN AMERICAN LITERATURE

Literature is the key to the heart of any language. In this intermediate/high-intermediate course, students will encounter real American writers, men and women whose careers span over two hundred years. Being of diverse backgrounds, including Asian, American, and Mexican descent, these authors offer unique points of view of the continually evolving culture here in the United States. Reading and enjoying these stories for their content, students will also examine them to gain insights into the characters, themes and plots of these stories. Students will prepare themselves for higher level college English courses while developing a greater appreciation of American literature. With each reading, students will expand their vocabulary and understanding of idioms while reviewing grammatical forms of English, identifying and addressing their own individual problems, both spoken and written, to improve their command of and confidence in English.

ESLC06 3 NON-CREDITS
INTEGRATED LANGUAGE APPLICATION SKILLS - Level C

ESL Integrated Language Applications Skills is planned for students to support high-intermediate grammar and listening skills acquired in other ESL courses. Students will do so in different environments and situations. This class combines all aspects of listening - sounds, stress, rhythm, and intonation which will help students to expand their listening skills. Students will acquire higher-developed listening skills through exercises as they listen to CDs and computer listening programs. Also, students will apply and emphasize their grammar knowledge using textbook drills and specially developed on-line exercises. Students will first work on controlled activities for skills and expertise (2 hours), and then practice what they have learned in the Language Computer Lab (1 hour). In the Lab they will be able to use the most recent updated technology and equipment. The reading part of the program will help students to: (a) practice reading comprehension skills; (b) enrich their vocabulary; (c) drill communication skills while answering questions and discussing stories; (d) get broader understanding of the world, its cultures, traditions, people, which would maintain students’ interest in learning English.

LEVEL D - PLACEMENT BY EXAMINATION

ESLD01 3 NON-CREDITS
ESL READING SKILLS - Level D

This course is designed to apply students’ knowledge of intermediate ESL proficiency to focus on the expansion of a reader’s vocabulary. In addition, the students will improve their skills and speed in reading and comprehension. Students enrolled in the class will be asked to challenge themselves in critical reading skills combined with reading comprehension and ever expanding knowledge of the English language. Knowing the differences between the written word and the spoken word will be also a valuable contribution to the students’ learning process.

ESLD02 3 NON-CREDITS
ESL WRITING SKILLS - Level D

This class is specifically designed for students whose knowledge of the English language has reached sufficient levels of advanced oral communicative skills. Here students are expected to learn the appropriateness of particular written expressions, grammatical forms and structures to complete grammatically correct writing assignments. Also students will practice writing a variety of sentence structures using their imagination, judgment, intelligence and feelings.

ESLD03 3 NON-CREDITS
ESL ORAL COMMUNICATION SKILLS - Level D

This course presents various ways in which ESL students may advance in their communicative skills in the English language. The lessons of this course include a particular focus on the use of commonplace language in the context of social communications. Here students will learn the necessary forms and patterns of language to operate and communicate among English speaking people in the areas of shopping, banking, housing, health care, employment. This course, likewise, presents students with the opportunity to reinforce listening comprehension and verbal expression skills necessary to pursue college level academic work.

ESLD05 3 NON-CREDITS
LANGUAGE AND CULTURE

This course has been expressly created for advanced students whose level of English has reached near fluency. The material studied in the course will cover every aspect of human life and interaction. The focus of study will be American mainstream values that have attracted people to the United States for more than two hundred years. During the course of studies, certain changes and influences in various aspects of American life will be traced. Students will be exposed to a lot of language phenomena: vocabulary, idioms, terminology, phonetics, grammar. The curriculum objectifies what it means to be an American, asking the question: What is American culture?

LEVEL E - PLACEMENT BY EXAMINATION

ESLE02 3 NON-CREDITS
ADVANCED ESL WRITING WORKSHOP

This is an advanced ESL writing course designed to prepare students for future composition class and other academic
writing endeavors they will encounter at ASA. This is an intensive writing course with assignments due each week. In the first 5-6 weeks, students will explore topics through paragraph writing. In the final 9-10 weeks, students will explore essay writing. Students will also be required to participate in the revision process of both their and their peers’ papers in the format of peer workshops. In addition, students must keep a weekly journal where they have free rein of topics which could include reactions from their readings.

DIVISION OF BUSINESS

ACC101 3 CREDITS
PRINCIPLES OF ACCOUNTING I
This course introduces the students to the basic elements of accounting including descriptions of double-entry bookkeeping, the Accounting Cycle for service, merchandising and manufacturing companies, the making and analysis of financial statements, accounting concepts for sole proprietorship, partnerships, and large corporations.

Formerly: ACC100 Fundamentals of Accounting

ACC150 2 CREDITS
ACCOUNTING WITH ELECTRONIC SPREADSHEETS
This course provides an exhaustive exposure to the electronic spreadsheets program, its commands, features and functions. Many typical mechanical accounting problems are solved using electronic spreadsheet software from the basic to the advanced. The final portion of the course deals with the most advanced electronic spreadsheet software functions that help simplify bookkeeping procedures, such as macros for highly repetitive tasks, linking files for routine tasks with minor changes, special features to make print documents look better, creating effective presentations, and interactions between electronic spreadsheet software and other applications such as MS Word or Word Perfect, Access, and others.

Prerequisite: CIS100

ACC151@ 3 CREDITS
PRINCIPLES OF ACCOUNTING II
The first part of this course is an overview of the accounting process and financial statements which are designed to provide a gradual transition from the introductory course in Accounting to the more rigorous level of analysis. It also addresses the concepts of present and future values of cash flows and the accounting for cash and short-term investments, receivables, inventories, current liabilities, and contingencies. Finally, it discusses plant assets and depreciation, intangible assets, and long-term liabilities.

Formerly: ACC105 Intermediate Accounting I
Prerequisite: ACC101

ACC160 3 CREDITS
ADVANCED BOOKKEEPING APPLICATIONS
This course covers the key subject areas in the field of bookkeeping: adjustments; correction of errors; merchandise inventory; internal control and fraud prevention. The subject matter covered within this course will build on the accounting foundations established in Principles of Accounting I & II which will enable them to handle the technical responsibilities of full-charge bookkeeper for a small to mid-size business. This course prepares the student for the National Certification for Bookkeeper’s (NCB) examination. The NCB certification is a valuable credential for employment in the accounting and bookkeeping field.

Prerequisite: ACC151

ACC200 3 CREDITS
INTERMEDIATE ACCOUNTING
This course covers topics unique to corporations such as the traditional issues relating to paid-in capital, retained earnings, and dividends. It also discusses stock warrants, convertible securities, accounting for treasury stock and earnings per share. Furthermore, the course discusses accounting for employees’ pension plans, leases, and income taxes. Finally, students will learn special financial statements (statements of cash flow, constant-purchasing power and current-cost financial statements), analysis and interpretation of financial statements. Emphasis is given to the impact of inflation on financial statements and on business decisions.

Formerly: ACC205 Intermediate Accounting II
Prerequisite: ACC151

ACC210 3 CREDITS
TAXATION
This course examines federal income taxation. It begins with an overview of the federal tax structure including reporting procedures, individual tax preparation, business and professional returns, special tax situations, partnerships, corporations, and tax-exempt corporations. The course also instructs students in the use of the latest tax software available in the market.

Prerequisite: ACC101

ACC215@ 3 CREDITS
COST ACCOUNTING
This course presents three major topics: planning and controlling routine operations; non-routine decisions such as policy making, and long-term planning; and inventory valuation and income determination with emphasis on costs for planning and control. The course will discuss in detail the role of the accountant in the organization; cost-volume-profit relationships; responsibility accounting; standard and flexible costs; and determining how costs behave, including cost analysis for control and motivation.

Prerequisite: ACC151
ACC220 3 CREDITS
PRINCIPLES OF AUDITING*
This course is designed to provide the student with a clear understanding of the role of auditing, and the formulation of high professional standards of performance and ethics. The student gains an understanding of auditing procedures, strategies for managing auditing resources, and the ability to perform financial audits that are responsive to the needs of financial statement users. More specifically, the course provides a perspective on how audits are done using a Rick Analysis approach. Students will learn the differences between external auditing, internal auditing and government auditing. Statistical sampling, essential to effective auditing performance in the field; audit programs, questionnaires and audit reports frequently utilized in financial audits are a few of the topics discussed.

Prerequisite: ACC151
* Not offered since Fall 2008

ACC225 3 CREDITS
MANAGERIAL ACCOUNTING
This course discusses contemporary business trends and their impact on managerial accounting. It covers all managerial accounting topics such as job order and process costing, costs influenced by causes like volume, complexity, product scope, and batch sizes, cost volume-profit analysis, break-even analysis, fixed/variable analysis, flexible budgeting, overhead cost management, advanced manufacturing costs, activity-based costing for strategic decisions, responsibility accounting, constraint theory and decision making, target costing.

Prerequisite: ACC151

ACC250 3 CREDITS
COMPUTERIZED ACCOUNTING WITH APPLICATION PACKAGE
This course introduces the student to different types of accounting software and their applications as used by industries in performing day-to-day accounting functions. It integrates the knowledge information system. It teaches the student the use of accounting software to create a company, set up a chart of accounts, vendors, customers, employees and payroll defaults, general ledger, inventory items, jobs, enter transactions, prepare reports, and analyze the reports.

Prerequisites: CIS100, ACC101

BUS115@ 3 CREDITS
INTERNATIONAL BUSINESS AND TRADE
This course describes the general nature of international business and the three environments in which an international business person works. It examines the increasingly important international organizations, the international monetary system, and the impact of both on business, the uncontrollable forces that make up the foreign environments and their effect on business practices. The course also explores trends and new directions of international companies.

Prerequisites: BUS110, BUS200

BUS120@ 3 CREDITS
ORGANIZATIONAL BEHAVIOR
This course provides a basic understanding of human actions in organizations. It includes the analysis of individual and group processes in organizational settings. It also helps the student to understand, predict, and improve the performance of individuals and the organizations in which they work.

BUS135@ 2 CREDITS
ADMINISTRATIVE OFFICE MANAGEMENT
This course provides a basic understanding of the fundamentals of effective management. These fundamentals include the basic principles of management, problem solving, system thinking, and communications needed to administer the office functions. Also, it stresses people and their role in using the tools of information technology required in the battle to increase productivity. The course also highlights the main concepts needed to understand the services used by successful office administrators - computers, text/word processing, telecommunications, records management, micro-image and reprographics systems, and the ergonomic environment required for the new networking technology. Finally, this course provides a “control” setting that explains how office managers evaluate the productivity of their office systems and the “bottom-line” importance of living within their budgets.

BUS145 2 CREDITS
DATABASE MANAGEMENT APPLICATION PACKAGE
This course provides an in-depth understanding of database design; creating a database; querying a database; maintaining a database; importing a worksheet into database software; creating reports and forms; publishing reports to the Web; enhancing forms and sub forms; and using Macros; VBA, and the Switchboard Manager to create an application system.

Prerequisite: CIS100
BUS150@ 3 CREDITS
PRINCIPLES OF MICROECONOMICS
Microeconomics is a survey course with the core focus of exposing students to how the factors of production are allocated among and within households, firms, and industries. The scope of this course’s contents includes discussions about the fundamentals of supply and demand as competing ends for the consumption of goods and services in the economy. The consumer theory is discussed as a vital part of the course. Production, particularly under a revenue-cost consideration, is discussed in the context of the impacts of perfection competition, monopoly, monopolistic competition, and oligopoly. Coverage is given to factor prices in relation to income sources and monopsony in the labor market.

BUS175 3 CREDITS
BUSINESS LAW
This course introduces students to the principles of Business Law. Business Ethics and Social Responsibility, Torts, Intellectual Property, Cyber Law, Criminal Law and Contracts are a few of the topics to be covered.

BUS200@ 3 CREDITS
PRINCIPLES OF MARKETING
This course introduces the student to the role of marketing in the economy, and covers major marketing topics including institutions involved in the marketing process (manufacturers, wholesalers, retailers, advertising agencies, marketing research firms, banks, shippers, storage warehouses, and others). The course also examines major tools used by modern marketers (product, price, promotion, place and major environmental forces affecting the marketing process), demographics, economics, ecology, technology, politics and culture.

Prerequisite: BUS110

BUS205@ 3 CREDITS
PRINCIPLES OF FINANCE
This course approaches the three traditional divisions of finance (corporate finance, investments, and financial institutions) by employing the twin concepts of value maximization and the risk/expected return tradeoff throughout the course. It distinguishes between finance and economics, focuses on time value of money concepts, provides a basic overview of the operations of the firm against the background of financial intermediation and the capital markets, explores security valuation and capital market theory, capital budgeting and corporate financing, financial derivatives and risk management, international financial management, financial analysis and financial planning, inventory and cash management, accounts receivable management.

Prerequisites: ACC101, BUS150

BUS215@ 3 CREDITS
BUSINESS MANAGEMENT
This course provides a basic understanding of management within the business environment. The course relies heavily upon the classical approach to management, centering on the four basic functions of planning, organizing, leading, and controlling. Included within this perspective are problem-solving, the use of specialized techniques (PERT, NGT, JIT, etc.), job design, work teams, and human resources management and the leader’s role both as a motivator and communicator. Finally, the course deals with the importance of self-management within the framework of the organization.

Prerequisite: BUS110

BUS230@ 3 CREDITS
PERSONNEL MANAGEMENT
This course provides a brief introduction to human resources management. The students examine employer-employee relations in such areas as equal employment opportunity practices, training and appraisal methods, compensation, management and reward of motivational programs. This application oriented course equips students with the skills and knowledge necessary for the workplace.

BUS240@ 3 CREDITS
INTRODUCTION TO E-COMMERCE
Upon successful completion of this course the student will be able to apply the new technologies, particularly Internet and Web technologies to help individuals, businesses, and other organizations conduct business better. They will be able to know how some businesses, by using electronic commerce have been able to create new products and services, and others improve their promotions, marketing, and delivery of existing products. They will also learn how firms have found many ways to use electronic commerce to improve purchasing and supply activities, identify new customers, and operate their finance, administration, and manage human resources more efficiently.

Prerequisites: CIS100, BUS110

BUS245@ 3 CREDITS
E-COMMERCE MANAGEMENT
Upon successful completion of this course the student will acquire the knowledge and high-level tools to be able to create, maintain and evolve e-commerce strategy within a company. They will learn the business solutions that utilize technology as needed to enhance the way business is conducted. The course is designed to help the student find answers that are right for any specific situation. In addition to lectures, the course uses hands-on activities, case studies and individual and group assignments to foster learning.

Prerequisites: CIS100, BUS110
BUS250@ 3 CREDITS
E-COMMERCE MARKETING
Upon successful completion of this course the student will acquire the knowledge to advertise and market businesses on the World Web to reach new customers, better serve existing customers and expand business activity. They will learn the methods to take an order, collect payments, deliver goods, and provide follow-up with the customer. Real-world examples involving a few “success stories” are used. The course also teaches how to properly design and locate a web site for maximum profitability.

Prerequisites: CIS100, BUS110

BUS255@ 3 CREDITS
CUSTOMER SERVICE MANAGEMENT
Upon successful completion of this course the student will be able to learn the role of customer service in a consumer business. Students will examine how internal and external customer service strategies impact an organization’s profitability. Special emphasis will be placed on communication skills, dealing with angry customers, handling telephone customers, and motivating and training employees for the delivery of customer service.

Prerequisite: BUS110

BUS260@ 3 CREDITS
RETAIL OPERATIONS MANAGEMENT
Upon successful completion of this course the student would be able to learn those activities relating to the strategic, and personnel aspects of a retail enterprise. Students will have the opportunity to learn how managers plan, implement, and direct a profitable retail business.

Prerequisite: BUS110

BUS265@ 3 CREDITS
MERCHANDISE MANAGEMENT
Upon successful completion of this course the student will be able to learn the merchandise management strategies within a retail organization. The student will also be able to acquire the following skills: pricing, sales, markdowns, profitability, stock, performance measurements, assortment and merchandise planning, and reading and analyzing retail computer reports.

Prerequisite: BUS110

BUS270@ 3 CREDITS
SPORTS MANAGEMENT
This course provides students with a practical introduction to the sports management industry. It covers the fundamental principles of the business of sports. The course discusses the unique nature of sports-related organizations and the classic aspects of human economic behavior as they apply to these organizations. Additionally, the course covers topics such as the sociological aspects of sports, marketing/sponsorships, facility management, sport rules and contemporary issues. The course will also explore every day functions performed by major league officials, front office personnel, NCAA athletic directors, and event managers.

BUS274@ 3 CREDITS
SPORTS MARKETING
This course provides students with a thorough knowledge of sports marketing strategies. The different relationships between the consumer/fan market and the sports industry market are analyzed within this course. It incorporates an in-depth discussion of how the new technology affects marketing the sports industry. Students study sports marketing, promotion, media, licensing, advertising, the Internet and corporate sponsorship in professional sports and the NCAA. The course also includes topics in sports “sales”, audience demographics, and media broadcasting since sports events are used as a vehicle to sell corporate products.

BUS275@ 3 CREDITS
SPORTS LEADERSHIP
This course discusses the development of leadership and managerial roles in the sports industry. It describes motivation, organizational assessment, goal setting, and planning and control strategies in sports. The focus is on leadership behavior, personality types, group/team dynamics, contingency analysis, and coaching. Students receive significant career guidance through understanding their own leadership style. Students relate their individual styles to stellar examples of leaders in professional sports and collegiate coaching.

BUS905 3 CREDITS
BUSINESS ADMINISTRATION - ACCOUNTING EXTERNSHIP
This course is an unpaid, off-site externship under the supervision and evaluation of a cooperating business and the college. Students utilize the knowledge gained in the Business Administration-Accounting program for a minimum of 135 hours (a minimum of 9 hours per week for fifteen weeks is required) during the last semester of the program. The externship course includes guided “hands-on” application of theory and course work, and provides students with training in different types of organizations from small and mid-sized companies to large corporations. Students present a completed portfolio evaluating the externship experience.

Prerequisite: Must be taken in the final semester

LAW130 3 CREDITS
LEGAL OFFICE ASSISTING AND PROCEDURES
This course provides the legal office assistant with the fundamental concepts of law which allows the legal assistant to
better support the legal office teams. The course presents the basic principles of law and related legal documents from the standpoint of general American Jurisprudence.

**LAW150**
**LEGAL MACHINE TRANSCRIPTION**
3 CREDITS

This course will include the use of both text-workbook, audio-cassettes, and transcription software. It presents common legal terminologies that are used in the court systems and in the legal office. It will assist the student in spelling, defining, pronouncing, and transcribing those legal terminologies.

**OFT130**
**GENERAL OFFICE PROCEDURES**
3 CREDITS

This course concentrates on the varied aspects of office management - from office records, correspondence to management of computer-based files. Communication, both oral and written will also be discussed alongside practices of processing information via technology. The course will discuss the procedures in planning, preparing, and conducting meetings in a corporate setting.

**OFT140**
**SPEED WRITING**
3 CREDITS

This course is designed to assist students to increase their speed in making legible notes. It also aims to supply a fast and legible note-taking system that can be learned quickly for use in the office by information-processing personnel. Furthermore, it will give the entering, prospective, or returning administrative assistant the ability to take notes from dictation and transcribe them in a usable form.

**OFT150**
**DOCUMENT PROCESSING**
2 CREDITS

This course focuses on document mastery and advanced typing functions. Students will learn and apply advanced functions to business correspondence, tables, reports, online newsletters, and team documents.

**OFT170**
**PRESENTATION SKILLS AND TECHNIQUES**
2 CREDITS

This course is designed for students who are interested in learning the features needed to create and modify presentations slides. It is also intended for students who wish to pursue their Microsoft Office Specialist (MOS) Certification in PowerPoint.

**OFT200**
**MACHINE TRANSCRIPTION**
3 CREDITS

This course provides students with the skills needed to transcribe a variety of documents and helps students strengthen their grammar and punctuation skills. The course also gives experience in keying documents from various fields of employment. It also includes dictation from a variety of sources who will give very little punctuation as they dictate.

**OFT210**
**WORD PROCESSING**
3 CREDITS

This course provides an introduction to word processing fundamentals. It includes instruction in creating, storing, retrieving, editing, proofreading, and printing documents. Word processing functions such as spell check, grammar check, and formatting features are also covered.

**Prerequisite:** CIS100

**OFT225**
**ADVANCED MACHINE TRANSCRIPTION**
3 CREDITS

This course provides students with skills needed to transcribe a variety of documents. It also provides students with dictation that gives them the opportunity to actually dictate and transcribe their own work.

**Prerequisites:** OFT200, OFT210

**OFT240**
**RECORDS MANAGEMENT**
2 CREDITS

This course introduces the student to the complex field of records management. The student will be able to understand the Alphabetic filing rules compatible with the Association of Records Management (ARMA) guidelines. Along with other topics, student will learn the methods of storing and retrieving alphabetic, subject, numeric and geographic records. Thorough coverage is provided for filing and maintenance of paper, automated, micro image and electronic imaging records.

**OFT905**
**OFFICE ADMINISTRATION EXTERNSHIP**
3 CREDITS

This course is an unpaid, off-site externship under the supervision and evaluation of a cooperating business and the college. Students utilize the knowledge gained in the Business Administration program for a minimum of 135 hours (a minimum of 9 hours per week for fifteen weeks is required) during the last semester of the program. The Externship course includes guided “hands-on” application of theory and course work, and provides students with training in different types of organizations from small and mid-sized companies to large corporations. Students also present a completed portfolio evaluating the externship experience.
DIVISION OF COMPUTER TECHNOLOGY

CIS100  3 CREDITS
FUNDAMENTALS OF COMPUTER TECHNOLOGY

This course introduces computers and its applications. Concentration is on data representation, computer concepts and input/output media and devices. This course also introduces the students to the microcomputer environments. It provides a comprehensive overview of Windows operating system. Popular Microsoft Office Applications (MS Word, MS Excel, MS PowerPoint) used on a personal computer are also presented.

CIS115  3 CREDITS
COMPUTER ARCHITECTURE

This course provides students with a detailed understanding of computer technology. Students learn from basic through advanced computer concepts with an emphasis on both the personal computer and enterprise computing. Topics include hardware, application and system software, the Internet and World Wide Web, communications, e-commerce, societal issues, systems analysis and design, information systems, career opportunities, certifications in the computer field, and computer trends.

CIS125  3 CREDITS
TELECOMMUNICATIONS CONCEPTS

This course introduces students to the concepts and technologies underlying the interchange of information between computers and exposes them to the standards and protocols that govern the implementation and use of local area networks (LANs), private computer networks, intranets, and the worldwide network of networks known as the “Internet.” The concepts and use of electronic mail, remote computer log in, file transfer protocol, and the global information network known as the World Wide Web are discussed. Examples of these functions are provided throughout the course. Students who successfully complete this course will be better prepared to take the CompTIA Network+ Certification Exam.

CIS190  3 CREDITS
AUTOMATED OFFICE ADMINISTRATION

This course will explore the use of intermediate and advanced concepts in computers using Microsoft Office. Students will explore intermediate and advanced concepts in Word, Excel, PowerPoint, and Outlook. With the foundation learned in CIS100, this course will further each student’s knowledge of these applications. It will also focus on and explore the use of E-Mail and the Internet in today’s business world.

Prerequisite: CIS100

CIS220  3 CREDITS
SYSTEMS ANALYSIS AND DESIGN

This course introduces students to effective methods of information planning, project management, and system implementation throughout the system’s life cycle. Students will study the stages of system development including problem definition, consideration of alternative solutions, implementation, control, and management of the system. Computer-Aided Software Engineering (CASE) tools are used for modeling and project management.

Prerequisite: CIS100

CIS266  3 CREDITS
INFORMATION TECHNOLOGY PROJECT MANAGEMENT

This course introduces students to the knowledge and skills required to effectively manage projects across a range of business and technical disciplines. It also provides an overview of the Project Management Institute’s (PMI) Guide to the Project Management Body of Knowledge. The course describes the similarities and differences between project management and general management, as well as project management life cycles, phases, stakeholders, and process groups. Students become familiar with project management software and use this software as they complete assignments and a team project. The course reviews the core project management knowledge areas including integration, scope, time, cost, quality, human resources, communications, risk, and procurement. Students work in teams that apply key skills and knowledge presented in the course.

Prerequisite: CIS100

CIT100  3 CREDITS
PROGRAMMING LANGUAGES CONCEPTS

This course will introduce students to various concepts and techniques used in programming. The students will learn to design programs beginning from very simple to more complicated types. Students will select and design input data, and learn concepts of top-down structured programming. Standard programming techniques like loops, straight-line logic and decision-making structures will be discussed as well.

Formerly: CIS120 Programming Languages Concepts

CIT115  3 CREDITS
WEB DESIGN

This course introduces students to the concepts and technologies used in development and maintenance of web sites. The class focuses on Web page planning, basic design, layout and construction. HTML/XHTML, Cascading Style Sheets, JavaScript/VBScript, DOM are taught in order to give students a good grounding in all aspects of creating state-of-the-art active content for the Web page. Various Web page and image creation tools are taught in the course. During the course of
study students will publish their own Web Pages and Projects integrating practical experience with the theory.

*Formerly: CIS150 Web Design
Prerequisite: CIS100*

**CIT125 @ 3 CREDITS**

**CLIENT-SPECIFIC RELATIONAL DATABASES**

This course introduces students to Microsoft Access, the use and development of tables, queries, the Access window, views, help and cue cards, as well as printing and importing. Additional topics include creating and customizing forms, advanced queries, relational theory, sorting, filters, main forms and sub forms, calculated fields in forms and reports, and producing reports. The functionality of DBMS vs. RD-BMS is also discussed.

*Formerly: CIS235 Client-Specific Relational Databases
Prerequisite: CIS100*

**CIT140 3 CREDITS**

**SERVER-SPECIFIC RELATIONAL DATABASES**

This course introduces students to the theory of Relational Databases with Microsoft SQL Server. Topics covered include: database objects (tables, views, constraints), data retrieval, and data manipulation with Structured Query Language (SELECT, UPDATE, INSERT, DELETE). Students will create and alter database objects using Data Manipulation Language with referential integrity. Students gain experience working with SQL Server Management Studio.

*Formerly: CIS255 Server-Specific Relational Databases
Prerequisite: CIS100*

**CIT150 3 CREDITS**

**OBJECT-ORIENTED DESIGN**

This course provides a comprehensive study of the principles and techniques of object-oriented programming concepts. It also presents an object-oriented approach to software development based on the modeling objects taken from the real world and then using the model to build a language-independent design organized around those objects. This course shows how object-oriented concepts can be used throughout the entire software life cycle - from analysis through design to implementation.

*Formerly: CIS140 Object-Oriented Design
Prerequisites: CIS100, CIT100*

**CIT160 3 CREDITS**

**OBJECT-ORIENTED LANGUAGES WITH VISUAL BASIC**

This course provides the features that are most important to students in the information technology field, such as building blocks of windows application, coding, designing and testing techniques, working with multiple windows, conditional logic and iterations, input validation procedures and object-oriented principles. The course contains topics on many new additions and enhancements of Visual Basic .NET, including arrays, file/database handling and web support.

*Formerly: CIS245 Object-Oriented Languages with Visual Basic
Prerequisites: CIS100, CIT100*

**CIT170 @ 3 CREDITS**

**UNIX OPERATING SYSTEM AND SHELL PROGRAMMING**

This course introduces students to UNIX/LINUX operating system concepts with emphasis on file/directory structures, external and internal file manipulation commands and UNIX/LINUX utilities. Instructional topics include the essential tasks of file system management, backup procedures, process control, user administration, and device and printer management. The course also covers shell programming in detail. Students will be able to write shell scripts (commands), to manage file system and execute programs.

*Formerly: CIS270 UNIX Operating System and Shell Programming
Prerequisite: CIS100*

**CIT240 3 CREDITS**

**DATABASE MANAGEMENT SYSTEMS**

This course addresses advanced database management systems topics with emphasis on administrative tasks, tools and utilities. Main areas covered are data management, security, and configuration settings. Topics covered include: data modeling components, creating database objects, transactions, control-of-flow language, and constraints to enforce data referential integrity and implementing distributed data into a client-server environment. The course also covers a collection of miscellaneous subjects such as performance fine-tuning, optimization and recovery.

*Formerly: CIS265 Database Management Systems
Prerequisite: CIT140*

**CIT250 3 CREDITS**

**ASP.NET APPLICATIONS DEVELOPMENT**

This course introduces students to the Server Side Scripting environment that comes with the Microsoft Internet Information Server based on Active Server scripting applications. Students will learn how to create sophisticated user interfaces with minimal code and integrate data access functionality with data binding and data-source controls using Visual Studio.NET.

*Formerly: CIS315 ASP Applications Development
Prerequisites: CIT100, CIT115*
CIT905 3 CREDITS
PROGRAMMING EXTERNSHIP

This course is designed to complement the coursework of the students in the Computer Programming and Information systems degree program. Students in this course will participate in a capstone project done at one of the major New York City corporations under the supervision of a project manager. The students participating in the project will have an opportunity to go through a real project development life cycle and participate in all phases of inter-departmental corporate communications.

Formerly: CIS300/CIS900/CIS905 Programming Externship

MAT205 @ 3 CREDITS
ADVANCED MATH FOR COMPUTER PROGRAMMERS

This course covers the mathematical topics most directly related to computer science. Topics include: logic, relations, combinatorics, mathematical induction, recursion, graph theory, discrete probability, and number theory. Emphasis will be placed on providing a context for the application of mathematics within computer science. Students will analyze algorithms, measure complexity, and simplify and optimize algorithms.

Prerequisite: MAT105
Note: This course is not designated as a General Education course.

NET120 3 CREDITS
PC HARDWARE AND OPERATING SYSTEMS

This course will provide students with knowledge of installing, configuring, upgrading, troubleshooting, and repairing microcomputer hardware. Students will learn computer assembly techniques through hands-on exercises. Students who successfully complete this course will be better prepared to take the CompTIA A+ Certification Exam.

Formerly: CIS165 PC Hardware and Operating Systems
Prerequisites: CIS100, CIS115

NET130 3 CREDITS
MICROSOFT WINDOWS CLIENT TECHNOLOGY

This course introduces students to the concepts of installation and configuration of Microsoft operating systems as well as providing students with knowledge and skills necessary to perform post installation and day-to-day administration in a single domain or peer to peer based network. Administration of Windows operating systems in real work situations will be presented.

Formerly: CIS280 Microsoft Windows Client Technology
Prerequisites: CIS100, CIS125

NET140 3 CREDITS
MICROSOFT WINDOWS SERVER TECHNOLOGY

This course provides a training solution for support professionals working in a Microsoft Windows Server-based enterprise environment. The goal of this course is to enable a support professional to design, implement, and support Domain Controllers in a Windows based network. Students will implement various networking services such as printing, file service, application service, DHCP, DNS, and TCP/IP. Network management issues and challenges will be discussed.

Formerly: CIS285 Microsoft Windows Server Technology
Prerequisites: CIS100, CIS125

NET150 3 CREDITS
MICROSOFT WINDOWS TECHNOLOGIES

This course provides students with the knowledge necessary to configure, manage, and troubleshoot a Windows Server network infrastructure. Specific topic coverage includes: Networking Overview, IP Addressing Basics, Configuring a Network Interface, Implementing Dynamic Host Configuration Protocol (DHCP), Managing and Monitoring DHCP, Configuring Name Resolution, Implementing and Managing the DNS Service, Remote Access, Internet Authentication Service, Routing, Security Templates, and Troubleshooting Network Connectivity. Students who successfully complete this course will be better prepared to take the MCTS Certification.

Formerly: CIS290 Microsoft Windows Technologies
Prerequisites: CIS100, CIS125

NET160 3 CREDITS
IMPLEMENTING DIRECTORY SERVICES

This course will prepare students to plan, implement, and maintain a Microsoft Windows 2008 Server Active Directory infrastructure. Students will continue to learn the functions and roles of a network administrator. In this context, students will work with Active Directory in setting up forests, sites, domains, and organizational units that meet the accessibility, performance, and security goals of a business plan. In addition, students will be learning how to work with Group Policy to deploy software and configure a computer or user environment.

Formerly: CIS294 Implementing Directory Services
Prerequisite: NET140

NET170 @ 3 CREDITS
MANAGEMENT OF CISCO NETWORKING ENVIRONMENTS

This course focuses on providing the skills and knowledge necessary to install, operate, and troubleshoot a small branch office Enterprise network, including configuring a switch, a router, and connecting to a WAN and implementing network
A student should be able to complete configuration and implementation of a small branch office network under supervision. Students who successfully complete this course will be better prepared to take the CCENT certification.

Formerly: CIS295 Management of Cisco Networking Environments
Prerequisites: CIS100, CIS125

NET180 3 CREDITS
IMPLEMENTING NETWORK SECURITY I

This course provides a comprehensive overview of network security. It is designed to map to CompTIA's Security+ Certification Exam. It covers authentication methods along with common network attacks and how to safeguard against them. Communication security includes remote access, e-mail, the Web, directory and file transfer, and wireless data. Infrastructure security explores various network devices and media, and the proper use of perimeter topologies such as DMZs, Extranets, and Intranets to establish network security. Cryptography basics are provided, including the differences between asymmetric and symmetric algorithms, and the different types of PKI certificates and their usage.

Formerly: CIS300 Implementing Network Security I
Prerequisites: CIS100, CIS125

NET190 3 CREDITS
INTRODUCTION TO WIRELESS NETWORKING

This course addresses the fundamentals of wireless networking, including architectures, protocols, and standards. It describes concepts, technology and applications of wireless networking as used in current and next-generation wireless networks. It explains the engineering aspects of network functions and designs. Issues such as mobility management, wireless enterprise networks, GSM, network signaling, WAP, mobile IP, and 3G systems are covered.

Formerly: CIS335 Introduction to Wireless Networking
Prerequisites: CIS100, CIS125

NET200 3 CREDITS
MANAGEMENT OF COMPLEX NETWORKING ENVIRONMENTS

This course focuses on providing the skills and knowledge necessary to install, operate, and troubleshoot a small to medium-size branch office Enterprise network, including configuring several switches and routers, connecting to a WAN and implementing network security. Students who successfully complete this course will be better prepared to take the CISCO CCNA Certification Exam.

Formerly: CIS296 Management of Complex Networking Environments
Prerequisites: NET170

NET210 3 CREDITS
IMPLEMENTING NETWORK SECURITY II

This course emphasizes what students need to build the knowledge and skills necessary to install, configure, administer, and support the security services and tools in the Microsoft Windows server system. Students learn how to harden servers and client computers in a network environment.

Formerly: CIS310 Implementing Network Security II
Prerequisite: NET180

NET905 3 CREDITS
NETWORK ADMINISTRATION EXTERNSHIP

This course is designed to complement the coursework of students in the Network Administration and Security degree program. Students in this course will participate in a capstone project done at one of the major New York City corporations under the supervision of a project manager. The students participating in the project will have an opportunity to go through a real project development life cycle and participate in all phases of interdepartmental corporate communications.

Formerly: CIS905 – The course code was changed to match the program content

VCG100 3 CREDITS
CONCEPTS OF COMPUTER GRAPHICS

This course emphasizes contemporary approaches in illustration and photography. The techniques, skills, and procedures are taught with a view toward professional development of computer graphics. Using Adobe Photoshop students learn to combine typography and photographic imagery to create promotional materials assembled from a variety of sources.

Prerequisite: CIS100

VCG110 3 CREDITS
INTRODUCTION TO WEB PUBLISHING

This course introduces students to publishing on the Internet's World Wide Web. Topics include creating and organizing a series of pages into a web site, and uploading web pages to a server. Students will insert HTML tags, create images, and view Web documents. Students will learn to identify the information dissemination needs of a client, design an appropriate WWW solution, and implement it.

Prerequisite: CIS100

VCG120 3 CREDITS
3-D DESIGN APPLICATIONS

This course explores the creation of 3D models, specifically designed for integration into a game engine. Students are exposed to 3D Studio Max and the principles of modeling. The focus is on creating characters and other forms to be integrated into a game and included on demo reels. Aesthetics, construction, communication, sculptural skills, and quality of work are stressed.

Prerequisite: CIS100
VCG140  3 CREDITS
ADVANCED WEB PUBLISHING
This course emphasizes how to conceptualize, visualize, and produce an exciting integrated Web site for a real business using productivity tools. Its emphasis is not only on skill building, but on concepts that are important in Web site development in the real world. Topics include: navigation issues, optimization of graphics, layout and design of the Web site, attentiveness to the intended audience, and consideration of customer’s requirements.

Prerequisite: VCG110

DIVISION OF CORE COMPETENCIES

FSM100  1 CREDIT
FRESHMAN SKILLS SEMINAR
This single-credit course is knowledge-and-skills based, designed to help the new college student navigate and experience the challenges as well as the promises of tertiary academic life and beyond. The course serves as the first step the student will have to take toward becoming a disciplined scholar and successful professional.

LIB100  2 CREDITS
INFORMATION LITERACY
This course provides an introduction to information and its sources. It follows the five standards of information literacy established by the ALA’s Association of College and Research Libraries. Students learn how to determine the need for information, how to access, evaluate and incorporate such information for a specific purpose and to use the same legally and ethically. The course covers academic library resources and their usage for research projects. It uses a mixture of lecture and reading assignments, in-class discussions, examinations, and competency-based lab assessments. An integral part of the course is the application of the learned skills to complete a research project assigned in other college courses.

CDV100  1 CREDIT
CAREER DEVELOPMENT SEMINAR
This course provides the job and career management tools necessary for the student to reach his/her full career potential. The student will develop essential career success skills through class activities and direct practice in the business community. Hands-on assignments in each session will allow the student to research employers; learn about application requirements, practice meeting business people in various career fields, and practice successful interviewing techniques.

DIVISION OF CRIMINAL JUSTICE

CRJ101  3 CREDITS
AMERICAN CRIMINAL JUSTICE SYSTEM
This course provides the student with a thorough knowledge of the criminal justice system. It presents the many diverse views that are contained within the criminal justice and characterizes its interdisciplinary nature.

CRJ105  3 CREDITS
INTRODUCTION TO CRIMINOLOGY
This course introduces the student to Criminology, a dynamic field which is constantly changing with the release of major research studies, Supreme Court rulings, and governmental policies. It also offers thorough descriptions and explanations of criminal behavior.

CRJ115  3 CREDITS
INTRODUCTION TO LAW ENFORCEMENT
This course presents an overview of the field of law enforcement and the numerous complexities within it. It also instills an appreciation for those who “serve and protect” our society and an understanding of this exciting and challenging profession.

CRJ120  3 CREDITS
CRIMINAL LAW & PROCEDURES
This course is organized according to the central theme of balancing conflicting interests. The law of criminal procedure balances the interest in obtaining the correct result in particular cases against the interest in upholding a fair process in all cases. In this course, the ends are the correct result in the case at hand; the means is the process by which the result is obtained. This course recognizes the importance of obtaining the correct result—namely, the ends of both freeing the innocent and convicting the guilty. It also promotes the value of enforcing the law according to fair procedures.

Prerequisite: CRJ101

CRJ150  3 CREDITS
INTRODUCTION TO CORRECTIONS
This course is an overview of the field of corrections. It deals with how corrections in the United States function. The course touches on areas like jails, prisons, inmates, probation and parole, and community-based corrections. In addition, the course discusses the administration portion of the corrections, the correctional work world and careers, and inmates’ rights and litigation.

Prerequisite: CRJ101
CRJ190  3 CREDITS
INTRODUCTION TO SECURITY
This course provides basic information that would serve as an overview of the total scope of private security. It incorporates the major findings and recommendations of the report of the Task Force on Private Security with other current security publications and research, including the Hallcrest Report I and II and the Rand Report.

CRJ200  3 CREDITS
CURRENT ISSUES IN CRIMINAL JUSTICE
This course provides students with an overview of current issues in the administration of criminal justice. “Administration” encompasses criminal justice policies implemented by the police, courts, and correctional agencies (i.e., jails, prisons, and parole/probation departments). Time permitting, the course will also focus attention on some of the law enforcement agencies that have come to the forefront of the public eye since the September 11th terrorist attacks – namely the FBI and CIA. Finally, the course focuses on the intended and unintended consequences of policies implemented by these entities, as well as debates, controversies, and trends in the administration of criminal justice. This course may not be taken before the second semester.

CRJ205  3 CREDITS
POLICE & COMMUNITY
This course gives a general overview of policing in our society so that the student can understand why and how policing is performed. It also shows the jobs available in policing and how to go about getting them, what skills are needed, and what you will do if and when you get the job. Students will have a flavor of policing. It is designed to make the student aware of who the police are, what they do, and how they do it, while also sensitizing them to the complexities and ambiguities of modern policing.

Prerequisites: CRJ120

CRJ210  3 CREDITS
DIVERSITY AND CRIMINAL JUSTICE
This course critically examines race, gender, and other diversity issues within the U.S. criminal justice system. The topic of emphasis is the importance of diversity issues in the development, organization and operation of the criminal justice system.

CRJ215  3 CREDITS
ETHICAL ISSUES IN CRIMINAL JUSTICE
This course discusses the ethical issues such as capital punishment and official corruption. Deadly force, discretion and deception by practitioners are critically examined. Identification and analysis of ethical issues in the field of criminal justice are discussed in detail with specific references to current events. This course may not be taken before the second semester.

CRJ900  3 CREDITS
EXTERNSHIP IN CRIMINAL JUSTICE
The criminal justice externship is designed to give students practical experience in the field, prior to graduation. The externship program often serves as a gateway to a future career in the criminal justice field. Students are expected to work with an agency (police, probation, correction, social services, and security agencies) over the course of the externship. Students must maintain a daily journal of their activities, which are to be transcribed into a weekly log. This is to be submitted weekly along with time sheets signed by their supervisor. Students must also submit the necessary evaluations, a summary paper describing their experiences at the end of the externship, and attend established meetings with the externship coordinator. This course is an experiential learning activity where students work at variety of criminal justice agencies for academic credits. Externship locations will include government agencies, police departments, federal and state law enforcement, private security firms, judicial clerkships, legal offices and legal research concerns. Externs must complete a self-evaluation, perform a series of exercises and assignments, author a log diary and a paper outlining the externship experience, work the required 135 hours, and present an acceptable recommendation from the externship supervisor upon completion of the experience.

Open only to students in their last semester.

LIB150  3 CREDITS
RESEARCH METHODS IN CRIMINAL JUSTICE
This course is an introductory course in Research Methods in Criminal Justice. It is designed to introduce the student to basic concepts and problems encountered in criminal justice investigation, including types of data and measurement, sampling, probability, and research design. This course will emphasize the importance and limitations of theory and methodology in criminal justice research as well as the purposes of applied research, program evaluation, policy analysis, and research ethics.

Prerequisite: LIB100

SOC150  3 CREDITS
CHILD WELFARE / CHILD ABUSE PREVENTION
This course will examine the child welfare system and its historical development. Students will gain an understanding of the basic child welfare policies, programs and practices related to child and family functioning. A survey of supplement, supportive and substitute services is provided. Students will also understand the different roles of the child welfare social worker. The issues of poverty, oppression, race and ethnicity, and their impact on children and families will also be explored.
DIVISION OF HEALTH DISCIPLINES

**ALH110@** 3 CREDITS
**MEDICAL OFFICE ADMINISTRATION**
This course covers the responsibilities encountered by medical office personnel. Topics include an introduction to basic medical office skills including telephone techniques, filing and indexing, mail handling, appointment scheduling, travel arrangements, correspondence, and business transactions. Emphasis is placed on human relations and customer relations.

**ALH160@** 2 CREDITS
**LAW AND ETHICS FOR HEALTHCARE PROFESSIONALS**
This course covers the history of healthcare; the skills, attitude, and role of the medical assistant in the health care setting; job opportunities and licensure requirement; and the role of ethics and legal issues in the field of health care. Emphasis is placed on professionalism, legal relationships of physicians and patients, professional liability, medical ethics, and the Health Insurance Portability and Accountability Act (HIPAA).

Formerly: *Law and Ethics for Allied Health Professionals*

**ALH200** 3 CREDITS
**MEDICAL REIMBURSEMENT**
This course teaches students the basics of health insurance, the health insurance claim form, guidelines for claims submission and processing, understanding of HIPAA regulations, collections, and health care payers including managed care systems, private insurance, Medicare, state programs, workers’ compensation, Tricare and CHAMPVA. Use of the ICD-9-CM and CPT coding manuals as well as a computerized encoder is also incorporated.

**Prerequisite:** MED105

**ALH205** 3 CREDITS
**MEDICAL BILLING**
This course prepares students to process and manage third-party reimbursement and patient accounts receivables in non-hospital settings. The students will use electronic medical billing software in simulated practice. Emphasis is placed on medical terminology and the proper use of ICD-9 and CPT codes.

**Prerequisites:** MED105, CIS100

**ALH216** 3 CREDITS
**MEDICAL RECORDS MANAGEMENT**
This course is an introduction to the field of records management, emphasizing the principles and practices of effective records management for manual systems. Lessons center on basic manual systems and concepts, the creation, maintenance, protection, security, disposal of records stored in a variety of medical forms, as well as electronic records’ safety, security, retention and disposition. A filing simulation, entitled Records Management Simulation, will provide realistic activities for filing and retrieval of paper records in a business environment and is also compatible with standard ARMA International guidelines.

Formerly: ALH215

**Prerequisite:** ALH215

**ALH220** 3 CREDITS
**REIMBURSEMENT METHODOLOGIES**
This course instructs the student on the uses of coded data and health information in reimbursement and payment systems appropriate to all health care settings and managed care.

**Prerequisite:** MED105

**ALH225** 2 CREDITS
**ICD-9-CM CODING AND CLASSIFICATION SYSTEM**
This course covers the purpose and use of the ICD-9-CM classification system. Topics include coding conventions, coding principles, and CMS official coding guidelines. Students will be required to assign ICD-9-CM codes to diagnosis/procedure statements, case abstracts, and patient records. Independent study is necessary to complete the required course assignments.

**Prerequisites:** BIO105, MED105

**ALH230** 2 CREDITS
**CPT CODING AND CLASSIFICATION SYSTEM**
This course is a comprehensive study of the Current Procedural Terminology (CPT) and HCPCS coding system. Students develop knowledge and skills to code for the following services: evaluation and management, anesthesia, surgery, pathology laboratory, radiology, and medicine. Independent study is necessary to complete the required course assignments.

**Prerequisite:** BIO105

**ALH240** 3 CREDITS
**ACCOUNTING FOR MEDICAL PRACTICES**
This course is an introduction to bookkeeping and accounting in which the principles of single-entry and double-entry bookkeeping will be studied. Others topics include automated and manual patient financial accounting, collection techniques, employee payroll, and banking procedures.
ALH905  3 CREDITS  
HEALTHCARE OFFICE ADMINISTRATION EXTERNSHIP

This course provides students with the opportunity to supplement course work with practical work experience related to their program and occupational objectives. Students are placed at approved work sites that are related to their program of study, working under the immediate supervision of experienced personnel at the location and with the direct guidance of the instructor/coordinator. This course is open only to Health Care Office Administration students in their final semester.

BIO105  3 CREDITS  
ANATOMY AND PHYSIOLOGY FOR ALLIED HEALTH PROFESSIONALS

This course teaches students the anatomical and physiological function of cells, tissues, organs, and organ systems in the context of the whole organism. Topics to be covered include the basic molecular and cellular concepts and functions of organs and body systems including integumentary, skeletal, muscular, circulatory, lymphatic, circulation and immunity, respiratory, digestive, and nervous, the reproductive systems, and growth and development.

BIO110  3 CREDITS  
MICROBIOLOGY FOR ALLIED HEALTH PROFESSIONALS

This course provides knowledge of pathogenic microorganisms. Students are first introduced to the basic biological processes of viruses and bacteria as are required for their viability. Then, the strategies that microbial pathogens employ to successfully infect humans and cause disease are described.

**BIO120  3 CREDITS  
HUMAN BIOLOGY

This course provides a detailed study of the structure and function of human life. Students will be introduced to an examination of fundamental concepts of the scientific method, levels of organization from molecules of life to major organ systems, reproduction and development, evolution and genetics. A great deal of emphasis will be placed on the interrelationship between human life and the living biosphere.

BIO 130  4 CREDITS  
ANATOMY & PHYSIOLOGY FOR HEALTH PROFESSIONALS I (WITH LABS)

Anatomy and physiology is an introduction to human form and function for students planning careers in exercise science, medicine or the allied health professions. The first semester of the two semester series, Anatomy and Physiology I, covers body organization, the chemical basis of life, the cell, tissues, integumentary system, skeletal system, muscu-

BIO 150  3 CREDITS  
MICROBIOLOGY FOR HEALTH PROFESSIONALS (WITH LABS)

The fundamentals of microbiology include the study of microbes from a cellular and molecular perspective. This includes structure, nutrition, growth, control mechanisms, classification, and genetics of bacteria, viruses, fungi, and protozoa. Students are introduced to bacterial, fungal, parasitological and viral pathogens and immunology. The course is directed towards students interested in careers in diverse fields of health profession.

BIO 204  4 CREDITS  
ANATOMY & PHYSIOLOGY FOR HEALTH PROFESSIONALS II (WITH LABS)

This is second semester of a two semester sequence in human anatomy and physiology. The material covered in this course includes anatomy and physiology of the following system: cardiovascular, immune, respiratory, digestive, renal and reproductive. It consists of in depth knowledge of above mentioned systems in the form of both lectures and practical in laboratories and will also include dissections on fetal pigs. Pregnancy, human development and heredity will also be taught in this course. The material covered in this course assumes knowledge of the systems already covered in Anatomy and Physiology I. 

Prerequisite: BIO 130

HIT100  3 CREDITS  
U. S. HEALTH CARE DELIVERY SYSTEMS

This course provides a comprehensive overview of the nature, history, structure, function, and financing of the United States health care system. It is designed to develop an appreciation for the complexity of and the relationships among providers, payers, and patients in the context of social, economic, political, and ethical considerations.

HIT110  3 CREDITS  
HEALTH INFORMATION: DATA CONTENT AND STRUCTURE

This course provides an introduction to health information theory supplemented with hands-on simulation and projects. Topics to be covered include, but are not limited to the content, uses and format of the health record; the method of storage, retrieval and retention of health information; the preparation and uses of indexes and registers, documentation requirements; and the role of health information in reimbursement, quality improvement, and other important functions.
### COURSE DESCRIPTIONS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIT120</td>
<td>LEGAL AND ETHICAL ASPECTS OF HEALTH INFORMATION</td>
<td>3</td>
<td>HIT100</td>
</tr>
<tr>
<td>HIT135</td>
<td>HEALTH INFORMATION STATISTICS AND ANALYSIS</td>
<td>3</td>
<td>HIT100, MAT105</td>
</tr>
<tr>
<td>HIT215</td>
<td>QUALITY ASSESSMENT AND PERFORMANCE IMPROVEMENT</td>
<td>3</td>
<td>HIT100</td>
</tr>
<tr>
<td>HIT225</td>
<td>HEALTH INFORMATION ORGANIZATION AND SUPERVISION</td>
<td>3</td>
<td>HIT100</td>
</tr>
<tr>
<td>HIT230</td>
<td>PATHOPHYSIOLOGY</td>
<td>3</td>
<td>BIO105</td>
</tr>
<tr>
<td>HIT900</td>
<td>HEALTH INFORMATION TECHNOLOGY EXTERNSHIP</td>
<td>3</td>
<td>BIO105</td>
</tr>
<tr>
<td>LAW115</td>
<td>LEGAL AND ETHICAL ISSUES FOR THE PHARMACY TECHNICIANS</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MED105</td>
<td>MEDICAL TERMINOLOGY</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MED115</td>
<td>LABORATORY TECHNIQUES I</td>
<td>3</td>
<td>BIO105</td>
</tr>
</tbody>
</table>

This course provides a review of the legal and ethical aspects applicable to health information. The first part of the course focuses on the health record as a legal document; legal principles; patient rights/advocacy issues; definition and application of professional ethics; release of information and confidentiality of health information. The remainder of the course will cover discussion of social, legal and privacy issues and the application of computer ethics to information technology. In addition, this course will cover the HIPAA legislation for healthcare professionals and will deal with other ethical issues in bioinformatics.

**Prerequisite:** HIT100

This course reviews descriptive and vital statistics, reporting requirements, definitions and formulas for computing hospital and public health statistics. It will include the management of health information in relation to data collection, analysis, and presentation. Topics will include the collection, analysis and display of data for quality assurance, utilization review, risk management and reimbursement.

**Prerequisite:** HIT100, MAT105

This course introduces students to the area of quality management, utilization review, risk management, and credentialing. Other topics of the course include measurements of quality and the methods for making improvements in critical areas.

**Prerequisite:** HIT100

This course introduces general principles of management and organization as applied to health information settings. Material covered includes budget development and control, personnel, recruitment and retention, performance appraisal, and progressive discipline. Office design, productivity monitoring, work simplification, job analysis and job descriptions, and quality management topics are also discussed.

**Prerequisite:** HIT100

This course introduces the students to the fundamentals of the disturbances in the normal physiologic mechanisms that are associated with disease and to the pathogenesis of specific diseases system by system.

**Prerequisite:** BIO105

This course is an experiential educational opportunity that provides the link between the classroom and the workplace. Students are placed at approved work sites that are related to their program of study, working under the immediate supervision of experienced personnel at the location and with the direct guidance of the instructor/coordinator. Open only to Health Information Technology students in their final semester.

This course presents the material dealing with pharmacy laws, regulations and ethics aimed specifically at the pharmacy technician. Students will learn the many laws and regulations that pharmacy technicians must understand in order to practice in a legal and ethical manner. Students will be presented with an overview of the United States’ legal system and review the development of current laws and the major laws affecting present-day pharmacy practice. Drug control laws and ethical issues most applicable to the pharmacy technician will also be covered.

This course is designed to provide in-depth knowledge and understanding of the medical language used by health care professionals including roots, prefixes, suffixes, and word meanings. An overview of basic terms used throughout the health field, including diseases, diagnostic procedures and treatments are also discussed.

This course introduces aspects of the clinical laboratory sciences such as laboratory organization, professional ethics, basic laboratory equipment use, safety, quality assurance, and specimen collection. OSHA and CLIA regulations are stressed and applied to student’s performing basic laboratory skills such as blood collection, urinalysis, and microbiologic testing.

**Prerequisite:** BIO105
MED200  3 CREDITS  

CLINICAL OFFICE PROCEDURES  

This course introduces the student to the basic skills that are performed by the medical assistant in the medical office. This course places emphasis on patient-centered assessment, examination, intervention and treatment as directed by a physician. It includes vital signs, collection and documentation of patient information, asepsis, minor surgical procedures, positioning and draping and assisting during an examination. Consideration is also given to ECG techniques such as equipment operation and basic interpretation.

Prerequisites: BIO105, MED105

MED205@  3 CREDITS  

PHARMACOLOGY FOR ALLIED HEALTH PROFESSIONALS  

The course is a basic introduction to the principles of pharmacology. Topics include classes of drugs by body systems as well as antivirals, antibiotics, vaccines and immunizations, and chemotherapy agents. Basic drug concepts and nomenclature required in the allied health professions such as preparations and route of administration, dose calculations, side effects, and abbreviations will be stressed.

MED215  3 CREDITS  

LABORATORY TECHNIQUES II  

This course continues the teaching and practice of proper laboratory equipment use, biological sample collection and testing techniques. OSHA and CLIA regulations are stressed and applied to performing basic laboratory skills such as blood collection, chemistry and hematology testing.

Prerequisite: MED115

MED220  3 CREDITS  

MEDICAL EMERGENCIES FOR ALLIED HEALTH PROFESSIONALS  

This course combines CPR fundamentals with basic first aid skills. General first aid principles, medical emergencies, injury emergencies and environmental emergencies are covered. Successful completion of course material satisfies the requirements for CPR Certification by the American Red Cross.

Prerequisite: BIO105

MED905  3 CREDITS  

MEDICAL ASSISTING EXTERNSHIP  

This course provides the student with general training and experiences in the workplace. Students will be placed in an ambulatory health care setting, where they will perform both administrative and clinical competencies. Administrative competencies may include claims processing, filing, appointment scheduling, telephone screening and bookkeeping functions. Clinical competencies may include specimen collection, diagnostic testing, and patient care. Trans-disciplinary competencies will be integrated in both clinical and administrative areas. These include communication, legal concepts, patient instruction, and operational functions.

Formerly: MED900-4 credits Must be taken in the final semester and only when the student will have completed all 200-level medical courses.

NUR100  4 CREDITS  

FUNDAMENTALS OF NURSING  

As the first course in the nursing sequence, this course is designed to give students content fundamental to nursing practice and the nursing profession. It is the foundation for all subsequent nursing courses. Orem’s nursing model is presented. The nursing process is introduced as a tool for planning and providing nursing care. Learning experiences include classroom, campus laboratory, and community health care settings.

NUR120  4 CREDITS  

ADULT HEALTH NURSING 1  

This course introduces students to health care of individuals and families who have self-care needs related to fluid electrolytes, oxygenation, and circulation. Concepts of pharmacology related to nursing are introduced using major drug classifications. Students will implement the nursing process in a variety of health care settings, Campus laboratory and community health care agency experiences are a major component of the course.

NUR140  4 CREDITS  

ADULT HEALTH NURSING 2  

This course introduces students to health care of individuals and families who have self-care needs to digestion, nutrition, elimination and excretion. Concepts of pharmacology related to nursing are included using major drug classifications. Students will implement the nursing process in a variety of health care settings. Campus laboratory, acute care hospital, long term care facility and community health care agency experiences are a major component of the course.

NUR160  4 CREDITS  

MATERNAL - CHILD NURSING  

This course introduces students to health care of childbearing women and children who have self-care needs related to reproduction and children’s health. Self-care needs of children will be introduced and developed during Nursing V-VIII. Concepts of pharmacology related to nursing are included using major drug classifications. Students will implement the nursing process in a variety of health care settings. Campus laboratory and community health care agency experiences are a major component of the course.
NUR200 4 CREDITS
PSYCHIATRIC – MENTAL HEALTH NURSING
This course introduces students to health care of individuals and families who have self-care needs related to psychiatric/mental health issues. Concepts of pharmacology related to nursing are included using major drug classifications. Identification and reporting of child abuse and maltreatment are included. Students will implement the nursing process in a variety of health care settings. Campus laboratory, acute care hospital, long term care facility and community health care agency experiences are a major component of the course.

NUR220 4 CREDITS
COMPREHENSIVE NURSING 1
This course introduces students to health care of individuals and families who have self-care needs related to the musculoskeletal, nervous, and sensory systems. Concepts of pharmacology related to nursing are included using major drug classifications. Students will implement the nursing process in a variety of health care settings with adult and pediatric patients. On-campus laboratory and community health care agency experiences are a major component of the course.

NUR240 4 CREDITS
COMPREHENSIVE NURSING 2
This course introduces students to health care of individuals and families who have self-care needs related to the immune and hematologic systems, and the skin, hair, and nails. Concepts of pharmacology related to nursing are included using major drug classifications. Students will implement the nursing process in a variety of health care settings with adult and pediatric patients. Campus laboratory, acute care hospital, long term care facility and community health care agency experiences are a major component of the course.

NUR 260 4 CREDITS
COMPREHENSIVE NURSING 3
This course introduces students to health care of individuals and families who have self-care needs related to the endocrine and gynecologic systems and the role of the beginning registered nurse. Concepts of pharmacology related to nursing are included using major drug classifications. Students will implement the nursing process in a variety of health care settings with adult and pediatric patients. Campus laboratory, acute care hospital, long term care facility and community health care agency experiences are a major component of the course.

OFT005 2 NON-CREDITS
INTRODUCTION TO KEYBOARDING
Introduction to Keyboarding is a required course for all entering students who do not have the level of keyboarding skills to be able to complete 3-minute timing with 5 or fewer errors and a minimum speed of 20 gross words a minute. Emphasis is placed on the development of proper technique and the achievement of speed and accuracy goals.

OFT010 2 NON-CREDITS
SPEEDBUILDING
Speed building presents fundamental keyboarding drills to further develop proper keyboarding techniques to achieve gradual improvement in speed and accuracy.

OFT100 3 CREDITS
MEDICAL OFFICE TRANSCRIPTION
This course provides experience in transcription of basic medical dictation, incorporating English usage and machine transcription skills, medical knowledge, and proofreading and editing skills.

OFT105 3 CREDITS
TRANSCRIPTION EDITING AND PROOFREADING
This course produces usable medical documents from machine dictation using word processing software, with emphasis on spelling, punctuation, and grammar. Proofreading and editing applications stress the importance of accuracy and quality of document creation and production.

OFT110 2 CREDITS
KEYBOARDING
This course is no longer offered.

OFT115 3 CREDITS
ADVANCED MEDICAL OFFICE TRANSCRIPTION
This course teaches students how to transcribe advanced original healthcare dictation. Advanced techniques in proofreading, editing, and research are discussed. Students must meet progressively demanding accuracy and productivity standards.

OFT210 3 CREDITS
WORD PROCESSING
This course provides an introduction to word processing fundamentals. It includes instruction in creating, storing, retrieving, editing, proofreading, and printing documents. Word processing functions such as spell check, grammar check, and formatting features are also covered.

Prerequisite: CIS100
PHM100  2 CREDITS  
FUNDAMENTALS OF PHARMACY PRACTICES

This course introduces the basic concepts essential for a career as a pharmacy technician. The concepts include: profile, skills, qualifications, operational guidelines, and job duties of a pharmacy technician. Professional resources, safety techniques are also covered. Development of communication skills necessary for the pharmacy technician will also be covered.

PHM110  3 CREDITS  
PHARMACY ENVIRONMENTS

This course is an introduction to the role of the pharmacy technician in various practice settings including history, personnel, resources, and ethical standards of pharmacy practice.

PHM130  3 CREDITS  
ADMINISTRATIVE ASPECTS OF PHARMACY TECHNOLOGY

This course focuses on the administrative aspects of pharmacy technology. Students will learn the non-dispensing duties of the pharmacy technician including acquisition and inventory of over-the-counter and prescription pharmaceuticals; pharmacy-related computer applications; pharmaceutical and medical abbreviations; proper communication between patients and pharmacy personnel and third party management.

PHM150  3 CREDITS  
PROFESSIONAL ASPECTS OF PHARMACY TECHNOLOGY

This course focuses on the clinical points of pharmacy technology. Students will begin the course with a review of pharmacology that includes over the counter and alternative medications. Course content includes principles of drug action, dosage forms, substance abuse and misuse, and drug administration. Other topics include the distributive process of drugs, various systems of drug distribution and control, and drug delivery systems.

PHM200  3 CREDITS  
DRUG CLASSIFICATION

This course introduces students to the major groups of medications according to the effect they have on body systems. Throughout the course, students learn about medications affecting body systems such as the gastrointestinal, cardiovascular, muscular-skeletal, nervous and reproductive systems. Course material will also cover indications, contraindications, adverse reactions and side effects, and routes of administration of such medications.

PHM205  3 CREDITS  
FUNDAMENTALS OF THERAPEUTIC AGENTS

This course introduces the student to the essentials of drug administration and distribution, mechanism of action, interaction, and side effects of major groups of medications. Additional topics will include basic principles of toxicology and substance abuse; medications used in allergies; psychotropic agents and medications affecting the nervous system.

Prerequisite: MED105

PHM210  3 CREDITS  
PHARMACEUTICAL DOSAGE CALCULATIONS

This course introduces the student to the metric and apothecary systems of measurement and calculations. Students will receive a math review necessary for pharmaceutical calculations. Other topics to be covered in this course include dilution and concentration of medications, intravenous solutions calculations, and pediatric and adult dosages based on body weight.

Prerequisite: MAT105

PHM220  3 CREDITS  
PHARMACY LABORATORY EXPERIENCE

This course provides hands-on experience in the retail/institutional lab during the third semester. Areas of instruction include compounding, drug product knowledge, interpretation of prescriptions, entering prescriptions into pharmacy software program, profiling patients, and filling and labeling prescriptions. Customer service, over-the-counter medications, purchasing, checking in deliveries, and inventory control, and patient confidentiality will also be practiced.

Prerequisite: PHM210

PHM900  3 CREDITS  
PHARMACY TECHNOLOGY EXTERNSHIP

This course offers students the opportunity to gain practical work experience for which the student has already acquired the necessary theoretical knowledge and basic skills. Under the direct supervision of a licensed pharmacist in a hospital and/or other health care institutional pharmacy practice, students will be assigned to follow policy and procedures that apply to acute, long-term, and ambulatory care practices. In addition, under the direct supervision of a licensed pharmacist, students will also be assigned to retail/community pharmacy performing both clerical and technician responsibilities. Open only to Pharmacy Technology students in their final semester.

PSY115  3 CREDITS  
PSYCHOSOCIAL ASPECTS OF HEALTH CARE

This course presents basic psychological concepts appropriate for the health care worker. Subjects discussed include effective communication, diversity of clients served by the health care system, effects of stress, physical and emotional needs in different life stages and as affected by illness, emotional responses to various life experiences, and specific emotions as they affect behavior.
EXECUTIVE OFFICERS

Alex Shchegol, President
M.S., Leningrad Institute of Fine Mechanics, Russia
ashchegol@asa.edu

Alexander Agafonov, Senior Vice President for Academic Affairs
Ph.D. and M.S., University at Albany (SUNY);
B.S., Murmansk State Pedagogical Institute, Russia
agafonov@asa.edu

Victoria Kostyukov, Vice President of Marketing and Admissions
B.S., Odessa State University, Ukraine
vkostyukov@asa.edu

Alla Shchegol, Vice President of Facilities and I.T.
allchik1@asa.edu

Roberto Dumaual, Vice President of Government and Community Relations
B.A., De La Salle University, Philippines
rdumaual@asa.edu

Lesia Willis-Campbell, Vice President of Career Services and Alumni Affairs
B.B.A., Monroe College
lwillis-campbell@asa.edu

Helen Polynsky, Associate Vice President of Education, Chair - Division of Arts and Sciences
M.A., Adelphi University;
B.A., Leningrad State Pedagogical University, Russia
hpolynsky@asa.edu

Victoria Shtamler, Vice President of Student Financial Services/ Director of Financial Aid
B.S., New York University
vshtamler@asa.edu

Jose Valencia, Vice President of Strategic Planning & Budgeting
B.A., Baruch College, CPA
jvalencia@asa.edu

BOARD OF TRUSTEES

Paul A. Kerzner, Esq., Chair,
Consolidated Edison, Manager, RENAISSANCE Housing Program

Liza Kramer
Assistant Director, New York Chapter, The American Jewish Committee

Dov Kolker, M.D.
Orthopaedic Surgeon, Maimonides Medical Center, NY

Eileen Mullen
St. Joseph College, Associate Dean

Julanne Reid
Medgar Evers College, Director BETA Academy

Zachary Yamba, Ph.D.
President Emeritus, Essex County College, New Jersey

Alex Shchegol
Ex Officio Member, ASA Institute, President

Alexander Agafonov, Ph.D.
Ex Officio Member, ASA Institute, Senior Vice President for Academic Affairs
OFFICE OF MARKETING AND ADMISSIONS

Victoria Kostyukov, Vice President of Marketing and Admissions
B.S., Odessa State University, Ukraine
vkostyukov@asa.edu

Branden Balentine, Junior Admissions Associate
B.A., Columbia College, Chicago
bbalentine@asa.edu

Jattik Bailey, Junior Admissions Associate
A.O.S., ASA Institute
jbailey@asa.edu

Agatha Castelino, Junior Admissions Associate
castelino@asa.edu

Anthony Brathwaite, Director of Community Outreach
abraithwaite@asa.edu

Christian Cano, Outreach Coordinator
A.O.S., ASA Institute
christiancano@asa.edu

Duwayne Carthan, Director of Government Relations and Community Outreach
dcarthan@asa.edu

Gloria Chavez, Admissions Associate
B.S., Mercy Institute
gchavez@asa.edu

Malgorzata Czyz, Admissions Associate
A.O.S., ASA Institute
mczyz@asa.edu

Kirssy Fabre, Admissions Associate
B.S. St. Joseph’s College, A.O.S., ASA Institute
kfabre@asa.edu

Nakeyia Fayson, Junior Admissions Associate
A.O.S., ASA Institute
nfayson@asa.edu

Olga Feliciano, Assistant Director
ofeliciano@asa.edu

Tanya Gomez-Reina, Admissions Associate
tgomez@asa.edu

Diana Jon, Admissions Associate
B.S., San Martin University, Peru
djon@asa.edu

Martine Laurore, Assistant Director
A.O.S., ASA Institute
mlaurore@asa.edu

Sheryl Lee, Director
B.S., Boricua College, New York
A.O.S., ASA Institute
slee@asa.edu

Cornelius McAdoo, Admissions Associate
cmcadoo@asa.edu

Irina Mokova, Admissions Associate
M.S., Polytechnic University, Ukraine
A.O.S., ASA Institute
imokova@asa.edu

Faina Mukminova, Managing, Director of Admissions, Manhattan
B.A., Odessa State Pedagogical Institute, Ukraine
fmukminova@asa.edu

Elena Markov, Director of Bronx location
emarkov@asa.edu

Jonathan Oliva, Satellite Office Coordinator
B.A., Monroe College
A.O.S., ASA Institute
joliva@asa.edu

Belinda Pineda, Admissions Associate
A.O.S., ASA Institute
bpineda@asa.edu

Yelena Rubinova, Admissions Associate
B.S., St. Joseph’s College
A.O.S., ASA Institute
yrubinova@asa.edu

Zamrud Avadyaev, Admissions Associate
B.A., Long Island University
zavadyaev@asa.edu

Eva Tighe, Acting Director of Admissions
etighe@asa.edu

Todd Toure, Admissions Associate
A.O.S., Junior College of Albany
ttoure@asa.edu

Liana Karakova, Admissions Associate
B.S., St. Joseph’s College
lkarakova@asa.edu

Yolanda Van Gemd, Assistant Director
yolandae@asa.edu

Sophia Veras, Admissions Associate
A.O.S., ASA Institute
sveras@asa.edu

Victoria Zhang, Assistant Director
A.O.S., ASA Institute
lzhang@asa.edu
Deborah Thompson, Admissions Associate
A.O.S., ASA Institute
dthompson@asa.edu

Alba Paulino, Admissions Assistant
A.O.S., ASA Institute
apaulino@asa.edu

Michelle Anderson, Admissions Associate
B.A., University of North Texas
manderson@asa.edu

Regina Farrell, Admissions Assistant
rfarrell@asa.edu

Tatiana Garelik, Admissions Associate
tgarelik@asa.edu

Chakima Middlebrooks, Admissions Assistant
A.O.S., ASA Institute
cmiddlebrooks@asa.edu

Genessy Reynoso, Admissions Associate
greyynos@asa.edu

Jerry Farrior, Admissions Associate
jfarrrior@asa.edu

Michael Joseph, Admissions Associate
mjoseph@asa.edu

Wilfred Rodriguez, Admissions Associate
wrodriguez@asa.edu

Edward Lau, Admissions Associate
elau@asa.edu

Mohonlall Tiwari, Admissions Associate
mtiwari@asa.edu

Laurie Boxer, Associate Director
lboxer@asa.edu

Louis Gonzalez, Managing Director
lgonzalez@asa.edu

Laisa Medina, Data Entry Clerk
lmedina@asa.edu

Anita Itskowitz, Calling Center Coordinator
aitskowitz@asa.edu

Ksenia Kasimova, Administrative Assistant
A.O.S., ASA Institute
kseniakasimova@asa.edu

Yessica Taveras, Receptionist
jtaveras@asa.edu

Natalya Tymkiv, Coordinator
A.O.S., ASA Institute
ntymkiv@asa.edu

Violeta Voicu, Admissions Office Clerk
A.O.S., ASA Institute
vvoicu@asa.edu

Oksana Yakunina, Marketing Assistant
B.S., Empire State College, SUNY
oyakunina@asa.edu

Indardai Plier-Harrilal, Calling Center Operator
wpilier@asa.edu

Jeinmy Alcantara, Junior Admissions Assistant
jalcantara@asa.edu

Christian Alvarez, Admissions Associate
M.A., Baylor University
calvarez@asa.edu

Ana Cepeda, Admissions Assistant
B.A., Monroe College
acepeda@asa.edu

Marta Siri, Administrative Assistant
msiri@asa.edu

Angel Vazquez, Telemarketing
avazquez@asa.edu

OFFICE OF GOVERNMENT AND COMMUNITY RELATIONS

Roberto Dumual, Vice President of Government and Community Relations
B.A., De La Salle University, Philippines
rdumual@asa.edu

Fatima Mukimova, Director of Special Events
fmukimova@asa.edu

Ann Marie Merced, Coordinator
A.O.S., ASA Institute
amerced@asa.edu
Olga Nerdinskaya, Journalist  
nerolg@asa.edu

OFFICE OF INTERNATIONAL STUDENT SERVICES

George Trahanis, International Student Advisor/DSO  
B.A., Indiana University  
gtrahanis@asa.edu

Wenxin Cheung, Designated College Official  
M.S., Mississippi College  
wcheung@asa.edu

Tatiana Zubkova, Coordinator  
A.O.S., ASA Institute  
tzubkova@asa.edu

Yelena Domina, International Student Admissions Associate  
A.O.S., ASA Institute  
ydomina@asa.edu

Kyu O. Park, Assistant Director  
kpark@asa.edu

Akiko Kubota, Administrative Assistant  
akubota@asa.edu

Hyunsook Lee, Administrative Assistant  
B.A., Korea University  
hlee@asa.edu

Zheng Xu, Community Outreach Representative  
amandaxu@asa.edu

Ya Zhang, International Student Advisor  
M.A., University of Wyoming  
yazhang@asa.edu

Natalia Kirilova, International Student Advisor  
nkirilova@asa.edu

FINANCIAL AID OFFICE

Victoria Shtamlmer, Vice President of Student Financial Services, Director of Financial Aid  
B.S., New York University  
vshtamlmer@asa.edu

Irene Boguslavsky, Associate Vice President for Compliance  
Diploma, Moscow Institute of Steel and Alloys, Russia  
iboguslavsky@asa.edu

Tatyana Anokhina, Financial Aid Clerk  
A.O.S., ASA Institute  
tanokhina@asa.edu

Milana Bagdasarova, Financial Aid Advisor/Federal College Work Study Coordinator  
Diploma, Tashkent Institute of National Economy, Uzbekistan  
mbagdasarova@asa.edu

Kerry McKenzie, Senior Financial Aid Advisor  
B.S., Saint Francis College, A.O.S. Katharine Gibbs School  
kmckenzie@asa.edu

Anthony Dalton, Financial Aid Advisor  
adalton@asa.edu

Thainah Delisca, Administrative Assistant  
A.O.S., ASA Institute  
tdelisca@asa.edu

Zina Dubinskaya, Financial Aid Officer  
Diploma, Cherkassy School of Finance, Ukraine  
zdubinskaya@asa.edu

Annette Fagan, Financial Aid Advisor  
A.O.S., ASA Institute  
afagan@asa.edu

Lana Gabrieli, Financial Aid Advisor/Loan Coordinator  
lgabrieli@asa.edu

Alla Garber, TAP Administrator/Certifying Officer  
Diploma, Institute of Culture, Ukraine  
agarber@asa.edu

April Hampton, Financial Aid Advisor/Loan Coordinator  
B.A., Monroe College  
ahampton@asa.edu

Zakkiyyah Holliman, Financial Aid Advisor  
A.O.S., Taylor Business Institute  
zholliman@asa.edu

Karen Jenkins, Financial Aid Advisor  
A.O.S., Katharine Gibbs School  
kjenkins@asa.edu

Robert Katanov, Financial Aid Advisor  
Diploma, ASA Institute  
rkatanov@asa.edu

Nataliya Lenshina, Financial Aid Advisor/Assistant TAP Administrator  
A.O.S., ASA Institute  
nlenshina@asa.edu

Crosbys Genao Rivas, Financial Aid Advisor  
cgenao@asa.edu

Lewis Leon, Senior Financial Aid Coordinator, Manhattan  
A.O.S., Katharine Gibbs School  
ileon@asa.edu
Mari Pabey, Financial Aid Advisor
A.O.S., Katharine Gibbs School
mpabey@asa.edu

Karene Stevenson, Financial Aid Advisor
kstevenson@asa.edu

Diane Torres, Financial Aid Clerk
dmtorres@asa.edu

Janitzie Torres, Default Prevention Manager
Certificate in Computer Entry Operator, SCS Business &
Technical Institute.
janettorres@asa.edu

Bernice Todman, Administrative Assistant
btodman@asa.edu

Tamara Velichko, Data Entry Clerk
tvelichko@asa.edu

Erika Vargas, Receptionist
evargas@asa.edu

Neena Haynes, Loan Default Management Officer
nhayne@asa.edu

Olga Horuk, Administrative Assistant
ohoruk@asa.edu

Gladys Infante, Loan Default Prevention Processor
A.O.S., ASA Institute
ginfante@asa.edu

Ismael Rivera, Loan Default Management Officer
irivera@asa.edu

Marilyn Rodriguez, Loan Default Prevention Processor
mrodriguez@asa.edu

Marcus Browne, Senior Financial Aid Officer
mbrowne@asa.edu

Ronald Louie, Coordinator
rlouie@asa.edu

Celina Atkins, Loan Default Prevention Processor
B.S., St. John’s University
catkins@asa.edu

Vivian Morales, Administrative Assistant
vmorales@asa.edu

Urszula Frankowska, Financial Aid Advisor
ufrankowska@asa.edu

Robert Faynblut, Associate Director
M.B.A., M.S., B.S., Saint Joseph’s College
rfaynblut@asa.edu

Christine Capdevielle, Human Resources Assistant
A.O.S., ASA Institute
capdevielle@asa.edu

Galina Silverman, Payroll Administrator
gsilverman@asa.edu

Anthony Elumeze, Recruiter
aelumeze@asa.edu

Marianna Zinder, Registrar
Diploma, Odessa Polytechnic Institute, Ukraine
mzinder@asa.edu

Mira Bubis, Associate Registrar, Manhattan
Diploma, Tashkent Pedagogical Institute, Uzbekistan
mbubis@asa.edu

Dominga Acosta, Assistant Registrar
B.B.A., Monroe, A.O.S., ASA Institute
dacosta@asa.edu

Anastasia Clark, Registrar Officer
A.O.S. ASA Institute
aclark@asa.edu

Shanna Damptey, Officer for Credentials Verification
B.A., State University of New York, College at Buffalo
damptey@asa.edu

Reinaldo Garcia, Registrar Officer
A.O.S., ASA Institute
garcia@asa.edu

Galina Gokhshteyn, Registrar Officer
Diploma, St. Petersburg Institute of Civil Engineering,
Russia
ggokhshteyn@asa.edu

Svetlana Gorovets, Registrar Officer
A.O.S., ASA Institute
sgorovets@asa.edu

Urszula Lepkowska, Registrar Officer
ulsula@asa.edu

Bertha Martinez, Officer for Credential Verification,
Manhattan
Certificate, ASA Institute
bmartinez@asa.edu
Svetlana Mashkovich, Assistant Registrar  
*Diploma, Tashkent Agricultural Institute, Uzbekistan*  
smashkovich@asa.edu

Fenzhi Zhang, Registrar Officer  
fzhang@asa.edu

Olha Shmyhol, Registrar Officer  
*A.O.S. ASA Institute*  
oshmyhol@asa.edu

**STUDENT SERVICES OFFICE**

Derek Jackson, Dean of Student Services  
*M.A., Teachers College, Columbia University; B.A., John Jay College, City University of New York*  
djackson@asa.edu

Bateman Harris, Director, Student Disability Services  
*M.E., Western Washington University; B.A., Woodring College of Education*  
bharris@asa.edu

Mary Beyderman, Social Worker  
*B.A., Kiev University, Ukraine*  
mbeyderman@asa.edu

**STUDENT ACCOUNTS OFFICE**

Anna Gore, Director  
*Diploma, Kiev Trade and Economics Institute, Ukraine; Diploma, Samarkand Junior College of Finance*  
agore@asa.edu

Gloria Dyshko, Assistant Director  
*B.S., St. Joseph’s College*  
gdyshko@asa.edu

Inga Slobodnyuk, Assistant Director  
islobodnyuk@asa.edu

Iryna Byelina, Student Account Officer  
*A.O.S. ASA Institute*  
ilbyelina@asa.edu

Maira Mayorga, Student Account Officer  
*A.O.S., ASA Institute*  
mmayorga@asa.edu

Jermaine Owens, Student Account Officer  
*Certificate, Katharine Gibbs School*  
jowens@asa.edu

Galina Rivilis, Student Account Officer  
*Diploma, Minsk School of Finance and Economics, Belarus*  
grivilis@asa.edu

Lyudmila Shinkareva, Senior Student Account Officer  
*Diploma, Poltava Food Industry School, Ukraine*  
lshinkareva@asa.edu

Tong Zhuo, Student Account Officer  
*A.O.S. ASA Institute*  
tongzhuo@asa.edu

**CAREER SERVICES AND ALUMNI AFFAIRS OFFICE**

Lesia Willis-Campbell, Vice President of Placement and Alumni Affairs  
*B.A., Monroe College*  
lwillis-campbell@asa.edu

Klavdiya Drobchinskaya, Director of Career Services, Manhattan Campus  
*A.O.S., Music College, Khmelnitsky, Ukraine*  
claudiad@asa.edu

Polina Rydnick, Associate Director of Career Services  
Iryndnick@asa.edu

Mirella Bautista, Career Service Assistant  
*A.O.S., ASA Institute*  
mmbautista@asa.edu

Sergey Dubrovskiy, Career Advisor  
*A.O.S., ASA Institutes*  
dubrovskiy@asa.edu

Karen Yingchousti, Career Advisor  
*M.S. in Career Development, The College of New Rochelle NY*  
kyinchousti@asa.edu

Shantavia Duncan, Career Services Manager  
*A.O.S., ASA Institute*  
shantaviaduncan@asa.edu

Aileen Gonzalez, Coordinator  
*A.O.S., ASA Institute*  
adeles@asa.edu

Angela Nasimova, Career Advisor  
anasimova@asa.edu

Raquel Olivares, Career Advisor  
*A.O.S., ASA Institute*  
rolivares@asa.edu

Ludwig Pantaleon, Career Development Advisor  
lpantaleon@asa.edu

Michael Sampson, Career Advisor  
msampson@asa.edu
Martha Johnson, Career Advisor  
*A.O.S., ASA Institute*
mjohnson@asa.edu

Maria Lita Sarmiento, Coordinator  
*MBA, (International Business) - St. Peter’s College; B.A. Business Administration- Trinity College of Quezon City, Philippines*
msarmiento@asa.edu

Kimarie Graham, Placement Assistant  
kgraham@asa.edu

Edison Cruz, Job Developer  
ecruz@asa.edu

Kathleen Delva, Admissions Associate  
kdelva@asa.edu

Kimberly Gray, Senior Career Advisor  
*A.O.S., ASA Institute*
kellington@asa.edu

Kwesi Luke, Career Advisor  
kluke@asa.edu

Roheem Bibbins, Career Advisor  
rbibbins@asa.edu

Jin Hui Wang, Career Advisor  
kwang@asa.edu

Marvin Theodore, Career Advisor  
mtheodore@asa.edu

Matthew Fiorentino, Career Advisor  
mfiorentino@asa.edu

Margaret Wright, Externship Coordinator  
mwright2@asa.edu

Jacklyn Nizamov, Administrative Assistant  
jnizamov@asa.edu

Avier Rampersaud, Externship Coordinator  
arampersaud@asa.edu

Matthew Bartos, Externship Coordinator  
mbartos@asa.edu

Anthony Cabral, Externship Coordinator  
acabral@asa.edu

James Pris, Externship Coordinator  
pjames@asa.edu

**BUSINESS OFFICE**

Jose Valencia, Vice President of Strategic Planning & Budgeting  
*B.A., Baruch College, CPA*
jvalencia@asa.edu

Jeannie Cherry, Coordinator  
*Diploma, College of Business & Finance, Ukraine*
jcherry@asa.edu

Sofiya Gindina, Accounts Payable Assistant  
sgindina@asa.edu

Larisa Rayeva, Assistant Director  
lrayeva@asa.edu

**FACILITIES**

Alla Shchegol, Vice President of Facilities and I.T.  
allchik1@asa.edu

Vladimir Krumer, Director of Facilities  
vkrumer@asa.edu

Mykhail Lukanjuk, Maintenance Supervisor, Evenings  
mlukanjuk@asa.edu

Vasily Nady, Mailroom Coordinator  
vnad@asa.edu

Jerzy Adamek, Coordinator  
jadamek@asa.edu

Simon Sirota, Maintenance Supervisor  
ssirola@asa.edu

Volodymyr Kiseliuk, Supervisor  
vkiseliuk@asa.edu

**EXTERNSHIP DEPARTMENT**

Lyubad Dorf, Director of Externship  
*B.A., Touro College*
lyubadorf@asa.edu

Elmira Gani, Associate Director of Externship (Manhattan location)  
*A.O.S., ASA Institute*
egani@asa.edu

Edwin Zepherine, Externship Coordinator  
*A.O.S., ASA Institute*
ezepherine@asa.edu

Wilfredo Carrero, Externship Coordinator  
 cwilfredo@asa.edu

Nacumba Moore, Externship Coordinator  
nmoore@asa.edu
OFFICE OF INFORMATION TECHNOLOGY

Alla Shchegol, Vice President of Facilities and I.T.
allchik1@asa.edu

Davyd Estrin, I.T. Director
M.S., Donetsk State University, Ukraine
david@asa.edu

Valeriy Artamoshin, Lab Assistant
Diploma, Kharkov Polytechnic Institute, Ukraine
vartamoshin@asa.edu

Sergiy Fedotov, Technician
A.O.S., ASA Institute
sergiyfedotov@asa.edu

Andrey Karpenko, System Administrator
akarpenko@asa.edu

Semen Koyfman, Lab Technician
Diploma, ASA Institute
skoyfman@asa.edu

Yefim Radomyselskiy, LAN Administrator
yefrad@asa.edu

Yuriy Gutsev, Help Desk Technician
ygutsev@asa.edu

Konstantin Sakvarelidze, Help Desk Technician
kot@asa.edu

Alphonza Johnson, Help Desk Technician
ajohnson@asa.edu

Pavel Mansurov, Network Technician
pmansurov@asa.edu

Sam Blagoslovenskiy, Programmer Analyst/Institutional Research
sblagoslovenskiy@asa.edu

PRINTING OFFICE

Marina Plyam, Document Processing Officer
Diploma, Electronics Institute of Radio & Communications, Ukraine
mplyam@asa.edu

ACADEMIC AFFAIRS DIVISION

Alexander Agafonov, Senior Vice President for Academic Affairs
Ph.D. and M.S., University at Albany (SUNY); B.S., Murmansk State Pedagogical Institute, Russia
agafonov@asa.edu

Gloria Longakit, Director-Office of Academic Affairs
M.A. and B.S., University of San Jose, Philippines
glongakit@asa.edu

Nelson Galindo, Education Director, Manhattan Extension Center
B.S., Touro College
ngalindo@asa.edu

Svetlana Fingerman, Scheduling Coordinator, Office of Academic Affairs
M.S., Odessa Polytechnic Institute, Ukraine
sfingerman@asa.edu

Ketevan Mikaberidze, Executive Assistant to Senior Vice President for Academic Affairs
B.A., Tbilisi State University, Georgia;
A.O.S., ASA Institute
kmikaberidze@asa.edu

Yan Zhang, Administrative Assistant
yzhang@asa.edu

Orsete Dias, Associate Vice President for Curriculum Development
Ed.D., St. John’s University, NY; M.A., Bombay University, India;
B.A., Nagpur University, India;
B.Ed. Sardar Patel University, India
odias@asa.edu

Concetta Gallo, Dean, Academic Programs
Ph.D. and M.A., Fordham University;
B.A., Molloy College
cgallo@asa.edu

Norma Marquez, Evening/Weekend Coordinator
nmarquez@asa.edu

ARTS AND DESIGN DEPARTMENT

Garri Matnadze, Art Director
B.F.A., Parsons School of Design
gmatnadze@asa.edu

Veronica Ost, Graphic Designer
B.S., State University of National Economy, Belarus
vost@asa.edu

ATB STUDENT SERVICES DEPARTMENT

Edna Spencer, Director, ATB Student Services
M.S., Long Island University, B.A., College of New Rochelle
espencer@asa.edu
**Office of Institutional Research**

Martin Sandler, Dean of Assessment  
Ph.D., M.A., New York University;  
B.A. Hunter College, CUNY  
msandler@asa.edu

Svetlana Morozova, System Analyst  
smorozova@asa.edu

Denis Dyshko, Coordinator  
M.S., Rostov State University, Russia  
ddyshko@asa.edu

**Division of Arts and Sciences**

Helen Polynsky, Chairperson  
M.A., Adelphi University;  
M.A., Leningrad State Pedagogical Institute, Russia  
hpolynsky@asa.edu

Lizhi Zhu, Assistant Chairperson, Manhattan Extension Center  
M.A., Beijing Foreign Studies, China;  
B.A. Luoyang Foreign Languages Institute, China  
lzhu@asa.edu

Anna Andrade Bartheldes, Coordinator  
aandrade@asa.edu

Lyudmila Dragushanskaya, ESL Coordinator  
M.A., Adelphi University;  
B.A., Leningrad State Pedagogical Institute, Russia  
mdragush@asa.edu

Leonid Milman, Evening Coordinator  
B.S. in Accounting  
milman@asa.edu

Eva Nemtson, Coordinator, Manhattan Extension Center  
B.A. in English, Leningrad State Pedagogical Institute, Russia  
enemtson@asa.edu

Ingrid Tenorio, Receptionist  
itenorio@asa.edu

**Division of Business**

Edward Kufuor, Chairperson  
M.B.A., New York Institute of Technology;  
B.S., Norfolk State University  
ekfuoro@asa.edu

Nelson Galindo, Faculty Director, Manhattan Campus  
B.S., Touro College  
galindo@asa.edu

**Division of Computer Technology**

Tatyana Feofilaktova, Coordinator  
M.B.S., Rostov-on-Don Institute of Economics, Russia  
tfeofilaktova@asa.edu

Michael Seryy, Computer Programming Lab Coordinator  
B.A., Rostov State University, Russia  
mseryy@asa.edu

Kirsten Stallworth, Administrative Assistant  
A.O.S., ASA Institute  
kstallworth@asa.edu

**Division of Core Competencies**

Cynthia Palmer, Chairperson  
M.L.S., Pratt Institute, NY;  
B.S., Fashion Institute of Technology (SUNY)  
ypalmer@asa.edu

Bridget Udeh-Kitenge, Adjunct Instructor  
A.O.S., ASA Institute  
budeh@asa.edu

**Division of Criminal Justice**

Oscar Odom III, Chairperson  
J.D., City University of New York School of Law;  
B.S., John Jay College of Criminal Justice  
oodom@asa.edu

John Grant, Assistant Chairperson  
J.D., New England School of Law;  
B.S., Fordham College  
jgrant@asa.edu

Minire Seferaj, Administrative Assistant  
A.O.S., ASA Institute  
mseferaj@asa.edu
DIVISION OF HEALTH DISCIPLINES

Marlene Hollick, Dean, Health Disciplines  
Ed.D. Nova Southeastern University;  
M.A., M.P.H., New York University;  
B.S., Brooklyn College  
mhollick@asa.edu

Henry Gomez, Associate Professor and Assistant Chair  
M.D., Universidad Del Norte, Colombia  
hgomez@asa.edu

Christine Alexander, Allied Health Lab Coordinator  
A.O.S., ASA Institute  
alechr@asa.edu

Isabel Morla, Lab Assistant  
A.O.S., ASA Institute  
imorla@asa.edu

Karen Marcelle Rosales, Allied Health Lab Coordinator  
A.O.S., ASA Institute  
kcox@asa.edu

Sophia Dzburinsky, Medical Lab Coordinator  
A.S., Vinnytsa Nursing Junior College, Ukraine;  
Diploma, Syrit Computer School Systems  
sdzburinsky@asa.edu

Yevgenya Shpigel, Coordinator  
M.S., Kiev State University, Ukraine  
yshpigel@asa.edu

Rubie Liz Lacen, Administrative Assistant  
A.O.S., ASA Institute  
rlacen@asa.edu

Shanti Santos, Coordinator  
A.O.S., ASA Institute  
ssantos@asa.edu

LIBRARY

Anne Swain, Library Director  
M.L.S., Drexel University;  
M.Sc., London School of Economics;  
B.A., Pennsylvania State University  
aswain@asa.edu

Eduardo Purisima, Associate Library Director  
M.L.S., Queens College, CUNY;  
M.A., New York University;  
B.A., University of Santo Tomas, Philippines  
epurisima@asa.edu

Patricia Hollander, Information Literacy Coordinator  
M.L.S., University at Albany, SUNY;  
B.L.S., Skidmore College  
phollander@asa.edu

Linda Perahia, Librarian at Manhattan Campus  
M.L.S., Queens College, CUNY;  
B.A., Lehman College, CUNY  
lperahia@asa.edu

Ted Bloom, Librarian, Brooklyn Campus  
M.L.S., Queens College, CUNY;  
M.S.Ed., SUNY;  
B.A., SUNY  
tbloom@asa.edu

Lymon Smith, Evening Librarian, Manhattan Campus  
M.S.L.I.S., Pratt Institute;  
M.S., College of New Rochelle;  
B.A., Rutgers University  
lsmith@asa.edu

Ralph Soto, Weekend Librarian, Brooklyn Campus  
M.L.I.S., Long Island University;  
B.S., Iona College  
rzoto@asa.edu

James Silverberg, Weekend Librarian, Manhattan Campus  
M.L.S., Queens College, CUNY;  
B.A., Empire State College, SUNY  
jsilverberg@asa.edu

Zaakea Al-Barati, Librarian, Manhattan Campus  
M.S., Pratt Institute;  
B.A., Hunter College  
zalbarati@asa.edu

Robert Kayton, Librarian  
M.S., Baruch College  
rkayton@asa.edu

Victoria Luther, Weekend Librarian, Manhattan Campus  
vluther@asa.edu

DISTANCE LEARNING DEPARTMENT

Amit Bhaiya, Director for Distance Learning  
M.S., Stevens Institute of Technology;  
B.S., New Jersey Institute of Technology  
abhaiya@asa.edu

Joseph Lathan, Manager  
jlathan@asa.edu
CONTINUING EDUCATION DEPARTMENT

Khagai Agaev, Coordinator
R.N. Certification Course, Israel
kagaev@asa.edu

Natalya Levina, Coordinator
nlevin@asa.edu

WRITING CENTER

Martin Hyatt, Writing Center Coordinator
M.F.A. and B.A., Eugene Lang College, New School
mhyatt@asa.edu

LEARNING CENTER

Lucretia Ursu, Learning Center Coordinator
A.O.S., ASA Institute
lursu@asa.edu

Elena Akbachaeva, Learning Center Coordinator, Manhattan
A.O.S., ASA Institute
eakbachaeva@asa.edu

OFFICE OF STUDENT ADVISEMENT

Derek Jackson, Dean of Student Services
M.A., Teachers College, Columbia University;
B.A., John Jay College, City University of New York
djackson@asa.edu

Tatyana Kryzhanovskaya, Director, Student Advisement
M.A. in Education, Lvov State University, Ukraine
tkryzhanovskaya@asa.edu

Maebyrd Sanchez, Coordinator
A.O.S., ASA Institute
maesanchez@asa.edu

Inga Dumpiene, Student Advisor
A.O.S., ASA Institute
idumpiene@asa.edu

Elsa Guzman, Student Advisor
A.O.S., ASA Institute
eguzman@asa.edu

Yong Yi (Judy) Huang, Student Advisor
A.O.S., ASA Institute
judy_huang@asa.edu

Patricia Peeples-Livingston, Student Advisor
Certificate, ASA Institute
plivingston@asa.edu

Rashida Allard-Richards, Student Advisor
A.A.S. ASA Institute
rallard@asa.edu

Calysha Rennie, Student Advisor
A.O.S. ASA Institute
crennie@asa.edu

Sandra Lozano, Student Advisor
B.S., St. Joseph’s College,
A.O.S., ASA Institute
slozano@asa.edu

Jing Ying Ni, Student Advisor
A.O.S., ASA Institute
jni@asa.edu

Tawana Thorne, Student Advisor
A.O.S., ASA Institute
tthorne@asa.edu

Amenah Alexander, Student Advisor
A.O.S., ASA Institute
aalexander@asa.edu

Judy Cao, Student Advisor
A.O.S. ASA Institute
jcao@asa.edu

Vicenta Castillo Medina, Student Advisor
A.O.S. ASA Institute
vmedina@asa.edu

Shameika Edwards, Student Advisor
smedwards@asa.edu

Lisa Feliciano, Student Adviser
A.O.S., ASA Institute
lfeliciano@asa.edu

Maria Minaya, Student Advisor
A.O.S., ASA Institute
mmayana@asa.edu

Angela Rosado, Student Advisor
A.A.S. ASA Institute
rosado@asa.edu

Mary Beyderman, Social Worker
B.A., Kiev University, Ukraine
mbeyderman@asa.edu

Maria Tezanos, Receptionist
A.O.S., ASA Institute
mtezanos@asa.edu
Paula Bermudez, Student Advisor  
A.A.S., ASA Institute  
pbermuder@asa.edu

Janet LoBianco, Student Advisor  
A.O.S., ASA Institute  
jlobianco@asa.edu

TESTING OFFICE
Victoria Yakovenko, Coordinator  
B.A., Uzhgorod University, Ukraine  
vyakovenko@asa.edu

Jian Zhou, Administrator, Prometric Testing Center  
A.O.S., ASA Institute  
jianzhou@asa.edu

Jose Ortiz, Proctor, Manhattan  
A.O.S., ASA Institute  
jortiz@asa.edu

Grigoriy Zhivotovskiy, Proctor  
Diploma, Mogilov Institute, Russia  
gzhivotovskiy@asa.edu

Holly Cheng, Proctor  
A.O.S., ASA Institute  
hollycheng@asa.edu

ATHLETICS DEPARTMENT
Kenneth Wilcox, Athletic Director/Head Basketball Coach  
B.A., Manhattan College  
coachwilcox@asa.edu

Timothy Slakas, Sports Information Director  
B.S., Nazareth College  
slakas@asa.edu

Devonne Martinez, Assistant Men’s Basketball Coach  
coachmartinez@asa.edu

Stephen Bernath, Associate Athletic Director  
M.A. and B.A., Binghamton University  
B.A., Barnard College of Colombia University  
coachrevell@asa.edu

John Bolt, Assistant Football Coach  
B.A., University of Albany  
coachbolt@asa.edu

Richard Bowie, Head Women’s Tennis Coach  
coachbowie@asa.edu

Francisco Perez, Head Baseball Coach  
coachperez@asa.edu

Marshall Shimasaki, Assistant Baseball Coach  
B.A., Miami University, Florida  
shimasaki@asa.edu

Rashid Darrisaw, Coach  
coachdarrisaw@asa.edu

Joseph Fenelon, Coach  
B.A., University at Albany  
coachfenelon@asa.edu

Dennis Orlando Sr., Coach  
dorlando@asa.edu

Lamar Carter, Assistant Director  
B.A., Rutgers College  
coachcarter@asa.edu

Vicent Daniels, Coach  
coachdaniels@asa.edu

Michael Grudge, Coach  
coachmgrudge@asa.edu

Villiam Hill, Coordinator  
coachhill@asa.edu

Damin Jones, Coordinator  
djones@asa.edu

Christopher Mills, Coach  
B.A., St. Francis College  
coachmills@asa.edu

Andrew Moore, High School Recruiter  
amoore@asa.edu

Wayne Martin, Director  
coachmartin@asa.edu

Adrienne Green, Assistant Coach  
coachgreen@asa.edu

DORMITORY
Klevi Hoxha, Director  
khoxha@asa.edu

Krzyzstof Adamek, Super Attendant  
kadamek@asa.edu

Alicja Adamek, House Keeper
# DIVISION OF ARTS AND SCIENCES

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Education Details</th>
</tr>
</thead>
</table>
| Ahsan, Monawar | Instructor             | MBA (Management Information Systems) - St. Peter’s College (1998)  
|               |                        | BS (Electronics Engineering) - University of Mysore, India  
|               |                        | (1980)            |
| Allen, Ashleigh| Instructor            | MFA (Creative Writing) - The New School (2010)  
|               |                        | BA (Art History) - Queen’s College, Canada (2006)  |
| Begume, Lutfun | Assistant Professor    | MS (Mathematics) - Western Illinois University (2002)  
|               |                        | BS (Mathematics) - Dhaka University, Bangladesh (1993) |
| Bejko, Nevila  | Instructor             | MA (Economy / Accounting) - Brooklyn College (CUNY) (2009)  
|               |                        | BS (Business Management / Administration / Accounting) -  
|               |                        | Touro College (2003)  
|               |                        | BS (Mechanical Engineering) - Polytechnic University of  
|               |                        | Tirane, Albania (1987)  
|               |                        | AS (Business Management / Administration / Accounting) -  
|               |                        | Touro College (2003)  |
| Berglund, Roy  | Instructor             | BS (Mathematics) - Polytechnic Institute of Brooklyn (1972) |
| Bhaiya, Amit   | Instructor             | MS (Technology Management) - Stevens Institute of  
|               |                        | Technology (2008)  
|               |                        | BS (Computer Science) - New Jersey Institute of Technology  
|               |                        | (2002)            |
| Cain, Michael  | Instructor             | MFA (Creative Writing) - Adelphi University (2009)  
|               |                        | BA (Communications) - Augusta State University (1995) |
| Charbonneau, Natalya | Assistant Professor | MS (Child Education / Teaching Math 1-6) - Brooklyn College (CUNY) (2006)  
|               |                        | BA (Elementary Education) - Penza State Pedagogical  
|               |                        | University, Russia (1999) |
| Cotto, Andrew  | Assistant Professor    | MFA (Creative Writing) - The New School (2008)  
|               |                        | BA (English) - Lynchburg College (1991) |
| Delcheva, Margarita | Instructor       | MFA (Creative Writing) - New York University (2009)  
|               |                        | BA (Philosophy / English / Creative Writing) - Franklin &  
|               |                        | Marshall College (2007) |
| Demirbec, Maifer | Instructor         | PHD (Economic Cybernetics / Statistics) - Academy of  
|               |                        | Economic Studies in Bucharest, Romania (2033)  
|               |                        | MS (International Business) - Academy of Economic Studies  
|               |                        | in Bucharest, Romania (2004)  
|               |                        | BS (Planning / Economic Cybernetics) - Academy of  
| Djemil, Dhaya  | Instructor             | MBA (Management) - Keller Graduate School of  
|               |                        | Management (2007)  
|               |                        | BS (Mathematics) - Brooklyn College (CUNY) (2004) |
| Donovan, James | Instructor             | MFA (Creative Writing / Fiction) - Brooklyn College  
|               |                        | (CUNY) (2010)  
|               |                        | BS (English) - College at Oneonta (SUNY) (2005) |
| Dunn Ruiz, Elizabeth | Instructor | MFA (Creative Writing) - The New School (2010)  
|               |                        | BA (English) - Hunter College (CUNY) (1999) |
| Elashi, Noor  | Instructor             | MFA (Creative Writing) - The New School (2011)  
|               |                        | BA (News Writing / Editorial) - University of North Texas  
|               |                        | (2006)            |
| Ferguson, Robert | Instructor          | MAT (English) - Rhode Island College (1974)  
|               |                        | BA (English) - The Catholic University of America (1969) |
| Flanagan, Sheila | Instructor        | BA (English) - St. John’s University (1996) |
| Fortier, Cynthia | Instructor       | MS (Childhood Education / Teaching Math) - Brooklyn College (CUNY) (2006)  
|               |                        | BA (Advertising / Marketing) - Michigan State University  
|               |                        | (2001) |
| Fox, Bryan    | Instructor             | MA (European Studies) - Jagiellonian University in Krakow,  
|               |                        | Poland (2005)  
|               |                        | BA (Philosophy) - University of Melbourne, Australia  
|               |                        | (1998)            |

* Faculty Listing is accurate as of 11/10/2011.  
Faculty listing is updated regularly in the electronic version of ASA’s college catalog on [www.asa.edu](http://www.asa.edu)
Gregory, Barbara, Assistant Professor
MS (Special Education) - Hunter College (CUNY) (1997)
BA (English) - Hunter College (CUNY) (1992)

Hall, Angel, Instructor
PHD (Clinical Psychology) - Alliant International University (2009)
MA - (Educational Counseling) - California State University (2004)
BA - (Psychology) - California State University (2002)

Hurley, Frank, Instructor
MA (Sociology) - The New School (2010)
BS (Criminal Justice) - Pace University (2005)

Hyatt, Martin, Associate Professor
MFA (Creative Writing) - The New School (2000)
BA (Liberal Arts) - The New School (1996)

Islam, Md, Instructor
BS (Biology) - Medgar Evers College (CUNY) (1997)

Jacobs, Evan, Instructor
MFA (Creative Writing) - The New School (2009)
BA (Mathematics) - The University of Chicago (2003)

Joseph, Gloria, Instructor
MFA (Creative Writing) - The New School (2007)
BA (Journalism / Environmental Studies) - Indiana University (1979)

Kato, Nobuhiro, Instructor
MS (Mathematics) - Lehman College (CUNY) (1997)
BS (Electronic Engineering) - Tokyo Denki University, Japan (1974)

Keith, Thomas, Instructor
MFA (Acting) - Ohio University (1985)
BFA (Theater) - Ohio University (1982)

Kovalyuk, Aleksandr, Associate Professor
MS (Electrical Engineering) - Kyiv Polytechnic University, Ukraine (1968)
MS (Systems / Analysis / Optimal Decision - Making) - Kyiv National University, Ukraine (2002)

Kriessman, Michael, Associate Professor
MS (Physics) - Rostov State University, Russia (1977)

Kung, John, Instructor
MA (Childhood Education / Math) - Queens College (CUNY) - (2006)
BA (Math) - New York University (1974)

Labate, Frances, Instructor
MS (Secondary Education Math) - College of Staten Island (CUNY) (1977)
BA (Mathematics) - St. John's University (1970)

Lanzetta, Daniel, Instructor
MFA (Creative Writing) - The New School (2008)
BA (English) - University At Albany (SUNY) (2001)

Lawless, Amy, Instructor
MFA (Creative Writing) - The New School (2007)
BS (Journalism) - Boston University (1999)

Layson, Ma Aneli, Associate Professor
MA (English) - University of San Agustin, Philippines (1981)
BA (Liberal Arts) - University of San Agustin, Philippines (1971)

Ma, Brian, Instructor
MFA (Creative Writing) - New York University (2010)
BA (Philosophy) - The University of North Carolina At Chapel Hill (2008)

McPherson, Lorton, Instructor
MS (Middle Children Education Teaching Math) - Brooklyn College (CUNY) (2004)
BA (Accounting) - University of West Indies, Jamaica (2000)

Melhus-Barreno, Ryan, Instructor
MS (Adolescent Education / English) - Pace University (2008)
BA (English Language Arts) - Hunter College (CUNY) (2005)

Morrison, Cynthia, Instructor
MS (Math) - University of Cincinnati (1975)
BS - University of Dayton (1973)

Outlaw, Kofi, Instructor
MFA (Creative Writing) - The New School (2009)
BA (English Literature / English Writing) - University of Pittsburgh (2003)

Pease, Benjamin, Instructor
MFA (Writing / Poetry) - Columbia University (2009)
BFA (Writing / Literature / Publishing) - Emerson College (2007)

Peng, Sheng, Instructor
MFA (Creative Writing) - The New School (2010)
BA (Creative Studies) - University of California (2005)

Polynsky, Helen, Department Chair
MA (TESOL) - Adelphi University (1996)

* Faculty Listing is accurate as of 11/10/2011.
Faculty listing is updated regularly in the electronic version of ASA's college catalog on www.asa.edu
Portnov, Gregory, Instructor
MS (Mathematics) - Odessa State University, Ukraine (1965)

Powers, Michael, Instructor
MFA (Creative Writing) - University of Houston (2008)
BA (English / Creative Writing) - University of Houston (2004)

Ramsay, Ann-Marie, Instructor
MA (Organizational Psychology) - Alliant International University (2001)
BA - The City College of New York (1998)

Reich, Adam, Instructor
MA (English / Creative Writing) - Temple University (2005)
BA (English / Philosophy) - University of Massachusetts (1998)

Ressler, Eileen, Associate Professor
MFA (Creative Writing) - Brooklyn College (CUNY) (1986)
BA (Literature Writing) - Empire State College (SUNY) (1984)

Riggio, Stephanie, Instructor
MFA (Creative Writing) - The New School (2010)
BA (Art History) - Columbia University (2006)

Roselli, Anthony Greig, Instructor
MA (English) - Southeastern Louisiana University (2009)
BA (Philosophy / Liberal Arts) - Saint Joseph Seminary College (2002)

Sina, Skender, Instructor
MS (Mathematics) - University of Tirane, Albania (1996)

Thompson, Charles, Instructor
MS (Elementary Education / Math) - Brooklyn College (CUNY) (2004)
BA (Telecom Technology) - New York City College of Technology (2000)

Thompson, Karen, Instructor
MS (Social Work) - Rutgers The State University of New Jersey (2009)
BS (Sociology) - College at Old Westbury (SUNY) (1991)

Ventouras, Maria, Instructor
MA (Psychology) - Adelphi University (2001)
BA - Hofstra University (1991)

Weaver, Damien, Instructor
MA (American Studies) - New York University (2011)
MFA (Creative Writing) - The New School (2009)
BA (American Studies) - Texas A & M University (2002)

Yu, Dongmei, Instructor
MS (Electrical Engineering) - The City College of New York (2004)
BS (Communication) - Chengdu Institute of Radio Engineering, China (1982)

Zhu, Lizhi, Assistant Chairperson
MA (American Studies) - Beijing Foreign Studies, China (1989)
BA (English) - Luoyang Foreign Languages Institute, China (1984)

Zornoza, Andrew, Instructor
MFA (Creative Writing) - The New School (2007)
BA (English) - Princeton University (1997)

DIVISION OF ARTS AND SCIENCES
(ENGLISH AS A SECOND LANGUAGE)

Akulich, Helen, Instructor
MLS - Queens College (CUNY) (1985)
BA (English / French) - State Pedagogical Institute, Leningrad, Russia (1975)

Andolfo, Thomas, Instructor
MA (Urban Education / English As Second Language) - New Jersey City University (2010)
BA (English Literature) - New Jersey City University (2007)

Andrade-Barteldes, Anna, Coordinator
MA (Creative Writing) - City University of New York (2004)
BA (Foreign Language Education / English / Portuguese) - Universidade Estadual do Ceara, Brazil (1999)

Andrade-Barteldes, Ernest, Instructor
BA (Foreign Language Education / English / Portuguese) - Universidade Estadual do Ceara, Brazil (2000)

Babouchkina, Natalia, Instructor
MA (Education / Linguistics) - Russian States Pedagogical University, Russia (1997)
BA (English) - Russian State Pedagogical University, Russia (1995)

Baird, Ellen, Instructor
MA (TESOL) - Teachers College Columbia University (2009)
BA - University of California, Berkeley (1990)

Battista, Joseph, Instructor
BA (Philosophy) - Montclair University (2000)

Bentsen, Henry, Instructor
BA (English) - College of Staten Island (CUNY) (1973)

---

* Faculty Listing is accurate as of 11/10/2011.
Faculty listing is updated regularly in the electronic version of ASA's college catalog on www.asa.edu
Black, April, Instructor  
MFA (Theater Arts) - Rutgers University (1995)  
BS (Theater Art) - Southern Utah University (1991)

Buscemi, Diane, Instructor  
MS (Education) - Bank Street College of Education (1978)  
BA - City University of New York (1973)

Caccavo, Christopher, Instructor  
MA (Secondary Education / English Education) - Temple University (2002)  
BA (English) - Molloy College (1993)

Capusan, Salvatore, Instructor  
BA (English / German) - University of Babes Balyai, Romania (1973)

Chan, Harvey, Instructor  
MA (Applied Linguistics) - Boston University (2010)  
BA - The City University of New York (CUNY) (2006)

Chicklas, Rena, Instructor  
MA (TESOL) - Monterey Institute of International Studies (2001)  
BA (Russian / Linguistics) - Dartmouth College (1998)

Chubaryov, Igor, Instructor  
MA (French) - Hunter College (CUNY) (2007)  
BA (English / German) - Tambov State University, Russia (1987)

Demeo, Michael, Instructor  
MA (TESOL) - Adelphi University (1995)  
BS (Hotel / Restaurant / Travel Administration) - University of Massachusetts (1989)

Domathoti, Anthony, Instructor  
MA (Applied Linguistics) - University of Hyderabad, India (1993)  
BA (Liberal Arts) - Osmania University, India (1991)

Dragushanskaya, Lyudmila, Associate Professor  
MA (TESOL) - Adelphi University (2003)  
BA (English / German) - Leningrad State Pedagogical Institute, Russia (1976)

Gano, Jeffrey, Assistant Professor  
MA (TESOL) - West Chester University (2003)  
BA (English) - Temple University (1995)

Ge, Qian Hua, Instructor  
MA (English) - Rochester University (2010)  
BA (History / English) - Pace University (2003)

Gilhooley, Steven, Instructor  
MA (English) - College of Staten Island (CUNY) (2000)  
BA (English) - Wagner College (1986)

Horak, Radim, Instructor  
MA (TESOL) - Hunter College (CUNY) (2008)  
BA (German Studies) - Vassar College (1996)

Kharenko, Valentina, Instructor  
MS (English / German) - Kyiv State Pedagogical Institute for Foreign Languages, Ukraine (1976)

Levy, Melissa, Instructor  
MA (TESOL) - Hunter College (CUNY) (2006)  
BA (Russian) - Wesleyan University (1994)

Liu, Li-Lei, Instructor  
MS (TESOL) - Pittsburg State University (2003)

Lugo, Wilfredo, Instructor  
MS (Education) - Long Island University (2003)  
BS (Organizational Management) - Mercy College (2001)

Menendez, William, Instructor  
MA (TESOL) - Hunter College (CUNY) (2010)  
BA (Sociology) - Wagner College (1976)

Nemtson, Eva, Coordinator  
BA (English / German) - Leningrad State Pedagogical Institute, Russia (1971)

Ortiz, Vicenta, Instructor  
BA (Liberal Arts / Education) - University of Santo Tomas, Philippines (1970)

Pagieva, Olga, Instructor  
PHD (Philology) - Moscow State University, Russia (1987)  
MA (English / General Teaching) - Southern Russia Linguistics University, Russia (1984)

Portnov, Valentina, Instructor  
MA (TESOL) - Hunter College (CUNY) (2006)  
BA (English) - Hunter College (CUNY) (2004)

Saczuk, Dariusz, Instructor  
MA (TESOL) - Hunter College (CUNY) (2011)  
BA (English) - Marie Curie-Sklodoska University, Poland (1998)

Salimov, Miryam, Assistant Professor  
MA (English / French) - Moscow State Pedagogical Institute, Russia (1982)

Saratchilova, Svetlana, Instructor  
MA / BA (Russian Languages / Literature) - Cyril And Methodii University of Veliko, Bulgaria (1984)

* Faculty Listing is accurate as of 11/10/2011.  
Faculty listing is updated regularly in the electronic version of ASA's college catalog on [www.asa.edu](http://www.asa.edu)
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yablon, Michael</td>
<td>Instructor</td>
<td>MS (Technology Management) - Stony Brook University (SUNY) (1997)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BA (Elementary Education N-6 / English 7-9) - State University At Cortland (SUNY) (1988)</td>
</tr>
<tr>
<td>Youngelson, Alan</td>
<td>Assistant Professor</td>
<td>MS / BA (English) University of Latvia, Latvia (1976)</td>
</tr>
<tr>
<td>Zharov, Viktor</td>
<td>Instructor</td>
<td>MA / BA (French / English) - Kharkiv National University, Ukraine (1989)</td>
</tr>
<tr>
<td>Zhylina, Iryna</td>
<td>Instructor</td>
<td>MA (Education) - Minsk State Pedagogical Institute of Foreign Languages, Belarus (1988)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BA (English / French) - Minsk Pedagogical Institute of Foreign Languages, Belarus (1974)</td>
</tr>
<tr>
<td>Abdulrahman</td>
<td>Professor</td>
<td>MBA - Columbia University (1977)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BBA - Baruch College (CUNY) (1975)</td>
</tr>
<tr>
<td>Adeleke, Allan</td>
<td>Instructor</td>
<td>MS (Administration) - Metropolitan College of New York (2002)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LLM (Law) - King’s College, University of London, UK (1976)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LLB (Law) - University of Ife, Nigeria (1971)</td>
</tr>
<tr>
<td>Aiello, Charles</td>
<td>Instructor</td>
<td>MBA (Accounting) - Iona College (1981)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BA (Mathematics) - Iona College (1972)</td>
</tr>
<tr>
<td>Al Barghouthi, Naser</td>
<td>Instructor</td>
<td>MBA (Risk Management) - St. Peter’s College (2011)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS (Accountancy) - St. Peter’s College (2007)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BA (Accounting) - Birziet University, Israel (1989)</td>
</tr>
<tr>
<td>Alexander, Carol</td>
<td>Instructor</td>
<td>MS (Organizational Leadership) - Mercey College (2006)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BS (Business Administration / Management) - Mercey College (2005)</td>
</tr>
<tr>
<td>Apo, Alicia</td>
<td>Instructor</td>
<td>BS (Food Service Administration) - Philippine Woman’s University (1973)</td>
</tr>
<tr>
<td>Ashley, Ebenezer</td>
<td>Instructor</td>
<td>MBA (Accounting / Finance) - Keller Graduate School of Management (2009)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BA (French / Sociology) - Kwame Nkrumah University of Science and Technology, Ghana (2003)</td>
</tr>
</tbody>
</table>

*Faculty Listing is accurate as of 11/10/2011.*

Faculty listing is updated regularly in the electronic version of ASA’s college catalog on [www.asa.edu](http://www.asa.edu)
Glus, Virginia, Instructor
BS (Hotel and Restaurant Management) - University of San Jose - Ricoletos, Philippines (1981)

Hechavarria, Ruth, Instructor
MS (Business Education) - Baruch College (CUNY) (1997)
BS (Business) - Baruch College (CUNY) (1994)

Holland, Stephanie, Instructor
MBA (Global Management) - University of Phoenix (2001)
BA (Human Resources) - Concordia University (1995)

Jeffers, Keziah, Instructor
MS (Tax Accounting) - Long Island University (1986)
BS (Accounting) - Hunter College (CUNY) (1981)

Joarder, Mahbubul, Associate Professor
PHD (Law / Political Science) Islamic University, Bangladesh (2000)
LLM (Corporate Law) - New York University (2002)
LLM - University of Dhaka, Bangladesh (1984)
LLM - University of London, UK (1986)

Kennedy, Michell, Instructor
MBA (Management) - Keller Graduate School of Management (2009)
BBA (Accounting) - Berkeley College (2001)

Kufuor, Edward, Department Chair
MBA - New York Institute of Technology (1985)
BS (Accounting) - Norfolk State University (1981)

Liu, Min, Instructor
MBA - University of Illinois (2003)

Lovell, Judith, Instructor
MS (Administration) - Metropolitan College of New York (1996)
BA (Urban Studies) - Brooklyn College (CUNY) (1984)

McKoy, Tony, Instructor
MBA (Management) - Monroe College (2009)
BS (Management / Finance / Economics) - Brooklyn College (CUNY) (2007)

Miele, Rudolph, Instructor
MS (Accounting) - Pace University (1987)
BA (Economics) - St. Francis College (1984)

Morvey, Daniel, Instructor
PHD (Economics) - Clemson University (1994)
MS (Agricultural Economics) - Clemson University (1986)
BS (Agriculture) - University of Ghana, Ghana (1977)

Onda, Asuquo, Instructor
PHD (Higher Education) - New York University (1990)
MBA - Adelphi University (1982)
BS (Business Administration / Marketing) - New York Institute of Technology (1980)

Pedote, Andrew, Instructor
MBA (Executive MBA) - Baruch College (CUNY) (2005)
BS (Criminal Justice) - St. John’s University (1995)

Rawana, Devindranauth, Instructor
PHD (Economics) - McMaster University, Canada (1987)
MA (Economics) - York University, Canada (1981)
BA (Economics) - York University, Canada (1980)

Riley, Cheryl, Instructor
MS (Organizational Leadership) - Mercy College (2003)
BBA (Business) - Metropolitan College of New York (2002)

Rugelis, Robert, Instructor
MBA (Investment Management) - Pace University (2008)
BS (Business Administration) - Alfred University (2003)

Sarmiento, Maria Lita, Instructor
MBA (International Business) - St. Peter’s College (2008)
BA (Business Administration) - Trinity College of Quezon City, Philippines (1980)

Sheppard, Veronderlette, Instructor
MBA - Adelphi University (1982)
BBA - George Washington University (1972)

Thompson, Diana, Instructor
JD - Fordham University (1993)
MS (Early Childhood Education) - Brooklyn College (CUNY) (1989)
BA (Psychology) - Columbia University (1979)
AAS (Marketing) - Fashion Institute of Technology (1981)

Valerio, Priscila, Instructor
MBA - University of the East, Philippines (1975)
BS (Accounting) - Far Eastern University, Philippines (1964)

Williams, Mark, Instructor
MBA (Management) - Monroe College (2009)
BA (Accounting) - Lehman College (CUNY) (2000)
Xiao, Jian, Instructor
MBA (Finance / Investment) - Baruch College (CUNY) (1997)
BBA (Accounting Public) - Baruch College (CUNY) (1992)

Cattaneo, Stephen, Instructor
MS (networked Information Systems) - Stevens Institute of Technology (2011)
BS (Computer Engineering Technology) - Stevens Institute of Technology (2002)

Cross, Brian, Instructor
MA (Social Studies / Teaching 7-) - Brooklyn College (CUNY) (2010)
BS (Computer Science) - Long Island University (2002)

Davy, Bryan, Instructor
EDD (Education) - Suffield University (2005)
MS (Instructional Technology) - New York Institute of Technology (1999)
BT (Systems Technology / Management) - Peru State College (1986)
AAS (Management Information Systems) - Air University Community College of The Air Force (1984)

Ezemma, Ambrose, Instructor
MS (Telecommunication / Information Management) - Polytechnic Institute of New York University (2004)
BS (Management) - Touro College (1990)

Feofilaktova, Tatyana, Coordinator
MS (Computer Information Processing) - Rostov-on-Don Institute of Economics, Russia (1987)

Frazier, April, Instructor
MS (Computer Science) - Long Island University (2010)
BS (Information Systems) - York College (CUNY) (2003)

Gathers, Vivian, Instructor
BBA (Computer Information Systems) - Baruch College (CUNY) (1986)

Gomez-Hurtado, Pompilio, Instructor
MS (Information Systems) - Pace University (2000)
BS (Computer Science / Business) - Long Island University (1989)

Holder, Marlon, Instructor
MS (Information Technology Management) - Touro University (2007)
BT (Computer-Systems) - Globe Institute of Technology (2004)

Iqbal, Abdur, Assistant Professor
MS (Management Information Systems) - Strayer University (2006)
BS (Aero. Technology) - College of Aeronautics (1995)

* Faculty Listing is accurate as of 11/10/2011.
Faculty listing is updated regularly in the electronic version of ASA's college catalog on www.asa.edu
Jinna, Uma, Instructor
MS (Computer Science) - Jackson State University (1987)

Jones, Wanda, Instructor
MS (Educational Technology) - Iona College (2001)
BS (Business Education) - Norfolk State University (1999)

Kaplansky, Lazar, Instructor
MS (Engineering) - Belarus Polytechnic Institute, Belarus (1974)

Kassavin, Julius, Instructor
MS (Computer Science) - Columbia University (1982)
MS (Electrical Engineering) - Leningrad Mechanical Institute, Russia (1971)

Kenigsberg, Matthew, Instructor
MFA (Interactive Design / Game Development) - Savannah College of Art and Design (2006)
BA (Fine Arts) - Fairleigh Dickinson University (2000)

Khazhinsky, Yan, Instructor
MS (Mechanical Engineering) - Odessa Polytechnic Institute, Ukraine (1986)

Kleban, Maksim, Instructor
MS (Information Systems) - Brooklyn College (CUNY) (2008)
BS (Computer Information Science Software) - Brooklyn College (CUNY) (2005)

Larine, Victor, Instructor
MS (Engineering Physics) - Moscow Institute of Physics and Technology, Moscow (1990)

Maharjan, Hari, Assistant Professor
MS (Systems Engineering) - Tula State University, Russia (1995)

Mammen, John, Instructor
MS (Applied Computer Science) - Visveswaraiah Technological University, India (2007)
BS (Applied Computer Science) - Madurai Kamaraj University, India (2004)

Matnadze, Garri, Instructor
BFA (Communication Design) - Parsons School of Design (2001)

Matute, Wilson, Instructor
MS (Information Systems Management) - Keller Graduate School of Management (2010)
BA (Computer Science) - Hunter College (CUNY) (2003)

Mustafa, Shahed, Instructor
MS (Information Systems) - Stevens Institute of Technology (2001)
MS (Physics) - Idaho State University (1996)
BS (Physics) - Idaho State University (1993)

Nwoke, Obinna, Instructor
MBA (Technology / Management) - University of Phoenix (2005)
BT (Mainframe Computer Systems) - Globe Institute of Technology (2001)

Pascual, Anny, Instructor
MS (Database Systems) - Touro College (2010)
BS (Business Management / Administration / Data Communication) - Touro College (2005)
AS (Business Management / Administration / Data Communication) - Touro College (2003)

Patterson, Maurice, Instructor
BS (Computer Information Systems) - Medgar Evers College (CUNY) (1998)

Pyle, Paulette, Instructor
MS (Computer Science) - New York Institute of Technology (2003)
BA (Computer Science) - Hunter College (CUNY) (1995)

Rabinovich, Mark, Instructor
MS / BS (Physics / Teaching) - State University of Rostov, Russia (1978)

Rahman, Syed, Instructor
MA (Computer Information Science) - Brooklyn College (CUNY) (2001)

Shao, Lixin, Instructor
PHD (History) - University at Buffalo (SUNY) (1995)
MA (History) - University at Buffalo (SUNY) (1995)
MS (Computer Information Technology) - Central Connecticut State University (2003)
BA (History) - People’s University of China, China (1982)

Sharma, Chakra Pani, Assistant Professor
MS / BS (Telecommunications Engineering) - Tashkent Electrotechnical Institute of Communications, Uzbekistan (1997)

Tadros, Nabil, Instructor
BS (Computer Science) - New Jersey City University (1983)

Trofimova, Marianna, Instructor
MFA (Printmaking) - Pratt Institute (2007)
BFA (Computer Graphics) - Pratt Institute (1992)

* Faculty Listing is accurate as of 11/10/2011.
Faculty listing is updated regularly in the electronic version of ASA’s college catalog on [www.asa.edu](http://www.asa.edu)
Tsipenyuk, Anna, Instructor
MS (Mathematic / Computer Science) - Kyiv National University, Ukraine (1986)

Vidrak, Zoya, Assistant Professor
MS (Electrical Engineering) - Moscow Polytechnic University, Russia (1980)

Wong, Eugene, Assistant Professor
BS (Administration and Business) - Louisiana Tech University (1990)

Zibuts, Sofiya, Instructor
MS / BS (Mathematics) - Vilnius University, Lithuania (1976)

**DIVISION OF CORE COMPETENCIES**

Agoglia, Julia, Instructor
MS (Education) - Long Island University (1977)
BS (Education) - St. John’s University (1968)

Alvarez, Rafael, Instructor
MSED (Teacher of Students with Disabilities in Childhood Education) - Brooklyn College (CUNY) (2008)
BS (Special Education / Elementary) - Manhattan College (2001)

Atwood, Nathan, Instructor
BS (Speech Communication) - Portland State University (1988)
AGS (Speech) - Mt. Hood Community College (1985)

Gary, David, Instructor
MLS - Queens College (CUNY) (2011)
MPHIL (History) - The City University of New York (CUNY) (2009)
BA (History) - Gettysburg College (2000)

Goss, Deborah, Instructor
MLS - Queens College (CUNY) - 2009
MA (English Literature) - Hunter College (CUNY) (2007)
BA (Comparative Literature) - University of Massachusetts (1998)

Greechie, Steven, Instructor
MS (Library Science / Computer Science) - Long Island University (1999)
MBA (Marketing) - New York University (1984)
BA (English) - University of Massachusetts (1973)

Hollander, Patricia, Instructor
MLS (Library / Information Science) - University at Albany (SUNY) (1977)
BLS - Skidmore College (1975)

Kahn, Michael, Assistant Professor
MLS - Queens College (CUNY) (2010)
BA (History) - Brooklyn College (CUNY) (2006)

Kaminski, Toni, Instructor
MS (Library / Information Science) - Long Island University (2011)
BA (English) - Adelphi University (2009)

Lopez, Frederick, Instructor
MS (Library / Information Science) - Long Island University (2007)
BFA - College At Buffalo (SUNY) (2001)

Marquez, Norma, Instructor
MA (Administration / Supervision) - Colleges of the Republic, Philippines (1984)
BA (English as a Second Language) - Colleges of the Republic, Philippines (1965)

Maxwell, Edwin, Instructor
MLS - Queens College (CUNY) (2009)
BS (Business Administration) - Cheyney University of PA (2004)

Ortega, Orlando, Assistant Professor
MS (Education) - St. John’s University (1978)
BA - St. John’s University (1973)

Palmer, Cynthia, Department Chair
MS (Information / Literacy) - Pratt Institute (2003)
BS (Advertising / Marketing Communication) - Fashion Institute of Technology (1995)

Peralta, Manuel, Instructor
MA (Education) - University of Baguio, Philippines (1981)
BA (Social Science / English) - University of Baguio, Philippines (1975)

Pineda, Adoracion, Instructor
JD - Philippine Harvardian College, Philippines (1976)
EDD - (Teaching / Social Studies) - Cagayan de Oro College, Philippines (1983)
BA (Sociology) - Norte Dame University, Philippines (1971)

Polger, Mark, Instructor
MLS - University of Western Ontario, Canada (2000)
MA (Sociology) - University of Waterloo, Canada (2004)
BS (Edult Education) - Brock University, Canada (2009)
BA (Sociology) - Concordia University, Canada (1999)

* Faculty Listing is accurate as of 11/10/2011.
Faculty listing is updated regularly in the electronic version of ASA’s college catalog on [www.asa.edu](http://www.asa.edu)
Pollack, Pamela, Instructor  
MLS - Queens College (CUNY) (1971)  
BA (English) - Queens College (CUNY) (1969)

Roque, Wendy, Instructor  
MLS - Queens College (CUNY) (2009)  
BA (Theatre Arts) - Stony Brook (SUNY) (2002)

Rudder-Kilkenny, Lorna, Instructor  
MS (Library / Information) - Pratt Institute (1991)  
BA (History) - University of Guyana (1977)

Schutzman, Laura, Instructor  
MS (Library / Information) - Pratt Institute (2010)  
BA - Yeshiva University (2008)

Tablante, Albert, Assistant Professor  
MLS - Queens College (CUNY) (2008)  
BA (English / Philosophy) - University at Albany (SUNY) (1994)

Thomas Torrence, Wilhelmena, Instructor  
MS (Education / Reading Teacher) - The City College of New York (2004)  
BA (English Literature) - Baruch College (CUNY) (1999)

Udeh, Bridget, Instructor  
BS (Community Health / Human Services) - St. Joseph's College (2009)

Whitten, Swazette, Assistant Professor  
MBA (Management) - Stony Brook University (SUNY) (2007)  
BA (Theatre Arts) - Stony Brook University (SUNY) (2006)

DIVISION OF CRIMINAL JUSTICE

Alleyne, Wayne, Instructor  
JD - Brooklyn Law School (2002)  
BA (English) - York College (CUNY) (1997)

Applewhite, Andre, Instructor  
JD - Rutgers, The State University of New Jersey (1994)  
BA (Political Science) - Pace University (1989)

Augustine, Clyde, Instructor  
MA (Criminal Justice) - John Jay College of Criminal Justice (CUNY) (1983)  
BS (Criminal Justice Planning) - John Jay College of Criminal Justice (CUNY) (1980)

Barr, Charles, Instructor  
MS (Property Management) - John Jay College of Criminal Justice (CUNY) (2008)  
BA - John Jay College of Criminal Justice (CUNY) (1975)

Bennett, Darrell, Instructor  
BA (History) - Morehouse College (2007)

Diffley, John, Instructor  
JD - St. John's University (2006)  
BA (Philosophy / Economics) - Binghamton University (SUNY) (1994)

Drewal, Roger, Assistant Professor  
MA - John Jay College of Criminal Justice (CUNY) (1976)  
BA - John Jay College of Criminal Justice (CUNY) (1971)

Dwyer-Guillaume, Donna, Associate Professor  
JD (Law) - Howard University (1998)  
BA (Criminal Justice) - John Jay College of Criminal Justice (CUNY) (1992)

Estevez, Jose, Instructor  
MA (Human Resources Training / Development) - Seton Hall University (2005)  
BA (Political Science) - Lehman College (CUNY) (1984)

Gonzalez-Taylor, Yadhira, Instructor  
MA / BS (Criminal Justice) - John Jay College of Criminal Justice (CUNY) (1999)

Gramshi, Kastriot, Instructor  
MA (Political Science / Law) - Brooklyn College (CUNY) (2008)  
BA (Law) - Luigi Gurakuqi University of Shkoder, Albania (1997)

Grant, John, Assistant Chairperson  
JD - New England School of Law (1980)  
BA (History) - Fordham University (1975)

Gravelli, Vincent, Instructor  
MPA - Marist College (2006)  
BS (Criminal Justice) - John Jay College of Criminal Justice (CUNY) (1998)

Green, Candi, Instructor  
MPA (Criminal Justice Policy / Administration) - John Jay College of Criminal Justice (CUNY) (2007)  
BA (Deviant Behavior / Social Control) - John Jay College of Criminal Justice (CUNY) (2002)

* Faculty Listing is accurate as of 11/10/2011.  
Faculty listing is updated regularly in the electronic version of ASA's college catalog on www.asa.edu
Greene, Abdula, Instructor
MA (Criminal Justice) - John Jay College of Criminal Justice (2000)
BS (Criminal Justice) - John Jay College of Criminal Justice (CUNY) (1995)

Harvey, Charmaine, Instructor
MPA (Human Resources Management) - John Jay College of Criminal Justice (CUNY) (2002)
BS (Criminal Justice) - John Jay College of Criminal Justice (CUNY) (1995)

Harvey, Erika, Instructor
MPA (Emergency / Disaster Management) - Metropolitan College of New York (2009)
BS (Business Management / Finance) - Brooklyn College (CUNY) (2007)

Howard-Barkley, Beelyn, Instructor
MS (Human Resources Management) - Long Island University (2007)
BS (Business Management) - Long Island University (2006)

James, Kevin, Instructor
JD - Cincinnati University (2004)
BS - The City University of New York (CUNY) (2001)
AAS - (Business Management) - Borough of Manhattan Community College (CUNY) (1999)

Jonas, Oscar, Instructor
MA (Political Science) - Long Island University (2003)
BA (Political Science) - Long Island University (2003)

Katsos, Barbara, Instructor
PHD - New York University (1988)
JD - CUNY School of Law (1996)
MA - New York University (1978)
BS (Elementary Education) - Finch College (1975)

Lepzelter, Adam, Instructor
JD - Hofstra University School of Law (2009)
BA (Criminal Justice) - University at Albany (SUNY) (2005)

Lloyd-Bey, Abdul, Instructor
JD - The City University of New York (CUNY) (2002)
BS (Liberal Studies) - Regents College (1993)

Lucky, Mary Susana, Instructor
MS (Organizational Leadership) - Mercy College (2005)
BA (Sociology) - University at Buffalo (SUNY) (2003)

McMillan, Bridgett, Instructor
JD (Law) - CUNY School of Law (1997)
BS - John Jay College of Criminal Justice (CUNY) (1993)

Mendieta, Humberto, Instructor
LLM (General Legal Studies) - Yashiva University (2008)
MPS (Urban Ministry) - Nyack College (2005)
BA (Law) - Colegio Mayor de Nuestra Senora del Rosario, Colombia (1994)

Odom, Oscar, Department Chair
JD - The City University of New York (1996)
BS (Correction Administration) - John Jay College of Criminal Justice (1983)

Pointdujour, Regine, Instructor
JD (Law) - Howard University (2010)
BS (Criminal Justice) - John Jay College of Criminal Justice (CUNY) (2007)

Semple, Darryl, Instructor
BS - John Jay College of Criminal Justice (CUNY) (1979)

Speer, David, Instructor
MA (Urban Studies) - Long Island University (1989)
BS (Economics) - College of Staten Island (CUNY) (1980)

Winter, Shaun, Instructor
MA (Political Science) - The Graduate School and University Center (CUNY) (1994)
BA (Politics) - New York University (1985)

Yisrael, Rav-Zuridan, Instructor
MA (Criminal Justice) - American Public University System (2008)
BS (Liberal Arts) - Excelsior College (2003)
AOS (Security Services / Management Enrollment) - Interboro Institute (1999)

DIVISION OF HEALTH DISCIPLINES

Afroz, Tania, Instructor
MD (Doctor of Medicine) - University of Dhaka, Bangladesh (1999)

Armanious, George, Instructor
MD (Doctor of Medicine) - Alexandria university, Egypt (1995)

Aslam, Komal, Instructor
BA (Botany) - University of Karachi, Pakistan (1988)

Ayoh, John, Instructor
MD (Doctor of Medicine) - Zagazig University, Egypt (2002)

* Faculty Listing is accurate as of 11/10/2011.
Faculty listing is updated regularly in the electronic version of ASA's college catalog on www.asa.edu
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Institution, Country and Year(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Azinge, Benjamin</td>
<td>Instructor</td>
<td>MD (Doctor of Medicine) - Universidad Iberoamericana, Dominican Republic (2000)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BS (Architectural Technology) - New York Institute of Technology (1990)</td>
</tr>
<tr>
<td>Bajwa, Mohammad</td>
<td>Instructor</td>
<td>PHD (Biochemistry / Soil Science) - University of Wales, United Kingdom (1977)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS (Biochemistry / Soil Science) - West Pakistan Agricultural University, Pakistan (1971)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS (Communications Technology) - Strayer University (2004)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BS (Agriculture) – West Pakistan Agricultural University, Pakistan (1966)</td>
</tr>
<tr>
<td>Barker, Harriette</td>
<td>Instructor</td>
<td>PHD (Human Services) - Capella university (2009)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS (Guidance and Counseling) - Long Island University (1984)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MPS (Gerontological Service Administration) - The New School (1987)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BS (Behavioral Science Communication / Mental Health) - New York Institute of Technology (1979)</td>
</tr>
<tr>
<td>Catriz, Myrna</td>
<td>Instructor</td>
<td>BBA - Polytechnic University of the Philippines (1974)</td>
</tr>
<tr>
<td>Christopher, Cheryl</td>
<td>Instructor</td>
<td>BS (Health Information Management) - State University of New York (SUNY) (1999)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AAS (Accountancy) - New York City College of Technology (1984)</td>
</tr>
<tr>
<td>Cohen, Marina</td>
<td>Instructor</td>
<td>MD (Doctor of Medicine) - Tbilisi State Medical Institute, Georgia (1987)</td>
</tr>
<tr>
<td>Cometa, Pastor</td>
<td>Assistant Professor</td>
<td>MD (Doctor of Medicine) - Southwestern University, Philippines (1974)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BS (Medical Sciences) - Southwestern University, Philippines (1969)</td>
</tr>
<tr>
<td>Daniels, Raymond</td>
<td>Instructor</td>
<td>MA (Rehabilitation Counseling) - New York University (2002)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BS (Information Systems / Studies in Counseling) - Empire State College (SUNY) (1999)</td>
</tr>
<tr>
<td>Del Valle, Nelia</td>
<td>Instructor</td>
<td>MD (Doctor of Medicine) - University of Santo Thomas, Philippines (1978)</td>
</tr>
<tr>
<td>Dosado, Maria</td>
<td>Instructor</td>
<td>BA (English) - State College of Aeronautics, Philippines (1991)</td>
</tr>
<tr>
<td>Ferst, Kenneth</td>
<td>Instructor</td>
<td>BS - Columbia University (1972)</td>
</tr>
<tr>
<td>Francis, Sophie</td>
<td>Instructor</td>
<td>MBA (Tourism / Travel Administration) - University of New Haven (1995)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BA (Business Administration) - University of West Indies, Barbados (1991)</td>
</tr>
<tr>
<td>Gaonkar, Rashmi</td>
<td>Instructor</td>
<td>BS (Chemistry) - Karnataka University, India (1989)</td>
</tr>
<tr>
<td>Garcia, Joshua</td>
<td>Instructor</td>
<td>MBA (Management) - Monroe College (2010)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BBA (Health Services Administration) - Monroe college (2008)</td>
</tr>
<tr>
<td>Genon, Dom</td>
<td>Instructor</td>
<td>MBA - Pace University (1995)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BS (Engineering / Chemical) - Pratt Institute (1984)</td>
</tr>
<tr>
<td>Giri, Shekhar</td>
<td>Instructor</td>
<td>MD (Doctor of Medicine) - Patna University, India (1990)</td>
</tr>
<tr>
<td>Gomez, Henry</td>
<td>Assistant Chairperson</td>
<td>MD (Doctor of Medicine) - University of the North, Colombia (1987)</td>
</tr>
<tr>
<td>Grager, Victoria</td>
<td>Instructor</td>
<td>BS (Computer Information Science Software) - Brooklyn College (CUNY) (2001)</td>
</tr>
<tr>
<td>Gromova, Elena</td>
<td>Assistant Professor</td>
<td>MS (Clinical Psychology) - Lomonosov Moscow State University, Russia (2006)</td>
</tr>
<tr>
<td>Hasan, Md Masud</td>
<td>Instructor</td>
<td>MD (Doctor of Medicine) - University of Dhaka, Bangladesh (1995)</td>
</tr>
<tr>
<td>Holder, Isil</td>
<td>Instructor</td>
<td>MS (Health Services Administration) - Central Michigan University (2005)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BS (Health Administration) - St. Joseph's College (2003)</td>
</tr>
<tr>
<td>Hood, Nathaniel</td>
<td>Instructor</td>
<td>MS (Childhood Education) - Mercy College (2006)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BS (Psychology) - Mercy College (2004)</td>
</tr>
<tr>
<td>Husain, Muhammad</td>
<td>Instructor</td>
<td>MD (Doctor of Medicine) - University of Dhaka, Bangladesh (1995)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS (Public Health) - Sheikh Mujib Medical University, Bangladesh (2001)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS (Health Care Administration) - Nagoya University, Japan (2007)</td>
</tr>
</tbody>
</table>

* Faculty Listing is accurate as of 11/10/2011.
Faculty listing is updated regularly in the electronic version of ASA's college catalog on [www.asa.edu](http://www.asa.edu)
Ingrassia, John, Assistant Professor
MS (Health Education) - Hofstra University (2003)
BS (Health Administration) - St. Joseph’s College (2000)

Ivy, Gwendolyn, Instructor
MPH (Community Health) - Hunter College (CUNY) (1993)
BS (Nursing) - Lehman College (CUNY) (1985)

Jain, Sanjay Kumar, Associate Professor
MD (Doctor of Medicine) - University of Manipur, India (1987)
MS (Medical Sciences) - Moscow Regional Clinical Research Institute, Russia (1994)

Jamali, MD M, Instructor
MD (Doctor of Medicine) - University of Dhaka, Bangladesh (2007)

Jean, Dominique, Instructor
MS / BPS (Health Science / Acupuncture) - New York College of Traditional Chinese Medicine (2004)
AAS (Physical Therapy) - LaGuardia Community College (1991)

Jean-Baptiste, Yves, Instructor
MD (Doctor of Medicine) - Autonomous University of Chihuahua, Mexico (1985)
MPH (Community / Health Education) - New York University (1989)
BS (Biology) - Medgar Evers College (CUNY) (1978)

Joseph, Thomas, Instructor
MD (Doctor of Medicine) - University of Kerala, India (1983)

Kaur, Karanjit, Instructor
PHD (Pharmaceutical Sciences) - St. John’s University (2008)
MS (Pharmaceutics) - Panjab University, India (1997)
BS (Pharmacy) - Panjab University, India (1995)

Khan, Tika, Assistant Professor
MD (Doctor of Medicine) - University Ovidius Constanta, Romania (2000)

Libbey, Nadezhd, Assistant Professor
MD (Doctor of Medicine) - Bashkir State Institute of Medicine, Russia (1981)

Malik, Mohammed, Assistant Professor
MD (Doctor of Medicine) - University of Chittagong, Bangladesh (1980)

Mansfield, James, Instructor
BBA (Retail / Sales / Marketing) - Baruch College (CUNY) (1987)

Martinoff, Olga, Instructor
MS (Chemical Sciences) - Uzhhorod State University, Ukraine (1994)
BS (Chemistry) - Uzhhorod State University, Ukraine (1981)
BS (Business Management / Administration) - Touro College (2001)

Matcha, Ramesh K, Instructor
MD (Doctor of Medicine) - University of Health Sciences, India (1994)

Mikheal, Yousef, Instructor
MD (Doctor of Medicine) - Ain Shams University, Egypt (1975)

Miller, Sharyn, Assistant Professor
MS (Human Resources Management) - The New School (2010)
BS (Human Services) - Metropolitan College of New York (1997)

Mohamed, Elfatih, Instructor
MS (Physiology) - University of Poona, India (1993)
BS (Zoology) - University of Poona, India (1988)

Obasohan, Stanley, Instructor
MA (Economics) - Virginia State University (1984)
BS (Management) - Tennessee State University (1981)

Palanca, Alexander, Assistant Professor
MD (Doctor of Medicine) - Gullas College of Medicine, Philippines (1999)
BS (Medical Technology) - Velez College, Philippines (1994)

Phipps, Yvonne, Instructor
MED - American InterContinental University (2007)
MA (Community Health) - Brooklyn College (CUNY) (1998)
BS (Biology) - Long Island University (1986)

Pulipati, Kaladhar, Instructor
MS (Pharmacology) - Tamil Nadu Dr. M.G.R. Medical University, India (2008)
BS (Pharmaceutical Sciences) - Jawaharlal Nehru Technological University, India (2006)

Raule, Edgar, Instructor
BS (Accounting) - De La Salle University, Philippines (1981)

* Faculty Listing is accurate as of 11/10/2011.
Faculty listing is updated regularly in the electronic version of ASA’s college catalog on www.asa.edu
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Education Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richardson, Karlene</td>
<td>Associate Professor</td>
<td>MS (Health Services Administration) - St. Joseph’s College (2007)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BS (Health Administration) - St. Joseph’s College (2007)</td>
</tr>
<tr>
<td>Riddick, Phyllis</td>
<td>Instructor</td>
<td>BA (Education) - Belford University (2009)</td>
</tr>
<tr>
<td>Rober, Lev</td>
<td>Instructor</td>
<td>MD (Doctor of Medicine) - Tajik Medical Institute, Kazakhstan (1974)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS (Education) - Brooklyn College (CUNY) (1991)</td>
</tr>
<tr>
<td>Rose, Jeffrey</td>
<td>Instructor</td>
<td>MD (Doctor of Medicine) - Higher Institute of Medical Sciences, Cuba (1983)</td>
</tr>
<tr>
<td>Sanchez, Manuel</td>
<td>Instructor</td>
<td>MD (Doctor of Medicine) - Catholic University of Santiago of Guayaquil, Ecuador (2001)</td>
</tr>
<tr>
<td>Saxon, Maya</td>
<td>Instructor</td>
<td>PHD (Biophysics) - Astrakhan State Institute of Medicine, Russia (1962)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MD (Doctor of Medicine) - Institute of Experimental and Clinical Medicine, Lithuania (1970)</td>
</tr>
<tr>
<td>Sedhom, Nasser</td>
<td>Assistant Professor</td>
<td>MD (Doctor of Medicine) - Alexandria University, Egypt (1981)</td>
</tr>
<tr>
<td>Shifmiller, Pavel</td>
<td>Instructor</td>
<td>MD (Doctor of Medicine) - Zaporozhye Medical Institute, Ukraine (1996)</td>
</tr>
<tr>
<td>Singh, Sanjulika</td>
<td>Instructor</td>
<td>BA (Education) - Anamalai University, India (1995)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BE (Psychology) - Hemwati Bahuguna Garhwal University, India (1992)</td>
</tr>
<tr>
<td>Sosa, Susan</td>
<td>Instructor</td>
<td>MSN (Nursing) - Medical University of The Americas (2005)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BSN (Nursing) - Medical University of The Americas (2004)</td>
</tr>
<tr>
<td>Stuart, Cynthia</td>
<td>Assistant Professor</td>
<td>PHD (Human Services) - Capella University (2010)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MA (Liberal Studies) - Empire State College (SUNY) (2002)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BS (Interdisciplinary Studies) - Empire State College (SUNY) (1997)</td>
</tr>
<tr>
<td>Tadres, Hany</td>
<td>Assistant Professor</td>
<td>MD (Doctor of Medicine) - Cairo University, Egypt (1996)</td>
</tr>
<tr>
<td>Tan, Emma</td>
<td>Instructor</td>
<td>BS (Business Education) - Polytechnic University of the Philippines (1971)</td>
</tr>
<tr>
<td>Uddin, Akm Gias</td>
<td>Instructor</td>
<td>MD (Doctor of Medicine) - University of Chittagong, Bangladesh (1985)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS (Health Education) - University of Dhaka, Bangladesh (1992)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS (Public Health) - University of Dhaka, Bangladesh (1996)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MBA - St. Joseph’s College (2009)</td>
</tr>
<tr>
<td>Valencia, Susana</td>
<td>Assistant Professor</td>
<td>MD (Doctor of Medicine) - Manila Central University, Philippines (1972)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BS (Liberal Arts) - Manila Central University, Philippines (1965)</td>
</tr>
<tr>
<td>Varghese, Sam</td>
<td>Instructor</td>
<td>BS (Pharmaceutical Sciences) - Tamil Nadu Dr. M. G. R. Medical University, India (2002)</td>
</tr>
<tr>
<td>Veloz, Victor</td>
<td>Instructor</td>
<td>MD (Doctor of Medicine) - University of Guayaquil, Ecuador (1981)</td>
</tr>
<tr>
<td>Walcott, Myrtle</td>
<td>Instructor</td>
<td>MS (Health Services Administration) - Central Michigan University (2002)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BS (Health Administration) - St. Joseph’s College (1998)</td>
</tr>
<tr>
<td>Yap, Jecel May</td>
<td>Instructor</td>
<td>MS (Pharmacy) - University of the Immaculate Conception, Philippines (2005)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BS (Pharmacy) - San Pedro College, Philippines (1998)</td>
</tr>
<tr>
<td>Zavlunova, Susanna</td>
<td>Instructor</td>
<td>MD (Doctor of Medicine) - Tashkent State Medical Institute, Uzbekistan (1995)</td>
</tr>
<tr>
<td>Zhou, Xiaopeng</td>
<td>Associate Professor</td>
<td>PHD (Medicine) - Shanghai Medical University, China (1989)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MD (Doctor of Medicine) - Tongji Medical University, China (1982)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS (Medicine) - Tongji Medical University, China (1986)</td>
</tr>
<tr>
<td>Zulaybar, Mary Margaret</td>
<td>Instructor</td>
<td>BS (Accounting) - De La Salle University, Philippines (1981)</td>
</tr>
</tbody>
</table>

* Faculty Listing is accurate as of 11/10/2011.
Faculty listing is updated regularly in the electronic version of ASA’s college catalog on www.asa.edu
## FALL 2011

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 October</td>
<td>Tue</td>
<td>Fall Semester Classes Begin. Late Registration Begins. Add/Drop Period Begins (Add/Drop Fees Apply).</td>
</tr>
<tr>
<td>12 October</td>
<td>Wed</td>
<td>Late Registration Ends.</td>
</tr>
<tr>
<td>24 October</td>
<td>Mon</td>
<td>Add/Drop Period Ends.</td>
</tr>
<tr>
<td>24-27 November</td>
<td>Thu-Sun</td>
<td>Thanksgiving Weekend. Classes Suspended.</td>
</tr>
<tr>
<td>16 January</td>
<td>Mon</td>
<td>Martin Luther King Day. Classes Suspended.</td>
</tr>
<tr>
<td>23-29 January</td>
<td>Mon-Sun</td>
<td>Review and Final Exam Week (All Projects/Assignments Due).</td>
</tr>
<tr>
<td>30 January</td>
<td>Mon</td>
<td>Last Day of Classes.</td>
</tr>
<tr>
<td>31 January</td>
<td>Tue</td>
<td>Day For Rescheduling All Missed Or Cancelled Classes.</td>
</tr>
</tbody>
</table>

## SPRING 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 February</td>
<td>Tue</td>
<td>Spring Semester Classes Begin. Late Registration Begins. Add/Drop Period Begins (Add/Drop Fees Apply).</td>
</tr>
<tr>
<td>15 February</td>
<td>Wed</td>
<td>Late Registration Ends.</td>
</tr>
<tr>
<td>27 February</td>
<td>Mon</td>
<td>Add/Drop Period Ends.</td>
</tr>
<tr>
<td>6-8 April</td>
<td>Fri-Sun</td>
<td>Easter Weekend. Classes suspended.</td>
</tr>
<tr>
<td>21-26 May</td>
<td>Mon-Sat</td>
<td>Review And Final Exam Week (All Projects/Assignments Due).</td>
</tr>
<tr>
<td>26 May</td>
<td>Sat</td>
<td>Last Day of Classes.</td>
</tr>
<tr>
<td>29 May</td>
<td>Tue</td>
<td>Day For Rescheduling All Missed Or Cancelled Classes.</td>
</tr>
</tbody>
</table>

## SUMMER 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 June</td>
<td>Tue</td>
<td>Summer Semester Classes Begin. Late Registration Begins. Add/Drop Period Begins (Add/Drop Fees Apply).</td>
</tr>
<tr>
<td>13 June</td>
<td>Wed</td>
<td>Late Registration Ends.</td>
</tr>
<tr>
<td>25 June</td>
<td>Mon</td>
<td>Add/Drop Period Ends.</td>
</tr>
<tr>
<td>2-3 September</td>
<td>Sun-Mon</td>
<td>Labor Day. Classes Suspended.</td>
</tr>
<tr>
<td>17-23 September</td>
<td>Mon-Sun</td>
<td>Review and Final Exam Week (All Projects/Assignments Due).</td>
</tr>
<tr>
<td>24 September</td>
<td>Mon</td>
<td>Last Day of Classes.</td>
</tr>
<tr>
<td>25 September</td>
<td>Tue</td>
<td>Day For Rescheduling All Missed Or Cancelled Classes.</td>
</tr>
</tbody>
</table>
FALL 2012

9 October Tue Fall Semester Classes Begin. Late Registration Begins. Add/Drop Period Begins (Add/Drop Fees Apply).
10 October Wed Late Registration Ends.
22 October Mon Add/Drop Period Ends.
22-25 November Thu-Sun Thanksgiving Weekend. Classes Suspended.
21 January Mon Martin Luther King Day. Classes Suspended.
22-27 January Tue-Sun Review and Final Exam Week (All Projects/Assignments Due).
28 January Mon Last Day of Classes.
29 January Tue Day For Rescheduling All Missed Or Cancelled Classes.

SPRING 2013

12 February Tue Spring Semester Classes Begin. Late Registration Begins. Add/Drop Period Begins (Add/Drop Fees Apply).
13 February Wed Late Registration Ends.
25 February Mon Add/Drop Period Ends.
29-31 March Fri-Sun Easter Weekend. Classes suspended.
20-25 May Mon-Sat Review And Final Exam Week (All Projects/Assignments Due).
25 May Sat Last Day of Classes.
28 May Tue Day For Rescheduling All Missed Or Cancelled Classes.

SUMMER 2013

18 June Tue Summer Semester Classes Begin. Late Registration Begins. Add/Drop Period Begins (Add/Drop Fees Apply).
19 June Wed Late Registration Ends.
1 July Mon Add/Drop Period Ends.
4 July Thu Independence Day. Classes Suspended.
23-29 September Mon-Sun Review and Final Exam Week (All Projects/Assignments Due).
30 September Mon Last Day of Classes.
1 October Tue Day For Rescheduling All Missed Or Cancelled Classes.
## SATISFACTORY ACADEMIC PROGRESS CHARTS

### SATISFACTORY ACADEMIC PROGRESS TABLE FOR CREDIT-BEARING COURSES

<table>
<thead>
<tr>
<th>CREDITS ATTEMPTED*</th>
<th>GRADE POINT AVERAGE</th>
<th>MINIMUM % ACHIEVED</th>
<th>F.A. WARNING ALLOWED*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Associate Degree Program (60 – 68 Credits)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-6</td>
<td>0.50</td>
<td>35%</td>
<td>YES</td>
</tr>
<tr>
<td>7 - 15</td>
<td>1.00</td>
<td>35%</td>
<td>Yes</td>
</tr>
<tr>
<td>16 – 30</td>
<td>1.30</td>
<td>35%</td>
<td>Yes</td>
</tr>
<tr>
<td>31 – 45</td>
<td>1.50</td>
<td>50%</td>
<td>Yes</td>
</tr>
<tr>
<td>46 – 60</td>
<td>1.70</td>
<td>50%</td>
<td>Yes</td>
</tr>
<tr>
<td>61 – 75</td>
<td>1.90</td>
<td>50%</td>
<td>No</td>
</tr>
<tr>
<td>76 – 102</td>
<td>2.00</td>
<td>67%</td>
<td>No</td>
</tr>
<tr>
<td><strong>Required For Graduation</strong></td>
<td><strong>2.00</strong></td>
<td><strong>67%</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td><strong>Certificate Program (45-48 Credits)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 – 6</td>
<td>1.00</td>
<td>35%</td>
<td>Yes</td>
</tr>
<tr>
<td>7 – 15</td>
<td>1.50</td>
<td>35%</td>
<td>Yes</td>
</tr>
<tr>
<td>16 – 30</td>
<td>1.70</td>
<td>50%</td>
<td>Yes</td>
</tr>
<tr>
<td>31 – 45</td>
<td>1.90</td>
<td>50%</td>
<td>No</td>
</tr>
<tr>
<td>46 – (60-72)</td>
<td>2.00</td>
<td>67%</td>
<td>No</td>
</tr>
<tr>
<td><strong>Required For Graduation</strong></td>
<td><strong>2.00</strong></td>
<td><strong>67%</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td><strong>Certificate Program (30 – 34 Credits)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 – 6</td>
<td>1.25</td>
<td>35%</td>
<td>Yes</td>
</tr>
<tr>
<td>7 – 15</td>
<td>1.50</td>
<td>50%</td>
<td>Yes</td>
</tr>
<tr>
<td>16 – 30</td>
<td>2.00</td>
<td>67%</td>
<td>No</td>
</tr>
<tr>
<td>31 - (45 -51)</td>
<td>2.00</td>
<td>67%</td>
<td>No</td>
</tr>
<tr>
<td><strong>Required For Graduation</strong></td>
<td><strong>2.00</strong></td>
<td><strong>67%</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td><strong>Certificate Program (26 Credits)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 – 6</td>
<td>1.25</td>
<td>35%</td>
<td>Yes</td>
</tr>
<tr>
<td>7 – 15</td>
<td>1.50</td>
<td>50%</td>
<td>Yes</td>
</tr>
<tr>
<td>16 – 30</td>
<td>2.00</td>
<td>67%</td>
<td>No</td>
</tr>
<tr>
<td>31 – 39</td>
<td>2.00</td>
<td>67%</td>
<td>No</td>
</tr>
<tr>
<td><strong>Required For Graduation</strong></td>
<td><strong>2.00</strong></td>
<td><strong>67%</strong></td>
<td><strong>No</strong></td>
</tr>
</tbody>
</table>

*Note: Students are not allowed two consecutive semesters on F.A. Warning

### STANDARDS OF SATISFACTORY ACADEMIC PROGRESS FOR PURPOSES OF DETERMINING ELIGIBILITY FOR NEW YORK STATE STUDENT AID

(effective as of 6/2010 semester)

<table>
<thead>
<tr>
<th>CREDITS ATTEMPTED*</th>
<th>GRADE POINT AVERAGE</th>
<th>MINIMUM % ACHIEVED</th>
<th>PROBATION ALLOWED*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Calendar: Semester Programs - Associate Degrees</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Before Certification</strong></td>
<td><strong>1st</strong></td>
<td><strong>2nd</strong></td>
<td><strong>3rd</strong></td>
</tr>
<tr>
<td>Credits Must Accrue</td>
<td>0</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Minimum GPA</td>
<td>0.0</td>
<td>1.5</td>
<td>1.8</td>
</tr>
<tr>
<td><strong>Calendar: Semester Programs - Certificates</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Before Certification</strong></td>
<td><strong>1st</strong></td>
<td><strong>2nd</strong></td>
<td><strong>3rd</strong></td>
</tr>
<tr>
<td>Credits Must Accrue</td>
<td>0</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Minimum GPA</td>
<td>0.0</td>
<td>1.5</td>
<td>1.8</td>
</tr>
</tbody>
</table>

*Note: In order to receive each accelerated payment (each 3rd consecutive payment) of TAP, students MUST successfully complete a minimum of 24 credits in the two preceding consecutive semesters. This may be achieved by completing 18 core credits plus 3 remedial credits per semester.
### Satisfactory Academic Progress for ESL and Remedial Courses

<table>
<thead>
<tr>
<th>ESL Courses</th>
<th>IF THE STUDENT FAILS THE COURSE RECEIVES “U”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL A</strong></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>If a student received a grade of “U” in three or more courses, he/she is put on academic probation and will repeat only these courses. A student must pass all failed courses to regain SAP. Otherwise, she/he will be dismissed. *</td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td>If a student failed two courses or less, he/she can take the other courses in the next level while repeating the failed ones.</td>
</tr>
<tr>
<td>Integrated Language Application Skills</td>
<td></td>
</tr>
<tr>
<td><strong>LEVEL B</strong></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>If a student received a grade of “U” in three or more courses, he/she is put on academic probation and will repeat only these courses. A student must pass all failed courses to regain SAP. Otherwise, he/she will be dismissed.*</td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td>If a student failed two courses or less, he/she can take the other courses in the next level while repeating the failed ones.</td>
</tr>
<tr>
<td>Integrated Language Application Skills</td>
<td></td>
</tr>
<tr>
<td><strong>LEVEL C</strong></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>If a student received a grade of “U” in any or all of the five courses, he/she is allowed to repeat the course/courses.</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td>If a student failed any of the courses for the second time, he/she will be able to repeat the course/courses but will be placed on academic probation.</td>
</tr>
<tr>
<td>Readings in American Literature</td>
<td>If a student received a grade of “U” in the course/courses for the third time, he/she will go on extended enrollment.</td>
</tr>
<tr>
<td>Integrated Language Application Skills</td>
<td></td>
</tr>
<tr>
<td><strong>LEVEL D</strong></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>If student received “U” in any or all of the two courses, the student may repeat the courses as long as SAP requirements for credit-bearing courses are met.</td>
</tr>
<tr>
<td>Oral Communication</td>
<td></td>
</tr>
<tr>
<td><strong>LEVEL E</strong></td>
<td></td>
</tr>
<tr>
<td>Advanced ESL Workshop</td>
<td>If the student received a “U” in this course, the student may repeat this course as long as SAP requirements are met and the sequential English courses are taken before the program ends.</td>
</tr>
</tbody>
</table>

### Basic Skills Developmental Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>IF THE STUDENT FAILS THE COURSE RECEIVES “U”</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Writing Skills</td>
<td>If the student received a “U” in this course, the student may repeat this course as long as SAP requirements are met and the sequential English courses are taken before the program ends.</td>
</tr>
<tr>
<td>College Reading Skills</td>
<td>If the student received a “U” in this course, the student may repeat this course as long as SAP requirements are met and the sequential English courses are taken before the program ends.</td>
</tr>
<tr>
<td>Math Skills Level I</td>
<td>If the student received a “U” in this course, the student may repeat this course as long as SAP requirements are met and the sequential Math courses are taken before the program ends.</td>
</tr>
<tr>
<td>Math Skills Level II</td>
<td>If the student received a “U” in this course, the student may repeat this course as long as SAP requirements are met and the sequential Math courses are taken before the program ends.</td>
</tr>
</tbody>
</table>
Students whose native language is not English are required to take a placement test to determine the necessary level of ESL remediation. The program in English as a Second Language at ASA Institute offers five levels of ESL. The ESL component is extensive and covers all necessary skill areas: reading, writing (including grammar), pronunciation and diction, communication (listening and oral skills). The following table illustrates current cut-off scores for COMPASS/ESL tests:

<table>
<thead>
<tr>
<th>READING SKILLS</th>
<th>LISTENING SKILLS</th>
<th>WRITING SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score 1-37</td>
<td>Score 1-41</td>
<td>Score 1-41</td>
</tr>
<tr>
<td>Score 38-64</td>
<td>Score 42-66</td>
<td>Score 42-62</td>
</tr>
<tr>
<td>Score 65-79</td>
<td>Score 67-81</td>
<td>Score 63-83</td>
</tr>
<tr>
<td>Score 80-91</td>
<td>Score 82-91</td>
<td>Score 84-93</td>
</tr>
<tr>
<td>Score 92-99</td>
<td>Score 92-99</td>
<td>Score 94-99</td>
</tr>
</tbody>
</table>

The final level of ESL is determined based on the cumulative score of all ESL tests as follows:

- **ESL Level A**: Score 1-119 (Students do not take any credit bearing courses)
- **ESL Level B**: Score 120-192 (Students do not take any credit bearing courses)
- **ESL Level C**: Score 193-243 (Students do not take any credit bearing courses)
- **ESL Level D**: Score 244-275 (Students are allowed to take credit-bearing courses (up to 9 credits))
- **ESL Level E**: Score 276-297 (Students are allowed to take credit-bearing courses (up to 12 credits))

**FOR NATIVE SPEAKERS OF ENGLISH**

**English: COMPASS Reading and Writing Test Scores**

- Reading 60 and below
- Writing 40 and below

Students are required to take Remedial English courses before taking college level English courses.

**Mathematics: COMPASS Pre-Algebra Test Scores**

- 0 - 24
- 25 - 41
- 42 - 99

Students are required to take Math Skills I and Math Skills II before taking College Math. No Remedial Math courses are required.

**REQUIRED MINIMUM PASSING SCORES FOR TAP/ATB ELIGIBILITY**

<table>
<thead>
<tr>
<th>FOR NATIVE SPEAKERS OF ENGLISH:</th>
<th>FOR NON-NATIVE SPEAKERS OF ENGLISH:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT COMPASS ATB</td>
<td>ACT COMPASS/ESL ATB</td>
</tr>
<tr>
<td>Scores</td>
<td>Scores</td>
</tr>
<tr>
<td>Reading 62</td>
<td>Reading 70</td>
</tr>
<tr>
<td>Writing 32</td>
<td>Grammar/Usage 64</td>
</tr>
<tr>
<td>Math 25</td>
<td>Listening 70</td>
</tr>
</tbody>
</table>