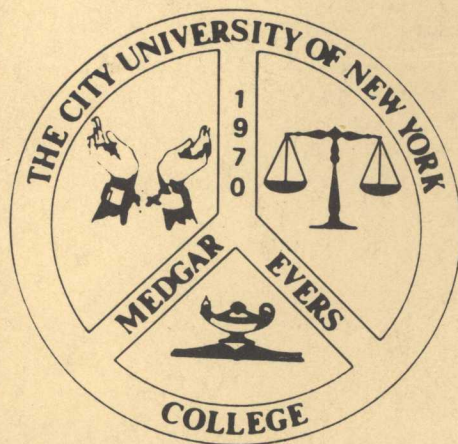


# Medgar Evers College

CITY UNIVERSITY OF NEW YORK

## BULLETIN



1971 · 1972

BULLETIN

Volume I, Number I  
September 1971

**Medgar  
Evers  
College**

The City University of New York

Students are responsible for compliance with all regulations contained in this bulletin. The information presented in this bulletin is accurate as of the date of publication, but it is of necessity subject to change without notice at the discretion of the City University of New York, the Board of Higher Education, and Medgar Evers College.

Please direct all correspondence as follows:

Admissions	Director of Admissions
Records and Transcripts	Registrar
Scholarships and Student Aid	Financial Aid Officer
General Information	Dean of Student Services

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## CALENDAR

### Fall 1971

September 6, Monday	Labor Day
September 7-10	Registration
September 13, Monday	First day of classes
September 13-15	Late Registration and Program Changes*
September 20-21	No classes (Rosh Hashonah)
September 28, Tuesday	No classes after 4 PM (Yom Kippur)
September 30, Thursday	Conversion day (follow Monday schedule)
October 6, Wednesday	Conversion day (follow Monday schedule)
October 11, Monday	No classes (Columbus Day)
October 25, Monday	No classes (Veterans Day)
November 1, Monday	No classes (Black Solidarity Day)
November 2, Tuesday	Classes as scheduled (Election Day)
November 25-28	No classes (Thanksgiving Recess)
December 24-January 2	No classes (Winter Recess)
January 7, Saturday	Last day of classes
January 10-14	Final Examinations
January 15, Saturday	No classes (Human Rights Day)

### Spring 1972

January 24-28	Registration
January 31, Monday	First day of classes
January 31, February 1, 2	Late Registration and Program Changes*
February 21, Monday	No classes (Washington's Birthday)
March 27-April 2	Spring Recess
May 15, Monday	Last day of classes
May 16-22	Final examinations

\*You are permitted to add a course during the first one-sixth of the class sessions of a course.

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\*Member of the Board of Higher Education

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8/FACULTY ADMINISTRATION

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Harry Soo, Financial Aid Office

Helen Halpern, Financial Aid Office

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Ruby Barnett, Associate Director

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Chief Librarian

Robert Ford, Deputy Librarian

Business Office

Elmer K. Harvey, Business Manager

Emmett H. Butler, Assistant Business Manager

Daniel Latch, Assistant to the Business Manager

Walfredo Leon, Assistant to the Business Manager

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Charles Romain, Natural Sciences

Anderson J. Franklin, Social Sciences

Wendell Clement, Professional Studies

Curriculum Coordinators

Wendell Clement, Business

Edwin Chin-Shong, Core

Andrea Reiter, Secretarial Sciences

Roderick N.A. Loney, Teacher Education

## HISTORY OF THE CITY UNIVERSITY

The City University of New York (CUNY) is the largest public municipal university in the world. It comprises a total of 20 units: ten senior colleges, eight community colleges, an affiliated medical school, and a graduate center which offers doctoral programs in 25 academic disciplines.

The seed of the City University was planted in 1847 when the people of New York City decided by referendum to provide tuition-free higher education to the city's youth via the Free Academy (now City College). Other institutions of free higher education were created throughout the years to meet the growing needs of the population. In 1961 the existing municipal colleges were constituted into the City University of New York. Since then, several other units have been added. The City University is supported largely by public funds by the City of New York and the State of New York. Some of its financing is covered by fees and voluntary contributions by individuals.

Throughout its history, the goal of the City University has been to provide quality tuition-free education to the city's youth. The Open Admission Program, begun in 1970, now offers to every New York City high school graduate a post-secondary education in one of its senior or community colleges or various skills centers. The University is also embarked on the biggest program of supportive services to academically disadvantaged students in the nation via its College Discovery and SEEK (Search for Education, Elevation, and Knowledge) Programs.

A Board of Higher Education, composed of 21 citizens appointed by the mayor who serve without remuneration, is the governing body of the City University. The Board formulates overall policy for the City University and its constituent colleges. The Chancellor, who is the chief administrative officer of the City University of New York, and the Presidents of the constituent institutions implement and carry out the policies.

Today the following institutions comprise the City University: The City College (1870); Brooklyn College (1930); Queens College (1937); New York City Community College (1946); Staten Island Community College (1955); Bronx Community College (1957); Queensborough Community College (1958); Kingsborough Community College (1963); Borough of Manhattan Community College (1963); John Jay College of Criminal Justice (1964); Richmond College (1965); York College (1966); Bernard M. Baruch College (1968); Herbert H. Lehman College (1968); Medgar Evers College (1969); Fiorello LaGuardia Community College (1969); and Eugenie Maria de Hostos Community College (1969). In addition there is the Graduate Center (1961) and, by affiliation, Mount Sinai School of Medicine (1963).

### BRIEF BACKGROUND OF MEDGAR EVERS COLLEGE

In the early part of the Sixties, the Central Brooklyn community recognized the need for and expressed a desire for a local public college. Through various community organizations and through their local elected officials,

## 10/BACKGROUND

the residents of Central Brooklyn approached the Board of Higher Education of the City of New York with this request.

After many discussions and much involvement by community residents, the Board of Higher Education agreed in 1967 that the area should have a new community college, Community College Number Seven. In February 1968 the Board of Higher Education announced that the college would be located in the Bedford-Stuyvesant area of Brooklyn.

The method of planning for the new college and selecting its President was unprecedented in the history of the Board of Higher Education. For the first time representatives of the local community participated in the decision-making process. The Central Brooklyn community was represented on the Presidential Search Committee by seven members of the Bedford-Stuyvesant Coalition. Besides considering various candidates for the presidency, this committee worked on developing the general orientation of the college. After 18 months of intensive work, the committee emerged with the following mandate for the college:

1. That the college be a four-year college from its inception.
2. That the college be experimental. That it develop new and better methods of selecting, organizing, and teaching course material, and pioneer innovations which would enhance the education of its students.
3. That the college emphasize professional studies. That, without neglecting the liberal education of its students, it prepare a significant number of its graduates for direct entry into such fields as teaching, social work, public administration, and business.
4. That the college be responsive to and serve the educational and social needs of the Central Brooklyn community. That this be facilitated by the establishment of a community council to work with the college.
5. That the community should have a major voice in the ultimate selection of a permanent site.
6. That the community should determine the name of the college.

In January 1969 the Board of Higher Education adopted a resolution changing Number Seven from a community college to a four-year college of professional studies, offering both two and four-year degree programs. Dr. Richard Trent was appointed the first President of the College on March 3, 1970. During the Spring of 1970 the mandated Community Advisory Council was organized. Following the recommendation of the Community Council, the college was named Medgar Evers College in memory of the courageous Black civil rights leader assassinated in his native Mississippi in 1963.

### Location of the College and its Administrative Offices

Medgar Evers College is located at 317 Clermont Avenue in Brooklyn, New York. The building it occupies once served as a Masonic temple, and

more recently was the Mid-Brooklyn Center of Kingsborough Community College. The administrative offices of the College are located at 1127 Carroll Street, and at 244 Rogers Avenue. The Community Service Division has its offices at 660 Nostrand Avenue, between Bergen Street and St. Marks Avenue. All these locations are temporary. As of September 1972 Medgar Evers College will be operating on its more permanent site at 1150 Carroll Street, Brooklyn at a site formerly occupied by Brooklyn Preparatory High School. Eventually the College will be housed in a new building on its own campus within the Central Brooklyn area.



## ADMISSION

### General Admissions Procedures

In November 1969 the Board of Higher Education adopted a policy of open admissions for all of the undergraduate units under its jurisdiction. This means that the City University of New York will offer admission to one of its college programs to all applicants who are bona fide residents of New York City and who receive a high school diploma or equivalent in June 1970 or thereafter.

All prospective applicants for admission are urged to obtain a copy of the ten-page booklet, "Information for Applicants to the City University of New York." These are obtainable through high school college advisors, at the Office of Admission Services, 875 Avenue of the Americas, New York, N.Y. 10001, from the University Processing Center, Box 148, Vanderveer Station, Brooklyn, N.Y. 11210, and at the admissions offices of the various units of the City University of New York.

A very important point mentioned in the booklet is that an applicant should list on his "Application for Admission" form, in order of preference, six choices of college and curriculum. These will be honored on the basis of the applicant's relative standing as compared with that of all other applicants, and the places available in the colleges.

Applicants for freshman admission who are bona fide New York City residents and were graduated from a high school before June 1970, or applicants who are residents of New York State, outside of New York City, are not covered by the broadest provisions of the Open Admissions Policy. However, every effort will be made to accommodate them, within the limits of space and financial ability.

Occasionally, we have applicants for admission who are now bona fide residents of New York City, but who attended high schools outside of New York State. Only the graduates of schools accredited by the Middle States Association of Colleges and Secondary Schools, or by similar accrediting organizations, will be considered for admission.

Graduates of foreign institutions must present original transcripts with certified English translations; credentials must give details of the courses of study. After these students satisfy the requirements in English and American History and achieve a sufficiently high grade of scholarship, they will be admitted to the degree program.

Students planning to enter in February should apply by October 15 of the previous year; those planning to enter in September should apply by January 15 of that year.

All applicants must meet three basic requirements: a high school diploma, residence, and health. These requirements are discussed below.

## 1. High School Diploma

A diploma from an accredited high school is required for admission to the City University of New York. A high school certificate is not an acceptable substitute for the diploma.

A New York State Equivalency Diploma or a General Education Development Examination may be substituted. USAFI diplomas must be converted to New York State Equivalency Diplomas.

## 2. Residence Requirements

### a. New York City Residents

To be accepted as a matriculated, non-tuition paying student enrolled in a specific program leading to a degree, the applicant must be an actual, legal, and bona fide resident of the State of New York and live in New York City with his family or, if he is under 21 years of age, with his duly appointed guardian. An applicant who is 21 or older, or who is not living with his parents, must certify his New York City residency in order to qualify for the status of matriculated, non-tuition paying student.

### b. New York State Residents Outside of New York City

New York State residents may enroll as fee-paying students, the tuition being \$275 per semester. Forms for obtaining a Certificate of Residence from the County Fiscal Officer will be issued to each admitted applicant. This certificate remains valid for one year and must be renewed two months before the September registration.

### c. New York State Residents, the Teacher Education Program

If a student of New York State living outside of New York City is accepted in the Teacher Education Program, he may be matriculated, tuition free, as long as he pursues a curriculum approved in the Teacher Education Program. If he leaves this program, he becomes a fee-paying student under the provisions of (b) and must pay retroactive fees for courses previously taken. A qualified student must file an affidavit at the time of admission certifying his intention to follow the Teacher Education Program.

### d. Out-of-State Residents and Foreign Students

Applicants who reside outside New York State and accepted foreign students may be admitted as matriculants and pay tuition at a rate of \$35 per credit or \$450 per semester, whichever is the lesser.

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### 3. Health

A health statement from the student's personal physician, on a standard form provided by the College and including a report of a chest x-ray taken within 12 months, must be filed by each student accepted. The medical record must be completed and returned to the CUNY Health Service Office prior to registration. The College reserves the right to reject an applicant because of an existing health condition, if the College Medical Officer deems it necessary.

A student who becomes pregnant may not register for any subsequent semester without specific clearance from the College Medical Office and from the Office of the Dean of Students. The privilege of completing the semester during which pregnancy occurs depends upon the recommendation of the attending physician and the approval of the College Medical Officer.

Each student or, if he is under 21 years of age, his parents or legal guardian must sign an authorization for the release of medical or personnel records under conditions established by the College.

### Where and How to Apply

#### Freshman Applications

- a. If you are in your last year of high school or have graduated high school but have not attended any college, obtain an application form from your high school, or from the University Application Processing Center, Box 148, Vanderveer Station, Brooklyn, N.Y. 11210, or from the Medgar Evers Office of Admission. Fill in the form exactly as indicated and take or send it back to your high school. The school will attach the necessary information and forward it to the Application Processing Center.
- b. If you hold an Equivalency or General Education Development Diploma, obtain an application form from the Medgar Evers Office of Admissions or from the University Application Processing Center. Attach a copy of your diploma (records) to the application and send it directly to the University Application Processing Center, Box 148, Vanderveer Station, Brooklyn, N.Y. 11210.
- c. Students who are applying to the SEEK or College Discovery Programs should ask for and file a Special Programs Application form, instead of a regular one. You can obtain this application form from your high school or from the University Application Processing Center, Box 148, Vanderveer Station, Brooklyn, N.Y. 11210.
- d. All students who have had more than one year of secondary schooling outside the United States should obtain a Foreign Student Application form from the Office of Admission Services, 875 Avenue of the Americas, New York, N.Y. 10001.

Transfer Applications

Students who have attended a college and accumulated any credits there should obtain their application form from, and apply directly to, Medgar Evers Office of Admissions.

Any student may apply for transfer to Medgar Evers College if he has completed 20 credits with at least a 2.0 index. This regulation will apply not only to matriculants from outside of CUNY, but also to matriculants and non-matriculants within the City University. A faculty/student committee shall screen the applications of all students who do not meet the above criteria. The committee may recommend such students for admission.

Courses completed at institutions outside the City University of New York with grades of D, or lower than 70%, are not transferable to Medgar Evers College. "D" grades from other branches of the City University are transferable. Any student admitted to Medgar Evers College with less than a 2.0 scholastic index from another institution is admitted on probation.

Application Fee

All applicants for admission must pay a \$10, non-refundable application fee. Students who have paid the application fee at another unit of City University do not need to pay again.

Acceptance of Non-Matriculants

Acceptances are extended to students who intend to matriculate in a degree program. However, within limitations, students who are not candidates for a degree will be admitted as tuition-paying non-matriculants to enroll in courses of their choice.

SPECIAL PROGRAMSSEEK — Search for Education, Elevation, and Knowledge

SEEK is a special educational program for a limited number of students in senior colleges working towards a baccalaureate degree. It provides extra tutorial services, counseling, and instructional assistance in basic academic skills. SEEK students are recipients of special stipends processed through regular financial aid procedures. To apply, the student must fill out a "Special Programs" admission form. In order to be eligible for this program the student must:



## 16/ACADEMIC REGULATIONS

- a. be a high school graduate or holder of an Equivalency Diploma;
- b. be a bona fide resident of an officially designated poverty area of New York City, with a family income which falls into an official "low income" category;
- c. not have done any previous college work, with the exception of veterans who may have up to 18 college credits, excluding courses taken under USAFI and/or special University of Maryland courses for military personnel.

### College Discovery

College Discovery is a special educational program for a limited number of students working toward a two-year associate degree. It provides extra tutorial services, counseling, and instructional assistance in basic academic skills. College Discovery students are recipients of special stipends processed through regular financial aid procedures. In order to be eligible for this program a student must file a special CUNY admissions application indicating that the student:

- a. is a high school graduate or holder of an Equivalency Diploma;
- b. meets an official low income economic criterion;
- c. is a bona fide resident of New York;
- d. is under thirty years of age;
- e. has not done any previous college work with the exception of veterans who may have up to 18 college credits, excluding courses taken under USAFI and/or special University of Maryland courses for military personnel.

## ACADEMIC REGULATIONS

### Grading

At the end of each course, students are assigned grades by the instructor. The grades used at Medgar Evers College are as follows:

A	Excellent
B+	Very Good
B	Good

C+	Above Average
C	Average
D	Poor (lowest passing grade)
F	Failing
P or F	Pass/Fail
I	Incomplete
W	Withdrawal

#### Pass and Fail

- a. The Pass/Fail grading system is used when the course content or format does not provide an appropriate basis for the alphabetic system of student evaluation. Grades "P" and "F" may be assigned to all students enrolled in a class when a Division deems this method of evaluation to be appropriate.
- b. The other use of "P" and "F" arises at the student's option. A student may elect to receive a "P" or an "F" in any course and must indicate this decision as he enrolls for the course. However, a student may not complete more than 13 credits with "P" within the first 60 credits, and no more than 26 credits with "P" within the total baccalaureate program.
- c. A student may take a course on a Pass/Fail basis within his major or in any other area. However, a limit may be placed by his Division Chairman on the number of courses he may take in this way within his major.
- d. Grades of "P" carry no grade value and do not count in the scholastic index; however, the number of credits earned are counted towards the number of credits required for the degree.

#### Incomplete

- a. "Incomplete" is a temporary grade for the student who is doing passing work but has not completed all required work. Upon receiving an "I" the student must accomplish one of the following prior to the end of the sixth week of the subsequent semester:
  - i. complete all required work for the course, as defined by the instructor;
  - ii. meet with the instructor to establish an "expected completion date" for the course requirements, and, if the instructor gives his consent, file with the Registrar a form upon which this agreement is indicated, such form to be signed by the student and the instructor.

## 18/ACADEMIC REGULATIONS

- b. If a student has not completed his course work by the end of the agreed period, the student and the instructor may decide to extend the completion date, such extension to be filed with the Registrar and signed by both parties.

### Withdrawal from Courses

- a. A student is allowed to drop courses, without academic penalty, at any point during the semester prior to submission of final grades to the Registrar.
- b. A student has the option, during the final examination, to indicate to the instructor the minimum grade which he is willing to accept. If the student fails to obtain this minimum grade, the instructor is required to drop him from the course. The Registrar will have prepared a short form on which the student may indicate his minimum grade, if any, for use by instructors during the examination period, such forms to be signed by the student.

### The Scholastic index

At Medgar Evers College, each alphabetic grade is assigned a numerical value as follows:

A = 4.0	C = 2.0
B+ = 3.5	D = 1.0
B = 3.0	F = 0
C+ = 2.5	

Grade points are determined by multiplying the credits earned of a given grade by the numerical value of that grade. Thus, six credits of A equals 24.0 grade points ( $6 \times 4.0 = 24.0$ ). A student's scholastic index is computed by dividing the total grade points accumulated at Medgar Evers College by the total number of credits earned at Medgar Evers College carried to two decimal places.

$$\text{Scholastic Index} = \frac{\text{Total grade points accumulated}}{\text{Total number of credits earned}}$$

Please note the following example:

Assume that at the end of your first 30 credits, you have the following grades:

## ACADEMIC REGULATIONS/19

<u>Grade</u>	<u>Numerical Value</u>		<u>Credit</u>		<u>Grade Points</u>
A	4.0	x	6	=	24.0
B+	3.5	x	3	=	10.5
B	3.0	x	10	=	30.0
C+	2.5	x	8	=	20.0
C	2.0	x	3	=	6.0
			<u>Total</u>		<u>90.5</u>
			30	<u>Total</u>	90.5

In this example your scholastic index would equal  $\frac{90.5}{30}$ , or 3.02. Thus your grade average is approximately a "B".

2.0 is the minimum scholastic index need for graduation.

### Adding Courses

A student may add a course to his schedule only during the first sixth of the scheduled class sessions of that course, provided that he first obtain the consent of his advisor and the course instructor.

### Attendance

There are no College-wide attendance regulations for Medgar Evers College students. However, it is in the interest of all students to attend classes regularly. Divisions, programs, and individual instructors have the right to require attendance and to consider both attendance and class participation in determining course grades. The class instructor shall announce, at the beginning of the course, any attendance regulations used for that course. Regardless of the specific attendance regulation, each student has the responsibility of participating fully in the work of the course. If special difficulties arise with respect to attendance, the student should consult his instructor.



## Credit Requirements

### Credits Required for Class Standing

The number of credits successfully completed by a student determines his class standing. Credit requirements for students in a baccalaureate program are:

Lower Freshman	0 - 11.5 credits completed
Upper Freshman	12 - 27.5 credits completed
Lower Sophomore	28 - 44.5 credits completed
Upper Sophomore	45 - 60.5 credits completed
Lower Junior	61 - 77.5 credits completed
Upper Junior	78 - 93.5 credits completed
Lower Senior	94 - 100.5 credits completed
Upper Senior	111 - 128.0 credits completed

In the associate program, class standing is determined by successful completion of the following number of credits:

Lower Freshman	0 - 11.5 credits completed
Upper Freshman	12 - 27.5 credits completed
Lower Sophomore	28 - 44.5 credits completed
Upper Sophomore	45 - 68.0 credits completed

### Credits Required for Degree Programs

The College-wide minimum number of credits required to obtain an associate (two-year) degree is 60 credits. Some of the associate degree programs require more than this minimum, up to a maximum of 68 credits.

The minimum credit requirement for a baccalaureate (four-year) degree is 120. Some of the baccalaureate degrees require up to a maximum of 128 credits.

### Distribution of Credits

Candidates for the associate or baccalaureate degrees are urged to make a reasonable distribution of their courses among the humanities, the natural sciences and mathematics, and the social sciences. It is recommended that approximately one-half of the student's credits over and above the requirements of his major program or professional field be distributed among these three areas. Early in their college careers, therefore, students should work out programs with their advisors that will fulfill their individual career needs and reflect the broader educational benefits implied by a distribution of courses.

### Examinations and Evaluations of Students

The manner in which students are evaluated, the number and times of examinations, and the consequences of unauthorized failure to take examinations are matters which shall be determined by each faculty member, except in certain coordinated courses, e.g. the Core, where there is a need for closer cooperation among the faculty. The importance of student opinion on such subjects is, again, a matter for the individual instructor. However, students have a right to know the general nature of the method of evaluation. Course instructors shall provide students with this information during the first full week of classes.

### Academic Residency Requirements

To obtain a two-year degree from Medgar Evers College, a student must complete a minimum of 36 credits at Medgar Evers, including at least 25 of his final 30 credits. For a baccalaureate degree, a minimum of 48 credits must be completed at Medgar Evers College, of which 18 to 21 must be in the student's major area of study, and which must include 32 of his final 64 credits.

### Credit Load Requirements

- a. In order to earn an associate degree in two academic years or a baccalaureate degree in four years, a student would need to complete an average of 15-16 credits each semester. However, through academic advisement, Medgar Evers College will assist the individual students to earn degrees at their own pace.
- b. The maximum number of credits a student is permitted to carry per semester is 18. Prior permission to take more than 18 credits must be obtained from the College Admissions Committee, or a designated representative of it.
- c. Students who have credit loan requirements placed on them because of grants, loans, stipends, veterans benefits, etc., should adhere to those credit requirements.

## 22/ACADEMIC REGULATIONS

- d. A student who fails to complete satisfactorily at least one-half of the total number of credits for which he/she registers in any fall or spring term may not register for as heavy a credit load in the following term as he/she carried in the term just concluded, except with special permission.

### Conditions for Probation

#### 1. Admission on Probation

A student admitted into Medgar Evers College with less than a 2.0 scholastic index from another institution is admitted on probation.

#### 2. Probation After Admission

- a. A student may be placed on probation under the following conditions:
  - i. A student shall not be placed on probation during his freshman year (except for a transfer student admitted on probation).
  - ii. After the freshman year, a student shall be placed on probation whenever his cumulative scholastic index falls below 2.0 (unless admitted on probation).
  - iii. If a student's scholastic index for one term falls below 2.0 (but his cumulative index remains above 2.0), he shall not be placed on probation. However, he shall be asked to see a counselor, who will discuss his problem and make suggestions. This constitutes an early warning.
- b. When a student is placed on probation:
  - i. He shall have an interview with his counselor or adviser, who may recommend credit load limitations or restrictions on extra-curricular activities.
  - ii. He may appeal these limitations to the Office of the Vice President for Academic Affairs if he so desires.

### Conditions Under Which A Student May Be Dropped

- a. A student whose cumulative index falls below 2.0 for four consecutive semesters may be dropped from the College. The Student Academic Review Committee shall review the records of students who fall into this category. This committee will have the option of extending the student's right to remain in the College. (The student is not dropped automatically.)

- b. A student who is admitted on probation shall not be dropped for at least two semesters. At the end of two semesters, his progress will be evaluated by the College Admissions Committee.

### Discipline

The Board of Higher Education, at a meeting June 23, 1969, passed a resolution regarding the rules and regulations for the maintenance of public order pursuant to Article 129A of the Education Law, and directed that the resolution be printed in official university bulletins as follows:

"The tradition of the university as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedoms: the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views, free from external pressures or interference. These freedoms can flourish only in an atmosphere of mutual respect, civility, and trust among teachers and students, only when members of the University community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy. Academic freedom and the sanctuary of the university campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends, or who violate the norms of conduct established to protect that freedom. Against such offenders the university has the right, and indeed the obligation, to defend itself.

"We accordingly announce the following rules and regulations to be in effect at each of our colleges which are to be administered in accordance with the requirements of due process as provided in the Bylaws of the Board of Higher Education. With respect to enforcement of these rules and regulations we note that the Bylaws of the Board of Higher Education provide that:

"THE PRESIDENT. The president, with respect to his educational unit, shall:

- "a. Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his jurisdiction;
- "b. Be the advisor and executive agent to the Board and of his respective College Committee and as such shall have the immediate supervision with full discretionary powers in carrying into effect the bylaws, resolutions and policies of the Board, the lawful resolutions of any of its committees and the policies, programs and lawful resolutions of the several faculties;
- "c. Exercise general superintendence over the concerns, officers, employees and students of his educational unit \*\*\* "

## 24/ACADEMIC REGULATIONS

### I. Rules

1. A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall he interfere with the institution's educational process or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.
2. Individuals are liable for failure to comply with lawful directions issued by representatives of the University/college when they are acting in their official capacities. Members of the academic community are required to show their identification cards when requested to do so by an official of the college.
3. Unauthorized occupancy of University/college facilities or blocking access to or from such areas is prohibited. Permission from appropriate college authorities must be obtained for removal, relocation and use of University/college equipment and/or supplies.
4. Theft from or damage to University/college premises or property, or theft of or damage to property of any person on University/college premises is prohibited.
5. Each member of the academic community or an invited guest has the right to advocate his position without having to fear abuse, physical, verbal, or otherwise from others supporting conflicting points of view. Members of the academic community and other persons on the college grounds, shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.
6. Action may be taken against any and all persons who have no legitimate reason for their presence on any campus within the University/college, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of their rights or interferes with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.
7. Disorderly or indecent conduct on University/college-owned or controlled property is prohibited.
8. No individual shall have in his possession a rifle, shotgun or firearm or knowingly have in his possession any other dangerous instrument or material that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college without the written authorization of such educational institution. Nor shall any individual have in his possession any other instrument or material which can be used and is intended to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college.



II. Penalties

1. Any student engaging in any manner in conduct prohibited under substantive rules 1-8 shall be subject to the following range of sanctions as hereafter defined in the attached Appendix: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, ejection, and/or arrest by the civil authorities.
2. Any tenured or non-tenured faculty member, or tenured or non-tenured member of the administrative or custodial staff engaging in any manner in conduct prohibited under substantive Rules 1-8 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of the Board of Higher Education, or suspension with/without pay pending a hearing before an appropriate college authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities. In addition, in the case of a tenured faculty member or tenured member of the administrative or custodial staff engaging in any manner in conduct prohibited under substantive Rules 1-8 shall be entitled to be treated in accordance with applicable provisions of the Education Law or Civil Service Law.
3. Any visitor, licensee, or invitee, engaging in any manner in conduct prohibited under substantive Rules 1-8 shall be subject to ejection, and/or arrest by the civil authorities.

Sanctions Defined

ADMONITION. An oral statement to the offender that he has violated university rules.

WARNING. Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may be cause for more severe disciplinary action.

CENSURE. Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any university regulation within a period stated in the letter of reprimand.

DISCIPLINARY PROBATION. Exclusion from participation in privileges or extracurricular university activities as set forth in the notice of disciplinary probation for a specified period of time.

RESTITUTION. Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.

SUSPENSION. Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a definite period of time.

EXPULSION. Termination of student status for an indefinite period. The



## 26/TUITION, FEES, AND REFUNDS

conditions of readmission, if any is permitted, shall be stated in the order of expulsion.

COMPLAINT TO CIVIL AUTHORITIES.

EJECTION.

RESOLVED, That a copy of these rules and regulations be filed with the Regents of the State of New York and with the Commissioner of Education.

RESOLVED, That these rules and regulations be incorporated in each college bulletin.

## TUITION, FEES, AND REFUNDS

NOTE: On March 13, 1970, the Counsel of the Board of Higher Education of the City of New York issued the following statement:

"All fees and tuition charges listed in this bulletin and in any registration material issued by the College are subject to change by action of the Board of Higher Education without prior notice. In the event of any increase in the fees or tuition charges, payment already made to the College will be treated as a partial payment, and notification will be given of the additional amount due and the time and method for payment. Any student who has not paid the total fees and tuition will not be considered as registered and will not be admitted to classes.

"The consolidated fee or any part thereof is not refundable at any time."

### Tuition

#### Bona Fide Residents of New York City

- a. Matriculated students are entitled, tuition-free, to 4 credits above their baccalaureate degree requirements and up to 3 credits above their requirements toward an associate degree. Students who have exhausted their allotted free credits are charged for any additional credits at the same rates as non-matriculated students.
- b. Non-matriculated students are charged \$18.00 per credit, plus \$18.00 for the first and \$12.00 for each additional class hour thereafter, in excess of the credit. Students who do not satisfy admission requirements or who, although they satisfy admission

requirements, do not follow an approved program, will be classified as non-matriculated students.

#### Residents of New York State Outside of New York City

The tuition for a full-time matriculated degree candidate who presents a certificate of New York State residency is \$275.00 per semester. (Twelve or more credits constitute a full-time load.) Without a certificate of residency the student pays \$450.00 per semester.

The tuition for full-time non-matriculated students is \$450.00 per semester.

The tuition for part-time matriculated degree candidates who submit a certificate of residency is \$25.00 per credit plus \$18.00 for each additional contact hour.

The tuition for part-time non-matriculated students is \$35.00 per credit plus \$25.00 for each additional contact hour.

#### Out-of-State and Foreign Students

The tuition rate for non-residents of New York State enrolled full-time is \$35.00 per credit or \$450.00 per semester, whichever is the lesser. Part-time out-of-state and foreign students are required to pay \$35.00 per credit plus \$35.00 for the first additional class hour and \$25.00 for each additional class hour thereafter in excess of the credit, in each course.

The present fee schedule for matriculated students with foreign credentials became effective February 1971. Foreign students who transfer to Medgar Evers College from a tuition-exempt associate in arts degree program in a CUNY community college remain exempt from tuition.

#### Non-Instructional Fees

##### Application Fee

All students applying for admission must pay a \$10.00 application fee, which is non-refundable. (Those who have already paid this fee when admitted to another unit of CUNY do not need to pay again.) A check or money order in the exact amount of \$10.00 made payable to University Application Processing Center should accompany all applications sent there. Applications made directly to Medgar Evers College should be accompanied by checks payable to the City University of New York.

## 28/TUITION, FEES, AND REFUNDS

### Consolidated Fee

At each Spring and Fall registration, students are required to pay a Consolidated Fee which subsidizes various student activities and also covers laboratory costs for materials and breakage as well as certain costs related to registration, the library, diplomas, and x-ray examinations. The fee is \$55.00, of which \$35.00 constitutes the General College Fee and \$20.00 constitutes a fee for student activities.

All Summer Session students are charged a Consolidated Fee of \$25.00, of which \$15.00 constitutes the General College Fee and \$10.00 constitutes a fee for student activities.

For part-time students the fee is \$30.00, of which \$17.00 constitutes the General Fee and \$13.00 the student activities fee.

The Consolidated Fee is not refundable except in cases where the student's registration is cancelled or altered because of withdrawal of courses by the College.

### Transcript Fees

Students are charged \$2.00 for each transcript (or certification of enrollment, etc.). However, there is no charge for transcripts sent to other units of CUNY or SUNY.

### Penalty Fees

- a. Late Registration Fee. A fee of \$10.00 is payable by students who register on or after the first day of classes.
- b. Change of Program Fee. Students who want to make any changes in their program (such as adding and/or dropping a course or changing from one section of a course to another) after their program has been approved and they have registered are charged a \$5.00 fee. This also applies to students who withdraw from the College on or after the first day of classes. (The change of program fee is waived when the College cancels, withdraws, or changes the hours of a course in which a student has registered, or when a tuition fee-paying student receives less than a 100% refund of tuition fees as a result of withdrawal from a course or from the College.)

### Special or Make-Up Examinations

A fee of \$5.00 is charged for a make-up examination. If a student has to take more than three make-up examinations, the total fee will not exceed \$15.00.

A \$5.00 fee is also charged when, at the student's request, an examination is given at a time other than the one scheduled.

Other Fees

- a. Duplicate Record Fee. A charge of \$1.00 is made for the issuance of any duplicate record, receipt, course card, etc.
- b. Duplicate Student ID Card. Students are charged \$2.00 for duplicate ID cards.
- c. Miscellaneous Charges. In addition to those charges listed above, there are other charges for overdue library books, replacement of keys and locks, and for the repair or replacement of any college laboratory or other equipment damaged or lost.

Refunds

By the action of the Board of Higher Education of the City University of New York, the following regulations concerning withdrawal and refunds apply:

The date on which the Change of Program or Withdrawal Applications are filed with the College, not the last date of attendance in class, is considered the official date of the student's withdrawal. It is this official date which serves as the basis for computing any refund granted the student. No portion of the consolidated fee, special fees or penalty fees is refundable, except in cases where the student's registration is cancelled or altered for the College convenience. Refund of tuition for courses dropped by a student will be made in accordance with the following schedule:

	<u>Fall and Spring Session</u>	<u>Summer Session</u>
Withdrawal from course before the scheduled opening date of the session	100%	100%
Withdrawal from course in order to register at another unit of The City University during that semester	100%	100%
Withdrawal within one week after scheduled opening date of the session	75%	50%
Withdrawal during second week after scheduled opening date of the session	50%	25%
Withdrawal during third week after scheduled opening date of the session	25%	none
Withdrawal at the end of the third week after scheduled opening date of the session	none	none

### 30/STUDENT SERVICES

Students who are unable to withdraw from courses in person may do so by mail. Requests are to be addressed to the Registrar, with the student's bursar's receipt enclosed. The date of withdrawal will be the date on which the letter is postmarked.

#### Military Service Refunds

The following principles govern refunds made on applications claiming military service:

1. Military service must be documented with a copy of induction or military orders.
2. In order to obtain a grade, a student must attend approximately thirteen (13) weeks (five weeks for Summer Session). No refund will be made to a student who has been assigned a grade, regardless of whether the grade is passing or failing.
3. In instances where students who have enlisted in the armed services do not attend for a sufficient time to qualify for a grade, but continue in attendance to within two (2) weeks of induction, refund of tuition and all other fees except application fee will be made in accordance with the following principles:

Withdrawal before beginning of the fifth calendar week (third calendar week for Summer Session) after scheduled opening date of session	100%
Withdrawal thereafter	50%

4. In instances where students who are drafted into the armed services do not attend for a sufficient time to qualify for a grade, there shall be a 100% refund of tuition and all other fees, except application fees.

### STUDENT SERVICES

Under the chairmanship of the Dean of Student Services, various offices of the College provide Medgar Evers students with a broad range of academic supports, guidance, and counseling. Specifically, the following services are available to our students:

#### Guidance

Trained counselors are available in the Office of the Dean of Student Services to assist students with academic, career-vocational, and personal



problems. All students are urged to discuss their long and short range academic objectives at the College with an academic adviser in that office each year.

#### Admissions Office

Admissions personnel are available to answer questions on admission procedures, requirements, and deadlines. This office is also responsible for the orientation program in which all new students participate.

#### Financial Aid Office

Students seeking financial assistance to enable them to pursue their studies, and those in need of general financial guidance, should visit the Financial Aid Office. The financial aid programs presently available are described in the "Financial Aid Programs" section of this Bulletin.

#### Health Services

The Medical Office of Medgar Evers College, located on the second floor mezzanine of the main building on Clermont Avenue, is organized mainly to conduct required health examinations and provide emergency treatment when such is needed. However, students seeking medical counsel and advice may obtain it also at this office.

#### Study Center

The Study Center provides tutoring or academic assistance in various other forms (i.e., small group study, self-study, discussion, and review) to students who need or desire such help. Students may visit the Center at any time to get help with academic problems from the professional staff and student tutors available there.

#### Student Activities

The Director of Student Activities will assist students in planning and organizing activities which reflect the needs and interest of the student body. Students will be able to engage in a wide variety of cultural and social activities. They will be able to pursue their individual interests by participating in academic or social clubs, discussion groups, community projects, performance groups, and recreational activities.



The Library

The library collection, consisting of over 22,000 volumes, is presently being augmented and enlarged, with an emphasis on developing a comprehensive collection of African and Afro-American literature. In addition to the standard fare of books, periodicals, and other printed matter, the Medgar Evers Library offers students cultural and educational materials on micro-film and through other media. The library is a very important unit in the structure of the College because it bears a large share of the responsibility for acquiring, organizing, highlighting, and disseminating knowledge -- old and new, common and uncommon -- without which new research and new insights cannot develop.

THE COMMUNITY SERVICE CENTER

The Medgar Evers Community Service Center is the part of the College specifically oriented to the service of the Mid-Brooklyn community. The Center is presently located at 660 Nostrand Avenue, between Bergen Street and St. Marks Avenue. The primary function of the Center staff is to serve as liaison between the College and the community. Specifically, the Center staff:

- a. Periodically conducts surveys to determine the educational needs and interests of the residents.
- b. Conducts (or sponsors) workshops and seminars of various types for community residents.
- c. Serves in a consultative capacity to community groups when requested, whenever that is possible.
- d. Marshals faculty resources for community service when the need arises.

In general, the Center is charged with discovering and nurturing any special talents, skills, and interest in local residents which can be of mutual benefit to Medgar Evers and to the Mid-Brooklyn community. In addition, the Center assists residents with any educational problems and answers any questions on that subject they may have.

FINANCIAL AID PROGRAMS

Besides the consolidated fees, expenses for matriculated students are generally limited to the cost of books and supplies. This amounts to approximately \$150.00 a year. Students should also allow in their budgets for the necessary carfare and lunch money.

The Financial Aid Office of the Office of the Dean of Students provides

guidance and assistance whenever possible to all students in financial need. Every effort is made to help needy students meet the expenses of entering and remaining in college.

The following financial aid programs are currently available:

### College Work-Study Program

This program, established under the Economic Opportunity Act of 1964, enables a full-time matriculated student to pursue his full-time studies while working at a part-time position. Employment may be located on campus or in an outside, non-profit community service agency.

Students may work up to 15 hours per week when classes are in session and up to 40 hours per week during vacation periods. Eligibility for this program is based on the financial status of the student and/or his family.

### G.I. Bill

Any veteran who has served at least 181 days active duty since January 31, 1955, with an honorable discharge is entitled to one and one half months of educational benefits for each month or fraction thereof of service up to a maximum of 36 months. Benefits vary with marital status and credit course load. Eligible students must apply to the local Veterans Administration. Students applying for this benefit should consult the Veterans Advisor in the Office of the Dean of Student Services.

### Scholarships and Grants

#### New York State Scholar Incentive Awards

Any full-time matriculated student at a college in New York State may apply for a scholar incentive award for each semester in attendance. To qualify, a student must be a resident in New York State, must have been a resident for the preceding twelve months, must meet the prescribed academic requirements, and must have a tuition charge (exclusive of fees) of over \$100.00 for the semester. The amount of the award varies according to financial need. Applications should be filed before July 1 for each academic year, but will be accepted up to December 1. Applications for the spring semester have an April 1 deadline. For applications and information, write to: University of the State of New York, State Education Department, Regents Examination and Scholarship Center, Albany, New York 12204, or inquire in the Financial Aid Office at the College.

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### New York State Regents Scholarships

New York State offers Regents Scholarships to residents who plan to attend college and who qualify by competitive examination during their senior year of high school. Grants range from \$250.00 to \$1,000 yearly, depending on need. See your high school guidance counselor or contact Regents Examination and Scholarship Center, State Education Department, 800 Pearl Street, Albany, New York 12204.

### Educational Opportunity Grants

Educational Opportunity Grants are available to exceptionally needy students as provided under the Higher Education Act of 1965. To qualify for a grant, a student must:

- a. be enrolled or accepted for enrollment on a matriculated basis;
- b. be in good standing;
- c. be in full-time attendance as an undergraduate student; and
- d. be in exceptional financial need (i.e., must show that he would not, except for an Educational Opportunity Grant, be financially able to pursue a course of study at the institution).

The Educational Opportunity Grants range from \$200.00 to \$1,000 annually. The grant must be matched by a scholarship, a Federal loan, or a Work-Study assignment.

### Student Loans

#### National Defense Student Loans

Under this federally-subsidized program, students who are enrolled for half or more of the credits required for full-time status may borrow up to \$1,000 each academic year depending upon need. Repayment is made to the college. The interest rate is a simple 3% per year. Interest does not begin to accumulate, and the student need not begin to repay the loan, until nine months after he completes his education, including graduate studies and/or his military obligations. Students who later become teachers may have as much as 50% of their loan forgiven, at the rate of 10% for each year of teaching service. Should the student elect to teach in certain eligible schools located in areas of primarily low-income families, he may qualify for cancellation of his entire obligation at the rate of 15% per year.

New York Higher Education Assistance Corporation Loans

These loans are available to residents of New York State who can demonstrate need. Eligible students may borrow up to \$1,000 for their first and second years of study; \$1,250 for their third; and \$1,500 for their fourth and subsequent years of study to a maximum of \$7,500. These loans are negotiated through approved commercial banks. Repayment of these loans and their interest charges, which are 7% yearly on unpaid balances, are begun only after a student completes his education. Application may be made at any time. For application or further information, contact: The New York State Higher Education Assistance Corporation, 159 Delaware Avenue, Delmar, N.Y. 12054, or the Medgar Evers College Financial Aid Office. Information and application forms are also available at your local savings bank.

Deadlines for Applying for Financial Aid

Deadlines for filing applications for the Economic Opportunity Grants, National Defense Student Loans, and College Work-Study program are March 1 for transfer students and May 1 for students with no previous college experience. Applications are available during registration, or after September 7 at the Financial Aid Office, where students can also obtain further information and counseling regarding financial aid.

Special Note

In accepting participation in City, State, and Federal Aid Programs, Medgar Evers College is obligated to adhere to the rules and regulations of these agencies. For example, the Financial Aid Office is responsible to the Federal Government in the application of Section 504 Higher Education Amendments of 1968 (Public Law 90-575). This law mandates the Financial Aid Office to immediately cancel a student's eligibility for Federal Aid and withhold further eligibility for two years upon an abuse through involvement in campus agitation. An abuse is defined as the infringement of the rights of others to receive or to conduct the business of higher education.

## PROGRAMS OF STUDY AND REQUIREMENTS

### The Academic Structure of Medgar Evers College

Medgar Evers College is organized into four academic divisions -- the Humanities, the Natural Sciences, the Social Sciences, and Professional Studies. The divisions include the disciplines indicated below:

Division of Humanities	Art (graphic and plastic), Communication, Performing Arts (speech and drama), English, Film, Languages, Music, Philos- ophy
Division of Natural Sciences	Biology, Chemistry, Mathematics, Physics, General Science
Division of Professional Studies	Business; Accounting; Health, Physical Education, and Dance; Secretarial Science; Teacher Education
Division of Social Science	Anthropology, Economics, History, Inner City Studies, Political Science, Psychology, Sociology

### Programs Offered

Presently, Medgar Evers College offers four programs leading to baccalaureate and three programs leading to associate degrees. Students have the choice of these programs:

Four-year degrees:	Bachelor of Arts in Teacher Education Bachelor of Arts in Inner City Studies Bachelor of Science in Business Bachelor of Science in Accounting
Two-year degrees:	Associate in Arts Associate in Science Associate in Applied Science in Secretarial Science



## Code Designations of Courses

All courses are identified by numbers. This is a general guide to understanding course numbers at Medgar Evers:

- a. Courses numbered 100 to 199 are open to all students in the College.
- b. Courses numbered 200 to 299 are available to all students who possess basic skills as determined by diagnostic tests, counseling, or by completed work in 100 level courses.
- c. Courses numbered 300 to 399 normally require that the student have completed certain prerequisites, or that he give some other indication of ability to do the work of the course.
- d. Courses numbered 400 to 499 are normally taken in the final part of the student's program. These courses include student teaching, senior projects, and similar work.

A student who fails to demonstrate basic skills may still take a 200 level course, for example, if he believes that he is capable of doing the work. The numbering system is designed to provide him with at least a warning.

## Program Descriptions

### The Core

All freshmen at Medgar Evers College participate in a Common Core Program during their first two semesters for a total of 10 credits. Each student takes one section of "The College and the City" (Core 100), and one section of "The Student and the College" (Core 101), described in detail below. In special cases students may get permission to substitute Core 102 for Core 100.

The Core is an interdisciplinary program which emphasizes communication skills (reading, writing, speaking). In subject matter the Core program relates to areas of concern and interest to urban life, exposes students to existing academic and career alternatives, and orients them to the structure and challenge of life in the contemporary city.

- a. Students select the section of Core 100 they wish to enroll in (such as 100.01 or 100.02) in accordance with their individual interests and with the assistance of their curriculum adviser. Each section of the Core is divided into four parts (A, B, C, D), called "modules." Each module lasts six weeks and is taught by a different instructor. The student takes two modules each semester, for 2 credits each, or 4 credits per semester. The four modules treat selected topics from a variety of academic viewpoints.

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Students may switch from one Core sequence to another only after completing two modules and obtaining permission from the Core coordinator.

The following are examples of possible modular sequences:

Core 100.01. Dynamics of the Inner City (a study of the major forces shaping the inner city)

Module A. History of Black and Puerto Rican Migration

Module B. Sociology of the Schools

Module C. Economic Organization of the Inner City

Module D. Health and the City

Core 100.06. Urban Education (a survey of education in the city and how it shapes city youth)

Module A. Child Care

Module B. Psychology of the Urban Student

Module C. Education and the Public Schools

Module D. Growing Up in the City

- b. The only substitute for Core 100 is Core 102 -- "Selected Topics." It meets for eight hours and counts for 8 credits. This Core course employs topics and materials similar to those used in the regular sequences of Core 100 as a basis for specialized instruction in communication skills. Students who require this instruction may, with the consent of their advisers, substitute any of the modules of this course for corresponding modules of Core 100.
- c. The second component of the Core program is Core 101 -- "The Student and the College." It also is offered in sections (i.e., 101.01, 101.02; etc.) and each student registers for the section of Core 101 whose number corresponds to his section of Core 100. This component of the Core program is designed to provide a flexible framework for integrating the work of the separate modules and for dealing with the specifics of adjustment to college. This course meets an hour a week during the student's first two semesters and counts for 1 credit each term.

Bachelor of Arts in Teacher Education (minimum credits required is 120)

Medgar Evers College, as a school in service to the Central Brooklyn Community, emphasizes in its teacher education program the preparation of teachers sensitive to the needs of the learner, capable of caring, and

skilled in the development of learner resources. Its basic orientation is set in a practical rather than a theoretical frame of reference. The curriculum is flexible enough to accommodate a wide range of abilities and to allow for student participation in planning. The course of study leads toward the degree of Bachelor of Arts in Teacher Education.

Program Requirements

Courses Required: Ed 220, 271, 340, 371, 471, 473, 475, 477

Additional Requirements: Education majors are required to round out their program with a careful selection of additional courses. The specifics of the student's program must be worked out with the divisional academic adviser, whom all education majors are urged to see during their freshman year.

Bachelor of Arts in Inner City Studies (ICS) (minimum credits required is 120)

This program of study in the social sciences provides the student with a broad background in social organization, social action, and the process of socialization in an urban environment. It helps the student achieve an in-depth understanding of the nature and problems of life in the contemporary inner city. The program prepares students to enter careers in government or private agencies or in community organizations, and it also forms a sound basis for those who wish to continue their studies at the graduate level in social work or any other of the social sciences. The program consists of courses in Anthropology, Economics, History, Political Science, Psychology, Sociology, and specially designed inter-disciplinary courses.

The objective of this program is to produce graduates with the breadth of vision, intellectual stamina, and analytical capacity required of agents of social change and human progress.

Program Requirements

Courses Required: ICS 251-252, ICS 451-454

Additional Requirements: All Inner City Studies majors must select one cluster of four courses from among the following four choices:

ICS 333	ICS 337	ICS 341	ICS 347
334	338	343	348
335	339	345	350
336	340	346	351

In addition, ICS majors must take another 18 credits of electives within the program.

All prospective Inner City Studies majors must meet with an academic adviser regularly each year for program planning and career guidance. Majors in the second half of their Junior year must submit an approved proposal outlining their Senior year research or field work project.

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##### Bachelor of Science in Business (minimum credits required is 120)

The objective of this curriculum is to prepare students for managerial and leadership responsibilities in both the private and public sectors of the economy. The accelerating pace of technological and social change is intensifying the need for graduates equipped with the essential tools and skills of managerial decision making. To meet this need, this program integrates courses in quantitative analysis, the social and behavioral sciences, information science, and environmental considerations into a basic core of management and marketing courses.

##### Program Requirements

Courses Required: Bus 101, 102, 211, 231, 251, 271, 272, 281, 291; Eco 201, 203; Math 101; Math 210 or 211

Additional Requirements: At least one half of the business major's total credits should be earned in the liberal arts curriculum. All prospective business majors should see a divisional adviser by the end of their freshman year or no later than the beginning of their sophomore year.

Note: Students who wish to explore the field of business as a possible area of interest are urged to take Bus 103.

##### Bachelor of Science in Accounting (minimum credits required is 120)

Accounting has emerged as an essential and creative function of business life. Because of the complexity of modern businesses and the continual growth and importance of all forms of taxation, the accountant is today one of the most significant professionals in the business community. This program prepares students for the many job opportunities open in this career category in both private and public organizations.

##### Program Requirements

Courses Required: Bus 101, 102, 211, 231, 251, 271, 272, 281, 411; Eco 201, 203; Math 101, 210

Additional Requirements: With the help of their academic advisers, students select courses totaling 21 credits in the areas of cost accounting, tax accounting, and auditing. Additional courses in finance and business law are also required. All prospective majors should see an academic counselor by the end of their freshman year, or no later than the beginning of their sophomore year.

Associate in Arts (minimum credits required is 60)

The Associate in Arts (AA) curriculum constitutes the first two years of a full four-year baccalaureate program. The curriculum provides the kind and number of courses needed by a student to participate in a transfer program. Any student who successfully completes this two-year program is eligible for admission to a senior CUNY college to pursue the baccalaureate degree in the liberal arts.

Program Requirements

Students are urged to consult divisional academic advisers to work out the specifics of their program.

Associate in Science (in Biology, Chemistry, or Mathematics) (minimum credits required is 60)

The Associate in Science curriculum constitutes the first two years of a full four-year baccalaureate program. The curriculum provides the kind and number of courses needed by a student to participate in a transfer program. Any student who successfully completes this two-year program is eligible for admission to a CUNY senior college to pursue there a baccalaureate degree in the sciences. Students can earn their Associate in Science (AS) degree with a major in biology, chemistry, or mathematics.

Program Requirements -- Biology

Courses Required: Bio 201, 202, 301, 302; Chem 201, 202, 301, 302

Program Requirements -- Chemistry

Courses Required: Chem 201, 202, 301, 302; Math 207, 301, 302; Phys 201, 202

Program Requirements -- Mathematics

Courses Required: Math 203, 205, 207, 301, 302, 303; Phys 201, 202

Associate in Applied Science in Secretarial Science (minimum credits required is 60)

This program prepares students for employment as secretaries, stenographers, typists, or administrative assistants. The job skills provided by this curriculum are needed in all areas of business as well as in social service, community agencies, and government agencies. Within the program, students have the option of selecting as their major concentration one of the following three areas of secretarial science: Legal, Medical, or Executive.

Program Requirements

Courses Required: Sec 121, 122, 151, 152, 199, 219, 291.  
Other course requirements vary, according



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to the student's sub-major, which may be executive, legal, or medical secretarial science. Students should consult counselors in the Professional Studies Division about requirements for each area of specialization.

**Additional Requirements:** Secretarial Science majors must take all their electives outside of the Professional Studies Division. All prospective majors should see a divisional academic adviser before registering for any course in the program.

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DIVISION OF THE HUMANITIESENGLISH

- Engl 101 Introduction to Poetry 3 hrs 3 cr  
A survey course which introduces students to the world of poetry -- techniques used by authors, meanings embodied in works, and skills required of readers who are interested in developing an understanding of, and pleasure in, the experience of poetry.
- Engl 104 Introduction to Film 3 hrs 3 cr  
An introductory course which deals with understanding and appreciating film through lectures, discussions, readings, and screenings centered on form and style in film. Frequent showing of both short films which are useful in analysis of film form and of feature length films.
- Engl 106 Introduction to Drama 3 hrs 3 cr  
A survey course in the form and technique of theatre. Analysis of plays and the study of theatre history with respect to the dramatic form as a creative force in literary experience and expression.
- Engl 201 Contemporary Drama 3 hrs 3 cr  
A general study of the structure and criticism of drama since World War II. Special emphasis is devoted to social issues and the emergence of black authors, and modern dramatic movements.
- Engl 203 Contemporary Film 3 hrs 3 cr  
A study of post-World War II film, from the New Wave to the present, emphasizing the emergence of black themes and players.
- Engl 205 The American Novel 3 hrs 3 cr  
Analysis of literary works of authors from Henry James to Richard Wright -- emergence of the Black novelist. Emphasis on the literary quality of the works and their relationship to American culture.

## HUMANITIES/45

- Engl 207 Contemporary American Fiction 3 hrs 3 cr  
Study of post-World War II fiction, emphasizing the contributions of such writers as Ellison, Baldwin, Attaway, Himes, Williams, Demby, Kelly, Jones, and Brown.
- Engl 209 Children's Literature 3 hrs 3 cr  
An interpretive and critical study of literature suitable for children in nursery schools, kindergartens, and elementary grades. Special attention is given to story-telling arts, along with promising practices in using literature in school groups.
- Engl 211 The Language and Structure of Poetry 3 hrs 3 cr  
Development and improvement of the skills needed for close analysis of poetry, including the study of prosody, poetic language, structure, genre, methods, and vocabulary of criticism.

Art

- Art 101 Basic Design 4 hrs 2 cr  
A general studio course, with emphasis on the fundamentals of art. Pencil, pen and ink, charcoal, pastel, and tempera will be employed to acquaint the student with elements such as line and shape, color, form, texture, and value.
- Art 103 General Crafts 4 hrs 2 cr  
A basic studio craft course with emphasis on tools, techniques, and materials. In General Crafts, projects are made from wood, metal (jewelry), copper tooling, enameling, leather, and plastics.
- Art 105 Art History I 2 hrs 2 cr  
A survey course in appreciation which deals with the highlights of the Ancient, Medieval, Romanesque, and Gothic periods in art. Architecture, sculpture, and painting will be explored.
- Art 106 Art History II 2 hrs 2 cr  
A survey course which deals with the highlights of Renaissance, Baroque, and Modern periods in art. Architecture, painting, sculpture, and design will be explored.

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- Art 201 Drawing and Painting I 4 hrs 2 cr  
An introductory studio course with emphasis on drawing in pen and ink, conte crayon, charcoal, pencil and pastels, oil, acrylics, watercolor, tempera, and collage, coupled with analysis of historical and contemporary works.
- Art 202 Drawing and Painting II 4 hrs 2 cr  
An advanced exploratory studio and lecture course designed to intensify painting in oil acrylic, watercolor, tempera, and collage, coupled with analysis of historical and contemporary works.
- Art 203 Ceramics 4 hrs 3 cr  
A studio course in the study of clay, its sources, nature, and potentialities as related to the ceramic arts. Various methods for pottery making, coil and slab building, throwing, slip-casting, glazing, and firing are covered.
- Art 205 Sculpture 4 hrs 3 cr  
A studio course designed to introduce the student to basic sculpture. Emphasis is on mold-making, casting, wood carving, welding, and plastic techniques.
- Art 301 Graphic Techniques 4 hrs 3 cr  
An introductory studio course in the techniques of print-making. Relief intaglio, planographic, and silkscreen processes are presented in direct relation to the design and meaning of the print. Linoleum, wood cut, etching, engraving, lithography, and serigraphs will be employed.
- Art 303 Photography\* 4 hrs 3 cr  
A studio course which deals with the practical use of cameras, light, film, contact printing, enlarging, print finishing, and presentation of creative expressions with cameras.
- Art 401 Creative Arts\* 4 lab 3 cr  
For future teachers. Students will work in groups on various projects in art, music, and drama. (See Educational Outpost Experience under Teacher Education Program.)

\*Not offered in 1971.



Art 500 Individual Project Seminar 1 or 2 cr

Independent study for students wishing to concentrate in a given medium, such as ceramics, sculpture, photography, graphics, or painting. The student will work under the supervision of an art instructor. Open only to advanced students. May be taken for two terms only.

### Communications

Comm 375 Ways of Communicating I 3 hrs class, 2 lab 4 cr

Nature of communication. Examination of some of the ways of communicating and their effectiveness in the educational process: formal and colloquial language; non-verbal and body language; play; art as communication.

Comm 376 Ways of Communicating II 3 hrs class, 3 lab 4 cr

The media as they affect learning. A study of the communication process involved in films, television, radio, teaching machines, etc. This course will include a lab component in which students will learn to work with various media.

### Dramatic Arts

Spch 201 Fundamentals of Speaking 3 hrs 3 cr

A laboratory course in development and improvement of oral communication through participation in speech making, group discussions, and debates. Language laboratory utilized for diction improvement and negation of individual problems.

Spch 204 Oral Interpretation 3 hrs 3 cr

Development of oral and physical techniques needed in literary interpretation; critical analysis of literary material for items such as intent of the author; student project performances given.

Spch 207 Basic Acting 3 hrs 3 cr

An introductory laboratory course designed to acquaint the student with various experiences in basic acting techniques and to equip him with skills needed to function competently on the stage.

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Spch 500 Independent Study 1 to 3 cr

Open only to advanced students with the permission of an instructor in Dramatic Arts. Each student will work under the personal supervision of the instructor, preparing a performance suitable for presentation to an audience. May be taken for one term only. The instructor and the student will determine the number of credit hours to be earned.

Music

Mus 101 Introduction to Music 3 hrs 3 cr

Designed to introduce the art of music through analysis of various works in Western classical musical literature.

Mus 103 Rudiments of Music 2 hrs 2 cr

A piano performance course which utilizes the keyboard as a vehicle for studying the fundamentals of music. Notation, rhythm, scales, keys, interval formation, triads, ear-training, and dictation are used as basic rudiments.

Mus 201 Afro-American Music 3 hrs 3 cr

Survey of Afro-American music from its background in Africa to the present, with special emphasis on interrelationship of music and culture and the evolution of protest in music.

Mus 204 History and Literature of Jazz 3 hrs 3 cr

Critical examination of the history and literature of jazz from its roots in the folksongs of black Americans to the present time. Particular attention paid to sociological background of the music, and the experiences of musicians (their life styles and the ensuing effects on musical styles). Special attention will be given to the influence of classical music on jazz and vice versa, with the resulting borrowings.

Mus 206 Third World Folk Music 3 hrs 3 cr

Analysis of traditional folk music of the non-Western cultures in Africa, the Orient, and Latin America. Analysis of religious music, folk polyphony, ballads, blues, protest music, and children's songs in terms of social content and musical styles; historical, sociological, and cultural forces that shaped this music will be viewed.

- Mus 207 Music for Teachers I 3 hrs 3 cr  
Introductory laboratory course in the fundamentals of music designed to equip prospective elementary school teachers with the skills needed to function effectively. Students teaching in selected schools along with participation in ensembles of pre-band and accompanying instruments -- autoharp, recorder, Orff instruments -- form integral part of the course.
- Mus 208 Music for Teachers II 3 hrs 3 cr  
Designed to acquaint prospective elementary school teachers with literature and materials appropriate for children. Transcription of simple melodies, methods of instruction, and student teaching form an integral part of the course.
- Mus 109 College Choir 1 cr each term  
The study and performance of sacred and secular works, both accompanied and a capella.
- Mus 111 College Band 1 cr each term  
The exploration, study, and performance of musical literature written for band.
- Mus 113 College Orchestra 1 cr each term  
Exploration, study, and performance of orchestral musical literature.

### Romance Languages

- Span 101 Elementary Spanish 3 hrs 3 cr  
Development of basic conversational Spanish through intensive aural-oral practice. Study of pronunciation and the elements of Spanish grammar; reading of simple modern texts; utilization of language laboratory is integral part of course.
- Span 201 Intermediate Spanish 3 hrs 3 cr  
Emphasis is on conversation and grammar review with special attention to written and oral composition; selected readings in Spanish literature are studied and analyzed.



and rules for valid inference will also be discussed, and sets the "new mathematics" will be introduced. This course offers a foundation for pre-calculus mathematics, social science research, and argumentative writing.

## DIVISION OF NATURAL SCIENCES

### Biology

- Bio 201, Biology I & II 3 hrs class, 3 lab 4 1/2 cr each term  
202  
Principles of organic evolution, cell biology, and structural and functional organization in living systems. Form and function in plants, animals, and microorganisms. Population and applied biology.
- Bio 251, Biology of Human Health I & II 3 hrs class, 3 lab 4 1/2 cr each term  
252  
Elements of chemistry, human biology, primary anatomy, basic physiology and development, organs and organ systems, reproduction and heredity, metabolism and nutrition, infectious disease and immunology. For nursing students only.
- Bio 301 General Physiology 2 hrs class, 4 lab 4 cr  
Fundamentals of growth and maintenance in living systems.  
Prerequisite: Bio 201 & 202.
- Bio 302 Genetics 3 hrs 3 cr  
General principles of heredity. Prerequisite: Bio 201 & 202.

### Chemistry

- Chem 101, Introductory Chemistry 3 hrs class, 3 lab 4 cr each term  
102  
The historical, theoretical, and conceptual aspects of inorganic chemistry, organic chemistry, and biochemistry are presented as a background for the presentation of these aspects of chemistry which affect and are practical to modern living. Primarily for students not majoring in science.



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Chem 201, General Chemistry 3 hrs class, 3 lab 4 cr each term  
202

The fundamental laws and theories governing the behavior of matter are presented with a view toward preparing the student for advanced study in chemistry. Subject matter will include matter and energy, periodic system, atomic theory, chemical bonding, kinetic-molecular theory, equilibrium, solutions, electrochemistry, and radiochemistry. Corequisites: Math 201 & 202.

Chem 301, Organic Chemistry 3 hrs class, 4 lab 5 cr each term  
302

A study of the major classes of organic compounds with an emphasis on structure, reactions, synthesis, stereochemistry, and reaction mechanism. The laboratory section will stress synthetic techniques, spectroscopic methods, and qualitative organic analysis. Prerequisite: Chem 201 & 202.

Mathematics

Math 101 Fundamental Mathematics 2 hrs lect, 2 recitation, 2 lab 4 cr

Sets; addition, subtraction, multiplication, and division in the domains of the integers, the common fractions, and the decimal fractions; proportion; percentage; groups and fields; laws of exponents; logarithmic computations; addition, subtraction, multiplication, and division in the domain of the polynomials; linear equations. The irrational and the complex numbers; quadratic, fractional, and radical equations; linear systems; determinants; quadratic systems; graphs; introduction to formal logic; basic mensuration formulas in geometry; the trigonometric functions and their interrelations; the basic identities; solution of triangles; analytic geometry of the line and of the circle; graphic solution of equations and systems of two equations; the concept of function.

Math 102 Introductory Mathematics 2 hrs lect, 2 recitation, 1 lab 3 cr

Sets; operations in the domain of the counting numbers, fractions, decimals, signed real numbers; polynomials and algebraic fractions; linear and quadratic equations; linear and quadratic systems; graphs; formulas from geometry; trigonometric functions; solution of triangles.

Math 103 Pre-Calculus Mathematics <sup>4</sup> 3 hrs class, 1 lab 3 cr <sup>2</sup>

Sets; introduction to logic; formulas from geometry; operations in the domain of polynomials and algebraic fractions; solution of linear and quadratic equations; solution of linear and quadratic systems; graphs; the trigonometric functions, identities, and equations; addition formulas; solution of triangles; introduction to analytic geometry.

math 105

- Math 201 Cultural Mathematics 3 hrs 3 cr  
The beginnings of geometry in Egypt; the beginnings of algebra in Babylonia; the development of geometry in Greece; contributions of the hindus and the Arabs. The significance of analytic geometry; the development and significance of the calculus; the importance of the calculus in the development of our scientific culture. This course is an introduction to mathematics from the standpoint of the history of ideas.
- Math 202 Elementary Applied Mathematics 3 hrs 3 cr  
Analytic geometry of the line; linear programming; probability; statistics; mathematics of finance; introduction to computers; introduction to the calculus.
- Math 203 Elementary Linear Algebra 3 hrs 3 cr  
Vector spaces; inner products; the Euclidean vector spaces; linear geometry; linear transformations and matrices.
- Math 204 Set Theory and Metric Spaces 3 hrs 3 cr  
Set theory; topology of the metric spaces.
- Math 205 Elementary Abstract Algebra 3 hrs 3 cr  
Introduction to the theory of groups, the theory of rings, and the theory of fields.
- Math 206 Foundations of Analysis 3 hrs 3 cr  
The real number system; topology of the real number system; real valued functions of a real variable.
- Math 207 Calculus I 4 hrs class, 1 lab 4 cr  
Sets; functions; the real number system; analytic geometry of the line; limits of sequences; the derivative and the integral; fundamental theorem of the calculus; introduction to the applications of the derivative; introduction to the applications of the integral; analytic geometry.
- Math 301 Calculus II 4 hrs class, 1 lab 4 cr  
The transcendental functions; law of the mean; Taylor's formula with remainder; the systematic search for primitives; further applications of the derivative and of the integral; infinite series. Prerequisite: Math 207.

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- Math 302 Calculus III 4 hrs class, 1 lab 4 cr  
Functions of several variables; linear algebra and linear geometry; the partial derivative; the differential; Taylor's formula for functions of several variables; applications of the partial derivative; multiple integrals and their applications. Prerequisite: Math 301.
- Math 210 Mathematics of Finance 4 hrs 4 cr  
Simple and compound interest, discounts, annuities, amortizations, mortgages, valuation of bonds, and other forms of investment. Prerequisite: Math 101.
- Math 211 Actuarial Mathematics 4 hrs 4 cr  
General probability, probability applied to life contingencies, probability applied to casualty contingencies, various forms of life insurance and casualty insurance, calculation of actuarial tables. Prerequisite: Math 101 and Math 210.
- Math 303 Elementary Differential Equations 3 hrs 3 cr  
Equations with separable variables. Applications in geometry, physics, chemistry. Homogenous equations; linear equations; systems of linear differential equations; solutions by infinite series. Prerequisite: Math 302.

Physics

- Phys 201, General Physics I & II 4 hrs class, 2 lab 5 cr  
202  
An introductory course in mechanics, sound, electricity, and heat. Primarily for science majors.
- Phys 301, Mechanics I & II 3 hrs 3 cr  
302  
Particle and systems dynamics. Translating and rotating coordinate systems.
- Phys 305, Electricity and Magnetism I & II 3 hrs 3 cr  
306  
(Course to be developed and submitted to Board of Higher Education during Spring 1971.)
- Phys 311, Atomic and Nuclear Physics I & II 3 hrs 3 cr  
312  
(Course to be developed and submitted to Board of Higher Education during Spring 1971.)

Science

- Sci 101 Introduction to Physical Science 3 hrs 3 cr  
 The development of the concepts and theories of physics from Hellenic times to the present; an introduction to present knowledge of the physical universe.
- Sci 102 Introduction to Life Sciences 3 hrs 3 cr  
 An introduction to biology, with emphasis on man, plants, animals, and microorganisms, and their interdependence, evolution, and aspects of form, function, and heredity.

DIVISION OF PROFESSIONAL STUDIESBusiness

- Bus 103 Introduction to Business 3 hrs 3 cr  
 This is an introductory survey course designed to acquaint students with business as a field of study. The role of business in the life of the individual and society will be analyzed. Attention will also be given to how the business system works. The functional areas of Accounting, Management, Marketing, Finance, and Information Science will be surveyed.

Accounting

- Bus 271-  
272 Managerial Accounting I & II 3 hrs 3 cr each term  
 A study of the basic principles and procedures of accounting related to the functions of control and decisions. Topics include financial accounting, cost accounting, taxation, profit measurement, and business performance.
- Bus 311-  
372 Intermediate Accounting I & II 3 hrs 3 cr each term  
 Financial statements are studied as a means of communicating meaningful information to stockholders, creditors, and others. This course exposes the student to the problems involved in determining the nature, the valuation, and the presentation of the more commonly encountered types of assets, liabilities, and capital. The student is acquainted with the important contro-

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versies involving alternative presentations and authority for determining generally accepted accounting principles.

Bus 374 Cost Accounting 3 hrs 3 cr

A study of costs for managerial planning and control as well as for financial statement purposes. The course is designed to develop the student's ability to analyze, to identify relevant factors, and to deal with accounting information for decision-making purposes. Topics include cost behavior and volume/profit relationships, responsibility accounting, standard costs, and budgets.

Bus 471 Advanced Finance Accounting 3 hrs 3 cr

This course broadens and intensifies the student's knowledge of accounting by exposing him to many different situations, and demonstrating to him the ways in which accounting concepts are operative in a variety of applications. Topics include business combinations, consolidated statements, fund accounting, government accounting, liquidations, installment sales, and concepts and applications of compound interest.

Bus 472 Contemporary Accounting 3 hrs 3 cr

This course has two objectives: 1) to acquaint the student with current accounting issues and problems, and with the latest research efforts in the field, and 2) to bring together concepts and methodologies covered in previous courses, both in accounting and in other disciplines, so that the student may view accounting as a whole and in perspective. Selected readings in recent publications, questions, and problems from the Uniform CPA Examination, and case materials are some of the vehicles employed.

Bus 473 Auditing 3 hrs 3 cr

A study of the philosophy and methodologies of auditing to give the student a working knowledge of the basic concepts of auditing and an understanding of the auditor's contribution to society. Topics include generally accepted auditing standards, professional ethics, legal responsibilities, internal control, and the auditor's report.

Bus 474 Taxation 3 hrs 3 cr

This course covers accounting problems encountered in and the laws applicable to Federal tax returns. Topics include nature of taxable and non-taxable income, allowable and non-allowable business and personal deductions, capital gains and losses, estate and gift taxes. The emphasis is on basic problems, timing transactions, and different taxable entities.



Finance

- Bus 251 Financial Management 4 hrs 4 cr  
 A survey is made of the methods of organizing and financing business. Attention is directed to various procedures and devices used in obtaining funds for short and long term purposes. Special attention is given to surplus and reserve policies, and to growth and business combinations.
- Bus 351 Advanced Finance 4 hrs 4 cr  
 An analysis of the organization and operation of the financial system. Includes an analysis of money and capital markets, commercial banking, investment banking, central banking, and banking policy.
- Bus 352 Investment Analysis 4 hrs 4 cr  
 Analysis of various types of securities and valuation tests for bonds and stocks. Investment management and security markets are also studied.
- Bus 451 Public Finance 4 hrs 4 cr  
 Analysis of the theory and practice of public finance including taxation, debt management, expenditures, and public policy.
- Bus 453 Personal Finance 3 hrs 4 cr  
 Discusses problems involved in handling personal finance including methods of borrowing, home financing, interest rates, savings and checking accounts, and insurance.
- Bus 455 International Finance 4 hrs 4 cr  
 A study of the theory, mechanics, and institutions of international finance. The role of the International Monetary Fund, World Bank, and International Finance Corporation in stabilizing and financing World Trade.
- Bus 457 Banking Practices 4 hrs 4 cr  
 Operation of banking institutions particularly commercial banks. Reserves, loss, and investment policy and liquidity are considered.

Management

- Bus 211 Introduction to Business Management 4 hrs 4 cr
- The organization and essential functions of a typical modern enterprise are studied, and the current managerial concepts, tools, and techniques used in design, manufacturing, procurement, production, record keeping and personnel are analyzed. Emphasis is placed on the need, significance, and function of increased productivity of the firm and means of attaining this goal. The manager as a decision-maker in a dynamic society and the up-to-date concepts he employs are carefully examined. The changing direction of business in the light of such new developments as automation, electronic data processing, quantitative controls, and application of the behavioral sciences to business are explored.
- Bus 311 Personnel Management 4 hrs 4 cr
- A study of the personnel functions in business organizations. Recruiting, testing, selecting, training, and promoting are some of the topics considered.
- Bus 312 Industrial Relations 4 hrs 4 cr
- This course provides a background in labor-management relations. Examines the growth and development of unions, negotiation and collective bargaining procedures, and techniques and operations of grievance machinery.
- Bus 313 Industrial Management 4 hrs 4 cr
- Considers the basic areas of operations of industrial enterprise, economics of production, production planning, managerial control, plant layout, material handling, quality control, and work measurement. The relationship of these areas to high quality managerial performance is emphasized.
- Bus 411 Decision Theory 4 hrs 4 cr
- Discusses and analyzes the theories, methods, and processes of decision-making which are an integral part of the preparation of managers. Emphasis is placed upon the application of theory and methodology in business management situations. Management systems and management information systems will be simulated and evaluated.
- Bus 412 Human Relations 4 hrs 4 cr
- Brings together relevant data from the behavioral sciences to explain the behavior of individuals or groups working together.

Organizational behavior, communication, motivation, and social environment are some of the topics discussed.

## Marketing

- Bus 231 Introduction to Marketing Management 4 hrs 4 cr  
 This course emphasizes the role of the marketing system in the economy and the social consequences of marketing activity. The processes by which supply and demand are equalized in marketing channels are considered as well as the strategies employed to achieve management objectives. The course also includes an analysis of the marketing institutions which comprise distribution channels.
- Bus 331 Marketing Logistics 4 hrs 4 cr  
 The study of the scientific management of the flow of goods through the distribution system. Cost and demand variables are considered within the context of a spatial framework. Topics covered include location of plant and warehouse facilities, inventory control, transportation modes and rates, and warehousing.
- Bus 431 Marketing Research 4 hrs 4 cr  
 Covers the fundamentals of scientific investigation in solving marketing problems. Emphasizes the quantitative approach with qualitative considerations also examined.
- Bus 333 Management of Promotion 4 hrs 4 cr  
 The management activities of defining promotion goals, developing strategies, formulating budgets, and scheduling programs are considered. The course also emphasizes communication and promotion theories as they relate to stimulating demand for goods and services.
- Bus 433 Inner City Business Development 4 hrs 4 cr  
 An exploration of inner-city problems and their relationship to business and economic development. Includes a review and evaluation of models for ghetto business development and an examination of the marketing system in the ghetto. The dynamics of technical assistance are considered, including the role of government and community organizations.
- Bus 434 Retail Store Management 4 hrs 4 cr  
 Principles of store operation and management including trade area analysis and evaluation, buying and merchandizing, inventory



Health, Physical Education, and Dance

- Phys Ed  
225      Foundations of Physical Activity      3 hrs 2 cr
- Survey of physiological, psychological, and sociological aspects of physical activity in modern society. Evaluation of various aspects of student physical fitness. Instruction in movement skills, body mechanics, and methods of maintaining and improving physical fitness. Student guidance in determining physical activities suited to need and interests in adult life. (Men and women.)
- Phys Ed  
127      Swimming I      2 hrs 1/2 cr
- Basic course. Emphasis on instruction in fundamentals of water safety, floating, and resuscitation. Instruction and practice in each of the following: crawl, backstroke, breaststroke, and elementary forms of diving. American Red Cross Certificate issued to all who pass this course. (Men and women.)
- Phys Ed  
128      Swimming II      2 hrs 1/2 cr
- Intermediate swimming. Instruction in basic survival swimming techniques. Emphasis on form and endurance in the following: crawl, back crawl, sidestroke, and breaststroke; fundamentals of springboard diving; and racing turns. Red Cross Certificate issued to all who pass this course. (Men and women.) Prerequisite: Phys Ed 127.
- Phys Ed  
131      Developmental Activities      2 hrs 1/2 cr
- Individual physiological improvement through weight training, circuit training, and isometric and circulo-respiratory exercises. (Men only.)
- Phys Ed  
133      Fundamentals of Team Sports      2 hrs 1 cr
- Analysis and practice of the fundamental techniques and strategies of touch football, basketball, and volleyball. Fall semester. (Men only.)
- Phys Ed  
141      Fundamentals of Team Sports      2 hrs 1 cr
- Analysis and practice of the fundamental techniques and strategies of basketball, volleyball, and speedball. Fall semester. (Women only.)



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- Phys Ed 228 Fundamentals of Dual and Individual Sports 2 hrs 1 cr  
 Analysis and practice of the fundamental techniques in badminton, track and field, and gymnastics. Spring semester. (Men and women.)
- Phys Ed 211 Elementary Movement Experiences 2 hrs 1 cr  
 Study and organization of movement experiences adaptable to various age levels; movement exploration, games, rhythmic activities, and athletic events. Strongly recommended for all elementary education majors.
- Phys Ed 223 Bowling 2 hrs 1 cr  
 Analysis and practice of the fundamental techniques of bowling. (Coeducational.)
- Phys Ed 235 Boxing and Hand to Hand Defense 2 hrs 1/2 cr  
 Basic blows, throws, and defenses. Applications of these skills to competitive situations.
- Health 216 Personal Health 2 hrs 2 cr  
 Scientific study of healthful living. Emphasis given to current research and prevalent health problems, including mental health, family living, and drugs.
- Health 215 School and Community Health 3 hrs 3 cr  
 Health services; healthful school environment and health instruction as school and community responsibilities. Relationship between school and community health programs.
- Health 312 Human Sexuality 3 hrs 3 cr  
 Physiological, psychological, and social aspects of human sexual development and function.
- Health 311 Alcohol, Tobacco, and Drugs 3 hrs 3 cr  
 The use and abuse of alcohol, tobacco, and drugs. Emphasis on the physiological, psychological, and social effects.
- Dance 251 African Dance I 4 hrs 3 cr  
 A survey of the cultures and dances of selected African peoples; some attention will also be paid to the influences of their dance styles on the dances of the African descendants in the New World. Performance is an integral part of this course.

Secretarial Science

- Sec 121 Business Shorthand I (Gregg) 2 class, 2 lab 3 cr  
All the principles of Gregg shorthand are learned while dication speed is built to 60 wpm for 5 minutes.
- Sec 122 Business Shorthand II (Gregg) 2 class, 2 lab 3 cr  
Shorthand principles, as well as punctuation and spelling, are reviewed in this course as dictation speed is built to 80 wpm for 5 minutes. Material used is from the areas of aviation, banking, education, insurance, manufacturing, publishing, and travel.
- Sec 123 Business Shorthand III (Gregg or Pitman) 2 class, 2 lab 3 cr  
(G or P)  
In these courses for executive secretarial majors, shorthand speed is pushed to 100 wpm for 5 minutes. Shorthand principles are reviewed along with spelling, punctuation, and other mechanics of English.
- Sec 124 Business Shorthand IV (Gregg or Pitman) 2 class, 2 lab 3 cr  
(G or P)  
Stenographic speed is brought up to 120 wpm for 5 minutes. Business Shorthand IV is the terminal course in shorthand for executive secretarial majors.
- Sec 241 Medical Shorthand I (Gregg or Pitman) 2 class, 2 lab 3 cr  
(G or P)  
Shorthand speed is built to 80 wpm for 5 minutes on material from the areas of cardiology; thoracic medicine; dermatology; eye, ear, nose, and throat; diabetes, urology, endocrinology, and others.
- Sec 242 Medical Shorthand II (Gregg or Pitman) 2 class, 2 lab 3 cr  
(G or P)  
Medical cases dictated at 100 wpm for 5 minutes include the areas of mental health, gynecology, obstetrics, pediatrics, gastroenterology, chemotherapy, orthopedics, and neurology.
- Sec 231 Legal Shorthand I (Gregg or Pitman) 2 class, 2 lab 3 cr  
(G or P)  
Legal papers and court documents are part of the material dictated during these courses. Stenographic speed reaches 100 wpm for 5 minutes.

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Sec 232 Legal Shorthand II (Gregg or Pitman) 2 class, 2 lab 3 cr  
(G or P)

Material dictated at 120 wpm for 5 minutes includes the will, the contract, the mortgage, and the lease.

Sec 151 Typing I 4 lab 2 cr

All keys are learned. Typing skill of 25-30 wpm is built on straight copy, business letters, memorandums, tabulations, and term papers.

Sec 152 Typing II 4 lab 2 cr

Advanced business letters, technical papers, employment applications, and tables are included in the material used to bring typing speed to 45-55 wpm for 5 minutes.

Sec 261 Business Transcription I 4 lab 2 cr

Shorthand notes are transcribed into neat, accurate letters at 20-30 wpm. Business vocabulary is reviewed.

Sec 262 Business Transcription II 4 lab 2 cr

Shorthand notes are transcribed with multiple carbons at 30-40 wpm and graded for mailability.

Sec 281 Medical Transcription I 4 lab 2 cr

Case studies and other forms of medical communication are transcribed at 15-25 wpm. Accurate spelling and correct usage of medical terms is stressed.

Sec 282 Medical Transcription II 4 lab 2 cr

Medical materials are transcribed at 25-35 wpm. Emphasis is placed on the production of neat, accurate copy. Medical forms are reviewed.

Sec 271 Legal Transcription I 4 lab 2 cr

Shorthand notes are transcribed at 15-25 wpm on a wide range of legal stationery, including legal-cap paper and endorsed legal backs.

Sec 272 Legal Transcription II 4 lab 2 cr

Complex legal materials are transcribed neatly and accurately at 25-35 wpm.

- Sec 219 Office Machines and Business Math 4 lab 2 cr  
 Skill is developed on the 10-key adding machine, the printing calculator, the switchboard, the spirit duplicator, the mimeograph, the offset, the electronic calculator, the bookkeeping machine, the dictaphone, the MTST, and the keypunch machine. The solutions to business problems involving fractions, decimals, percents, discounts, and interest are discussed.
- Sec 291 Secretarial Practice I 3 hrs 3 cr  
 Telephone and receptionist techniques as well as business writing and the art of ordering the right supplies are among the topics discussed in this class.
- Sec 292 Secretarial Practice II 3 hrs 3 cr  
 Data processing, mail handling, and filing are studied along with the services of travel agencies, banks, and shipping companies. In addition, good grooming, makeup techniques, and clothes selection are reviewed.
- Sec 199 Secretarial Experience Seminar 1/2 hr 1/2 cr  
 Students receive occupational information and discuss job application and testing procedures. They are helped to find temporary, part-time employment, and are aided in solving human relations problems that arise. Meets 1 hour during alternate weeks. Work experience is an integral part of this course.

### Teacher Education

- Ed 220 Introduction to Teaching 3 hrs 3 cr  
 Examination and comparison of teaching methods -- focusing on the teaching task itself, workshops, field trips, and discussion.
- Ed 271 Perspectives on Learning 3 class, 2 lab 4 cr  
 Focus on the child: how he learns and develops. Analysis of the processes involved in teaching based on first-hand observation of and interaction with a child in a group situation. Careful record will be kept of what happens as the child relates to his peers, adult leaders, etc. Students will meet weekly to discuss their observations with an instructor-facilitator in the light of what teaching means.





trainers, and future teachers cooperate to develop the professional skills needed to be effective in the school environment. Future teachers are placed in schools according to these groups. This experience will include workshops in the teaching of language arts and mathematics.

Ed 475 Student Teaching and Seminar 4 hrs class, 16 lab 12 cr

Students will be placed in schools in groups. Twice weekly seminars will continue and complement the work of Ed 473. Prerequisite: Ed 473.

Ed 477 Group Dynamics 2 hrs 2 cr

This experience will focus on interaction in large groups. This group meets twice a week for an hour lecture followed by a question period of equal length. Lectures will be given by faculty, visiting experts, or students and will deal with topics related to the life and purpose of the program.

## DIVISION OF THE SOCIAL SCIENCES

### Anthropology

Anth 201 The Nature of Culture 3 hrs 3 cr

An examination of the nature, function, and evolution of culture in Western and non-Western societies.

Anth 301 Culture and Social Change (ICS 350) 3 hrs 3 cr

The nature of culture as manifested in a variety of societies in the world. Problems in the evolution of culture and the relationships of culture and social institutions to economic and social development and social change.

### Economics

Eco 201 Theory of the Firm and Markets 3 hrs 3 cr

Analysis of the production process; market structure; dynamics of firm and industry development; consideration of consumer demand, advertising; decision processes.



History

- Hist 201 The History of Contemporary Africa 3 hrs 3 cr  
Africa since contemporary African fiction, drama, and poetry, particularly of sub-Saharan Africa, including Ekwensi, Ngugi, Soyinka, Oyona, Laye, Dadie, Clark, Tutuola. Since World War II.
- Hist 203 History of the USA I (up to 1900) 3 hrs 3 cr  
The colonial background to the independence struggle, the goals of the founding fathers, westward expansion and interaction with aboriginal peoples, the Civil War and Reconstruction, the growth of capitalism. In general the theme will be one of the conflict or accord between expressed ideals and reality in American development. (To be approved by the Board of Higher Education.)
- Hist 204 History of the USA II (after 1900) 3 hrs 3 cr  
The growth of the Economy during the twentieth century; the effects of world wars on US international relations and international role; growth of world-wide imperialism; the internal problems of social justice, civil rights, urban development, the impact of science and technology. In general the course will focus on the increasing complexity of the problems and the adequacy of the efforts made to cope with these problems. (To be approved by the Board of Higher Education.)
- Hist 205 The History of Contemporary Latin America 3 hrs 3 cr  
(Not offered until Spring 1972)
- Hist 208 The History of the Caribbean 3 hrs 3 cr  
(Not offered until Spring 1972)
- Hist 210 History of African Peoples in the West I 3 hrs 3 cr  
A survey of the origins and patterns of civilization and life in selected parts of Africa up to 1500 AD: the slave trade; black slavery in the USA, and the issues and events of significance in the lives of black peoples in the USA up to 1865. (To be approved by the Board of Higher Education.)
- Hist 211 History of African Peoples in the West II 3 hrs 3 cr  
An examination of the struggles of peoples of African descent for equal opportunities in politics, education, employment, etc. in

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the USA from emancipation to the present day -- touching emancipation, the Nadir, the age of Booker T. Washington, the Marcus Garvey era, the Black Renaissance, the Civil Rights Movement, and Black Power in the USA from 1865 to the present. (To be approved by the Board of Higher Education.)

Hist 212 History of African Peoples in the West III 3 hrs 3 cr

The Americas outside of the USA; A survey of the origins and patterns of black slavery in various parts of the Americas; a comparative treatment of French, British, and Spanish slavery (set against a background of the patterns of slavery in the USA); the emancipation movements in the Americas and the struggle of the emancipated peoples for independence and quality of opportunity up to the present day. The areas selected for 1971-72 are Brazil, Cuba, Haiti, Martinique, Guadeloupe, Jamaica, and Trinidad. (To be approved by the Board of Higher Education.)

Hist 214 The World Since 1918 3 hrs 3 cr

A study of the history of international relations since 1918 and the significant causes of change in world groupings touching the rise of the USSR, Hitler, the drift into World War II; the war and the peace settlements; the quest for collective security; the emergence of the Third World (China, India, Africa, Latin America, and the Caribbean); Modern Imperialism; race as an issue in international relations over the period. (To be approved by the Board of Higher Education.)

Inner City Studies

ICS 251- Community Action Research 3 hrs 3 cr each term  
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Designed to train the student in methodological approaches for investigating community social issues. Emphasis will be placed on the identification and analysis of the problem. Techniques in the collection of data; statistical methods, data interpretation of the relevance of conclusions for social change.

ICS 334 The School System 3 hrs 3 cr

The latent and manifest functions of the schools and the educational systems; the student-teacher relation; counseling practices; comparison with alternative systems; consequences for adolescent development. Co-requisite: Psy 311.

ICS 336 Police and the Penal System 3 hrs 3 cr

A study of the latent and manifest functions of police and the penal system; the sources of youth-police antagonism; the nature of life in houses of detention and prisons; the implications for adolescent development. Consideration of systems existing in other countries.

- ICS 340 Selected Problems in Community Development 3 hrs 3 cr  
 A course which relates directly to major issues facing the local community, e.g. housing, the delivery of health and social services, education. The students should be involved as participants/observers in at least one of these issues.
- ICS 341 The Function of Cities 3 hrs 3 cr  
 The evolution of the modern city. Growth and decay processes. Introduction to the principal functions of urban organization, e.g. sanitation, zoning, transportation, education. Considerations of urban design and human engineering. Forces which encourage flight from urban areas and the social consequences.
- ICS 345-346 Urban Planning I & II 3 hrs 3 cr each term  
 Principles of urban design and planning; the major issues facing modern city planning. Detailed analysis of current design in New York Metropolitan area; methods for encouraging urban redevelopment; alternative concepts for the design of human environments.
- ICS 458 Community Dynamics 3 hrs 3 cr  
 Examination of the community programs that have been developed in efforts to solve urban society's problems. Discussion and evaluation of goals, policy, planning, theory, and methods of intervention for change in relation to major programs, including community mental health, antipoverty, delinquency and crime prevention, health and rehabilitation, prevention of addiction, school and education.

See also: Anth 301; Eco 301, 303, 337; PSci 303, 305; Psy 309, 311; Soc 301, 303, 305, 307.

### Political Science

- PSci 201 Political Power 3 hrs 3 cr  
 The nature of political power in urban, state, and federal governments. The characteristics and functioning of political parties and pressure groups. Consideration of the influence of social minorities upon the political process.
- PSci 301 American Politics 3 hrs 3 cr  
 The nature of the political institution and the body politic in the United States. Factors which encourage stability and discord. The influence of "third" parties and minority groups.



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PSci 303 Governmental Policy and Community Development (ICS 339) 3 hrs 3 cr

A study of federal, state, and local policies and programs which relate directly to poor persons and to poverty areas; the manner in which such policies are developed; the political, social, and economic forces which shape public policy; the significance of the broader metropolitan political, social, and fiscal structures.

PSci 305 Urban Social and Political Structure (ICS 343) 3 hrs 3 cr

The city as people, ethnic group relationships, class conflicts, political power, and the implications for urban planning.

PSci 307 Imperialism and National Power 3 hrs 3 cr

The factors underlying the development of the nation state and the quest for economic domination. Emphasis upon contemporary US imperialism.

PSci 401 Political Processes (ICS 456) 3 hrs 3 cr

An analysis of city, state, and federal policy formation, with emphasis upon ways in which government may be useful in promoting progressive social change. The relationship of governmental organizations to the public, to pressure groups, and the internal organizational struggles of governmental bureaus toward policy implementation. The course will relate to problems of educational, health, and other aspects of urban planning and social legislation.

Psychology

Psy 201 Mind and Personality 3 hrs 3 cr

A focus upon basic concepts of perception, motivation, and personality. General nature of the learning and motivational process. Theories of personality and requirements for health development.

Psy 301 Abnormal Psychology 3 hrs 3 cr

Facts and theories about the etiology of mental disorders; consideration of deviations commonly found in the school population, such as mental retardation and delinquency; impact of social and economic distress upon the frequency and manifestations of disturbance.

Psy 303 Psychology of Oppression 3 hrs 3 cr

The psychological implications and consequences of class and caste

structures; character of submission and rage, superiority and fear; consequences for the dynamics of social and individual conflicts.

- Psy 305 Learning and Motivation 3 hrs 3 cr  
Theories of learning and motivation with special consideration of environmental influences. Examination of the learning process and methods of facilitating learning and cognition.
- Psy 307 Behavioral Skills in Teaching 3 hrs 3 cr  
The cognitive process; learning how to learn. Affective learning and its relation to the cognitive process; nature of relating and its effect on learning; decision making and value identification.
- Psy 309 Child Development (ICS 331) 3 hrs 3 cr  
Consideration of the significant phases of motor, cognitive, emotional, and social development of the child as these are influenced by genetic, cultural, and individual factors during the first twelve years of life. Special attention.
- Psy 311 Adolescent Socialization (ICS 333) 3 hrs 3 cr  
A systematic examination of the developmental process from puberty through young adulthood. The nature of the psychological strains, peer group relations, problems of youth-adult interaction. The types of social and family supports needed for health development.

### Sociology

- Soc 201 Man and Society 3 hrs 3 cr  
What are the consequences for people of life in groups and social institutions? Introduction to sociological concepts and methods through the study of a particular urban problem, e.g. housing in New York City. The specific problem to be studied will be determined each term the course is offered.
- Soc 203-204 Organizations and Community 3 hrs 3 cr each term  
An interdisciplinary course drawing on psychology, sociology, and anthropology to examine the basic principles of human relations and organizational behavior and the structure, development, and characteristics of current communities and organizations. Teaching methods will include role-playing, case discussions, problem solving, and team activities.



questioned within the context of the problems of adolescent socialization and the pressures of society. Salient topics are sociopathy, narcotics, gangs, and crime.

- Soc 305 Reform and Revolutionary Movements (ICS 351) 3 hrs 3 cr  
 Etiology of social movements; class basis and social preconditions for effective reformist and revolutionary organizations. Strategies for successful struggles. Examples of such movements in various countries.
- Soc 307 Socialization of the Urban Child (ICS 332) 3 hrs 3 cr  
 A study of the processes of socialization. Analysis of the influence of socialization of family, neighborhood, and peer group association and other social relationships in the urban environment. Co-requisite: Psy 309.
- Soc 401 Complex Organizations (ICS 455) 3 hrs 3 cr  
 An introduction to the theory of complex organizations, organizational dynamics, and decision making. The nature of bureaucracy, organizational reward systems, and bureaucratic entropy.
- Soc 402 Community Organizations (ICS 457) 3 hrs 3 cr  
 New perspectives on urban intergroup relations in the context of movements for social change. An overview of racial isolation and integration, interreligious accommodation, cultural pluralism, and urban-suburban conflict. Techniques of community relations in housing, employment, and community organization programming, with emphasis on metropolitan ghettos.
- Soc 800 Social Science Independent Study Course 2 to 4 cr  
 Independent Study is designed to allow a student to engage in self-development through supervised reading, field work, research, and discussion on an issue or subject matter related to the social sciences or their allied professions. The content of Independent Study should consist of information or experience not covered sufficiently by existing social science courses, or be specifically related to the student's educational or professional pursuits. The student meets with the instructor regularly once a week. Student and instructor must establish performance criteria, the attainment of which must be demonstrated at the end of the course in the form of a research paper, field report, examination, etc. Admission by designation and consent of a supervisory instructor.

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