

# MEDGAR EVERS COLLEGE

City University of New York

'74-'75



The program and requirements set forth in this bulletin are necessarily subject to change without notice at any time at the discretion of the administration. Students are responsible for compliance with all regulations contained herein.

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

1150 Carroll Street  
Brooklyn, New York 11225  
212-4933641

Prepared by the Office of College Relations

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**Calendar For 74-75**  
**FALL SEMESTER, 1974**

Labor Day	September 2	Monday
Faculty Orientation	September 3	Tuesday
Period of Registration and Orientation Activities	September 4 - 7	Wednesday through Saturday
First Day of Classes	September 9	Monday
Late Registration	September 9-13	Monday through Friday
No classes after 4:00 p.m.	September 16	Monday
Rosh Hashanah - No Classes	September 17 & 18	Tuesday & Wednesday
No Classes after 4:00 p.m.	September 25	Wednesday
Yom Kippur - No Classes	September 26	Thursday
Columbus Day - No Classes	October 14	Monday
Last Day to Drop Classes with W grade	November 1	Friday
Election Day - No Classes	November 5	Tuesday
Veterans Day - No Classes	November 11	Monday
Thanksgiving - No Classes	November 28 & 29	Thursday & Friday
Christmas Recess - No Classes	December 21 - January 5	Saturday through Sunday
New Years Day - No Classes	January 1, 1975	Wednesday
Last Day of Classes -	January 8	Wednesday

Reading Days	January 9 & 10	Thursday & Friday
Final Exams	January 13 - 18	Monday through Saturday
Human Rights Day - No Exams	January 15	Wednesday
Period of Registration and Orientation Activities	January 27 - 31	Monday through Friday

**SPRING SEMESTER, 1975**

First Day of Classes	February 3	Monday
Late Registration	February 3 - 7	Monday through Friday
Lincoln's Birthday - No Classes	February 12	Wednesday
Last Day to Add a Class	February 14	Friday
Washington's Birthday - No Classes	February 17	Monday
Spring Recess - No Classes	March 22 - 30	Saturday - Sunday
Last Day To Drop Classes With W grade	April 4	Friday
Conversion Day - Schedule as a Monday	May 20	Tuesday
Last Day of Classes	May 21	Wednesday
Reading Days	May 22 & 23	Wednesday & Thursday
Memorial Day - Holiday	May 26	Monday
Final Exams	May 27 - 31	Tuesday - Saturday
Commencement	June 11	Wednesday

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## 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 the Graduate School and University 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 from 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 Admissions 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. The University is also embarked on the biggest program of supporting 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 10 citizens appointed by the Governor and 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.

The Following Institutions Comprise The City University

The City College	1848
Hunter 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 H. LaGuardia Community College	1969
Eugenio Maria de Hostos Community College	1969
Graduate School and University Center	1961
By affiliation, Mount Sinai School of Medicine	1963

## ABOUT 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, 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 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 community. 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 institution 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.
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 D. Trent was appointed the first President of the College in February, 1970. During the Spring of 1970, a Community Advisory Committee was organized by the President. Following the recommendation of the Community Advisory Committee, the institution was named Medgar Evers College in memory of the courageous Black civil rights leader killed in his native Mississippi in June 1963.

#### **LOCATION**

Medgar Evers College occupies a number of buildings in the Crown Heights, and Fort Greene sections of Brooklyn. The library and some of the principal administrative offices are located at 402 Eastern Parkway at the corner of Bedford Avenue. Classes are held at the former Brooklyn Preparatory School at 1150 Carroll Street, which is currently being renovated, the Eastern Parkway facility, and at a number of locations in and around the Masonic Temple at 317 Clermont Avenue.

The Admissions office is located at 244 Rogers Avenue between Carroll and President Streets.

Negotiations are underway to obtain a site in Central Brooklyn for the permanent campus of the College.

## ADMISSIONS INFORMATION

### ADMISSIONS

The Admissions Office is available to answer questions about admission procedures and requirements, filing deadlines, Medgar Evers College programs and advanced standing evaluations.

### GENERAL REQUIREMENTS

In November, 1969, the Board of Higher Education adopted a policy of Open Admissions for all of the undergraduate units of the City University of New York. This means that all applicants who are bona fide residents of New York City and who received a high school diploma or its equivalent in June, 1970 or thereafter, are guaranteed admission into one of the college programs offered by CUNY.

All prospective applicants for admission are urged to obtain a copy of the booklet, "Information for Applicants to the City University of New York". This booklet can be obtained from either high school advisors, the Office of Admission Services at 875 Avenue of the Americas (N.Y.C. 10001), or from the University Application Processing Center at Box 148, Vanderveer Station (Brooklyn, 11210). An applicant should list on the Application for Admission his six choices of colleges and curricula, in order of preference. Final assignments of applicants to particular units of CUNY are made on the basis of high school class standing and space availability within the colleges.

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

Applicants for admission, who are now bona fide residents of New York City but who graduated from high schools outside of New York State, will be considered for admission on the same basis as other students if their high school is accredited by the Middle States Association of Colleges and Secondary Schools, or by some similar accrediting agency.

Graduates of foreign institutions must present original transcripts of their previous academic work with certified English translations. If necessary, credentials must also include descriptions of the courses completed. Students whose native language is not English must take the *Test of English as a Foreign Language* which measures English proficiency. Arrangements to take the *Test of English as a Foreign Language* can be made by contacting the Foreign Student Division of the Office of Admissions Services located at 875 Avenue of the Americas, New York, New York 10001.



All applicants must meet three basic requirements: (1) high school diploma, (2) residence and, (3) health. These requirements are discussed in detail below:

### **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, a General Education Development Examination or a United States Armed Forces Institute Diploma may be substituted for the high school diploma.

### **RESIDENCE REQUIREMENTS**

#### **New York City Residents**

To be accepted as a matriculated, non-tuition paying student enrolled in a specific program leading toward a degree, the applicant must be an actual, legal and bona fide resident of the City of New York.

If an applicant is under 21 years of age, he must:

1. live in NYC with his/her parent(s) or a duly appointed guardian; or,
2. demonstrate that he/she is an emancipated minor residing in NYC.

An applicant who is 21 or older must also certify his New York City residency in order to qualify for the status of matriculated, non-tuition paying student.

#### **New York State Residents Living Outside Of New York City**

New York State Residents (with the exception of Nassau and Suffolk County residents) may enroll as fee paying students at a tuition charge of \$45.00 per credit or \$600.00 per semester; whichever is lower (plus consolidated fee of \$55.00). Nassau and Suffolk County residents who obtain a Certificate of Residence from their County Fiscal Officer and file it with the college at least 2 months prior to registration will have one-third of their tuition paid by the county.

#### **Out Of State Residents And Foreign Students**

Applicants who reside outside New York State and accepted foreign students who hold temporary visas may be admitted as matriculants and pay tuition at a rate of \$45 per credit or \$600 per semester, whichever is lower (plus Consolidated Fee of \$55).

### **HEALTH**

A health statement from the student's personal physician, school physician or clinic must be filed by each student accepted. A standard form for this purpose will be provided by the College. This health statement must be completed and returned to the College Health Service Office or the Office of Admissions 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.

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 personal records under conditions established by the College.

### **WHERE AND HOW TO APPLY**

#### **FRESHMEN APPLICATIONS**

- A. If you are in your last year at a New York City high school, obtain your application form from the college advisor at your school. Fill out the form completely, following the directions carefully and return it to your college advisor.
- B. If you have already graduated from high school but have not attended any college, or if you attended a private school or a high school outside of New York City, you may obtain an application form from:

University Application Processing Center (UAPC)  
Box 148, Vanderveer Station  
Brooklyn, New York 11210

or

Office of Admissions  
Medgar Evers College  
1150 Carroll Street  
Brooklyn, New York 11225

After the application is completed, you may do one of the following:

1. If convenient, take the application to your high school and ask them to

forward it with a copy of your transcript to the University Application Processing Center.

2. Mail the application to the University Application Processing Center. Contact your high school and request that they send your transcript to University Application Processing Center.
- C. If you hold an Equivalency Diploma, a General Education Development Diploma or United States Armed Forces Institute Diploma (USAFI), obtain an application form from one of the above locations, attach a copy of your diploma and test scores to the application, and send it directly to the University Application Processing Center (UAPC), Box 148, Vanderveer Station, Brooklyn, New York 11210.
- D. Students who are applying to the SEEK Program must fill out the Financial Aid section (back page) of the Regular Freshman Application.
- E. Students with foreign credentials who have permanent residence visas should follow the same application procedures as outlined in item B. above. Students with foreign credentials who hold temporary visas (student, Visitor, diplomatic etc.) should apply to:

Foreign Student Division  
Office of Admission Services  
875 Avenue of the Americas  
New York, New York 10001

#### **ADVANCED STANDING**

1. Students in attendance at a CUNY Community College who expect to graduate with an Associate Degree in the current semester, must file a *Centralized Transfer Application*. This application can be obtained from, and should be returned to, the Community College Registrar, who will forward it with the student's transcripts to the Office of Admission Services.
2. Foreign Students who hold *temporary visas* and have accumulated college credits at either a college in the United States or a foreign University must file a foreign student application with the Foreign Student Division of the Office of Admission Services, 875 Avenue of the Americas, New York 10001. The only exception to this procedure are foreign students who qualify under item 1 above.

3. Students who have graduated with an Associate Degree from a CUNY College in a previous semester, and all other students who have attended other colleges and accumulated credits and do not fall under items 1 and 2 should obtain an Advanced Standing Application form and apply directly to Medgar Evers College, Office of Admissions, 1150 Carroll Street, Brooklyn, N.Y. 11225.

Any student may apply for advanced standing admission to the College if he has completed at least 20 credits with a minimum grade point average of 2.0. This regulation applies not only to matriculants from colleges outside of the City University of New York, but also to matriculants and non-matriculants from within the CUNY system.

The Division Chairpersons will screen the applications of students who do not meet the above criteria and may, in some cases, recommend the students for admission.

Courses completed at institutions outside of the CUNY system with grades of "D", or lower than 70%, are not transferable to Medgar Evers College. However, "D" grades from other units of CUNY are transferable. Any student admitted to Medgar Evers College with less than a 2.0 grade point average from another institution is admitted on probation.

#### **RE-ENTRY STUDENTS**

Students previously admitted to Medgar Evers College or some other branch of CUNY under the Open Admissions Program, but who have since withdrawn, are eligible to attend Medgar Evers College under a special Re-Entry Program. Such students should apply directly to the Medgar Evers College, Office of Admissions if they think they may be eligible.

#### **IMPORTANT DEADLINES**

1. Students applying as incoming freshmen are allocated by the University Application Processing Center in several groups or phases (3 phases for the Fall Semester and 2 phases for the Spring Semester). The earlier a student files an application, the earlier his phase, and the earlier he is allocated. Students allocated in the earlier phases have a greater chance of getting their first program choices. Since the deadlines for each of the phases may vary slightly from semester to semester, students should contact the Admissions Office for this information.

2. All foreign students who hold *temporary visas* must file an application with the Foreign Student Division of the Office of Admission Services no later than January 15 for the Fall Semester and no later than October 15 of the previous year for the Spring Semester.
3. Advanced Standing applicants who apply:
  - a) through the Centralized Transfer procedure should apply no later than March 1 for the Fall Semester and no later than November 1 for the Spring Semester.
  - b) directly to Medgar Evers College should apply by June 1 for the Fall Semester and December 1 for the Spring Semester.

The deadlines for students who apply directly may be extended if space is available and proper documentation is provided.

## 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:

Symbol	Definition	Symbol	Definition
A	Excellent (90-100%)	INC	Term's Work Incomplete
B+	Very Good (85 - 89%)	W	Withdrew
B	Good (80 - 84%)	WF	Withdrew Failing
C+	Above Average (75 - 79%)	AUD	Auditor, Listener
C	Average	ABS	Absent From Final, Make-Up Examinations
D	Poor, Lowest Passing Grade (60 - 69%)	Z	No Grade Submitted By Instructor
F	Failing		
P	Pass		



**PASS AND FAIL**

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.

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.

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.

Grades of "P" carry no grade value and do not count in the Grade Point Average, however, the number of credits earned are counted towards the number of credits required for the degree.

**INCOMPLETE**

Incomplete is a temporary grade for the student who is doing passing work but has not completed all required work. Upon receiving an "INC" the student must accomplish all required work for the course, as defined by the instructor, or in the absence of the instructor, by the division chairperson prior to the end of the sixth week of the subsequent semester in residence. If the student has not completed his work by the end of the 6th week period, the student shall receive a grade of F in that course.

**WITHDRAWAL FROM COURSES**

- a. A student may withdraw from a course without academic penalty through the 10th week of classes.
- b. Withdrawal after the 10th week will result in a grade of WF for the course. Documentation of inability to attend class may be presented to the instructor, and the instructor may, in consultation with the division chairman, waive the grade of WF in favor of a W.
- c. When contemplating withdrawal from a course, however, the student

should bear in mind that: after the first year a full-time student must satisfactorily complete a minimum of 9 credits per semester.

- d. When a student withdraws from a course he must obtain a withdrawal form from the office of the Registrar. A student who fails to comply with this requirement may receive a WF for the course.

### **REPEATING COURSES**

- a. When a student repeats a course, the second grade he receives is recorded on the transcript and is counted to compute his cumulative index. The grade he received the first time he took the course is changed to a W.
- b. A student may not repeat a course unless he has received a D or an F in that course.
- c. A student who has completed a course once may repeat that course only once. If he fails to receive a passing mark at this point he may not register for that course again.
- d. A student may not repeat a course in which he received a W more than 2 times unless given permission to do so by the Chairperson of his major program.

### **CREDITS REQUIRED FOR FULL-TIME STUDENTS TO REMAIN IN GOOD STANDING**

After the first calendar year, a full-time student must complete a minimum of 9 credits per semester with a cumulative grade point index of 2.0 or better to remain in good standing.

### **MID-SEMESTER EVALUATIONS**

At the end of the first 8 weeks of the semester students will be notified of their progress by their classroom instructor. The Dean of Faculties shall be notified of all students not doing passing work at this time. Students failing more than one course shall receive notification by mail from the Office of the Dean of Faculties.

**GRADE POINT AVERAGE**

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

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

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

$$\text{Grade Point Average} = \frac{\text{Total grade points accumulated}}{\text{Total number of credits completed}}$$

*Example*

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

<b>Grade</b>	<b>Numerical Value</b>		<b>Credit</b>		<b>Grade Points</b>
A	4.0	x	6	=	
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	<u>3</u>	=	<u>6.0</u>
			<b>Total</b>	<b>30</b>	<b>Total</b>
					<b>90.5</b>

In this example your grade point average would equal 90.5/30, or 3.02. Thus your grade average is approximately a "B". 2.0 is the minimum grade point average needed for graduation.

### **ADDING COURSES**

A student may add a course during the first two weeks of classes in a regular semester, and during the first week of Summer Session, provided that he first obtains the approval of his advisor and the course instructor.

### **ATTENDANCE**

All students have the responsibility to attend class regularly and to participate fully in the work of the course. If the absences of a student in his freshman year exceed twice the number of regular class meetings per week the student may be dropped from the course with a grade of WF.

Attendance regulations for special courses such as laboratory courses, physical activity courses, nursing, etc. may be determined by the Division.

Every instructor retains the right to keep attendance records for any course and to count class participation, including attendance, in calculating the term grade. The class instructor shall announce in writing at the beginning of each course the attendance regulations for that course. However, it is the student's responsibility to keep informed of the requirements of each course, to take examinations at the time prescribed by each instructor, and to turn in all assignments when they are due.

### **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. 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 in writing 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 32 credits at Medgar Evers, including at least 25 of his final 30 credits. For a baccalaureate degree, a minimum of 32 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**

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.

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 Chairperson (or his designee) of the Division in which the student is majoring.

Students who have credit loan requirements placed on them because of grants, loans, stipends, veterans benefits, etc., should adhere to those credit requirements.

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

**CONDITIONS FOR PROBATION****ADMISSION ON PROBATION**

A student admitted into Medgar Evers College with less than a 2.0 grade point average from another institution is admitted on probation.

**PROBATION AFTER ADMISSION**

A cumulative index of 2.0 is required for graduation.

A student may be placed on Academic probation under the following conditions:

1. After the first calendar freshman year, a full-time student must complete 9

credits per semester and maintain a cumulative grade point index of 2.0 or better to avoid academic probation.

2. Any time a student's cumulative grade point index falls below 2.0 he will be placed on academic probation. He will have 2 semesters to remove himself from probation by raising his cumulative grade point index to 2.0. Failure to do this will subject the student to being considered to be dropped from the College.
3. If a student's grade point average 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.
4. When a student is placed on probation:
  - a. He shall have an interview with his counselor or advisor, who may recommend credit load limitations or restrictions on extra-curricular activities.
  - b. He may appeal these limitations to the Office of the Dean of Faculties if he so desires.

### **CONDITIONS UNDER WHICH A STUDENT MAY BE DROPPED**

A student whose grade point average falls below 2.0 for three consecutive semesters may be dropped from the College. The Academic Standing 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).

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 Academic Standing Committee.

### **HONORS**

#### **DEAN'S HONOR LIST**

Each semester, inclusion on the Dean's List shall be granted to those fulltime matriculated students who have completed at least 15 credits with a minimum grade point average of 3.25.

Part-time matriculated students must achieve a 3.25 index for 15 credits completed over a period of two consecutive semesters.

### **HONORS FOR GENERAL EXCELLENCE**

To be considered for honors a student must complete at least 60 credits at Medgar Evers College. A student completing less than 60 credits at Medgar Evers College may be awarded honors if his previous record supports his work at Medgar Evers College. The honor "summa cum laude" shall be granted upon the attainment of a cumulative grade point average at Medgar Evers College of at least 3.70 for the complete academic record. The honor "magna cum laude" shall be granted upon attainment of a cumulative grade point average of 3.50 or higher but less than 3.70 for the complete academic record. The honor "cum laude" shall be granted upon the attainment of an accumulative grade point average of 3.25 or higher but less than 3.50 for the complete college record.

### **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 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 . . ."

#### **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.

#### **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 exceed-

ing 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.

## **APPENDIX**

### **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 condi-

tions 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**

*All tuition and fee schedules are necessarily subject to change without notice, at anytime, upon action by the Board of Higher Education of The City of New York, regardless of its tuition and fee schedules in effect at the time of preregistration.*

### **TUITION**

#### **BONA FIDE RESIDENTS OF NEW YORK CITY**

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.

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**

New York State non-city residents pay tuition at the rate of \$45.00 per credit plus \$30.00 for each contact hour in excess of credits to a maximum of \$600.00 per semester.

#### **OUT-OF-STATE AND FOREIGN STUDENTS**

Out-of-state and foreign students pay tuition at the rate of \$45.00 per credit plus \$30.00 for each contact hour in excess of credits to a maximum of \$600.00 per semester.

All students who fall in the above categories pay tuition on the per credit and excess contact hour basis.

### **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.

#### **CONSOLIDATED FEE**

At each Spring and Fall registration, students are required to pay a \$55.00 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. \$35.00 of this amount constitutes a fee for student activities.

All Summer Session students are charged a Consolidated Fee of \$27.00 of which \$17.00 constitutes the General College Fee and \$10.00 constitutes a fee for student activities.

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**

*Late Registration Fee.* A fee of \$10.00 is payable by students who register on or after the first day of classes.

*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. 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**

*Duplicate Record Fee.* A charge of \$1.00 is made for the issuance of any duplicate record, receipt, course card, etc.

*Duplicate Student ID Card.* Students are charged \$2.00 for duplicate ID cards.

*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's convenience. Refund of tuition for courses dropped by a student will be made in accordance with the following schedule:

	<b>Fall and Spring Session</b>	<b>Summer Session</b>
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

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%
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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 the following broad range of student services:

### COUNSELING AND STUDENT LIFE

Each Medgar Evers student is assigned to a counselor who offers help in resolving vocational, educational and personal problems during the student's career at the College. Almost all students can benefit from counseling, since on the average, a student changes his educational or vocational plans at least once during his college career. Counseling may also help a student to develop more satisfying personal and social adjustments, both in and out of college.

Counselors are located at the following campuses: Clermont Avenue, Carroll and Dean Streets. Future plans include the availability of counseling services at all sites used by students.

The Educational Testing Services often can help the student and his counselor understand the variety and range of the student's abilities and interests, the kinds of college-level work that can be pursued successfully, and the additional preparation needed to attain goals for which previous training may not have been adequate. Counselors make referrals of students to the testing service and then discuss the test results with the student.

Students should visit their counselor whenever necessary. A copy of the *Counseling and Student Life Pamphlet* may be obtained from the counselor's office.

### FINANCIAL AID

Students seeking financial assistance to enable them to pursue their collegiate career as well as those in need of general financial counseling should seek the help of a counselor in the Financial Aid Office.

In addition to the Consolidated Fee, college expenses for matriculated students are generally limited to the cost of books and supplies which amounts to approximately \$150.00 per year. Students should also make allowance in their budgets for necessary carfare and lunch money.

The Financial Aid Office of the Office of the Dean of Student Services provides



counseling and financial 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 specific financial aid programs available at Medgar Evers are described in detail below.

#### **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.

#### **GI 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 Veterans Administration. Students applying for this benefit should consult the Veterans Advisor in the Office of the Dean of Student Services.

#### **BASIC OPPORTUNITY GRANTS**

Basic Opportunity Grants are available to exceptionally needy students under a new Federal program started on July 1, 1973. Applications for these grants are processed directly by the Federal Government. Applications will be mailed to those students who qualify or will be available at any Municipal Building. To maintain these grants, students must carry a minimum course load of 12 credits per semester.

#### **NATIONAL DIRECT STUDENT LOAN PROGRAM (formerly the National Defense Student Loan Program)**

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 \$1,500 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.

### **NURSING LOAN**

Under this federally-subsidized program, eligible nursing students may borrow up to \$1,500 each academic year depending upon need. The repayment procedure is identical to that described for the National Direct Student Loan Program above. A repayment forgiveness plan is also available for persons working in certain Federally-approved hospitals.

### **NEW YORK STATE SCHOLAR INCENTIVE AWARDS**

Any full-time matriculated student at a college in New York State may apply for the 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.

Note: Residents of New York City are not eligible for the New York State Scholar Incentive Awards.

**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
- 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.

**NURSING SCHOLARSHIP**

This federally-subsidized program provides scholarship assistance for eligible nursing students who have extreme financial need. The maximum scholarship available for one academic year cannot exceed \$1,500.

**CENTRAL BROOKLYN MODEL CITY SCHOLARSHIPS**

Students living in the Central Brooklyn community or any other Model City area are eligible to apply for these scholarships which amount to approximately \$650 per academic year. The selection criteria used include: (1) residence, (2) family income, (3) student status, and (4) scholarship funds available. Students may apply either at the MEC Financial Aid Office or at the Model City Office, 150 Hinsdale Street, Brooklyn.

### **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:** As a participant 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 abuse through involvement in campus agitation. An abuse is defined as the infringement upon the rights of others to receive or to conduct the business of higher education.

### **HEALTH SERVICES**

The Medical Office offers emergency medical treatment and medical or health counseling to Medgar Evers students. A registered nurse is on duty during regular class hours at both 317 Clermont Street and 1150 Carroll Street.

Health and accident insurance coverage is provided for all students at no charge. The plan covers full-time students while on the campus and while traveling to and from the College. Part-time students have this insurance coverage while on-campus only. Insurance claim forms are available from the nurses. A Health Record Form is required to be on file for every student enrolled at the College. Students who did not fulfill this requirement prior to admission should make an appointment with one of the nurses.

### **PLACEMENT**

Placement counselors are available to refer students to part-time and full-time jobs, to provide information about careers, and to discuss undergraduate and graduate opportunities at other colleges. They also assist students in identifying their skills and experiences, preparing resumes, and becoming more effec-

tive at job hunting and interviews. Students may visit the Occupational Library where voluminous materials are available concerning specific careers or vocations.

### **STUDENT ACTIVITIES**

The Director of Student Activities assists students in the planning and organization of various social, cultural and recreational activities which reflect the interest of the student body. Students are able to participate in a wide-range of activities which they plan including academic or social clubs, interest groups, discussions, seminars, cultural performances, recreational activities and community projects. The Director also serves as advisor to the Student Government Association which enacts legislation and participates in College decision-making which affects the general student body.

### **VETERANS AFFAIRS**

A Veterans Affairs advisor offers specific counseling services for persons needing information about Veterans Administration benefits, the Selective Service and career opportunities in the Military Services. Students with prior military service are required to consult with the Veterans Affairs advisor regarding eligibility for Veterans Administration's benefits and counseling.



## THE LIBRARY

The Library, an important unit in the structure of the college bears a major share of the responsibility for acquiring, organizing and disseminating knowledge—without which new insights and new research cannot be developed. The Medgar Evers College Library collection, consisting of over 85,000 volumes, is continually being augmented, with emphasis on developing comprehensive collections in Inner-City and Afro-American literature. In addition to books, periodicals and other printed materials, the Library offers cultural and educational information on a variety of microforms and through other media services. The present staff consists of ten professional librarians and seven clerical staff members. The Central Library, now located at 402 Eastern Parkway, offers increased resources and facilities.



## THE ACADEMIC STRUCTURE OF MEDGAR EVERS COLLEGE

Medgar Evers College is organized into programs and divisions. Programs include Community Programs, Health and Physical Education, Public Administration and Special Programs (SEEK and College Discovery).

Divisions of the College and the disciplines offered by each are as follows:

**Academic Development** — Language Structure, Communications and Language Interpretation

**Business and Secretarial Science** — Accounting, Business and Secretarial Science

**Health Sciences** — Nursing

**Humanities** — Art (graphic and plastic), Communication, Performing Arts (speech and drama), English, Film, Languages, Music, Philosophy

**Natural Sciences and Mathematics** — Biology, Chemistry, Mathematics, Physics, General Science, Pre-engineering

**Social Sciences** — Anthropology, Economics, History, Inner-City Studies, Political Science, Psychology, Sociology

**Teacher Education** — Early Childhood and Elementary Education

## **COMMUNITY PROGRAMS**

The Community Programs Unit has general responsibility for initiating and developing cooperative relationships between the College and the community through joint committees, continuing education courses, adult education courses, institutes and conferences, non-traditional studies, and development of financial support.

Joint committees include organizations sponsored by the College and the community such as the College Community Council and the Committee of Friends of Medgar Evers College.

Continuing education courses include offerings in typing, shorthand, and swimming for instructors. Adult education courses include units dealing with English as a Second Language and High School Equivalency requirements.

Institutes and conferences assist community groups and individuals in finding solutions to urban problems. Services in the area of non-traditional studies include continued efforts to plan and operate an external degree program for Central Brooklyn.

New sources of financial support are developed by securing grants and awards from governmental and private funding sources.

## HEALTH AND PHYSICAL EDUCATION PROGRAM

With the objectives of satisfying the health needs and interest of our students, the Health and Physical Education Program offers a wide variety of courses and coordinates several extra-curricular activities.

There is presently no degree offered in these disciplines. However, all students are strongly recommended to take at least two courses in either health and/or physical education.

The more popular health courses include Personal Health, and Human Sexuality. Students majoring in education are encouraged to take the course entitled Alcohol, Tobacco and Drugs. All health course credit may be used as liberal arts elective credit.

The physical activity course offerings focus on the development of personal fitness and the development of skills in lifetime sport activities. Such courses include Developmental Activities, Slimnastics, Swimming I and II, Bowling I and II, Tennis and Modern Dance.

The Program also coordinates all varsity sports. The Varsity Basketball Team competes against many top rated teams in the metropolitan area and in other states. The Varsity Track Team and Women's Volleyball Team also have very active schedules. Varsity soccer is being developed.

The intramural activities are conducted during club hours. This facet of the Program is designed to provide recreational activities, wholesome competitions and informal instruction in a wide variety of activities for the benefit of all students.

## **COURSE DESCRIPTIONS**

### **HEALTH 215—SCHOOL AND COMMUNITY HEALTH** *3 hours; 2 credits*

Health services; healthful school environment and health instruction as school and community responsibilities. Relationship between school and community health programs.

### **HEALTH 216—PERSONAL HEALTH** *2 hours; 2 credits*

Scientific study of healthful living. Emphasis is given to current research and prevalent health problems, including mental health, family living, and drugs.

### **HEALTH 220—FIRST AID AND SAFETY EDUCATION** *2 hours; 2 credits*

This course covers the requirements of the standard and advanced phases of the American Red Cross course. Emphasis is placed on developing an understanding of the predisposing factors leading to accidents; basic principles of prevention; and the theory and practice of first aid procedures. Students passing the course receive a First Aid Certificate. Recommended for students majoring in Teacher Education.

### **DANCE 251—AFRICAN DANCE (CO-ED)** *3 hours; 2 credits*

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.

### **DANCE 252—INTRODUCTION TO MODERN DANCE (CO-ED)** *3 hours; 2 credits*

The course will cover the basic skills of modern dance including an understanding of movement techniques, the elements of space, rhythm, dynamics, compositional and design forms, and improvisational and choreographic skills. The course will attempt to develop an appreciation for dance as a means of self expression and communication.

### **HEALTH 311—ALCOHOL, TOBACCO, AND DRUGS** *3 hours; 3 credits*

The use and abuse of alcohol, tobacco, and drugs. Emphasis on the physiological, psychological, and social effects.

### **HEALTH 312—HUMAN SEXUALITY** *3 hours; 3 credits*

Physiological, psychological, and social aspects of human sexual development and function.

### **PHYS ED 127—SWIMMING I (CO-ED)** *2 hours; 1 credit*

Basic course. Emphasis on instruction in fundamentals of water safety, floating, and resuscitation. Instruction and practice in each of the following: backstroke, breaststroke, and elementary forms of diving. A beginner's American Red Cross Certificate will be issued to all who pass this course.

**PHYS ED 128—SWIMMING II (CO-ED)***2 hours; 1 credit*

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. An Intermediate Red Cross Certificate will be issued to all who pass this course. Prerequisite: Phys Ed 127 or permission of instructor.

**PHYS ED 129—SENIOR LIFESAVING (CO-ED)***3 hours; 2 credits*

Advanced course in aquatics designed to develop knowledge of water safety procedures and the ability to recognize and avoid hazardous water conditions. Skills in self rescue and assisting drowning persons are developed. A Senior Lifesaving Certificate will be issued to all who pass this course. Prerequisite: Phys Ed 128 or permission of instructor.

**PHYS ED 131—DEVELOPMENTAL ACTIVITIES (MEN)***2 hours; 1 credit*

This course is designed for male students who are interested in improving or maintaining body fitness through exercise. Related topics of dieting and techniques of relaxation are included. The course will emphasize weight training, circuit training, isometric and circulo-respiratory exercises.

**PHYS ED 132—SLIMNASTICS (WOMEN)***2 hours; 1 credit*

This course is designed for female students who are interested in improving or maintaining body fitness through exercise. Related topics of dieting and techniques of relaxation are included. The course emphasizes general fitness and figure control.

**PHYS ED 133—FUNDAMENTALS OF SELECTED TEAM SPORTS (MEN)***2 hours; 1 credit*

Analysis and practice of the fundamental techniques and strategies of touch football, basketball, and volleyball.

**PHYS ED 141—FUNDAMENTALS OF SELECTED TEAM SPORTS (WOMEN)***2 hours; 1 credit*

Analysis and practice of the fundamental techniques and strategies of basketball and volleyball.

**PHYS ED 142—POWER VOLLEYBALL (CO-ED)***2 hours; 1 credit*

Analysis and development of the fundamentals and advanced skill techniques used in power volleyball. Offensive and defensive strategy and team play will be emphasized.

**PHYS ED 151—INTRODUCTION TO GYMNASTICS AND TRAMPOLINING (CO-ED)**

*2 hours; 1 credit*

Analysis, development and practice of elementary skills on the parallel bars, side horse and trampoline.

**PHYS ED 154—TENNIS FOR BEGINNERS (CO-ED)**

*2 hours; 1 credit*

The course will cover the theory and practice of tennis fundamentals including the serve, forehand, backhand strokes, and lob. Basic rules of play, court courtesy etiquette will also be stressed. Rackets will be provided. Each student must supply one can of tennis balls.



**PHYS ED 211—ELEMENTARY MOVEMENT EXPERIENCES (CO-ED)** 2 hours; 1 credit  
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 I (CO-ED)** 2 hours; 1 credit  
Analysis and practice of the fundamental techniques of bowling. No fees involved.

**PHYS ED 224—ADVANCED BOWLING (CO-ED)** 2 hours; 1 credit  
This course is designed for students who have mastered fundamental skills in bowling and wish to continue their skill development. Special emphasis is placed on making spares, strikes and maintaining good body form. No fees involved. Prerequisite: Phys Ed 223 or permission of instructor.

**PHYS ED 225—FOUNDATIONS OF PHYSICAL ACTIVITY (CO-ED)** 3 hours; 2 credits  
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. Students guidance in determining physical activities suited to need and interests of adult life.

**PHYS ED 228—FUNDAMENTALS OF DUAL AND INDIVIDUAL SPORTS (CO-ED)** 2 hours; 1 credit  
Analysis and practice of the fundamental techniques in badminton, track and field.

**PHYS ED 235—KARATE FOR BEGINNERS I (CO-ED)** 2 hours; 1 credit  
A course designed for beginners only which stresses the mental, as well as the physical aspects of karate. Realistic street defenses are taught and practiced within the physical limitations of each individual.

**PHYS ED 236—KARATE FOR BEGINNERS II (CO-ED)** 3 hours; 2 credits  
Designed for enthusiasts with a prior knowledge of karate. This course utilizes hands and feet techniques, as well as general physical conditioning of the entire body. Prerequisite: Phys Ed 235 or permission of instructor.



## **SPECIAL PROGRAMS**

Special Programs is essentially a five-pronged, interrelated program designed to affect educational changes in minority students which will ultimately enable them to phase into regular college life and obtain a college degree. These five areas are:

1) Communication Processes, 2) Reading Laboratory, 3) Counseling, 4) Financial Aid, and 5) Research and Evaluation.

Special Programs include SEEK (Search for Education, Elevation and Knowledge) and College Discovery.

### **SEEK**

SEEK students are students working toward a baccalaureate degree. The 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:

- 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 UAFI and/or special University of Maryland courses for military personnel.

### **COLLEGE DISCOVERY**

College Discovery students are students working toward a two-year associate degree. 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 criteria;
- 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. Special Programs requires all entering SEEK students to take diagnostic tests in basic skills and the freshman level courses in communications skills.

## **COURSE DESCRIPTIONS**

### **COMMUNICATION PROCESSES I**

*7½ hours; 4.5 credits*

This course seeks to provide a general survey of communication skills (e.g., usage and structure, capitalization, punctuation, writing effective paragraphs, themes, etc.). Students will learn the various methods of communication, its impact upon society, and its impact upon the activities of daily life. Various content material, arranged in short units, will be presented to facilitate the basic communications skills in addition to generating a sense of language power and structure. A sense of inclusion and ethnic pride are created from the discovery of how language is made out of necessity by Black Americans. The colorful idioms from that language is not merely motivational, it extends language experience. Students are expected to present at least one research paper and an oral presentation based on one aspect of the language theme.

### **COMMUNICATIONS PROCESSES II**

*7½ hours; 4.5 credits*

During the second half of Special Programs Core, the emphasis will be upon greater development of cognitive skills. Students will become more actively involved in the practical application of written and oral skills taught in the first term. They will explore the mechanisms and methods of increasing awareness and gathering information by producing works in both written and oral forms. In addition, they will be exposed to mechanisms needed to display their expertise and knowledge in standard and non-standard measures.

### **READING LABORATORY**

*7½ hours; 4.5 credits*

Special Programs' Reading Laboratory is an adjunct to the classes, one that is conceptually and geographically close to the actual language communication classes. This laboratory, as presently conceived, is designed to work integrally with the communication class, providing a means for the student to effectively carry out the reading aspect of his language assignment. It is also designed to provide vital diag-

nosis of individual remedial programs in a wide range of rising skills. The laboratory, like the reciprocal classes, will provide the students with reading material which will enable them to recognize patterns from their respective cultures and similar cultures in the larger society, if not the world.

**GROUP AND INDIVIDUAL COUNSELING**

*1½ hours; No credit*

All SEEK students, both freshmen and advanced, are required to allow time in their program schedule for group counseling each week. Group counseling is a required activity of Special Programs and provides students with an opportunity to discuss college life and academic survival with counselors and teachers.

It is expected that group counseling will help students by providing them with an opportunity to discuss such topics as:

- (a) how to achieve a college education and become a resourceful person;
- (b) the role of college in vocational guidance and career planning;
- (c) relating college experiences to family and friends;
- (d) issues on identity and personal development;
- (e) issues on drugs, sex education, and interpersonal relationships;
- (f) the management of money particularly in respect to financial aid.

Individual counseling is by personal arrangement between counselors and students. The counselors of Special Programs view themselves as resource persons who serve to aid students in capitalizing on the resources available to them as well as examining and developing alternatives.

## PUBLIC ADMINISTRATION PROGRAM

The Public Administration Program is designed: 1) to be responsive to the needs of open enrollment students, including adults currently employed in public and community-based agencies, who are seeking careers in public and community agency management and urban program administration; 2) to maintain academic excellence and prepare students for professional-level performance through a specially designed, innovative, sequence of courses in Public Administration to meet urban needs; 3) to contribute to the efforts of public and community agency officials and personnel who wish to respond more creatively and effectively to urban needs with a genuine commitment to the people that they serve and the City as a whole.

The lower division program leads to the A.A. Degree in Public Administration. Students are required to satisfactorily complete eight (8) courses in Public Administration, and other course work in Liberal Arts including a heavy concentration in the Social Sciences.

The Program requires from two to three years of full-time study to complete, depending upon the rate at which the student is able to progress. Part-time students who are able to handle three courses each semester and are willing to register for study during three successive summers can complete the Program in three calendar years.

Students with substantial need for work in Academic Development devote the first semester of study to this and to PA 100, Orientation to Public Administration. These students, and others, whose grade point averages and personal circumstances warrant it, are advised to register for less heavy programs, thereby increasing the time necessary to complete the requirements for the Degree.

To progress from one semester to the next, a student must maintain a C or better in each required course. Any course not passed with at least a C may be repeated one time only.

Courses in Public Administration and other subjects are offered at various agency locations throughout the City, to enable working adults to attend classes off-campus. The location of these classes is established each semester based upon a number of factors including potential enrollment, student needs, available resources, and college practices.

**RECOMMENDED PROGRAM OF STUDY  
IN PUBLIC ADMINISTRATION (A.A. DEGREE)  
(For Full-Time Students)**

<b>First Semester</b>	<b>Credits</b>	<b>Second Semester</b>	<b>Credits</b>
College English I .....	3	College English II .....	3
Public Admin 101 .....	4	Public Admin 120 .....	3
Public Admin 110 or 111 .....	2-4	Public Admin 130 .....	4
Intro to Soc 101 .....	3	Math 101 .....	3
Speech 101 or 102 .....	3	Fund of Hist 101 .....	3
	15-17		16
 <b>Third Semester</b>		 <b>Fourth Semester</b>	
Electives .....	8	Electives .....	8
Public Admin 201 .....	3	Public Admin 220 .....	4
Public Admin 210 .....	3	Public Admin 230 .....	3
Intro to Pol Sci 101 .....	3	Intro to Psych 101 .....	3
	17		18
		<b>Total Credits</b>	<b>68</b>

**RECOMMENDED PROGRAM OF STUDY  
IN PUBLIC ADMINISTRATION (A.A. DEGREE)  
(For Part-Time Students)**

<b>First Semester</b>	<b>Credits</b>	<b>Second Semester</b>	<b>Credits</b>
College English I .....	3	College English II .....	3
Public Admin 101 .....	4	Public Admin 120 .....	3
Public Admin 111 .....	<u>2</u>	Public Admin 130 .....	<u>4</u>
	9		10
 <b>First Summer</b>			
Math 110 .....	<u>3</u>		
	3		
 <b>Third Semester</b>			
Public Admin 201 .....	3	<b>Fourth Semester</b>	
Public Admin 210 .....	3	Public Admin 220 .....	4
Intro. to Soc. 101 .....	<u>3</u>	Public Admin 230 .....	3
	9	Fund. of Hist. 101 .....	<u>3</u>
			10
 <b>Second Summer</b>			
Speech 101 or 102 .....	<u>3</u>		
	3		
 <b>Fifth Semester</b>			
Political Sci. 202 .....	3	<b>Sixth Semester</b>	
Economics 203 .....	3	Intro. Psych 101 .....	3
Electives .....	<u>3-5</u>	Humanities Electives .....	4-6
	9-11	Other Electives .....	<u>2-4</u>
			9-11
 <b>Third Summer</b>			
Electives .....	<u>0-4</u>		
	0-4		

**Total Credits 68**

## **COURSE DESCRIPTIONS**

**PA 100—ORIENTATION TO PUBLIC ADMINISTRATION** *2 hours; 2 credits*

Orientation to public administration as a field of study, and its relevance to the work of public and quasi-public agencies. The work of various types of agencies is examined, and the ways in which academic achievement in generic and specialized fields of Public Administration can prepare students to participate in a range of agency activities. (For students enrolled in two or more segments of Academic Development during their first semester of study in the Program.)

**PA 101—STRUCTURE AND OPERATION OF GOVERNMENT AGENCIES** *4 hours; 4 credits*

Introduction to basic concepts and principles of Public Administration and their application to public agencies. Analysis of the context and internal character of public agencies, their resources, organization and operation. Examination of patterns of agency organization and external relationships as they affect the viability of public and quasi-public agencies in contemporary, urban, democratic society.

**PA 110—INTRODUCTION TO WORK IN A PUBLIC AGENCY** *2 class hours  
14 hours of fieldwork; 4 credits*

Exploration of work and learning opportunities in public and quasi-public agencies by students working in field experience placements. Examination of job placement procedures, supervisory relationships, intra-agency communications. Analysis of students own role in relation to his agency's mission and the work of his unit. (For full-time students only.) Prerequisite or Concurrent: PA 101

**PA 111—PUBLIC AND QUASI-PUBLIC AGENCIES AS A WORKPLACE** *2 hours; 2 credits*

Examination and appraisal of the means through which students can perceive their position and responsibilities in an agency in relation to the organization as a whole. Identification of "positive" and "negative" on-the-job experiences as opportunities for formal and informal learning, and evaluation of techniques for gaining optimal growth from these experiences. (For part-time students working full or part-time in public or quasi-public agencies.)

**PA 120—DEVELOPMENT AND IMPLEMENTATION OF PUBLIC PROGRAMS** *3 hours; 3 credits*

Empirical study of how public programs are developed and implemented to meet stated objectives. Selected programs currently in operation are examined and traced from inception to full-scale operation and local sponsorship. Prerequisites: PA 101 and PA 110 or PA 111.

**PA 130—USES OF DATA IN PROGRAM PLANNING ADMINISTRATION  
AND EVALUATION**

*2 hours; 4 credits plus 14 hours of field work or an individual project in an area of special interest*

Detailed delineation and analysis of different types of data; organization of data into well-planned and balanced supporting documents; uses of data in the design, analysis, and evaluation of public and quasi-public urban programs. Prerequisites: PA 101 and PA 110 or PA 111. Prerequisite or Concurrent: PA 120.

**PA 201—GOVERNMENT COMMUNICATIONS**

*3 hours; 3 credits*

Communication systems, practices and policy issues in modern government operations. Focus is placed upon relationships among government agencies, quasi-public, community-based agencies and the public-at-large. Methods and techniques currently utilized for agency communications are examined, and students develop individual projects in their areas of special interest. Prerequisites: PA 101 and PA 110 or PA 111, PA 120, PA 130.

**PA 210—SEMINAR IN THE DESIGN OF URBAN PROGRAMS TO MEET METROPOLITAN  
COMMUNITY NEEDS**

*3 hours; 3 credits*

Seminar study in the conception and design of urban programs. Students complete individual projects which embody detailed program plans and projections in professional proposal format in their areas of special interest. Prerequisites: PA 101 and PA 110 or PA 111, PA 120, PA 130. Prerequisite or Concurrent: PA 201

**PA 220—PLANNING AND MANAGEMENT PROBLEMS OF PUBLIC AGENCIES**

*4 hours; 4 credits*

Research and analysis on agency problems involving planning, budgetary and agency manpower issues and the practices used to deal with them. Students prepare reports applying agency practices to problems in their areas of special interest. Prerequisite: PA 101 and PA 110 or PA 111, PA 120, PA 130, PA 201, PA 210.

**PA 230—SEMINAR IN THE ANALYSIS AND EVALUATION OF PROGRAM  
MANAGEMENT MATERIALS**

*3 hours; 3 credits*

Seminar on critical analysis of program and policy materials in the field of Public Administration. Students analyze and prepare precise, highlight reports and conclusions on work programs, program evaluations, position papers, management information reports and legislation. Students utilize these techniques and approaches to analyze and evaluate materials in their areas of special interest. Prerequisites: PA 101 and PA 110 or PA 111, PA 120, PA 130, PA 201, PA 210. Prerequisite or Concurrent: PA 220.



## **THE DIVISION OF ACADEMIC DEVELOPMENT**

The Program of the Academic Development Division is directly concerned with the mastery of basic language skills. It addresses itself to the needs, resources, aspirations and readiness of all incoming freshmen students.

A significant component of a language program is the supportive education unit. The basic emphasis in supportive education is counseling that is directly related to classroom instruction, student performance and student attitudes. It is very evident that in addition to direct instruction many students who come to college deficient in basic language skills are also often in need of special counseling services to assist them in making the necessary adjustments in dealing with their programs, themselves and the new college environment.

Supplementary instructional services are provided in the Study Center and the Reading Clinic to be opened in the fall of 1974. These facilities provide the opportunity for direct tutoring for students who need it within the Division and the College community as a whole. Plans are being made to provide a mobile study center and mobile counseling services for on-the-job instructional services to be provided at four locations in the fall of 1974.

### **TESTING AND IN-PLACEMENT**

Students admitted to the college participate in a system of diagnostic testing which is designed to determine academic placement. Students scoring within the general stanine range of 1-3 in some test categories are assigned to work in the Academic Development Division, either on a full or partial load.

Students whose test scores reflect more adequate academic readiness are permitted to register for a full academic load outside of the Division.

For students who are assigned to work within the Academic Development Division, a variety of course offerings are available which have segmented language instruction into smaller and more manageable units of work.

### **COURSE ASSIGNMENTS**

The first week of classes is devoted to a more specific refinement of test results in terms of a more detailed assessment of the language needs of students. Provision

is made for English as a Second Language students, as well as regular English speaking students. Some of the course combinations available to students are as follows:

#### FULL-LOAD

<i>Courses</i>	<i>Contact Hours</i>	<i>Credits</i>
Basic Reading	4	1
Basic Writing	4	2
Structure	2	1/2

#### Second Semester

<i>Courses</i>	<i>Contact Hours</i>	<i>Credits</i>
Advanced Reading	4	1
Advanced Writing	4	2
Seminar	2	1

#### PARTIAL LOAD

Any one or a combination of two of the courses listed above. (Students are usually able to complete their work and test out of the Division within one semester.)

### COURSE DESCRIPTIONS

#### ACD 050—BASIC WRITING

4 hours; 2 credits

The focus of this course is to develop student's ability to communicate effectively in standard English. There will be periodic oral representations and constant essay writing. Instruction will be concerned with the logic and clarity of organization of ideas and effective essay planning. Students' writings will be analyzed and corrected. Individual prescription will be made for each student. The development of communication skills will be approached through a content medium.

#### ACD 050—BASIC WRITING (ESL)

4 hours; 2 credits

This course is designed to meet the need of second language learners to communicate effectively and clearly in oral and written standard English. Instruction will emphasize linguistic practices which will help learners to achieve mastery of the language patterns necessary for success in academic setting.

**ACD 051—BASIC READING**

4 hours; 1 credit

The purpose of this course is to develop the reading proficiency of those students whose test scores and interviews indicate a need, to the point where college level reading material can be read and interpreted successfully. The course will cover developing word power, getting and interpreting meaning, and reading/work-study skills. Students will be grouped in small classes in which their needs will be diagnosed and individual programs prescribed for them. In addition to the regularly scheduled examination, unit-wide Proficiency Tests will be offered three times each semester. For students who "test out" early in the term, a "contingency"\* program of study may be designed to be worked out with each individual student (same arrangement for "advanced" course).

- \* (a) Additional work in the area of Language Interpretation under the auspices of the Study Center.
- (b) Independent work with an instructor or tutor until the end of the semester.



**ACD 052—LANGUAGE STRUCTURE***2 hours; 1 credit*

This course is designed and required for students who indicate the need for it as a result of their scores in the placement examination. Language Structure is a preparatory course for effective language communication. It is based on the fact that an understanding of the structure of language is a prerequisite for language mastery. It will offer grammar, usage, vocabulary development, sentence structure, spelling, punctuation, and capitalization. The development of these skills will be approached through individualized instructions. Students will be expected to do critical reading, decoding and other related reading skills. In addition to the regularly scheduled examinations, uni-wide Proficiency Tests will be offered three times each semester which any student may take.

**ACD 052—LANGUAGE STRUCTURE (ESL)***4 hours; 1 credit*

In addition to providing the same objectives for Language Structure course for native students, this section is an intensive basic course designed to equip the second language learner with the ability to use the system of the English language. Instruction will help learners achieve mastery of language patterns. This course will provide for the continuous progress of learners toward understanding, speaking, and writing with native or near native control.

**ACD 053—DEVELOPMENTAL SEMINAR***2 hours; 1 credit*

The aim of this course will be to develop skills in critical thinking, analytical thinking, work-study and idea development skills which are essential to success in college. Students will apply study skills to actual subject areas, practice the techniques needed to answer essay-type questions, learn to use the library and research materials, acquire, analyze and evaluate data, and make decisions on the basis of these evaluations. This is a required course for all students in any course in the Academic Development Division. This course will integrate skills acquired in Reading, Structure and Language Communication. Basis for passing will be the successful performance of all objectives. Prerequisite: Permission of the Division or the completion of basic courses in Language (ACD 050 and 051).

**ACD 054—STUDY CENTER***3 hours; 0 credit*

A significant part of the program of Supplementary Education Unit II is the operation of a Study Center. The activities of the Center itself, like the ESL program, will be coordinated as a sub-division of the larger program. Study Centers are to be located on two campuses in order to offer special short-term help to students who need assistance with term papers, course assignments, and special projects. The program of the Study Center will involve in general, repetitive teaching in order to assist those students for whom class instruction is conducted too rapidly to permit opportunity for adequate understanding of the materials presented. Students within the division as well as stu-

dents within the college community as a whole may register for work in the Study Center. Centers are open Monday through Friday on alternating a.m. and p.m. schedules for the convenience of all students. "Unscheduled" students may use the facilities between 10:00 a.m. and 3:00 p.m. daily as staffing patterns permit. No credit is available for work done in the Study Center.

**ACD 060—ADVANCED WRITING**

*4 hours; 2 credits*

All students who have successfully completed Writing I whether for native or non-native speakers of English who do not qualify for College English I, as a result of the proficiency exam are required to enroll in Writing II. The second semester of writing will focus on review of organization and outlining, forms of writing, reports on articles, how to write summaries and critiques, comparison and contrast and synthesizing materials from several sources. Students will also be introduced to the basic techniques of writing and preparing a research paper. Prerequisite: Permission of Division or ACD 050—BASIC WRITING.

**ACD 061—ADVANCED READING**

*4 hours; 1 credit*

The purpose of this course is to develop the reading proficiency in the sequence of reading skills, of those students who completed Language Interpretation I—Basic. Advanced work will cover the higher skills sequence of developing word power, getting and interpreting meaning, demonstrate a 90% mastery of the skills taught. Prerequisite: Permission of the Division or ACD 051—BASIC READING.

**OUT PLACEMENT**

Students are expected to complete their course work in the Academic Development Division within a period of one to three semesters. In the instance of students enrolled in a basic course, the mid-term testing period provides an opportunity for students to test out of the basic course and into an advanced section of that course, organized as an "accelerated" advanced course. Final exams at the end of the semester provide students with an opportunity to test out of the accelerated advanced section and thus in one semester complete the requirements for two courses and receive credit for two courses. All students may test out of the program by demonstrating language competence in the specific areas of language deficiency at the time of in-placement. At the end of each semester, students have the opportunity to demonstrate their readiness for out-placement by passing the appropriate language examinations. Should a student fail to complete the work in basic language at the end of three consecutive semesters, an alternative skills training program is now under consideration at the college.

## **THE DIVISION OF BUSINESS AND SECRETARIAL SCIENCES**

Students entering the Division may major in Accounting, Business Administration or Secretarial Science.

The curriculum for students in the Department of Business is so designed that students are given general and specific techniques, procedures, policies and skills necessary to obtain junior executive positions with business organizations and enterprises. The degree of Bachelor of Science in Business Administration is conferred on students who successfully meet the requirements. In this area, students may select as their field of concentration: Business Administration, Marketing, Management, and Finance.

The Accounting program includes all Accounting courses leading toward a degree of Bachelor of Science. Students who major in accounting and complete all the educational requirements for the degree of Bachelor of Science in Accounting are eligible to take the C.P.A. examination immediately after graduation.

Students who major in Secretarial Science and complete all the requirements for the A.A.S. degree are prepared to assume positions as secretaries to executives, lawyers and in a variety of government agencies.

### **PROJECTED PROGRAMS FOR THE FUTURE**

The following programs are being prepared for future offerings:

- A. Four year B.S. Program in Computer Information.
- B. Four year B.S. Program in Office Administration Procedures.
- C. Four year B.S. Program in Business Education.
- D. One year Certificate Program in Legal Research (Open to students who have received their two year Associate degree).

### **ACADEMIC STANDARDS**

#### **ACCOUNTING MAJORS<sup>1</sup>**

All Accounting majors, after completing the sophomore year, should have a minimum average of 2.50 in all accounting subjects. Candidates for graduation must

<sup>1</sup> A grade of D in any Accounting subject will not be accepted for credit toward a degree in Accounting.

have an overall minimum average of 2.50 in all accounting subjects to be eligible to receive the degree in accounting.

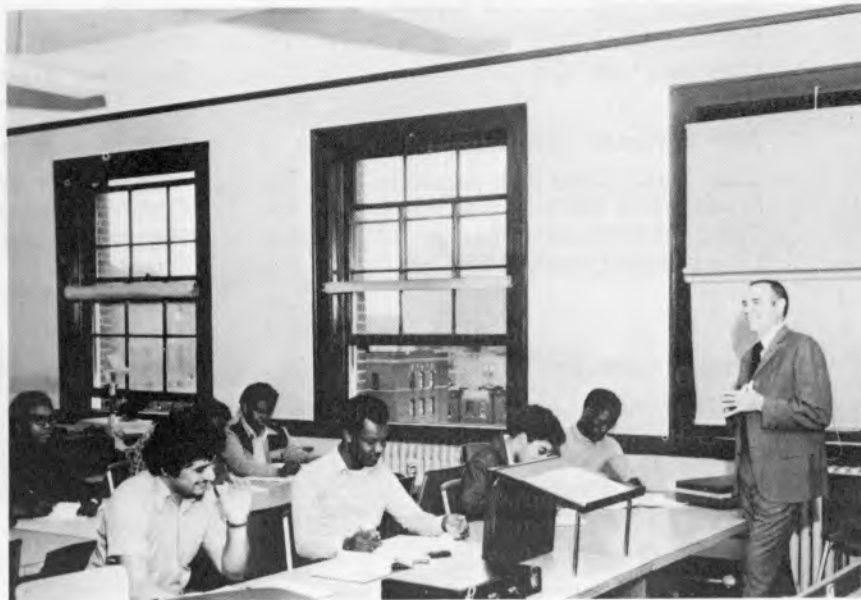
**BUSINESS ADMINISTRATION MAJORS**

All Business Administration majors must maintain an overall minimum average of 2.25 in all business subjects to graduate. If a student receives an "I" (Incomplete) in any Business or Accounting courses, and these courses are part of a sequence of courses, the student may register for the next course but must remove the "I" within two weeks or be subject to dismissal from the course.

**SECRETARIAL SCIENCE MAJORS<sup>2</sup>**

All Secretarial Science majors must maintain an overall average of 2.25 in their major in order to graduate.

<sup>2</sup> A grade of D in any Secretarial Science subject will not be accepted for credit toward a degree in Secretarial Science.



**RECOMMENDED PROGRAM OF STUDY IN  
ACCOUNTING (B.S. DEGREE)**

<b>First Semester</b>	<b>Credits</b>	<b>Second Semester</b>	<b>Credits</b>
College English I .....	3	College English II .....	3
Math 101 .....	2	Math 210 .....	4
Finance 151 .....	3	Business Law 102 .....	3
Business Law 101 .....	3	Accounting 272 .....	3
Accounting 271 .....	3	Typing 150 .....	2
	14		15
<b>Third Semester</b>		<b>Fourth Semester</b>	
Intermediate Accounting 311 .....	3	Intermediate Accounting 312 .....	3
Economics 203 .....	3	Economics 201 .....	3
Marketing 231 .....	3	Management 211 .....	3
Statistics 212 .....	3	Sociology 101 .....	3
Science 102 .....	3	Finance 251 .....	3
Business Law 103 .....	3	Business Writing 200 .....	3
	18		18
<b>Fifth Semester</b>		<b>Sixth Semester</b>	
Cost Accounting 374 .....	3	Municipal Accounting 478 .....	2
Precalculus 103 .....	4	Computer Science 291 .....	3
Taxation 474 .....	3	Psychology 101 .....	3
Liberal Arts Electives* .....	8	Taxation 475 .....	3
	18	Liberal Arts Electives* .....	6
			17
<b>Seventh Semester</b>		<b>Eighth Semester</b>	
Accounting 471 .....	4	Contemporary Accounting 472 ...	2
Quantitative Measurements 476 ...	3	Auditing 473 .....	3
Speech 101 .....	3	Field Experience 401 .....	3
Liberal Arts Electives* .....	5	Liberal Arts Electives* .....	5
	15		13

\*Must be taken in Liberal Arts or Science area.

**Total Credits 128**



**RECOMMENDED PROGRAM OF STUDY IN  
BUSINESS (B.S. DEGREE)**

<b>First Semester</b>	<b>Credits</b>	<b>Second Semester</b>	<b>Credits</b>
College English I .....	3	College English II .....	3
Math 101 .....	2	Math 210 .....	4
Introduction to Business 103 .....	3	Finance 151 .....	3
Business Law 101 .....	3	Business Law 102 .....	3
Accounting 271 .....	3	Accounting 272 .....	3
		Typing 150 .....	2
	14		18
<b>Third Semester</b>		<b>Fourth Semester</b>	
Economics 203 .....	3	Economics 201 .....	3
Sociology 101 .....	3	Urban Administration 212 .....	3
Statistics 212 .....	3	Science 102 .....	3
Management 211 .....	3	Finance 251 .....	3
Marketing 231 .....	3	Computer Science 291 .....	3
Business Writing 200 .....	3		
	18		15
<b>Fifth Semester</b>		<b>Sixth Semester</b>	
Management 311 .....	3	Management 411 .....	3
Precalculus 103 .....	4	Psychology 101 .....	3
Liberal Arts Electives* .....	3	Liberal Arts Electives* .....	6
Free Electives** .....	5	Free Electives** .....	3
	15		15
<b>Seventh Semester</b>		<b>Eighth Semester</b>	
Management 413 .....	3	Business 430 .....	3
Speech 101 .....	3	Field Experience .....	3
Liberal Arts Electives* .....	5	Liberal Arts Electives* .....	6
Free Electives** .....	2		
	13		12

**Total Credits 120**

\*Must be taken in Liberal Arts or Science area.  
\*\*Subjects may be selected from any department in the college.

### RECOMMENDED PROGRAM OF STUDY IN FINANCE (B.S. DEGREE)

<b>First Semester</b>	<b>Credits</b>	<b>Second Semester</b>	<b>Credits</b>
College English I .....	3	College English II .....	3
Math 101 .....	2	Math 210 .....	4
Introduction to Business 103 .....	3	Finance 151 .....	3
Business Law 101 .....	3	Business Law 102 .....	3
Accounting 271 .....	3	Accounting 272 .....	3
		Typing 150 .....	2
	14		18
<b>Third Semester</b>		<b>Fourth Semester</b>	
Intermediate Accounting 311 .....	3	Science 102 .....	3
Economics 203 .....	3	Economics 201 .....	3
Finance 251 .....	3	Finance 351 .....	3
Business Law 103 .....	3	Sociology 101 .....	3
Statistics 212 .....	3	Management 211 .....	3
Psychology 101 .....	3	Business Writing 200 .....	3
	18		18
<b>Fifth Semester</b>		<b>Sixth Semester</b>	
Public Finance 451 .....	3	Finance 455 .....	3
Investment Analysis 352 .....	3	Computer 291 .....	3
Precalculus 103 .....	4	Liberal Arts Electives* .....	8
Liberal Arts Electives* .....	5	Free Electives** .....	3
Free Electives** .....	3		
	18		17
<b>Seventh Semester</b>		<b>Eighth Semester</b>	
Finance 453 .....	2	Finance 458 .....	3
Speech 201 .....	3	Field Experience 401 .....	3
Liberal Arts Electives* .....	7	Liberal Arts Electives* .....	4
		Free Electives** .....	3
	12		13

\*Must be taken in Liberal Arts or Science area.

\*\*Subjects may be selected from any department in the college.

**Total Credits 128**

### RECOMMENDED PROGRAM OF STUDY IN MANAGEMENT (B.S. DEGREE)

First Semester	Credits	Second Semester	Credits
College English I .....	3	College English II .....	3
Math 101 .....	2	Math 210 .....	4
Introduction to Business 103 .....	3	Finance 151 .....	3
Business Law 101 .....	3	Business Law 102 .....	3
Accounting 271 .....	3	Accounting 272 .....	3
	14	Typing 150 .....	2
			18
<b>Third Semester</b>		<b>Fourth Semester</b>	
Intermediate Accounting 311 .....	3	Science 102 .....	3
Economics 203 .....	3	Economics 201 .....	3
Management 211 .....	3	Management 311 .....	3
Marketing 231 .....	3	Computer Science 291 .....	3
Statistics 212 .....	3	Sociology 101 .....	3
Psychology 101 .....	3	Business Writing 200 .....	3
	18		18
<b>Fifth Semester</b>		<b>Sixth Semester</b>	
Management 312 .....	3	Management 314 .....	3
Management 313 .....	3	Management 315 .....	3
Precalculus 103 .....	4	Liberal Arts Electives* .....	8
Liberal Arts Electives* .....	5	Free Electives** .....	3
	15		17
<b>Seventh Semester</b>		<b>Eighth Semester</b>	
Management 411 .....	3	Management 412 .....	3
Speech 101 .....	3	Field Experience .....	3
Liberal Arts Electives* .....	8	Liberal Arts Electives* .....	3
Free Electives** .....	2	Free Electives** .....	3
	16		12
		<b>Total Credits</b>	<b>128</b>

\*Must be taken in Liberal Arts or Science area.  
 \*\*Subjects may be selected from any department in the college.

**RECOMMENDED PROGRAM OF STUDY IN  
MARKETING (B.S. DEGREE)**

<b>First Semester</b>	<b>Credits</b>	<b>Second Semester</b>	<b>Credits</b>
College English I .....	3	College English II .....	3
Math 101 .....	2	Math 210 .....	4
Introduction to Business 103 .....	3	Finance 151 .....	3
Business Law 101 .....	3	Business Law 102 .....	3
Accounting 271 .....	3	Accounting 272 .....	3
	<u>14</u>	Typing 150 .....	2
			<u>18</u>
<b>Third Semester</b>		<b>Fourth Semester</b>	
Intermediate Accounting 311 .....	3	Science 102 .....	3
Economics 203 .....	3	Economics 201 .....	3
Marketing 231 .....	3	Marketing 232 .....	3
Management 211 .....	3	Computer Science 291 .....	3
Statistics 212 .....	3	Sociology 101 .....	3
Psychology 101 .....	3	Business Writing 200 .....	3
	<u>18</u>		<u>18</u>
<b>Fifth Semester</b>		<b>Sixth Semester</b>	
Marketing 233 .....	3	Marketing 335 .....	3
Marketing 331 .....	3	Marketing 337 .....	3
Precalculus 103 .....	4	Liberal Arts Electives* .....	8
Liberal Arts Electives* .....	5	Free Electives** .....	3
	<u>15</u>		<u>17</u>
<b>Seventh Semester</b>		<b>Eighth Semester</b>	
Marketing 431 .....	3	Marketing 432 .....	3
Speech 201 .....	3	Field Experience .....	3
Liberal Arts Electives* .....	8	Liberal Arts Electives* .....	3
Free Electives** .....	2	Free Electives** .....	3
	<u>16</u>		<u>12</u>
		<b>Total Credits</b>	<b>128</b>

\*Must be taken in Liberal Arts or Science area.

\*\*Subjects may be selected from any department in the college.

**RECOMMENDED PROGRAM OF STUDY IN  
SECRETARIAL SCIENCE (A.A.S. DEGREE)  
Executive Option**

<b>First Semester</b>	<b>Credits</b>	<b>Second Semester</b>	<b>Credits</b>
College English I .....	3	College English II .....	3
Business Shorthand I .....	3	Business Shorthand II .....	3
Secretarial 121		Secretarial 122	
Typing I .....	3	Typing II .....	3
Secretarial 151		Secretarial 152	
Introduction to Business 103 .....	3	Accounting 271 .....	3
Elective* .....	3	Elective* .....	6
	<u>15</u>		<u>18</u>
 <b>Third Semester</b>		 <b>Fourth Semester</b>	
Office Machines .....	2	Business Shorthand IV and .....	5
Secretarial 219		Transcription-Secretarial 224	
Business Shorthand III and .....	5	Executive Secretarial Practice ....	3
Transcription-Secretarial 223		Secretarial 290	
English for Secretaries .....	3	Secretarial Experiences .....	1
English 204		Seminar 297	
Business Law 101 .....	3	Elective* .....	6
Typing III .....	3		
Secretarial 251			
	<u>16</u>		<u>15</u>
		<b>Total Credits</b>	<b>64</b>

\*Must be taken in Liberal Arts or Science area.

**RECOMMENDED PROGRAM OF STUDY IN  
SECRETARIAL SCIENCE (A.A.S. DEGREE)  
Legal Option**

<b>First Semester</b>	<b>Credits</b>	<b>Second Semester</b>	<b>Credits</b>
College English I .....	3	College English II .....	3
Business Shorthand I .....	3	Business Shorthand II .....	3
Secretarial 121		Secretarial 122	
Typing I .....	3	Typing II .....	3
Secretarial 151		Secretarial 152	
Introduction to Business 103 .....	3	Accounting 271 .....	3
Business Law 101 .....	3	Business Law 102 .....	3
	<hr/>	Elective* .....	<hr/>
	15		18
 <b>Third Semester</b>		 <b>Fourth Semester</b>	
Office Machines .....	2	Legal Secretarial Practice .....	3
Secretarial 219		Secretarial 294	
Legal Secretarial Practice .....	3	Legal Shorthand II and .....	5
Secretarial 293		Transcription-Secretarial 232	
Legal Shorthand I and .....	5	Secretarial Experiences .....	1
Transcription-Secretarial 230		Seminar 297	
English for Secretaries .....	3	Elective* .....	6
English 204			
Elective* .....	<hr/>		<hr/>
	3		15
	16		
		<b>Total Credits</b>	<b>64</b>

\*Must be taken in Liberal Arts or Science area.

## **COURSE DESCRIPTIONS**

### **ACCOUNTING**

#### **ACC 271/272—MANAGERIAL ACCOUNTING I & II**

*6 hours; 6 credits*

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.

#### **ACC 311/312—INTERMEDIATE ACCOUNTING I AND II**

*6 hours; 6 credits*

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 controversies involving alternative presentations and authority for determining generally accepted accounting principles. Prerequisite: ACC 311 is Prerequisite for ACC 312; ACC 210 is Prerequisite for NSM312.

#### **ACC 374—COST ACCOUNTING**

*3 hours; 3 credits*

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. Prerequisite: ACC 312.

#### **ACC 401—FIELD EXPERIENCE IN ACCOUNTING AND BUSINESS**

*15 hours; 3 credits*

Students in their last semester of M.E.C. will be placed in job areas of their respective major to gain job experience. The student will be required to submit weekly reports concerning the nature of the work he is doing and also report the different techniques and approaches arising in his major area.

#### **ACC 471—ADVANCED FINANCE ACCOUNTING**

*4 hours; 4 credits*

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. Prerequisite: ACC 312.

#### **ACC 472—CONTEMPORARY ACCOUNTING**

*2 hours; 2 credits*

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. (taken in students final semester)

**ACC 473—AUDITING***3 hours; 3 credits*

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. Prerequisite: ACC 312.

**ACC 474—TAXATION***3 hours; 3 credits*

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. Prerequisite: ACC 272.

**ACC 475—NEW YORK CITY TAXATION***3 hours; 3 credits*

A study of the various Federal, State and local taxes that affect businesses in the inner-city. Taxes that will be examined are New York State sales and general business taxes, social security taxes, New York State Franchise taxes and other taxes that affect businesses in the inner-city. Prerequisite: ACC 272.

**ACC 476—QUANTITATIVE MEASUREMENTS***4 hours; 3 credits*

This course covers volume-cost profit analysis including breakeven analysis, profit and loss concepts. It will also cover all the financial ratios, application of capital budgeting, linear programming, forecasting and planning. Prerequisites: ACC 312, NSM 210, NSM 212.

**ACC 478—MUNICIPAL ACCOUNTING***2 hours; 2 credits*

This course will deal specifically with Fund Accounting and special emphasis will be placed on examining municipal records and statements so a student will have accounting knowledge of how different municipal agencies operate. Prerequisite: ACC 312.

**BUSINESS****BUS 103—INTRODUCTION TO BUSINESS***3 hours; 3 credits*

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.

**BUS 212—URBAN ADMINISTRATION**

3 hours; 3 credits

Applies the processes of administration to problem areas confronting inner-city communities. This course will enable students to understand the nature and causes of these problems and the administrative practices that can be utilized for solutions. Topics to be discussed include: the organization of business in inner-cities, development of co-operative enterprises and credit unions, funding of community projects, employment and training, building leadership roles, attracting business into underprivileged areas and planning programs for local action. Prerequisites: BUS 103 and MAN 211.

**BUS 291—COMPUTER AND INFORMATION SYSTEMS**

3 hours; 3 credits

A practical course for people who are interested in acquiring a general knowledge of electronic data processing, progressing through a discussion of punched card machines, the organization and functions of modern computer systems, the representation of information, and an introduction to computer applications. In addition, the student will be introduced to flow charting and programming concepts.

**BUS 430—INNER CITY BUSINESS DEVELOPMENT**

3 hours; 3 credits

An exploration of inner-city problems and their relationship to business and economic development. Includes a review and evaluation of models for ghetto. The dynamics of technical assistance are considered, including the role of government and community organizations.

**FINANCE**

**FIN 151—MONEY AND BANKING**

3 hours; 3 credits

A survey is made of money, credit and monetary standards, commercial and central banking, their relations and roles in the United States economy, and an introduction to international finance.

**FIN 251—MODERN CORPORATION FINANCE**

3 hours; 3 credits

Organization and promotion of Corporation; attention is directed to various procedures and devices used in obtaining funds for short and long term purposes; equity and debt financing, corporate expansion; failures and bankruptcy procedures. Prerequisite: FIN 151.

**FIN 351—ADVANCED FINANCE**

3 hours; 3 credits

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. Prerequisite: FIN 251.

- FIN 352—INVESTMENT ANALYSIS** *3 hours; 3 credits*  
Analysis of various types of securities and valuation tests for bonds and stocks. Investment management and security markets are also studied. Prerequisite: FIN 251.
- FIN 451—PUBLIC FINANCE** *3 hours; 3 credits*  
Analysis of the theory and practice of public finance including taxation, debt management, expenditures and public policy. Prerequisite: FIN 151.
- FIN 453—PERSONAL FINANCE** *2 hours; 2 credits*  
Discusses problems involved in handling personal finance including methods of borrowing, home financing, interest rates, savings and checking accounts and insurance. Prerequisite: FIN 151.
- FIN 455—INTERNATIONAL FINANCE** *3 hours; 3 credits*  
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. Prerequisite: FIN 251.
- FIN 457—BANKING PRACTICES** *3 hours; 3 credits*  
Operation of banking institutions particularly commercial banks. Reserves, loss and investment policy and liquidity are considered. Prerequisite: FIN 351, FIN 451.
- FIN 458—FINANCIAL MANAGEMENT** *3 hours; 3 credits*  
A survey of contemporary theories and procedures as a basis of profit planning, working capital management, the evaluation of capital expenditures; attention is directed to cash flows and capital budgeting for decision making. Prerequisite: FIN 351, FIN 352, FIN 455.
- LAW**
- LAW 101—BUSINESS LAW I** *3 hours; 3 credits*  
After a brief survey of the American legal system, the essential principles of the law of business contracts are examined and applied to typical business transactions. The principal materials of study are New York cases of recent decades.
- LAW 102—BUSINESS LAW II** *3 hours; 3 credits*  
Following a review of the doctrines governing principal and agent, the course examines the law governing partnerships and corporations in their formation, operation, internal relationships, and dissolution, with particular reference to the law. Prerequisite: LAW 101.

**LAW 103—BUSINESS LAW III**

*3 hours; 3 credits*

An examination into the legal aspects and the use of commercial paper such as checks, notes, drafts and acceptance and how they are used in business. Also a study of the law of sales and several transactions and their relationships and importance to business. Prerequisite: LAW 102.

**LAW 201—THE LAW OF CREDITORS RIGHTS**

*3 hours; 3 credits*

Legal procedures for the recovery, collection, and enforcement of judgment, the course examines bankruptcy and the various other procedures, state and federal, for dealing with embarrassed or insolvent debtors, including extension of time payment reorganization and liquidation.

**LAW 202—THE LAW OF REAL ESTATE TRANSACTION**

*3 hours; 3 credits*

Designed to give Real Estate Brokers and others having a special interest in real estate matters a general view of the legal questions that arise in the selling and mortgaging of Real Estate in the City of New York, legal rights, duties and responsibilities of Real Estate instruments.

**MANAGEMENT**

**MAN 211—PRINCIPLES OF MANAGEMENT**

*3 hours; 3 credits*

A practical course designed to examine management processes, concepts and principles and to improve personal competence in problem solving, decision making and communication. Particular emphasis is placed on leadership styles and employee productivity and effectiveness while giving insight into centralized and decentralized operations. Text, readings and cases supplement instruction. Prerequisite: BUS 103.

**MAN 311—MANAGEMENT THEORY AND PRACTICE**

*3 hours; 3 credits*

Examination of the major forms of organizational theory through an analysis of various schools, movements and philosophies. Application of qualitative and quantitative methods in the solution of management problems are explored along with management science models. Lectures are augmented by use of case material and role playing. Prerequisite: MAN 211.

**MAN 312—PERSONNEL MANAGEMENT**

*3 hours; 3 credits*

A survey of the personnel functions in business organizations including the recruiting, selection, training and placement of personnel, the role of supervision, performance appraisal and wage and salary administration. Class discussion is based on case studies drawn from industry and role playing situations which emphasize different interviewing, testing and motivational techniques. Prerequisite: Man 311.

**MAN 313—INDUSTRIAL RELATIONS***3 hours; 3 credits*

This course provides a background in labor-management relations by examining the growth and development of unions, negotiation and collective bargaining procedures, and the techniques and operation of grievance machinery. The government's role in union-management affairs is explored along with employee motivation and morale. Prerequisite: MAN 311.

**MAN 314—ORGANIZATIONAL BEHAVIOR AND ADMINISTRATION***3 hours; 3 credits*

Considers the behavioral aspects of management in terms of physical, economic and human variables. Principle theories of individual and group organizational behavior are examined to appraise motivation, leadership and communication processes. Sensitivity training is explored through T-group simulations. Prerequisite: MAN 311.

**MAN 315—INDUSTRIAL MANAGEMENT***3 hours; 3 credits*

Surveys the basic area of industrial enterprise, economics of production, production planning, managerial control, plant layout, material handling, quality control and work measurement and appraisal. The relationship of these areas to expertise in managerial performance is emphasized. Prerequisite: MAN 311.

**MAN 411—MANAGERIAL POLICIES***3 hours; 3 credits*

An inter-disciplinary course utilizing a critical evaluation of administrative skills and integration of systems analysis and behavior for the design, development and implementation of managerial policies. Functions of finance, control, production, personnel and marketing are reviewed as they contribute to the administration of multi-national concerns and industrial conglomerates. Participants are responsible for an in-depth management project related to their specialization. Prerequisite: MAN 311.

**MAN 412—MANAGEMENT SYSTEMS AND OPERATIONS***3 hours; 3 credits*

Modern management systems are reviewed and the dimensions of operations are developed. Analyses of identification, evaluation and modification of mechanisms related to financial, manpower and physical resource utilization are made through applicable concepts such as optimization, feedback, man-machine interface, work simplification and cybernetics. Prerequisite: MAN 411.

**MAN 413—DECISION THEORY***3 hours; 3 credits*

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 application of theory and methodology in business management situations. Operation research models, payoff matrixes and information systems will be simulated and evaluated. Prerequisite: MAN 411.

**MARKETING**

**MAR 231—ESSENTIALS OF MARKETING**

*3 hours; 3 credits*

A basic course focused on the distribution of goods from the producer to the consumer. The current marketing system is described, analyzed and evaluated in terms of commodities, functions and institutions in order to improve efficiency and lower overall distribution costs.

**MAR 232—PRINCIPLES OF RETAILING**

*3 hours; 3 credits*

This intensive survey course acquaints students with the current operations of large and small retail establishments. Included are store layout, organization, budgeting and controlling, personnel management, services and the procurement and marketing of merchandise offerings. Prerequisite: MAR 231.

**MAR 233—PRINCIPLES OF ADVERTISING**

*3 hours; 3 credits*

A descriptive survey of advertising and its role in the marketing structure are discussed. Particular emphasis is placed on major media, production, copy and layout techniques along with product and brand identification. Advertising is viewed in terms of its promotional effectiveness for the firm and upon the consumer. Prerequisite: MAR 231.

**MAR 234—SALESMANSHIP**

*3 hours; 3 credits*

A topical survey of the principles of persuasive communication in the marketing process focused on inter-personal relations of buyers and sellers. Creativity as a requisite for successful selling is stressed along with current practices utilized in both industrial and consumer goods markets. Prerequisite: MAR 231.

**MAR 331—MARKETING MANAGEMENT**

*3 hours; 3 credits*

An examination of the role of marketing management in the firm and in the economy. The managerial functions of marketing executives in consumer oriented organizations including planning, organizing and controlling are investigated as they affect the marketing concept. Analyses of marketing programs involving product research, advertising, sales and physical distribution are considered along with behavior in the market place. Prerequisite: MAR 231.

**MAR 332—RETAIL MANAGEMENT AND MERCHANDISING**

*3 hours; 3 credits*

This course is managerial in nature and provides insight into retail store administration and the basic functions of buying for resale as well as merchandise planning for profitable store operations. Special emphasis is placed on retail mathematics including quantitative and statistical methods applicable to inventory control and records analysis. Prerequisites: MAR 231, MAR 232.

**MAR 334—SALES MANAGEMENT**

*3 hours; 3 credits*

An administrative appraisal of the sales function against a background of modern so-

cial sciences and developments in research and computerized forecasting. The processes of planning, organizing, staffing, directing and controlling sales operations, including products and territorial selections, are realistically analyzed and evaluated. Prerequisites: MAR 231, MAR 234.

**MAR 335—CONSUMER MOTIVATION AND BEHAVIOR** *3 hours; 3 credits*

An analysis of economic, psychological and cultural aspects of consumer behavior in the market place as related to decision and motivational problems of the firm. Particular emphasis on basic concepts of psychology and sociology as they influence individual and group needs in marketing and the surrounding environments is detailed. Prerequisite: MAR 231.

**MAR 336—PUBLIC RELATIONS** *3 hours; 3 credits*

A survey of the dynamics of publicity and public relations and the part each plays in influencing business and related environments. Specific publics are examined and current persuasive and promotional techniques reviewed, analyzed and evaluated for intended motivational impact. Prerequisite: MAR 231.

**MAR 337—MARKETING RESEARCH** *3 hours; 3 credits*

This course covers the fundamentals of scientific investigation in solving marketing problems. Emphasis is placed on both quantitative and qualitative approaches as well as examining the importance of research in marketing. Prerequisite: MAR 331.

**MAR 338—INTERNATIONAL MARKETING** *3 hours; 3 credits*

An analytical survey on the policies, practices, and functions related to the marketing of products and services in foreign countries, including a consideration of market opportunities, channels of distribution, and the role of government. Detailed emphasis centers around the technical, legal, and financial features of international marketing. Prerequisite: MAR 331.

**MAR 431—MARKETING POLICY AND STRATEGY** *3 hours; 3 credits*

An inter-disciplinary examination of major decisional areas with respect to establishment of marketing goals and the determination of policies and strategies. Various functions of finance, production, industrial relations and purchasing are integrated with distribution for effective optimization of marketing programs. Prerequisite: MAR 331.

**MAR 432—PHYSICAL DISTRIBUTION LOGISTICS** *3 hours; 3 credits*

Physical supply and distribution logistics are examined as a capstone process within the marketing system. Emphasis is placed on location theory, inventory analysis and control, channel selection and traffic management and system optimization. The rela-

tionships between costs and profitability are reviewed through case studies and simulation models and techniques. Prerequisite: MAR 431.

**MAR 434—PRODUCT MANAGEMENT**

*3 hours; 3 credits*

A significant analysis of product development and management emphasizing new product planning and organization from ideation through commercialization. Consideration is given to demand, costs, production technology, quality control, packaging and branding as they relate to design and marketing of old and new product offerings. Prerequisite: MAR 431.

**MAR 435—PRICING THEORY**

*3 hours; 3 credits*

Various methods of price determination in industry are reviewed along with price analysis techniques and the regulatory role of government. Variables involving pricing policies and strategies, cost and demand, competition and sociological aspects are considered as they affect successful product and service commercialization processes. Prerequisite: MAR 431.

**SECRETARIAL SCIENCE**

**SEC 121—BUSINESS SHORTHAND I (GREGG)**

*3 hours; 3 credits*

All the principles of Gregg Shorthand are learned while dictation speed is built to 60 WPM for 5 minutes.

**SEC 122—BUSINESS SHORTHAND II AND PRE-TRANSCRIPTION (GREGG)**

*4 hours; 3 credits*

Shorthand principles, as well as punctuation and spelling are reviewed in this course as dictation speed is built to 80 WPM for 3 minutes. Introduction and development of transcription skill. Emphasis is placed on the integration of necessary language arts into transcription. Prerequisites: SEC 121, SEC 151.

**SEC 150—COLLEGE TYPING**

*3 hours; 2 credits*

Typing for personal use was designed to meet the needs of college students. Preparation of simple correspondence, term papers and manuscripts including cover sheet, table of contents, bibliography and footnotes are taught. Fundamentals of machine operation are introduced and typing skill of 25-30 WPM is built on straight copy. (This course is not open to Secretarial Science Majors.)

**SEC 151—SECRETARIAL TYPING I**

*4 hours; 3 credits*

The keyboard is presented and speed practice is developed to a speed of 25-30 WPM for 5 minutes. Production of various styles of letters and simple business forms are introduced. (Open to Secretarial Science Majors only.)

- SEC 152—SECRETARIAL TYPING II** *4 hours; 3 credits*  
Speed practice is continued to achieve a goal of 45 to 55 WPM during the semester. Stress is placed on letter forms, tabulations, more advanced business forms, stencils and other duplicating masters. (Open to Secretarial Science Majors only) Prerequisite: SEC 151.
- SEC 221—BUSINESS SHORTHAND III AND TRANSCRIPTION** *6 hours; 5 credits*  
Development of shorthand dictation and transcription for competency are emphasized. Shorthand principles are reviewed along with spelling, punctuation, and other mechanics of English. Strengthening in the use of carbon copies, proofreading, collating, effecting corrections are continued. Students at the end of the semester are expected to take dictation at 90-100 WPM for 3 minutes. Prerequisite: SEC 122 or equivalent.
- SEC 222—BUSINESS SHORTHAND IV AND TRANSCRIPTION** *6 hours; 5 credits*  
Shorthand dictation and transcription for competency are continued. Stress is placed on attaining initial job entry competency in shorthand and related skills, as well as on a specialized business vocabulary. Stenographic speeds of 100-120 WPM for 3 minutes and transcription speeds of 25-30 WPM are the expected standards students attain at the conclusion of this course. Prerequisite: SEC 221.
- SEC 230—LEGAL SHORTHAND I AND TRANSCRIPTION** *6 hours; 5 credits*  
Dictation and transcription are designed to prepare students for the exacting work required in a legal office. Legal letters, records and diaries as well as other documents required in litigation are used to develop dictation and transcription skills. At the conclusion of the course, students are expected to take dictation at 90-110 WPM. Prerequisite: SEC 122.
- SEC 232—LEGAL SHORTHAND II AND TRANSCRIPTION** *6 hours; 5 credits*  
Dictation and transcription of more advanced litigation documents, judgments, briefs and appeals are emphasized. Practice and development of skills in preparing wills, corporate law documents, probate and real estate procedures are stressed. At the conclusion of the course, students are expected to take dictation at 100-120 WPM on legal material. Prerequisite: SEC 230.
- SEC 251—ADVANCED SECRETARIAL TYPING** *4 hours; 3 credits*  
Advanced office typing skills are discussed. Timed production of business correspondence, reports, manuscripts and tabulated materials are developed. Students at the end of the semester are expected to attain a speed of 55-65 WPM for 5 minutes. Prerequisite: Typing II SEC 152.
- SEC 290—EXECUTIVE SECRETARIAL PRACTICE** *4 hours; 3 credits*  
Emphasis is placed on the functions and understanding of the requirements of a pro-



fessional secretary in the business office. Stress is placed on production of various types of business forms, letters, tabulations and the preparing of final copy from rough drafts, typing of financial statements. The subject matter requires initiative and judgment on the part of the student. Prerequisite: SEC 251.

**SEC 297—SECRETARIAL EXPERIENCE SEMINAR I**

*1 hour; 1 credit*

Students receive occupational information from various types of businesses and discuss job application and testing procedures. Films, guest speakers and field trips to industry are included in the course. Students are required to work for a minimum of 100 hours at a secretarial job of their choice. On-the-job problems are discussed.

**SEC 555—ABC SHORTHAND**

*3 hours; 3 credits*

The aim of the Alphabetic system of shorthand is to enable students to take notes of lectures more rapidly. Media majors will find this course especially helpful in their field. (This course is not open to Secretarial Science majors)



## **DIVISION OF HEALTH SCIENCES**

### **THE NURSING PROGRAM**

The Nursing program is designed to (1) be responsive to the needs of the open enrollment student; (2) maintain academic excellence and increase the potential for the nursing student, by allowing him to progress at his own individual pace; (3) reflect awareness of the health needs of the residents of the Central Brooklyn Community; and (4) provide a two step career ladder in nursing education.

Given this philosophy, the nursing program offers both an associate and baccalaureate\* degree. The associate degree nursing program prepares the nurse to do direct nursing care in a variety of health settings and to take the state licensure examination. The baccalaureate nursing program prepares the nurse practitioner. As the professional nurse she is a leader and collaborator with others concerned about health and is sensitive to the needs of the inner city.

### **THE ASSOCIATE DEGREE NURSING PROGRAM**

The associate degree nursing program is sub-divided into two parts: pre-nursing, which consists of the student's first year in college; and the nursing program. In the pre-nursing year, students take a prescribed series of courses which are required for nursing.

The associate degree program requires from two to three years to complete, depending upon the rate at which the student is able to progress.

Students are required to satisfactorily complete the remedial language courses, Mathematics (NSM 001), and Introduction to the Study of Natural Science I & II (NSS 011 and 012), prior to or while taking college level courses. Challenge examinations are administered upon entrance into the college. Persons passing these examinations will be exempt from the above courses. (Example: the Science exam is to be taken upon entrance to the College. Passage of it allows students to go directly into Human Biology I-NSB 251. If the student does not pass, he takes NSS 011 and NSS 012. He can take NSB 251 only after successfully completing these two courses, or he may take it concurrently with NSS 012.)

\* Pending approval of the State Education Department.

**Admissions**

No more than 80 students will be admitted to Nursing 101 each year. No student will be accepted who has less than a "C" in any required course.

Any course not passed with at least a "C" may be repeated one time only. This allows all students two chances.



Priority for acceptance into the nursing program is given to the students in Pre-Nursing in Medgar Evers College. 90% of the class is selected from that group of students who have taken the science sequence (NSB 251 and 252; or NSS 011 and 012 with NSB 251 and 252).

Each year the records of all students in pre-nursing, (who have completed the science sequence) desiring admission to the nursing program will be reviewed. Two lists of all students with an average of C (2.0) or better will be compiled as follows:

1. One list will be in order of academic average with the highest grade point average on the top.
2. One list will be in order of longevity (length of time) at the college with students who have been in the college the longest at the top.

The class will be composed of 45% from top of list 1, 45% from the top of list 2, 10% will be direct admissions to the program. This will include those entering Medgar Evers with advanced standing and new admissions who have passed all remedial exemption exams.

#### **Grade and Promotion**

At least a "C" must be maintained in all required courses, both nursing and non-nursing, in order for the student to progress to the next level course. Any course not passed with at least a "C" may be repeated one time only. All pre-requisites for nursing courses must be adhered to. With the completion of the 68 credits required, an A.A.S. degree will be awarded and the student will be eligible to take the New York State Board Examination for licensure as a Registered Professional Nurse.

#### **THE BACCALAUREATE NURSING PROGRAM**

The baccalaureate nursing program, which prepares the professional nurse is comprised of lower division nursing education (AAS) plus upper division nursing education.

#### **Admissions**

All students admitted to upper division nursing must have at least a 2.5 average

"C+" with a "C" or better in their nursing courses, from either their associate degree or diploma school. In addition, all students seeking admission to Medgar Evers College must be a licensed professional nurse (RN) in the United States. Credit will be given only for courses with a grade of "C" or better.

#### **ASSOCIATE DEGREE GRADUATES FROM CUNY**

The AAS graduate will receive the amount of credits earned in the program from which he graduated. He is expected to take Nur. 105 and Nur. 203, and to take whatever courses necessary to equate the lower division support courses in the AAS nursing program offered at Medgar Evers. (Example: courses in Natural Science and Mathematics).

#### **DIPLOMA SCHOOL GRADUATES**

The diploma school graduate will receive credit for those college courses he has acquired which are appropriately related to the baccalaureate degree in nursing. He is encouraged to take all challenge exams offered in the college in non-nursing areas. Credit for Nur. 101, Nur. 102, Nur. 201, Nur. 202 may be allotted by passing appropriate exams which are part of the External Degree Program in Nursing or the nursing exams in the College Proficiency Examination Program; the student may opt which testing program to use. Whichever testing program is taken, if the prospective B.S. student does not pass one or more of the exams, the same subject exam (s) may be taken in the alternate testing program as a retake. If he does not pass one or more of this second series of written exams, he must then apply for admission to the AAS program and will be considered in the 10% new admissions quota.

Passage of the exams will give the student credit equal to the nursing course challenged and successfully passed. (Example: Nur. 101 - 6 credits). All students are expected to take Nur. 105 and Nur. 203.

#### **Medgar Evers Associate Degree Nursing Graduate**

The Medgar Evers Associate Nursing graduate is accepted directly into the upper division nursing program.

**RECOMMENDED PROGRAM OF STUDY IN NURSING  
(A.A.S. DEGREE)**

**CURRICULUM PATTERN A**

<b>First Semester</b>	<b>Credits</b>	<b>Second Semester</b>	<b>Credits</b>
Eng 101-English 1 .....	3	Eng 150-English II .....	3
NSB 251-Human Biology 1 .....	4	NSB 252-Human Biology II .....	4
Nur 101-Nursing 1 .....	6	HSC 105-The Developing Person in the Black and Hispanic Family	3
Psy 101-Introduction to Psychology .....	3	Nur 102-Nursing II .....	6.5
	16		16.5
 <b>Third Semester</b>		 <b>Fourth Semester</b>	
NSB 361-Immunology and Pathogenic Microbiology .....	4	Nur 202-Nursing IV .....	9.5
Soc 101-Introduction to Sociology .....	3	Nur 203-Nursing in the Inner City .....	1.5
Nur 201-Nursing 111 .....	10.5	Electives .....	7
	17.5		18.0
		<b>Nursing Credits</b>	<b>34</b>
		<b>Total Credits</b>	<b>68</b>

**RECOMMENDED PROGRAM OF STUDY IN NURSING  
(A.A.S. DEGREE)**

**CURRICULUM PATTERN B**

**Program Plan for Students Requiring Three Years**

<b>Pre-Nursing</b>		<b>Second Semester (Spring)</b>		<b>Credits</b>
<b>First Semester (Fall)</b>				
Eng 101-English I .....	3	Eng 150-English II .....	3	
HSC 100-Orientation to Health Science .....	1	NSB 251-Human Biology I .....	4	
HSC 105-The Dev. Person in the Black & Hispanic Family .....	3	Soc 101-Introduction to Sociology .....	3	
Elective .....	3	Psych 101-Introduction to Psych .....	3	
	10		13	
<b>First Year Nursing</b>		<b>Fourth Semester (Spring)</b>		
<b>Third Semester (Fall)</b>		NSB 361-Immunology & Path. Microbiology .....		4
NSB 252-Human Biology II .....	4	Nur 102-Nursing II .....	6.5	
Nur 101-Nursing I .....	6		10.5	
	10	<b>Sixth Semester (Spring)</b>		
<b>Second Year Nursing</b>		Nur 202-Nursing IV .....		9.5
<b>Fifth Semester (Fall)</b>		Nur 203-Nursing in the Inner City .....		1.5
Nur 201-Nursing III .....	10.5		11	
Elective .....	3	<b>Total Credits</b>		<b>68</b>
	13.5			

**RECOMMENDED PROGRAM OF STUDY IN NURSING (B.S.)  
UPPER DIVISION**

<b>First Semester</b>	<b>Credits</b>	<b>Second Semester</b>	<b>Credits</b>
Nur. 301 (Nur. V) Nur in Family & Community Health .....	5	Nur 302 (Nur VI) Reconstructive Nursing .....	5
HSC 303 Epidemiology .....	3	Nur 304 Group Behavior or Elective .....	3
HSC 304 Group Behavior or Elective .....	3	NSM 102 Algebra* or Elective ....	2
Nur 305 Physical Assessment and Diagnosis .....	3	Man 211 Intro. to Business Management .....	3
	14	Soc 401 Complex Organization ...	3
			16
<b>Third Semester</b>	<b>Credits</b>	<b>Fourth Semester</b>	<b>Credits</b>
Nur 401 (Nur VII) Nursing in Social System .....	5	Nur 403 (Nur VIII) Nursing in the Inner City .....	2
Nur 402 Independent Study in Nursing .....	2	SPN 101 Beginning Spanish I or Fr. 101 Beginning French I .....	3
NSP 211 Physics .....	4	Nur 404 Episodic Nursing .....	3
NSM 212 Statistics .....	3	Humanities Elective .....	3-4
	14	Elective .....	4-5
			16
		<b>Total of Upper Division Credits</b>	<b>60</b>
		<b>Lower Division</b>	<b>68</b>
		<b>Total Credits</b>	<b>128</b>

\* Student may be exempt from NSM 102 if he passes exemption exam.



## **COURSE DESCRIPTIONS**

### **HSC 100—ORIENTATION TO HEALTH SCIENCES**

*1.5 hours; 1 credit*

Orientation course for students interested in the health fields. Emphasis is on roles and potentialities of the health care team members collaborating to promote wellness. (previously NUR 100).

### **HSC 105—THE DEVELOPING PERSON IN THE BLACK AND HISPANIC FAMILY**

*3 hours; 3 credits*

This course explores the evolving personal and social behavior as it relates to family structure and interaction. Emphasis is placed on the strengths of the Black and Hispanic Family and their effects on roles and behavior as the individual moves through the span of life from conception to senescence. To be taken by all RN students wishing a BS in Nursing. (previously NUR 105).

### **HSC 303—EPIDEMIOLOGY**

*3 hours; 3 credits*

The study of basic principles, contemporary concepts, methods, historical and current uses of Epidemiology. Consideration is given to group characteristics, health status or behavior and their interrelatedness to environmental and time factors as they relate to the occurrence and distribution of health and disease in populations. The natural history of selected communicable and non-communicable diseases of current interest is studied, as it relates to intervention throughout the wellness-illness continuum. Application is made of the role of the nurse in the study prevention and control of these health problems with emphasis on minority groups within the Central Brooklyn Community. Prerequisite: NSB 316 and the written approval of the Division Chairperson.

### **HSC 304—GROUP BEHAVIOR AS IT RELATES TO HEALTH CARE: THE DEVELOPMENT OF COLLABORATIVE SKILLS**

*2 hours, lab; 3 credits*

Designed to increase understanding of behavioral process basic to all groups, including families. The dynamics of role making, group goals and tasks, decision-making process and leadership functions will be analyzed. Various group theories will be explored. The laboratory experience in group process will be utilized to explore communication patterns and group movement.

### **NUR 101—NURSING I—BEHAVIORAL CONCEPTS AND THE NURSING PROCESS**

*(Fall only) 3 class, 3 recitation, 9 lab; 6 credits*

Introduction to the basis of nursing practice. The organizing themes which relate to human behavior and its variations in health-illness states. Fundamental nursing concepts, understandings and skills are presented. Related laboratory study and appropriate nursing agencies are used. Prerequisite or concurrent: NSB 251, HSC 105.

**NUR 102—NURSING II—NURSING OF THE CHILD BEARING FAMILY**

*(Spring only) 3 class hours, 3 recitation, 12 lab; 6.5 credits*

Fundamental principles underlying the care of the mother and the child before, during and after the birth of the baby to age one. The emotional aspects of childbearing as they relate to the developing family at different points of the life cycle. Included are problems of unwed mothers and unwed fathers and sterility in families of child-bearing age. Principles of care of the premature, well and sick infant; problems in pregnancies. Laboratory settings will include hospitals, comprehensive health centers, public health agencies and community families. Prerequisite: NSB 251, NUR 101, HSC 105. Prerequisite or concurrent: NSB 252.

**NUR 110—NURSING AND THE SELF CONCEPT**

*2 hours; 1 credit*

Development of the self-concept with special emphasis on the development of personal and professional coping techniques as preparation for a health profession role. Presentation of central organizing concepts in nursing and pertaining to issues of community health. This course may be taken in place of HSC 100. Concurrent: Pre-nursing English 150.

**NUR 201/202—NURSING III AND IV—NURSING OF PATIENTS WITH PATHOPHYSIOLOGICAL AND PSYCHOSOCIAL CONDITIONS**

*(Nur. 201: Fall only) 6 class hours.*

*15 lab; 10.5 credits (Nur 202: Spring only) 5 class hours, 15 lab; 9.5 credits*

This is a two-part course which deals with the psychological and physical conditions which people experience and which cause changes in their position along the well-illness continuum. The focus is directed towards helping nursing students to acquire knowledge and skills which will enable them to assist their clients in meeting basic needs which have been altered, either physically or emotionally, by some shift due to pathology. Variations in the satisfaction of these basic needs will be considered throughout the life cycle of man. Included is a continuation of the fundamental concepts, understandings and skills in basic nursing theory learned in previous courses, as well as new skills and knowledge which are necessary to assist clients and/or their families in health achievement and/or maintenance. Prerequisite to NUR 201: NUR 102, NSB 252. Prerequisite to NUR 202: NUR 201.

**NUR 203—NURSING IN THE INNER CITY**

*1.5 hours; 1.5 credits*

Development of nursing will be viewed as it relates to the inhabitants of inner city communities and to the contributions of nurses who come from these areas. Encompassing political, economic, socio-cultural, scientific and educational frameworks, emphasis will be on those residents and nurses with Afro-Hispanic linkages. Stress will be placed on identification of present and future nursing roles drawing upon students previous experiences and learning in previous nursing courses. Prerequisite or concurrent: NUR 201 to be taken by all RN students wishing a BS in Nursing.

**NUR 301—NURSING V—NURSING IN FAMILY AND COMMUNITY HEALTH\****(Fall) 3 class hours, 6 lab; 5 credits*

The study of nursing as an integral part of an organized community effort for the delivery of comprehensive personal and environmental health care throughout the wellness-illness continuum. The course has a dual focus: both the family and the community as "the patient." Consideration is given to the intrinsic and extrinsic factors affecting the families' functioning within a community. The interrelatedness of families and their communities, and the factors involved in a community's attempt to deal with problems affecting the well being of its members. It includes the study of the extended role of the nurse including physical assessment and health history. Prerequisite or concurrent: HSC 105, HSC 303 and with the written approval of the Division Chairperson.

**NUR 302—NURSING VI—RECONSTRUCTIVE NURSING\****(Spring only) 3 class hours, 6 lab; 5 credits*

The adaptive and maladaptive aspects of physical, psychological and social deviancy will be studied. This will be related particularly to inner city communities. Factors relating to the physically immobile and emotionally impaired drug abuse client will be explored. Community and institutional structures will be related to health concerns. Experience will be provided with individuals and groups, and there will be participation on interdisciplinary teams. Stress will be placed on leadership roles and change strategies. Laboratories will include community mental health settings, and comprehensive rehabilitation settings, including services for substances abuse clients. Prerequisite: NUR 301. Prerequisite and/or concurrent: HSC 303, HSC 304.

**NUR 305—PHYSICAL ASSESSMENT AND DIAGNOSIS\*** *2 class hours, 4 lab; 3 credits*

This course deals with the study of the collection and organization of baseline data required to formulate a nursing diagnosis. Included are theory and practice in methods of screening physical examinations and history taking to assess the health status of clients. Students are expected to have a working knowledge of the principles of anatomy, physiology, physical and psycho-social growth and development and apply these in practice. Prerequisite or concurrent: HSC 303, NSB 252, NSB 361, and the written approval of the Division Chairperson.

**NUR 401—NURSING VII—NURSING IN THE SOCIAL SYSTEM\****(Fall only) 3 hours, 6 lab; 5 credits*

An examination of health care systems and other related social systems with emphasis on the analysis and evaluation of health needs and client roles. Measures for evaluating standards of health care will be studied. The change agent role of the nurse will be studied as it influences barriers found within the system. Prerequisite: NUR 302, HSC 304. Prerequisite or concurrent: MAN 211, SOC 401.

\* Pending approval of the State Education Department.

**NUR 402—INDEPENDENT STUDY IN NURSING\****2 credits*

The student is expected to explore a problem or issue related to nursing in the inner city community. Written and oral presentation are required. Students will have an opportunity to utilize basic research processes while learning with various collaborating disciplines. Prerequisite: HSC 303, HSC 304.

**NUR 403—NURSING VIII—NURSING IN THE INNER CITY II\****2 hours; 2 credits*

Philosophical assumptions implicit in community development and nursing issues will be explored in relation to their relevance to inhabitants of the Inner City Community. The social, political, legal, ideological and cultural problems affecting nursing will be explored. Assessment of the students own philosophy will focus on these aspects which relate to the delivery of health care and the health care system. Professional responsibility and interdisciplinary relationships will be emphasized. Prerequisite: HSC 105, NUR 203, NUR 401.

**NUR 404—EPISODIC NURSING\****2 class hours; 4 lab; 3 credits*

The focus of this course is on the episodic nursing care of clients experiencing severe threats to body integrity and who are therefore in crisis. The nursing process will be utilized in caring for client, and emphasis will be on making self directed nursing judgments which will influence dependent and independent nursing action. Students will be expected to be collaborative and participating members of the health team. Prerequisite: NUR 305.

**NUR 405—TEACHING AND SUPERVISION IN NURSING\****3 hours; 3 credits*

Introduction to basic principles of teaching and supervision. Selection, development and evaluation of teaching-learning experiences. Planning, organizing, time-space allocation, budgeting, reporting, staffing. Coordinating and supervising patient care.

\* Pending approval of the State Education Department.

## THE DIVISION OF HUMANITIES

The Humanities Division offers courses in Art, Music, French, Ethnic Studies, Mass Communications, English, Spanish, Speech, Philosophy, and Theatre.

Several alternative programs leading to the Associate in Arts degree are recommended by the Humanities Division. A Bachelor of Arts Program in Communications Technology is presently awaiting approval of the Board of Higher Education.



Both interdisciplinary courses and studies in the traditional disciplines are offered. Programs in the Humanities are aimed at strong cultural abilities of expression and analysis; developing awareness of world cultures and values; and deepening appreciation of the student's own cultural heritage and creative potential.

#### PROGRAM REQUIREMENTS:

For the A.A. degree the minimum number of credits required of each student is 64; of these 64 credits, 75% must be taken in Liberal Arts courses, i.e., Humanities, Social Sciences, and Natural Sciences. Studio, laboratory, and performance courses are not considered part of the Liberal Arts. The following courses should be completed by all Humanities majors:

English 100	College English I
English 150	College English II
Humanities 1	Introduction to Humanities I
Humanities 2	Introduction to Humanities II
Speech 101	Voice and Diction, or
Speech 201	Fundamentals of Speech
Philosophy 101	Introduction to Logic

#### ART

Recommended courses for a two-year concentration in art are as follows:

Art 151—Basic Design .....	3 Credits
Art 203—Ceramics or	
Art 205—Sculpture .....	3 Credits
Art 207—Drawing and Painting .....	3 Credits
Art 301—Print making .....	3 Credits
Total	12 Credits

Other electives in Art may be selected from among courses described below. At least 6 credits should be taken in Art History.

## **COURSE DESCRIPTIONS**

### **ART 104—AFRICAN ARTS AND CRAFTS\***

*3 hours; 3 credits*

Arts and crafts as it relates to Black people, redefining myths and stereotypes. The student receives various aspects of African arts as it relates to the diaspora and Africa. Includes work in masks, statues, wood forms, heads and other art forms. Copper tooling and relief is a focal segment of this course as it relates to Africa and African-American tradition.

### **ART 105—ART HISTORY I**

*3 hours; 3 credits*

A survey course in appreciation which deals with the highlights of the Ancient, Medieval, Romanesque, and Gothic period in Art. Architecture, sculpture, and painting are explored.

### **ART 106—ART HISTORY II**

*3 hours; 3 credits*

History and analysis of painting, architecture and sculpture, with discussion of formal elements as well as varying cultural values from the Renaissance to the present day. Museum trips are part of the course where appropriate.

### **ART 107—AFRICAN ART HISTORY**

*3 hours; 3 credits*

This course traces the development and philosophical aspects of African Art from the Benin and Nok culture of 3,000 B.C. to the present contemporary African Art forms of the 20th century. The modern art of the Sub-Saharan area is stressed. Special art lab projects also included in regard to students participation.

### **ART 151—BASIC DESIGN**

*3 hours; 3 credits*

A fundamental design course with the primary emphasis on two-dimensional design as it relates to space, balance, line, composition, color contrasts, textures, etc. The course offers an introduction to a variety of art techniques and media, specifically in drawing, abstract design, pen and ink, collage and other areas relating to design. (For students interested in children's projects, this area is covered in this course.)

### **ART 153—FIGURE DRAWING**

*3 hours; 3 credits*

An exploratory studio course teaching the student to deal with the figure in a variety of media including drawing, painting and clay modelling.

\* Pending approval by the Board of Higher Education

- ART 160—ART FOR TEACHERS\*** *3 hours; 3 credits*  
This course offers an introduction to a variety of art techniques and media, focusing primarily on design principles. Prospective teachers are trained in creative art projects specially geared for children on the elementary school level, such as reading readiness skills, and developing other educational areas through the creative experience.
- ART 203—CERAMICS** *4 hours; 3 credits*  
A studio course in the study of clay, its sources, nature and potentialities as related to ceramic arts. Various methods for pottery making, coil and slab building, throwing, slipcasting, glazing, and firing are covered.
- ART 205—SCULPTURE** *4 hours; 3 credits*  
A studio course designed to introduce the student to basic sculpture. Emphasis is on mold-making, casting, wood carving, welding, and plastic techniques.
- ART 207—DRAWING AND PAINTING** *3 hours; 3 credits*  
A combined studio and art analysis course including drawing, pen and ink, conte crayon, charcoal, watercolor, wash, and oils. Lectures and discussion will deal with African, contemporary, and community art; papers and museum trips are an integral part of the course.
- ART 208—PAINTING TECHNIQUES** *3 hours; 3 credits*  
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. Lectures and discussion will deal with African, contemporary, and community art; papers and museum trips are an integral part of the course.
- ART 251—ADVANCED DESIGN\*** *3 hours; 3 credits*  
Continued exploration of design techniques with the emphasis on 3-dimensional design.
- ART 301—PRINTMAKING** *4 hours; 3 credits*  
An introductory studio course in the techniques of printmaking. Linoleum cut and wood cut are presented in relation to design, meaning of print, as well as how the student can employ these skills in book illustration and other related areas.
- ART 302—ADVANCED PRINTMAKING** *3 hours; 3 credits*  
Problems in regard to etching including aquatint, collage, embossment and development of color printing. Color relief process also explored in lino-cut and wood-cut.

\* Pending approval by the Board of Higher Education



**ART 303—ADVANCED CERAMICS** *3 hours; 3 credits*  
Continued exploration in the ceramic arts. Slip casting and pottery wheel techniques are included.

**ART 307—SPECIAL PROJECT: PAINTING\*** *4 hours; 4 credits*  
Study in depth of specific concepts and processes in painting techniques. Includes development of perceptual expansion and imagery based on life study, as well as continued exploration of media, process and concept in relation to individual vision and expression. Lecture, discussion, field trips are an integral part of this course.

### **ENGLISH**

Students wishing to concentrate in English for the Associate in Arts degree should take six credits in 200-level literature courses, in addition to English 160.

**ENGL 100—COLLEGE ENGLISH I\*** *3 hours; 3 credits*  
Outlining and organization. Review of paragraph structure and sentence structure. Elements of style and clarity in principal rhetorical term. Weekly papers.

**ENGL 101—INTRODUCTION TO POETRY** *3 hours; 3 credits*  
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 106—INTRODUCTION TO DRAMA** *3 hours; 3 credits*  
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 150—COLLEGE ENGLISH II\*** *3 hours; 3 credits*  
Organization and style in the paragraph, the critical essay, and the research paper. Techniques of library research, with a fully annotated research paper as a final project. Prerequisite: College English I.

**ENGL 160—MYTHS OF THE BIBLE, GREECE, AND ROME** *3 hours; 3 credits*  
Introduction to those ancient myths and legends which frequently appear in more modern writing. Prerequisite: English I and II or equivalent.

**ENGL 200—BUSINESS WRITING** *3 hours; 3 credits*  
This course will offer business students the fundamentals of business writing: mem-

\*Pending approval by The Board of Higher Education

oranda, commercial letters, research papers, etc., with an introduction to sales writing and preparation of advertising copy. Prerequisite: College English I and II.

**ENGL 201—CONTEMPORARY DRAMA** *3 hours; 3 credits*  
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.

\* Pending approval by the Board of Higher Education

**ENGL 202—THE CRAFT OF WRITING** *3 hours; 3 credits*  
An exploration of modes of written communication: autobiography, formal and informal essays, and more advanced writing. Emphasis will be on the development of personal writing style which reflects the student's view of the world.

**ENGL 203—INTRODUCTION TO JOURNALISM** *3 hours; 3 credits*  
An introduction to forms of journalistic writing—news story, feature story, editorial, critical review—and the development of skills necessary for newspaper writing.

**ENGL 204—ENGLISH FOR SECRETARIES\*** *3 hours; 3 credits*  
A course in the structure, organization, stylistics, and format of the business letter and memorandum, with emphasis on the selection of appropriate techniques for varying purposes and audiences. Prerequisite: College English I and II.

**ENGL 209—CHILDREN'S LITERATURE** *3 hours; 3 credits*  
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 215—SURVEY OF BRITISH LITERATURE I** *3 hours; 3 credits*  
Major British writers and literary movements from the earliest forms through the eighteenth century. Prerequisite: English 103 or an equivalent course (to be determined by an instructor within the Humanities Division).

**ENGL 216—SURVEY OF BRITISH LITERATURE II** *3 hours; 3 credits*  
Selected readings in English Literature from the beginning of the 19th century to the present. Prerequisite: English 103 or permission of department.

**ENGL 217—READING IN CONTEMPORARY WORLD LITERATURE** *3 hours; 3 credits*  
Selected works will be taken from European, African, Latin American, and Asian writers, emphasizing specific cultural values and universal themes.

\* Pending approval by the Board of Higher Education

- ENGL 219—SURVEY OF AFRO-AMERICAN LITERATURE I** 3 hours; 3 credits  
A survey of Black American literature, oral and written, from the 17th century through the Harlem Renaissance of the 1920's. Prerequisite: English 103 or an equivalent course (to be determined by an instructor within the Humanities Division).
- ENGL 220—SURVEY OF AFRO-AMERICAN LITERATURE II** 3 hours; 3 credits  
A survey of Black American literature, oral and written, from the Harlem Renaissance through the present. Prerequisite: English 103 or permission of the division.
- ENGL 223—SURVEY OF AMERICAN LITERATURE I\*** 3 hours; 3 credits  
A survey of American writers and literary movements from the colonial period and American independence through 1860. Special attention will be paid to such writers as Hawthorne, Poe, Melville, Emerson, and Thoreau. (Required of English B.A. majors.)
- ENGL 224—SURVEY OF AMERICAN LITERATURE II** 3 hours; 3 credits  
Major American writers and literary movements from 1860 to present. Emphasis will be on such writers as Whitman, Dickinson, Twain, Henry James, Sandburg, Eliot, Fitzgerald, Faulkner, Hemingway, and Richard Wright.
- ENGL 260—SHAKESPEARE** 3 hours; 3 credits  
Representative comedies, histories, and tragedies, including *Romeo and Juliet*, *A Midsummer Night's Dream*, *Henry V*, and *Othello*. Prerequisite: College English I and II or equivalent.
- ENGL 301/302—CREATIVE WRITING** 3 hours; 3 credits  
A course to develop creative writing abilities with special emphasis upon the short story. Analysis of form, style, characterization, ideas, development, language, and effectiveness. The majority of works studied will be written by members of the class.

## **HUMANITIES**

- HUM 1—INTRODUCTION TO HUMANITIES I\*** 4 hours; 4 credits  
A study of selected literary and philosophical concepts that have contributed to our present beliefs and aesthetics. Special emphasis to be placed upon third world influences on world culture, using supplementary music and art materials as illustrative examples. Guest lecturers and field trips where appropriate.
- HUM 2—INTRODUCTION TO HUMANITIES II\*** 4 hours; 4 credits  
A study of selected musical and artistic concepts that have contributed to our present beliefs and aesthetics. Special emphasis to be placed upon third world influences on

\* Pending approval by the Board of Higher Education

world culture, using supplementary literary materials as illustrative examples. Guest lecturers and field trips where appropriate.

**HUM 263—AFRICAN MUSIC AND ART** *4 hours; 4 credits*

A survey of African plastic and auditory indigenous arts south of the Sahara, with particular attention to the interrelationships of the arts with various aspects of the culture. The effects of acculturation and tribal integration on contemporary art forms will also be discussed. Laboratory experiences in the arts will be an integral part of the course.

**HUM 268—SURVEY OF SELECTED EASTERN PHILOSOPHIES** *3 hours; 3 credits*

Exploration of major cultural, social, political and philosophical movements in China, Korea and Japan. Cultural precepts will be contrasted with counterparts in Western Civilization. Zen Buddhism and the political philosophy of Mao-Tse-Tung will also be studied. Guest lecturers where applicable.

**HUM 273—BLACK CREATIVE ARTS** *4 hours; 4 credits*

An examination of the creative impulse as experienced and expressed by the African descendants in the new world with particular reference to the United States. Creative experiences in the arts—music, dance, art and literature—are integral parts of the course.

## LANGUAGES

### FRENCH

**FR 101—BEGINNING FRENCH I** *3 hours; 3 credits*

An introduction to the French language as a medium of communication. Will focus on the oral use of the language with work also in written drills, grammar, and composition.

**FR 102—BEGINNING FRENCH II** *3 hours; 3 credits*

A continuation of the materials covered in course 101. Prerequisite: French 101 or its equivalent or permission of instructor.

**FR 201—INTERMEDIATE FRENCH I\*** *3 hours; 3 credits*

Rapid review of grammatical structures. Selected readings of modern texts. Prerequisite: French 102 or two years of high school French.

**FR 202—INTERMEDIATE FRENCH II\*** *3 hours; 3 credits*

Continuation of French 201. Emphasis on analysis, discussion, and composition based on the reading of selected modern texts as an introduction to specialized literature courses. Prerequisite: French 201 or 3 years of high school French.

\* Pending approval by the Board of Higher Education

## **SPANISH**

Students wishing a two-year concentration in Spanish are advised to take 15 credits beyond Spanish 202. Individual programs will be prepared in consultation with a member of our Spanish faculty. The student will select 15 credits from among the following courses: Spanish 206, 207, 211, 215, 301, 308, 310, 311, 321 and 331.

- SPN 101—BEGINNING SPANISH I** 3 hours; 3 credits  
Study of pronunciation and the basic patterns of the language. A conversational approach will be used. Utilization of the language laboratory will be an integral part of the course.
- SPN 102—BEGINNING SPANISH II** 3 hours; 3 credits  
Continuation of Spanish 101. Written materials will be introduced. Prerequisite: Spanish 101 or 1 year of high school Spanish.
- SPN 201—INTERMEDIATE SPANISH I** 3 hours; 3 credits  
Rapid review of grammatical structures. Selected readings of modern texts. Prerequisite: Spanish 102 or 2 years of high school Spanish.
- SPN 202—INTERMEDIATE SPANISH II** 3 hours; 3 credits  
Continuation of Spanish 201. Emphasis will be on analysis, discussion and composition based on the reading of selected modern texts as an introduction to specialized literature course. Prerequisite: Spanish 201 or 3 years of high school Spanish.
- SPN 203—SPANISH FOR NATIVE SPEAKERS I** 3 hours; 3 credits  
A review of pronunciation, spelling and selected aspects of the grammar that present special difficulties to the native speaker. This course is designed for students who have a good command of the spoken language but little or no formal instruction. Prerequisite: by permission of the instructor.
- SPN 204—SPANISH FOR NATIVE SPEAKERS II** 3 hours; 3 credits  
Continuation of Spanish 203. Study of grammatical structures and composition through the reading and analysis of literary texts. Special attention will be given to vocabulary building and the study of anglicisms.
- SPN 206—INTRODUCTION TO HISPANIC LITERATURE I** 3 hours; 3 credits  
This course will explore the origins of Hispanic literature. Literary forms and movements, collective attitudes and creative approaches will be discussed in order to arrive at the bases for Spanish and Spanish-American literature and culture. Representative works will be read, analyzed and discussed. The course will be conducted entirely in

Spanish. Required for more advanced literature courses. Prerequisite: Spanish 202 or permission of the instructor.

**SPN 207—INTRODUCTION TO HISPANIC LITERATURE II** *3 hours; 3 credits*

Continuation of Spanish 206. Emphasis will be on reading, analysis and discussion of representative modern works. Prerequisite: Spanish 206 or by permission of the instructor.

**SPN 211—INTERMEDIATE CONVERSATION** *3 hours; 3 credits*

For students who wish additional practice in conversation. Systematic development of comprehension, review of pronunciation and vocabulary building on subjects of students' choice. Prerequisite: at least one year of college Spanish or 2 years of high school Spanish.

**SPN 215—COMMERCIAL SPANISH** *3 hours; 3 credits*

This course is designed for students who are specializing in the secretarial sciences, business, or students who wish to familiarize themselves with business terminology in Spanish. Students will learn how to translate and compose business letters and other commercial documents in Spanish. Prerequisite: at least 2 years of Spanish or by permission of the instructor.

**SPN 301—CONTEMPORARY LITERATURE OF THE HISPANIC CARIBBEAN**

*3 hours; 3 credits*

Reading, analysis and discussion in Spanish or representative works by contemporary writers from the Caribbean area. Prerequisite: Spanish 202 or by permission of the instructor.

**SPN 308—PUERTO RICAN LITERATURE** *3 hours; 3 credits*

Reading, analysis and discussion of representative works of Puerto Rican literature. This course will provide the student with a basic orientation in Puerto Rican literature and culture. Prerequisite: Spanish 202 or by permission of the instructor.

**SPN 310—INTRODUCTION TO SPANISH-AMERICAN LITERATURE I**

*3 hours; 3 credits*

Reading, analysis and discussion of representative works of the colonial period and the 19th century. Prerequisite: Spanish 202 or by permission of instructor.

**SPN 311—INTRODUCTION TO SPANISH-AMERICAN LITERATURE II\***

*2 hours; 3 credits*

A study of representative authors of the Modernist movement and of major trends in

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the 20th century. This course is a continuation of Spanish 310. Prerequisite: Spanish 202 or by permission of instructor.

- SPN 315—HISPANIC CIVILIZATION\*** *3 hours; 3 credits*  
A comprehensive survey of Iberian and Hispanic-American culture and institutions. Hispanic contributions to the world of literature, music, fine arts. Prerequisite: Spanish 206/207, Spanish 310/311, or by permission of the instructor.
- SPN 317—THEATER OF THE GOLDEN AGE\*** *3 hours; 3 credits*  
Reading, discussion and analysis of outstanding plays of the 16th and 17th century Spanish theatre. Prerequisite: Spanish 206 or by permission of instructor.
- SPN 319—GENERATION OF 1898\*** *3 hours; 3 credits*  
Reading, analysis and discussion of representative works of Galdos, Unamuno, Valle Inclan, Pao Baroja, Ayala, Miro and Ortega Y Gasset. Prerequisite: Spanish 202 or by permission of the instructor.
- SPN 321—CONTEMPORARY SPANISH LITERATURE\*** *3 hours; 3 credits*  
A study of drama, novel, essay, and poetry of 20th century Spanish literature. Prerequisite: Spanish 202 or by permission of the instructor.
- SPN 323—CONTEMPORARY SPANISH-AMERICAN NOVEL\*** *3 hours; 3 credits*  
Reading, analysis, and discussion of the work of the new realism. Prerequisite: Spanish 311 or by permission of the instructor.
- SPN 331—ADVANCED GRAMMAR AND COMPOSITION\*** *3 hours; 3 credits*  
Systematic review of grammar and a study of syntactical peculiarities of modern Spanish. Prerequisite: Spanish 202.

#### **MASS COMMUNICATIONS**

A Communications Technology curriculum leading to a Bachelor's degree is presently awaiting the approval of the Board of Higher Education. The curriculum emphasizes Liberal Arts, especially written communications, as well as related areas in broadcasting, media services, and business.

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## Required Courses

	<i>Credits</i>
I. <i>Language Communications</i> = 38 crs.	
A. English I, II—College English I, II .....	6
B. English 200 (Business Writing) or 202 (The Craft of Writing) or 203 (Print Journalism) .....	3
C. Foreign Language: Second Year Capability .....	12
D. Philosophy 101: Rhetorical Logic .....	3
E. Speech 101 (Voice and Diction) or 201 (Fundamentals of Speech) .....	3
F. Speech 204 (Oral Interpretation) or 207 (Basic Acting) or 390 (Broadcast Journalism) .....	3
G. Humanities I, II (Art, Music, Literature, Philosophy) .....	8
II. <i>Natural Science and Mathematics</i> = 9 crs.	
A. NSS 107, 108: Communications Science I and II .....	6
B. NSM 212: Introduction to Statistics .....	3
III. <i>Business</i> = 6 crs.	
A. Bus 211: Intro. to Business Management .....	3
B. Bus 291: Computer and Information Systems .....	3
IV. <i>Media</i> = 12 or 13 crs.	
A. Med 180: Introduction to Broadcasting .....	3
B. Med 314: Instructional Materials .....	3
C. Med 301: TV Production I .....	3
D. Med 341: Radio Production I, or Med 361: Film Production I .....	3 or 4
V. <i>Social Science</i> = 15 crs.	
15 credits from among:	
A. Soc 101 & 402 (Community Organization) .....	6
B. Psy 101 & 403 (Psychology of Oppression) .....	6
C. Hist 223 (America in the 20th Century) .....	3
D. Pol. Sci. 101 .....	3
E. Anth. 101 .....	3
VI. <i>Electives: 30 credits, from at least 3 of the following four areas:</i>	
1. <i>Media (Broadcasting)</i>	
A. Med 160: Intro. to Film .....	3
B. Med 161: Photography .....	3
C. Med 270: Graphics .....	3



D. Med 292: Media Writing Workshop I .....	3
E. Med 293: Media Writing Workshop II .....	3
F. Med 294: Media and Minorities .....	3
G. Med 391: Media Buying & Planning .....	3
H. Med 481: TV & Radio Management .....	3
I. Med 490: Media Practicum .....	(determined by instr.)
J. Med 500: Independent Studies in Med .....	(determined by instr.)
2. Media (Educational Technology)	
A. Med 215: Communications Systems .....	3
B. Med 314: Instructional Practicum .....	(determined by instr.)
C. Med 315: Instructional Media Program Administration .....	3
3. Business	
A. Law 101: Business Law I .....	3
B. Mar 231: Essentials of Marketing .....	3
C. Mar 331: Marketing Management .....	3
D. Mar 233: Principles of Advertising .....	3
E. Mar 337: Marketing Research .....	3
4. Cultural Studies	
A. Art 207 (Drawing and Painting) or an Art History course .....	3
B. Mus 103 (Rudiments) or Music History or Music Literature .....	3
C. Humanities 273 (Black Creative Arts), 268 (Oriental Philosophy), Ethnic Studies 300 (Black Philosophy), Spanish 207 (Puerto Rican Literature) or other Cultural Studies course .....	3
VII. Free Electives .....	17 or 18
	<b>TOTAL</b>
	128

## COURSE DESCRIPTIONS

### MEDIA

#### MEDIA 161—PHOTOGRAPHY WORKSHOP

3 hours; 3 credits

A workshop designed to teach photography as an art and as a science, divided into three sections (beginners, intermediate, advanced). Emphasis will be placed on the use of photography in TV and photography for audio-visual programs. Students will be encouraged to do extensive work in the College and in the community. Dark room and photographic lighting techniques will be covered. Lab fee.

**MEDIA 180—INTRODUCTION TO BROADCASTING (RADIO AND TV)***3 hours; 3 credits*

An introduction to the history and development of systems of broadcasting in the US. A study of the economic and social structure and functions of stations and networks and the laws and codes regulating broadcasting. Organization of regulatory and qualifying agencies will be explored; pending legislation will be examined. Students will learn how to operate basic equipment, script, and produce simple productions. Field assignments at radio and TV stations are required.

**MEDIA 214—INSTRUCTIONAL MATERIALS***3 hours; 3 credits*

A laboratory course in which students are familiarized with various materials used in instructional media, e.g. slides, 8mm films, filmstrips. Students prepare scripts and guides, and learn to select, order and use media equipment and material designed for use in schools, other institutions, and industry.

**MEDIA 215—COMMUNICATIONS TECHNOLOGY SYSTEMS***3 hours; 3 credits*

A study of new directions of educational technology, broadcasting and CATV. Complex systems and interrelation of systems—satellites, videocassettes, and CATV are among the innovations to be considered. Advanced techniques in video and audio taping and editing will be covered.

**MEDIA 291—COMPARATIVE MEDIA (INTERNATIONAL)***3 hours; 3 credits*

A study of the history and organization of broadcasting (radio, TV and film) in selected countries abroad and in the USA. Critical analysis will be made of various control systems, program treatment, organization and management. Research projects will be required.

**MEDIA 292—WORKSHOP IN MEDIA WRITING I***3 hours; 3 credits*

Students will develop skills in gathering data and writing scripts for radio, TV and film. They will gain experience in scripting shows using the College facilities, and specimen scripts will be available for community programs.

**MEDIA 294—MEDIA AND MINORITIES: AN ANALYSIS***3 hours; 3 credits*

An analysis of the presentation and treatment of minority groups by the various media. Numerous film, television and radio productions will be studied and evaluated in terms of their relationship to the African-American, Puerto Rican, Native American, Chicano and other minority groups. Various alternatives concerning the control and content of the media will be discussed with intent to develop a viable means for alleviating the stereotyping, ethnocentrism, and prejudice which have characterized traditional mass presentations of minority values and contributions. Ways and means of increasing minority participation on all levels will be explored.

**MEDIA 301—TV PRODUCTION***3 hours; 3 credits*

Students will be given lecture demonstrations and practical studio experiences in the

various aspects of TV production. They will develop and participate in projects that focus on producing, performing, script writing, studio operations, sets, lights, scenery, graphics, sound, special effects, etc. Experiences in production at community TV and CATV stations as well as those of City University will be required.

**MEDIA 302—ADVANCED TV PRODUCTIONS** *3 hours; 3 credits*

Continued experience in TV production using more sophisticated equipment and techniques, involvement in independent research, script writing, experimental productions and supervision. Experiences in production at community TV and CATV and the University's studios will be required. Production of air quality shows. Prerequisite: Media 301, 361.

**MEDIA 314—INSTRUCTIONAL MEDIA PRACTICUM** *1 to 3 credits*

On-the-job training in centers, libraries, schools, industry and other places where instructional media equipment is used and where the materials are prepared. (Credits determined by instructor. Hours to be scheduled).

**MEDIA 315—ADMINISTRATION OF INSTRUCTIONAL MEDIA PROGRAM**

*3 hours; 3 credits*

Ways of organizing, developing and planning the utilization of instructional media programs. The course includes ways to organize, create, order, computerize, catalogue, rent, borrow, exchange and distribute media material and equipment and select transmission vehicles.

**MEDIA 341—RADIO PRODUCTION** *3 hours; 3 credits*

A lecture-demonstration-studio course in which the student will learn the use and function of equipment and microphone techniques, research techniques, script writing, talent selection, contracts, copyright procedure, sound effects, performing, station management, logging traffic, and program continuity. Participation at the local radio station will be required in addition to activities at the University's studios.

**MEDIA 342—ADVANCED RADIO PRODUCTION** *3 hours; 3 credits*

A continuation of Media 341. Students learn to develop more complicated scripts (including drama) and production techniques. Each student is required to produce at least one sample air-ready show for consideration by a station. Participation at a local radio station will be required. Prerequisite: Media 341.

**MEDIA 361—FILM PRODUCTION\*** *3 hours; 3 credits*

A course in the production of both super 8mm and 16mm, black and white, silent and magnetic sound film production. The course will focus upon the technology of the camera and the skills required for the writing, lighting, filming, and editing of community-based and other independent film productions. Lecture-demonstrations supplemented by guest lecturers.

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**MEDIA 362—ADVANCED FILM PRODUCTION\****3 hours; 3 credits*

An intensive course in the production of black and white and color—sound-synchronous film which will make use of sophisticated camera, lighting, and editing techniques. The course will require the student to engage in a number of roles (writer, director, editor, etc.) with the intent of producing the well-rounded film technician and artist. Students will work in both a cooperative and independent atmosphere, culminating in the production of their own film. Prerequisite: Media 361.

**MEDIA 380—RADIO AND TELEVISION PROGRAMMING***3 hours; 3 credits*

A study of the program departments of radio and television stations. Students will critically evaluate program format, content, ratings, presentation, and slotting. Students receive practical experience at the College's stations and at local stations. A project in programming is required from each student. Suggestions, based upon research, will be made for more relevant programming for Central Brooklyn and similar communities. Prerequisite: Media 341, 302 and 342.

**MEDIA 403—TV DIRECTING***3 hours; 3 credits*

A studio course designed to teach TV directing techniques, the use of equipment, the role of director as interpreter and coordinator of various types of productions. The course requires completion of directing projects. Prerequisite: Media 302.

**MEDIA 461—FILM DIRECTING***3 hours; 3 credits*

A comprehensive course in the numerous skills, styles and techniques of film directors. Students will concern themselves with such areas as: a) the directing of actors before the camera, b) the manipulation of objects, space, and time, c) the potential and limitations of the film medium and its technology, d) the relationship of the environment to the medium, e) the creating of tempo, rhythm and mood, f) the relationship of the director to the screenwriter, cameraman, actors, editor, and other artists and technicians. Numerous directorial production problems will be posed for solution by students and personal styles of other directions of merit will be analyzed and evaluated. Prerequisite: Media 361.

**MEDIA 481—TELEVISION AND RADIO MANAGEMENT***3 hours; 3 credits*

A study of the organization and role of broadcast (radio, TV) management. Representatives from management will be invited as guest lecturers. Special ownership emphasis will be placed on the relationship of management to program policies, government, employees, and citizens. Special consideration will be given to problems concerning placement of more minority group members in management. Prerequisite: Media 302 and 342.

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**MEDIA 490/491—MEDIA PRACTICUM—INTERNSHIP**

3 hours; 3 credits

A course involving the practical aspects of radio and/or television and/or film, wherein projects concerning a particular medium become the work of the students in their specific area of interest. Students will be assigned to a radio/television, film productions studio, for practical "on-the-job" work experience. Students will be encouraged to develop their own production. Prerequisite: Media 302 and 342.

**MUSIC**

Students in this program will receive training in both the European and African traditions to promote understanding and development of the Black and Hispanic music traditions, as well as to equip potential teachers of music with the skills necessary to respond to the musical background of inner-city children.

Students wishing to specialize in music will be interviewed by the music faculty during their first year in the College to ascertain whether they have the prerequisites for the program.

Music majors are required to participate in one of the performing groups for the duration of their stay in the College, without additional credits.

Students wishing to concentrate their A.A. studies in Music are advised to complete the following requirements:

**BASIC MUSIC REQUIREMENTS**

- Music History: One course ..... 3 credits
- Music Materials: Music 103, 241, 242 ..... 11 credits
- Performance: Music 231—1 credit per semester validated by examination ..... 4 credits

**ADDITIONAL MUSIC REQUIREMENTS**

- Jazz Majors: Music 101, 214, 201, and 334 ..... 8 credits
- Music Theory/History: Music 220, 221, 222 ..... 9 credits

**GENERAL REQUIREMENTS**

- English I and II ..... 6 credits
- Humanities I and II ..... 4 credits
- Speech 101 or 201 ..... 3 credits
- Art History ..... 3 credits

**COURSE DESCRIPTIONS**

- MUS 101—INTRODUCTION TO MUSIC** *3 hours; 3 credits*  
Designed to introduce the art of music through analysis of various works in the Western classical musical literature.
- MUS 103—RUDIMENTS OF MUSIC** *3 hours; 3 credits*  
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 104—BASIC MUSICIANSHIP** *2 hours; 1 credit*  
Ear training in meter and rhythm, major and minor mode, intervals, chords and melody. Corequisite: Music 103.
- MUS 105—VOICE** *2 hours; 1 credit*  
Fundamentals of breath control, posture, tone production, and articulation. Group instruction for non majors.
- MUS 109—COLLEGE CHORUS** *2 hours; 1 credit*  
(May be repeated) exploration, study and performance of choral musical literature.
- MUS 111—COLLEGE BAND** *2 hours; 1 credit*  
(May be repeated) The exploration, study, and performance of musical literature written for band.
- MUS 113—COLLEGE ORCHESTRA** *2 hours; 1 credit*  
(May be repeated) Exploration, study and performance of orchestral musical literature.
- MUS 201—AFRO-AMERICAN MUSIC** *3 hours; 3 credits*  
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 202—LATIN AMERICAN MUSIC\*** *3 hours; 3 credits*  
Survey of the Musical styles of the people of Latin America with particular reference to the blending which is the result of the confrontation between the African, Southern European and Indian music. Research projects under independent study are a corequisite of this course.

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- MUS 204—HISTORY AND LITERATURE OF JAZZ** *3 hours; 3 credits*  
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 hours; 3 credits*  
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 hours; 3 credits*  
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 parts of the course.
- MUS 208—MUSIC FOR TEACHERS II** *3 hours; 3 credits*  
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 210/211—INTERMEDIATE PIANO I** *2 hours; 2 credits*  
Class lessons in small homogeneous groups on piano. Transposition, rudimentary keyboard harmony, and ensemble will be integral parts of the course.
- MUS 212—SONG WRITING\*** *3 hours; 3 credits*  
A class in elementary harmony designed for the general student. The emphasis will be on notation and harmonizing melodies using piano, or guitar accompaniment.
- MUS 214—JAZZ WORKSHOP** *3 hours; 1 credit*  
A course designed for students with previous instrumental experience. Students will be introduced to the stylistic devices used in jazz after 1940. Prerequisite: permission of the instructor. This course may be repeated for three semesters.
- MUS 215—ENSEMBLE\*** *2 hours; 2 credits*  
A study of music for small, intermediate vocal and instrumental groups through re-

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hearsal and performance of works in various styles. Permission of instructor required for enrollment.

**MUS 217—ELEMENTARY BAND INSTRUMENTS** *3 hours; 3 credits*

A performance course using music for homogeneous instruments. Materials used will be selected in accordance with the interests and ability of the students.

**MUS 220—MUSIC HISTORY I: SURVEY OF WORLD MUSIC\*** *3 hours; 3 credits*

A chronological overview of the musical heritage of western and selected non-western societies. Emphasis will be placed on the cultural and social setting and in the role of music in the experiences and lives of the world's peoples. Students are expected to become familiar with basic reference works of music.

**MUS 221—MUSIC HISTORY II: EUROPEAN MUSIC TRADITION** *3 hours; 3 credits*

An examination of music history in the Western tradition and the related development of vocal and instrumental style and form from antiquity to 1750. Students are expected to become familiar with basic reference works of music.

**MUS 222—MUSIC LITERATURE\*** *2 hours; 2 credits*

A course designed to provide the student with a thorough knowledge of selected instrumental and vocal literature of European music. Works of differing periods and styles will be included; however, one era may be selected for particular emphasis each time the course is presented.

**MUS 223—HISTORY III—EUROPEAN MUSIC TRADITION** *3 hours; 3 credits*

An examination of music history in the Western tradition and the related development of vocal and instrumental style and form extending from 1750 to the present day. Students are expected to become familiar with basic reference works of music. Prerequisite: Music 220.

**MUS 231—PERFORMANCE IN VOICE OR AN INSTRUMENT** *1 hour; 1 credit*

A weekly workshop/recital to improve the students' performances and critical abilities. To be taken in conjunction with private lessons outside the College. Permission of music staff required for enrollment. May be repeated for four semesters.

**MUS 241—MUSIC MATERIALS I** *4 hours; 4 credits*

Harmonization of melodies using fundamental triads and their inversions. Introduction of the dominant seventh chord. Writing in piano style. Original exercises. Parallel sight singing and dictation.

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- MUS 242—MUSIC MATERIALS II\*** 4 hours; 4 credits  
Continuation of Music Materials I. Four part harmony and piano style writing secondary sevenths and inversions and figures bass. Analysis of folk, jazz and classical examples is an integral part of the course. Parallel ear training. Prerequisite: Music 241.
- MUS 243—EAR TRAINING I** 1 credit  
Sight singing and dictation using materials presented in Music 241. Corequisite: Music 241.
- MUS 244—EAR TRAINING II** 1 credit  
Continuation of Ear Training I using the materials of Music 242. Corequisite: Music 242.
- MUS 245—JAZZ HARMONY\*** 4 hours; 4 credits  
Analysis of Jazz harmonic styles. Composing new lines for existing compositions. Composing Jazz orientéd compositions. Arranging for small groups and dance band. Utilization of 20th century harmony. Neo Baroque Jazz.
- MUS 246—EAR TRAINING III** 2 hours; 1 credit  
Sight singing and dictation using the material of Music 245.
- MUS 301—ENSEMBLE\*** 2 hours; 2 credits  
Chamber ensembles such as the string quartet, wind quintet, solo vocal ensemble, piano cue, instrumental sonatas, the percussion ensemble and mixed groupings. Permission of instructor required for enrollment.
- MUS 320—AFRICAN MUSICAL TRADITIONS\*** 3 hours; 3 credits  
A survey of African tribal music. Analysis of literature from the oral music to the African derived music of Modern Africa. Creative experiences in various African styles. All students are required to demonstrate their skill on an African master instrument: talking drum, moge, or xylophone.
- MUS 321—SYNTHESIS\*** 3 hours; 3 credits  
Discussion of the theory of synthesis as it applies to the contacts between African and European music. Guest lectures from prominent scholars and performers of African influenced music. Research in depth under independent study is a corequisite.
- MUS 323—LECTURE TOPICS (MUSIC SEMINAR)\*** 3 hours; 3 credits  
Lecture topic to be chosen each time a course is offered. Subject to be announced in

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advance will depend upon the needs of the students. Intensive study of such topics as the following possible:

Twentieth Century Music  
Style Criticism  
Jazz  
Electronic Music  
Music in the United States

**MUS 324—COMPARATIVE FOLK MUSIC I\*** *3 hours; 3 credits*  
Survey of the history, methods and theories of ethnomusicology. Some experience in guided field-work projects.

**MUS 325—COMPARATIVE FOLK MUSIC II\*** *3 hours; 3 credits*  
Study of the music in selected non-Western and folk culture with attention given to the following: the historical, social, and cultural context; the musical instruments; the genres; the different ways of approaching music; the different sets of values or modes of thought. Experience in listening to and singing relevant musical examples.

**MUS 334—IMPROVISATION I\*** *2 hours; 2 credits*  
Study of the stylistic approaches to Jazz improvisation used by representative jazz performers. Analysis of the harmonic, melodic and rhythmic structure of representative jazz compositions.

**MUS 335—IMPROVISATION II\*** *2 hours; 2 credits*  
Continuation of improvisation I.

## **SPEECH**

**SPCH 101—VOICE AND DICTION** *3 hours; 3 credits*  
A laboratory course designed to improve oral communication by improving the skills of the speaking voice. The following are provided: Analysis of needs and abilities, a study of the speech mechanics with exercises for phonetics, vocal improvement, training in pronunciation, articulation, vocabulary development, and the development of basic skills in speech making and oral interpretation of literature.

**SPCH 201—FUNDAMENTALS OF SPEECH** *3 hours; 3 credits*  
A workshop course designed to develop communicative skills and values. Research, speech outlining and development, audience analysis, and listening techniques are stressed. Analyses are made of speeches by great personages, past and present, includ-

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ing Frederick Douglas, John Kennedy, Malcolm X, Sir Winston Churchill, Kwame Nkrumah and Dr. Martin Luther King. Speeches, group discussions and other oral presentations are required.

**SPCH 203—THEATRE DIRECTING** *3 hours; 3 credits*  
Techniques and skills of the director in dramatic productions. Consideration is given to his role as a guide to the actor in character development and play interpretation. Students are given practical experiences in play selection and directing.

**SPCH 204—ORAL INTERPRETATION OF LITERATURE** *3 hours; 3 credits*  
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 205—INTRODUCTION TO THEATRE** *3 hours; 3 credits*  
A course designed to familiarize students with the history and role of the theatre in various societies at different periods, including the contemporary. Students will become acquainted with the elements of the theatre and their related functions.

**SPCH 207—ACTING I** *4 hours; 3 credits*  
An introductory acting laboratory developed to give students an appreciation and understanding of basic acting and production techniques. Performances and theatre attendance are required.

**SPCH 208—ACTING II** *4 hours; 3 credits*  
An advanced course in acting with emphasis on character development through scene study. Students will locate the problem of the play and discuss how each character relates to it. Each student will consider how he can best identify with his character as presented by the author. Participation in scenes and plays of progressive complexity, and theatre attendance are required.

**SPCH 211—CREATIVE DRAMATICS FOR THE CLASSROOM TEACHER**  
In this workshop course teachers are exposed to the material and techniques to be used in informal dramatizations in the classroom, including story-telling, choral speaking, role playing, and storyboards. Students develop scripts and participate in presentations.

**SPCH 215—PHONETICS** *3 hours; 3 credits*  
A course in which the sounds of English are analyzed. Their global and regional uses are studied. Phonetic and diacritical systems are taught to aid students in understanding of the speech mechanism, the nature of English sounds, and their identification and acceptable application.

**SPCH 227—DISCUSSION***3 hours; 3 credits*

Study and application of the principles contributory to effective panel and group discussion. The goals of the course are: to develop an understanding and appreciation of the nature, values, and uses of discussion; to develop techniques of effective leadership; to develop effective listening and speech habits; to stimulate interest in and understanding of significant contemporary problems; to develop analytic and critical thinking.

**SPCH 290—BROADCAST JOURNALISM***3 hours; 3 credits*

A course in research, organization, writing, and presentation of newsworthy material throughout the various mass media. Included will be in-depth study and laboratory work in radio and television broadcasting, as well as the use of sophisticated methods and procedures for news dissemination within and beyond the local community.

**SPCH 299—MEC THEATRE WORKSHOP***1 to 3 credits*

The workshop provides practical experience in all aspects of the theatre production. Each student will be strengthened in the areas in which he exhibits talent and interest. (Hours to be scheduled)

**SPCH 300—INDEPENDENT STUDY IN SPEECH AND THEATRE***1 to 3 credits*

For students who wish to do independent projects under the supervision of a member of the faculty. By permission only, after the approval of a written proposal. Completed final project required.

**PHILOSOPHY****PHIL 101—INTRODUCTION TO LOGIC\****3 hours; 3 credits*

An introduction to the theory and practice of deductive and inductive reasoning. Propositions and their connectives: "and," "or," "not," and "implies." Logical diagrams, "truth tables," and rules for valid inference will also be discussed, and sets in "new mathematics" will be introduced. This course offers a foundation for pre-calculus mathematics, social science research, and argumentative writing.

**PHIL 102—INTRODUCTION TO ETHICAL THEORY\****3 hours; 3 credits*

The distinction between duties to one's self and duties to others; its justification and implications will be a focal point of the course. Meta-ethical questions such as "why should I be moral?" and "is ethical discourse based on the naturalistic fallacy?" will be discussed as well.

\*Pending approval by The Board of Higher Education

**PHIL 103—INTRODUCTION TO METAPHYSICS AND EPISTEMOLOGY\***

3 hours; 3 credits

The fundamental philosophical problems in epistemology and metaphysics will be discussed. Classical theories such as phenomenism, critical realism, German idealism and materialism will be discussed.

**PHIL 104—SURVEY OF WESTERN PHILOSOPHY\***

3 hours; 3 credits

In this survey of Western philosophic thought, the theories of Plato, Aristotle, Descartes, Hume, Berkeley, Bursell, Sartre and Wittgenstein will be discussed. The central trends and themes of Western philosophy provide the focus of the course.

**PHIL 201—POLITICAL PHILOSOPHY\***

3 hours; 3 credits

A philosophical investigation of the social contract theory and discussion of philosophical basis of three types of political structures: socialism, anarchism and capitalism. Prerequisite: Permission of the instructor.

**PHIL 202—INTRODUCTION TO THE PHILOSOPHY OF SCIENCE\***

3 hours; 3 credits

The scientific method and its philosophical rationale: instrumentalism and pragmatism, Charles Pierce, John Dewey, William James and Rudolf Carnap are philosophers whose works will be read.

**PHIL 203—HISTORY OF PHILOSOPHY: ANCIENT\***

3 hours; 3 credits

This course deals principally with the philosophy of Plato and Aristotle. Classical philosophical issues such as the one-many problem, the nature of knowledge and belief and the nature of being constitute the focus of the course.

**PHIL 204—AESTHETICS\***

3 hours; 3 credits

The nature of narrative judgements provides the focus of this course and the question, "What is a good work of art?" provides the context for discussion. Principal aesthetic theories will be discussed: special attention will be paid to statements by artists and novelists about works.

**PHIL 300—BLACK PHILOSOPHY\***

3 hours; 3 credits

Philosophical investigation of major Black cultural entities such as Voodooism, Animism, Black Christianity, and Black Islam. Strong emphasis will be placed on the problem arising from the imposition of a foreign aesthetic placed upon a subjugated people. Guest speakers, field trips.

**PHIL 301—SOCIAL AND POLITICAL MOVEMENTS IN AMERICA\***

3 hours; 3 credits

A discussion of the philosophical and ideological issues around which social and po-

\* Pending approval by the Board of Higher Education

litical movements evolve and the political impact of these movements. Readings will focus on such movements as the Chicano, Civil Rights, Student, and Black Liberation movements. Readings will include essays by Salazar, Savio, Malcolm X, Rustin, Fanon, Marcuse, St. Clair Drake, et al.

**PHIL 302—HISTORY OF PHILOSOPHY: CONTEMPORARY\*** *3 hours; 3 credits*  
Modern philosophy from its origin in the writings of the French philosopher Rene Descartes. The work of David Hume and more recent discussions of problems in the theory of knowledge will also be canvassed.

**PHIL 303—PHILOSOPHY OF EDUCATION\*** *3 hours; 3 credits*  
The principal philosophies of education. Authors whose work will be discussed are: John Dewey, Israel Schaeffer and his students, Montessori and B.F. Skinner. Special emphasis will be placed on educational theory pertinent to inner-city youth.

**PHIL 304—PHILOSOPHY OF SCIENCE\*** *3 hours; 3 credits*  
A problems course of an advanced nature. Possible problems for discussions are: space and time, the nature of scientific theories, explanation in the physical sciences, explanation in the social sciences and other methodological considerations.

**PHIL 401—ADVANCED ETHICS\*** *3 hours; 3 credits*  
A problems course of an advanced nature: the basic types of ethical theory will not be discussed. Subject matter will change from semester to semester: Utilitarianism, prescriptivism and emptivism are examples of ethical theories that may be investigated, according to student interest.

**PHIL 402—EPISTEMOLOGY\*** *3 hours; 3 credits*  
A problems course dealing with substantive issues in the area of the theory of knowledge. Issues for investigation include: 1) is knowledge true or justified belief, 2) what is knowledge, 3) is the phenomenalism of David Hume a plausible theory, 4) can belief be explicated in terms of degree of continuation or inductive probabilities.

**PHIL 403—METAPHYSICS\*** *3 hours; 3 credits*  
A problems course of an advanced nature. Possible issues which may be discussed include: 1) the one-many problem, 2) the nature and defensibility of metaphysics, 3) the philosophy of mind.

**PHIL 404—SPECIAL TOPICS IN THE PHILOSOPHY OF SCIENCE\*** *3 hours; 3 credits*  
An advanced course in the area of the philosophy of science, conducted as a seminar.

\* Pending approval by the Board of Higher Education

Students will choose an issue in the area of the philosophy of science, prepare a bibliography and present a paper to the class for discussion.

**PHIL 405—PHILOSOPHY OF LAW\***

*3 hours; 3 credits*

Theories of justice, with special attention given to the nature of legal reasoning and distinctions between law and ethics.

**ETHNIC STUDIES**

Concentration in Ethnic Cultural Studies requires 30 credits, at least 18 of which must be taken in the Humanities (Art, Music, and Literature), plus an additional 12 credits in related Social Science courses.

The Division of Humanities recommends that students in this area specialize in Black or Hispanic Studies and take the majority of their ethnic courses in a single cultural area.

*Required Courses*

Ethnic Studies 300—Black Philosophy	3 credits
Ethnic Studies 401—Seminar in Ethnic Studies	3 credits
Ethnic Studies 402—Seminar in Ethnic Studies	3 credits

Humanities Electives (at least one course from each of the following categories:

- A. Art 107
- B. English 213, 219, 220
- C. Humanities 263, 273
- D. Music 201, 202, 204, 206
- E. Spanish 301, 308

## THE DIVISION OF NATURAL SCIENCES AND MATHEMATICS

The Division of Natural Sciences and Mathematics offers programs in Biology, Chemistry, Mathematics, Physics and Engineering leading to the Associate in Science (A.S.) degree, and a program in Biology leading to the Bachelor of Science (B.S.) degree. The programs are designed to provide adequate training for students to enter related technical employment in government, industry or higher education, and to provide sufficient breadth to prepare students to pursue upper-division, graduate or professional studies.

The Division also offers a selection of courses designed to meet the diverse needs of students majoring in non-science programs. NSS 100-level courses are intended for non-science majors and have no prerequisite courses or entrance examinations.

Entrance examinations are required of all students desiring to enroll in courses included within the degree programs. One examination is used to evaluate the level at which a student begins Mathematics courses, and a second examination determines the level at which he enters courses in the Natural Sciences. On the basis of performance on the science entrance examination, a student may be required to enroll in NSS 011/012, Introduction to the Study of Natural Science, before enrolling in a 200-or higher-level course. Special arrangements may be made by the Division's faculty for transfer students who have completed more than 30 credits of undergraduate study.

Each prerequisite course must be completed with a grade of C or higher before the student enrolls in a subsequent course. Each Natural Sciences and Mathematics Division course offered as fulfillment of the requirements for a degree in the Division must be completed with a grade of C or higher.

### REQUIREMENTS FOR AN A.S. DEGREE\*

Natural Sciences and Mathematics .....	30 credits
(Must be 200-level or higher except for NSM 103)	
Eng. 100/150 .....	6 credits
Phil. 101 .....	3 credits



Humanities Elective .....	3 credits
Social Sciences Electives .....	6 credits
Remaining 12 credits from area of concentration* .....	12 credits
<b>Total</b>	<b>60 credits</b>

*Concentration Area	Concentration Courses
Biology	NSB 201-202, 302, 303 NSC 201-202 Math through NSM 207
Chemistry	NSC 201-202, 301-302 Nat'l Sci. elective (NSB 201-202 or NSP 201-202) Math. through NSM 301
Mathematics	Calculus through NSM 302, 303 NSM 110, 203, 205, 212 Nat'l Sci. elective (NSB 201-202, NSC 201-202 or NSP 201-202)
Physics	NSP 201-202 Nat'l Sci. elective (NSB 201-202, NSC 201-202, or NSP 305, 306) Math through NSM 302.

**REQUIREMENTS FOR A B.S. IN BIOLOGY**

Biology .....	33 credits
(NSB 201-202, 302, 303, Advanced Studies I and II, and electives from 300-level courses)	
Chemistry .....	26 credits
(NSC 201-202, 301-302, 311, 341).	
General Physics .....	10 credits
(NSP 201-202)	
Mathematics .....	12 credits
(through NSM 302)	
English 100/150 .....	6 credits
Philosophy 101 Introduction to Logic .....	3 credits
Humanities Electives .....	6 credits
Social Science Electives .....	6 credits
Electives .....	18 credits
(Including foreign language through translation to English from German, French or Russian. These electives may be taken in the Natural Sciences and	



Mathematics, the Humanities, the Social Sciences or the Teacher Education Division. No more than 7.5 credits from remedial courses carrying reduced credit may be counted among these electives.)

**Total 120 credits**

Completion of the first two years of the recommended program satisfies the requirements for the A.S. degree. Completion of the full four years satisfies the requirements for the B.S. degree.

**RECOMMENDED PROGRAM OF STUDY IN  
BIOLOGY (B.S. DEGREE)\***

<b>First Semester</b>	<b>Credits</b>	<b>Second Semester</b>	<b>Credits</b>
Eng 100-College Eng 1 .....	3	Eng 150-College Eng II .....	3
NSB 201-Gen Biol I .....	4	NSB 202-Gen Biol II .....	4
NSC 201-Gen Chem I .....	4	NSC 202-Gen Chem II .....	4
Phil 101-Intro to Logic .....	3	Elective-Humanities .....	3
	14	NSB 103-Bio/med Terminol .....	1
			15
<b>Third Semester</b>		<b>Fourth Semester</b>	
NSB 303-Microbiol .....	4	NSB 302-Genetics .....	4
NSC 301-Org Chem I .....	5	NSC 302-Org Chem II .....	5
NSM 103-Pre-Calculus .....	4	NSM 207-Calculus I .....	4
Elective-Soc Sci .....	3	Elective-Soc Sci .....	3
	16		16
<b>Fifth Semester</b>		<b>Sixth Semester</b>	
NSB 311 or 321-Adv .....	5	NSB 312 or 322-Adv .....	5
Studies I		Studies II	
NSC 311-Quant Anal .....	5	NSC 341-Biochem .....	3
NSM 301-Calculus II .....	4	NSM 302-Calculus III .....	4
Elective .....	3	Elective .....	3
	17		15

\* Pending approval

**Seventh Semester**

Elective-Biology .....	4
NSP 201-Gen Phys I .....	5
Elective .....	6
	<u>15</u>

**Eighth Semester**

Elective-Biology .....	4
NSP 202-Gen Phys II .....	5
Elective .....	6
	<u>15</u>

**Total Credits**            **123**

**RECOMMENDED PROGRAM OF STUDY IN  
CHEMISTRY (A.S. DEGREE)**

**First Semester**

	<b>Credits</b>
Eng 100-College Eng I .....	3
NSC 201-Gen Chem I .....	4
NSM 103-Pre-Calculus .....	4
Phil 101-Intro to Logic .....	3
	<u>14</u>

**Third Semester**

NSC 301-Org Chem I .....	5
NSP 201-Gen Phys I .....	5
NSM 301-Calculus II .....	4
Elective-Soc Sci .....	3
	<u>17</u>

**Second Semester**

	<b>Credits</b>
Eng 150-College Eng II .....	3
NSC 202-Gen Chem. II .....	4
NSM 207-Calculus I .....	4
Elective-Humanities .....	3
	<u>14</u>

**Fourth Semester**

NSC 302-Org Chem II .....	5
NSP 202-Gen Phys II .....	5
NSM 302-Calculus III .....	4
Elective-Soc Sci .....	3
	<u>17</u>

**Total Credits**            **62**

**RECOMMENDED PROGRAM OF STUDY IN  
MATHEMATICS (A.S. DEGREE)**

<b>First Semester</b>	<b>Credits</b>	<b>Second Semester</b>	<b>Credits</b>
Eng. 100-College Eng 1 .....	3	Eng 150-College Eng II .....	3
NSM 207-Calculus I .....	4	NSM 301-Calculus II .....	4
NSM 110-Finite Math .....	3	NSM 212-Statistics .....	3
Phil 101-Intro to Logic .....	3	Elective-Humanities .....	3
Elective-Soc Sci .....	3	Elective-Soc Sci .....	3
	16		16
<b>Third Semester</b>		<b>Fourth Semester</b>	
NSM 302-Calculus III .....	4	NSM 303-Elem Diff Equa. ....	3
NSM 203-Elem Lin Alg. ....	3	NSM 205-Elem Abs Alg. ....	3
NSP 201-Gen Phys I .....	5	NSP 202-Gen Phys II .....	5
Elective .....	3	Elective .....	3
	15		14
		<b>Total Credits</b>	<b>61</b>

**RECOMMENDED PROGRAM OF STUDY IN  
PHYSICS (A.S. DEGREE)**

<b>First Semester</b>	<b>Credits</b>	<b>Second Semester</b>	<b>Credits</b>
Eng 100-College Eng I .....	3	Eng 150-College Eng II .....	3
NSP 201-Gen Phys I .....	5	NSP 202-Gen Phys II .....	5
NSM 103-Pre-Calculus .....	4	NSM 207-Calculus I .....	4
Phil 101-Intro to Logic .....	3	Elective-Humanities .....	3
	15		15

**Third Semester**

NSP 305-Elec & Mag I .....	4
NSC 201-Gen Chem I .....	4
NSM 301-Calculus II .....	4
Elective-Soc Sci .....	3
	<u>15</u>

**Fourth Semester**

NSP 306-Elec & Mag II .....	4
NSC 202-Gen Chem II .....	4
NSM 302-Calculus III .....	4
Elective-Soc Sci .....	3
	<u>15</u>

**Total Credits      60**

**COURSE DESCRIPTIONS****GENERAL SCIENCE****NSS 011/012—INTRODUCTION TO THE STUDY OF NATURAL SCIENCE I AND II***3 hours; 1 credit*

Instruction in basic skills particularly important to the successful study of courses in biology, chemistry and physics. Reading to acquire information, interpretation of graphic and photographic illustrative materials, special computational skills, development of scientific vocabulary, and scientific reasoning. Prerequisite: None. Any student wishing to take this course should take the Natural Sciences Entrance Examination.

**NSS 101—INTRODUCTION TO PHYSICAL SCIENCE***3 hours; 3 credits*

The development of the concepts and theories of physical sciences from Hellenic times to the present; an introduction to present knowledge of the physical universe. The emphasis will be placed on various scientific developments which have direct bearing on the daily life, and on those of current interest.

**NSS 102—INTRODUCTION TO LIFE SCIENCES***3 hours; 3 credits*

An introduction to biology, with emphasis on man; plants, animals, and micro-organisms; their interdependence, evolution, and aspects of form, function, and heredity.

**NSS 103—INTRODUCTORY ASTRONOMY***3 hours; 3 credits*

This course shall be designed primarily for students who are non-science majors. This course will include the description of the universe around. It will also include the methods used in obtaining the astronomical facts and the understanding of the nature of the universe. Particularly, it will deal with the nature of the solar system, nature of stars, evolution of stars and galaxies. Prerequisite: NSM 001 or Equivalent.

**NSS 104—EARTH SCIENCE**

3 hours; 3 credits

This course will be devoted to a study of Earth as a planet, and will include the origin and formation of earth, the internal structure of earth, oceans, atmosphere, and a coordinated study of geology, meteorology, and siesmology. Recent studies of the moon and the relationship with the understanding of the earth itself will also be discussed. Prerequisite: NSM 001 or Equivalent.

**BIOLOGY**

**NSB 103—BIO/MEDICAL TERMINOLOGY**

3 hours; 1 credit

Study of Greek and Latin derivatives in the terminology of biology and medicine. Translation as employed in biology and medicine, and construction of terms by combining derivatives. Prerequisite: None.

**NSB 201/202—GENERAL BIOLOGY I AND II**

3 class hours, 3 lab; 4 credits

Principles of organic evolution, cell biology, and structural and functional organization in living systems. Form and function in plants, animals, and micro-organisms. Population and applied biology.

**NSB 251/252—BIOLOGY OF HUMAN HEALTH I AND II**

3 class hours, 3 lab; 4 credits

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 except with permission of the instructor.

**NSB 302—GENETICS**

3 class hours, 1 prob; 4 credits

Principles of heredity. Prerequisite: NSB 202 or 252.

**NSB 303—MICROBIOLOGY**

2 class hours, 4 lab; 4 credits

Survey of bacteria, algae, fungi and protozoa with regard to their distinctive features, phylogenetic relationships, distribution and ecologic roles, and their exploitation by man. Prerequisite: NSB 202, Chem 202 recommended.

**NSB 304—HISTOLOGY**

2 class hours, 4 lab; 4 credits

Microscopic anatomy of animal cells, tissues and organs systems, including introduction to and practice in cytologic and cyto-chemical techniques. Prerequisite: NSB 202 or 252; Chem 201.

**NSB 305—HEMATOLOGY**

2 class hours, 4 lab; 4 credits

Study of morphology of blood cells and hemopoietic tissues; physiologic properties of blood. Emphasis on methods of clinical hematologic procedures. Prerequisite: NSB 202 or 252; NSC 201.

- NSB 311/312—ADVANCED PLANT STUDIES I AND II** 3 class hours, 4 lab; 5 credits  
Plant systematics and detailed study of plant anatomy and development, followed in the second semester by study of plant physiology and ecology. Emphasis on seed plants. Prerequisite: for 311-NSB 302, which may be concurrent. For 312-NSB 311; Chem 302, which may be concurrent.
- NSB 321/322—ADVANCED ANIMAL STUDIES I AND II** 3 class hours, 4 lab; 5 credits  
Animal systematics and comparative study of anatomy and development, followed in the second semester by study of animal physiology, ecology and behavior. Emphasis on vertebrates. Prerequisite: for 321-NSB 302, which may be concurrent. For 322-NSB 321; Chem 302, which may be concurrent.
- NSB 351—BIOMETRICS** 2 hours; 3 credits  
Statistical analysis of biologic observations, especially relating to sampling, growth phenomena, inheritance, and population dynamics. Prerequisite: NSB 302 or 322; Math 302.
- NSB 352—ADVANCED GENETICS** 2 class hours, 4 lab; 4 credits  
Discussion and laboratory study of fine structure genetics, cytogenetics, and molecular basis of inheritance and gene expression. Prerequisite: NSB 302 and 312 or 322.
- NSB 353—EVOLUTION** 2 hours; 2 credits  
Historic development of the theory of evolution by natural selection. Prerequisite: NSB 302, 303; 312 or 322.
- NSB 361—IMMUNOLOGY AND PATHOGENIC MICROBIOLOGY** 3 class hours, 3 lab; 4 credits  
Principles of immunity and hypersensitivity, especially as related to the occurrence and control of infectious diseases. Survey of major bacterial and fungal pathogens. Prerequisite: NSB 202 or 252; 303 recommended; Chem 103 or 302.
- NSB 362—MICROBIAL PHYSIOLOGY** 2 class hours, 4 lab; 4 credits  
Physiologic properties of bacteria and fungi, with emphasis on those microbes employed domestically and in industry. Prerequisite: NSB 303, NSC 302.
- NSB 363—PARASITOLOGY** 2 class hours, 4 lab; 4 credits  
Survey of properties of and diseases associated with protozoan and metazoan parasites of humans and livestock. Prerequisite: NSB 202 or 252; 303 recommended.
- NSB 371—MARINE BIOLOGY** 3 class hours, 3 lab; 4 credits  
The marine environment and its inhabitants, their interrelationships, and the effects of human activities on the oceans. Prerequisite: NSB 303 and 312 or 322; NSC 302.



- NSB 372—ECOLOGY AND POPULATION DYNAMICS** 3 class hours, 3 lab; 4 credits  
Principles of ecosystems, cyclic phenomena, communities, and successions. Examination of wilderness, rural and urban environments, and their relations to natural resources. Prerequisite: NSB 302, 303; 312 or 322; Chem 302.
- NSB 373—INVERTEBRATE ZOOLOGY** 2 class hours, 4 lab; 4 credits  
Survey of invertebrate animals. Emphasis on arthropods. Prerequisite: NSB 312 or 322.
- NSB 381—HUMAN PHYSIOLOGY AND GENETICS** 3 class hours, 3 lab; 4 credits  
Functions of major organ systems of humans and their coordination; management of stress; hereditary and environmental factors that influence physiologic activities. Prerequisite: NSB 302 and 252 or 322; NSC 302.
- NSB 391—CELL BIOLOGY** 2 class hours, 4 lab; 4 credits  
Discussion and laboratory study of the cell: cell physiology, and structure and function of macromolecules and organelles. Prerequisite: NSB 303 and 312 or 322; NSC 302.
- NSB 392—VIROLOGY** 2 class hours, 4 lab; 4 credits  
Properties of infectious particles, their effects on cells, and their genetics. Emphasis on animal and bacterial viruses. Prerequisite: NSB 202 or 252; 303; 391 recommended; NSC 302, which may be concurrent.
- NSB 400—SENIOR RESEARCH** Hours and credits arranged; not to exceed 3 credits  
Library or laboratory investigation of a problem in biology, selected and pursued under the guidance of a member of the Departmental faculty. Prerequisite: 25 credits in biology and permission of the Departmental faculty.

## CHEMISTRY

### NSC 103—FUNDAMENTALS OF GENERAL AND BIOLOGICAL CHEMISTRY

3 class hours, 3 lab; 4 credits

An introductory course dealing with selected topics in General, Organic and Biochemistry and their relationship to health. For nursing students only except with permission of the instructor. Prerequisite: NSS 011 or a passing grade on the Nat. Sci. Ent. Exam.

### NSC 201/202—GENERAL CHEMISTRY I AND II

3 class hours, 3 lab; 4 credits

An introduction to the basic principles and theories of chemistry including atomic theory, laws of chemical combination, periodic classification of the elements, states of matter and kinetic molecular theory. The aim of classroom and laboratory work is to prepare the student for advanced study in chemistry. Prerequisite: NSM 101.

- NSC 301/302—ORGANIC CHEMISTRY I AND II** *3 class hours, 4 lab; 5 credits*  
The structure, preparation and properties of organic compounds with emphasis on reactivity, reaction mechanism, stereochemistry and synthesis. Laboratory studies will include modern experimental and research techniques for preparing, purifying and identifying organic compounds. Laboratory to include use of polarimeter and infra-red and ultra violet spectrometers, NMR, and chromatography. Prerequisite: NSC 201, 202.
- NSC 311—QUANTITATIVE ANALYSIS** *2 class hours, 6 lab; 5 credits*  
Basic methods in quantitative analysis; theory and techniques of colorimetric, volumetric and gravimetric determinations. Instrumental analysis using spectrophotometers, gas chromatograph, potentiometer, geiger counter and emission spectrograph. Prerequisite: NSC 201, 202.
- NSC 321/322—PHYSICAL CHEMISTRY I AND II\*** *3 hours; 3 credits*  
The mathematical description of states of matter; chemical thermodynamics and chemical kinetics. Prerequisite: NSC 311, NSM 301.
- NSC 324—ADVANCED CHEMISTRY LABORATORY\*** *6 lab hours; 3 credits*  
Techniques for measuring molecular weights, rates and heats of reaction, equilibrium constants, and activation enthalpy and entropy. Instrumental methods including refractometer, polarograph, flame photometer, NMR for magnetic moments electrophoresis, tensiometer. Corequisite: NSC 322 or 341.
- NSC 331—ADVANCED INORGANIC CHEMISTRY\*** *3 hours; 3 credits*  
Structure and reactivity of inorganic compounds, periodicity, electronic configuration, modern theories of valency. Prerequisite: NSC 202.
- NSC 341—BIOCHEMISTRY** *3 hours; 3 credits*  
Structure reactions and metabolism of amino acids, carbohydrates, enzymes, lipids, nucleic acids, proteins, and vitamins. Prerequisite: NSC 301, 302.
- NSC 401/402—RESEARCH\*** *6-9 lab hours; 2-3 credits*  
Individual investigation and research of an original problem related to chemistry, selected according to the interest of the student and the direction of a faculty member. Prerequisite: NSC 321, 322.
- NSC 411—SEMINAR\*** *1 credit*  
Presentation and discussion of relevant topics culled from scientific journals. Prerequisite: NSC 321, 322.

\* Pending approval by the Board of Higher Education

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- NSM 202—ELEMENTARY APPLIED MATHEMATICS** *3 hours; 3 credits*  
Analytic geometry of the line. Linear programming probability. Statistics. Mathematics of finance. Introduction to computers. Introduction to calculus. Prerequisite: NSM 102.
- NSM 203—ELEMENTARY LINEAR ALGEBRA** *3 hours; 3 credits*  
Vector spaces, inner products. The Euclidean vector spaces. Linear geometry. Linear transformations and matrices. Prerequisite: NSM 207.
- NSM 204—SET THEORY AND METRIC SPACES** *3 hours; 3 credits*  
Set theory. Topology of the metric spaces. Prerequisite: NSM 207.
- NSM 205—ELEMENTARY ABSTRACT ALGEBRA** *3 hours; 3 credits*  
Introduction to the theory of groups, the theory of rings and the theory of fields. Prerequisite: NSM 207.
- NSM 206—FOUNDATIONS OF ANALYSIS** *3 hours; 3 credits*  
The real number system. Topology of the real number system. Real valued functions of a real variable. Prerequisite: NSM 207.
- NSM 207—CALCULUS I** *4 class hours, 2 lab; 4 credits*  
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 application of the derivative. Introduction to the applications of the integral. Analytic geometry. Prerequisite: NSM 103.
- NSM 208—MATHEMATICAL LOGIC\*** *3 hours; 3 credits*  
The propositional calculus. The use of truth tables and proof sequences. The predicate calculus and first order theory including completeness theorems and elements of formal number theory. Prerequisite: NSM 207.
- NSM 210—MATHEMATICS OF FINANCE** *4 hours; 4 credits*  
Simple and compound interest, discounting, annuities, amortizations, sinking funds, valuation of bonds, and other forms of investment. Prerequisite or concurrent NSM 101.
- NSM 211—ACTUARIAL MATHEMATICS** *3 hours; 3 credits*  
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: NSM 210.

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- NSM 212—INTRODUCTORY STATISTICS\*** 3 hours; 3 credits  
Distributions. Histograms. Frequencies. Measures of dispersions. The normal distribution function. Tests of significance; linear correlation. Elementary sampling theory. The t-test. Elementary analysis of variance. Prerequisite or concurrent: NSM 101.
- NSM 213/214—NUMERICAL ANALYSIS I AND II** 3 hours; 3 credits  
(Course to be developed)
- NSM 301—CALCULUS II** 4 class hours, 2 lab; 4 credits  
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: NSM 207.
- NSM 302—CALCULUS III** 4 class hours, 2 lab; 4 credits  
Functions of several variables. Linear algebra and linear geometry. The differential Taylor's formula for functions of several variables. Applications of the partial derivative. Multiple integrals and their applications. Prerequisite: NSM 301.
- NSM 303—ELEMENTARY DIFFERENTIAL EQUATIONS** 3 hours; 3 credits  
Equations with separable variables. Applications in geometry, physics, and chemistry. Homogeneous equations. Linear equations. Systems of linear differential equations. Differential equations of higher order. Solutions by infinite series. Prerequisite: NSM 302.
- NSM 304—ADVANCED CALCULUS I\*** 3 hours; 3 credits  
The real number system. Topology of the real number system. Theorems on limits, continuity and differentiability. Theorems about the definite integral. Theorems on infinite series. Fourier series. Prerequisite: NSM 302.
- NSM 305—ADVANCED CALCULUS II\*** 3 hours; 3 credits  
Vector algebra. Vector analysis. Functions of several real variables. Partial differentiation. Jordan and Lebesgue measure. Theorems on multiple integrals. Prerequisite: NSM 304.
- NSM 312—PROBABILITY\*** 4 hours; 4 credits  
Sample spaces, events, probability axioms, simple theorems, finite sample spaces and equiprobable measure, binomial coefficients and counting techniques, conditional probability, independent events, Bayes' formula.  
Random variables (discrete and continuous), probability functions, density and distribution functions, special distributions (bi-nomial, . . .), mean and variance, Chebychev

\* Pending approval by the Board of Higher Education

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\* Being approved by the Board of Publications of the American Medical Association

tion. Thermal properties of matter, properties and propagations of sound, wave motion, light, fundamental concepts of electrical phenomena including electrostatics and electric currents. Electromagnetism, a. c. circuits. Prerequisite or concurrent: NSM 207.

**NSP 301—MECHANICS** 3 hours; 3 credits  
Dynamics of a single particle and of a system of particles; kinematics and dynamics of a rigid body; Galileo's principle of relativity; Hamilton's principle of least action; collisions between particles; small oscillations; rotating coordinate systems. Prerequisite: NSP 201, 202.

**NSP 302—MODERN PHYSICS** 4 hours; 4 credits  
A discussion of the atomic structure, optical spectra, photo electric effect, black body radiations, Bohr's theory, nuclear structure, introduction to quantum physics, special theory of relativity. Prerequisite: NSP 201, 202.

**NSP 303—OPTICS** 3 hours; 3 credits  
Wave propagation; interference, diffraction; polarization; absorption, dispersion; elementary radiation theory; point charge and dipole radiation; lasers. Prerequisite: NSP 201, 202.

**NSP 304—NUCLEAR PHYSICS** 3 hours; 3 credits  
Discussion of the nuclear structure; nuclear models; radioactivity; alpha and gamma emissions; beta decay; nuclear fission and nuclear forces. Prerequisite: NSP 201, 202.

**NSP 305/306—ELECTRICITY AND MAGNETISM I AND II** 3 class hours, 3 lab; 4 credits  
Basic concepts of electric and magnetic fields; Gauss' Law, Ampere's Law; potential problems; energy relations and forces in electrostatic and magnetostatic fields; steady currents and their interactions. Alternating currents, circuit theory; impedances; oscillating circuits; electromagnetism; Maxwell's equations; energy, force, and momentum relations in electromagnetic fields. The wave equation and plane waves; waves in presence of metallic boundaries; antennas. Prerequisite: NSP 201, 202.

**NSP 309—ELECTRONICS** 3 class hours, 3 lab; 4 credits  
An introductory discussion of electron tubes, thermionic emission, solid state devices, rectifiers, amplifier, oscillator, transistors, detector circuits, and non-linear devices. Emphasis will be placed on the physical applications. Prerequisite: NSP 201, 202.

## THE DIVISION OF SOCIAL SCIENCES

The Division of Social Sciences offers a wide variety of courses in Anthropology, Economics, History, Inner City Studies, Political Science, Psychology and Sociology. The Division offers both the A.A. and B.A. degrees. The Associate in Arts (A.A.) curriculum constitutes the first two years. Any student who successfully completes this two year program is eligible for admission to a senior CUNY college to pursue a baccalaureate degree in the Liberal Arts. In the B.A. program, Inner City Studies and Psychology may be selected as majors.

Additional majors will be added in subsequent years. Future offerings planned include Sociology, Political Science, History, and Economics.

The Inner City Studies Program provides 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, and prepares students to enter careers in government or economic development. It includes courses in Anthropology, Economics, History, Political Science, Psychology, Sociology, as well as specially designed inter-disciplinary courses.

The original design of the Inner City Studies Program has been revised in light of the past year's experience. The distinguishing feature of the Inner City Studies Program is not only its relevance to the inner city—the vast majority of Social Science courses referred to in this proposal enjoy that distinction—but also its arrangement of courses in clusters. Such an arrangement pre-supposes that the student has already firmly decided upon a career. The clusters which embrace an interdisciplinary set of courses bearing upon career goals are: Youth, Community Development, Urban Planning, Economic Development, and City Government.

### BACHELOR OF ARTS DEGREE

In addition to college-wide requirements, the requirements for a B.A. degree in Social Science are as follows:

Selected major (including senior seminar/thesis) .....	30 credits
15 credits selected from at least four (4) of the following disciplines:	
Anthropology, Economics, History, Inner City Studies, Political Science,	
Psychology and Sociology .....	15 credits



Social Science 250 and Social Science 251 .....	6 credits
Natural Science and Mathematics .....	6 credits
Humanities .....	6 credits
57 credits selected from the following areas: Natural Sciences, Humanities, Social Sciences and other disciplines by advisement .....	57 credits
<b>Total</b>	<b>120 credits</b>

There is no divisional requirement that a student minor in any subject. Students may be advised to minor in a discipline in order to assist in achieving career goals. For the purposes of a minor, fifteen credits in a Social Science discipline shall be accepted.

## COURSE DESCRIPTIONS

### ANTHROPOLOGY

- ANTH 201—THE NATURE OF CULTURE** 3 hours; 3 credits  
 An examination of the nature, function, and evolution of culture in Western and non-Western traditional societies.
- ANTH 202—PHYSICAL AND CULTURAL EVOLUTION\*** 3 hours; 3 credits  
 An analysis of man's physical and cultural evolution as a basis for understanding present day variation in physical type and cultural systems.
- ANTH 302—SOCIETIES AND CULTURES OF LATIN AMERICA\*** 3 hours; 3 credits  
 A comparative analysis of selected rural and urban communities, with particular attention to social and political organization, religion, traditional economic patterns, and values. The uses of anthropological materials in programs of directed change in education, health, and economic life.
- ANTH 303/ICS 303—AMERICAN MINORITIES\*** 3 hours; 3 credits  
 The origins of the differentiation of racial and cultural minorities in the United States. An analysis of the prejudices and discrimination which attend such cultural diversity.
- ANTH 304—AFRICAN SOCIETIES AND CULTURES\*** 3 hours; 3 credits  
 A survey of African cultures throughout the continent, including indepth ethnographi-

\* Pending approval by the Board of Higher Education

cal descriptions of some traditional African religious systems and social and political organizations.

**ANTH 321—MODERNIZATION AND CULTURE\*** *3 hours; 3 credits*  
The cultural implications of "modernization", technological advance and cultural values. An examination of the impact of "Westernization" upon traditional societies and values. Prerequisite: Anth 201.

**ANTH 397—FIELDWORK/INTERNSHIP** *1 to 6 credits*  
This course provides for the award of credits for individual projects, fieldwork or internship in any job providing experiences which substantially increase the student's understanding of the respective discipline. Each project or period of internship must be approved in advance by a panel of instructors who shall also arrange for any necessary supervision and for evaluating the level and relevance of the experiences in terms of grades and number of credits to be awarded.

## **ECONOMICS**

Prerequisites: Economics 101 is strongly recommended for students who are not economics majors. Economics 201 and Economics 203 are normally prerequisites for admission to any 300 or 400 level course. Economics 311 and 401 will be open only to persons who have completed Social Science 251 and NSM 207.

## **COURSE DESCRIPTIONS**

**ECO 101—INTRODUCTION TO POLITICAL ECONOMY** *3 hours; 3 credits*  
A study of the economic, social and political structure of feudalism, capitalism and socialism. Focus upon the forces for stability and change operative within each form of socio-economic system. Definitions to be discussed include: money, capital, goods, services, supply, demand, competition, income, the economy, development, taxation, production, productivity, exchange, trade and similar basic concepts.

**ECO 201—THE THEORY OF THE FIRM AND MARKETS** *3 hours; 3 credits*  
Analysis of the production process; market structure; dynamics of firm and industry development; consideration of consumer demand, advertising; decision processes.

**ECO 203—THE GENERAL ECONOMY** *3 hours; 3 credits*  
Factors which determine the general level of prices, production, and consumption in the United States. Inflations, recessions, and the public policies which combat them. Problems of unemployment and the position of minority workers.

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- ECO 301/ICS 337—ECONOMICS OF RACISM** *3 hours; 3 credits*  
An analytical study of the factors which affect occupational structure, occupational mobility and attendant poverty in the United States, particularly with respect to Blacks and Puerto Ricans. Consideration of the consequences of current shifts in industrial and job locations, occupational structure and the delivery of basic social services such as health, housing, education, transportation and the retailing business in the inner city. The loss in human resources occasioned by racism and the loss to individuals.
- ECO 302/HIST 302—HISTORY OF ECONOMIC INSTITUTIONS\*** *3 hours; 3 credits*  
A general survey centered around Europe, Africa and the Americas of the evolution of attitudes and institutions in economic life up to 1800 involving such things as barter, banking, feudalism, slavery (as an economic system), mercantilism, fiscal schemes, craft guilds, merchant guilds and international trading associations.
- ECO 303/ICS 347—THEORY OF ECONOMIC DEVELOPMENT** *3 hours; 3 credits*  
The theory of the economic development of national economics and economic regions. Implications for community (non-economic) regional development. Characteristics of capitalist and socialist development.
- ECO 304—PROBLEMS OF AFRICAN DEVELOPMENT\*** *3 hours; 3 credits*  
Definitions of development and underdevelopment—the present state of economic development in Africa—and discussion of per capita income in industrialized countries. Recent economic growth and targets for future growth discussed in relation to political growth. Main physical obstacles on the road to growth. Population growth, economic impediments, social and cultural obstacles and political obstacles. Development planning in the new states.
- ECO 305/ICS 305—ECONOMIC DEVELOPMENT OF THE INNER CITY** *3 hours; 3 credits*  
This course focuses upon the special problems of development which face ethnic communities in N.Y.C. Consideration of opportunities for and barriers to occupational mobility in the larger economy, prospects for "Black capitalism", and related topics. Detailed study of problems facing Black business enterprises.
- ECO 306—MONETARY THEORY\*** *3 hours; 3 credits*  
How our money and monetary institutions work. The monetary impact of the system of commercial banks, the Federal Reserve System and the United States Treasury will be examined. This course will focus on monetary policy as a means of achieving stability, and current disagreement over its effectiveness.

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- ECO 307—COMPARATIVE ECONOMIC SYSTEMS\*** *3 hours; 3 credits*  
This course will compare and analyze the "pure capitalist" system, the "pure socialist" system and other economic systems. The emphasis will be on the major principles around which an economy might be organized, as suggested by various writers.
- ECO 311—MATHEMATICAL ANALYSIS FOR ECONOMICS\*** *3 hours; 3 credits*  
This course will introduce the student to the use of mathematical tools in economic analysis. Topics include concepts of function, limits and continuity, the derivative, differentiation by the delta process, techniques of differentiation, differentiation of implicit functions, theory of maxima, minima and inflection, definitions of marginal values, etc. Prerequisites: NSM 207, Eco 203, Eco 201.
- ECO 322—FISCAL POLICY\*** *3 hours; 3 credits*  
Concepts of fiscal policy. Topics to be discussed include: expenditure theory, the national budget, the impact of taxes, national debt, debt management and economic stability. Also principles guiding benefit cost analysis; planning and programming and priority analysis.
- ECO 344—INTERMEDIATE MICROECONOMICS** *3 hours; 3 credits*  
Examines the price system as a network of interlocking decisions, and the market as a system of communicating information to decision makers; considers theory of consumer demand, theory of production, allocation of productive resources and distribution of incomes; factual illustrations for the theory studied. Prerequisite: Eco 201.
- ECO 355—INTERMEDIATE MACROECONOMICS**  
Aggregate economic analysis; Keynesian theory of national income determination and the policies associated with it; economic fluctuations; fiscal and monetary policies.
- ECO 390/ICS 390—EDUCATION AS A SOCIAL INVESTMENT\*** *3 hours; 3 credits*  
A survey of education as a means of human resources development. The economic returns and the implication for social dynamism as seen both at the individual and at the community-wide level. The problems of education in New York City will be examined from the standpoints of cultural identity, social integration and economic opportunity for all.
- ECO 397—FIELDWORK/INTERNSHIP** *1 to 6 credits*  
(For description see Anth 397)
- ECO 401—INTRODUCTION TO ECONOMETRICS\*** *3 hours; 3 credits*  
The combined use of mathematics and statistics to solve problems in economics. This

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course is intended to provide a bird's eye view of the entire field of econometrics. Topics include econometric models, statistical inference, etc. Prerequisite: NSM 207, Eco 201, 203.

**ECO 498/499—SENIOR SEMINAR/THESIS ON YOUTH** *3 hour seminar; 3 credits*  
*3 hour thesis; 3 credits*  
*6 hour extended thesis; 6 credits*

A study of a topic usually selected by the student and instructors for its relevance to the Central Brooklyn area. In cases where a seminar course is not feasible, a more intensive or extensive thesis may be substituted. A seminar course will require a paper of reasonable length and participation in discussions.

**HISTORY**

Prerequisites: Admission to 300-level courses in history usually requires that the student must have taken at least one 200-level history course and at least an introductory course in a related discipline, for example:

<b>Course</b>	<b>Prerequisite</b>
History 301	History 200-level, Natural Science 101 or 1-2 or other Natural Sciences
History 302 or 388	History 200-level, Economics 101 or 201 or 203
History 304	History 200-level, Sociology 101 or Political Science 101 or 202 or 205
History 305	History 200-level, Sociology 101 or Psychology 101
History 333	History 200-level, Political Science 101 or 202 or 336
History 393 or 394	History 200-level, Political Science 101

Individual exemptions may be made by the instructor.

**COURSE DESCRIPTIONS**

**HIST 220—SLAVERY AND EMANCIPATION IN THE U.S.A.** *3 hours; 3 credits*

A survey of the institution of slavery as it began and developed in the North American Colonies and continued into the U.S.A.; the social, political and economic considerations upon which it rested and its effect upon both free and enslaved Black people. The emancipation movement will be traced through to the end of Reconstruction. (1877) (Not open to persons who have taken History 210)

**HIST 222—U.S.A. TO 1900***3 hours; 3 credits*

The colonial background to the independence struggle, the goals of the founding fathers, the Constitution and its evolution, westward expansion and interaction with aboriginal peoples, the Civil War and Reconstruction, slavery and emancipation, the growth of capitalism, trade unionism, populism, and education. In general, the theme will be one of the conflict or accord between expressed ideals and reality in American development.

**HIST 223—U.S.A. IN THE 20TH CENTURY***3 hours; 3 credits*

The growth of the economy during the twentieth century; the effects 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 on the adequacy of the efforts made to cope with these problems.

**HIST 230—HISTORY OF AFRICA TO 1800***3 hours; 3 credits*

A survey of African History from earliest times to the end of the 18th century. This course will include discussions of the peopling of Africa. Africa in the ancient World, the spread of Islam, the medieval empires, city states and the kingdoms of the savannah and forest, early European contacts with Africa and trade including the growth of the slave trade.

**HIST 231—HISTORY OF AFRICA SINCE 1800\****3 hours; 3 credits*

A survey of African history from the beginning of the 19th century to the era of "African independence." This course will focus on the change in commercial patterns in the 19th century between Europe and Africa, the "Scramble for Africa" and its effect upon African societies, resistance to the imposition of colonial rule, the nature of colonial life in British, French, German and Belgian-occupied areas, survival and persistence of African institutions and culture under colonial rule; the growth of modern African political and social organizations; and movements toward independence.

**HIST 240—HISTORY OF SPANISH AND PORTUGUESE RULE IN THE AMERICAS***3 hours; 3 credits*

Survey of the imposition of Spanish and Portuguese rule on the peoples of Central and South America: the social, economic and political institutions developed to effect such rule, including enslavement of Indians, European and African peoples; the growth in wealth on both sides of the Atlantic, and the genesis and triumph of the liberation movement.

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- HIST 241—HISTORY OF LATIN AMERICAN REPUBLICS\*** *3 hours; 3 credits*  
The genesis and success of the liberation movements, the trends in the development of the republics since independence, including the status of non-white communities, political, social and economic problems, international relations especially vis-a-vis the U.S.A. and Europe; and cooperation among the Republics.
- HIST 242—HISTORY OF THE CARIBBEAN** *3 hours; 3 credits*  
A survey of the development of the Caribbean Islands—Jamaica, Leewards, Windwards, Barbados, Trinidad and Tobago, and mainland countries of Guyana and Belize; deals with European conquest, slavery, emancipation and political independence.
- HIST 243—HISTORY OF PUERTO RICO\*** *3 hours; 3 credits*  
General historical survey of Puerto Rico from earliest times to the present; discusses aboriginal peoples, the European incursions, African enslavement, and the post-emancipation experience including relations with the U.S.A.
- HIST 250—SELECTED TOPICS IN THE HISTORY OF MEDIEVAL EUROPE\*** *3 hours; 3 credits*  
A study of aspects of the history of Europe—these include the Roman, Christian, Islamic, and "Barbarian" contributions to European civilization; the Renaissance and the genesis of the expansion of Europe, the consequences to European wealth and power of such expansion; the Agricultural and Industrial Revolution of the 17th and 18th centuries.
- HIST 251—SELECTED PROBLEMS IN THE HISTORY OF MODERN EUROPE\*** *3 hours; 3 credits*  
Major currents which have helped to shape modern Europe, including but not limited to: political revolutions—English (1688), French (1789), and Russian (1917); the Industrial Revolution; 19th and 20th Century patterns of Imperialism; the rise of the modern nation state; European international relations in the 19th and 20th Century.
- HIST 260/ICS 260—THE CITY IN HISTORY\*** *3 hours; 3 credits*  
The economic and cultural role of the city in the lives of peoples in selected ages; the growth of the modern metropolis.
- HIST 301—HISTORY OF SCIENCE & TECHNOLOGY\*** *3 hours; 3 credits*  
This course involves a survey of the principal advances made in science and technology through the ages, the consequences of these advances in patterns of living, political life, learning, warfare, etc. It will deal more thoroughly with the post-

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Industrial Revolution Era and the 20th century implications of scientific and technological advance for economic development, social change and political and international stability. Prerequisite: completion of any 200-level History course and an Introductory Natural Science course.

**HIST 304/POL SCI 304/SOC 304—HISTORY OF SOCIAL AND POLITICAL INSTITUTIONS\*** *3 hours; 3 credits*

A comparative survey of Europe and Africa with respect to their social and political institutions focusing on feudalism, evolution of theories of kingship, concepts of clans or tribes, stateless societies, theories of society and government and the evolution of the nation. Prerequisite: any 200-level History course and, either an introductory Sociology or a Political Science course.

**HIST 333—THE HISTORY OF THE CIVIL RIGHTS PROBLEM IN THE U.S.A.\***

*3 hours; 3 credits*

A survey of the position with respect to equality of rights and opportunity amongst the peoples of the U.S.A., particularly in the fields of employment, politics and education. The focus will be on the evolving position of Blacks in the Colonial, the pre-Emancipation and the post-Emancipation periods. The position of other affected groups will also be examined. (Not open to persons who have taken History 211)

**HIST 393/POL SCI 393—HISTORY OF WESTERN POLITICAL THOUGHT** *3 hours; 3 credits*

A survey of Western political thought from Plato to Rousseau and Thomas Paine. Prerequisite: completion of any level History course and an Introductory Political Science course.

**HIST 394/POL SCI 394—HISTORY OF WESTERN POLITICAL THOUGHT** *3 hours; 3 credits*

Focus on major contributors to political thought and theories of the modern state from Rousseau to the present time including such figures as Hegel, Marx, John Stuart Mill, Nietzsche, Fanon, Marcuse, and Dewey.

**HIST 397—FIELDWORK/INTERNSHIP**

*1 to 6 credits*

(For description see Anth 397)

**HIST 410—COMPARATIVE HISTORY OF SLAVERY IN THE AMERICAS\***

A comparative study of slavery in selected countries illustrating the peculiarities of the laws, treatment and use of slaves, and progress toward emancipation in the various systems (Spanish, Portuguese, Dutch, French, American and British). Prerequisite: any one of History 220, 240, 242, 244. (Not open to persons who have taken History 212)

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**HIST 420—THE WORLD SINCE 1918\****3 hours; 3 credits*

A study of the history of international relations since 1918 and the significant causes of change in world groupings touching on the rise of the U.S.S.R., Hitler, the drift into World War II: the war and 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. Prerequisite: any 200 or 300-level history course.

**HIST 444/SOC 444—SEMINAR IN AFRICAN STUDIES\****3 hours; 3 credits*

(For History, Political Science and Sociology majors ) This seminar in African Studies will focus on dissent, opposition, and conflict resolution in contemporary Africa; the one-party state; opposition to colonial rule, dissent and conflict resolution in traditional African societies; opposition to apartheid; the role of the intelligentsia in contemporary Africa.

**HIST 498/499—SENIOR SEMINAR/THESIS ON YOUTH***3 hour Seminar; 3 credits**3 hour Thesis; 3 credits**6 hour Extended Thesis; 6 credits*

(For description see Eco 498/499)

**INNER CITY STUDIES****I Youth Cluster****ICS 209/SOC 209—URBAN LIFE STYLES***3 hours; 3 credits*

Study of the different life styles characteristic of various neighborhoods; of social classes, racial, ethnic, cultural or other groups living in urban environments. Special attention is given to the multicultural nature of New York City.

**ICS 220/SOC 220—INTRODUCTION TO CASEWORK/GROUPWORK***3 hours; 3 credits*

A focus on basic aspects of casework and groupwork as methods of intervention for individual, group and social change. The course will examine the skills and techniques utilized in assisting the individual and small groups; diagnosis, treatment, the meaning of group experience and the system of mutual aid.

**ICS 303/ANTH 303—AMERICAN MINORITIES***3 hours; 3 credits*

(For description see Anth 303)

\* Pending approval by the Board of Higher Education

- ICS 320/SOC 320—INTERMEDIATE CASEWORK\*** *3 hours; 3 credits*  
An extension and deepening of the study, diagnosis and treatment methods of Social Casework. Analysis of cases involving problems in parent-child relationships, marital and other family conflicts, physical and mental illness, and conflicts with the society. Prerequisite: Soc 220.
- ICS 321/SOC 321—INTERMEDIATE GROUPWORK\*** *3 hours; 3 credits*  
This course expands upon social groupwork principles and methods; the functions and roles of the groupworker are examined. Emphasis is placed upon the development of the personal qualities required of the groupworker and the student's research skills in groupwork.
- ICS 331/PSY 309—INTRODUCTION TO HUMAN DEVELOPMENT OF INFANCY AND CHILDHOOD** *3 hours; 3 credits*  
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 is given to the characteristics of the Central Brooklyn area.
- ICS 333/PSY 311—ADOLESCENT SOCIALIZATION** *3 hours; 3 credits*  
A systematic examination of the developmental process from puberty through young adulthood. The nature of psychological strains, peer group relations, problems of youth-adult interaction. Types of social and family supports needed for healthy development. Special attention is given to the circumstances of the inner city.
- ICS 334—THE SCHOOL SYSTEM** *3 hours; 3 credits*  
The latent and manifest functions of the schools and the educational system; the student-teacher relationship; counseling practices; comparison with alternative systems; consequences for adolescent development. Corequisite: Psych 311.
- ICS 335/SOC 303—SOCIAL DEVIANCE** *3 hours; 3 credits*  
This course will deal with a broad range of "deviant" behavior, with an emphasis on such behavior common to young people in our society. The legitimacy of the concept of "deviance" itself will be questioned within the context of the problems of adolescent socialization and the pressures of society. Salient topics are: drug use, sexual, religious, and political deviancy and crime.
- ICS 336/SOC 336—POLICE AND THE PENAL SYSTEM** *3 hours; 3 credits*  
A study of the latent and manifest functions of police and the penal system, sources of youth-police antagonism, nature of life in houses of detention and prisons, and im-

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plications for adolescent development. Consideration of systems existing in other countries.

**ICS 338—HISTORY OF SOCIAL WELFARE IN THE U.S.A.\*** *3 hours; 3 credits*  
 This course will examine the evolvement of social services in the United States from the beginning of the twentieth century to the present. Specific references will be made in regard to the social welfare movement exemplified by the growth of settlement houses, social security, adoption, foster care and public assistance. There will be a study of the increasing regulatory control exercised by federal, state and municipal government in the area of social policy.

**ICS 397.01—FIELDWORK/INTERNSHIP** *1 to 6 credits*  
 (For description see Anth 397)

**ICS 498/499.01—SENIOR SEMINAR/THESIS ON YOUTH** *3 hour Seminar; 3 credits*  
*3 hour Thesis; 3 credits*  
*6 hour Extended Thesis; 6 credits*

(For description see Eco 498/499)

## II Community Development Cluster

For other courses in this cluster see Anth 303, ICS 209, ICS 220, ICS 320, ICS 321, ICS 336, ICS 333 (Cluster I).

**ICS 339/POL SCI 303—GOVERNMENTAL POLICY AND COMMUNITY DEVELOPMENT** *3 hours; 3 credits*  
 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.

**ICS 340/SOC 340—SELECTED PROBLEMS IN COMMUNITY DEVELOPMENT** *3 hours; 3 credits*  
 A course which relates directly to major issues facing the local community, e.g. housing, the delivery of health and social services, and education. The student should be involved as participant/observer in at least one of these issues.

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**ICS 343/SOC 311/POL SCI 305—URBAN SOCIAL AND POLITICAL STRUCTURE\***

*3 hours; 3 credits*

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

**ICS 457/SOC 402—COMMUNITY ORGANIZATION**

*3 hours; 3 credits*

New perspectives on urban intergroup relations in the context of movements for social change, with an overview of racial isolation and integration, interreligious accommodations, cultural pluralism, and urban-suburban conflicts. Techniques of community organization. Programming with an emphasis on metropolitan ghettos will be explored.

**ICS 458/SOC 406—THE DYNAMICS OF URBAN IMPROVEMENT PROGRAMS\***

*3 hours; 3 credits*

Examinations of community programs that have been developed in efforts to solve the 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, anti-poverty, delinquency and crime prevention, health and rehabilitation, prevention of addiction, school and education.

**ICS 397.02—FIELDWORK/INTERNSHIP**

*1 to 6 credits*

(For description see Anth 397)

**ICS 498/499.02—SENIOR SEMINAR/THESIS ON YOUTH**

*3 hour Seminar; 3 credits*

(For description see Eco 498/499)

*3 hour Thesis; 3 credits*

*our Extended Thesis; 6 credits*

**III Urban Planning Cluster**

For other courses in this cluster see ICS 209, ICS 458.

**ICS 201—INTRODUCTION TO URBAN DEVELOPMENT**

*3 hours; 3 credits*

The course explores the scope of problems associated with urban development: health, transportation, social services, land development, poverty. This course will seek to define many of the issues while exploring many of the approaches proposed as a resolution of these problems.

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- ICS 215—THE STRUCTURE OF THE URBAN COMMUNITY** *3 hours; 3 credits*  
The community is viewed as a composite of people, land, building, financial institutions and government services. Analysis of structural forms of community resulting from relationships between these elements. Urban structure viewed from the perspective of economist, political scientist, sociologist for integrating these diverse views into a general theory of urban structure.
- ICS 260/HIST 260—THE CITY IN HISTORY** *3 hours; 3 credits*  
(For description see Hist 260)
- ICS 320—SOCIAL PLANNING** *3 hours; 3 credits*  
Examination of major social problems facing urban planners and the approaches used in solving these problems. Major attention will be placed on the social planning process as it is applied to the development and coordination of programs relating to governmental and voluntary services. Special attention will be paid to the areas of manpower and health services. Social planning theories and methods will be reviewed.
- ICS 335—URBAN DESIGN METHODS** *3 hours; 3 credits*  
An introduction to design techniques and their applications in solving urban planning problems. Emphasis on elementary skills in graphic presentation and visual perception of urban conditions. Methods of visual perception and notation; criteria for determining desirable spatial relationships will be reviewed. A study planning problem will be undertaken by the class.
- ICS 341—COMPREHENSIVE PLANNING STUDIO** *3 hours; 3 credits*  
A group workshop in the preparation of a plan for a community or for some governmental function. This plan will afford an opportunity for integrating techniques of physical design, social policy, urban research and principles of plan formation. Coordination of physical, economic, social and political elements will be stressed.
- ICS 345/346—URBAN PLANNING I AND II** *3 hours; 3 credits*  
This course examines the principles of urban design and planning, the major issues facing modern city planning, methods for encouraging urban redevelopment, alternative concepts for the design of human environments. The course also offers a detailed analysis of current design in the New York metropolitan area.
- ICS 375—INTRODUCTION TO HOUSING POLICY** *3 hours; 3 credits*  
A survey course which presents the factors involved in the development of housing policy. The four main elements of housing will be reviewed: financial considerations, construction, property acquisition and human considerations. A major portion of the course will be devoted to housing legislation and programs emanating from the various levels of government.

- ICS 376—HOUSING LEGISLATION: FEDERAL AND STATE** *3 hours; 3 credits*  
 Survey and analysis of the principal laws and regulations affecting the development of housing with special reference to New York City.
- ICS 377—HOUSING SEMINAR** *3 hours; 3 credits*  
 Special programs and proposals advanced to resolve housing problems will be explored in depth. Housing abandonment, cooperatives and condominiums, rehabilitation and novel innovations in public housing including the Turnkey program will be reviewed. Housing subsidies to tenants to stimulate housing manufacture will be reviewed.
- ICS 381—HISTORY OF URBAN DEVELOPMENT PROGRAMS** *3 hours; 3 credits*  
 Survey and analysis of the legislative process, participants and motivation of specific urban development programs. Problems, institutions and program operation will be analyzed to determine the impact of these elements on N.Y. and other cities. Urban Renewal and Model Cities will be covered in depth.
- ICS 382—TECHNIQUES OF RESIDENTIAL AND COMMERCIAL RELOCATION** *3 hours; 3 credits*  
 An analysis of the problems associated with the relocation of business and residents. Consideration will be given to the role and financial obligations of the government in relocation.
- ICS 388—ISSUES IN URBAN TRANSPORTATION** *3 hours; 3 credits*  
 This course examines the problems of urban transportation and explores the approaches proposed as a resolution to these problems.
- ICS 393.03—FIELDWORK/INTERNSHIP** *1 to 6 credits*  
 (For description see Anth 397)
- ICS 498/499.03—SENIOR SEMINAR/THESIS ON YOUTH** *3 hour Seminar; 3 credits*  
 (For description see Eco 498/499) *3 hour Thesis; 3 credits*  
*6 hour Extended Thesis; 6 credits*

#### **IV Economics Development Cluster**

For other courses in this cluster see ICS 201.

- ICS 305/ECO 305—ECONOMIC DEVELOPMENT OF THE INNER CITY** *3 hours; 3 credits*  
 (For description see Eco 305)
- ICS 337/ECO 301—ECONOMICS OF RACISM** *3 hours; 3 credits*  
 (For description see Eco 301)

<b>ICS 347/ECO 303—THEORY OF ECONOMIC DEVELOPMENT</b> (For description see Eco 303)	<i>3 hours; 3 credits</i>
<b>ICS 390/ECO 390—EDUCATION AS A SOCIAL INVESTMENT*</b> (For description see Eco 390)	<i>3 hours; 3 credits</i>
<b>ICS 397.04—FIELDWORK/INTERNSHIP</b> (For description see Anth 397)	<i>1 to 6 credits</i>
<b>ICS 498/499.04—SENIOR SEMINAR/THESIS ON YOUTH</b> (For description see Eco 498/499)	<i>3 hour Seminar; 3 credits</i> <i>3 hour Thesis; 3 credits</i> <i>6 hour Extended Thesis; 6 credits</i>

#### **V City Government Cluster**

For other courses in this cluster see ICS 334, 336, 338, 339, 343, 445.

- ICS 212/POL SCI 212—INTRODUCTION TO PUBLIC ADMINISTRATION\*** *3 hours; 3 credits*  
Nature of public bureaucracies. Management techniques in business and public sectors contrasted. The political context of public administration. Failure of delivery of administrative services in the inner city. Problems of entry of members of minority groups into middle and upper levels of public administration structures. The "modern" behavioral approach to public administration studies, including applications of organization and decision-making theory, cost-benefit analysis and incremental policy development and implementation.
- ICS 216/POL SCI 216—STATE AND LOCAL GOVERNMENT\*** *3 hours; 3 credits*  
Emphasis on the federal system context and upon administrative and political decentralization, with special reference to the inner city. Fiscal aspects of state, federal and local relationships and the changing nature of such relationships. Techniques for citizen influence on the political process, especially in terms of needs of inner cities. Problems of rural and "suburban" political power in relation to urban political power and especially the inner city.
- ICS 314/SOC 314—PUBLIC BUREAUCRACY** *3 hours; 3 credits*  
The course will deal with the origins, nature and function of modern bureaucracy, with an emphasis on the United States. The relationship of bureaucracy to all phases of contemporary life and particularly to the poor and dependent, will be examined and some possible alternatives to present bureaucratic structures will be considered.

\* Pending approval by the Board of Higher Education



and scale of such immigration and its impact upon New York and upon the immigrants themselves.

### **POLITICAL SCIENCE**

Prerequisites: Pol Sci 101 and 202 serve as the basic introductory courses and either one is a prerequisite for admission to any other Political Science course.

### **COURSE DESCRIPTIONS**

#### **POL SCI 101—INTRODUCTION TO POLITICAL SCIENCE** *3 hours; 3 credits*

Basic concepts in political science including the nature of political power; definitions of basic terms; major political systems; approaches used in the study of political science, such as constitutional and behavioral; scope of political science.

#### **POL SCI 202—INTRODUCTION TO AMERICAN GOVERNMENT** *3 hours; 3 credits*

The constitutional framework of the U.S. political system, with special attention to the relationship between cities, states, and National government in the Federal system; the relations between the Presidency, Congress, and the Supreme Court; the nature of the American political party system and of the workings of pressure and interest groups; relationship between the American social, economic, and political systems. Contemporary issues in American Government.

#### **POL SCI 205—INTRODUCTION TO COMPARATIVE GOVERNMENT\*** *3 hours; 3 credits*

Focuses on the political systems of selected nations in Western and Eastern Europe and in developing areas. Considers the impact of the economic system on political system and vice versa. Discusses political culture as a variant in comparative analysis.

#### **POL SCI 210—INTRODUCTION TO INTERNATIONAL RELATIONS** *3 hours; 3 credits*

The basis of relationships between nations; the role of regional and world-level international organizations and of international law in international relations. Basic considerations underlying the development of blocs; theories of the international system; contrasts between Third World and major powers in regard to conception of international relations.

#### **POL SCI 216/ICS 216—STATE AND LOCAL GOVERNMENT\*** *3 hours; 3 credits* (For description see ICS 216)

\* Pending approval by the Board of Higher Education

- POL SCI 224—THE THIRD WORLD IN WORLD POLITICS\*** *3 hours; 3 credits*  
The emergence of a third world movement in the post-World War II period; the concept of non-alignment. Impact of the Third World movement on international politics generally and upon the major powers in particular. Third World challenges to the prevailing assumptions of the international legal, political, and economic systems.
- POL SCI 300—THE AMERICAN PRESIDENCY** *3 hours; 3 credits*  
A study of the development of the American Presidency. Focus will be upon the nature and theory of the executive branch and its relations with the other parts of government and society. Included will be selected cases of the expansion and deterioration of presidential power.
- POL SCI 301—POLITICAL BEHAVIOR** *3 hours; 3 credits*  
A survey of the political behavior of voters, elected officials, mass media, political and social movements and other participants. Material will be drawn from the theoretical writings of behaviorists and be supplemented with case studies.
- POL SCI 302—CONTEMPORARY POLITICAL THOUGHT** *3 hours; 3 credits*  
Selected topics in the twentieth century political writings reflecting the views of contemporary writers involved in the political process. Topics to be included are Afro-American political thought, politics and literature, and Caribbean and Latin American thought, theories of revolution and repression in both the third world and technological societies.
- POL SCI 303/ICS 339—GOVERNMENTAL POLICY AND COMMUNITY DEVELOPMENT** *3 hours; 3 credits*  
(For description see ICS 339)
- POL SCI 304/HIST 304/SOC 304—HISTORY OF SOCIAL AND POLITICAL INSTITUTIONS\*** *3 hours; 3 credits*  
(For description see Hist 304)
- POL SCI 305/ICS 343/SOC 311—URBAN SOCIAL AND POLITICAL STRUCTURE\*** *3 hours; 3 credits*  
(For description see ICS 343)
- POL SCI 307—IMPERIALISM AND NATIONAL POWER** *3 hours; 3 credits*  
The factors underlying the development of the nation, state, and the quest for economic domination. Emphasis upon contemporary imperialism. Methods of imperialistic domination.

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- POL SCI 311/SOC 314/ICS 314—PUBLIC BUREAUCRACY** *3 hours; 3 credits*  
(For description see ICS 314)
- POL SCI 314—AFRICAN POLITICAL SYSTEMS\*** *3 hours; 3 credits*  
An introduction to the political system of the nation-states of sub-Saharan Africa. The evolution of political systems; problems of independence and nation-building; single party and multi-party systems; African Socialism and Pan African movements; liberation movements.
- POL SCI 332/SOC 332—INTRODUCTION TO POLITICAL SOCIOLOGY\*** *3 hours; 3 credits*  
A course focusing on utilization of sociological, anthropological and psychological techniques of analysis in the field of politics. Considers the development of political sociology as an era bridging the disciplines of sociology and politics.
- POL SCI 336—INTRODUCTION TO U.S. CONSTITUTIONAL LAW\*** *3 hours; 3 credits*  
Study of selected U.S. Supreme Court decisions which have been influential in determining the applicability and meaning of the U.S. Constitution. Emphasis will be given to the historical development of the Court, including judicial review and the role of the bench in such areas as civil rights.
- POL SCI 338—CONSUMER AND POVERTY LAW\*** *3 hours; 3 credits*  
(Jointly with Division responsible for Business Studies)  
The Evolution of techniques for enhancing consumer protection, the legal rights of the consumer, his awareness of these legal rights, the evolution of ombudsman techniques, the administration of the law.
- POL SCI 340—POLITICAL AND SOCIAL MOVEMENTS IN THE AMERICAS** *3 hours; 3 credits*  
A discussion of the philosophical and ideological issues around which social and political movements evolve and the political impact of these movements. Readings will focus around such movements as The Chicano, Civil Rights, Student and Black Liberation. Readings will include essays by Salazar, Savio, Malcolm X, Rustin, Fanon, Marcuse, St. Clair Drake.
- POL SCI 393/HIST 393/ICS 393—HISTORY OF WESTERN POLITICAL THOUGHT I** *3 hours; 3 credits*  
(For description see Hist 393)

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**POL SCI 394/HIST 394—HISTORY OF WESTERN POLITICAL THOUGHT** *3 hours; 3 credits*

(For description see Hist 394 )

**POL SCI 397—FIELDWORK/INTERNSHIP** *1 to 6 credits*  
(For description see Anth 397)

**POL SCI 401—POLITICAL PROCESSES AND METHODOLOGY** *3 hours; 3 credits*  
An analysis of city, state, and federal policy formation, with emphasis upon ways in which the resources of government may be used in promoting desired social change. Bureaucracies, policy formation and implementation. The course will relate to problems of education, health, and other aspects of urban planning and social legislation.

**POL SCI 406—SOCIALIST POLITICAL SYSTEMS\*** *3 hours; 3 credits*  
Introductory consideration of the development of socialist thought; analysis of the political systems of several socialist states, such as the U.S.S.R. and China, and those which are based upon either "democratic socialism" or models between democratic socialism and Marxist-Leninism.

### **PSYCHOLOGY**

Prerequisites: Psychology 101 is a prerequisite for all psychology courses. Admission to 400 level courses is open only to persons who have completed at least two courses in Psychology. Except with the permission of the instructor, admission into Psych 318 shall be possible only for those persons who have completed Psych 317.

### **COURSE DESCRIPTIONS**

**PSYCH 101—INTRODUCTORY PSYCHOLOGY** *3 hours; 3 credits*  
Introduction to several basic areas of study within psychology, including particularly concepts of perception, motivation, personality, learning, abnormal behavior and social psychology.

**PSYCH 213—SOCIAL PSYCHOLOGY** *3 hours; 3 credits*  
This course will survey the general concepts of social psychology as well as specific topics in the field. Material covered will include but will not be limited to the methods of social psychological research, socialization, attitude formation and change, social influence, inter-personal processes.

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- PSYCH 215—THEORIES OF PERSONALITY** *3 hours; 3 credits*  
Presentation and analysis of the major theories of personality with regard to emphasis, scope and assumptions; socio-environmental influence on personality formation and the adequacy of theoretical assessment.
- PSYCH 223—PHYSIOLOGICAL PSYCHOLOGY** *3 hours; 3 credits*  
Analysis of the biological basis of behavior. Topics will cover emotions, drives (hunger, thirst, sex), wakefulness, sleep, attention, learning and arousal.
- PSYCH 301—ABNORMAL PSYCHOLOGY** *3 hours; 3 credits*  
Facts and theories about the etiology of mental disorders; consideration of deviations commonly found in the school population, such as mental retardation and delinquency; the impact of social and economic distress upon the frequency and manifestations of disturbance.
- PSYCH 305—THEORIES OF LEARNING** *3 hours; 3 credits*  
Theories of learning and motivation with special consideration of environmental influences. Examination of the learning process and methods of facilitating learning and cognition.
- PSYCH 309/ICS 331—INTRODUCTION TO HUMAN DEVELOPMENT OF INFANCY AND CHILDHOOD** *3 hours; 3 credits*  
Consideration of the physical, cognitive, emotional, social and personality development of the child from conception through puberty. Topics will be in the areas of: genetics, prenatal development, language development, personality change, early socialization. Special attention will be given to the inner city child.
- PSYCH 310/ICS 333—INTRODUCTION TO HUMAN DEVELOPMENT OF ADOLESCENCE** *3 hours; 3 credits*  
A systematic examination of the development process from puberty through young adulthood. The nature of psychological strains, peer group relations, problems of youth-adult inter-action and autonomy. Types of social and family supports needed for healthy growth and development. Special attention is given to the circumstances of the inner city.
- PSYCH 311—INTRODUCTION TO HUMAN DEVELOPMENT OF ADULTHOOD AND AGING** *3 hours; 3 credits*  
The human development from early adulthood through the end of the life cycle. Topics emphasized will be marriage, parenthood, first job, biological, sociological and psychological changes with age, sex, differences, family work, leisure, retirement and death.

**PSYCH 317/318—EXPERIMENTAL PSYCHOLOGY**

*3 hours; 3 credits*

This course is concerned with experimental design and the methods and techniques of experimentation. The first section of the course shall be devoted to an introduction to the statistics required. In the second section, students will design and carry out experiments in various areas of psychology (e.g. learning, memory, etc.). (Admission to Psych 318 shall be obtained by permission of the instructor.)

**PSYCH 321—PSYCHOLOGY OF SENSATION AND PERCEPTION CONCENTRATION ON SENSORY MODALITIES**

*3 hours; 3 credits*

Vision, hearing, tasting, smelling, etc. and their neurological correlates. The theoretical issues, problems and experimental techniques involved in the individual's organization of sensory input for the interpretation of his perceptual world. Topics to be examined include color, attention, extra-sensory perception.

**PSYCH 397—FIELDWORK/INTERNSHIP**

*1 to 6 credits*

(For description see Anth. 397)

**PSYCH 403—PSYCHOLOGY OF OPPRESSION**

*3 hours; 3 credits*

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.

**PSYCH 404—PSYCHOLOGY OF MOTIVATION**

*3 hours; 3 credits*

Biological, social and cultural influence on psychological development of needs. Need gratification and frustration will be discussed. Topics will include psychoanalytic and anthropological material.

**PSYCH 405—TECHNIQUES OF PSYCHOTHERAPY AND COUNSELING**

*3 hours; 3 credits*

Methods and goals of individual and group psychotherapy with particular attention to counseling, family therapy and community work. Directive and non-directive counseling in training of mental health practitioners.

**PSYCH 406—PSYCHOLOGICAL TESTS AND MEASUREMENTS**

*3 hours; 3 credits*

Focus will be on the conservation, application and evaluations of psychological tests. Methods for assessments of intelligence, aptitude, vocational and achievement tests will be emphasized. Also utility and predictability of tests in clinical, educational and personnel will be examined. The ethical value of testing will be explored.

**PSYCH 427—PSYCHOLOGY OF SOCIAL CHANGE***3 hours; 3 credits*

An in-depth psychological look at the origin and nature of selected social problems in the U.S.A. A consideration of the possibilities and barriers for social change.

**SOCIOLOGY**

Prerequisites: Sociology 101 is a required course for all other courses in Sociology. The 400 level courses are open only to those persons who have already completed at least one 200-level course. For entry into Sociology 444 at least three Sociology courses must have been completed.

**COURSE DESCRIPTIONS****SOC 101—INTRODUCTION TO SOCIOLOGY***3 hours; 3 credits*

(Prerequisite to all Sociology courses)

This course will familiarize the student with the basic concepts in sociology and develop his appreciation of the nature and scope of the discipline. Emphasis will be centered on the critical importance of human interaction, inter- and intra-group relations, cultural relativity, the process of socialization, race, caste and class stratification and on sex, age and other bases of differentiation. The structure of social organization and of institutions and the nature of power, authority, and status will be analyzed, as well as the problem of social change.

**SOC 206—COMPARATIVE FAMILY STRUCTURES\****3 hours; 3 credits*

A comparative survey and analysis of institutional family patterns in various societies; of family organization in relation to social structure viewed in cross-cultural perspective. Some of the family systems of Africa, Asia, Latin America, Europe, and the United States will be examined in this course.

**SOC 209/ICS 209—URBAN LIFE STYLES***3 hours; 3 credits*

(For description see ICS 209)

**SOC 210—SOCIAL PROFILES OF AMERICAN REGIONS\****3 hours; 3 credits*

A regional analysis of American society in terms of the prevailing ideologies, customs, socio-economic systems, race and ethnic composition, etc. Problems indigenous to each area and their relationship to the larger society will be explored.

**SOC 211—SOCIAL PROFILES OF AFRICAN COMMUNITIES\****3 hours; 3 credits*

The course will focus on selected African societies and examine their systems of social organization, the controlling institution and stresses resulting from class, ethnic group,

\* Pending approval by the Board of Higher Education

race, religious and other differences. Effects and residues of the colonial experience will also be considered.

**SOC 212—SOCIAL PROFILES OF CARIBBEAN SOCIETIES\*** *3 hours; 3 credits*

A sociological examination of several Caribbean societies, such as Haiti, Dominican Republic, Guyana and Trinidad, with a special emphasis on ethnic and social class relationship and on the consequences of colonization.

**SOC 215—SOCIAL PROFILES OF PUERTO RICAN COMMUNITIES\***

*3 hours; 3 credits*

A sociological analysis of Puerto Rican society and the Puerto Rican experience at home and abroad (in the U.S.). The Puerto Rican family, class and value systems will be explored and the effects of colonial contacts and of the various migrations will be traced.

**SOC 216—SOCIOLOGY OF RACE AND ETHNICITY**

*3 hours; 3 credits*

An analysis of the basic sociological concepts of race and race relations with special emphasis on selected ethnic and racial groups in the U.S.A.

**SOC 218—SOCIAL DEMOGRAPHY\***

*3 hours; 3 credits*

A study of population characteristics, trend in population growth and pressure, causes and effects of migration and of population policies (eugenics, birth control, etc.). The focus will be on the study of demography in relation to the economic and political potential for change in both the developed and the developing countries.

**SOC 220/ICS 220—INTRODUCTION TO CASEWORK/GROUP WORK** *3 hours; 3 credits*

(For description see ICS 220)

**SOC 302—SOCIAL STRATIFICATION\***

*3 hours; 3 credits*

An analysis of contemporary society in terms of the structure and function of its ideologies and institutions and of the system of stratification into elites, castes or classes on the basis of race, wealth, status, power, sex, age, etc. A study of the social mechanisms regulating relations between these social strata and groups.

**SOC 303/ICS 335—SOCIAL DEVIANCE**

*3 hours; 3 credits*

(For description see ICS 335)

**SOC 304/HIST 304/POL SCI 304—HISTORY OF SOCIAL AND POLITICAL INSTITUTIONS\***

*3 hours; 3 credits*

(For description see Hist 304)

\* Pending approval by the Board of Higher Education



- SOC 308—SOCIOLOGICAL THEORY** *3 hours; 3 credits*  
 Introduction to the major sociological theories and their socio-political implications. (Current sociological theory developments will be studied.) Students will compare and evaluate the analytical and conceptual contributions of the sociological theorists.
- SOC 311—URBAN SOCIAL AND POLITICAL STRUCTURE\*** *3 hours; 3 credits*  
 (For description see ICS 343)
- SOC 312—PUBLIC OPINION AND MASS MEDIA\*** *3 hours; 3 credits*  
 This course will deal with the basic processes of public opinion formation, the role of group and cultural factors in shaping thinking on public issues, the manipulation of public opinion and the use and misuse of public opinion studies. The emphasis will be on the role of the mass media in all these processes, with special attention to issues of race and ethnicity in the U.S.
- SOC 314—PUBLIC BUREAUCRACY** *3 hours; 3 credits*  
 (For description see ICS 314)
- SOC 320/ICS 320—INTERMEDIATE CASEWORK\*** *3 hours; 3 credits*  
 (For description see ICS 320)
- SOC 321/ICS 321—INTERMEDIATE GROUP WORK\*** *3 hours; 3 credits*  
 (For description see ICS 321)
- SOC 332/POL SCI 332—INTRODUCTION TO POLITICAL SOCIOLOGY\*** *3 hours; 3 credits*  
 (For description see Pol. Sci. 332)
- SOC 336/ICS 336—POLICE AND THE PENAL SYSTEM** *3 hours; 3 credits*  
 (For description see ICS 336)
- SOC 340/ICS 340—SELECTED PROBLEMS IN COMMUNITY DEVELOPMENT** *3 hours; 3 credits*  
 (For description see ICS 340)
- SOC 397—FIELDWORK/INTERNSHIP** *1 to 6 credits*  
 (For description see Anth 397)
- SOC 402/ICS 457—COMMUNITY ORGANIZATION** *3 hours; 3 credits*  
 (For description see ICS 457)

\* Pending approval by the Board of Higher Education

**SOC 403—THEORIES OF SOCIAL CHANGE\*** *3 hours; 3 credits*

The course will introduce students to some of the major theorists of social change, such as Spencer, Marx, Weber, Durkheim, Merton, Linton, and Fanon. The course will also deal with some of the anticipated and unanticipated consequences of societal innovations and developments, e.g. social dislocation, disorganization, deviance, and counter cultures among others.

**SOC 406/ICS 457—THE DYNAMICS OF URBAN IMPROVEMENT PROGRAMS\*** *3 hours; 3 credits*

(For description see ICS 458)

**SOC 407—IDEOLOGY OF BLACK NATIONHOOD\*** *3 hours; 3 credits*

The elements of the social system which have generated the concept of Black nationhood in the U.S.A. The goals and philosophy of nationhood; the processes and difficulties involved in the realization of such goals.

**SOC 410—THE ROLE OF THE CHURCH IN THE BLACK COMMUNITY\*** *3 hours; 3 credits*

An intensive study of the historical roots, development, influence, ideology, and total function of the church in the Black community in America. The role of religion as an instrument of protest, escape mechanism, emotional outlet, focal point of political organizing and of social life will be analyzed.

**SOC 444/HIST 444—SEMINAR IN AFRICAN STUDIES\*** *3 hours; 3 credits*

(For description see Hist 444)

**SOCIAL SCIENCE**

**SOC SCI 250—SOCIAL RESEARCH METHODS** *3 hours; 3 credits*

This course will familiarize the student with the varied techniques used in social research. The focus will be on the types of data that are generated by the various Social Science disciplines and the methods used in analyzing the data. Students will be introduced to the principles of research, design, to the mechanics of qualitative vs. quantitative research, to the mechanics of interviewing, case study, questionnaire construction and tabulation. The various biases and other factors of social research will also be covered. (Required of all Social Science majors)

**SOC SCI 251—STATISTICS FOR THE SOCIAL SCIENCES** *3 hours; 3 credits*

The objective of the course is to give the student a fundamental understanding of basic

\*Pending approval by The Board of Higher Education

statistical procedures to enable students to interpret, evaluate, and use statistics intelligently. Topics surveyed will include frequency distribution, percentiles, measures of central tendency, variability, normal distribution curve, the concept of probability, sampling statistical significance, test of significance, table construction, correlation theory and correlation techniques applied in evaluation of test materials. (Required of all Social Science majors)

**SOC SCI 500—INDEPENDENT STUDY**

*1 to 4 credits*

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.

## TEACHER EDUCATION

The Teacher Education Program prepares undergraduates, transfer students, teacher assistants, educational associates and others for careers in early childhood and elementary education. Beginning in September, 1974, a new state mandated Competency-Based Teacher Education Program will be implemented.

The student's experiences in the Competency-Based Teacher Education Program are highly individualized and can take place through independent study, seminars or small and large groups. Each student's program is planned with a mentor who maintains continuous contact with the student throughout his studies at Medgar Evers College. The program will take place primarily in public schools serving as Field-Based Sites. Paraprofessionals and other students who hold daytime jobs may attend the Medgar Evers College Teacher Education Laboratory at St. Josephs Academy, 685 Dean Street.

This Laboratory, in addition to its daytime schedule will provide services to students during weekday afternoons and evenings from 3:00 to 10:00 P.M. and on Saturdays and Sundays. The program at both the Field-Based Sites and the Teacher Education Laboratory is organized around competencies in teaching for which learning modules have been developed. These modules provide a variety of strategies through which the student can develop the competencies in teaching that he is required to demonstrate for New York State Teacher Certification. Wherever feasible these competencies are developed through direct work with children in classrooms. Life experience credit and admission with advance standing is possible through the demonstration of competencies through pretests incorporated into each learning module. Students who are enrolled at Medgar Evers College may take work in education at any college and receive credit through the verification of competencies germane to those listed in this bulletin.

### DEGREE REQUIREMENTS\*

All students must meet the requirements for admission to the City University of New York. They must have certification of high school graduation or its equivalent.

\* For specific details on degree requirements and the total course of study for the A.A. and B.S. Degrees, please consult the Medgar Evers College Teacher Education Minilog (1974-75).

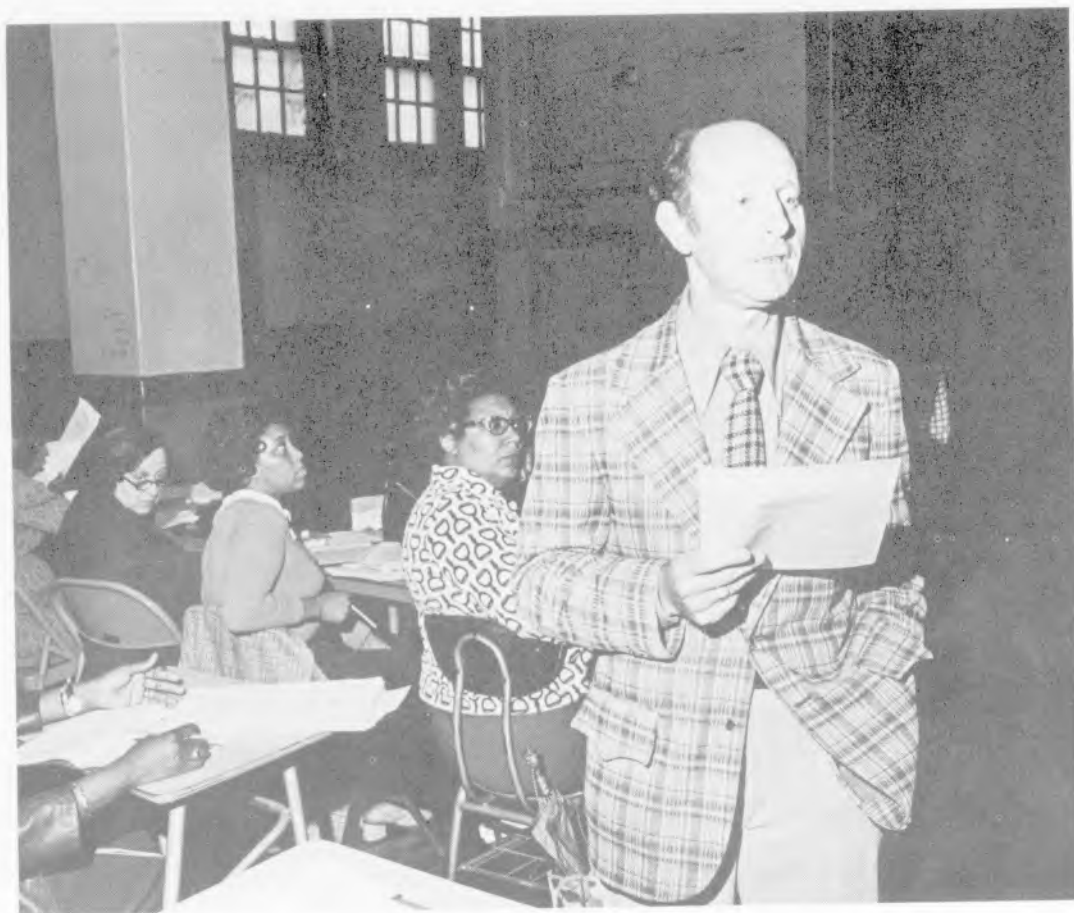
The Associate of Arts Degree is awarded upon the satisfactory completion of a planned 64 credit program. The work required in educational foundations, early childhood and elementary education will be competency-based. The specific competencies and their modules for the A.A. Degree would be drawn from the total Competency-Based Teacher Education Program designed for the B.S. Degree and selected to meet the specific needs of each student. For those students, who upon completion of requirements for the A.A. Degree, choose to continue their work for the B.S. Degree, all previously obtained competencies will apply.

The Bachelor of Science Degree is awarded upon the completion of a planned 128 credit program.\*\* Admission to Professional Study in teaching occurs in the junior year.

Prior to admission to professional study the student will, in his freshman and sophomore years, have carried out initial studies of education as a career under the direction of his mentor. Admission to professional study is achieved through the meeting of the following five criteria:

1. Each student will have evolved a clearly stated description of the kind of person he should be as an ideal teacher. He will be able to give a self description of himself as he is presently; and he will have assessed the discrepancy between those two descriptions. Finally, he will have evolved a clearly stated long range plan for how he will move toward becoming the ideal teacher he has defined.
2. Each student will have completed the equivalent of two years (64 semester hours) of college work.
3. Each student will have completed the equivalent of a minor in a liberal arts area, or he will present plans for completing this requirement before the culmination of his degree program.
4. Each student will demonstrate a criterion level of competency in the communication skills of reading, writing, and speaking. When in the judgment of the mentor a student would benefit from further work on his communications skills modules, without impeding his progress, the student will be granted conditional entrance into professional study. However, assessment of these communication skills will allow for and permit variations due to dialect, and dominant language speech and linguistic patterns of minority students.

\*\* Pending approval by the Board of Higher Education and the State Education Department.



5. Each student must receive a recommendation to professional study from the Medgar Evers College mentor who has worked with him most closely.

### **STATE CERTIFICATION**

Satisfactory completion of the competencies specified in the Teacher Education Program will lead directly to certification in Early Childhood (Grades N-6) or Elementary Education (Common Branches) in New York State.

Seventy-two points of work must be completed in the liberal arts. The remaining work is focussed on developing the competencies specified in the Competency-Based Teacher Education Program in Early Childhood and Elementary Education.

### **DESCRIPTIONS OF COMPONENT AREAS IN WHICH TEACHING COMPETENCIES ARE DEVELOPED**

The student should note that the Medgar Evers College Teacher Education Program is not based on courses as they are traditionally found in colleges. Rather, the program is organized around teaching competencies to be developed and learning modules that serve as the vehicle for guiding the student in the gaining of these competencies. These competencies and their attendant modules are categorized under teaching components representing areas of study. These components are further organized into one or more areas of concentration. The teaching components and areas of concentration are listed and briefly described below. For details, please consult the Medgar Evers College Teacher Education Minilog (1974-1975).

### **TEACHING COMPONENTS**

#### **I. READING**

The reading component is organized into three areas of concentration which form the foundation of the reading program. The student, upon demonstrating the attainment of competencies specified for these areas of concentration, will be able to teach pre-reading and reading skills to children in early childhood and elementary education. He will also meet the requirements of the New York State Education Department of 6 credit hours of study in the teaching of reading. The areas of concentration are:

- A. Child community and language
- B. Reading, language arts and communications
- C. Diagnosis, identification, measurement and assessment of reading and language arts

## II. TEACHING SKILLS

The areas of concentration in this component are designed to help prospective teachers develop basic English language communication in writing, reading and study skills. The areas of concentration are:

- A. Writing composition
- B. Reading
- C. Study skills
- D. Library skills

## III. LANGUAGE ARTS

This component will help prospective teachers develop those language teaching competencies that will help children develop their capabilities in the receptive and expressive processes of communication. The following areas of concentration are included:

- A. Writing (handwriting, spelling, grammar and usage)
- B. Oral communication
- C. Listening

## IV. SCIENCE

This component prepares teachers to help young people develop a substantial background in science. There are three areas of concentration which are major foci of science.

- A. Understanding and using the processes of science in the understanding of concepts, skills and generalizations in science
- B. Understanding concepts, facts, theories, principles, and generalizations in the areas of science which are taught in the elementary school
- C. Diagnosis, identification, measurement, and assessment of the science taught in the elementary school

## V. MATHEMATICS

This component emphasizes the importance of experiences, attitudes, language and thought in mathematics development. It emphasizes developing the ability to perceive, analyze, attack and solve problems; to communicate the problems and solutions verbally and symbolically to others. The areas of concentration are:

- A. Mathematics and communication



- B. Understanding concepts, generalizations and skills in solving mathematics problems
- C. Development, diagnosis, identification, measurement and assessment of mathematics

#### VI. EARLY CHILDHOOD EDUCATION

The primary focus of this component is to develop teacher competencies to enable the young child to progress through school experiences at his own rate of speed, and to build a positive image of himself as a person and as a learner. The areas of concentration are:

- A. Planning a developmental early childhood program
- B. The child in his community
- C. Creating a learning environment
- D. Early childhood instruction
  - 1. language skills
  - 2. social living
  - 3. mathematical skills
- E. Teacher management of early childhood programs
  - 1. understanding the historical setting
  - 2. analyzing needs and problems
  - 3. employing systems management

#### VII. CHILD STUDY/CHILD DEVELOPMENT

The competencies presented in this component develop skills and other knowledges that enable the prospective teacher to evolve meaningful analyses of child behavior as well as its patterns and its causes. Furthermore, the prospective teacher will gain methods for working with the child in such ways that his success in school is enhanced. The areas of concentration are:

- A. Skills in the clinical study of children
- B. Cognate studies of child development

#### VIII. SOCIAL SCIENCES

The area of social sciences is treated as an interrelated unified discipline. It consists of the systematic study of man from various perspectives: his behavior in social groups, changes in his behavior and changes in the nature of his human relationships. It applies an inquiry oriented approach to the study of man. The areas of concentration are:

- A. The child and his immediate world
- B. How people live in city communities
- C. How people live in urban communities
- D. The geography of man
- E. Social Sciences in the middle grades Phase I & II
- F. Social Sciences in the upper grades Phase I & II
- G. Using cultural resources of New York City as a teaching tool

IX. SOCIAL STUDIES—TEACHING AFRO-AMERICAN STUDIES IN THE ELEMENTARY SCHOOL

The thrust of this component is to help future teachers acquaint themselves with Afro-American history and culture. It will help them utilize modules to teach Afro-American studies as a part of the Social Studies Program in the public schools. There are several areas of concentration:

- A. The influence of Black Studies on world civilization, including Pre-Columbian Times, Columbian Times, the Revolutionary War, the Civil War and Modern Times
- B. Exploration of the New World by Africans who accompanied European Explorers
- C. Afro-American Heroes who fought or helped in the Revolutionary War for the nation's independence
- D. The Afro-American and the Civil War
- E. The struggle for freedom and recognition in modern times

X. INTERRELATED MEDIA

This component is designed to help equip the prospective teacher to teach in a media-dominated society. It aims to develop an understanding of these media and the ways they can be used. The component consists of the following areas of concentration:

- A. Art Appreciation
  - 1. Art and the child's inner vision
  - 2. Art and the child as maker
- B. Art correlated with subject areas
- C. Television and Video Tape
- D. Film
- E. Music
- F. Drama

#### XI. FOUNDATIONS OF EDUCATION

A basic commitment of foundations is to insure that each prospective teacher initially explores the field of education, and the complex task of teaching to learn whether a career in education is desirable for him. He would identify himself with the tasks he confronts during his college preparation and plan ways in which he can develop into the most competent teacher possible. Furthermore, the foundations experience is based upon the belief that the philosophical underpinning of teaching excellence can come about only when one has knowledge about who he is and the way he must operate within the context of school and society. The areas of concentration are:

- A. American Education and the changing American Society
- B. Philosophy, methodology and curriculum—theory and practice
- C. The teacher as a professional—his roles, skills, knowledges and abilities

#### XII. MANAGEMENT FOR EFFECTIVE CLASSROOM TEACHING

This component focuses on the role of the classroom teacher as a manager of the learning environment. The areas of concentration are:

- A. Planning and organizing the learning environment
- B. Analyzing teaching behavior
- C. Educational technology and innovation

#### XIII. DRUG ABUSE

Drug abuse, alcoholism and tobacco use is a matter of concern for the total society. This component provides basic information in regard to drug abuse and develops effective methods for teaching children and youth about this problem. This component meets the New York State requirement for drug abuse prevention education. The areas of concentration are:

- A. Basic knowledges
- B. Cross age tutoring
- C. Drugs and the community

#### XIV. COMMUNITY INVOLVEMENT

This component is designed to help the prospective teacher develop awareness and understanding of the community in which he teaches. It focuses on the development of skills in making the educational experiences of children relevant

to the needs and concerns of the community. It focuses, also, on the involvement of the community in the educational process. The areas of concentration are:

- A. Pupil—community involvement.
- B. Parent—pupil relationships.
- C. Parent—teacher relationships.

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Dr. Phillips is completing his third year at Medgar Evers College. Among the many committees on which he serves are Academic Regulations, Waiver and Ceremonial Occasions.



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