

City University of New York

MEDGAR '75 EVERS COLLEGE '76

1150 CARROLL STREET BROOKLYN, N.Y. 11225

1150 Carroll Street

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
212-493-3641

Prepared by the Office of College Relations

Calendar For 75-76
FALL SEMESTER, 1975

Labor Day	September 1	Monday
Period of Registration and Orientation Activities	September 8-12	Monday through Friday
Yom Kippur—No Classes	September 15	Monday
First Day of Classes	September 16	Tuesday
Late Registration	September 16 & 17	Tuesday & Wednesday
Columbus Day—No Classes	October 13	Monday
Election Day—No Classes	November 4	Tuesday
Last Day to Drop Classes with W grade	November 7	Friday
Veterans Day—No Classes	November 11	Tuesday
Conversion Day—Follow Thursday Schedule	November 26	Wednesday
Thanksgiving—No Classes	November 27 & 28	Thursday & Friday
Christmas Recess—No Classes	December 24-31	Wednesday through Wednesday
New Years Day—No Classes	January 1, 1976	Thursday
Last Day of Classes	January 7	Wednesday
Reading Days	January 8 & 9	Thursday & Friday
Final Exams	January 12-14	Monday through Wednesday

Human Rights Day—No Exams	January 15	Thursday
Final Exams	January 16 & 19	Friday & Monday

SPRING SEMESTER, 1976

Period of Registration and Orientation Activities	January 26-30	Monday through Friday
First Day of Classes	February 5	Thursday
Late Registration	February 5, 6 & 9	Thursday, Friday & Monday
Lincoln's Birthday— No Classes	February 12	Thursday
Washington's Birthday— No Classes	February 16	Monday
Conversion Day—Follow Monday Schedule	February 20	Friday
Last Day To Drop Classes with W grade	March 26	Friday
Spring Recess—No Classes	April 12-16	Monday through Friday
Last Day of Classes	May 21	Friday
Reading Days	May 24 & 25	Monday & Tuesday
Final Exams	May 26-28	Wednesday-Friday
Memorial Day—Holiday	May 31	Monday
Final Exams	June 1 & 2	Tuesday & Wednesday
Commencement	June 16	Wednesday

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ABOUT MEDGAR EVERS COLLEGE

Medgar Evers College is one of the ten senior colleges within the City University of New York, the largest public municipal university in the world. The College, named for Black civil rights leader Medgar Evers who was killed in his native state Mississippi in 1963, opened in September, 1971. Situated in Central Brooklyn, Medgar Evers College offers both two and four-year degree programs.

OBJECTIVES OF THE COLLEGE

Medgar Evers College seeks to provide a supportive collegiate surrounding with the highest possible quality of education which will enable its students to develop as individuals who are not only competent and successful, but who enjoy the full quality of life.

Seven fundamental objectives flow from this general goal:

1. Development of a strong professional career-oriented curriculum without neglecting the liberal education of the student. Medgar Evers College is dedicated to increasing the number of professionally prepared people in the central city. It seeks to break the traditional cycle of mutual rejection between the economically and educationally deprived persons and institutions of higher education.
2. Mastery of the basic skills of communications and reasoning, such as reading, writing, speaking, computational operations and problem-solving.
3. Knowledge of and appreciation for one's cultural heritage and capacity for creativity, recreation, and self-renewal. This includes knowledge of major art, musical, literary, and drama forms, appreciation of the diversity of mankind's cultural and historical heritage, and development of individual creative talent.
4. Understanding the sociopolitical processes of society in order to participate effectively in and contribute to these processes in both the broader society and in the inner city from which our students come.
5. Understanding of, respect for, and ability to relate to other peoples in terms of self-understanding as well as appreciation for those of different sex, origins, cultures, and aspirations.
6. A commitment to life-long education and development of programs, courses, and activities to meet the needs and interests of our students.

7. Responsive to the educational concerns of the surrounding communities. To ensure a greater responsiveness to community needs, representatives from the Brooklyn community play an active part in College planning.

THE ACADEMIC STRUCTURE OF MEDGAR EVERS COLLEGE

Medgar Evers College is organized into programs and divisions. Programs include Continuing Education, 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

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, *A Guide to Freshman Admissions*. This book can be obtained from either high school advisors, the Office of Admissions Services at 875 Avenue of the Americas (N.Y.C. 10001), or from the Medgar Evers College Admissions Office.

Applications for Admission should contain six choices of colleges and curricula listed 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 who 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 the 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 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 preprinted 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 along with the \$10.00 application fee.
- 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

or

Office of Admissions Services
City University of New York
875 Avenue of the Americas
New York, New York 10001

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 and \$10.00 application fee 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 of the Regular Freshman Application.
- E. Students with foreign credentials who have permanent resident 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 Admissions Services
875 Avenue of the Americas
New York, New York 10001

ADVANCED STANDING

Beginning with the Fall 1975 Semester, all advanced standing applications will be processed centrally through the Office of Admissions Services. This procedure will permit the advanced standing applicant to apply to several colleges while filing only one application and paying only one application fee.

Centralized transfer applications may be obtained from: Office of Admissions Services, 875 Avenue of the Americas, New York 10001 or at any of the CUNY college Admissions Offices.

Students currently attending a CUNY unit may obtain a transfer application from the college's Admissions Office or Registrar. The completed application form should be re-

turned to the Registrar's Office together with a completed Transcript Request Form. The Registrar will then forward the application and transcript to the Office of Admissions Services. Students currently enrolled are exempt from the \$10.00 application fee.

Students who have previously attended a CUNY College and students who have credits accumulated while attending other colleges may obtain the transfer application from one of the locations listed above. The application accompanied by a \$10.00 application fee should be forwarded to the Office of Admissions Services. All colleges previously attended must forward official transcripts directly to the Office of Admissions Services.

Any student may apply for advanced standing admission to the College, if he has completed credits at another college or university with a minimum grade point average of 2.0. This regulation applies to both matriculants and non-matriculants. Applicants who have completed less than 24 college credits must also provide a copy of their high school transcripts. Applicants for the Nursing Program must meet more stringent requirements. (see page 78.)

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

Courses completed with grades of "D", or lower than 70%, at institutions outside of CUNY are not transferable. 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.

IMPORTANT DEADLINES

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. Early application generally results in early allocation. In addition, students allocated in the earlier phases have a greater chance of receiving their first program choices. The deadlines for each of the phases may vary slightly from semester to semester. Therefore, students should contact the Admissions Office for such information.

All foreign students with temporary visas must file an application with the Foreign Student Division of the Office of Admissions Services. There is no application deadline. Applications will be accepted and processed as long as space is available.

Advanced Standing applicants should apply no later than March 15 for the Fall semester and no later than November 1 for the Spring semester. Applications received after the deadline will be processed on a space available basis.

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 toward 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 ($6 \times 4.0 = 24.0$). 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:

Grade	Numerical Value	Credit	Grade Points
A	4.0 ×	6	24.0
B+	3.5 ×	3	10.5
B	3.0 ×	10	30.0
C+	2.5 ×	8	20.0
C	2.0 ×	3	6.0
Total		30	Total 90.5

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.

COLLEGE-WIDE ACADEMIC REQUIREMENTS

Regardless of academic major, all students must meet the following requirements:

REQUIREMENTS FOR ALL DEGREE CANDIDATES

1. It is desired that all students pass a comprehensive examination at the 12th grade level. Students who score below the 10th grade level must take supportive assistance work in the Academic Development Division until they reach the minimum level. This requirement must be satisfactorily completed before a student will be permitted to take a full load of regular college courses.
2. Upon meeting the minimum reading requirement, students must pass the English Department Writing Sample. This must be passed prior to entering English 100.
3. Course requirements include:
English 100 and English 150, or the equivalent
NSM 001 (Math) or the equivalent
Philosophy 101—Introduction to Logic
4. Students must pass a test of writing proficiency sometime within the first two years of full college work.

REQUIREMENT FOR ASSOCIATE DEGREE CANDIDATES

In addition to the requirements listed for all degree candidates, applicants for an associate degree must pass a comprehensive Divisional examination in their major subject area. This exam must be taken just prior to the student's last college semester, in order that those not passing the exam may be provided with additional assistance by the Division.

REQUIREMENTS FOR BACHELOR DEGREE CANDIDATES

In addition to the requirements listed for all degree candidates, applicants for a bachelor's degree must pass a standardized national comprehensive examination which tests the students' general achievement plus a comprehensive examination in

their major subject area. The latter must be taken just prior to the last semester of the senior year. This will enable the Division to assist those not passing.

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.

SEQUENCE OF COURSES

Students must enroll in courses according to the general numbering system. For instance, in a subject such as psychology, 100 level courses should be taken before 200 level courses, 200 level before 300 level and 300 level before 400 level.

Exceptions to this regulation must be approved of by the student's academic advisor.

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 exceeding those permitted by law or by the Bylaws of the Board of Higher Education, or suspension with/without pay pending a hearing before an appropriate college authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities. In addition, in the case of a tenured faculty member or tenured member of the administrative or custodial staff engaging in any manner in conduct prohibited under substantive Rules 1-8 shall be entitled to be treated in accordance with applicable provisions of the Education Law or Civil Service Law.

3. Any visitor, licensee, or invitee, engaging in any manner in conduct prohibited under substantive Rules 1-8 shall be subject to ejection, and/or arrest by the civil authorities.

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

COMPLAINT TO CIVIL AUTHORITIES.

EJECTION.

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

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



TUITION FEES AND REFUNDS

All fees and tuition charges listed in this College Bulletin and in any registration material issued by the College are subject to change by action of the Board of Higher Education without notice. In the event of any increase in the fees or tuition charges above those listed in this College Bulletin or any other registration material issued by the College, students will be notified as soon as feasible, but in no event later than the date on which they register.

All students must pay the total fees and tuition at the time of registration.

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:

	Fall and Spring Session	Summer Session
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%

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 claims 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 effective 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.



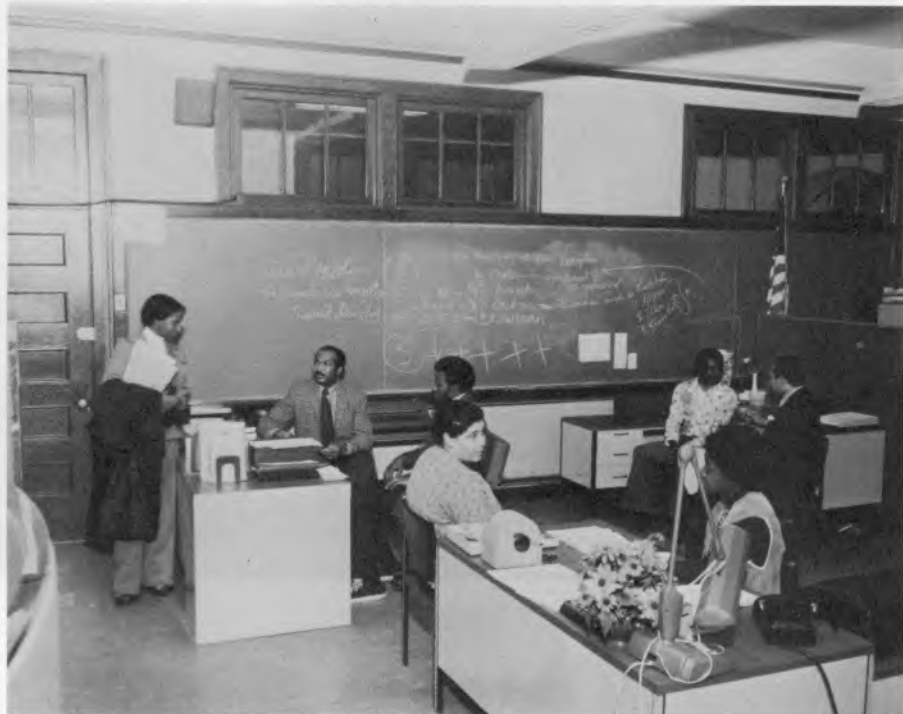
CONTINUING EDUCATION PROGRAMS

The Continuing Education Unit has the general responsibility for initiating and developing cooperative relationships between the college and the community through joint committees, continuing education courses, institutes, workshops and conferences and development of financial support.

Joint committees include organizations sponsored by the College and the community such as the College Community Council, the Continuing Adult Education Advisory Council, the Community Development Committee and the Committee of Friends of Medgar Evers College.

Continuing education courses include offerings in typing, shorthand, accounting and special in-service, staff development and promotional courses offered for New York City and New York State Civil Service Employees.

Adult Education courses include units dealing with English as a Second Language, High School Equivalency and Career Development Adult Basic Education courses, sponsored in cooperation with the New York City Board of Education in an effort to bring high quality education to community residents.



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 this discipline. However, all students are strongly recommended to take at least two courses in either health and/or physical education.

Students majoring in education are required to complete six (6) credits in the area of health or physical education. Health 311—Alcohol, Tobacco and Drugs is a requirement for teacher certification by New York State. Other courses recommended to satisfy the six (6) credit requirement include Elementary Movement Experiences, School and Community Health, First Aid & Safety Education, and Personal Health.

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

All health and physical activity courses may be taken for non-liberal arts elective credit.

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, Varsity Soccer Team, and the Women's Volleyball Club also have very active schedules.

The intramural activities, designed to provide recreational activities, wholesome competitions and informal instruction for all students, are conducted during club hours.

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.
- HEALTH 311—ALCOHOL, TOBACCO, AND DRUGS** 3 hours; 3 credits
The use and abuse of alcohol, tobacco, and drugs. Emphasis on the physiological, 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 134—INTRODUCTION TO YOGA** 2 hours; 1 credit
This course is designed to develop strength flexibility and harmony of mind and body through the practice of "Asanas" or postures, deep relaxation and breath control.
- 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** 2 hours; 1 credit
Analysis, development and practice of elementary skills on the parallel bars, side horse and trampoline.
- PHYS ED 152—ROLLER SKATING**
This course is designed to introduce the student to the basic skating skills with an emphasis on developing an appreciation for skating as a recreational activity.
- PHYS ED 154—TENNIS FOR BEGINNERS (CO-ED)** 2 hours; 1 credit
This 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 receive guidance in determining physical activities suited to their needs and interests in adult life.

PHYS ED 228—FUNDAMENTALS OF DUAL AND INDIVIDUAL SPORTS (CO-ED) 3 hours; 2 credits
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 defense 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.

DANCE 251—AFRICAN DANCE (CO-ED) 3 hours; 2 credits
A survey of the cultures and dances of 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
This 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.

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 as rapidly as possible 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.

The major specific objectives of the program are as follows:

- A. to develop individual resourcefulness that will allow the student to use fundamental skills in his personal and social development both as an individual and as a contributing member to society;
- B. to help the student learn how to organize materials and conceptualize major academic issues;
- C. to develop a sufficient foundation in basic communication and other requisite skills to enable him to successfully complete his academic program;
- D. to assist students in the development of career goals. It is the responsibility of the Program to guide students in their choice of major fields and academic programs required for the completion of chosen majors and the development of professional 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 communication 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 serving as a realistic model and/or vehicle for the teaching of language to our students.

COMMUNICATIONS PROCESSES II

7½ hours; 4.5 credits

During the second half of Special Programs Core, emphasis will be on 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. Students are expected to prepare at least one research paper and make at least one oral presentation based on one aspect of language themes.

READING LABORATORY*7½ hours; 4.5 credits*

Special Programs' Reading Laboratory is an adjunct, both conceptually and geographically, to actual language communication classes. This laboratory, as presently conceived, is designed to work integrally with communication classes, providing a means for the student to effectively carry out the reading aspect of his language assignment. It is also designed to provide vital diagnosis of individual remedial programs in a wide range of reading skills. The laboratory, like the reciprocal classes, will provide 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. Students who have been diagnosed as candidates for the laboratory will attend a minimum of three hours per week. The laboratory, like the reciprocal classes, will provide students with reading tasks and material which will enable them to successfully meet the requirements of their respective classes which are dependent upon their ability to read proficiently.

GROUP AND INDIVIDUAL COUNSELING*1¼ hours; No credit*

All SEEK students, both freshmen and advanced, are required to allow time in their program schedules 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 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.

Advanced Special Programs students, who have shown exceptional skill in mastering the counseling objectives and who display mastery of specific academic skills, can request exemption from Advanced Group Counseling and tutor other Special Programs students who request such assistance.



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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.

Two degrees in Public Administration are offered; an Associate in Science (A.S.) degree in Public Administration requiring 66 credits for completion; and a Bachelor of Science (B.S.) degree in Public Administration requiring 128 credits.

Completion of the recommended lower division program of study satisfies the requirements for the A.S. degree. Completion of the recommended lower and upper division programs satisfies the requirements for the B.S. degree.

THE ASSOCIATE DEGREE PROGRAM IN PUBLIC ADMINISTRATION

The lower division program consists of 66 credits and leads to the A.S. degree in Public Administration. Students are required to satisfactorily complete six (6) courses in Public Administration, and other course work in Liberal Arts including a heavy concentration in the Social Sciences. Two additional courses in Public Administration are offered as recommended electives.

The lower division course work 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 yielding 9-10 credits each semester and who are willing to undertake study during three successive summers can complete the Program in three calendar years.

Students who need work in Academic Development devote the first semester of study to this and to P.A. 100, Orientation to Public Administration. They may register for P.A. 101 and subsequent courses in the Public Administration sequence after completion of work and test-out requirements in the Division of Academic Development.

These students and others whose grade point averages and personal circumstances warrant it, undertake programs which yield fewer credits, thereby increasing the time necessary to complete the requirements for the Associate Degree.

Each required and prerequisite course in Public Administration must be completed with a grade of "C" or better before the student enrolls in a subsequent course. Any course in Public Administration not passed with at least a "C" may be repeated one time only.

THE BACCALAUREATE DEGREE PROGRAM IN PUBLIC ADMINISTRATION

Optimal progress towards the B.S. degree for part-time students who have completed the lower division requirements is projected on a five semester basis, contingent upon the student's ability to handle three courses totalling 10-11 credits each semester and the willingness to undertake study during two successive summers. Those whose academic achievement and personal circumstances warrant it will undertake programs which yield fewer credits each semester, thereby increasing the time necessary to complete the requirements for the degree.

Each required and prerequisite course in Public Administration must be completed with a grade of "C" or better before the student enrolls in a subsequent course. Any course in Public Administration not passed with a "C" may be repeated one time only.

Candidates for graduation must have an overall minimum average of 2.25 in lower and upper division courses in Public Administration, but must have an average of 2.50 in upper division Public Administration courses, to receive the B.S. degree in Public Administration.

Admissions

Students who apply for advanced standing are required to meet the general advanced standing requirements of the College (see page 9).

Completion of all required and prerequisite courses in Public Administration with a grade of "C" or better is required of all transfer students, as well as students who complete their lower division work in Public Administration at Medgar Evers College.

Off-Campus Instruction

Courses in Public Administration and other subjects are offered at various agency loca-

tions throughout the City to enable working adults to attend classes off-campus. The location of these classes is established each semester on the basis of a number of factors including potential enrollment, student needs, available resources, and College practices.

Most part-time students will complete a substantial number of semesters of study at on-site classes in or near the agencies where they are employed. At least four semesters of on-site study is projected for lower division courses. Availability of on-site upper division courses will be determined by the feasibility of doing so in light of individual student's programs, potential enrollment, and instructional resources needed for various courses.

**RECOMMENDED PROGRAM OF STUDY
IN PUBLIC ADMINISTRATION
(B.S. DEGREE)
(For Part-Time Students)
LOWER DIVISION**

First Semester	Credits	Second Semester	Credits
Engl 100-College English I	3	Engl 150-College English II	3
PA 101-Structure of Gov't Agencies	4	PA 120-Development of Public Programs	3
PA 111-The Individual and Public Bureaucracy.....	2	Pol Sci 202-Intro. to American Gov't.....	3
	9		9
First Summer			
Phil. 101-Intro. to Logic.....	3		
	3		

Third Semester	Credits
PA 130-Uses of Information Systems	4
Psych 101-Introductory Psychology	3
Speech 101 or 102-Voice and Diction	3
	<hr/>
	10

Second Summer	
Pol Sci 216-State and Local Government.....	3
	<hr/>
	3

Fifth Semester	
PA 210-Seminar and Practicum in Urban Problem-Solving	3
Eco 101-Intro. to Political Economy.....	3
Electives.....	3-5
	<hr/>
	9-11

Third Summer	
Electives.....	0-4
	<hr/>
	0-4

Fourth Semester	Credits
PA 201-Government Communications.....	3
Hist 101-Fund. of History	3
NSM 101-Intermediate Algebra.....	3
	<hr/>
	9

Sixth Semester	
PA 220-Public Agency Organization	4
Soc 101-Intro. to Sociology	3
PA 230-Seminar in Analysis of Program Materials	3
Electives.....	0-2
	<hr/>
	10-12

**RECOMMENDED PROGRAM OF STUDY
IN PUBLIC ADMINISTRATION (B.S. DEGREE)
(For Part-Time Students)
UPPER DIVISION**

Seventh Semester	Credits	Eighth Semester	Credits
PA 301-Current Trends in Organizational Response	4	PA 401-The Public Service Work Force	4
Science*	3-4	Science Elective	3-4
Fr 101 or SPN 101-Beginning French or Spanish	3	Fr 102 or SPN 102-Beginning French or Spanish II	3
	10-11		10-11
Fourth Summer			
Eco 203-The General Economy	3		
	3		
Ninth Semester		Tenth Semester	
PA 410-Public Policy as it Affects Agencies	4	PA 460-Practicum: Administrative Decision-Making	4
NSM 101-Intermediate Algebra	3	Pol Sci-300-The American Presidency	3
Humanities I-Intro. to Humanities	4	Hum II-Intro. to Humanities II	4
	11		11
Fifth Summer			
Public Finance	3		
History Elective	3		
	6		

Eleventh Semester	Credits
Pol Sci 340-Political and Social Movements in the Americas	3
Advanced Statistical Methods**	3
Electives	4
	10

TOTAL CREDITS 128

*NSS 101-Intro to Physical Science is recommended 3 credits
 **This course is currently being developed for PA majors, 3 credits

COURSE DESCRIPTIONS

- PA 100—ORIENTATION TO PUBLIC ADMINISTRATION** *2 hours; 2 credits*
 Orientation to Public Administration as a field of study shaped by the developments in the social sciences, as it relates these developments to the work of public and quasi-public agencies, is examined; emphasis is placed upon the way in which academic training and professional competence in generic and specialized fields of Public Administration can prepare students both to anticipate and participate in a variety of agency activities. (For students enrolled in one or more courses in Academic Development).
- 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 111—THE INDIVIDUAL AND PUBLIC BUREAUCRACY** *2 hours; 2 credits*
 Examination and appraisal of agency positions and responsibilities as they relate to organizational structure and goals. Modern personnel and promotional systems and trends which affect public employees' growth and mobility.

- PA 120—DEVELOPMENT AND IMPLEMENTATION OF PUBLIC PROGRAMS** 3 hours; 3 credits
Students examine the process of public program development from its legislative origins to state and federal administrative implementation. The role of the executive branch of government in initiating programs is studied, as well as intergovernmental activity in major program areas. Students utilize techniques of statutory analysis and interpretation. Prerequisites: PA 101, PA 111.
- PA 130—USES OF INFORMATION SYSTEMS IN AGENCY PLANNING, ADMINISTRATION, AND EVALUATION** 4 hours; 4 credits
Techniques and methods used in the identification, collection and organization of agency data into information systems incorporating well-planned and supportive documentation; utilization of data in the design, analysis, planning, control and evaluation of public programs. Prerequisite: PA 120.
- PA 201—GOVERNMENT COMMUNICATIONS** 3 hours; 3 credits
External communication systems, practices, and policy issues involved in modern government operations. Relationships among government agencies, quasi-public, community-based agencies, and the public-at-large are studied; and issues which arise in a democratic society which demand openness and accountability from the public sector. Prerequisite: PA 130.
- PA 210—SEMINAR AND PRACTICUM IN URBAN PROBLEM-SOLVING** 3 hours; 3 credits
Conceptual foundations and professional practices utilized in the design and planning of viable, community-based program operations. Students identify urban problems which require a public programming response and individually construct a comprehensive proposal which embodies an appropriate programmatic response to the problem. Students utilize a theoretical model in designing the proposal, and proposals must reflect professional competency in developing program plans and projections. Prerequisites: PA 120 and PA 130.
- PA 220—PUBLIC AGENCY ORGANIZATION: ISSUES IN PLANNING AND MANAGEMENT** 4 hours; 4 credits
The organizational problems of public agencies are researched and analyzed. Special attention is called to the planning, budgetary, and personnel systems within an organization, what problems originate within these systems, and how an organization goes about solving those problems. Prerequisites: PA 130 and PA 201.
- 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, and legislation. Prerequisite: PA 201.

PA 301—CURRENT TRENDS IN ORGANIZATION RESPONSE TO PRESSURES AND CHALLENGES IN THE URBAN ENVIRONMENT

4 hours; 4 credits

Examination of pressures and challenges facing public administration today and identification of current trends which reveal responses of organizations in the public sector to the urban environment. Emphasis is placed upon the philosophical values involved in organization conflicts. Evaluation of various approaches to administrative organization and program administration. Prerequisite: PA 220.

PA 401—THE PUBLIC SERVICE WORK FORCE AND THE URBAN ADMINISTRATOR AS AN AGENT OF CHANGE

4 hours; 4 credits

Examination of professional and managerial issues, as well as current public policies and personnel practices, which shape (or limit) the role agency personnel can play in working for social change. Analysis and articulation of the roles which the agency or program administrator may play in response to the needs of urban communities and community residents, including that of ombudsman and advocate. Prerequisites: PA 220, PA 301.

PA 410—PUBLIC POLICY AS IT AFFECTS URBAN AGENCIES

4 hours; 4 credits

Governmental policy making is examined in relation to agency activity as it affects urban life. Student research examines government structure and statutory intent, shaping policy outcome. Methodology includes identification of the policy process, definition of policy alternatives, and evaluation of results. Prerequisites: PA 201, PA 301.

PA 460—PRACTICUM: ADMINISTRATIVE DECISION-MAKING IN GOVERNMENT AGENCIES

4 hours; 4 credits

Effective administrative decision-making is judged according to the joint use of professional skills and organizational resources. Individual class reports present comprehensive analysis of a major administrative decision. The report is expected to reflect professional skill in decision-making involving authority structure, its available resources, and external relationships. Class participation is structured according to the conference model of role-playing, in which the strengths and weaknesses of various organizational and extra-organizational roles are elucidated. Prerequisites: PA 401, PA 410.

THE DIVISION OF ACADEMIC DEVELOPMENT

This Division focuses upon student readiness, addressing itself directly to the language needs of all incoming students. In terms of these needs, its task involves preparing students for meaningful participation in an academic experience within the College community. Its functions include the following activities:

- A. A diagnostic testing program,
- B. A program of supportive teaching (counselling),
- C. Direct instruction focusing upon communicative and interpretive skills,
- D. An extension education program,
- E. A program of research and evaluation.

TESTING AND IN-PLACEMENT

The test battery currently administered by the College includes the use of the following instruments: the Iowa, the Missouri, a writing sample and a personal information profile. From these instruments, an inventory is developed showing skills, performance, and information levels of incoming students with respect to their use of language. These instruments are used as yardsticks to make an initial evaluation of incoming students language strengths in reading skills, writing skills, knowledge of language structure, general experiential background and in determining the entire range of learner competencies in the areas of needs, resources, readiness, and aspirations.

These data are used to determine initial placement either within the Division or into the regular college program. Based upon the student's performance in individual test categories, he may be required to register for one or more courses within the Division, with the remainder of his load made up of courses outside the Division. Or, he may be recommended for direct entry into a degree program.

After initial testing, students assigned to the Division will receive further testing in three categories:

1. An informal inventory within assigned class prior to the start of instruction. The inventory seeks to further refine test distinctions and to recheck initial course assignments. Students performing within a certain range in the inventory would be considered for Placement Adjustment.

2. Process testing which will include regular quizzes, midterm and final examinations, as well as on-going classroom performance as a means of measuring student progress.
3. Testing-out which combines data derived from the process testing and additional information provided by the retesting of students using the Iowa, Missouri, and on occasion a writing sample. This system enables students opportunity to move out of the Division into a regular degree tract without any further supplementary language instruction.

Support Teaching and Personal Counselling

This phase constitutes the core of the program and focuses on student attitude, matters of motivation, and self-concept. Most students who are placed within the Division demonstrate a need for the kind of supportive instructional services which counsellors provide.

Within the Academic Development Division, the counselling function is largely one of instruction. Counsellors spend periods in the classroom observing students, tutoring, serving as substitute teachers, and, in general, totally familiarizing themselves with the academic needs and general difficulties encountered by their students within the learning environment.

DIRECT INSTRUCTION

The following is a brief description of the courses offered within the division:

COURSE DESCRIPTIONS

ACD 050—BASIC WRITING

4 hours; 2 credits

The focus of this course is to develop the 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 an 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/word study skills. Students will be grouped in small classes in which their needs will be diagnosed and individual programs prescribed. In addition to the regularly scheduled examination, unit-wide tests will be offered during the 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).

ACD 052—LANGUAGE STRUCTURE

2 hours; ½ 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 instruction.

ACD 052—LANGUAGE STRUCTURE (ESL)

4 hours; ½ 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 is 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).

- * (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 054—COMPREHENSIVE LANGUAGE

4 hours; 2 credits

This course is designed to cover basic skills in language structure, writing and developmental seminars. Grammar, usage, vocabulary development and sentence structure will be covered and related to effective written communication in Standard American English. Study skills, critical and analytical thinking, and general research procedures will also highlight the content of this course.

ACD 060—ADVANCED WRITING

4 hours; 2 credits

All students, who have successfully completed Basic writing 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 Advanced Writing. 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 Basic Reading, or of the students originally scheduled for Basic Reading whose diagnostic test results indicate this placement. Advanced work will cover the higher skills sequence of developing word power, and getting and interpreting meaning. Prerequisite: Permission of the Division or ACD 051—Basic Reading.

OUT PLACEMENT

Students are expected to complete the language requirement within a period of one to three semesters. For this purpose, students are given an opportunity to test out of a basic course into an advanced section at the time of the mid-term examination. This also provides an opportunity for some students to satisfy all the requirements within a period of one semester. The average full load for a student involved in the entire program is indicated below:

Courses	First Semester	
	Contact Hours	Credits
Basic Reading	4	1
Basic Writing	4	2
Structure	2	½

Courses	Second Semester Contact Hours	Credit
Advanced Reading	4	1
Advanced Writing	4	2
Developmental Seminar	2	1

Partial load students are required to take any one or a combination of two courses, or in some instances the Comprehensive Language course by special arrangement. ESL students must take both the Structure and the Developmental Seminar for 4 contact hours with no increase in credit.

EXTENSION EDUCATION

The Extension Education Unit of the Division of Academic Development is an evening program established in cooperation with the Public Administration Program to meet the language skills needs of Public Administration students. To reach these students, basic and advanced reading and writing courses are offered in various centers in Manhattan and the College's main campus at 1150 Carroll Street. The program aims to teach college level reading and writing skills to improve aural-oral proficiency, and to give greater experience in the use of language skills in content area courses.

An important aspect of the Extension Education Unit is the counselling-tutorial service. Plans to further expand this phase of the program are in progress.

RESEARCH AND EVALUATION

The Academic Development Program, operational for one year, was introduced at the College to replace the CORE Program. The research component is a significant part of the program's operation providing a system for ongoing data assessment through which new methodologies may be explored for building upon and improving the program.

STUDY AND READING CENTER

The Division also provides additional services for its students through the functions of its Study Center and College Reading Center.

The Study Center is located on the Clermont campus and offers special short-term assistance to students who need help with term papers, class assignments and special projects.

The College Reading Center provides primary services for students who experience reading difficulties.

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 Part one of 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 Secretarial Administration
- C. One-year Certificate Program in Legal Research (Open to students who have received their two-year Associate degree).

ACADEMIC STANDARDS

ACCOUNTING MAJORS¹

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

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

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. A grade of D in a student's field of concentration (marketing, management, finance) will not be accepted for credit toward a degree in business.

INCOMPLETES

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.

COMPREHENSIVE EXAMINATION

During the junior year or at the completion of the core of business courses that all Accounting and Business majors are required to take, students will sit for a comprehensive examination which they must pass in order to receive their degree in Accounting or Business. The core of business courses are:

Accounting 271, 272
Finance 151, 251
Marketing 231

Management 211
Law 101, 102

SECRETARIAL SCIENCE MAJORS²

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

² 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)**

First Semester	Credits	Second Semester	Credits
Engl 100-College English I.....	3	Engl 150-College English II	3
NSM 101*.....	2	NSM 210	4
Fin 151	3	Law 102-Bus Law	3
Law 101-Bus Law.....	3	Acc 272	3
Acc 271.....	3	Sec 150-College Typing	2
	14		15
 Third Semester		 Fourth Semester	
Acc 311	3	Acc 312-Intermediate Accounting ...	3
Eco 203	3	Eco 201	3
Mar 231	3	Man 211	3
NSM 212	3	Soc 101	3
NSS 102	3	Fin 251	3
Law 103.....	3	Engl 200-Business Writing	3
	18		18
 Fifth Semester		 Sixth Semester	
Acc 374.....	3	Acc 478	2
NSM 103-Precalculus	4	Bus 291	3
Acc 474-Taxation.....	3	Psych 101	3
Liberal Arts Electives**	8	Acc-475	3
	18	Liberal Arts Electives**	6
			17

*Admittance to Math 101 (NSM 101) is dependent upon successful completion of either a placement exam or NSM 100 (a one credit course in elementary algebra)

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

Seventh Semester	Credits	Eighth Semester	Credits
Acc 471	4	Acc 472	2
Acc 476	3	Acc 473-Auditing	3
Speech 101	3	Acc 401-Field Experience	3
Liberal Arts Electives**	5	Liberal Arts Electives**	5
	15		13
		Total Credits	128

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

First Semester	Credits	Second Semester	Credits
Engl-100—College English I	3	Engl-150-College English II	3
NSM 101***	2	NSM 210	4
Bus 103	3	Fin 151	3
Law 101	3	Law 102-Bus Law	3
Acc 271	3	Acc 272	3
	14		16
 Third Semester		 Fourth Semester	
Eco 203	3	Eco 201	3
NSM 212	3	NSM 103	4
Man 211	3	NSS 102	3
Mar 231	3	Fin 251	3
Engl 200	3	Bus 291	3
	15		16

**Must be taken in Liberal Arts or Science area.
***Admittance to Math 101 (NSM 101) is dependent upon successful completion of either a placement exam or NSM 100 (a one credit remedial course in elementary algebra).

Fifth Semester		Credits	Sixth Semester		Credits
Soc 100	3		Speech 101 or 201.....	3	
Psych 101	3		Liberal Arts Electives*	6	
Liberal Arts Electives*.....	3		Business Electives**	6	
Man 413.....	3				
Business Elective**.....	3				
		15			15
Seventh Semester			Eighth Semester		
Liberal Arts Electives*	8		Liberal Arts Electives*	6	
Business Electives**	9		Business Electives**	3	
		17	Field Experience Bus 401.....	3	
					12
			TOTAL CREDITS		120

*Must be taken in Liberal Arts or Science Area.

**Business electives include all business courses not otherwise required. In order to concentrate in a particular area of business (Management, Finance or Marketing), a student must include in his electives three courses at the 200 or 300 level and two courses at the 400 level other than those required from a particular area.

NOTE: A student may substitute up to six liberal arts credits for six credits of business electives, where the relevancy of those courses to business is patently demonstrable. Any such substitution requires departmental approval in advance of the course being taken.

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

Executive Option

First Semester	Credits	Second Semester	Credits
Engl 100-College English I.....	3	Engl 150-College English II.....	3
Sec 121-Bus Shorthand I.....	3	Sec 122-Bus Shorthand II.....	3
Sec 151-Typing I.....	3	Sec 152-Typing II.....	3
Bus 103-Intro to Bus.....	3	Acc 271.....	3
Elective*.....	3	Elective*.....	6
	15		18
 Third Semester		 Fourth Semester	
Sec 219-Office Machines.....	2	Sec 224-Bus Shorthand IV and Trans.....	5
Sec 223-Bus Shorthand III and Trans	5	Sec 290-Executive Sec Prac.....	3
Engl 204-Engl for Sec.....	3	Sec 297-Secretarial Exp Sem.....	1
Law 101-Bus Law.....	3	Elective*.....	6
Sec 251-Typing III.....	3		
	16		15
		Total Credits	64

*Must be taken in Liberal Arts or Science area.

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

Legal Option

First Semester	Credits	Second Semester	Credits
Engl 100-College English I	3	Engl 150-College English II	3
Sec 121-Business Shorthand I	3	Sec 122-Bus Shorthand II	3
Sec 151-Typing I	3	Sec 152-Typing II	3
Bus 103-Intro to Bus	3	Acc 271	3
Law 101-Bus Law	3	Law 102-Bus Law	3
		Elective*	3
	15		18
 Third Semester		 Fourth Semester	
Sec 219-Office Machines	2	Sec 294-Legal Sec Prac	3
Sec 293-Legal Sec Prac	3	Sec 232-Legal Shorthand II and Trans	5
Sec 230-Legal Shorthand I and Trans	5	Sec 292-Sec Exp Sem	1
Engl 204-English for Sec	3	Elective*	6
Elective*	3		
	16		15
		Total Credits	64

*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; NSM 210 is Prerequisite for ACC 312.

ACC 374—COST ACCOUNTING

3 hours; 3 credits

A study of costs for managerial planning and control as well as 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 student's 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 cooperative 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 the 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 251.
- 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 scales 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 ex-

amines 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 social 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 interdisciplinary 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 relationships 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.

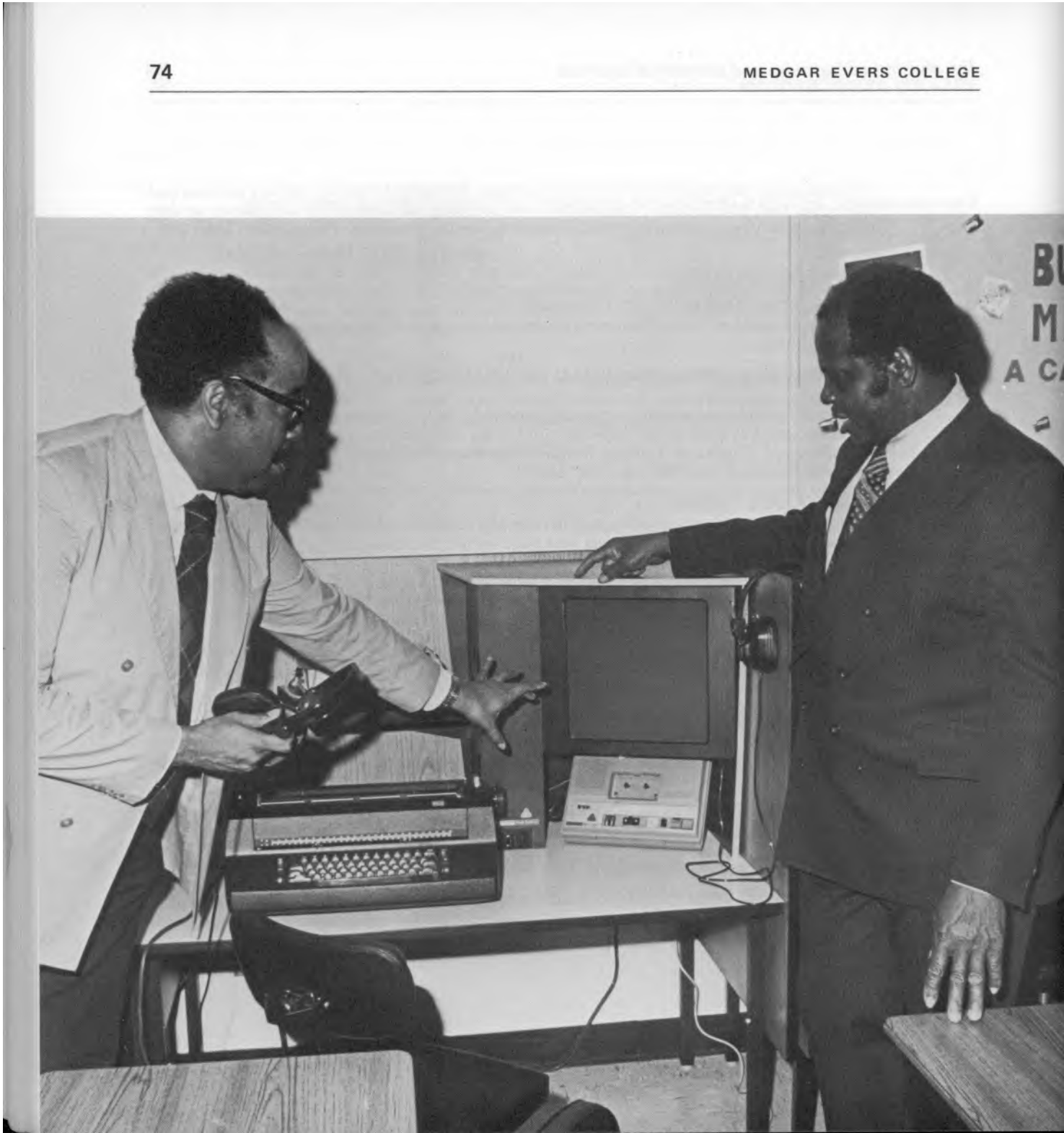
SEC 150—COLLEGE TYPING 3 hours; 2 credits
Typing for personal use was designed to meet the needs of college students. Preparation of simple correspondence, term papers and manuscripts including cover sheet, table of contents, bibliography and footnotes are taught. Fundamentals of machine operation are 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 219—OFFICE MACHINES 3 hours; 2 credits
Skill is developed on the 10-key adding, printing calculator, switchboard, spirit duplicator, mimeograph, offset, electronic calculator, bookkeeping machine, dictaphone, MTST and the keypunch machine. 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 professional 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 293—LEGAL SECRETARIAL PRACTICE I** 3 hours; 3 credits
An in-depth discussion of the activities of the law office with particular emphasis on the duties of the legal secretary. Prerequisite: SEC 122, SEC 152.

SEC 294—LEGAL SECRETARIAL PRACTICE II*3 hours; 3 credits*

This term takes the student from essential legal vocabulary and rhetoric to the understanding of client and court documents. Prerequisite: SEC 293.

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) reflect awareness of the health needs of the residents of the inner city; and (3) provide a two step career ladder in nursing education.

The Program offers both an Associate and Baccalaureate degree. The Associate degree Nursing Program is accredited by the National League of Nursing. The Baccalaureate Program, which began in the Spring of 1974, will receive accreditation upon the graduation of its first students.

THE ASSOCIATE DEGREE NURSING PROGRAM

The Associate degree Nursing Program prepares the student to do direct nursing care in a variety of health settings and to take the State licensure examination. It is subdivided into two parts: Pre-Nursing, which consists of the student's first period in college; and the Nursing Program. In the Pre-Nursing period, students take a prescribed series of required courses.

The Associate degree Program requires from two to three years or longer to complete, depending upon the student's rate of progress. Upon admission to the College, students are required to take the following tests:

1. Reading and Writing tests administered by the Division of Academic Development.
2. Mathematics and Natural Science tests administered by the Division of Natural Science and Mathematics.

Students who satisfactorily pass these tests are admitted directly into the first year nursing sequence as space permits.

Students who do not satisfactorily pass these tests are required to complete the following remedial courses:

1. Reading and Writing as prescribed by the Academic Development Division.
2. Mathematics—NSM 001 (Arithmetic).

3. Natural Science—NSS 011 and NSS 012—Introduction to the Study of Natural Science. Passage of this two-semester course (or the exam) must be taken prior to entrance into NSB 251 (Human Biology 1).

Admissions

A maximum of 80 students are accepted into the Nursing Program each year. Priority is given to Medgar Evers College Pre-Nursing students who have completed the science sequence (NSB 251 and 252; or NSB 251 and NSS 011 or 012). Students who have completed only NSS 011 and 012 may be considered on a space available basis.

Minimum requirements for admission include a grade of "C" in all required courses and a minimum accumulative index of 2.5. Students are also required to satisfactorily pass the Pre-Nursing Examination by the National League of Nursing demonstrating a reading ability level of at least the ninth grade. Also, students must have completed all other required courses in the Pre-Nursing sequence. Students are evaluated and categorized as follows:

1. Academic average
2. Length of time the student has been enrolled in the Program.

Forty-seven percent are taken from the top of category 1, and 47% from the top of category 2. Six percent will be comprised of direct admissions to the Program including newly enrolled students who have passed all remedial exemption examinations and students with advanced standing.

Grade and Promotion

Students accepted into the A.A.S. Nursing Program must maintain a minimum of "C" in required courses. Students who do not maintain a "C" in nursing courses will not be permitted to progress to the next course in the sequence. Other required courses not passed with at least a "C" must be taken the following semester.

Complete adherence to all prerequisites is required. The A.A.S. degree will be awarded upon completion of the 64-67 credit requirement.

REQUIREMENTS FOR A.A.S. IN NURSING

Remedial courses (if necessary)

(Reading and Writing, NSM 001, NSS 011, NSS 012)*

Engl 100/150* and Phil 101*	9 credits
Soc 101*	3 credits
Health Science Requirements*	9 credits
(HSC 112, HSC 105, HSC 106)	
Natural Science and Mathematics	14 credits
(NSB 251*, NSB 252, NSB 361, NSM 111)	
Nursing sequence	32 credits
(Nur 101, 102, 103, 104, 203, 211, 212, 213, 214, 215, 216, 217, 218, 219)	
Total	64-67 credits

* Must be taken in the Pre-Nursing sequence. Remedial courses taken in the A.A.S. Program receive no credit.

STRUCTURE OF NURSING COURSES

With the exception of Nur 203, all nursing courses have been modularized and designed as mini-courses thereby allowing students to progress at their own individual pace. The courses extend from three to eight weeks, and must be passed with at least a grade of "C". Courses not passed with a grade of "C", may be repeated one time only.

THE BACCALAUREATE NURSING PROGRAM

The Baccalaureate Nursing Program prepares the nurse practitioner. The professional nurse is a leader and collaborator with others concerned about health and is sensitive to the needs of the inner city. It is comprised of lower division nursing education (A.A.S.) 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. Students with less than a 2.0 (C) in their nursing courses will not be admitted. In addition, all students seeking admission to the upper division Nursing course work must be licensed professional nurses (PN) in the United States. Credit will be given only for courses with a grade of "C" or above. A limited number of candidates shall be selected each year on the basis of academic average.

All candidates for the Baccalaureate Program in Nursing are required to take the following lower division courses:

Nur 220— Basic Concepts for Nursing Practice in the Inner City (Prerequisite for admission into the B.S. Program)

HSC 106—The Developing Person In the Black and Hispanic Family II

HSC 105—The Developing Person In the Black and Hispanic Family I (Required only for students who have not taken a course in human development).

The above courses, plus the other requirements listed above must be completed before a candidate will be officially accepted into the Baccalaureate Program in Nursing. The course sequence has been set-up so that these requirements may be taken in the first semester and the entire program completed, ideally, in two years.

ASSOCIATE DEGREE GRADUATES FROM CUNY

The A.A.S. graduate will receive the number of credits earned in the program from which he graduates — up to 64 credits. In addition to the courses listed above, he is expected to take the courses necessary to equate the lower division support courses in the A.A.S. Nursing Program offered at Medgar Evers. (Example: courses in Humanities and Social Sciences.)

DIPLOMA SCHOOL GRADUATES

The diploma school graduates will receive 30.5 credits for courses taken in nursing in his diploma school. In addition, credit may also be received for college level courses taken which are appropriately related to the Baccalaureate degree in Nursing. All students are required to take HSC 106, Nur 220, and HSC 105, if an equivalent course has not been taken. Students are encouraged to take all challenge exams offered in the college in non-nursing courses.

Transcript credits in science of diploma school graduates will be evaluated by the Division of Natural Sciences and equivalent credit given. In addition, diploma school graduates may be allowed to take proficiency exams given by the Natural Sciences Division or the College Proficiency Examination given by the State Department of Education. Satisfactory performance on one of these examinations will exempt the student from corresponding courses required in the Nursing curriculum.

ASSOCIATE DEGREE NURSING GRADUATE

The Medgar Evers Associate Degree Nursing Graduate is accepted directly into the upper division Nursing Program.

Grade and Promotion

A student must maintain a "C" in each nursing and health science course, and an overall "C" average in order to keep his standing in the B.S. (upper division) Nursing Program.

THE STRUCTURE OF THE BACCALAUREATE NURSING PROGRAM

The purpose of this program is (1) to prepare a beginning professional nurse practitioner, and (2) to provide a foundation for graduate study. The program is designed to provide the nurse practitioner with the necessary core content for beginning practice, and clinical elective options which will allow the student to obtain breadth and depth in specific health care areas.

Core nursing courses:

- Nur 301—Advanced Nursing Process
- Nur 305—Health Appraisal
- Nur 401—Nursing in the Social System
- Nur 402—Independent Study in Nursing
- Nur 404—Nursing in Family and Community Health

Clinical electives:

- Nur 302—Reconstructive Nursing
- Nur 303—Community Mental Health Nursing
- Nur 304—Gerontological Nursing
- Nur 306—Nursing in Chronic Illness
- Nur 307—Critical Care Nursing

Clinical electives are designed in a manner which permits students to take the theory part of the course for three (3) credits or the theory and practicum together for five (5) credits. They are required to take at least one clinical practicum and two clinical theory courses.

The student may opt to enter a Nurse-Midwifery sequence. To take this sequence, he must be accepted into the Nurse-Midwifery Program at Downstate Medical Center and the B.S. Nursing Program of Medgar Evers College. Courses in the Nurse-Midwifery Program are accepted in lieu of the following:

Course	Credits
Nur 301—Advanced Nursing Process	2
Nur 305—Health Appraisal	5
Nur 404—Nursing in Family and Community Health	2
Clinical Nursing Courses	8
Elective	3
Total	20

Program planning for students in this sequence is done on an individual basis.

**REQUIREMENTS FOR B.S. IN NURSING FOR MEDGAR EVERS A.A.S.
NURSING GRADUATES**

Health Science Requirements (HSC 303, HSC 304)	6 credits
Natural Science and Mathematics (NSP 200, NSM 212)	7 credits
Humanities (SPN 101 or Fr 101, Phil 101 (If not taken), Electives)	9 credits
Social Science (Soc 314, Electives)	9 credits
Business and Secretarial Science (Man 211)	3 credits
Nursing (Nur 301, 305, 404, 402, 401)	17 credits
(Nursing Clinical Electives)	8 credits
Other Electives	5 credits
Total	64 credits

REQUIREMENTS FOR B.S. IN NURSING FOR TRANSFER STUDENTS

Health Science Requirements (HSC 106, HSC 303, HSC 304)	9 credits
Natural Science and Mathematics (NSP 200, NSM 212)	7 credits
Humanities (SPN 101 or Fr 101, Phil.101, Elective)	9 credits
Social Science (Soc 314, Electives)	9 credits
Business and Secretarial Science (Man 211)	3 credits
Nursing (Nur 220, 301, 305, 404, 402, 401)	19 credits
(Nursing Clinical Electives)	8 credits
Total	64 credits

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

CURRICULUM PATTERN A

First Semester	Credits	Second Semester	Credits
Engl 101-English I	3	Engl 150-English II	3
NSB 251-Human Biology I	4	NSB 252-Human Biology II	4
Nur 101	2	Nur 103	2.5
Nur 102	3.5	Nur 104	2.5
HSC 105-The Developing Person I	3	HSC 106-The Developing Person II	3
NSM 111-Measurement of Clinical Assessment	2		
	17.5		15.
 Third Semester		 Fourth Semester	
Nur 211, Nur 212	6	Nur 215, Nur 216	3.5
Nur 213, Nur 214	4	Nur 217, Nur 218	4.5
NSB 361-Microbiology	4	Nur 219	2
Soc 101-Introduction to Sociology .	3	Nur 203	1.5
	17	Phil 101-Intro to Logic	3
			14.5
		Nursing Credits	32
		Total Credits Required	64
		Electives (Optional)	4
			68

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

CURRICULUM PATTERN B

**Program Plan for Students Requiring Three Years
(If No Remedial Courses)***

PRE-NURSING

First Semester (Fall)	Credits	Second Semester (Spring)	Credits
Engl 101-English I	3	Engl 150-English II	3
HSC 112-The Self Concept and Health Careers	3	HSC 106-The Developing Person II	3
HSC 105-The Developing Person I	3	Soc 101-Introduction to Sociology	3
Phil 101-Logic	3	NSB 251-Human Biology I	4
	12		13

FIRST YEAR NURSING

Third Semester (Fall)		Fourth Semester (Spring)	
NSB 252-Human Biology II	4	NSB 361-Microbiology	4
Nur 101	2	Nur 103	2.5
Nur 102	3.5	Nur 104	2.5
NSM 111-Measurement of Clinical Assessment	2		
	11.5		9

*All required remedial courses must be taken during the Pre-Nursing sequence, in addition to the college courses listed. No student will be accepted into Nursing until they are completed.

SECOND YEAR NURSING

Fifth Semester (Fall)	Credits	Sixth Semester (Spring)	Credits
Nur 211, Nur 212	6	Nur 215, Nur 216	3.5
Nur 213, Nur 214	4	Nur 217, Nur 218	4.5
		Nur 219	2
		Nur 203-Nursing In The Inner City	1.5
	10		11.5
		Total Credits Required	64
		Electives (Optional)	3-4
			67-8

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

First Semester	Credits	Second Semester	Credits
Nur 301-Advanced Nursing Process	2	Nur 305-Health Appraisal	5
NSM 212-Statistics*	3	HSC 303-Epidemiology	3
Nur 220-Basic Concepts for Nursing Practice In the Inner City** or Elective	2	NSP 200-Physics	4
HSC 106-The Developing Person II** or Elective	3	Man 211-Intro to Business Management	3
Phil 101-Logic*** or Humanities Elective	3		
SPN 101-Beginning Spanish I or Beginning French I	3		
	16		15

*NSM 100 (Beginning Algebra) and NSM 101 (Intermediate Algebra) are prerequisites. The student may take an exemption exam for NSM 100.

**Not required of Medgar Evers A.A.S. Nursing Graduates.

***Required only if not taken previously.

Third Semester	Credits	Fourth Semester	Credits
Nur 404-Nursing in Family and Community Health	5	Nur 401-Nursing in Social System	3
Clinical Nursing Elective	3	Clinical Nursing Elective	5
Nur 402-Independent Study in Nursing	2	Humanities Electives	3
Soc 314-Public Bureaucracy	3	Social Science Elective	6
HSC 304-Group Behavior	3		
	16		17
		Total of Upper Division Credits	64
		Total of Lower Division Credits	64
		Total	128

COURSE DESCRIPTIONS

**HSC 112—THE SELF CONCEPT AND HEALTH CAREERS
(FORMERLY HSC 100 AND NUR 110)**

3 hours; 3 credits

Course emphasizes personal development and professional coping techniques as preparation for selected health careers. Presentation of central organizing concepts in health care. Discussion of issues relevant to total community health. Recommended for (1) potential nursing students who are taking remedial courses; (2) students who are awaiting admission into the nursing program; and (3) students in general who have an interest in health careers.

HSC 105—THE DEVELOPING PERSON IN THE BLACK AND HISPANIC FAMILY I

3 hours; 3 credits

The study of developmental patterns of individuals of the Inner City from birth through senescence. Emphasis is placed upon the interrelationship of dominant physical, psycho-social, and intellectual factors, basic human needs and the influence that this interrelationship has upon human development.

HSC 106—THE DEVELOPING PERSON IN THE BLACK AND HISPANIC FAMILY II*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. Required for all B.S. Nursing students. Prerequisite or corequisite: HSC 105 or equivalent.

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 of prevention and control of these health problems with emphasis on minority groups within the Central Brooklyn Community. Prerequisite: NSB 361 and the written approval of the Division Chairperson. Prerequisite or corequisite: NSM 212.

HSC 304—GROUP BEHAVIOR AS IT RELATES TO HEALTH CARE: THE DEVELOPMENT OF COLLABORATIVE SKILLS*2 hours, 2 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—BEHAVIORAL CONCEPTS AND THE NURSING PROCESS

(FORMERLY NUR 101/102) *6 weeks; 3 class hours, 3 recitation, 7½ lab; 2 credits, (Fall only)*
Introduction to the basic concepts of Nursing practice. Presentation of the theoretical framework of the Nursing Program, introduction to the nursing process, the concepts of death and dying and mental mechanisms. Basic elements of the psychodynamics of interpersonal relationships are introduced. Principles and practice of basic nursing technical skills are developed. Related laboratory study and appropriate community agencies are used. Prerequisite or corequisite: NSB 251, NSM 111, HSC 105, HSC 106.

NUR 102—BASIC NEEDS AND THE NURSING PROCESS (FORMERLY NUR 101/102)*9 weeks; 3 class hours, 3 recitation, 7½ lab; 3.5 credits (Fall only)*

Application of basic concepts of the nursing process as it applies to the basic needs of the patient/client of the inner city. Basic needs, includes heat regulation, activity, sleep and rest,

oxygen, nutrition and elimination. Continued development of basic nursing technical skills. Prerequisite: Nur 101. Prerequisite or corequisite: NSB 251, NSM 111, HSC 105, HSC 106.

NUR 103—NURSING OF THE CHILDBEARING FAMILY (FORMERLY NUR 103/104)

½ semester, 3 class hours, 6 lab; 2.5 credits

Fundamental principles underlying the care of the childbearing family before, during and after parturition. The emotional aspects of childbearing are explored as they relate to the developing family at different stages of the life cycle. The problems of unwed mothers and fathers as they relate to the childbearing family are included. Principles of care for the mother with clinical problems are explored. Laboratory settings will include hospitals, comprehensive health center, Community health agencies and Family Planning Center. Prerequisite: Nur 102, HSC 105. Prerequisite or corequisite: NSB 252.

NUR 104—NURSING OF CHILDREN (FORMERLY NUR 103/104)

½ semester; 3 class, 6 lab; 2.5 credits

Principles of health care for the normal child as he evolves from infancy to adolescence. Presentation of major health needs of the new-born, infant, toddler, pre-schooler, school-age child and adolescent. The meaning and significance of illness and hospitalization to the child as they relate to each phase of development. Clinical settings will include hospitals, comprehensive health care center, head start programs, and community health agencies. Institutional and community settings for children with special disabilities are included. Prerequisites: NSB 251, Nur 102, HSC 105. Prerequisite or corequisite: NSB 252.

NUR 203—NURSING IN THE INNER CITY

1.5 class 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 courses. Prerequisite or corequisite Nur 201; to be taken by all R.N. students wishing a B.S. in Nursing.

NUR—211/212/213/214/215/216/217/218/219

NURSING OF PATIENTS WITH PATHOPHYSIOLOGICAL AND PATHOPSYCHOSOCIAL CONDITIONS (FORMERLY NUR. 201/202)

(A one year course) 6 class hours, 12 lab; 10 credits each semester, Fall & Spring

This is a nine course sequence, which is taken over a two semester period; dealing with the psychosocial and physical alterations which people experience and which will cause change along the wellness-illness continuum. The focus is directed towards helping nursing students to acquire skills which enable them to assist their clients in meeting basic needs which have been altered, either physically or psychologically, 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 psychodynamic 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. Prerequisites: Nur 103, 104, NSB 252. Co-requisite NSB 361.

NUR 211—NURSING OF PATIENTS WITH SEVERE ALTERATIONS IN PSYCHO-SOCIAL FUNCTIONING

5 weeks; 6 class hours, 12 lab; 3.5 credits

This course continues with the fundamental concepts of psychodynamic nursing and focuses on clients with severe alterations in needs for love and belonging, self-esteem and self-actualization.

NUR 212—NURSING OF PATIENTS WITH OXYGEN NEEDS RELATED TO CARDIO-VASCULAR FUNCTIONING

4 weeks; 6 class hours, 12 lab; 25 credits

The physiological need of oxygen altered by disorders of the cardiovascular mechanism and in the transportation of blood and nutrients to the cell is the focus of this course.

NUR 213—NURSING OF PATIENTS WITH ALTERED OXYGEN NEEDS RELATED TO RESPIRATORY DISORDERS

3 weeks; 6 class hours, 12 lab; 2 credits

This course deals with the physiological need of oxygen caused by alterations in transportation of oxygen to the cells.

NUR 214—NURSING OF PATIENTS WITH ALTERED NEEDS OF NUTRITION AND ELIMINATION

3 weeks; 6 class hours, 12 lab; 2 credits

The altered physiological need for nutrition and elimination is discussed as the subject matter in this course.

NUR 215—NURSING PATIENTS WITH ALTERED NEEDS OF ACTIVITY AND REST

2 weeks; 6 class hours, 12 lab; 1.5 credits

Alterations in the physiological need for activity and rest are dealt with in this course.

NUR 216—NURSING OF PATIENTS WITH ALTERED NEEDS OF INTEGUMENT AND FLUID AND ELECTROLYTES

3 weeks; 6 class hours, 12 lab; 2 credits

Alterations of the integument and fluid and electrolytes which interfere with the client's ability to satisfy the need for safety and security.

NUR 217—NURSING OF PATIENTS WITH ALTERED NEEDS OF GENTIO-URINARY AND REPRODUCTIVE FUNCTIONING

3 weeks; 6 class hours, 12 lab; 2 credits

Alterations of gentio-urinary and reproductive functioning as they affect sexuality and interfere with the client's satisfying their need for safety and security.

NUR 218—NURSING OF PATIENTS WITH CENTRAL NERVOUS SYSTEM FUNCTIONING

4 weeks; 6 class hours, 12 lab; 2.5 credits

The altered central nervous system functioning which changes the client's ability to maintain his safety and security is the topic of this course.

NUR 219—NURSING OF PATIENTS WITH ALTERED SENSORY FUNCTIONING

3 weeks; 6 class hours, 12 lab; 2 credits

Alterations due to pathological processes affecting sensory mechanisms which prevent the client from meeting the need for safety and security is the subject matter of this course.

NUR 301—NURSING PROCESS

1½ class hours, 1½ lab; 2 credits

The study of the nursing process as the framework for nursing actions in providing health care for individuals and families. This includes the interpersonal and problem-solving processes in assessing, planning, implementing and evaluating nursing care. A College laboratory is planned for use as a workshop to follow the process using from beginning to end sample case studies. This course is required of all B.S. Nursing students; and an elective for A.A.S. Nursing students. Prerequisite: Nur 103, Nur 104.

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. Prerequisites and/or corequisites: HSC 303; HSC 304, 305 and written approval of the Division Chairperson.

NUR 305—HEALTH APPRAISAL (FORMERLY PHYSICAL ASSESSMENT AND DIAGNOSIS)

3 class hours, 6 lab; 5 credits

This course deals with the theory and techniques of interviewing and physical examination, which are required to collect and organize baseline data necessary both to formulate a nursing diagnosis and to evaluate the health status of people of all age groups. Included are theory and practice in interviewing for the purpose of history-taking for health assessment, preparation of problem-oriented medical records, and physical examination. Opportunity for practice in health appraisal is provided in community health facilities. Prerequisites or corequisite: Nur 301, HSC 105 and 106 and the written approval of the Division Chairperson.

NUR 307—CRITICAL CARE NURSING*(Spring) 3 class hours, 6 lab; 5 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 judgements 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 and the written approval of the Division Chairperson.

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

An examination of health care system 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: 404; HSC 304. Prerequisite or co-requisite courses: Man 211, Soc 314, and the written approval of the Division Chairperson.

NUR 402—INDEPENDENT STUDY IN NURSING*hours to be arranged; 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 opportunity to utilize basic research processes while learning with various collaborating disciplines. Prerequisite: HSC 303, HSC 304, and the written approval of the Division Chairperson.

NUR 403—NURSING IN THE INNER CITY II*2 class 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: Nur 203, Nur 401 and the written approval of the Division Chairperson.

NUR 404—NURSING IN FAMILY AND COMMUNITY HEALTH*(Fall) 3 class hours, 6 lab hours; 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 corequisite course HSC 105, 106, HSC 303, Nur 301 and 305 with the written approval of the Division Chairperson.

NUR 405—TEACHING AND SUPERVISION IN NURSING

3 class 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.



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—Printmaking	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.

- 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 209—PRINTMAKING—LINO-CUT AND WOODCUT** 3 hours; 3 credits
An introductory studio course in the techniques of relief printing; lino-cut and woodcut printing. Practice in tools for woodcut will be introduced. Contemporary relief printing techniques will be studied.
- ART 251—ADVANCED DESIGN** 3 hours; 3 credits
Continued exploration of design techniques with the emphasis on 3-dimensional design.
- ART 301—PRINTMAKING—ETCHING** 3 hours; 3 credits
An introductory studio course in the techniques of intaglio printing with the metal plate. It includes engraving, drypoint, aquatint, and ground techniques.
- ART 302—ADVANCED PRINTMAKING—ETCHING** 3 hours; 3 credits
Further exploration into the dimensions of etching and other intaglio processes. Color viscosity printing will be introduced. Students will study contemporary printmaking.

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: College 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: memoranda,

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.
- 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 150 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 150 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.
- 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 150 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 150 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 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.

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 basis 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 of 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 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 Ganivet, 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 Arts and Sciences curriculum leading to a Bachelor's degree has been approved by the Board of Higher Education. The curriculum emphasizes Liberal Arts, especially written communications, as well as related areas in broadcasting, media services, and business.

REQUIREMENTS FOR A B.S. IN COMMUNICATIONS ARTS AND SCIENCES

Language Communications = 49 credits	Credits
Engl 100 & 150-College English I & II	6
Engl 200-Business Writing, 202-The Craft of Writing, and 203-(Print Journalism)	9
Foreign Language: second year capability	12
Phil 101-(Rhetorical Logic)	3
Spch 101-Voice and Diction, or Spch 201-Fundamentals of Speech	3
Art 207-Drawing and Painting, or an Art History course;	
Mus 103-(Rudiments), or Music History or Music Literature;	
Hum 273-Black Creative Arts, 268-(Oriental Philosophy) Ethnic 300-(Black Philosophy), Spn 207-(Puerto Rican Literature) or another cultural studies course	6*
Hum I (Literature and Philosophy)	4
Engl 215-216 (British Literature),	
228-224 (American Literature),	
219-220 (Afro-American Literature),	
160 (Greek, Roman, Biblical Mythology),	6*

* Chosen from two of the four survey areas listed.

Natural Science and Mathematics = 11 credits	Credits
NSS 101, 102 (Physical Science and Life Science)	6
NSM 212 (Introduction to Statistics)	3
NSM 101 (Intermediate Algebra)	2
Business = 6 credits	
Bus 103 (Introduction to Business Management)	3
Bus 291 (Computer and Informational Systems)	3
Media = 12 credits or 13 credits	
Med 180 (Introduction to Broadcasting)	3
Med 214 (Instructional Materials)	3
Med 301 (TV Production I)	3
Med 341 (Radio Production I) or Med 361 (Film Production I)	3 or 4
Social Science = 12 credits	
12 credits from among:	
Soc 101 & 402-(Community Organization)	6
Psych 101 & 403-(Psychology of Oppression)	6
Hist 223-(America in the 20th Century)	3
Pol Sci 101-(Introduction to Political Science)	3
Anth 201-(The Nature of Culture)	3
Electives = 24 credits from at least three (3) of the following four areas, with at least 6 credits in each area:	
Media (Broadcasting)	
Med 160-(Intro. to Film)	3
Med 161-(Photography)	3
Med 270-(Graphics)	3
Med 292/293 (Media Writing Workshop)	each semester 3
Med 294-(Media and Minorities)	3
Med 381-(TV & Radio Management)	3
Med 391-(Media Buying and Planning)	3
Med 480/481-(Radio & TV Operations)	each semester 3
Med 490-(Media Practicum)	3
Med 500-(Independent Studies in Media)	3

Media (Educational Technology)	Credits
Med 215-(Communications Systems)	3
Med 314-(Instructional Practicum)	1-3
Med 315-(Instructional Media Program Administration)	3
Business	
Law 101-(Business Law I)	3
Mar 231-(Essentials of Marketing)	3
Mar 331-(Marketing Management)	3
Mar 233-(Principles of Advertising)	3
Mar 337-(Marketing Research)	3
Speech	
Spch 204-(Oral Interpretation)	3
Spch 207-(Basic Acting)	3
Spch 390-(Broadcast Journalism)	3
Free Electives 13 or 14 credits	
Total	128

**RECOMMENDED PROGRAM OF STUDY
IN COMMUNICATIONS ARTS AND SCIENCES
(4-year)
(B.S. DEGREE)**

First Semester (Fall)	Credits	Second Semester (Spring)	Credits
Engl 100-College English I	3	Engl 150-College English II	3
Foreign Language I	3	Foreign Language II	3
Speech 101-Voice and Diction	3	Speech 204	3
NSS 101-Intro to Physical Science ..	3	NSS 102-Intro to Life Sciences	3
Psych 101	3	Soc 101	3
		Sec 150-College Typing	2
	15		17

Third Semester	Credits	Fourth Semester	Credits
Engl 202- Craft of Writing	3	Engl 203- Print Journalism	3
Med 180-Intro to Broadcasting	3	Philosophy 101-Logic	3
Hum 1-Introduction to Humanities I ..	4	Med 214-Instructional Materials	3
Bus 103-Intro to Business Management	3	NSM 101-Intermediate Algebra	2
Foreign Language III	3	Foreign Language IV	3
	16		14
 Fifth Semester		 Sixth Semester	
Engl 215-British Literature I	3	Engl 223-American Literature I	3
Med 341-Radio Production I	3	Med 301-TV Production I	3
NSM 212-Statistics	3	Bus 291-Computer & Information Systems	3
Anth 101	3	Soc 402-Community Organization ..	3
Free Elective	3	Speech 390-Broadcast Journalism ..	3
	15		15
 Seventh Semester		 Eighth Semester	
Engl 200-Business Writing	3	Business Elective	3
Business Elective	3	2 Broadcasting Electives	6
2 Broadcasting Electives	6	Mus 220-Music History I	3
Art 105-Art History I	3	2 Free Electives	6
Free Elective	3		
	18		18
		Total Credits	128

**RECOMMENDED PROGRAM OF STUDY
IN COMMUNICATIONS ARTS & SCIENCES
(5-year)
(B.S. DEGREE)**

First Semester (Fall)	Credits	Second Semester (Spring)	Credits
Engl 100-College English I	3	Engl 150-College English II	3
Foreign Language I	3	Foreign Language II	3
Speech 101	3	Speech 204	3
Sec 150-College Typing	2	NSS 101-Intro to Physical Sci	3
NSS 102-Intro to Life Sciences	3		
	14		12
 Third Semester		 Fourth Semester	
Engl 202-Craft of Writing	3	Phil 101-Logic	3
Hum 1-Intro. to Humanities I	4	NSM 101	2
Foreign Language III	3	Foreign Language IV	3
Bus 103-Intro Bus Man	3	Med 180-Intro to Broadcasting	3
	13		11
 Fifth Semester		 Sixth Semester	
Engl 203-Print Journalism	3	Soc 101	3
NSM 212-Intro to Statistics	3	Med 341-Radio Prod I	3
Med 214-Instructional Materials	3	Business Elective	3
Psych 101	3	Anth 101	3
	12		12

Seventh Semester	Credits	Eighth Semester	Credits
Engl 215-British Lit. I	3	Engl 223-American Lit. I	3
Med 301-TV Production I	3	Business Elective	3
Bus 291-Computer and Infoma- tion Systems	3	Broadcasting Elective	3
Broadcasting Elective	3	Soc 402-Community Organization	3
	12	Free Elective	3
			15
Ninth Semester		Tenth Semester	
Engl 200-Bus Writing	3	Speech 390-Broadcasting Journalism	3
Broadcasting Elective	3	Mus 220-Music History I	3
Art 105-Art History I	3	Broadcasting Elective	3
Free Elective	3	2 Free Electives	6
	12		15
		Total Credits	128

COURSE DESCRIPTIONS

MEDIA

MED 160—INTRODUCTION TO FILM

3 hours; 3 credits

A basic course which seeks to relate the history, theory and aesthetics of the film medium to the sociological, economic, political and psychological needs and consciousness of the community. A sensory approach to the cinema combined with an awareness of the potential for film productions and criticism will be utilized in the analysis of numerous short films and features. Where appropriate guest lecturers will be utilized.

MED 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 encour-

aged to do extensive work in the College and in the community. Dark room and photographic lighting techniques will be covered. Lab fee.

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

An introduction to the history and development of systems of broadcasting in the U.S. 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.

MED 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.

MED 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.

MED 270—GRAPHICS 3 hours; 3 credits

A course in the production of graphics for TV. Attention is given to choice of material to design and layout, use of color and specific production techniques. Enrollment limited; registration by permission of the Divisional Chairperson or Coordinator. Material Fee—\$10.00.

MED 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 U.S.A. Critical analysis will be made of various control systems, program treatment, organization and management. Research projects will be required.

MED 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.

MED 293—WORKSHOP IN MEDIA WRITING II 3 hours; 3 credits

Advanced-A continuation of media writing I.

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

An analysis of the presentation and treatment of minority groups by the various media. Nu-

merous 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.

MED 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.

MED 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: Med 301, 361.

MED 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.)

MED 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.

MED 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.

MED 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: Med 341.

MED 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.

MED 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: Med 361.

MED 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: Med 302, 341 and 342.

MED 381—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: Med 302 and 342.

MED 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: Med 302.

MED 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 cam-

era, 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: Med 361.

MED 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: Med 302 and 342.

MED 492—MEDIA ENTERPRISES *3 hours; 3 credits*
An experimental course designed to familiarize majors with different enterprises in which media talent and expertise can be meaningfully employed. Representatives from media and related industry will participate. Prerequisite: Media 302 and 342.

MED 480/481 RADIO AND T.V. OPERATIONS *Hours arranged; 3 credits 1 yr.*
A technical course in which students learn all aspects of radio and T.V. operations. Students are prepared for 3rd, 2nd and 1st class FCC licenses. Training is conducted with the cooperation of local stations. Prerequisite: Med 302 and 342.

MED 500—INDEPENDENT STUDIES IN MEDIA *3 hours; 3 credits*
A research or scholarly evaluation of a particular aspect of the media under the advisement and guidance of a faculty member who will work closely with the student on the project throughout its development and completion. Permission required. Student may receive a maximum of six credits in Independent Studies.

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 tra-

ditions, 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. Co-requisite: 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.
- 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 rehearsal 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** *3 hours; 3 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.
- 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 oriented 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 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.

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.

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 political 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, perscriptivism 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. 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.

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, including 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 *3 hours; 3 credits*
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 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.

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)	
Engl 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
Total 60 credits

*Concentration Area	Concentration Courses
Biology	NSB 201-202, 302, 303 NSC 201-202, 301-302 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

Biology33 credits
 (NSB 201-202, 302, 303, Advanced Studies I and II, and electives from
 300-level courses)
 Chemistry26 credits
 (NSC 201-202, 301-302, 311, 341).
 General Physics10 credits
 (NSP 201-202)
 Mathematics12 credits
 (through NSM 302)
 Engl 100/150 6 credits
 Philosophy 101-Introduction to Logic 3 credits
 Humanities Electives 6 credits
 Social Science Electives 6 credits
 Electives18 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)

First Semester	Credits	Second Semester	Credits
Engl 100-College Eng 1	3	Engl 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
 Third Semester		 Fourth Semester	
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
 Fifth Semester		 Sixth Semester	
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

Seventh Semester

Elective-Biology	4
NSP 201-Gen Phys I	5
Elective	6
	15

Eighth Semester

Elective-Biology	4
NSP 202-Gen Phys II	5
Elective	6
	15

Total Credits **123**

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

First Semester

	Credits
Engl 100-College Eng I	3
NSC 201-Gen Chem I	4
NSM 103-Pre-Calculus	4
Phil 101-Intro to Logic	3
	14

Second Semester

	Credits
Engl 150-College Eng II	3
NSC 202-Gen Chem II	4
NSM 207-Calculus I	4
Elective-Humanities	3
	14

Third Semester

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

Fourth Semester

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

Total Credits **62**

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

First Semester	Credits	Second Semester	Credits
Engl 100-College Eng I	3	Engl 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
Third Semester		Fourth Semester	
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
		Total Credits	61

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

First Semester	Credits	Second Semester	Credits
Engl 100-College Eng I	3	Engl 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		Fourth Semester	
NSP 305-Elec & Mag I	4	NSP 306-Elec & Mag II	4
NSC 201-Gen Chem I	4	NSC 202-Gen Chem II	4
NSM 301-Calculus II	4	NSM 302-Calculus III	4
Elective-Soc Sci	3	Elective-Soc Sci	3
	15		15
		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** 3 hours; 3 credits
Statistical analysis of biologic observations, especially relating to samples, growth phenomena, inheritance, and population dynamics. Prerequisite: NSB 302 or 322; Math 102.
- 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 environment 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.

MATHEMATICS

NSM 001—ARITHMETIC

4 class hours, 2 lab; no credits

Whole numbers. Exponents. Prime numbers and factoring. Fractions. Decimals. Signed numbers. Percent and applications. Ratio and proportion. Perimeters, areas and volumes of simple geometric figures. Introduction to algebra. Emphasis throughout the course is on solving word problems.

NSM 100—ELEMENTARY ALGEBRA*

4 class hours, 2 lab; 1 credit

Signed numbers. Algebraic expressions, polynomials, and rational expressions. Linear equations in one and two unknowns. Graphing. Quadratics. Applications. Prerequisite: NSM 001 or placement by exam.

NSM 101—INTERMEDIATE ALGEBRA

4 class hours, 2 lab; 2 credits

Additional topics in polynomials, rational expressions, linear equations, and quadratic equations. Linear inequalities. Exponents, roots and radicals. Logarithms. Prerequisite: NSM 100 or placement by exam.

NSM 102—COLLEGE ALGEBRA

4 class hours, 2 lab; 2 credits

Linear and quadratic functions. Graphing. Conics. Systems of equations and determinants. Elements of geometry and beginning trigonometry. Prerequisite: NSM 101 or placement by exam.

NSM 103—PRECALCULUS

4 class hours, 2 lab; 4 credits

Sets. The real number system. Advanced treatment of polynomial, exponential and logarithmic functions. Additional topics in trigonometry including identities, inverse functions and solution of triangles. Absolute value and inequalities. Prerequisite: NSM 102 or placement by exam.

NSM 110—FINITE MATHEMATICS*

3 hours; 3 credits

Logic. Introduction to the theory of sets. Counting techniques. Introduction to probability. Linear equations and linear inequalities. Introduction to linear programming. Introduction to matrix algebra. Statistics. Optional topics: Mathematical models. Further techniques in programming (The simplex method). Matrix application to directed graph. Introduction to theory of games. Prerequisite: NSM 100 or placement by exam.

NSM 111—MATHEMATICS OF CLINICAL MEASUREMENTS

2 hours; 2 credits

The metric, apothecary, and household systems. Converting from one system to another. Measuring oral medication. Pediatric dosages. Preparation of solutions. Dilutions and titrations. Prerequisite: NSM 001 or placement by examination.

* Pending approval by the Board of Higher Education

- NSM 121/122—MATHEMATICS FOR ELEMENTARY EDUCATION** 3 hours; 3 credits
System of numerations, additive systems, multiplicative systems, place-value systems. Principles of arithmetic operations, whole numbers, integers, rational numbers, real numbers. Operations in non-decimal place-value systems. Modular arithmetic. Informal geometry of the line, plane, and space. Properties of geometric figures. Length, area, and volume. Measurement, standard measure. Computation with approximate numbers. Problem-solving in mathematics. Sets and Venn diagrams. Introduction to logic. Prerequisite: NSM 001 or placement by examination. Open only to students in the Teacher Education Program or by Permission of Mathematics Coordinator.
- 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.

* Pending approval by the Board of Higher Education

- 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.
- 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.

* Pending approval by the Board of Higher Education

- 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 inequality, independent random variables, functions of random variables and their distributions. Poisson and normal approximation to the binomial, Central limit theorem, Law of large numbers, some statistical applications. Estimation and sampling, point and interval estimates, hypothesis-testing, power of a test, regression, examples of nonparametric methods. Prerequisite: NSM 301.
- NSM 401—COMPLEX VARIABLES*** *3 hours; 3 credits*
The complex number system. Topology of the plane. Functions of a complex variable. Continuity and differentiability. Integrals. The fundamental theorem of Cauchy. Analytic functions. Taylor series. Laurent series. Multiple valued functions. Applications. Prerequisite: NSM 304.
- NSM 402—TOPOLOGY*** *3 hours; 3 credits*
The metric spaces. Closed sets. Open sets. Compact sets. Bolzano Weierstrauss spaces. Mappings. Continuity. Topological mapping. General topology. Prerequisite: NSM 305 or consent of instructor.
- NSM 405—FOUNDATIONS OF MATHEMATICS*** *3 hours; 3 credits*
Elements of symbolic logic. The logistic, the formalistic and the intuitionistic schools. Cardinal arithmetic. Foundations of geometry. Foundations of set theory. Prerequisite: NSM 302.
- NSM 406—VECTOR ANALYSIS*** *3 hours; 3 credits*
(Course to be developed) Prerequisite: NSM 302.
- NSM 407—INTRODUCTION TO DIFFERENTIAL GEOMETRY*** *3 hours; 3 credits*
(Course to be developed) Prerequisite: NSM 304.
- NSM 410—MATHEMATICS INDEPENDENT STUDY*** *3 hours; 3 credits*
The student is given a choice from the following topics, among others. Theory of groups. Commutative rings. Measure theory in 1-dimensional Euclidean space. Introduction to algebraic topology. Topics in complex variables. Prerequisite: Senior with B average in math courses, or approval of chairman.

* Pending approval by the Board of Higher Education

PHYSICS**NSP 200—BASIC PHYSICS**

3 class hours, 1 recitation, 2 lab; 4 credits

A survey course in the fundamentals of physics relating to mechanics, heat, sound, light and optics, electricity and electronics, magnetism, and radioactivity. This course will not satisfy the General Physics requirement for a B.S. degree in the Natural Science Division. Prerequisite: NSM 102. Student must have passed Natural Science Entrance Examination or have taken NSS 012.

NSP 201/202—INTRODUCTION TO PHYSICS I AND II

4 class hours, 2 lab; 5 credits

An introductory course in Physics designed for those majoring in physical sciences. The course will include the basic laws of mechanics, energy and momentum conservation. 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 cir-

* Pending approval by the Board of Higher Education

cuits; 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 interdisciplinary courses.

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/Mathematics	4 credits
Humanities	6 credits
57 credits selected from the following areas: Natural Sciences, Humanities, Social Sciences and other disciplines by advisement	57 credits
Total	120 credits

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 204—AFRO-AMERICAN SOCIETIES AND CULTURES

3 hours; 3 credits

An examination of the cultures developed by peoples of African descent in the New World; and of the national, economic and ecological factors underlying their diversification.

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/SOC 216—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/SOC 211—AFRICAN SOCIETIES AND CULTURES 3 hours; 3 credits

A survey of African cultures throughout the continent, including indepth ethnographical 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 3 hours; 3 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 systems. 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.

- ECO 301/ICS 337—ECONOMICS OF RACISM** *3 hours; 3 credits*
An analytical study of the factors which affect 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.
- 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 333—INTERNATIONAL ECONOMICS** 3 hours; 3 credits
Investigation of the nature and development of interregional specialization and exchange, as well as the theoretical and factual foundations of their existence. Topics include theory of comparative advantage, terms of trade, changing structure of world trade, international trade and national economic objectives, liquidity, balance of payments disequilibrium and monetary cooperations, regional economic integration, evolution of international economic institutions, foreign aid, capital formation and economic development.
- 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** 3 hours; 3 credits
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 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 AND THESIS

3 hours seminar; 3 credits

3 hours thesis; 3 credits

6 hours 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:

Course	Prerequisite
History 301	History 200-level, Natural Science 101 or 1-2 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—AFRO-AMERICAN HISTORY TO 1877**

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 Hist 210)

HIST 221—AFRO-AMERICAN HISTORY SINCE THE RECONSTRUCTION 3 hours; 3 credits

A continuation of the survey course from the Reconstruction period to 1970's. The history of Black America since the end of the Civil War will be traced.

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 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 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.

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, Bar-

bados, 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 postemancipation experience including relations with the U.S.A.

HIST 245—BLACKS IN THE NEW DEAL ERA *3 hours; 3 credits*
An indepth look at the New Deal Era as it applied to Blacks. The emphasis will be on various programs designed to deal with Blacks after the depression. The course will also deal with Blacks reactions to the depression and the New Deal Programs.

**HIST 250—SELECTED TOPICS IN THE HISTORY
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-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 institu-

tions 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 PROBLEMS 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.

HIST 393/POL SCI 393—HISTORY OF WESTERN POLITICAL THOUGHT I

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 II

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
(For description see Anth 397)

1 to 6 credits

HIST 410—COMPARATIVE HISTORY OF SLAVERY IN THE AMERICAS

3 hours; 3 credits

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. (Not open to persons who have taken History 212).

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 AND THESIS

3 hours Seminar; 3 credits

3 hours Thesis; 3 credits

6 hours Extended Thesis; 6 credits

(For description see Eco 498/499)

**INNER CITY STUDIES
COURSE DESCRIPTIONS**

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/SOC 216—AMERICAN MINORITIES

3 hours; 3 credits

(For description see Anth 303)

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/PSYCH 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/PSYCH 311—INTRODUCTION TO HUMAN DEVELOPMENT
OF ADOLESCENCE**

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 education 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: drugs, 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 implications for adolescent development. Consideration of systems existing in other countries.

ICS 338—HISTORY OF SOCIAL WELFARE IN U.S.A.

3 hours; 3 credits

This course will examine the evolution 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 hours Seminar; 3 credits
 3 hours Thesis; 3 credits
 6 hours 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 336, ICS 333 (Cluster I).

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

- ICS 314/SOC 314/POL SCI 314—PUBLIC BUREAUCRACY** 3 hours; 3 credits
 This 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.

- ICS 339/POL SCI 303/SOC 406—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 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.

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

- 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, inter-religious accommodations, cultural pluralism, and urban-suburban conflicts. Techniques of community organization. Programming with an emphasis on metropolitan ghettos will be explored.

ICS 498/499.02—SENIOR SEMINAR AND THESIS

3 hours Seminar; 3 credits
3 hours Thesis; 3 credits
6 hours Extended Thesis; 6 credits

(For description see Eco 498/499)

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.

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 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. (Course should be taken after ICS 339)

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 presentations 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. 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 AND THESIS** *3 hours Seminar; 3 credits*
3 hours Thesis; 3 credits
6 hours Extended Thesis; 6 credits
 (For description see Eco 498/499)
- 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)

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

ADDITIONAL COURSES (Applicable to any cluster)

(See also ICS 201, 206; Hist 221)

- ICS 391—MIGRATION INTO NEW YORK CITY I—BLACKS FROM THE SOUTH** 3 hours; 3 credits
 A study of the social, economic and political conditions in the southern states which have prompted large scale migration of Blacks from the South into New York, and an examination of conditions in New York which have attracted such immigration; consideration of the timing and scale of such immigration and its impact upon New York and upon the immigrants.
- ICS 392—MIGRATION INTO NEW YORK CITY II—PUERTO RICANS** 3 hours; 3 credits
 A study of the social, economic and political conditions in Puerto Rico which have prompted large scale migration of Puerto Ricans into New York; an examination of conditions in New York which have attracted such immigration; consideration of the timing and scale of such immigration and its impact upon New York and upon the immigrants.
- ICS 393—MIGRATION INTO NEW YORK CITY III—WEST INDIANS** 3 hours; 3 credits
 A study of the social, economic and political conditions in the West Indies which have prompted large scale migration of West Indians into New York; and examination of conditions in New York which have attracted such immigration; consideration of the timing 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
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.
- 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/SOC 406—GOVERNMENTAL POLICY AND COMMUNITY** 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.
- 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)

**POL SCI 394/HIST 394—
HISTORY OF WESTERN POLITICAL THOUGHT II**

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.

POL SCI 498/499—SENIOR SEMINAR AND THESIS

3 hours Seminar; 3 credits
3 hours Thesis; 3 credits
6 hours Extended Thesis; 6 credits

(For description see Eco 498)

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, interpersonal processes.

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 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—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 envailed in the individuals 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.
- PSYCH 498/499—SENIOR SEMINAR AND THESIS** 3 hours Seminar; 3 credits
 (For description see Eco 498) 3 hours Thesis; 3 credits
6 hours Extended Thesis; 6 credits

SOCIOLOGY

- 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/ANTH 304—AFRICAN SOCIETIES AND CULTURES** 3 hours; 3 credits
(For description see Anth 304)
- 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/ANTH 303/ICS 303—AMERICAN MINORITIES** 3 hours; 3 credits
(For description see Anth 303)
- 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. Prerequisite: Soc 210 or instructors permission.

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)

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/ICS 314/POL SCI 311—PUBLIC BUREAUCRACY 3 hours; 3 credits
This 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.

SOC 320/ICS 320—INTERMEDIATE CASE WORK 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** 3 hours; 3 credits
(For description see Anth 397)
- SOC 402/ICS 457—COMMUNITY ORGANIZATION** 3 hours; 3 credits
(For description see ICS 457)
- 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 339/POL SCI 303—GOVERNMENT POLICY AND COMMUNITY DEVELOPMENT** 3 hours; 3 credits
(For description see ICS 339)
- SOC 407—IDEOLOGY OF BLACK NATIONHOOD** 3 hours; 3 credits
The elements of the social system which have generated the concepts 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)
- SOC 498/499—SENIOR SEMINAR AND THESIS** 3 hours Seminar; 3 credits
3 hours Thesis; 3 credits
6 hours Extended Thesis; 6 credits
(For description see Eco 498)
- 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 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, 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

COMPETENCY—BASED TEACHER EDUCATION PROGRAM (C.B.T.E.P.)

The Competency-Based Teacher Education Program prepares undergraduates, transfer students, teacher assistants, education associates and others for careers in early childhood and elementary education. In September, 1974, a new state mandated Competency-Based Teacher Education Program was implemented.

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 is conducted primarily in public schools which serve as Field-Based Sites.

Both paraprofessionals and other students who hold daytime jobs may attend the Medgar Evers College Teacher Education Program.

The organization of the Program, both at the Field-Based Sites and the Teacher Education Center, is based on competencies in teaching for which learning modules have been developed. These modules provide a variety of strategies through which the student can develop and demonstrate the competencies in teaching required for New York State Teacher Certification. Whenever feasible, these competencies are developed through direct involvement 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 enrolled at Medgar Evers College may take courses in education at any college and receive credit through the certification of competencies similar to those listed in this bulletin.

DEGREE REQUIREMENTS

The Associate of Arts degree is awarded upon the satisfactory completion of a planned 64 credit program.

The Bachelor of Science degree is awarded upon the completion of a planned 128 credit program.

During the freshman and sophomore years, initial studies in education as a career are taken under the direction of a mentor. Students are admitted to professional study in

teaching in the junior year. Admission to professional study is made on the basis of the following five criteria:

1. Completion of the equivalent of two years (64 semester hours) of college work.
2. Completion of the equivalent of a minor in a liberal arts area, at least 18 credits in a specified discipline, or plans for completing this requirement before the culmination of the degree program.
3. Demonstration of a criterion level of competency in the communication skills of reading, writing, and speaking, to be assessed by a divisional faculty committee. When, in the judgment of the mentor, a student can benefit from further work on communications skills modules, without impeding progress, the student will be granted conditional entrance into professional study. In assessing these skills, however, variations due to dialect will be permitted and allowances made for dominant speech and linguistic patterns of minority students.
4. Recommendation for professional study from a Medgar Evers College mentor who has been closely involved with the student. The criteria for this recommendation is developed by a divisional faculty committee.

**RECOMMENDED PROGRAM OF STUDY
IN COMPETENCY-BASED TEACHER EDUCATION
(B.S. DEGREE)**

First Semester	Credits	Second Semester	Credits
Engl 100-College English I	3	Engl 150-College English II	3
Ed 220 or 221	3	Ed 220 or 221	3
Math	3	Math	3
Psych 101	3	Soc Sci or Soc 101	3
Liberal Arts Elective	3	Ed 222	3
	15		15

Third Semester	Credits
Speech 101 or 201	3
Languages 101	3
Psych 309	3
Liberal Arts Elective	3
Phy Ed 311	3

15

Fifth Semester	
Ed 251 or 351	2
Ed 311	3
Ed 340	3
Liberal Arts Elective	9

17

Seventh Semester	
Ed 451 (CBTE)	6
Ed 315	3
Ed 301 or Elective	3
Ed Electives	6

18

Fourth Semester	Credits
Ed Psych 307	3
Languages 102	3
History 222	3
Liberal Arts Elective	3
NSS 101 or 001 or 002	3

15

Sixth Semester	
Ed 252 or 352	2
Ed Elective	2
Ed 312	3
Liberal Arts Electives	8

16

Eighth Semester	
Ed 452 (CBTE)	6
Ed 316	3
Ed 302 or Elective	3
Ed Electives	6

18

Total Credits 128

**RECOMMENDED PROGRAM OF STUDY
IN COMPETENCY-BASED TEACHER EDUCATION
(A.A. DEGREE)**

First Semester	Credits	Second Semester	Credits
Engl 100-College English	3	Engl 150-College English II	3
Ed 220 or 221	3	Ed 220 or 221	3
Math	3	Math	3
Psych 101	3	Ed 222	3
Humanities Elective	3	Soc Sci Elective	3
	15		15
Third Semester		Fourth Semester	
Speech 101 or 201	3	Ed Psych 307	3
Ed 311	3	Ed 312 or 315	3
Psych 309	3	Humanities Elective	3
NSS 101, 001, or 102	3	Health/Phy Ed	3
History 222	3	Ed Elective	3
Phy Ed Elective	2	Liberal Arts Elective	2
	17		17
		Total Credits	64

TEACHER CERTIFICATION REQUIREMENTS AND LICENSING

There are two types of certification: provisional and permanent. City and State requirements are very similar.

New York City requirements:

A. Provisional Certificate (valid for 5 years):

1. Early Childhood to Elementary (1-6)

- (a) a baccalaureate degree (B.A. or B.S.)
- (b) 24 semester hours (credits) of professional study in education, including 6 credits in methods of reading
- (c) a college-supervised student-teaching experience

2. **Junior and Senior High (7-12)**

- (a) a baccalaureate degree (B.A. or B.S.)
- (b) 24 semester hours (credits) of professional study in education
- (c) a college-supervised student-teaching experience
- (d) academic concentration in any of the following areas (e.g. students who wish to teach English, must have 36 credits in that area):

English	36 credits
Foreign Language	24 credits
Mathematics	18 credits
Social Studies	36 credits
Science	36 credits

- B. **Permanent Certificate** (valid for life): The requirements are the same as the Provisional, plus a master's degree (in any area) or 30 graduate credits in any academic area.

Six credits in Methods of Teaching Reading is a new requirement and the Board of Education allows up to two years for completion. Therefore, one may be provisionally certified with two years to complete the credits.

NEW YORK CITY LICENSING PROCEDURES

Two methods which can be used in obtaining a teaching license:

- A. examinations conducted by the New York City Board of Examiners.
- B. use of the National Teacher Examination. This method is interested for those wishing to teach in selected elementary and Junior High Schools which have been designated as "low reading achievement schools."

You can get the application for the N.T.E. either from your advisor or Program office or by writing to: EDUCATIONAL TESTING SERVICE, PRINCETON, NEW JERSEY 08540.

Requirements are as follows:

- A. appropriate New York State provisional teacher certification requirements;
- B. a satisfactory score on the National Teacher's Examination or a satisfactory score on the Board of Examiners' Examination

- C. satisfactory fulfillment of medical standards set by the Chancellor of the New York City Schools
- D. a satisfactory personal background record

There are two types of license examination offered by the Board of Examiners:

- A. Alternative A: This plan is for 1st semester seniors or anyone else who can meet the minimum requirements by September 1st for the Fall examination and February 1st for the Spring examinations. Appointments are generally made for the term following graduation. Minimum requirements under this plan are:

1. **Early Childhood (N-2)**

- (a) baccalaureate degree (B.S. or B.A.)
- (b) 24 credits in education including 6 credits in reading and 6 credits in methods and materials on the pre-kindergarten, kindergarten and primary level
- (c) college-supervised student teaching experience

2. **Bilingual Teacher of Early Childhood Classes(N-2)**

- (a) baccalaureate degree (B.S. or B.A.)
- (b) 6 credits in education including 3 credits in methods and materials on the pre-kindergarten, kindergarten and primary level
- (c) 6 credits in methods of reading
- (d) fluency in language, oral and written, for the license

3. **Elementary or Common Branches (N-6)**

- (a) baccalaureate degree (B.S. or B.A.)
- (b) 24 credits in education including 6 credits in reading
- (c) college-supervised student teaching experience

4. **Bilingual Teacher of Elementary or Common Branches (N-6)**

- (a) baccalaureate degree (B.S. or B.A.)
- (b) 6 credits in education including 6 credits in reading
- (c) fluency in language, oral and written, for the license

5. **Junior and Senior High (7-12)**

- (a) baccalaureate degree (B.A. or B.S.)
- (b) 12 credits in education
- (c) college-supervised student teaching experience
- (d) academic concentration in any of the areas listed:

English	36 credits
Foreign Language	24 credits
Home Econ	36 credits
Music	36 credits
Speech	36 credits
Fine Arts	36 credits
Health	36 credits
Math	18 credits
Science	36 credits
Social Studies	36 credits

6. Bilingual Junior and Senior High (7-12)

- (a) baccalaureate degree (B.A. or B.S.)
- (b) 6 credits in education
- (c) fluency in the language, oral and written, for the license
- (d) academic concentration in any of the areas listed in item (5) Junior and Senior High (see above list)

B. Alternative B—This plan is for second semester seniors in a teacher preparation program or anyone who can meet the minimum requirements by February 1st for those taking the exam in the Fall and September for those taking the exam in the Spring. Alternative B exams are held once in the Fall and once in the Spring. Minimum requirements under this plan are:

1. Early Childhood(N-2)

- (a) baccalaureate degree (B.A. or B.S.)
- (b) 12 credits in education including 6 credits in reading and 6 credits in methods and materials on the pre-kindergarten, kindergarten and primary level

2. Bilingual Teacher of Early Childhood(N-2)

- (a) baccalaureate degree (B.A. or B.S.)

- (b) 6 credits in education including 3 credits in methods and materials on the pre-kindergarten, kindergarten and primary level
 - (c) 6 credits in reading
 - (d) fluency in language, oral and written, for the license
3. **Elementary or Common Branches (N-6)**
- (a) baccalaureate degree (B.A. or B.S.)
 - (b) 12 credits in education including 6 credits in reading
4. **Bilingual Common Branches or Elementary (N-6)**
- (a) baccalaureate degree (B.A. or B.S.)
 - (b) 6 credits in education
 - (c) 6 credits in reading
 - (d) fluency in language, oral and written, for the license
5. **Junior and Senior High (7-12)**
- (a) baccalaureate degree (B.A. or B.S.)
 - (b) 12 credits in education
 - (c) academic concentration in any of the areas listed in item A (5) Junior and Senior High (7-12)
6. **Bilingual Junior and Senior High (7-12)**
- (a) baccalaureate degree (B.A. or B.S.)
 - (b) 6 credits in education
 - (c) fluency in language, oral and written, for the license
 - (d) academic concentration in any of the areas listed in item A (5) Junior and Senior High (7-12)

STATE CERTIFICATION

Satisfactory completion of the competencies specified in the Teacher Education Program will lead directly to certification in Elementary Education (Common Branches) in New York State.

Seventy-two points of work must be completed in the liberal arts and general education. The remaining work is focused on developing the competencies specified in the Competency-Based Teacher Education Program in Elementary Education.

DESCRIPTIONS OF COMPONENT AREAS IN WHICH TEACHING COMPETENCIES ARE DEVELOPED

The major portion of the Teacher Education 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. The competencies and their attendant modules are categorized under Teaching Components representing areas of study. The components are further organized into one or more areas of concentration. The Teaching Components and areas of concentration are listed and briefly described below. Courses presently organized in the traditional manner are in the process of being modularized.

COMPONENT AND COURSE DESCRIPTIONS

ED 220/221—SOCIAL, HISTORICAL & PHILOSOPHICAL FOUNDATIONS OF EDUCATION

6 hours; 6 credits

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

Part I & II—2 semesters must be taken consecutively

ED 222—PRINCIPLES AND PRACTICES OF COMPETENCY-BASED TEACHER EDUCATION

3 hours; 3 credits

Course given in a large group setting. As a prerequisite for entering the field-based aspect of their professional specialization in teacher education, this course is designed for all students accepted in the Teacher Education Program who are involved in the Competency-Based Flexible Curriculum. It treats the subject of Competency-Based Teacher Education from a comprehensive survey standpoint. Through assigned readings, media, large and small group instruction and independent study, issues and problems in Competency-Based

Teacher Education will be analyzed and evaluated. Such issues as governance, humanistics, individualization of instruction, modularization, flexible scheduling, competency development, roles and responsibilities of personnel, generics, and subject matter fields will be discussed. Mandatory for all Teacher Education majors (except Competency-based Teacher Education field-based seniors).

ED 251/252—PROFESSIONAL LABORATORY EXPERIENCE IN EARLY CHILDHOOD EDUCATION OR FIELD EXPERIENCE

8 hours; 4 credits

This course will involve the application of theory through supervised observation and practical teaching experience in nursery school, kindergarten and grades one through three. Open to students who have met the standards of the Division of Teacher Education as to personality traits, speech, and scholarship.

ED 301—PRINCIPLES OF EARLY CHILDHOOD EDUCATION

3 hours; 3 credits

An introduction to the growth and education of young children including the nursery, kindergarten and primary years with emphasis on the child's development of concepts, relationships and positive attitudes towards himself and his achievements with a view toward giving the prospective teacher a comprehensive view of the total field of early childhood education. Focus will be given to the needs of the urban child, traditional approaches, history of early childhood education and its current controversies. Observation of early childhood settings is an important component of this course.

ED 302—CURRICULUM AND INSTRUCTION IN EARLY CHILDHOOD EDUCATION

3 hours; 3 credits

Curriculum resources and innovations which constitute a foundation for the early childhood curriculum with an exploration of contemporary practices, experiments, issues and proposals. Suggestive programming elements may arise from a synthesis of positions presented to assist early childhood personnel in devising experiences which young children can use in other contexts. Students will be involved in creating settings and materials for use with young children.

ED 304—CREATIVE DRAMA FOR EARLY CHILDHOOD

3 hours; 3 credits

This workshop course will explore the ways in which creative drama and children's theater are of educational value in the classroom. Students will learn to utilize movement, music, dance, art and film to encourage children to express ideas creatively. Poetry, current events, and personal experiences provide frameworks for stories. Children's classics such as Winnie the Pooh, Alice in Wonderland, and others will be planned, played out and evaluated. Students will have the opportunity to explore different drama techniques such as pantomime, improvisation, and puppetry with different age groups in the schools, daycare and/or recreational programs. As a class, we will use video tape, tape recordings and film to capture

and evaluate experiences. We will attend professional children's theater productions and other creative events for children.

ED 305—METHODS AND MATERIALS OF TEACHING LITERATURE AND FILM (INTERRELATED MEDIA)

3 hours; 3 credits

Students will read various literary works (short stories, novels, and plays), and their film adaptations. They will analyze each literary work and its film translation with particular attention paid to the communication technique used by each medium and how that technique effects the meaning. They will also consult the novel, shooting scripts and film versions of the classic, "Incident at Owl Creek Bridge." George Bluestone's study, "Novel into Film" will provide the students with a model of literature-film criticism. The literary works and their film translations will explore themes and situations that have relevancy for future teachers. The classroom situation will also provide a model for the teaching situations these students will encounter. Prerequisite: None.

ED 306—MANAGEMENT OF EARLY CHILDHOOD EDUCATION

3 hours; 3 credits

An interdisciplinary study of systemic management theory and applications in the organization and operation of early childhood education programs. Child, teacher, and community needs viewed through early childhood education programs. Organizational functions such as financing, services, personnel, research, and evaluation. Management functions such as planning, organizing, staffing, directing, controlling, and innovating.

ED 307—FOUNDATIONS OF EDUCATIONAL PSYCHOLOGY

3 hours; 3 credits

The principles underlying behavior and personality development from birth to adolescence with emphasis on their application in classroom.

ED 311—THE TEACHING OF READING

Part I

3 hours; 3 credits

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 reading and pre-reading skills to children in early childhood and elementary education. He will also meet the requirements of the New York State Education Department of 3 credit hours of study in the teaching of reading. The areas of concentration covered in reading I are:

- A. Child, community, and language
- B. Reading, language arts, and communication.

ED 312—THE TEACHING OF READING

Part II

3 hours; 3 credits

A laboratory course designed to develop student mastery in a variety of approaches to the teaching of reading. The areas of concentration covered are:

- A. Varied approaches to the teaching of reading
- B. Diagnosis, identification, measurement and assessment of reading and language arts

ED 313—THE TEACHING OF 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

ED 314—THE TEACHING OF SOCIAL SCIENCES

3 hours; 3 credits

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

***ED 315/316—THE TEACHING OF MATHEMATICS**

Part I, Part II

6 hours; 6 credits; 2 Semesters

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 and solutions verbally and symbolically to others. The areas of concentration are:

- A. Mathematics and communication
- B. Understanding concepts and generalizations
- C. Development, diagnosis, identification, measurement and assessment of mathematics

ED 317—THE TEACHING OF SCIENCE

3 hours; 3 credits

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:

*ED 315, and 316 must be taken in sequence.

- 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 area of science which are taught in the elementary school
- C. Diagnosis, identification, measurement, and assessment of the science taught in the elementary school

ED 319—INTERRELATED MEDIA

3 hours; 3 credits

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. Music
- E. Drama

ED 320—METHODS AND MATERIALS IN ELEMENTARY EDUCATION

3 hours; 3 credits

A laboratory seminar course designed to acquaint the student with current methods and materials in elementary education. Students will be required to develop materials and apply certain teaching methods under classroom conditions.

ED 322—IDENTIFICATION AND TREATMENT OF LEARNING PROBLEMS

3 hours; 3 credits

Through this course the students will be able to identify the typical child and provide the appropriate treatment necessary to enhance his education opportunities.

ED 323—LANGUAGE SKILLS WORKSHOP—FOR PROSPECTIVE TEACHERS

3 hours; 3 credits

This is a course designed to enable upperclassmen (including paraprofessionals) in the Division of Teacher Education to continue to improve language skills for course work and other educational experiences in the Competency-Based Teacher Education Program. Students may receive guidance for developing competencies and working on modules for the various competency based courses. Students will be able to choose this as a supplementary course or instructors may recommend it for students having difficulty obtaining competencies in course work. Students and instructor (or mentor) will devise the approach for the course. Student needs will dictate content and materials used. Special modules for language skills will be available for students to develop research techniques for projects and test taking.

ED 340—TESTING AND EVALUATION *3 hours; 3 credits*
General overview of testing and evaluation methods and materials, standard and non-standard testing, construction of informal testing instruments, and the use of evaluation as a teaching tool.

**ED 351/352—PROFESSIONAL LABORATORY EXPERIENCE
IN ELEMENTARY EDUCATION** *8 hours; 4 credits*
This course will involve the application of theory through supervised observation and practical teaching experience in grades two through six. It is open to students who have met the standards of the Division of Teacher Education as to personality traits, speech, and scholarship.

**ED 400—USING THE CULTURAL RESOURCES OF NEW YORK CITY
AS A TEACHING TOOL** *3 hours; 3 credits*
Through the activities in this course the student will be able to identify and demonstrate knowledge of cultural resources in New York City. The student will gain the skills necessary to provide an interrelationship between artists and cultural institutions, the classroom curriculum, and the development of the individual child. Activities will include on-site experiences at museums, theatres, art galleries, libraries, and other cultural resources in the city and the integration of these experiences into classroom teaching.

ED 401—CHILD STUDY/CHILD DEVELOPMENT *3 hours; 3 credits
2 semesters*
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

The child study component is designed for, and is most beneficial to, those students having regular access to children. Those students working as teaching para-professionals, or are assigned to the Field Experience (251, 351, 451-2), or are assigned to the Junior or Senior program in CBTE Field Based Centers should enroll in this child study. All activities in this component area help the prospective teacher deal more effectively with children with learning difficulties, behavioral problems and minor emotional disturbances. Effective classroom management skills are also extended.

ED 402—THE TEACHING OF SOCIAL STUDIES—TEACHING AFRO-AMERICAN STUDIES IN THE ELEMENTARY SCHOOL *3 hours; 3 credits*

The thrust of this component is to help future teachers acquaint themselves with Afro-American history and culture. It will help them to 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

ED 404—COMMUNITY INVOLVEMENT *3 hours; 3 credits*

This component is designed to help the prospective teacher develop awareness and understanding of the community in which he teaches. It focuses, also, on the involvement of the community in the educational process. The areas of concentration:

- A. Pupil—community involvement
- B. Parent—pupil relationships
- C. Parent—teacher relationships

ED 405—INTERACTION ANALYSIS *3 hours; 3 credits*

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

ED 411—DIAGNOSIS IN READING *3 hours; 3 credits*

This course will deal with formal and informal techniques that are used to diagnose reading difficulties in elementary school. Initial stress will be upon a theoretical framework with the ultimate goal of practical classroom application. Prerequisite: ED 311, 312.

ED 412—REMEDATION IN READING *3 hours; 3 credits*

Remediation in reading will enable the student to diagnose and later prescribe educational remedies for reading problems. Emphasis of the course will be upon solving particular reading problems frequently occurring in elementary school classrooms. Prerequisite: ED 311, 312, 411.

ED 451/452—FIELD EXPERIENCE (CBTE)*8 hours; 4 credits*

A field-based assignment for all senior level students in the CBTEP. This experience is the equivalent of student teaching and necessitates a 2½ days/week assignment in a local school setting. Proper adjustments will be made for students who work as paraprofessionals.

ED 500—INDEPENDENT STUDY*1 to 6 credits*

Independent study is designed to allow the student to engage in self-development through supervised reading, field work, research, and discussion on an issue or subject matter related to the crucial issues in education, philosophically, methodologically, or psychologically. The content of independent study should consist of information or experience not covered sufficiently by existing education courses, of immediate interest to both the student and the professor with whom he will work in an Independent Study mode, and should relate to the student's educational and professional growth in developing an in depth solution to the problem which is posed. Together with the professor with whom he will be working, the student participates in defining and delimiting the problem, deciding upon which resources to draw, the manner of acquiring the necessary data, the way in which the data will be analyzed, and how the data will be used to forge the logical conclusions from it. The student also participates with the instructor in establishing performance criteria for the successful completion of the course. Admission by designation and consent of a supervisory instructor may be made at any time during a regular semester.



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1973-74



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1972-73



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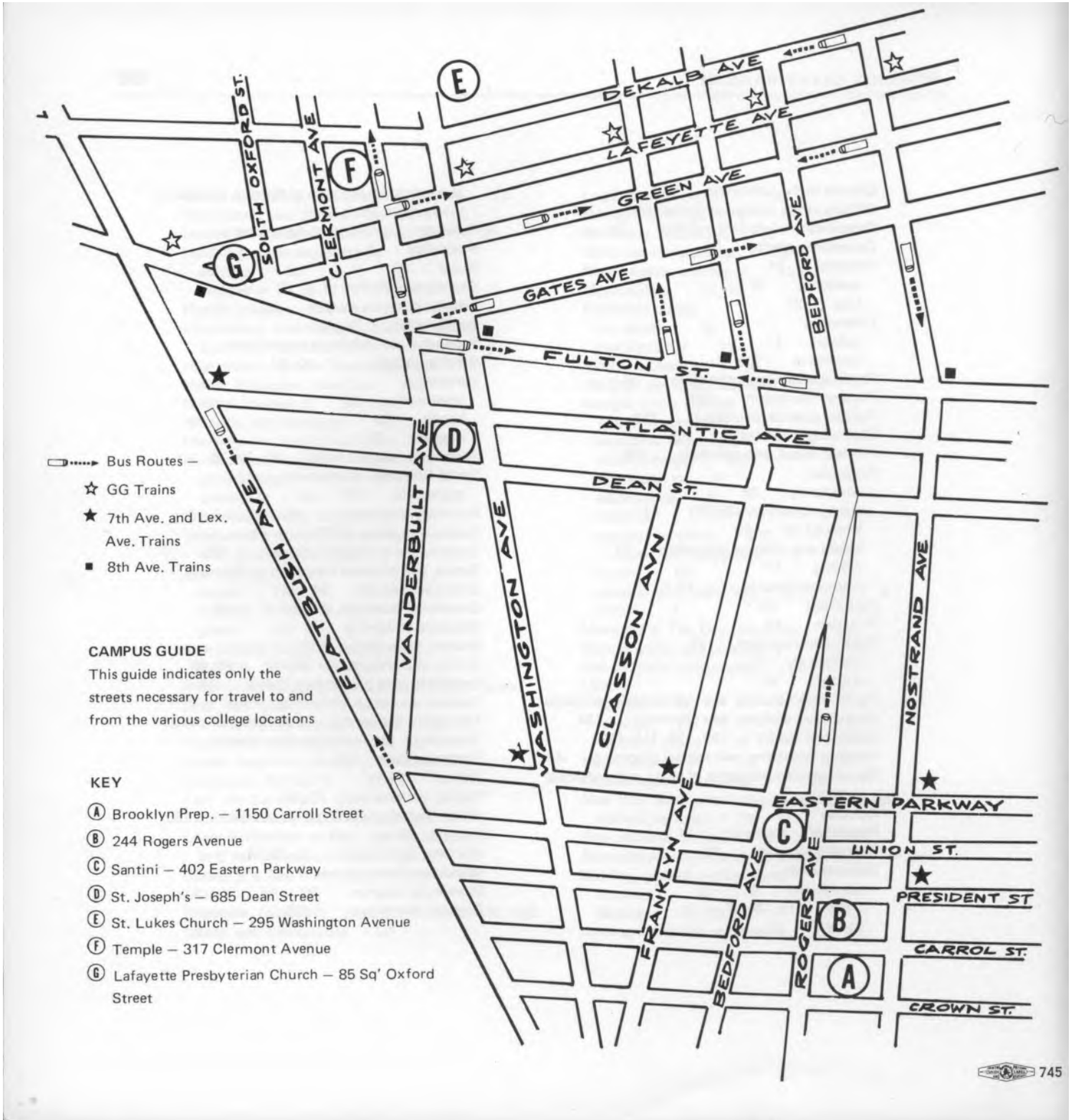
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- ☆ GG Trains
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CAMPUS GUIDE

This guide indicates only the streets necessary for travel to and from the various college locations

KEY

- (A) Brooklyn Prep. — 1150 Carroll Street
- (B) 244 Rogers Avenue
- (C) Santini — 402 Eastern Parkway
- (D) St. Joseph's — 685 Dean Street
- (E) St. Lukes Church — 295 Washington Avenue
- (F) Temple — 317 Clermont Avenue
- (G) Lafayette Presbyterian Church — 85 Sq' Oxford Street

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