

Lita H. Palmer

COLLEGE CATALOGUE 1982-1983



MEDGAR EVERS COLLEGE
of the City University of New York
1150 Carroll Street
Brooklyn, New York 11225

1982-1983
CATALOGUE

MEDGAR EVERS COLLEGE
of the City University of New York
1150 Carroll Street
Brooklyn, New York 11225
(212) 735-1750

CALENDAR FOR 1982 - 1983

Fall Semester 1982

Registration	August 28 - Sept. 9	Saturday - Thursday
Labor Day-College closed	September 6	Monday
Last day for 100% tuition refund	September 10	Friday
First day of classes	September 11	Saturday
Last day for 75% tuition	September 17	Friday
No classes after 4 p.m.	September 17	Friday
Rosh Hashana no-classes	September 18	Saturday
Last day to add classes	September 21	Monday
Last day for 50% tuition refund	September 23	Thursday
Yom Kippur no-classes	September 27	Monday
Last day for 25% tuition refund	October 1	Friday
Last day to file for January 83	October 1	Friday
Columbus Day-College closed	October 11	Monday
Last day to make-up incomplete	October 25	Monday
Black Solidarity Day- no classes	November 1	Monday
Election day-College closed	November 2	Tuesday
Last day to drop with W grade	November 5	Friday
Veterans Day-College closed	November 11	Thursday
Conversion Day-follow Friday schedule	November 24	Wednesday
Thanksgiving College-closed	November 25 - 28	Thursday-Sunday
Winter Recess-no classes	December 24 - Jan. 2	Friday-Sunday
Last day of classes	January 4	Tuesday
Reading Day	January 5	Wednesday
Final Exams	January 6 - Jan.14	Thursday-Friday
Human Rights Day College-closed	January 15	Saturday
Final Grades due in Registrar's Office at noon	January 17	Monday
ADVISEMENT FOR SPRING 1983 STARTS	December 3	Thursday

Spring Semester 1983

Registration	January 19 - 27	Wednesday-Thursday
Last day 100% tuition refund	January 28	Friday
First day of classes	January 29	Saturday
Last day 75% tuition refund	February 4	Friday
Last day to add classes	February 9	Wednesday
Last day 50% tuition refund	February 10	Thursday
Lincoln's Birthday	February 12	Saturday
Last day 25% tuition refund	February 18	Friday
Last day to file for June 83 graduation	February 18	Friday
Washington's Birthday College-closed	February 21	Monday
Last day to make-up incompletes	March 14	Monday
Spring recess no-classes	March 27 - April 3	Sunday-Sunday
Last day to drop with W grade	March 28	Monday
Last day of classes	May 16	Monday
Reading Day	May 17	Tuesday
Final Exams	May 18 - 24	Wednesday - Tuesday
Grades due in Registrar's office at noon	May 26	Thursday
Memorial Day College-closed	May 30	Monday
ADVISEMENT FOR SUMMER AND FALL 1983 STARTS	May 9	Monday

TABLE OF CONTENTS

Calendar for 1982-1983	0
Federal, University Guidelines	1
Introductory Note	2
About the College	3
Admissions Information	5
Academic Regulations	8
Tuition Fees, Refunds, and Other Costs of Education	22
SUPPORT SERVICES	
Financial Aid	28
Student Services	31
The Library	34
Computer Assisted Instruction	35
SPECIAL COLLEGE PROGRAMS	
Liberal Arts Studies	36
The Career Development Center	38
Special Programs — SEEK and College Discovery	41
The Extended Evening and Weekends College Program	46
The ESL/ESD Program	47
Adult Continuing Education	49
DEGREE PROGRAMS	
Business Administration	53
Health Sciences	69
Humanities	82
Natural Sciences and Mathematics	95
Social Sciences	106
Teacher Education	124
APPENDIX	
City University Administration	133
The Medgar Evers Community Council	134
The College Faculty and Administration	136
HEGIS Codes	150

FEDERAL, UNIVERSITY GUIDELINES

It is the policy of the Board of Trustees and its component Colleges and units of the City University of New York to recruit, employ, retain and promote employees; and to admit and provide services for students without regard to sex, age, race, color, religion or handicap. As a public college system, the City University believes, in accordance with the requirements of Title Nine (9) of the Education Amendments Act of 1972 and the implementation of Federal regulations, in a policy of nondiscrimination on the basis of sex in the operation of the University's educational programs and activities. Federal requirements of nondiscrimination on the basis of sex include employment by the University and admission to the professional and graduate programs of the University. The City University is approaching the Title Nine (9) enforcement in good faith to insure that sex discrimination does not occur.

Inquiries concerning the application of Federal law and regulations may be directed to the Affirmative Action officer of Medgar Evers College. The Affirmative Action officer is located in the Prep Building Room 200 A. The telephone number is 735-1923.

Students or parents have the right to examine the student's records. All inquiries should be directed to the Office of the Registrar.

This school is authorized under Federal law to enroll non-immigrant alien students.

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, N.Y. 11225
(212) 735-1947 - 9

Prepared by the Office of the Dean of Academic Affairs

INTRODUCTORY NOTE

Medgar Evers College of the City University of New York is a small, diverse, multinational institution.

On its campus you will find students from Africa, the Far East and the Caribbean, from the College's Central Brooklyn community, as well as from every other part of New York City.

The College offers high quality liberal arts and professional degree programs designed to prepare students to succeed in our rapidly changing society. Liberal arts, business, nursing and other professional programs are open to all high school graduates. Baccalaureate and Associate Degree programs are offered in both day and evening.

Medgar Evers College has special programs in basic skills and extensive academic support laboratories to assist students to achieve college-level proficiency. Constant curriculum updating in all programs assures Medgar Evers College graduates of saleable skills in a highly competitive job market. The Library Services, SEEK and College Discovery programs, ESL/ESD program, and Computer Assisted Instruction are just a few of the specialized support services the College offers.

As we complete our eleventh year of service to the goals of higher education and the people of our community, Medgar Evers College continues to provide an atmosphere of learning, growth, exposure and development for future leaders of our community, city and state.

Richard D. Trent
President

ABOUT THE COLLEGE

MISSION

Medgar Evers College was founded as a result of collaborative efforts by community leaders, elected officials and the Chancellor, and the Board of Trustees of the City University of New York. The College, named for the late Civil Rights leader Medgar Evers, was established in 1969 with a mandate to meet the educational and social needs of Central Brooklyn. The College is committed to the fulfillment of the educational and social, needs of the Central Brooklyn community.

In keeping with the philosophy of the City University and Medgar Evers College, we believe that education is the right of all individuals in the pursuit of self actualization. Consequently, the College's mission is to develop and maintain high quality, professional, career-oriented undergraduate degree programs in the context of a liberal education. The College offers programs both at the baccalaureate and at the associate degree levels, giving close attention to the articulation between the two-year and the four-year programs

The College has a commitment to students who desire self improvement, a sound education, an opportunity to develop a personal value system, and to gain maximum benefits from life experience and from their environment.

GOALS AND OBJECTIVES

Consistent with Board of Trustees policy, the College seeks to serve students with diverse educational, socio-economic, political, cultural experiences, and national backgrounds.

Objectives 1. Open-Admissions — To develop and implement a program of recruitment and admission of students who have a variety and range of qualifications. 2. Curriculum — To provide students with relevant programs, courses and activities which will prepare them for college performance and aid in retention. 3. Support Programs — To implement support programs and activities which enable students to successfully complete their college experience.

The College seeks to prepare students with essential knowledge and skills necessary for career advancement and professional mobility, maintaining flexibility in the incorporation of student's experiential resources as the building blocks for the discovery of new knowledge and the achievement of academic skills.

Objectives 1. Basic Skills — To implement programs designed to assist students in mastery of basic skills in communication and reasoning, including reading, writing, speaking, computational operations and problem solving. 2. Career Education and Occupational Competence — To institute programs designed to increase the number of professionally and occupationally prepared people in the inner city, and which reflect the changing needs of society. 3. Lifelong Learning — To provide opportunities which will encourage a respect for continuous personal and professional learning.

The College seeks to provide its students with a liberal education which communicates the knowledge of tradition, the teachings of scholars, and the beauty and profundity of their cultural heritage, improving the students' understanding of past and present societies.

Objectives: 1. Human Relations — To create an environment which fosters an understanding, respect for, and ability to relate to other people through diverse means. 2. Cultural Appreciation — To expose students to cultural experiences which promote values clarification and aesthetic awareness. 3. Community Interaction — To provide opportunities for involvement in community related programs which enhance responsiveness to community needs.

The College seeks to prepare students for leadership roles in a changing world so that they and the College itself can be energizers or change agents in the community.

Objectives 1. Sociopolitical Understanding — To provide opportunities designed to assist in developing a greater understanding of social and political matrices and processes. 2. Leadership — To provide opportunities for students to participate in learning situations to develop organizational, interpersonal and leadership skills.

The College seeks to develop non-degree educational, social, economic and cultural programs which serve a broad population of community residents.

Objectives 1. To implement non-degree programs which facilitate the acquisition of pre-requisite skills essential to educational and career mobility. 2. To implement non-degree programs designed to broaden and strengthen occupational competencies. 3. To implement activities designed to enrich the students' understanding of their role in the cultural matrix.

The College seeks to fulfill its mission and goals through active interaction with community representatives.

Objective

1. Community Participation — To provide opportunities to involve the community in the decision making process.

In support of the goals and objectives above, the College implements organizational management systems to facilitate the operations and advancement of the institution.

THE ACADEMIC STRUCTURE OF THE COLLEGE

The College is organized into eight academic divisions. The divisions of the College and the disciplines offered by each are as follows:

Business Administration B.S. Accounting; B.S. Business Administration; A.A.S. Secretarial Science; A.A.S. Computer Applications; A.S. Business

Health Sciences B.S. Nursing. Additional courses in -- Health Administration, Physical Education, Health Education

Humanities A.A. Liberal Arts (courses in: Art, Communications, English, French, Spanish, Music, Advertising Design) Additional courses in -- Humanities, Philosophy, General Studies

Natural Sciences and Mathematics B.S. Biology; A.A.S. Computer Applications; A.S. Science. Additional courses in -- Chemistry, Mathematics, Physics, Pre-Engineering, Pre-Medical, Pre-Pharmacy, A.A.S. Computer Applications.

Social Sciences B.S. Public Administration with additional courses in a Social Science area (optional) A.S. Public Administration with additional courses in a Social Science area (optional); A.A. Liberal Arts. Additional courses in -- Anthropology, Economics, History, Political Science, Comparative Politics and International Administration, Urban Planning, Manpower.

Teacher Education B.S. Early Childhood and Elementary Education A.A. Elementary Education

The college is accredited by both the New York State Office of Education and the Middle States Association.

ADMISSIONS INFORMATION

The Admissions Office provides information on admissions procedures and requirements, filing deadlines, program offerings and advanced standing policies.

Admissions Procedures

Prospective applicants should obtain a copy of the booklet, "A Guide to Freshman Admissions" from either high school advisors, the Office of Admission Services at 101 West 31 Street or from the Medgar Evers College Admissions Office. This guide provides information about admission requirements, course offerings and application procedures for all the CUNY Colleges.

Freshman Applications Students who are in their last year at a New York City Public High School should obtain a preprinted application form from the college advisor at their school.

All other applicants who have not attended college may obtain an application for admission from:

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

or

Office of Admission Services
City University of New York
101 West 31 Street
New York, New York 10001

Applications for College Discovery

Applicants who wish to be considered for the College Discovery program must complete page 4 of the regular freshman application.

Applications for Students Educated Abroad Graduates of foreign institutions must file an "Application for Students Educated Abroad" through the International Students Office, 101 West 31 Street. Foreign Students on temporary visa whose native language is not English must also take the Test of English as a Foreign Language (TOEFL) which measures English proficiency. Arrangements to take this test can be made by contacting the:

International Students Office,
Office of Admission Services
101 West 31 Street
New York, New York 10001

Transfer Applications Students who have attended college previously should file an "Application for Advanced Standing (Transfer) Admission". Transfer applications are available at the Office of Admissions Services or at any CUNY College Admissions Office.

ACADEMIC REQUIREMENTS FOR ADMISSION

Freshmen A transcript and a diploma from an accredited high school is required of all freshman for admission to Medgar Evers College. A High School Equivalency Diploma (GED) earned with a score of 225 or higher may be substituted for a high school diploma.

Advanced Standing Students who have completed credits at another college or university with a minimum grade point average of 2.0 may apply for advanced standing admission to the College. Applicants who have completed fewer than 24 college credits must also provide their high school transcripts. Applicants for the Nursing Program must meet special requirements (described in the

section on "Health Sciences".) Students who do not meet the above criteria may file an Appeal for Special Consideration. Any student admitted to Medgar Evers College with less than a 2.0 grade point average from another institution is admitted on probation. Courses completed at institutions outside of the CUNY system with grades of "D" or lower than 70%, are not transferable to Medgar Evers College. However, "D" grades from other units of CUNY may be transferable.

DISCRETIONARY ADMISSIONS POLICY

Medgar Evers College has obtained permission from the City University of New York to admit 50 students each academic year (25 in the Fall semester and 25 in the Spring semester) who do not have high school diplomas.

Applicants to the Discretionary Program must meet the following requirements:

1. Applicants must be at least 21 years old and must present proof of age.
2. Applicants must be citizens or permanent residents of New York City.
3. Applicants must not have earned a high school diploma or GED diploma.
4. Applicants may not have attended college prior to application to M.E.C.
5. Applicants must demonstrate an ability to do college level work. The CUNY Skills Assessment Test must be completed before acceptance to the program.

Applications for the Discretionary Program are available only in the Medgar Evers College Admissions Office.

Discretionary students are admitted to the regular college program as matriculants and take the same courses as students admitted through the standard admissions process.

The academic progress of students admitted through the Discretionary Admissions Policy will be carefully monitored, and appropriate skills courses and counseling will be provided. When the student completes 24 college credits, the Registrars Office will assist the student in obtaining an equivalency diploma.

NOTE: Applicants who apply for admission to M.E.C. through the Discretionary Admissions Policy are ineligible to apply for College Discovery.

RESIDENCE REQUIREMENTS

New York City Residents To be eligible for New York City tuition rates the applicant must be an actual, legal and bonafide resident of New York City for at least one year. If an applicant is under 18 years of age, he/she must:

1. Live in NYC with his/her parent(s) or a duly appointed guardian;
2. Demonstrate that he/she is an emancipated minor residing in NYC (as described in the section on tuition, fees and refunds).

New York State Residents Living Outside of New York City

New York State residents living outside of New York City who obtain a Certificate of Residence from their County Fiscal Officer may enroll as fee-paying students at the same rate as New York City residents. Without the certificate, the student will be charged as an out-of-state resident.

Out-of-State Residents, Foreign Students

Applicants who reside outside New York State, applicants who have resided in NYS less than one year, and eligible foreign students who hold temporary visas may be admitted as matriculants and pay tuition at a rate of \$55.00 per credit or \$712.50 per semester, whichever is lower (plus the student fee).

HEALTH REQUIREMENTS

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. Prospective students with physical disabilities should plan a visit to the campus to arrange for any special services that may be required.

APPLICATION DEADLINES

Students are admitted to the colleges by the University Application Processing Center (UAPC) in several phases or "allocations". Students allocated in earlier phases have a better chance of getting their first program choice and may have a greater access to University based financial aid funds. Since the deadlines for each of the phases vary slightly from semester to semester, applicants should contact the Admissions Office for this information.

READMISSION

Students who have been enrolled at Medgar Evers College previously but have not been in attendance for one or more semesters must apply for readmission. Readmission Applications and requirements may be obtained in the Admissions Office.

ADMISSIONS REQUIREMENTS AND DEADLINE DATES ARE SUBJECT TO CHANGE WITHOUT NOTICE.

ACADEMIC REGULATIONS

Grading System 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
A	Excellent (90-100%)
B+	Very Good (85-89%)
B	Good (80-84%)
C+	Above Average (75-79%)
C	Average (70-74%)
D	Poor, Lowest Passing Grade (60-69%)
F	Failing
P	Pass
R	Basic Skills Course to be repeated
W	Official Withdrawal 3 to 8 weeks
WF	Official Withdrawal after the 8th week of classes; counts as F
WU	Unofficial Withdrawal; counts as F
INC	Incomplete
AUD	Auditing
ABS	Absent from the Final Examination, make-up examination to be given

Pass & 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 in 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 Chairperson on the number of courses he may take in this way within his major.

Grades of P carry no grade points 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 reasonably good work during a semester and who for some justifiable reason has not been able to complete a particular assignment. If a grade of INC is given, the instructor shall be expected to submit in writing to the Division Chairperson the details of all the work to be completed by the student before a final grade is given. The student must finish all the assignments as defined by the instructor, or in his absence, by the Division Chairperson prior to the end of the sixth week of the subsequent semester, the summer being excluded. For a grade of INC given during the summer session, the subsequent semester shall be the following Fall semester. If the necessary assignment is not completed during this period, the student shall receive an F automatically. This is also true for ABS grades. To change the grade of INC or ABS the lower portion of the INC Explanation Form shall be used by the instructor or by the Chairperson, as the case may be.

Handwritten calculations: 3.3 , 2.0 , 215.3 , 31 , 1.7 , 5.3 , and a page number 9 .

Change of Grade

Normally, a grade awarded by an instructor shall be final and a change of grade may be permitted only under certain very exceptional circumstances.

The Academic Standing Committee evaluates appeals concerning academic problems related to a change of grade only if the following procedures have been observed.

Step 1. The student shall seek a conference with the instructor awarding the grade as soon as possible but not later than the end of the sixth week of the following semester. A reevaluation of the student's performance should be made and explained to the student at this step. If a change of grade is recommended, the instructor should follow the procedure in steps.

Step 2. If the instructor concerned is not on campus during this semester, or the student is not satisfied with the outcome of the conference in Step 1, an appeal may be made to the Chairperson of the Division in which the course was offered. Such an appeal should be made no later than two weeks after the meeting in Step 1, and no later than the end of the sixth week of the semester following that when the grade was awarded in the absence of a meeting in Step 1. This appeal should be made in writing by the student giving all reasons and providing all material in support of the grade change. In the absence of specific reasons and supporting material, such requests may not be accepted.

Step 3. The Chairperson of the Division in consultation with the divisional Personnel and Budget Committee shall designate a committee of no fewer than three members to review this request for change of grade. If the discipline in which the course was offered has a coordinator, he should serve as a member of the aforementioned committee. The committee will review all pertinent material including a *summary* of the discussion in Step 1 and will notify the Divisional Chairperson of its decision. If the committee recommends a change of grade, the Divisional Chairperson shall take the necessary steps to ensure such a change, and notify the instructor concerned of this change. The Chairperson must notify the student regarding the result of his appeal no later than 30 days after the written request was submitted to him by the student.

Step 4. If the student is not satisfied with the outcome of Step 3, he may appeal to the Academic Standing Committee. A written request must be made to the Committee through the Office of the Dean of Academic Affairs. This request must be made no later than two weeks after the notification in Step 3. The student must provide all relevant material in support of this appeal. The Academic Standing Committee will review the necessary material including the *summary* of the discussions in Step 1, 2, and 3 and shall make a final decision.

Grade Point Average

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

A=4.0, B+=3.3, B=3.0, C+=2.3, C=2.0, D=1.0, F=0, WF=0, WU=0, P,R and W grades have no numerical value.

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.

Grade Point Average = Total grade points accumulated divided by 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	x	6	=	24.0
B+	3.3	x	3	=	9.9
B	3.0	x	10	=	30.0
C+	2.3	x	8	=	18.4
C	2.0	x	3	=	6.0
			Total		88.3

Handwritten calculation:

$$\begin{array}{r} 2.9 \\ 6 \overline{) 88.3} \\ \underline{60} \\ 28 \\ \underline{24} \\ 4 \\ \underline{30} \\ 8 \\ \underline{60} \\ 23 \\ \underline{18} \\ 5 \\ \underline{30} \\ 3 \\ \underline{30} \\ 0 \end{array}$$

In this example your grade point average would be 2.9, which is 88.3 divided by 30. Thus your grade average is approximately a B. The minimum grade point average needed for graduation is 2.0.

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 exceed twice the number of regular class meetings per week the student may be dropped from the course with a grade of WU.

Attendance regulations for special courses such as laboratory courses, physical activity courses, nursing, etc. may be determined by the Division. The class instructor shall announce in writing at the beginning of each course special attendance regulations for that course.

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. The instructor or the Division can establish regulations that exceed those stated herein regarding attendance.

Dropping Courses

A student may drop a course without academic penalty through the eighth week of classes. No grade, including W, will be recorded during the first three weeks of class. Withdrawals after the third week through the eighth week will be assigned a grade of W. Withdrawals after the eighth week will automatically result in a grade of WF for the course. Documentation of the inability to attend class may be presented to the Divisional Chairperson who may recommend to the Dean of Academic Affairs that the grade of WF be waived in favor of a W.

When contemplating dropping a course, the student should bear in mind that after the first year a full-time student must satisfactorily complete a minimum of nine credits per semester.

In order to drop a course, a student must obtain a Program Change form from the Office of the Registrar, properly fill in all the information and obtain the signature of the Academic Advisor of the Division of his/her major. The student turns in all copies to the Registrar, one copy is returned to the student. Failure to follow this procedure will result in a WU grade for the semester.

The Registrar (or her designee) shall retain the top copy for the records (in the student's file) and send the second copy to the person so designated in the Data Processing Department for processing.

No withdrawal from remedial courses will be permitted without the approval of the Associate Dean of Academic Affairs. Students, when contemplating drops, should be advised that the City University has established strict guidelines for the retention of students.

Withdrawal From All Courses

To officially withdraw from *all* courses, a Leave of Absence form must be filed with the Registrar's Office. Withdrawal during the first three weeks will not appear on the transcript. Between the 3rd and 8th weeks a grade of W will appear for each course, after the 8th week a grade of WF will appear.

Program Adjustment Period(Adding and/or Dropping Courses)

A student may add and drop a course during the first week 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. Courses dropped during the first three weeks will not appear on the transcript.

Repeating Courses

A student may not repeat a course unless he/she has received a grade of D, F, R, W, WF or WU in that course.

A student should not repeat a course in which an incomplete (INC) grade is given. If a student registers again for a course in which an INC was awarded, the INC will become a failure (F) and the course will appear a second time on the student's transcript with the grade earned.

Students who have received a passing D grade in a course sometimes wish to repeat the course in the hope of improving the grade. If such a course is repeated, both of the grades will remain on the student's transcript, both grades will be computed in the student's grade point average, but the student will receive credit only once for the course. For example, if a student takes SPN 206 for 3 credits of D and repeats the course, receiving a B the second time, the transcript will list SPN 206 with the grade of D during the first semester it was taken. The transcript will list SPN 206 with a grade of B during the second semester it was taken. The student will receive a total of 3 credits for SPN 206, not 6, but both 3 credits of D and 3 credits of B will be calculated in the student's grade point average.

If a student fails a course and repeats it, both the original failure and the new grade will appear on the student's transcript and be counted in the grade point average.

A student who repeats a course should do it in the semester immediately following the unsatisfactory grade.

A student may not repeat a course, if a more advanced course has been taken. For example, if a student received a D grade in CHM 112 and the next semester takes the next level course CHM 201, then he/she can longer repeat the CHM 112. Also a student cannot register for both CHM 112 and CHM 201 simultaneously, if the CHM 112 is being repeated.

Examinations and Evaluation of Students; The manner in which students are evaluated, the number and times of examination, and the consequences of unauthorized failure to take examinations, are matters which shall be determined by the instructor in each course. Instructors shall provide students with this information in writing during the first three weeks of classes.

Degree Requirements

Regardless of the academic major, all students must meet College-wide requirements and such requirements must be completed during the early phase of a student's degree program.

Requirements For All Degree Candidates

All students must demonstrate proficiency in reading, writing and mathematics as prescribed by the University. After admission, students are required to take the CUNY Skills Assessments Tests in all three areas and will be placed in appropriate courses. Students who have not demonstrated proficiency in the pre-test will be retested at the close of the appropriate course. Proficiency must be demonstrated before a student completes 60 credits for all students admitted Fall'78 or later.

Requirements for Associate Degree candidates

All Associate Degree candidates must complete the following College-wide course requirements:

Courses	Credits
3- ENGL 100 and ENGL 150 or the equivalent	6
PHIL 101 - Introduction to Logic	3
SPCH 102 Fundamentals of Speech or SPCH 101 Voice and Diction	3
A two-credit math Course	2
LAS 102 Culture, Society and Social Change	3
LAS 103 Man and the Planet Earth: An Intro. to Science	3
LAS 104 In Search of Wellness	3
LAS 201 Visions in the Humanities — Chandler	3
2- CP 100 Perspectives on Careers	2
CP 200 Confronting the World of Work	1
P. Ed. 100 Fitness for Living	2

a. Social Science majors will be exempted from LAS 102; Natural Science majors will be exempted from LAS 103 and 104.

b. Only students seeking an A.A., A.S., or A.A.S. degree will be required to take Career Planning 200 as part of their Lower Division requirements. Students planning to complete a Baccalaureate Degree do not take Career Planning 200 as part of their Lower Division requirements, but complete it as part of their Upper Division requirements.

Requirements for Bachelor's Degree Candidates

All Baccalaureate Degree candidates must take the courses listed above under Requirements for Associate Degree Candidates as part of their Lower Division coursework. Additional College-wide requirements for the Baccalaureate Degree candidates are:

Courses	Credits
LAS 302: Critical Issues in Social Science	3
LAS 303: Science: Philosophy, Methods & Issues	3
LAS 304: Values in the Humanities	3
Career Planning 200: Confronting the World of Work (above 4 courses to be completed as a part of the Upper Division courses)	1
One three-credit math course	3

a. Social Science majors will be exempted from LAS 102;

- b. Natural Science and Nursing majors will be exempted from LAS 103, LAS 104, and LAS 303.
- c. Secretarial Science majors will be exempted from C.P.100
- d. Nursing majors will be exempted from all college wide requirements except: ENGL 100, ENGL 150, PHIL 101 LAS 302 and LAS 304.

Sequence of Courses

Students should enroll in courses according to the general numbering system. 100 level courses are designed for freshmen; 200 level for sophomores; 300 level for juniors and 400 level for seniors. It is therefore, expected that:

1. 100 level courses will be taken before 200 level, and that 200 level courses will be taken before 300 level, and 300 before 400 level.
2. All Lower Division requirements should be completed by the time a student is in the junior year, that is, has completed 60 credits.

Transfer Students: General College Programs

Students who transfer credits from an accredited college may be exempt from the following Lower Division College-wide requirements: Phil 101, Spch 102, LAS 102, LAS 103, LAS 104, LAS 201, PED 100, and CP 100. The Admissions Office will evaluate each transfer student's record prior to the initial registration and indicate those requirements from which he/she is exempt.

All transfer students are required to take the CUNY skills Assessment Examinations in Reading, Writing and Math and will be required to take skill courses where appropriate. Students who have taken these examinations at another CUNY unit may request an official test score report from their previous colleges and will be placed in courses based on this report.

Transfer Students: Nursing Program

Admission of A.A.S. and Diploma School Graduates: Courses and credits from the following Nursing Diploma Schools will be treated the same as courses and credits from Community College Associate Degree Programs:

- Long Island Hospital School of Nursing
- Misericordia School of Nursing
- Helene Fuld School of Nursing
- Edna McConnell School of Nursing (Columbia)

Since all of the above diploma schools are licensed by the State to award the A.A.S. Degree in Nursing, courses and credits from comparable diploma schools will be considered the same as courses and credits from these diploma schools.

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 at least 18 must be in the student's major area of study, and which must include 32 of his final 64 credits.

Credit Load Requirements

To earn an Associate Degree in two academic years or a Baccalaureate Degree in four years, a student needs 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 16 credits or five courses, unless the accumulated grade point average is at least 3.0 and permission of the Division Chairperson and the Dean of Academic Affairs is obtained. Normally, no student should be allowed to take more than twelve credits, unless his accumulated average is at least 2.5 (C+). Under no circumstances is a student permitted to carry more than 21 credits.

Credits Required for Class Standing

The number of credits successfully completed by a student determines his class standing. In an 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

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	94-110.5 credits completed
Upper Senior	111-128.0 credits completed

Distribution Of Credits

It is recommended that in addition to fulfilling College-wide Liberal Arts and Divisional requirements, students carefully select electives according to academic and/or professional objectives. It is therefore suggested that students should work out a sound program in consultation with advisors early in their academic career.

Credits by Examination, Cooperative Education, Veteran Programs, and Life Experience

For an associate degree no more than 15 credits may be received through examination (CLEP, CPEP, and written challenge examinations), (1*) cooperative education and veteran programs.

For a baccalaureate degree at most 30 credits may be received through examination (CLEP, CPEP, and Written Challenge Examination), cooperative education and veteran programs. Nursing students may exceed this limit. The following are the regulations governing the awarding of credit by means other than formal course work:

College Level Examination Program (CLEP) of the College Entrance Examination Board and **College Proficiency Examination Program (CPEP)** of the New York State Department of Education are recognized by the College as alternative ways to earn credit towards a degree. Information regarding minimum passing scores and Medgar Evers College course equivalents may be obtained in the Office of Admissions (Prep Building, Room M 14).

*1. A challenge examination is any form of testing developed by the College for the purpose of awarding credit or exemption.

Cooperative Education No more than 12 credits may be received for cooperative courses by baccalaureate candidates. Moreover, the 12 credits for cooperative education are to be divided equally between credits for the major and liberal arts. For the Associate Degree candidates, at most 6 credits may be received for cooperative education. Moreover, these six credits are to be divided equally between the major and the liberal arts.

Veteran Credits Veterans are advised to consult the Veteran's counselor to determine their eligibility for veteran's credits which cannot exceed 8 credits.

Credit for Prior Learning

Mature students may earn up to 30 college credits for life and work experience. The student will be expected to demonstrate that his knowledge and skills compare reasonably with those covered in specific college courses. Students interested in applying for Prior Learning credit should contact the Admissions Officer.

Conditions for Retention and Progress

Probationary Status:

Students are required to maintain satisfactory academic progress as defined below. Students will be on probation under either of the following conditions:

(1) *Admission on probation:*

A student admitted into Medgar Evers College with a G.P.A from another institution that is lower than the minimum required for the number of credits transferred is admitted on probation. He/she will not be dropped for at least one semester.

(2) *Probation after admission:*

Any time a student's cumulative grade point index falls below the minimum required for total number of credits earned, he/she is on academic probation. Additionally, a full-time student must meet the minimum satisfactory rate of completion as outlined below. he/she is registered.

Students on probation:

When a student is placed on probation, he/she should seek an interview with an academic advisor or Special Programs counselor who will outline a program in keeping with the student's academic status. Such a plan may include credit load limitations or restrictions on extra-curricular activities.

Dismissal from the College:

The student will have one semester to obtain removal from probation by raising his/her cumulative grade point index to the minimum required as defined below. Failure to do so will result in dismissal.

Appeal for review of dismissal action:

Under special circumstances a request for a reconsideration of dismissal can be presented to the Dean of Academic Affairs through the student's academic advisor or Special Programs counselor.

Definition of Minimum Satisfactory Rate of Progress

Credits Attempted	Satisfactory Rate of Completion	Cumulative GPA (index)
0 - 12.5	50%	1.50
13 - 24.5	66%	1.75
25 - Upward	75%	2.0

TABLE OF GRADE POINTS & PROGRESS

Grade	Points	Progress
A	4	S
B+	3.5	S
B	3	S
C+	2.3	S
C	2	S
D	1	S
F	0	U
P	-	S
R	-	U
W	-	U
WF	0	U
WU	0	U

Grades of INC and ABS are not computed in either category. However, both of these grades will automatically be changed to F if the outstanding work has not been submitted before the 6th week of the following semester. (See Incomplete)

To compute your rate of progress, total the number of satisfactorily completed credits or equated credits and divide by the total number of credits attempted. The result is the % of credits or equated credit completed.

Dean's Honor List

A Dean's List is prepared at the end of each Fall and Spring semester. To be eligible for this honor the student must meet the following conditions:

Full-time matriculated student and complete 12 credits with a 3.25 index, with no ABS or INC grades.

Honors for General Excellence

To be considered for honors a student must complete at least 60 credits at Medgar Evers College. A student completing fewer than 60 credits at Medgar Evers College may be awarded honors if his previous record meets the Medgar Evers College criteria for honors. 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 a cumulative grade point average of 3.25 or higher but less than 3.50 for the complete College record.

Filing for Graduation

It is the responsibility of the student to file for graduation with the Registrar and to request that certification of his graduation is completed by the Chairperson of the Division in which the degree is offered.

Application for January or June graduation may be submitted only when a student has completed all but the last 21 credits toward the degree sought. The deadline for application is the end of the third week of the semester. Application for August graduation may be submitted during the preceeding Spring semester only when a student has completed all but the last 30 credits toward the degree sought. The deadline for application is the end of the first week of the summer term.

A student may apply for only one degree at a time. If a student completes the degree requirements in two different majors, both majors will be listed on the transcript but only one degree will be granted. A graduate applying for a second degree must fulfill the residency requirements for the second degree after the first degree has been completed.

The student must fulfill the academic requirements that exist at the time of admission to the second degree program. A student who wishes to apply for a newly approved degree must have completed 30 credits toward the degree after approval of the degree by the State Education Department.

These standards are in accordance with student Retention and Progress Guidelines established by the Board of Higher Education as of September, 1976. They apply to all matriculated and non-degree students in attendance in Fall 1976 and thereafter.

Students will be held responsible for computing their G.P.A. and their rate of progress in order to be aware of their academic standing.

Discipline — Rules and Regulations for the Maintenance of Public Order Pursuant to Article 129 of The Education Law.

"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 freedom; the rights of professors to teach, or scholars to engage in the advancement of knowledge, or students to learn and 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 By-Laws of the Board of Higher Education. With respect to enforcement of these rules and regulations we note that the By-Laws 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 by-laws, resolutions of any of its committees and the policies, programs and lawful resolutions of the several facilities;
- (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 education 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 on the grounds of the University/College.

9. Any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization is prohibited.

Penalties

1. Any student engaging in any manner in conduct prohibited under substantive rules 1-9 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 By-Laws 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, such person 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.

4. Any organization which authorized the conduct prohibited under sustained rules 1-9 shall have its permission to operate on campus rescinded.

Penalties 1-4 shall be in addition to any other penalty provided by law or The City University Trustees.

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 regulations, 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. Reim-

bursement 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.

GUIDELINES FOR GRADUATION AWARD SELECTION

1. **Graduates:** All students receiving a terminal degree (Associate or Baccalaureate).
2. **Determination of Recipients of Graduation Awards:** To be based on recognition of some outstanding achievement.
3. **Categories of Graduation Awards:** 1) Academic and 2) Service.
4. **Number of Awards to be offered:** 2 (plaque) awards per division (Academic and/or Service), and certificates to graduates with a cumulative grade point index of 3.5 or better.
5. **Budget Allocation for Division:** \$50. to cover cost of plaque awards.
6. **Cash or Outside Awards:** To be secured, independently, by each Division.
7. **Students Eligible for Awards:** August graduates, January graduates, and students certified to graduate in June.
8. **Student Eligibility for Academic Awards:** Graduates eligible for magna cum laude and summa cum laude Honors as defined in the college catalog a 3.5 or better cumulative grade point index and an academic record devoid of F's and WU's.
9. **Determination of Academic Awards:** To be based on Fall cumulative grade point index for June graduates and graduating, cumulative grade point index for August and January graduates.
10. **Graduation Award Selections:** To be approved by Division Chairperson and/or representative body of the Division.

Access to College Files Board of Trustees guidelines and Federal Education Rights and Privacy Act of 1974 permit the following information concerning current and former students to be made available to those parties having a legitimate interest in the information: name, attendance dates, most recent address, major field of study, degrees received, and date. By filing a letter with the Office of the Registrar or Dean of students, a student or former student may request that any, or all of the above information not be released without the student's prior written consent. This may be completed, withdrawn or modified, at any time. A student may have access to his college records by completing a request form available in the Office of the Registrar. The office informs the students of when and where the record may be inspected. The student is charged a fee for the duplication of a requested record. The parents of a student younger than 18, who is dependent within the definition of section 152 of the United States Internal Revenue Code of 1954, have right of access to those student records to which the student has right of access. Where a student has waived access right to a particular document or

record, the parent has no access right. Dependency status may be demonstrated by submitting a copy of the last filed federal income tax form or other appropriate documents. Parents of a student 18 years of age or older have no right of access, regardless of their child's dependent status, without the consent of the student.

TUITION FEES, REFUNDS, AND OTHER COSTS OF EDUCATION

All fee and tuition charges listed in this College Catalogue and in any registration material issued by the College are subject to change by action of the Board of Trustees without notice. In the event of any increase in the fee or tuition charges above those listed in this bulletin or any other registration material issued by the College, students will be notified as soon as possible, but in no event later than the date on which they register. All students attending Medgar Evers College must pay tuition and College fees. In addition, all full-time and part-time students must pay a Student Association Fee of \$20.50 for each Fall and Spring Semester, assessed by the Student Government, at the time of registration. (The Student Association Fee is not refundable).

TUITION

Tuition for lower division (those students who have earned less than 61 credits) New York City residents enrolled on a full-time basis is \$462.50 per semester. For upper division (those students who have earned 61 or more credits) New York City residents enrolled on a full-time basis tuition is \$462.50 per semester. Non-city residents enrolled full-time pay \$712.50 per semester for upper and lower division.

Full-time Status/ Part-Time Status

Part-time: Students are considered part-time if they are registered for 6 to 11 1/2 credits or equated credits.

Full-time: Students are considered full-time if they are:

1. Continuing students and registered for 12 actual credits or 12 equated credits including at least 6 actual credits.
2. First-semester freshmen registered for 12 actual credits or 12 equated credits including at least 3 actual credits.
3. Teacher education majors registered for Educ 462 and 472 or Educ 461, and 471 and one 3 credit course for a total of (11) credits.

Equated Credits Equated credits are used in Basic Skills courses to determine the actual course load a student is carrying. In these cases, the work load required of the student exceeds the number of actual credits granted. Therefore, equated credits from this table are used to determine full-or-part-time status and TAP eligibility. Tuition payments due are calculated on the basis of the equated credits. Only the courses listed below carry equated credits:

Course	Credits	Equated		Course	Credits	Equated	
		Credits	Credits			Credits	Credits
ENGL 010	0	3.0		ESLW 003	0	1.5	
ENGR 003	0	3.0		ESLR 004	0	1.5	
ENGW 003	0	3.0		ESLW 004	0	1.5	
ENGR 004	2	3.0		MTH 002	0	4.0	
ENGW 004	2	3.0		MTH 131	2	4.0	
ENRL 003	0	1.5		MTH 132	3	4.0	
ENWL 003	0	1.5		SP/R 003	0	3.0	

ENRL 004	0	1.5	SP/W 003	0	3.0
ENWL 004	0	1.5	SP/R 004	2	3.0
ESD 003	0	6.0	SP/W 004	2	3.0
ESL 003	0	6.0	SPRI 003	0	1.5
ESD 004	4	6.0	SPWL 003	0	1.5
ESL 004	4	6.0	SPRL 004	0	1.5
ESLR 003	0	1.5	SPWL 004	0	1.5

NON-INSTRUCTIONAL FEES

Application Fees All students applying for admission must pay a \$20.00 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 \$20.00 made payable to University Application Processing Center should accompany all applications sent there.

Transcript Fees Students are charged \$4.00 for each transcript (or certification of enrollment, etc.). However, there is no charge for transcripts sent to other units of CUNY.

PENALTY FEES

Late Registration Fee A fee of \$15.00 is payable by students who register on or after the first day of classes.

Change of Program Fee Students who add a course or courses and who change from one section of a course to another after their program has been approved and they have registered, are charged a \$10.00 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. There is no charge for dropping a course.

Special or Make-Up Examinations A fee of \$15.00 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 \$25.00 per semester. 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.

Re-Admission Students who apply to return to the College after an absence of one semester or more (exclusive of summer session) shall be required to pay \$10.00 to be re-admitted to the College. This charge is applicable whether or not a student has taken a formal leave of absence.

Re-Instatement Students whose registration is cancelled for non-payment of obligations when due shall pay \$15.00 in addition to the obligation to be reinstated.

Payment Re-Processing Students who tender checks to the College in payment of any obligation and such checks are not honored by the bank upon which they are drawn shall pay a re-processing fee of \$15.00 in addition to payment of their obligations.

Repayment of Deferment

Students who request a hardship deferment of tuition at the time of registration and fail to meet agreed upon payment schedule dates will be charged \$15.00 for each late payment up to a maximum of \$30.00.

OTHER FEES

Duplicate Record Fee A charge of \$2.00 is made for the issuance of any duplicate record, receipt, course card, etc.

Duplicate Diploma Students who request a duplicate diploma will be charged a fee of \$15.00.

Duplicate I.D. Card Students who have lost their I.D. cards will be issued a duplicate upon payment of a \$5.00 fee.

Miscellaneous Charges In addition to those charges listed, 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 Trustees 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 to 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 of 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 session	75%	50%
Withdrawal during second week after scheduled opening date of the session	50%	25%
Withdrawal during third week after scheduled opening date of the session	25%	None
Withdrawal at the end of the third week after scheduled opening date of the session	None	None

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

The Military Service Refunds

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

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

Withdrawal before the beginning of the fifth calendar week (third calendar week for Summer Session) after scheduled opening date of session	100%
Withdrawal thereafter	60%

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

THE COST OF EDUCATION

Students who are reliant upon some other person(s) to provide a substantial portion of their support are generally defined as dependent students. For these students, the costs which are defined in parts I and II below represent the total out-of-pocket cost

For self-supporting students, who are not dependent upon some other person(s) for support, the out-of-pocket cost in parts I and II must be considered as additions to the regular cost of living, which the student incurs as a result of being dependent upon his/her own resources. A general description of these living costs is provided in part III.

I. Direct Educational Costs

Tuition and Fees

For the 1981-82 academic year, undergraduate students who attend any institution within the City University of New York will be charged according to the following Tuition Fee Schedule:

New York City and State Residents	
Lower Division	
Full Time	\$462.50 per semester
Part Time	\$35.00 per credit
Upper Division	
Full Time	\$462.50 per semester
Part Time	\$40.00 per credit

Non-State Residents (Including Foreign Students)
Lower Division

Full Time	\$712.50 per semester
Part Time	\$55.00 per credit

Upper Division

Full Time	\$712.50 per semester
Part Time	\$55.00 per credit

Books/Supplies

The average cost of books and supplies for an undergraduate student is \$175. (In some cases, an individual student's curriculum may require a somewhat higher expenditure).

II. Costs Related To College Attendance

Transportation for nine months is approximately \$390 on an average. This amount is based upon the current 60 cent fare.

Lunch costs, on an average, are estimated to be \$400 during the school year, assuming that the student is able to make use of on-campus eating facilities. Should the student utilize a food service off-campus, the cost will increase by about \$100.

For personal expenses and recreation costs which a student would have regardless of enrollment status, \$450 is an approximate expense during the academic year. All the costs indicated above, exclusive of tuition and fees, total \$1,415. These costs are applicable to all students attending this institution.

III. Living Costs (For Self-Supporting Students)

Self-supporting (independent) students encounter the day-to-day costs of housing, food-at-home, clothing, and medical expenses, in addition to the direct and indirect costs related to College attendance.

Single, self-supporting students who commute to College should expect to expend approximately \$1,600 for rent and utilities and \$800 for food-at-home (excluding lunch) for the nine-month academic year. Clothing and medical expenses for a single person during this period approximate \$450.

Self-supporting students who are married or who have one dependent (other than a spouse) might expect to expend approximately \$1,900 for rent and utilities and \$1,300 for food-at-home (excluding lunch for the student) for the nine-month academic year. Clothing and medical expenses for a two-person family during this period totals approximately \$800.

Self-supporting students with two dependents should expect to expend approximately \$2,200 for rent and utilities, \$1,600 for food (excluding the student's lunch) for a nine-month period. Clothing and medical expenses total over \$900 during the academic year.

For family sizes greater than 3, it is estimated that each additional person may increase the costs of the three person budget above by \$315 for housing, \$300 for food and \$140 for clothing and medical.

Student Liability Schedule

The University refund schedule, translated into a Schedule of Student Liability, is enumerated below for full-time students. The amount indicated is what the student owes the College at the time of withdrawal.

First Week	\$115.62
Second Week	\$231.25
Third Week	\$346.87
Fourth Week	\$462.50

Change In Status from Full Time Student To Part Time Student

If a full-time student (registered for at least 12 credits) drops a course during the refund period and thus is registered for less than 12 credits, his effective tuition is then calculated on a part-time basis. However, he is liable also for that portion of the full-time tuition which is not refunded in accordance with existing refund procedures. His refund is calculated by subtracting the new part-time tuition amount from the full-time amount and giving him as a refund a percentage of that difference, the percentage depending upon the point of withdrawal.

As an example, the calculation for a lower division student is as follows:

Tuition paid as full time student	\$462.50
Tuition as part time student taking 9 credits (\$35 x 9)	\$315.00
Difference (subject to refund schedule)	\$147.50
Assume the three credits are dropped within the first week of classes; therefore the student receives 75% refund of the above difference	\$110.63
Effective tuition as part-time student (full time tuition less refund)	\$351.87

SUPPORT SERVICES

FINANCIAL AID

Director- Ms. Patricia Duncan
Room P225

Students who desire financial assistance or general financial aid counseling should contact a counselor in the Financial Aid Office located in Room 225 of the Prep Building. Every effort is made to help needy students meet the expense of entering and continuing in college.

Financial aid programs available in the College include the following: Tuition Assistance Program, Pell Grant, College Work Study, National Direct Student Loan, Supplemental Educational Opportunity Grant, Nursing Loan, Nursing Scholarship, or the Mayor's Scholarship together with other sources of funds that may be available.

Campus Based Aid

These forms of aid are awarded to the student who demonstrates financial need through an accepted needs analysis system. Currently, a CUNY Student Aid Form C.S.A.F is the application utilized by City University to determine a student's need. Awarding is done on a first-come, first-serve basis by a central computer of CUNY to insure fairness.

Programs under campus-based aid are subject to the student's need and the availability of funds and CUNY Policy. The programs for which a student may apply from a C.S.A.F are as follows:

College Work Study (C.W.S.) - A student may receive an award for work at the minimum pay rate (\$3.35 per hour). The student may not earn more than his/her award. During the academic year, students are permitted to work 20 hours per week maximum; during vacation periods and recesses, students may work 40 hours per week maximum. Job placement is available on-campus and at various off-campus agencies.

National Direct Student Loan (N.D.S.L.) - is an award which must be paid back in installments beginning six months after a student leaves the college. The interest rate for a N.D.S.L. is 4% per annum, and the student may take 10 years to repay the loan.

Nursing Loan - is available to those students who are officially registered in the Nursing Program. This loan's interest rate is 4% and becomes payable six months after the student leaves the school. Each year of full-time employment as an R.N. in designated hospitals leads to 10% cancellation of the loan.

Supplemental Educational Opportunity Grant (S.E.O.G.) - Every needs analysis application (C.S.A.F) is automatically reviewed for eligibility for a S.E.O.G. award. S.E.O.G. is a grant for students with exceptional need, meaning that the income must be less than half the need by at least \$1.00. A student is not required to repay this award. Students must apply for self-help (C.W.S., or N.D.S.L.) in order to be considered for S.E.O.G..

Nursing Scholarship (N.S.) - is an award of money for those students in the Nursing Program who have exceptional need as determined by the C.S.A.F.. This money does not have to be repaid, but students must apply for self-help (C.W.S. and N.D.S.L.) in order to be considered for a Nursing Scholarship.

Entitlement Programs

These are programs to which the student is entitled as long as he/she meets the requirements of the Program. Awards are based on income and family size.

Tuition Assistance Program (T.A.P.) - is the state program which covers the student's tuition cost. Awards range from \$100 to \$900 per semester dependent upon both student need and the cost of tuition. A student must be registered full-time to receive a T.A.P. award. A T.A.P. application must be filed each year. Students are entitled to eight semesters of T.A.P., (under certain circumstances, a student may receive up to ten semesters of T.A.P.). Attendance regulations from the State Education Department may affect this award.

Pell Grant formerly (B.E.O.G.) - This is a federal entitlement program for which a grant of money is paid to the student to help defray the cost of his/her education. The amount of the grant depends on the student's income and size of household. A student will receive a portion of the grant to which he/she is eligible if he/she is registered at least half-time. Students are entitled to eight semesters of B.E.O.G. (under certain circumstances, a student may receive up to ten semesters of B.E.O.G.). B.E.O.G. has been renamed the Pell grant.

Supplemental Tuition Assistance Program - This program provides two additional semesters of tuition assistance to undergraduate students who must take remedial courses in order to complete their degrees.

Loans

New York State Higher Education Services Corporation (NYSHESC) - The Guaranteed Loan is a State and Federally sponsored program available to students who do not normally qualify for either campus-based aid or entitlement programs. A student picks up an application from a participating lender of his/her choice, fills it out completely, and brings it to the Financial Aid Office for certification. The approval of the loan is made by the Bank and NYSHESC. A student begins repayment of the loan at an interest rate of 8% per annum, beginning nine months after leaving the college and he/she may take 10 years to repay.

Other Financial Aid Programs

Various other financial aid programs are available to the students. The students might have to meet certain other criteria for awards. For example:

New York State Regents Scholarships - Students are awarded based on the results of competitive examinations (S.A.T. or A.C.T.). The award is \$250.00 per year for qualifying students.

Mayor's Scholarship Program (MSP) - Needy students who live in designated areas and demonstrate need by filing a Mayor's Scholarship application, may qualify for an award which does not have to be repaid.

Part-Time Tuition Waivers (CAP) - Students who register for less than full-time may be eligible for a waiver of all or part of their tuition dependent upon meeting requirements established by CUNY.

Foreign Students are not eligible for any Federal or State financial aid. A limited number of Foreign Student Tuition Waivers are available. Students should contact the College's Foreign Student Advisor for details.

General Information

Students are advised to apply for financial aid as early as possible. Once a student has been admitted to the College, he/she should pick up applications in the Financial Aid Office, Room 225, Prep Building. Students should check the bulletin board outside of the Financial Aid Office, Room 225, as well as in the lobbies of the Prep and Santini Buildings, to check for important deadlines and other financial aid information.

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 the City, State, and Federal government agencies. Students must also adhere to certain CUNY regulations such as good academic standing, in order to retain financial aid.



STUDENT SERVICES

Dean of Students - Dr. Robert Johnson
Room - P113

The Division of Student Services provides a wide range of services that include counseling, health services, intercollegiate and intramural athletics, student activities, the Career Development Center and Veteran Affairs. The Division offers two required courses in career planning.

Broadly speaking, educational training may be classified into academic and non-academic components. The non-academic activities and services offered by this Division are of prime importance in the realization of a student's full potential. Student life at Medgar Evers College supplements formal instruction. Students share in a full range of responsibilities in the planning and governance of the academic and non-academic components of student life. Students participate on nearly all of the College-wide and departmental committees.

All students are members of the Student Government Association (S.G.A.). The executive body of the S.G.A. (president, vice-president, secretary and treasurer) and elected Class Presidents and representatives -- from each class-- constitute the Student Council. The S.G.A. is concerned with many student activities including club budgets, the formation of new clubs, and the sponsoring of extra-curricular programs of intellectual, cultural and social value for the entire student body.

Approximately thirty clubs and organizations are actively engaged in various campus activities. Many of these clubs reflect the integration of extra-curricular and class activity. Political, special interest, and departmental organizations represent a variety of purposes and interests among the clubs.

The specific functions of the units of the Division of Student Services follow:

Counseling

Counseling services are available to help students achieve maximum benefit from the College. Students may confer with a counselor about any perplexing problem -- personal, academic or vocational. One to one counseling, group counseling sessions as well as peer counseling services are available to students.

Each student is assigned to a counselor who offers help in resolving vocational, educational, and personal problems during the student's career at the College. The coordinator of counselors works closely with the counselors to ensure that the needs of the students are being met. The counselors cooperate with the Division Chairperson and the instructional staff in order to assist students in such areas as advisement, obtaining tutorial help, planning for studies, referrals to the Reading Lab, the Library, and the Learning Center.

Students may arrange appointments to see a counselor in room 113 of the Prep building.

Health Services

The Medical Office offers first aid medical treatment, medical referrals and medical or health counseling. A registered nurse is on duty during regular class hours from 9:00 a.m. to 5:00 p.m. A *Health Record Form* is required to be on file for every student enrolled at the college. Students who do not fulfill this requirement prior to admission should make an appointment with the nurse. The Health Services Office is located at Prep 20 Mezzanine.

Intercollegiate and Intramural Athletics

The Intramural and Intercollegiate Athletic Program coordinates a variety of physical and sport activities. The focus of intramurals is to promote leisure-time activities, informal instruction and sports competitions for the general student body. Activities, which have been initiated in response to the students' interests, include aquatics, dance, martial arts, coed volleyball, weight training and basketball. Six intercollegiate teams provide outlets for students with advanced sports skills. The varsity teams include cross country, basketball, soccer, indoor and outdoor track, and women's volleyball.

Information concerning intramural and varsity activities is available in the Athletic Office located in Prep 204.

Student Activities

The Director of Student Activities assists students in the planning and organization of various social, cultural, and recreational activities which reflect the interests 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 the College decision-making process which affects the general student body.

The Student Activities Office is located in Prep 113. Students interested in joining a club, group or organization, or forming one, can do so by coming to the Student Activities Office. We extend an invitation to all students to come to the Student Activities Office and join or form a club. We perceive Student Activities as a way for students to "get involved."

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 benefits and counseling. The Veterans' Affairs office is located in Prep 212 A and is open from 9 to 9 every day to service the various needs of veterans, and students eligible to receive veterans' benefits at Medgar Evers College. There is also a tutorial program available for veterans and an Outreach Program designed to reach out to the community and assist veterans to begin or continue their college education. There is a Veterans' Club at Medgar Evers which is open to all students, but particularly to veterans. The club plans and holds student activities and affairs for the entire student body.

The Career Development Center of Student Services is discussed in the section titled Special College Programs.

COURSE DESCRIPTIONS

Career Planning

CP 100 Perspectives on Careers

2 class hours; 2 credits

An exploration of individual interests, aptitudes, and values as they relate to career study and choice. Self-exploration and group process will be facilitated by the use of interest and other inventories, the study of career clusters, visitations to the campus by outsiders, and structured class experiences. To be taken during the student's first semester. Not to be taken by SEEK, College Discovery, or Secretarial Science students.

CP 200 Confronting the World of Work*2 class hours; 1 credit*

A highly structured course in which the students will experience all aspects of securing professional employment in their transition from an academic environment to the world of work. Students interested in Co-Op Ed. should register for CEP 101. (To be taken prior to graduation). Not to be taken by SEEK, College Discovery, Secretarial Science, or Nursing Students.

THE LIBRARY

Chief Librarian: Professor Robert Ford
Location: Santini Second and Third Floors



Medgar Evers College Library is located on the second and part of the third floors in the Santini Building at 402 Eastern Parkway, on the corner of Bedford Avenue. Entrance to the library is from the Union Street side of the building. The collection consists of instructional, cultural, and research materials supportive of the College's programs and overall mission and goals. These materials are in the form of books, periodicals, pamphlets, and such non-book items as microfilm, microfiche, and audio-visual materials. During the semester, the library hours are posted and include evening (4 nights per week) and Saturday hours. Changes for holiday, summer, or other special hours are posted as required.

The growing library collection of approximately 79,157 volumes and 503 journal titles has emphases in Afro-American Studies, Nursing, and Business. There are a number of special collections on microfilm, such as the Schomburg Collection for research in Black culture, to augment the cultural and educational information available from the library. In addition, the library media services department has a large and growing collection of non-print resources. Filmstrips, slides, phonograph records, and cassettes are available for home use and at the school.

Medgar Evers College Library's resources and facilities are augmented by the nearby Brooklyn Public Library and other public library systems of metropolitan New York City. Students have access also to Brooklyn academic libraries through the Open Access programs of the Academic Libraries of Brooklyn, and to libraries in the City University system through the Direct Access program of CUNY. Medgar Evers College Library has recently joined, The New York Metropolitan Reference and Research Library Agency. Through this important affiliation, students and faculty may avail themselves of an even greater number of services and resources.

COMPUTER/AUDIO-VISUAL ASSISTED INSTRUCTION

Director: Dr. Mahendra Kawatra
Room: P208

The College has a modern computer center available for use by students, faculty and administration. It is located in rooms C12 and C13 of the Prep building. On site, the College has a Digital Equipment Corporation PDP 11/45 computer which can be used for local computer processing and for communications with the CUNY University Computer Center. The Computer Center is one of the largest timesharing centers in the New York Metropolitan area and houses two IBM computers, models 3033, 4341 and an Amdahl 470/V6. The communication link between the College's DEC PDP 11/45 computer and the CUNY Central IBM computers is accomplished via high-speed transmission over a leased telephone line which insures rapid turnaround in running computer jobs. An abundance of software is available on the CUNY Central facility including many statistical packages, student compilers and other simple-to-use computer programs.

The Benjamin Banneker Computer Assisted Instruction (CAI) Laboratory, located in P 208, consists of a DATA General computer and 64 television display-type terminals at which students can interact with the computer. The Data General machine has available on it curricula in the basic skills areas of reading, writing, and mathematics.

These curricula have been used as drill and practice in the basic skills program of the College. Research has revealed a high degree of reliability and effectiveness. As many as five hundred students use this equipment in their studies each semester to improve their reading, writing and math skills.

Adjacent to the CAI laboratory, the College has an audio-visual laboratory with 14 student stations, each equipped with a video tape player and a television monitor. The A-V laboratory has a large number of video tapes both professionally made as well as locally produced of professional quality. The subject areas, with an extensive number of tapes, are basic mathematics, college algebra, biology, chemistry and physics.



SPECIAL COLLEGE PROGRAMS

LIBERAL ARTS STUDIES

Coordinator- Dr. Elizabeth Nunez-Harrell
Room- SG05

The Liberal Arts Studies courses provide the student with access to the good life by equipping the person with the tools for understanding the bio-physical, social, and cultural environments and for participating in the continuous improvement of the society. The courses are offered by the Divisions of Health Sciences, Humanities, Natural Sciences and Mathematics, and Social Sciences. These courses are interdisciplinary in nature and focus on the values of life and society. They present the student with a general introduction to the disciplines of humanities, social science, natural science, health and, thus assist the student in selecting the appropriate career path to follow in college.

The Liberal Arts Studies courses are part of the College-wide academic requirements. Lower division students are required to take four courses, upper division students seven in the Liberal Arts Studies sequence. Transfer students who have completed 45 credits or more will not have to take the Liberal Arts Studies courses required of Lower Division students, but must complete all Liberal Arts Studies courses required of Upper Division students to fulfill the College-wide requirements (see Academic Regulations).

COURSE DESCRIPTIONS

LAS 102 Culture, Society and Social Change: An Introduction to Social Science

3 credits; 3 hours

An interdisciplinary course designed to give a broad overview of the subject matter covered by the social sciences and to introduce the student to basic concepts, approaches, and principles governing the social sciences. The underlying theme of the course is culture, society, and social change. Attention is given to the historical development of social institutions and to continuity and change in culture and society. The course will endeavor to help students develop or reinforce the following basic skills: comprehension, analysis, deduction, and application. It will be taught by faculty members specializing in the various disciplines within the social sciences.

LAS 103 Man and the Planet Earth: An Introduction to Science

3 class hours; 3 credits

A study of the interrelatedness of living and non-living matter in the universe, the origin of life, the evolutionary development of man, man's status as a living organism and his ability to alter the conditions of his life and the integrity of the planet.

LAS 104 In Search of Wellness

3 class hours; 3 credits

Man is an inseparable congruence of physical, emotional and social variables that affect his state of health. This course utilizes a problem-solving approach to selected critical health issues encountered by man in search of a high level of wellness as he moves from his conception to death. Family life, mental health, drug use and abuse, personal health care, health care delivery systems and the role of the health consumer, disease, aging and dying are among the issues that are covered.

LAS 201 Visions in the Humanities

3 class hours; 3 credits

The underlying theme of the course is the human spirit in today's urban society. How can visions of our cultural past help us cope with, and lend beauty to, our city of today and tomorrow. The course will explore universal concepts such as "Form," "Beauty," "Tragic," "Comic," "Moral," "Existential," as they have been envisioned and expressed by recognized artists, musicians, writers, and philosophers. Attendance at current exhibitions and performances will be a required part of the course. Prerequisite: ENGL. 100.

LAS 302 Critical Issues in Social Science*3 credits; 3 hours*

This course gives students the opportunity to examine in greater depth a number of critical issues facing society today. Such concerns as racism, sexism, the maldistribution of wealth and power, the scarcity of resources, the population explosion, and others will be discussed. They will be examined historically, theoretically, and/or comparatively. Attention is given to biases, values and methodology in the social scientific approach to these critical issues. The course will also assist students in critical analysis and writing skills in the social sciences. Prerequisite: ENGL 150

LAS 303 Science: Philosophy, Methods and Issues*3 class hours; 3 credits*

This course will discuss ways of knowing in the natural sciences through an examination of the nature and philosophy of science, the methodology of the scientist and the ethics and role of selected contemporary issues in science. Prerequisite: ENGL 150.

LAS 304 Value in the Humanities*3 class hours; 3 credits*

The underlying theme of the course is a personal value system. It will assist the student in applying insights of the past artists and thinkers to today's spiritual and moral dilemmas. Using the case studies method, the course will examine the ideas and the expressions of notable artists, musicians, writers and philosophers, and apply them to today's problems of religion, love, death, human freedom, and the American Dream -- the pursuit of happiness. Attendance at current exhibitions and performances will be a required part of the course. Prerequisite: ENGL 150.

THE CAREER DEVELOPMENT CENTER

Director: Ms. Brenda Barley
Room: P222

The Career Development Center provides students with information on various career possibilities and employment opportunities outlook. The Career Development staff schedules career days and forums, publishes job circulars and newsletters, develops jobs in private industry, government and community agencies, maintains a career resource library, provides career counseling and self assessment tools, schedules recruitment days on campus for employers to interview graduating seniors and conducts its own senior exit interviews in an effort to facilitate placement and or/entry into graduate school. The Center is located in Rooms 218, 220, 222, and 224 of the Prep Building.

The Career Development Center comprises Co-operative Education and Placement.

Students have opportunities to acquire credited (Co-operative Education) or noncredited (Placement) work experience so that their learning environments are broadened by the exposure to work settings. A description of each function follows:

PLACEMENT SERVICES

Placement Counselors are available to refer students to part-time and full-time jobs, provide career information and information on graduate schools. The Counselors assist students in identifying their skills and experiences, preparing resumes, job hunting and job interview preparation. An Occupational Library is available to students. The Placement Office is open each day from 9:00 a.m. to 5:00 p.m. and is located in P224.

CO-OPERATIVE EDUCATION

Co-Operative Education at Medgar Evers is an expansion of the academic programs it offers. The College has as its mission to provide quality education in the professional field and to integrate career and liberal arts education. Co-Operative Education is one of the mechanisms by which the College actualizes this mission.

Co-Operative Education seeks to place students who elect it in full and part-time, paid employment directly related to their academic pursuits. We believe that periods of work and study should alternate or be parallel depending upon the individual student's needs and capabilities. We believe that students will gain in the following ways:

1. Classroom study will be more relevant and meaningful as students will be testing and applying concepts and theories acquired during study periods.
2. Motivation will increase resulting in greater academic productivity as students interact with and receive feedback from professionals in their chosen fields.
3. Career choices will be reality tested before graduation while the student still has several academic programs to select from, for the student who desires to change his program based on first hand, on-the-job experience.
4. Career guidance and professional development will be more effective for the student who views himself not only as a student but also as a member of the work force and a future professional.
5. Meaningful contacts and references can be gained to aid students who are job hunting after graduation, giving them a competitive edge over the non-Co-Op student.

6. Paid employment will allow students to help meet some of their financial responsibilities and ease the burden of tuition at the City University of New York.

Eligibility

Any matriculated student, carrying at least six credits and studying for a bachelor's degree or an associate degree is eligible to elect Co-Operative Education. A minimum grade point average of 2.0, with the approval of the Director of Co-Operative Education, is required for participation.

1. For a first Co-Op placement, all students must have completed 28 credits, including all College-wide requirements plus introductory courses in the major.
2. For a second Co-Op full-time placement, bachelor degree students must have completed 60 credits including all College-wide requirements plus introductory courses in the major.
3. A pre-placement seminar is required for all Co-Op students.

Academic Credit

Academic Credit is awarded according to the following formula:

1. A student who works full-time 35-40 hours per week will earn 6 academic credits. 3 credits count toward the major and 3 credits count toward the liberal arts. All degree requirements remain the same.
2. A student who works part-time 15-20 hours per week will earn 3 academic credits. 1.5 credits count toward the major and 1.5 credits count toward the liberal arts requirement. All degree requirements remain the same.
3. During the summer semester, a student who works full-time 35-40 hours per week for 12-15 weeks will earn 6 academic credits. 3 credits count toward the major and 3 credits count toward the liberal arts. All degree requirements remain the same.
4. During the summer semester a student who works part-time 15-20 hours per week for 12-15 weeks will earn 3 academic credits. 1.5 credits count toward the major and 1.5 credits count toward the liberal arts. All degree requirements remain the same.
5. Pre Co-Op seminar is required for all Co-Op students and will bear 1 academic credit.

Bachelor's Degree

A maximum of 12 Co-Op credits may be earned toward the bachelor's degree plus 1 credit for seminar, total 13 credits. The total number of credits needed for graduation remains the same.

Associate Degree

A maximum of 6 Co-Op credits may be earned toward the associate degree plus 1 credit for seminar, total 7 credits. The total number of credits needed for graduation remains the same.

Seminar Requirements

Students who elect Co-Operative Education must apply with the Office of Co-Operative Education before registration. The student will be screened through the College for eligibility and if accepted, permission to register for Co-Op Seminar is granted.

During the semester prior to Co-Op the student is *required* to enroll in the pre-placement seminar (1 1/4 hours per week) for one credit.

Follow-Up Seminar

Once a student accepts a Co-Op assignment, the student is required to participate in a follow-up Seminar that meets once a week during the term of the Co-Op placement. The purpose of this seminar is to aid students with their learning objectives and to provide intensive follow-up and support for the Co-Op student.

Calendar Rotation

The Co-Op calendar is designed for two student groups alternating work and study periods. This technique provides the employer full time job coverage and allows the student a minimum 16 week work term.

The Co-Op calendar is at least 6 months ahead of the current time in respect to processing and scheduling the Co-Op assignment. Therefore, along with career guidance, students receive long range academic advising as well.

COURSE DESCRIPTIONS

Cooperative Education

CEP 101 Career Planning Seminar

1 credit

A preparatory overview of the world of work including career planning, preparing for job interviews, resume writing and decision making. Required for Co-Op students prior to first work assignment.

CEP 102 Secretarial Pre-Placement Seminar

1 credit

This course is designed to develop professional attitudes and pride; to familiarize secretarial science students with hiring procedures, to refine office skills, and to provide information on professional growth and career opportunities. The course will include job search techniques, communication skills development, and testing procedures. This course is a prerequisite for Co-Operative Education Program (CEP) 200/301. Prerequisites: SEC 152 and 122.

CEP 200 Experiential Learning Laboratory

3 credits

Co-Op work assignment. Credit will be granted upon successful completion of the laboratory sequence. In addition to developing technical skills, the field experience is designed to expose the student to the psychological and socioeconomic factors involved in the work situation and to help the student develop a personal system of work values. Students work part-time for the semester and may earn 3 credits. Students are required to attend weekly follow-up seminars once a job has been accepted. Students must have completed 28 credits to register, maintained a 2.0 grade point average, and completed introductory courses in their major. Prerequisite: Co-Op seminar 101 or 102, ENGL 150, PHIL 101, SPCH 101 and MTH 002 or equivalent.

CEP 301 Experiential Learning Laboratory

6 credits

Co-Op work assignment. Credit will be granted upon successful completion of the laboratory sequence. In addition to developing technical skills the field experience is designed to expose the student to the psychological and socio-economic factors involved in the work situation and to help the student develop a personal system of work values. Students work full-time for the semester and may earn 6 credits. Students are required to attend weekly follow-up seminars once a job has been accepted. Students must have completed 28 credits; maintained 2.0 grade average, and completed introductory courses in their major, and a reasonable distribution of other courses in the major. Prerequisite: Co-Op Seminar 101 or 102 and all lower division College-wide requirements.

THE DIVISION OF SPECIAL PROGRAMS

Director: Ms. Dorothy Hopkins
Room: P418

The Division of Special Programs houses the College Discovery (C.D.) Program. This program is one of the major programs of the City University of New York (C.U.N.Y.) designed for eligible students who require financial and academic support to complete a college education.

The Division has five components, including instruction, counseling, tutoring, financial aid, and research & evaluation. Basic skills instruction, individual and group counseling, tutorial service and a financial aid stipend for educational expenses are provided to each Special Programs student. The New York State Higher Education Opportunity Program Act provides for the funding of these supportive services.

Programs Offered

College Discovery

College Discovery

The College Discovery Program was created by the Board of Higher Education of the City University of New York in 1964. College Discovery is offered at nine Community Colleges in CUNY. C.D. students are eligible for six semesters of economic and academic support while meeting the requirements for an associate degree.

Program Objectives

The major objectives of the program is:

1. To provide a permanent and structured program of special assistance to selected students who require and can utilize supportive services to overcome educational and economic disadvantages to achieve a quality college education and expand career and social options available to them.
2. To provide, by means of special funding, a range of intensive supportive services (as provided for under the Higher Education Opportunity Act) to aid each Special Programs student to bridge as successfully and expeditiously as possible the gap between basic skills instruction and the regular college curriculum.
3. To explore, develop, and demonstrate innovative techniques and processes for providing integrated educational services which seek to enable fundamentally capable students in achieving self-actualization and becoming contributing members of their communities.
4. To provide the appropriate support to those College Discovery students who enter B.A. programs following completion of Associate Degree programs and/or 64 credits.
5. To encourage the faculty and administration of Medgar Evers College to accept the above-stated purposes among the central missions of the College.

Divisional Criteria

Admission

To apply for admission to the College Discovery program, an applicant must complete the "Special Programs" section of the CUNY application.

In accordance with a Board of Higher Education resolution, a person is eligible for admission to the C.D. Program if he or she meets the following criteria.

1. Is economically disadvantaged. 2. Is educationally disadvantaged. 3. Is a graduate of an approved high school or has obtained a New York State high school equivalency diploma or its equivalent as determined by the Commissioner of Education of the State of New York. 4. Has not previously attended a college or any other accredited post-secondary education institution. 5. Is a citizen of the United States or has permanent residence status. 6. Has lived in New York City for one year prior to the semester for which he or she is applying.

After acceptance into a CUNY college, C.D. applicants must submit a copy of their Federal Income Tax Return Form 1040 and other supporting documentation to verify income eligibility, citizenship and residence.

In-Program Standards

Maintenance of "Special Programs" status requires that a student: a) register as a full-time student each semester. b) maintain a grade point average of "C" or better. c) regularly attend classes. d) enroll in group counseling each semester; and e) file a financial aid form, annually.

Program Requirements

The requirements for economic and academic eligibility are specified below.

Economic Eligibility

An applicant is economically eligible if he or she meets the following criteria:

Number of Household Members*Gross Family Income for Fall 1981 admissions
(including head of household)

1	\$6,448
2	7,849
3	9,250
4	11,500
5	13,750
6	16,000
7	18,000
8	19,750
9	21,500
	Plus \$1,750 for each member in excess of 9

*figures are subject to annual review and revision.

Whether the applicant has dependent or independent status also affects the determination.

In a household where any member is a recipient of public assistance, the applicant is economically eligible.

Academic Eligibility

An applicant is academically eligible if he or she:

- 1) has a general equivalency diploma; or
- 2) has an academic average of less than 80%; or
- 3) ranks at the 65th or lower percentile of his or her graduating class.

COURSE DESCRIPTIONS

The courses described below are for entering Special Programs students who are placed in basic reading and/or writing based upon their scores on the entrance examination. Typically, an entering student will register for a "blocked program" which is a cluster of complementary courses. For example:

SP/Writing 003	3 hours; 0 credit
SP/Reading 003	3 hours; 0 credit
SP/Group Counseling 003	1.5 hours; 0 credit

A student may test out of reading or writing or both. Should he test out of one skill area, he will be required to register for a course in the other skill area and group counseling. If he tests out of both reading and writing, he is only required to enroll in group counseling. All reading and writing courses offer a corresponding laboratory which is required.

Several compensatory-level courses are offered to students who have tested out of basic skills and wish to continue to improve their reading or writing skills.

SP/R READING 003 *3 class hours; required labs; 0 credit*
 This course aims to introduce incoming students to the initial work in reading by acquainting them with the reading process, focusing their attention on their present study habits and developing these habits through study techniques, building vocabulary through various methods, organizing and comprehending reading material at the literal level and by introducing them to critical evaluation. Laboratory sessions are required in addition to the 3 class hours.

SPRL READING LABORATORY 003 *1.5 hours; 0 credit*
 In the lab, students will work individually or in small groups of two to five on such reading skills as word power and comprehension, and on study skills. Each student works with a reading specialist or tutor on his/her particular problem area.

SP/W WRITING 003 *3 class hours; required labs; 0 credit*
 This course provides fundamentals in writing with particular emphasis upon developing a paragraph, effective topic sentences and developers and the simple essay. Students are assigned a number of paragraphs and short essay themes of various types. Emphasis is placed also upon grammar, punctuation, word usage, sentence structure, as well as exercises in vocabulary building. Laboratory sessions are required with student registration in the course.

SPWL WRITING LABORATORY 003 *1.5 hours; 0 credit*
 In the lab, students will work individually or in small groups of two to five on writing effective paragraphs, and later, on short essays under the direction of a tutor. Each student will be helped to master his individual problems in sentence structure and grammar.

SP/R READING 004 *3 class hours; required labs; 2 credits*
 Provides a review of the 003 Reading Skills and emphasizes synthesizing and applying readings in the content areas, reading critically, understanding specialized vocabulary and developing varied rates of reading. Laboratory sessions are required in addition to the 3 class hours.

SPRL READING LABORATORY 004 *1.5 hours; 0 credit*
 Students will be given a lab assignment which will reinforce the skills being taught in SP/Reading 004.

SP/W WRITING 004 *3 class hours; required labs; 2 credits*
 This course provides a transition from the short essay to a group of longer, related paragraphs around a theme. Students are assigned a number of themes of various types. Exit criteria includes reaching "proficiency" according to the CUNY proficiency guidelines. Laboratory sessions are a required component of this course.

SPWL WRITING LAB 004 *1.5 hours; 0 credit*
 Students will write essays using a variety of organizational formats under the guidance of a tutor. Each student will work with three or four other students and a tutor on structure and grammar.

SP/H 101 Critique of Curriculum Literature *3 class hours; 3 credits*
 This course is designed to help students who desire to develop speed and critical evaluative skills in technical and pleasure reading including textbooks and literary writings. This course is recommended for those who will take the C.U.N.Y. Reading Proficiency Examination. Laboratory attendance is required.

SP/H 102 Self Expression Through Art & Drama *3 class hours; 3 credits*
 Students will have the opportunities in this course to write and act their own plays as well as to improve their writing skills. Emphasis will be on improving writing skills through art and drama. Open to all students. Laboratory attendance is required.

SP/C 003 Transition From High School to College *1.5 class hours; 0 credit*
 This course is designed to provide an orientation to college life. It focuses on the development of survival skills needed to cope with academic endeavors. Topics will include: developing effective study skills; habits and attitudes; student rights and responsibilities; choosing a major; test taking skills, listening skills and orientation to the college structure. Co-requisite: SPR/SPW 003 (Exceptions: Chairperson's approval).

SP/C 004 College As A Social System *1.5 class hours; 0 credit*
 This course completes the introductory core of counseling classes for SP freshmen students. It is designed to equip students with essential skills for successful academic careers. The course serves to involve students with the "College as a Social System" by covering such modular topics as: Academic Division, Administrative Functions, M.E.C. within C.U.N.Y., Special Programs, and Extra-curricular Activities. Co-requisites: SPR/SPW004 (Exceptions: Chairperson's approval).

AGRO 101 Financial Planning and Budgeting *1.5 class hours; 1/2 credit*
 This course is designed to familiarize students with personal money management, identifying additional financial aid resources, budgeting strategies, interpreting and processing financial aid forms and identifying legal resources. Pre-requisite: SPC/003 and 004

AGRO 102 Development of Self-Concept *1.5 class hours; 1/2 credit*
 The focus of this Course is to develop inner awareness. Areas addressed are improving one's self concept, self assesment, the role of culture in self concept formation, the influence of media on the development of self concept and the role of unity in group survival. Pre-requisite: SP/C 003 and 004

AGRO 103 Advanced Career Planning *1.5 class hours; 1/2 credit*
 Acquiring strategies for entering the world of work will be the focus of this course. The following issues will be addressed: Theories of career development, interview techniques, formulation of goals, skills for employment, search and maintenance, resume preparation, values clarification and decision making. Pre-requisites: AGRO 102; SEEK and College Discovery students are not required to enroll in CP 100 and 200 or CEP 101 and CEP 102 courses. (Exceptions: Chairperson's approval.)

AGRO 104 Politics, You And Your Community *1.5 class hours; 1/2 credit*
 This course is designed to heighten the awareness of the political process. Issues and activities are as follows: The voter's registration process, Club house politics, the relationship between politics and the absence or presence of community resources, citizen rights and responsibilities, City and State political personality profiles. Pre-requisites: SPC 003 and 004 (Exceptions: Chairperson's approval.)

AGRO 105 Skills For Urban Living *1.5 class hours; 1/2 credit*
 This course is designed to facilitate the acquisition of survival skills needed for urban living. Issues that will be addressed are as follows: self advocacy, consumer education, crime prevention, tenant rights, organized resource banks, organizing community groups. Pre-requisites: SPC 003 and 004 (Exceptions: Chairperson's approval.)

AGRO 106 Parenting and Family Relationships *1.5 class hours; 1/2 credit*
 This course will explore the areas of parenting and family relationships. The areas that will be explored: Parental care, child care, prevention of child abuse, alternative family systems, male/female relationships and the effect of slavery on minority families. Pre-requisites: SPC 003 and 004

AGRO 201 Issues In Minority Education *1.5 class hours; 1/2 credit*
 This course is designed to provide information on social factors affecting minority entry into institutions of higher education. It will address issues on the roles of community based colleges, equal access to higher education, graduate and professional school opportunities.

AGRO 202 Honors/Cultural Program *1.5 class hours; 1/2 credit*
 The focus of this course will be to extrapolate upon exceptional academic achievement, areas of concentration will center around involvement in the political process, cultural and/or social activities, research student initiated activities, and guest lecturers on current and historical events. Pre-requisite: College English 100 (Exceptions: Chairperson's approval.)

AGRO 203 Medgar Evers *1.5 class hours; 1/2 credit*
 This course will focus on structured motivational materials. Structured motivational exercises as well as student centered activities that will constitute the group's thrust regarding historical context of Medgar Evers. Additionally, it will provide opportunity for self discovery and direction. Pre-requisite: SPC 003-004 (Exceptions: Chairperson's approval.)

AGRO 301 Achievement Motivation *1.5 class hours; 1/2 credit*
 This course is designed to familiarize students with self-study exploration of and development of achievement strategies and goal setting related to academic success and career actualization, and the development of interpersonal relationships and supports of other life experiences. Pre-requisites: AGRO 102 and AGRO 103 (Exceptions: Chairperson's approval.)

Individual counseling is by personal arrangement between the counselor and student. The counselors of Special Programs view themselves as resource persons who provide academic, social, personal and career counseling with the aim of fostering the development of the "whole person."

THE EXTENDED EVENING AND WEEKEND COLLEGE PROGRAM

Director: Dr. Pearl S. Bailey
Room: P111

The Extended Evening and Weekend College Program was developed in response to the expressed needs of community residents for college level courses to meet the unique needs of working adult learners at varied stages in their lives. The Program provides opportunities for men and women to prepare for, or advance in a career through college level courses. Some of the study areas include:

Business

Accounting	Management
Business Administration	Marketing
Finance	Secretarial Science
	Word Processing

Humanities

Liberal Arts

Natural Sciences

Biology	Pre-Engineering
Computer Applications	Pre-Medical
Mathematics	Pre-Pharmacy

Social Sciences

Public Administration

Teacher Education

Elementary Education (including emphasis in special education, bilingual education and early childhood)

Opportunities are provided for students to obtain academic credit for life experiences and non-collegiate courses.

THE ESL/ESD* PROGRAM

Coordinator: Mrs. Irene Aponte
Room: P413

Description of Program

ESL/ESD 003 and ESL/ESD 004 provide two levels of semi-intensive language arts skills - listening, speaking, reading and writing for special groups of students. English as second language (ESL) students are placed in ESL classes. Students who are using Black English Vernacular are placed in ESD classes.

Classes meet six hours per week (2 three hour sessions) with trained ESL/ESD instructors. Counseling, advising and laboratory work are added supportive services.

Program Offerings

Summer and intersession mini courses are offered for students or community residents who wish to raise their CUNY test scores, become more competent in their academic work, or improve their English Skills.

Course and Credit Requirements

ESL/ESD 003 offers no credit, but a student must pass the classwork with a "P" to take the CUNY assessment tests.

Scoring between 22 and 26 on the DTLS moves a student into the 004 level, and scoring at level 4 on the CUNY writing test moves the student into the 004 level.

ESL/ESD 004 is for either students who have successfully passed the 003 level or incoming students who have not achieved the requisite CUNY score to exit basic skills. At this level students earn 4 credits (2 for reading and 2 for writing). A student must receive a "D" or better in class to take the CUNY-wide exam.

Scoring 27 or better in reading on the DTLS and a 5 or better in writing moves the student on to Eng 100. If an ESL student passes the classwork satisfactorily, but does not pass the CUNY assessment exams he must repeat the class again.

COURSE DESCRIPTIONS

ESL 003 Language Arts I

6 class hours; 0 credits

This first level ESL 003 intensive course is for students whose performance on the placement exams indicates a need to break the language barrier that hinders their ability to progress in English. The content of the course includes the phonological, morphological, and syntactic linguistic system of English. Emphasis will be placed on using the language in all of its forms. Since language is sequential in nature, the teaching/learning process will follow the order of listening/speaking, reading, and writing.

ESL 004 Language Arts II

6 class hours; 4 credits

This second level intensive course is for students who have successfully passed through ESL 003 and are still in need of basic skills courses to progress academically in English. The content of the course includes continued stress on the phonological and morphological linguistic skills, a great deal of emphasis on reading and writing at more advanced levels, study skills and test taking skills.

*ESL = English as a Second Language
ESD = English as a Standard Dialect

Assignments will include reading in the content areas. Exit criteria require that students demonstrate their ability to pass the minimum proficiency score in writing and reading.

ESD 003 English as a Standard Dialect

6 class hours; 0 credits

Course content includes the differences between two linguistic systems that create confusion, analyzing the phonetic, phonological, lexical and semantic errors made as a result of language rule interferences, and focusing in on the use of appropriate language in varying situations. Students are expected to attend both the reading and writing labs for additional individualized or group help. Exit criteria require that students demonstrate their ability to pass the minimum proficiency set by CUNY in both reading and writing.

ESD 004 English as a Standard Dialect

6 class hours; 4 credits

This second level of ESD is for students who have passed ESD 003 but who have not scored high enough to go into English 100. The course content continues to point out differences in the two linguistics systems, Black English and Standard English, but more emphasis will be placed on upgrading reading, writing, study skills and test taking skills. Students are also enrolled in reading and writing labs to help them become competent users of Standard English. Student assignments will also include reading in the content areas. Exit criteria require that students demonstrate their ability to pass the minimum proficiency set by CUNY in reading and the Medgar Evers proficiency score in writing.



ADULT CONTINUING EDUCATION

Director: Dr. Pearl S. Bailey
Room: P111
Coordinator: Mr. Robert Haskins
Room: PM4

This Division does not grant degrees. The Division presently offers non-credit and credit bearing courses.

Courses and programs in the Adult Continuing Education division are designed to provide a wide variety of learning opportunities for those who are seeking personal enrichment and enhanced career opportunities. The division also offers specially designed programs that provide a bridge for many community residents to gain admission to College degree programs.

PROGRAM OFFERINGS

Career Development Program
High School Equivalency Program
Adult Basic Education Program
Program For Visually Impaired Adults

CAREER DEVELOPMENT PROGRAM

The career development program offers community residents an opportunity to develop skills needed for personal growth and advancement. Students are awarded certificates upon successful completion of each course.

THE HIGH SCHOOL EQUIVALENCY PROGRAM THE ADULT BASIC EDUCATION PROGRAM

The high school equivalency and adult basic education programs are offered in cooperation with the New York City Board of Education. This program is designed to assist adult students in preparing for the general education diploma (GED) examination. Each student in this program studies math, English, science, social studies and English grammar. The adult basic education program is designed to assist adult students in reaching an eighth grade level of competency in the basic skills area.

PROGRAM FOR VISUALLY IMPAIRED ADULTS

In cooperation with La Guardia Community College of City University, Medgar Evers College/Continuing Education Program is implementing a program to make continuing education accessible for visually impaired adults throughout the five boroughs of New York City. Counseling and readers will be provided for students taking continuing education courses. In some cases, transportation services will be provided. In addition to on-campus courses, off-campus courses will be offered at senior citizen centers and other community organizations.

DIVISIONAL ACADEMIC CRITERIA

Admission to Programs and Courses

All courses and programs are open to adult community residents.

COURSE DESCRIPTIONS

Career Development Courses

ACE ACC 271 Bookkeeping and Accounting I and II *30 hours*
This course is designed to give a working knowledge of current bookkeeping, working trial balance and statements of financial condition for small businesses will be covered.

ACE ACC 272 Accounting II *30 hours*
A continuation of the introductory accounting course with emphasis on the principles and procedures of accounting related to the function of control and decisions. Topics include financial accounting, cost accounting and taxation.

ACE BUS 275 How to Prepare Your Personal Income Taxes *16-20 hours*
This course is designed to aid the student in the preparation of individual Federal, State and City returns. The course will include the areas of taxable income, non-taxable income, exemptions, allowable deductions, capital transactions, and income averaging. Special attention will be given to newly imposed taxes, newly revised tax forms and how they affect you.

ACE DP 151 Introduction to Data Processing *30 hours*
This course is an introduction to basic data processing concepts. The course explores the capabilities and applications of computers. Topics covered include components of computing systems, software principles, hardware principles, etc. Students who complete this course may continue on to move advanced courses. Students will be awarded a certificate in Data Processing upon satisfactory completion of the course.

ACE DP 152 Computer Programming I *30 hours*
Introduction to Computer Programming. A continuation of Basic Data Processing concepts; also covers programming applications (coding, keypunching); program design both standard approach and structured approach (module form). Utilization of COBOL language.

ACE BUS 381 Introduction to COBOL Language *30 hours*
Pre-requisite: Computer Programming I)
A continuation of the introductory course. COBOL language problems, techniques with business applications, elementary principles of COBOL language coding will be covered.

ACE ENGL 003 English Grammar and Usage *30 hours*
This course is a refresher in the fundamentals of English usage. Class discussions and exercises will emphasize sentence structure, parts of speech, punctuation and spelling.

ACE ENGL 004 Advanced English and Grammar Usage *30 hours*
A review course designed for high school level students, college students, and career personnel interested in upgrading their communicating skills (writing and speaking) through the formal usage of grammar. Assignments will be functional in nature and special attention will be given to individual needs.

ACE ENGL 007 Effective Writing (Beginning Level) *30 hours*
This course is designed to give students an introduction to the written word as a viable means of communication. Sessions cover a variety of methods for paragraph development including motivation for writing, vocabulary expansion and the sentence as a unit of the paragraph.

ACE ENGL 008 Effective Writing (Advanced Level) *30 hours*
This course is designed for students who have mastered the basic or beginning level course, and provides an introduction to expository writing. Emphasis is placed on writing to explain, to per-

suade, or to guide a course of action. Assignments focus on outlining techniques, the autobiography and the biography, writing news briefs, press releases, short news articles and forms of poetry will be explored. Prerequisites: CE 007.

ACE ESL 004 Basic Level English as a Second Language *30 hours*
 A course for students who have little or no knowledge of English. This course will focus on everyday idioms and vocabulary in the general or simple present, present progressive and future tenses, and will introduce the simple past tense. Oral-aural practice and written reinforcement of basic patterns.

ACE ESL 005 English as a Second Language I *30 hours*
 This course is designed to develop written, oral and verbal skills for those persons from non-English speaking countries. Emphasis is placed on vocabulary expansion, speech patterns and idioms and utilization of spoken English in daily activities.

ACE ESL 006 English as a Second Language II *30 hours*
 Further development of written, oral and verbal skills. Continuation of vocabulary expansion. Introduction to English grammar and usage, its impact on the ESL student. Special emphasis on verb forms. Examination of a few peculiarities of the English language. Attaining fluency and expression in English words which are commonly mispronounced in English. Words which are commonly misspelled. Writing declarative, interrogative, imperative and exclamatory sentences. Miscellaneous field trips. Prerequisite: ESL 1 or equivalent as determined by a placement examination.

ACE ESLW 001 Writing for ESL Students *30 hours*
 This course is designed for those foreign born students who wish to improve their writing skills. The course will stress grammar and sentence structure. Writing samples will be required during this course.

ACE ESLW 002 English Fundamentals for the High School Equiv. *30 hours*
 This course is designed for students who have completed the ESL program and need more instruction in written English. A major focus of this course will be preparation for enrollment in the GED course.

ACE HSE 002 High School Equivalency *40-50 hours*
 This course is designed to assist adult students in preparing for the General Education Diploma (GED) examination. Each student will study math, English, science, social studies, and English grammar.

ACE MTH 015 Basic Mathematics *30 hours*
 This course is designed to review the basic arithmetic operations, using fractions, decimals, rates and percentages. With this foundation, those who have not have a strong mathematical background will learn how to read and interpret graphs, charts, and tables.

ACE MTH 001 Civil Service Arithmetic *30 hours*
 This course is designed to review the basic arithmetic operations, using fractions, decimals, rates and percentages. With this foundation employees who have not had a strong mathematical background will learn how to read and interpret graphs, charts and tables.

ACE PSYC 100 Introduction to Psychology *30 hours*
 This course is designed to give the layman a clearer understanding of his own behavior and the behavior of those around him, and to update his knowledge of the field. Topics included are behavior modifications, motivation, memory improvement, and new understanding in human relationships.

ACE SEC 151 Beginning Typing*30 hours*

This course approaches the basic skills in the use of an electric typewriter. Students will learn to master the keyboard and prepare letters, office forms, reports and tabulations.

ACE SEC 152 Intermediate Typing*30 hours*

A continuation of Beginning Typing, for students who have developed skills in the use of the electric typewriter.

ACE SEC 555 Beginning Shorthand*30 hours*

This course teaches the ABC Landmark system of shorthand for those who wish to learn speedwriting techniques for faster note-taking and transcription. Lessons will present principles of shorthand and provide practice in dictation.

ACE SPAN 101 Beginning Conversational Spanish*30 hours*

This course is a conversational approach to elementary Spanish for those with no previous knowledge. Dialogues and class discussions are used to teach grammar, and develop speaking skills useful in everyday situations.

ACE SPAN 201 Intermediate Conversational Spanish*30 hours*

This course is designed for those with previous knowledge of Spanish. This course is designed to improve conversational skills and develop a working vocabulary for on-the-job contact with Spanish-speaking people. Prerequisite: CE 101.

ACE SPR 104 Speed Reading*30 hours*

This course is designed for beginners of speed reading. It teaches the basic techniques of speed reading and teaches when and how speed reading is used. Students registering for this course should be able to read at a minimum speed of 300 words per minute.

ACE SPW 105 Speedwriting*30 hours*

The ABC Landmark system of shorthand for those who wish to learn speed writing techniques for faster note-taking and transcription. Lessons will present principles of shorthand and provide practice in dictation.

ACE PED 127 Basic Swimming*16 hours*

Basic course. Emphasis on instruction in fundamentals of water safety, floating and resuscitation. Instruction and practice in each of the following: backstroke, breaststrokes, and elementary forms of diving.

Leisure and Recreation Classes**ACE PED 152 Body Conditioning and Dance**

This course is designed to introduce students to basic Afro-Caribbean movements. The following techniques will be utilized: Floor work, isolation, and free movement. Incorporated within the course are stretching exercises manipulative muscles movements as well as the development of body awareness.

DEGREE PROGRAMS

DIVISION OF BUSINESS ADMINISTRATION

Chairperson: Professor Edward Adedeji
Room: S101



Description of Program

Students entering the Division may major in Accounting, Business Administration, Business, Computer Science and Secretarial Science. The curriculum for students in the Department of Business Administration 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 is conferred on students who successfully meet the requirements. In this area, students may select as their module: Marketing, Management, Finance, Business Administration, and Office Management.

Students who major in accounting may select either the Public Accounting option or the Managerial Accounting option. Those students who follow the Public Accounting option are eligible, after receiving their Bachelor of Science Degree, to take Part 1 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. (Associate in Applied Science) degree are prepared to assume positions as secretaries to executives, lawyers, and in a variety of government agencies.

Secretarial Science majors upon receipt of the A.A.S. degree may continue to pursue courses to receive their Bachelor Science Degree in Business with Office Management as their option.

Program Offerings

The Division offers an Associate in Applied Science (AAS) in Secretarial Science with the following options: Executive and Legal; an Associate in Applied Science (AS) in Business Administration; an Associate in Applied Science in Computer Applications; a four-year Bachelor of Science (B.S.) in Business Administration with the following options: Business Administration, Finance, Management, Marketing, and Office Management; A four-year Bachelor of Science (B.S) in Accounting with the following options: Public and Managerial.

Divisional Academic Criteria

All majors in the Division must have a minimum average of 2.0 in all courses required by the Division to be eligible to receive a degree. A grade of D in required business core courses will not be acceptable toward any business degree.

Incompletes

If a student receives an "Inc" (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 remove the "Inc" within six weeks or be subject to dismissal from the course (See academic regulations).

Comprehensive Examination

During the junior year, all Accounting and Business majors are required to take a comprehensive examination in required core courses.

Course and Credit Requirements

AAS in Secretarial Science

The total number of credits required for an AAS in Secretarial Science is between 66 and 68. These credits are distributed as follows: College-wide requirements (see page 14) 29 credits (Secretarial Science majors are exempted from CP100)

Required Secretarial Science Core	Credits
SEC 121 - Business Shorthand I	3
SEC 122 - Business Shorthand II	3
SEC 151 - Secretarial Typing I	3
SEC 152 - Secretarial Typing II	3
SEC 297 - Secretarial Experience Seminar	1
ACCT 271 - Managerial Accounting	3
LAW 210 - Business Law I	3
ENGL 250 - English for Secretaries	3
Total	22

Legal Option Required Courses

SEC 233 - Legal Shorthand I and Transcription	3
SEC 234 - Legal Shorthand II and Transcription	5
SEC 293 - Legal Secretarial Practice I	2
SEC 294 - Legal Secretarial Practice II	2
Total	<u>12</u>

Executive Option Required Courses:

SEC 219 - Office Machines	2
SEC 223 - Business Shorthand III and Transcription	3
SEC 224 - Business Shorthand IV and Transcription	3
SEC 251 - Advanced Secretarial Typing	3
SEC 290 - Executive Secretarial Practice	3
Total	<u>14</u>

One of the following Electives:

ACCT 272 - Managerial Accounting	3
MAN 211 - Principles of Management	3
BUS 103 - Introduction to Business	3
BUS 104 - Insurance	3
BUS 291 - Introduction to Computers	3
RE 101 - Real Estate Principles & Practices	3
MAR 231 - Essentials of Marketing	3
FIN 151 - Money & Banking	3
LAW 211 - Business Law II	3
Total	<u>3</u>

A.S. in Business Administration

The total number of credits required for an AS in Business Administration is 64. These credits are distributed as follows:
College-Wide requirements (see page 14) 31 credits

Required Business Administration Core

ACCT 271 - Managerial Accounting ← 3	3
ACCT 272 - Managerial Accounting	3
— BUS 103 - Introduction to Business	3
— BUS 291 - Computer and Information Systems	3
FIN 151 - Money and Banking	3
FIN 251 - Modern Corp. Finance	3
MAN 211 - Principles of Management	3
MAR 231 - Essentials of Marketing	3
LAW 210 - Business Law I	3
ECON 201 - Theory of Firms and Markets	3
ECON 203 - The National Economy	3
Total	<u>33</u>

AAS in Computer Applications

The total number of credits required for an AAS in Computer Applications is 70. These credits are distributed as follows:

College-wide requirements (see page 14) 31 credits

Required Computer Applications Core

CSA 151 - Introduction to Computers Basic Programming	3
CSA 152 - Introduction to Computers PL/1	4
CSA 252 - Assembler Language Programming-BAL	4
BUS 381 - Cobol	3
BUS 391 - Systems Development and Implementation	3
Total	17

Divisional Requirements

BUS 103 - Introduction to Business	3
ACCT 271 - Managerial Accounting I	3
ACCT 272 - Managerial Accounting II	3
FIN 151 - Money & Banking	3
MTH 132 - College Math II	3
MTH 222 - Probability and Statistics	4
Total	19

B.S. in Business Administration

The total number of credits required for a BS in Business Administration is 120.

These credits are distributed as follows:

College-Wide requirements (see page 14) 42 credits

Required Accounting and Business Administration Core	Credits
✓ ACCT 271 - Managerial Accounting I	3
ACCT 272 - Managerial Accounting II	3
FIN 151 - Money & Banking	3
MAN 211 - Principles of Management	3
MAR 231 - Marketing	3
LAW 210 - Business Law I	3
LAW 211 - Business Law II	3
✓ BUS 291 - Computer and Information Systems	3
✓ BUS 103 - Introduction to Business	3
BUS 391 - Systems Development and Implementation	3
ECON 201 - Theory of Firms and Markets	3
ECON 203 - General Economy	3
✓ MTH 131 - College Math 1	2
✓ MTH 210 - Math of Finance*	4
✓ MTH 222 - Statistics*	4
Total	46

*Students electing the office management option are exempted from Math 210 and Math 222 and may substitute Liberal Arts electives.

Business Administration Option Required Courses

MAR 233 - Principles of Advertising	3
BUS 311 - Small Business Management	3
MAN 311 - Management, Theory & Practice	3
ACCT 474 - Taxation	3
Total	12

An additional 12 credits divided equally in the modules of management, marketing, and finance. A student must include in his electives one course at the 200 level, 300 level and 400 level other than those required in the major.

Electives: 14 credits

Finance Option Required Courses

FIN 251 - Modern Corporate Finance	3
FIN 351 - Advanced Finance Money Markets	3
FIN 352 - Investments	3
FIN 455 - International Finance	3
FIN 458 - Financial Management	3
Total	15

One of the following electives:

FIN 453 - Banking Practices	3
FIN 451 - Public Finance	3

Electives: 14 credits

Management Option Required Courses

	Credits
MAN 311 - Management Theory and Practice	3
MAN 314 - Organizational Behavior and Administration	3
MAN 412 - Management Systems and Operations	3
MAN 413 - Decision Theory	3
Total	12

Two of the following electives:

MAN 312 - Personnel Management	3
MAN 313 - Industrial Relations	3
MAN 315 - Industrial Management	3
MAN 411 - Managerial Policies	3
MAN 414 - Development of Management Thought	3

Electives: 14 credits

Marketing Option Required Courses:

MAR 337 - Marketing Research	3
MAR 331 - Marketing Management	3
MAR 435 - Pricing Theory	3
MAR 431 - Marketing Policy and Strategy	3

Total	12
-------	----

Two of the following electives:

MAR 234 - Salesmanship	3
MAR 332 - Retail Management and Merchandising	3
MAR 334 - Sales Management	3
MAR 335 - Consumer Motivation	3
MAR 336 - Public Relations	3
MAR 338 - International Marketing	3
MAR 434 - Product Management	3

Electives: 14 credits

BS in Accounting

The total number of credits required for a BS in Accounting is 120.

These credits are distributed as follows:

College-wide requirements (see page 14). 42 credits

Required Accounting and Business Core (see B.S. in Business Administration)

46 Credits

Public Accounting Option Required Courses:

ACCT 311 - Intermediate Accounting	3
ACCT 312 - Intermediate Accounting	3
ACCT 374 - Cost Accounting	3
ACCT 471 - Advanced Accounting	4
ACCT 473 - Auditing	3
ACCT 474 - Taxation	3

Total	19
-------	----

One of the following electives:

ACCT 476 - Quantitative Measurement	4
ACCT 475 - New York City Taxation	3
ACCT 480 - Contemporary Accounting*	2
ACCT 478 - Municipal Accounting*	2

Electives	17-19
-----------	-------

Managerial Accounting Option Required Courses:

ACCT 311 - Intermediate Accounting	3
ACCT 312 - Intermediate Accounting	3
ACCT 374 - Cost Accounting	3
ACCT 476 - Quantitative Measurements	4

Total	13
-------	----

One of the following electives:

ACCT 471 - Advanced Accounting	4
ACCT 473 - Auditing Accounting	3
ACCT 474 - Taxation	3
ACCT 475 - New York City Taxation	3
Electives	11-15

COURSE DESCRIPTIONS

Accounting

ACCT 271/272 Managerial Accounting I & II *6 class hours; 6 credits*
 A study of the basic principles and procedures of accounting related to the function of control and decisions. Topics include financial accounting, cost accounting, taxation, profit measurement, and business performance.

ACCT 311/312 Intermediate Accounting I & II *6 class 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 validation, 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: ACCT 311 is Prerequisite for ACCT 312, MTH 210 is Prerequisite for ACCT 312.

ACCT 374 Cost Accounting *3 class 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 budgets. Prerequisite: ACCT 312.

ACCT 401 Field Experience/Internship *15 class hours; 3 credits*
 Students in their last semester of MEC 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.

ACCT 471 Advanced Finance Accounting *4 class 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: ACCT 312.

ACCT 473 Auditing *3 class 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: ACCT 312.

ACCT 474 Taxation *3 class 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 busi-

ness and personal deductions, capital gain and losses, estate and gift taxes. The emphasis is on basic problems, timing transactions, and different taxable entities. Prerequisite: ACCT 272.

ACCT 475 New York City Taxation *3 class 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 New York State franchise taxes and other taxes that affect businesses in the inner-city. Prerequisite: ACCT 474.

ACCT 476 Quantitative Measurements *4 class hours; 4 credits*
This course covers volume-cost profit analysis including breakeven analysis, profit and loss concept. It will also cover all the financial ratios, application of capital budgeting, linear programming, forecasting and planning. Prerequisite: ACCT 374, MTH 210, MTH 222.

ACCT 478 Municipal Accounting *2 class 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: ACCT 312.

ACCT 480 Contemporary Accounting (formerly ACCT 472) *2 class 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 materials are some of the vehicles employed (taken in student's final semester).

Business

BUS 103 Introduction To Business *3 class 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, marketing, finance, and information science will be surveyed.

BUS 104 Insurance *3 class hours; 3 credits*
A survey course covering life, health, property and casualty insurance, insurable types of interest, rights of beneficiaries, insurance policies reinsurance, insurance risk, premiums, no-fault insurance liability, insurance rates, and regulations of insurance companies.

BUS 291 Computer and Information Systems*3 class 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 381 Cobol*3 class hours; 3 credits*

A comprehensive course in Cobol business language. Cobol language will be taught from a theoretical and practical application approach. Students will utilize input and output devices to solve all assigned problems. Cobol structure and data organization, identification and environment divisions, and data and procedure divisions, will be covered. Advance programming techniques such as overlays, sub-routines, arrays, lists, multiple input-output routines will also be covered. Prerequisites: BUS 291 and MTH 131.

BUS 391 Systems Development and Implementation*3 class hours; 3 credits*

This computer system is a vital element in today's business information system. The basic concept to a system approach to business management will be presented. The course will cover: systems analysis techniques, analysis of information systems, and design forms. The course will include field visits to data processing centers. Prerequisite: BUS 291.

Finance**FIN 151 Money and Banking***3 class hours; 3 credits*

A survey is made of money, credits 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 class 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 procedures. Prerequisite: FIN 151.

FIN 351 Advanced Finance (Money Markets)*3 class 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 policy. Prerequisite: FIN 251.

FIN 352 Investment Analysis*3 class hours; 3 credits*

Analysis of various types of securities and evaluation tests for bonds and stocks. Investment management and security markets are also studied. Prerequisite: FIN 351.

FIN 401 Field Experience/Internship*15 class hours; 3 credits***FIN 451 Public (Federal, State & Local) Finance***3 class hours; 3 credits*

Analysis of the theory and practice of public finance including taxation, debt management, expenditures and public policy. Prerequisites: FIN 251, FIN 351.

FIN 453 Personal Finance*2 class 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 class hours; 3 credits*

A study of the theory, mechanics and institutions of international finance. The role of the International Monetary Fund, World Bank and the International Finance Corporation in stabilizing and financing World Trade. Prerequisite: FIN 351.

FIN 457 Banking Practices *3 class hours; 3 credits*
 Operation of banking institutions particularly commercial banks. Reserves, loss and investment policy and liquidity are considered. Prerequisites: FIN 351, FIN 451.

FIN 458 Financial Management *3 class hours; 3 credits*
 A survey of contemporary theories and procedures as a basis of profit planning and working capital management, the evaluation of capital expenditures; attention is directed to cash flows and capital budgeting for decision making. Prerequisites: FIN 351, FIN 352, FIN 455.

LAW

LAW 100 The Law of Creditors Rights (Formerly LAW 201) *3 class hours; 3 credits*
 Legal procedures for the recovery, collections, and enforcement of judgements. The course examines bankruptcy and the various other procedures, state and federal, for dealing with embarrassed or insolvent debtors, including extension of time payment and liquidation.

LAW 210 Business Law I (Formerly LAW 201) *3 class hours; 3 credits*
 After a brief survey of the American legal system, the essential principles of the law of business are examined and applied to typical business transactions. The principle materials of study are New York cases of recent decades.

LAW 211 Business Law II *3 class hours; 3 credits*
 Following a review of the documents governing principle and agent, the course examines the law covering partnerships and corporations in their formation, operation, internal relationships, and dissolution with reference to the law. Prerequisite: LAW 210

LAW 311 Business Law III (Formerly LAW 301) *3 class hours; 3 credits*
 An examination into the legal aspects and the use of commercial papers such as checks, notes, drafts and acceptance and how they are used in business. Also, a study of the law of sales and several transactions and their relationships and importance to business. Prerequisite: LAW 211.

Management

MAN 211 Principles of Management *3 class hours; 3 credits*
 A practical course designed to examine management process, 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, reading and cases supplement instruction. Prerequisite: BUS 103.

MAN 311 Management Theory and Practice *3 class 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 class 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 class 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 class 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 process.

MAN 315 Industrial Management*3 class 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 401 Field Experience/Internship*15 class hours; 3 credits***MAN 411 Managerial Policies***3 class 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 class hours; 3 credits*

Modern management systems are reviewed and the dimensions of operations are developed. Analysis 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 class hours; 3 credits*

Discusses and analyzes the theories, methods and process of decision making which are an integral part of preparation of managers. Emphasis is placed upon application of theory and methodology in business management situations. Operation research models, payoff matrices and information systems will be simulated and evaluated. Prerequisite: MAN 411.

MAN 414 Development of Management Thought*3 class hours; 3 credits*

This course will study the works of pioneers in management and organizational theory in order to develop a historical perspective of management thought. Analysis of research in the field and its applicability to modern management practices will be covered. Prerequisite: MAN 311.

Marketing**MAR 231 Essentials of Marketing***3 class 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 class hours; 3 credits*

This intensive survey course acquaints students with the current operations of large and small retail

establishments. Included are store layouts, organization, budgeting and controlling, personnel management, services and the procurement and marketing of merchandise offerings. Prerequisite: MAR 231.

MAR 233 Principles of Advertising *3 class 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 class 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 class 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. Analysis 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 class 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 emphasis is placed on retail mathematics including quantitative and statistical methods applicable to inventory control and records analysis. Prerequisite: MAR 231, MAR 232.

MAR 334 Sales Management *3 Class 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. Prerequisite: MAR 231, MAR 234.

MAR 335 Consumer Motivation and Behavior *3 Class 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 class 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 class 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 class hours; 3 credits*
An analytical survey of the policies, practices, and functions distribution, and the role of government. Detailed emphasis centers around the technical, legal, and financial features of international marketing. Prerequisite: MAR 331.

MAR 401 Field Experience/Internship *15 class hours; 3 credits*

MAR 431 Marketing Policy and Strategy *3 class 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 class 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 class 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, product 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 class 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.

Real Estate

RE 101 Real Estate Principles and Practices *3 class hours; 3 credits*
A course designed to prepare an applicant for licensure as a real estate broker or salesman. Emphasis is placed on the following topics: Real Estate ownership and interests, contracts or real estate land surveying and property descriptions, deeds, leases, and other real estate instruments; and investment. Also covers the appraisal and brokerage functions, and all other areas required to sit for the New York Real Estate Broker's License Examination.

RE 102 Real Estate Appraisal, Valuation and Financing *3 class hours; 3 credits*
A survey is made of the nature, importance and purpose of appraisal. A study is made of the principles controlling real estate value, the economic cost, and income approach to appraisals and valuation are examined. Value analysis of Neighborhood characteristics, site analysis, financing of real estate, mortgage companies, mortgage loans, Federal Programs(FHA, VA, GNMA) and sources of alternative methods of financing. Prerequisite: RE 101 Real Estate Principles and Practices.

RE 203 Real Estate Management *3 class hours; 3 credits*
A course designed to cover the following topics in real estate management: organizing and planning brokerage operations, selecting and training sales personnel, marketing practices and policies, maximizing profits and advertising as the above topics relate to residential, commercial, and industrial real estate properties. Prerequisite: RE 101 Real Estate Principles and Practices.

RE 204 Real Estate Management of Low Income Housing *3 class hours; 3 credits*

A course specifically designed to cover the following topics: rights and liabilities of landlords and tenants, and co-ops management. New York City regulations; rent controls, vacancy decontrol, racially integrated housing units, zoning and building ordinances fire, health, and safety regulations. Prerequisite: RE 101 Real Estate Principles and Practices.

Secretarial Science**SEC 121 Business Shorthand I (Gregg)** *4 class 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 I (Gregg) *4 class 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 class 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 class hours; 2 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 class hours; 2 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 160 Word Processing Concepts *3 class hours; 2 credits*

This course is designed to give students an understanding of the concept of word processing and how it relates to preparing letters, documents, and reports in today's modern office. Co-requisite: BUS 103

SEC 200 ABC Shorthand *3 class hours; 3 credits*

All the principles of ABC Shorthand are learned while dictation speed is built to 60 WPM for 5 minutes. Emphasis is placed on phonics and syllabication. Vocabulary building and spelling is also emphasized.

SEC 201 ABC Shorthand II *3 class hours; 3 credits*

Shorthand principles, phonics, syllabication, vocabulary building and spelling are reviewed. Dictation speed is built to 80 WPM. Transcription skill is developed. Emphasis on language arts is integrated into transcription where needed. Prerequisite: SEC 200, SEC 151 or SEC 150 Co-requisite: ENGL 100

SEC 219 Office Machines *3 class hours; 2 credits*

Skill in development on the 10-key adding machine, printing calculator, switchboard, spirit duplicator, mimeograph, offset, electronic calculator, bookkeeping machine, dictaphone MTST and the keypunch machine. Prerequisite: SEC 152

SEC 220 Word Processing*4 class hours; 1 lab hour; 3 credits*

This course is designed to provide the skills necessary to work in a "word processing system" environment. Emphasis will be placed on operating dictaphones, transcribers, magnetic tape, Selectric typewriters, Magnetic Card Selectric Typewriters and magnetic disk processing centers. Prerequisite: SEC 222 or 232.

SEC 223 Business Shorthand III and Transcription*4 class hours; 1 lab hour; 3 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.

SEC 224 Business Shorthand IV and Transcription*4 class hours; 1 lab hour; 3 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 223.

SEC 231 Legal Terminology*2 class hours; 1 credit*

This course is designed to introduce basic legal terminology in Gregg Shorthand. Emphasis is placed on mastering legal vocabulary. Pre-requisite: SEC 121

SEC 232 Legal Typewriting*3 class hours; 2 credits*

Legal Typewriting is a course intended to prepare students to meet the demands of today's legal offices where speed and knowledge of legal forms for real estate, wills and probate, litigation and corporations are necessary. Speed development with a goal of 65 to 80 words per minute with accuracy. Pre-requisite: Sec 152 and Sec 231. Co-requisite: SEC 122.

SEC 233 Legal Shorthand I and Transcription*4 class hours; 3 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 234 Legal Shorthand II and Transcription*6 class hours; 5 credits*

Dictation and transcription of more advanced litigation documents, judgements, 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 223.

SEC 251 Advanced Secretarial Typing*4 class 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: SEC 152.

SEC 261 Machine Transcription*4 class hours; 2 credits*

This course is designed to provide students with the knowledge and skills to gain competency in machine transcript Pre-requisite: SEC 152

SEC 265 Word Processing Workshop*4 class hours; 2 credits*

This course is designed to provide students with the knowledge and skills essential to the understanding and usage of word processing equipment for generating and producing finish correspondence and business projects. Pre-requisite: SEC 152 and SEC 160. Co-requisite: Sec 251.

SEC 290 Executive Secretarial Practice*4 class 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 preparing of final copy from rough drafts, typing of financial statements. The subject matter requires initiative and judgement on the part of the student. Prerequisite: SEC 251.

SEC 293 Legal Secretarial Practice I*3 class hours; 2 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 class hours; 2 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 class 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 300 Records Management*3 class hours; 3 credits*

This course is designed to prepare students to apply the principles governing the efficient control of business records. Students will learn the criteria by which records within an organization are created, distributed, used, retained, stored, protected, retrieved, preserved and disposed of. The students will learn the principles of designing a records system and selecting hardware and software. Computer and manual systems of files will be discussed. Prerequisite: BUS 103

SEC 350 Office Supervision*3 class hours; 3 credits*

The Office Supervision course provides students with the necessary principles of supervision which include developing human relations skills. Planning, standards of performance, staffing, and decision making are among the administrative skills emphasized in this course. Strong communication skills will be developed through writing, analyzing and evaluating material. Supervision of typing, stenographic pools, and word processing centers will be discussed. Simulated activities will aid students in demonstrating their abilities to apply principles learned to the "real" office. Prerequisite: BUS 103.

THE DIVISION OF HEALTH SCIENCES

Chairperson: Dr. Bertie Gilmore
Room: P306



DESCRIPTION OF PROGRAM

The Division of Health Sciences is comprised of the B.S. in Nursing program Gerontology Certificate program and Health and Physical Education courses. The Baccalaureate Nursing Program is specifically designed to: 1) promote academic excellence; 2) reflect awareness of diverse educational needs of adult students; 3) promote career mobility and 4) focus on cultural diversity in nursing care. The Baccalaureate Nursing Program, designed exclusively for registered nurse students (graduates of associate degree and diploma nursing programs), prepares a generalist professional nurse practitioner who can deliver quality nursing care in a variety of settings, with client-centered emphasis on appropriate level of preventive intervention: primary, secondary, tertiary. Opportunities are provided for the student to develop the competencies of professional nursing practice in the areas of direct care, health teaching, anticipatory guidance, management of client care, collaboration and client advocacy. The purpose of this program is to 1) prepare a beginning generalist professional nurse practitioner and 2) provide a foundation for graduate study in nursing.

The Gerontology Certificate Program is designed for health care professionals and para-professionals who wish to gain additional expertise in the field of gerontology. The program focuses on enhancing the skills of persons employed in the health, health-related and social fields, whose primary goal is to improve the quality of services for aging individuals of diverse social-cultural and ethnic groups. Two objectives of the Program are: 1) to enhance the understanding of

the aging process, and 2) to develop skills and values needed to implement the role of a gerontology advocate in contemporary and future America. Opportunities are provided for the students to broaden their perspective of aging individuals in the philosophical, developmental, humanistic, anthropological and historical context.

Health and Physical Education offer jointly a variety of courses designed to promote healthful living through exploration of selected health issues. All students are required to take **PED 100 - Fitness for Living** and **LAS 104- In Search of Wellness**. Students majoring in Teacher Education are required to take **HLTH 311 - Alcohol, Tobacco and Drugs** to qualify for teacher certification by the State of New York.

Program Offerings

The Division offers the following course of study:

B.S. Nursing

Admission Criteria

Students must meet the requirements for admission to the College. Following acceptance by the College, students must meet standards of proficiency in the basic skills areas of reading, writing and mathematics established by the College. To be eligible for admission to the first nursing course, **NUR. 235 - Basic Concepts of Professional Nursing**, the student must have met or be in the process of meeting the last 4-9 credits of the lower division requirements.

The 64 lower division College credits are distributed as follows:

English	6
Introductory Sociology	3
Introductory Psychology	3
Human Growth and Development	3
Anatomy and Physiology (or Human Biology)	8
Chemistry	8
Microbiology	4
Logic	3
Anthropology (Cultural or Social)	3
NUR 235	4
Liberal Arts electives	06
Electives	13
(Up to 10 Nursing credits earned in an Associate Degree Program may be credited toward the 13 Elective credits)	
Total	64

To progress to the junior year nursing courses, the student must file an application along with:

1. Proof of Professional liability (Malpractice) insurance and
2. Proof of current R.N. licensure in New York State. The other criteria for progression to junior year nursing courses are:
3. 2.5 cumulative index (C+)
4. "C" or better in every prerequisite course
5. 12th grade reading level (CUNY-wide policy as applicable)
6. 64 College credits from the lower division

Deadlines for applications for admission to the program are May 1 for fall admission and November 1 for spring admission.

Challenge Examinations

Credits by examination may be earned in all lower division courses except ENGL 150, Logic, Anthropology and NUR. 235. General education course credit may be earned by satisfactory achievement (as determined by the respective division chairperson) on the College Level Examination Program (CLEP) or the challenge examinations offered in the College. Two nursing courses in the junior year, NUR. 313 and NUR. 314, are offered for credit by examination only. The examination will consist of written examinations and simulated clinical performance tests in the Nursing Laboratory. The clinical performance examination evaluates the student's ability to apply basic nursing theory to nursing practice within the framework of the nursing process and general systems Theory. This examination will be given by the faculty of Medgar Evers College Nursing Program in simulated clinical settings in the College Laboratory. Candidates will also be requested to perform selected nursing and other therapeutic measures to validate basic technical skills. The overriding criterion for satisfactory performance is safety. Prior to the examinations, candidates will be provided opportunities to review multi-media materials and equipment pertinent to the nursing process, communication process, technical skills, and the principles of the behavioral and natural sciences on an independent basis in the college nursing laboratory. The Laboratory is open daily, Monday to Friday, check Rm. 308 for lab. hours.

Challenge examinations are offered in the Spring and Fall semesters. Challenge examinations may be taken only once with the exception of NUR 313 and NUR 314.

The admission requirements apply to graduates of the Medgar Evers College Associate Degree Program, as well as transfer students. Transfer course credits must have been earned at institutions of higher education approved by the City University of New York. No candidate will be eligible for acceptance into the Baccalaureate Program in Nursing until all admission criteria have been met. Applicants who have not met all admission requirements (e.g. candidates who do not have required prerequisite lower division courses) are classified as pre-baccalaureate students. Pre-baccalaureate students who have completed the prerequisite lower division courses and may be awaiting State Board examination results may register for upper division general education courses only. The curriculum design permits entry of students at levels appropriate to individual differences in the backgrounds of the students.

Retention and Progress

A student must maintain a "C" or better in each required nursing and general education course, and an overall "C" average in order to maintain his/her standing in the B.S. Nursing Program.

Readmission To The Nursing Program

Students who have taken a leave of absence from The Nursing Program and have not been in attendance for two (2) consecutive semesters, must meet the program requirements in effect at the time application for readmission to The Nursing Program.

Course and Credit Requirements

College-wide requirements are listed on page 14 of this catalogue.

Requirements for the B.S. in Nursing

The nursing curriculum represents requirements of the College, as well as those identified as essential to the nursing program. The baccalaureate nursing curriculum requires 128 credits for graduation.

General Education Courses	Credits
HSC 306 - The Developing Person in Black and Hispanic Family II	3
MTH 209 - Statistics	3
BIO 323 - Pathophysiology	3
HSC 210 - Nutrition	2
SOC 314 - Public Bureaucracy	3
LAS 302 - Social Science II	3
LAS 304 - Values in Humanities	3
Liberal Arts Electives	6
Nursing Courses	Credits
NUR 313 - Nur. Process: Nurs. Intervention with the Ind. Client System I	5
NUR 314 - Nur. Process: Nurs. Intervention with the Ind. Client System II	5
NUR 316 - Nur. Process: Nurs. Intervention with the Family Client System	4
NUR 317 - Nur. Process: Nurs. Intervention with Group & Aggregate Client Systems	4
NUR 318 - Nur. Process: Nurs. Intervention with Family & Comm. Client Systems	5
NUR 417 - Nur. in the Social System	3
NUR 418 - Nur. Process: Nurs. Intervention with Complex Client Systems I	5
NUR 419 - Nur. Process: Nurs. Intervention with Complex Client Systems II	5
NUR 420 - Guided Independent Study of Client Systems	2
Sub Total	64
Lower Division Credits	64
Total	128

COURSE DESCRIPTIONS

Health Science

HSC 210 - Nutrition

2 class hours; 2 credits

A main focus of this course will be the application of the principles of nutrition as related to health, various levels of wellness, and practices of health care. The functions and dietary significances of carbohydrates, proteins, lipids, vitamins, and minerals will be discussed. Emphasis will be directed towards the application of the principles of nutrition as related to health care practices. Comparisons will be made between current nutrition controversies and metabolic facts. Prerequisite: CHM 206 or CHM 202.

HSC 306 The Developing Person in the Black and Hispanic Family II

3 class 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 205, or PSYC 209 or equivalent.

Nursing

NUR 235 - Basic Concepts of Professional Nursing Throughout the Life Process

3 class hours; 3 lab; 4 credits

This course introduces the student to the major concepts of the Baccalaureate Nursing Program. It focuses on the nursing process and general systems theory as the organizing themes for the study of the interrelated concepts of man, society, health and nursing. It also introduces the student to the concepts of professional identity and professional nursing role socialization. Planned learning experiences in the college laboratory are designed to provide situations in which the student has

the opportunity to apply beginning professional skills in the cognitive, affective and psychomotor domain.

Prerequisite: 52 lower division general education required credits.

NUR 313 - Nursing Process: Nursing Intervention with the Individual Client System I
By Examination Only; 5 credits

The nursing process is utilized as the framework for nursing interventions with the individual client system who has a high potential for wellness in a variety of environments. The focus is on the major challenges to the health of individual members of the developing family. Laboratory experiences are designed to begin to develop professional nursing skills in caring and communication.

Pre-requisite: NUR 235 and 60 credits of lower division general education required courses.

NUR 314 - Nursing Process: Nursing Intervention with the Individual Client System II
By Examination Only; 5 credits

The nursing process is utilized as the framework for nursing intervention with the individual client system who has a decreased potential for wellness in a variety of environments. The focus is on common maturation/situational health problems throughout the life process.

Laboratory learning experiences are designed to provide the opportunity for the student development skills in the roles of career, health teacher, and collaborator.

Prerequisite: NUR 235 and 60 credits of lower division general education required courses.

NUR 316 - Nursing Process: Nursing Intervention with the Family Client System
3 class hours; 3 lab; 4 credits

This course is designed to assist the student in the acquisition of the health appraisal skills of inspection, auscultation, percussion, palpation and interview techniques in order to expand the data base for nursing assessment. The problem-oriented recordkeeping system is utilized as a method of recording client health data within the context of the nursing process. The course focuses on the identification of normal states of wellness and/or deviations from wellness in family client systems of various ages. These nursing assessment activities serve as a basis for nursing interventions in the areas of health teaching, early casefinding, referral and follow-up.

Prerequisites: NUR 235 and criteria for progression to the junior year. Co-requisite: HSC 306.

NUR 317 -- Nursing Process: Nursing Intervention with Group and Aggregate Client Systems
3 class hours; 3 lab hours; 4 credits

This course focuses on the use of the nursing process and general systems theory as these concepts apply to effective intervention with family and group systems. The course also introduces the student to various theories related to group dynamics, role-taking, group goals and task and maintenance functions which are explored through the concepts of self-awareness and awareness of other systems, interpersonal relations, decision-making and leadership. Simulated small group laboratory experiences provide the student with the opportunity to explore, analyze and apply these concepts to nurse/client interactions.

Prerequisites: HSC 306. Corerequisite: NUR. 316

NUR 318 -- Nursing Process: Nursing Intervention with Family and Community Client Systems
3 class hours; 6 lab hours; 5 credits

The study of professional nurse interactions with family and community client systems to promote the delivery of comprehensive personal and environmental health care. The epidemiological approach and nursing process are utilized by the student as part of the organized effort to assist client systems in the movement toward high level wellness. Clinical laboratory experiences are provided in a variety of community settings.

Prerequisites: NUR 313, NUR 314, NUR 316, SOC 314, MTH 209.

NUR 417 -- Nursing in the Social System*3 class hours; 3 credits*

This course is designed to increase the students' awareness of health/nursing problems within community and societal systems. The interrelated and interlocking interactions of complex social systems and health care/nursing systems are evaluated for the purpose of identifying the potential for change. This change is directed toward the delivery of quality, accessible health services to maximize the wellness potential and minimize the illness potential of client systems. This course is also designed to provide the opportunity for the student to expand their knowledge of the research process as it relates to health/nursing problems of client systems throughout the life process.

Prerequisites: NUR 317, 318.

NUR 418 -- Nursing Process: Nursing Intervention With Complex Client Systems I*3 class hours; 6 lab hours; 5 credits*

The course focuses on nursing interventions in situational and/or maturational client-environmental interactions in which the outcomes reflect increasing disorder and/or decreasing potential for high level wellness. Emphasis is placed on meeting the nursing needs of high-risk parenting systems; and where wellness cannot be achieved, the goal of nursing activities is to maximize the client's integrity through the final stage of growth. The course also explores the roles and functions that enable the professional nurse to exercise leadership in initiating change in health/nursing systems.

Prerequisites: NUR 317, NUR 318. Corequisite: NUR 417

NUR 419 -- Nursing Process: Nursing Intervention with Complex Client Systems II*3 class hours; 6 lab hours; 5 credits*

The course focuses on nursing interventions in situational and/or maturational client-environmental interactions in which the outcome reflect increasing disorder and/or decreasing potential for high-level wellness. Emphasis is placed on meeting the nursing needs of the high-risk maturing and older client systems (families, groups, communities); and where wellness cannot be achieved, the goal of nursing activities is to maximize the client's integrity through the final stage of growth. The course continues to explore the role and functions that enable the professional nurse to exercise leadership in initiating change in health/ nursing systems.

Prerequisites: NUR 417, NUR 418.

NUR 420 -- Nursing Process: Guided Independent Study of Client Systems*2 seminar hours; 2 credits*

This course is designed to promote the students' integration of nursing process concepts by applying the scientific method to the circumscribed study of a single problem area of a nurse/client-system interaction of their choice. The emphasis is placed on the facilitation of the student's personal growth in the design and implementation of the plan of study for the selected problem area. The primary goal is to provide the student with the opportunity to incorporate research findings into their emergent professional nursing system. Prerequisites: NUR 417, and NUR 418. Co-requisite: NUR 419.

**B. S. NURSING PROGRAM
RECOMMENDED CURRICULUM PATTERN**

First Semester	Credits
*ENG 100-English I	3
**PHIL 101-Logic	3
*PSYC 101-Intro. to Psychology	3
*BIO 251-Human Anatomy & Physiology I	4
Liberal Arts Electives	3

	16
Second Semester	Credits
ENG 150-English II	3
*SOC 101-Intro to Sociology	3
*PSYC 209-Intro to Human Dev of Infancy & Childhood	3
*BIO 252-Human Anatomy & Phys II	4
Liberal Arts Electives	3

	16
Third Semester	Credits
*CHM 205-Chemistry I	4
*BIO 361-Microbiology	4
ANTH 201-The Nature of Culture	3
Electives	6

	17
Fourth Semester	Credits
*CHM 206-Chemistry II	4
NUR 235-Basic Concepts of Prof. Nsg. Throughout Lfe. Proc.	4
Electives	7

	15
Challenge Examinations	Credits
***NUR 313-Nurs. Process: Nursing Intervention with the Individual Client System I (Parent/Child)	5
***NUR 314-Nurs. Process: Nursing Intervention with the Individual Client System II (Adult)	5

	10
Fifth Semester	Credits
NUR 316-Nurs. Process: Nursing Intervention with the Family Client System	4
HSC 210-Nutrition	2
HSC 306-The Developing Person	3
MTH 209-Statistics	3
SOC 314-Public Bureaucracy	3

	15

Sixth Semester		Credits
NUR	317-Nur. Process: Nursing Intervention with Group & Aggregate Client Systems	4
NUR	318-Nur. Process: Nursing Intervention with Family & Community Systems	5
**LAS	302-Social Sciences II	3
BIO	323-Pathophysiology	3

		15
Seventh Semester		Credits
NUR	417-Nursing in the Social Systems	3
NUR	418-Nurs. Process: Nursing Intervention with Complex Client Systems I	5
**LAS	304-Values in the Humanities	3
****Electives		3

		14
Eighth Semester		Credits
NUR	419-Nur. Process: Nursing Intervention with Complex Client Systems II	5
NUR	420-Guided Independent Research of Client Systems	2
****Electives		3

		10
Total Lower Division Credits-		64
Total Upper Division Credits-		64

Grand Total-		128

*This course may be challenged.

**College-wide required courses.

***These courses are offered by examinations only and must be successfully completed as a prerequisite to Nur. 317 and Nur. 318.

****All Electives must be upper division courses.

Gerontology Certificate Program

Admission Criteria

Student must meet the requirements for admission to the College. Following acceptance by the College, students must meet standards of proficiency in the basic skills areas of reading, writing and mathematics established by the College. A non-degree application must be completed by students who plan to complete the requirements for the Gerontology Certificate. Students who do not intend to pursue the certificate may enroll in a course on a space available basis.

Retention and Progress

A student must maintain a "C" or better in each required course and an overall "C" average in order to maintain his/her standing in the Gerontology Certificate Program.

Course and Credit Requirements

The 20 college credits required for completion of the Gerontology Certificate are distributed as follows:

HSC 217 - Fundamental Concepts of Gerontology	3
HSC 218 - Health Issues Throughout the Aging Process	3
BIO 170 - Biological Aspects of Aging	3
SOC/ANTH 300 - Cross-Cultural Aspects of Aging	3
PA 330 - Social Policy, Advocacy, Systems Management and Administration In Services for the Aged with Terminal Practicum	5
Electives	3

Total	20

Recommended Elective Courses

BUS 104 - Insurance	3
LAW 100 - The Law of Creditors Rights	3
SPAN 101 - Beginning Spanish I	3
PA 103 - Introduction to Public Administration	3
SOC 101 -Introduction to Sociology	3

The student can select one of these three credit courses or choose another appropriate lower division three credit general education course. Upper division courses may be taken if students have accrued a minimum of 60 college credits.

Course Descriptions

HSC 217 - Fundamental Concepts of Gerontology

3 class hours; 3 credits

This course introduces the student to an overview of the contemporary theories, concepts, and issues in gerontology. Emphasis is placed on the psychosocial processes of aging with a focus on the cultural dynamics.

HSC 218 - Health Issue Throughout the Aging Process*3 class hours; 3 credits*

This course will utilize a multi-disciplinary approach in exploring issues related to the health care practices and needs of the culturally diverse aging population in society and the Inner City. Health Care mechanisms will be explored which promote the maintenance of high-level wellness for the aging consumer.

BIO 170 - Biological Processes of Aging*3 class hours; 3 credits*

This course is a survey of the biological theories of aging and the examination of interactional physiological processes which impact on the functional integrity of aging individual in a multi-cultural society.

SOC/ANTH 300 - Cross Cultural Aspects of Aging*3 class hours; 3 credits*

This course examines the cross-cultural and ethnic aspects of aging with emphasis on specific ethnocultural groups. Focus will be the comparison of value systems and the formal and informal mechanisms for determining status in various cultures. The cycle of life as experienced in industrialized and non-industrialized societies will be analyzed.

PA 330 - Public Policy, Advocacy, Systems Management and Administration in Services for the Aged*6 class hours; 6 Field**Practum hours; 5 credits*

This course involves a study of systems management and administrative theories as they relate to public and voluntary services for the aged. Legislative and legal issues which have an impact on the elderly, i.e. legal rights, Social Security Act, Older Americans Act, Medicare, will be explored to promote the development of gerontology advocacy skills.

The six hour per week field practicum with older persons will be provided in a variety of community settings.

Pre-requisite: HSC 217, HSC 218, Bio 170 - Co-requisite: Soc/Anth 300.

Practicum

The Practicum is oriented towards providing students with the experience of working with older persons, as well as their families and communities. Students who are already employed full-time in a position directly related to serving the aged will be required to complete an Independent Study Project related to their work experience or agency. The student will submit a proposal of the intended topic, i.e. a proposal to enhance the quality of service delivery to aged, an evaluation of agency services, etc.

Health Education**HLTH 212 Fundamentals of Human Sexuality and Reproduction***3 class hours; 3 credits*

This course will acquaint students with societal issues related to the reproductive system. Human development is traced from conception to birth. Relevant social issues pertaining to human sexuality and childbearing will be explored.

Prerequisite: ENGL 100 and LAS 104

HLTH 311 Drug Education*3 class hours; 3 credits*

Drug concepts such as tolerance, cross-tolerance, dependency and addiction are advanced as mechanism for evaluating a drug problem situation. Licit and illicit "social" drugs are discussed in terms of a risk-benefit analysis. Field trips to drug rehabilitation units are integral to the course.

HLTH 313 Concepts in Sexuality*3 class hours; 3 credits*

Sexuality may be divided into three core concepts: gender, sexual orientation, and power dynamics in interpersonal relationships. These concepts will be examined in relation to procreation, recreation and intimacy.

Prerequisite: ENGL 100 and LAS 104.

Physical Education**PED 100 Fitness for Living (Co-Ed)***3 class hours; 2 credits*

This course is designed to provide students with the knowledge that physical fitness activities will be valuable throughout life in contributing toward good health. The need for vigorous physical activity increases as man advances technologically. This theory and activity course delves into the nature and value of lifetime physical fitness. Selected fitness programs and sports activities are reviewed. Each student will be required to design, implement and evaluate his own fitness program.

PED 127 Swimming I (Co-Ed)*2 class 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, breaststrokes, and elementary forms of diving. A beginner's American Red Cross certificate will be issued to all who pass this course.

PED 128 Swimming II (Co-Ed)*2 class hours; 1 credit*

Intermediate swimming. Instruction in basic survival swimming techniques. Emphasis on form and endurance in the following: crawl, backcrawl, sidestroke, and breaststroke, fundamentals of spring-board diving and racing turns. An intermediate Red Cross certificate will be issued to all who pass this course.

Prerequisite: PED 127 or permission of instructor.

PED 129 Senior Lifesaving (Co-Ed)*3 class 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: PED 128 or permission of instructor.

PED 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.

PED 135 Conditioning Activities (Co-Ed)*2 class hours; 1 credit*

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

PED 136 Popular Team Sports (Co-Ed)*2 class hours; 1 credit*

Analysis and practice of the fundamental skills, rules and strategies of selected popular team sports.

PED 137 Aerobic Dance (Co-Ed)*2 class hours; 1 credit*

This course is designed to promote physical fitness through the performance of graded exer-

cises and fundamental dance movements to the accompaniment of assorted rhythms and tempos. The activities will focus on the improvement of flexibility, general muscle tone, body contours and cardiorespiratory endurance.

PED 142 Power Volleyball (Co-Ed) *2 class 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.

PED 154 Tennis for Beginners (Co-Ed) *2 class 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 etiquette will also be stressed. Rackets will be provided. Each student must supply one can of tennis balls.

PED 211 Physical Education for Children (Co-Ed) *3 class hours; 3 credits*
This course will introduce students to the study of philosophy, instructional strategies, and materials and equipment used in physical education for children from nursery school through the sixth grade. It will focus on the presentation of physical education activities suitable for elementary school children, including games and relays; individual and dual sports; team sports; rhythmic and dance activities; and gymnastics, stunts and tumbling. This course is strongly recommended for all elementary education majors.
Prerequisite: ENGL 100.

PED 223 Bowling I (Co-Ed) *2 class hours; 1 credit*
Analysis and practice of the fundamental techniques of bowling. No fees involved.

PED 224 Advanced Bowling (Co-Ed) *2 class 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: PED 223 or permission of instructor.

PED 225 Foundations of Physical Activity (Co-Ed) *3 class 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.

PED 235 Karate for Beginners I (Co-Ed) *2 class hours; 1 credit*
A course designed for beginners only which stresses the mental, as well as physical aspects of karate. Realistic street defense is taught and practiced within the physical limitations of each individual.

PED 236 Karate for Beginners II (Co-Ed) *2 class hours; 1 credit*
Designed for enthusiasts with a prior knowledge of karate. This course utilizes hand and foot techniques, as well as general physical conditioning of the entire body.
Prerequisite: PED 235 or permission of instructor.

PED 251 African Dance (Co-Ed) *3 class hours; 2 credits*
A survey of the cultures and dances of African peoples; some attention will also be paid to the influence of their dance styles on the dances of the African descendants in the new world. Performance is an integral part of this course.

PED 252 Introduction to Modern Dance (Co-Ed)*3 class 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.

PED 261 African Dance II (Co-Ed)*3 class hours; 2 credits*

This course is a continuation of the basic course in African dance. Emphasis will be placed on selected fundamental choreographic principles and creative expression.
Prerequisite: PED 251, PED 252 or permission of instructor.

THE DIVISION OF HUMANITIES

Chairperson: Dr. Edna Edet

Room: SG05

Description of Program

Humanities courses are designed for all students—those whose interests are still undefined and those who seek a broad cultural foundation for a variety of professions including business, education, government, industry, journalism, law, public relations, publishing, and general education in the arts.

The Humanities Division offers courses in art, English, French, mass communications, music, philosophy, Spanish and speech. Divisional curricula focus on the following goals:

1. To provide opportunities for students to acquire the basic communications and judgemental skills (analytic & critical) necessary for career placement, advancement, and professional mobility.
2. To provide opportunities for students to acquire knowledge of the liberal and fine arts with awareness of the substance and quality of their own cultural heritage.
3. To provide opportunities for students to experience through learning diverse concepts, ideas and styles of the arts and to recognize the significance and importance of concepts, ideas and styles to humanity.
4. To provide a range of learning experiences in various fields of study which promote an awareness of humanistic concepts, ideas, lessons, and values.
5. To provide opportunities for students to examine the principles and theories underlying ethical decision and aesthetic evaluation.
6. To provide opportunities for students to develop as informed citizens in a changing world, with understanding of the human element in all cultures.

Program Offerings

Several alternative programs leading to the Associate in Arts degree in Liberal Arts are recommended by the Humanities Division.

The Division offers the following courses of study:

A.A. in the Liberal Arts Humanities emphasis (Art, English, Ethnic Studies, Mass Communications, Music, Philosophy, Spanish, and Speech)

This program is designed for students seeking careers in the areas of the humanities. Upon successful completion of this program, graduates usually apply for admission to the CUNY B.A. Degree program or to four-year colleges where they pursue the baccalaureate degree, before proceeding to graduate schools and professional study in their chosen fields.

A.A. in Liberal Arts General Studies emphasis

This program is designed for students who are seeking a general education to enhance their under-

standing and appreciation of the aesthetic, social, and scientific ideas and processes which shape our world. It also serves those students who are undecided about their career goals, and who wish to explore diverse fields of interest. With the assistance of a faculty member and the academic advisor, students may select courses in applied subjects which will assist them in choosing and embarking upon a career, or they may discover an area of interest and plan to pursue further education at a four-year college.

A.A. in Liberal Arts (Communications Arts and Sciences emphasis)

A two-year program for students who plan careers in radio and television or related industries as production technicians. In addition to courses in liberal arts, the program provides the technical and practical essentials for employment in the operational aspects of the broadcasting industry. The curriculum emphasizes liberal arts, especially written communications. All communications arts and sciences majors are required to have the ability to type 40 words per minute before graduation.

Divisional Academic Criteria

Admission to Programs

Any student admitted to Medgar Evers College is eligible for admission to programs in the Humanities Division.

Academic Standards

If a student in freshman English 100 or 150 has a "C" average or less in the course and does not pass the final examination, he must receive a grade of "F" for the course and repeat the course.

An "INC" will not be given for College English I, College English II, or for any remedial English course. Students in the Division are expected to pass required courses in their area of concentration with a grade of "C" or above. Where there are sequential courses, students will be required to repeat a course in which a grade of "D" or below is received before being allowed to register for a subsequent course in the sequence.

College-Wide Academic Requirements

Students must meet the CUNY standards of writing proficiency. Those who plan to enter the junior year in CUNY must demonstrate proficiency on the arithmetic portion of the CUNY Skills Assessment Test and minimum proficiency on the CUNY Reading Proficiency Test. Students may obtain help in strengthening reading skills by taking additional reading courses, by working in the College Reading Laboratory, or by working in the CAI laboratory.

Course and Credit Requirements

College-wide requirements are listed on page 14 of this catalogue.

A.A. in Liberal Arts Degree Requirements

The total number of credits required for an Associate of Arts (A.A.) degree in the Division of Humanities is 66-68. Of these 66-68 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.

Areas of Emphasis for A.A. Degree in Liberal Arts and Distribution of Credits

Students wishing a two-year emphasis in one of the concentration listed below are advised to consult with a member of the Humanities Divisions faculty and the academic advisor.

Humanities emphasis (Art, English, French, Music, Philosophy, Spanish, or Speech).

College-wide requirements	31 credits
Humanities electives (in one of the disciplines listed above)	16 credits
Foreign language	6 credits
Liberal arts & sciences electives	6 credits
Unrestricted electives	8 credits
Total:	67 credits

General Studies Emphasis

College-wide requirements	31 credits
Humanities electives	20 credits
Liberal arts & sciences electives	6 credits
Unrestricted electives	8 credits
Total	65 credits

Communications Arts & Sciences Emphasis

College-wide requirements	31 credits
Media courses	18 credits
Humanities electives	6 credits
Liberal arts & sciences electives	6 credits
Unrestricted electives	6 credits
Total	67 credits

COURSE DESCRIPTIONS

Art

The program in art is directed toward these curricular emphases: (1) the development of the student's awareness of basic design concepts; (2) the development of the student's ability to use experience creatively in the visual, plastic and graphic arts; (3) the provision of a background in art suitable as a basis for developing practical solutions in design and advertising; (4) the understanding of historical and contemporary visual arts including familiarity with third-world aesthetics, especially African and Afro-American forms.

ART 151 Basic Design

3 class hours; 2 credits

A fundamental design course with the primary emphasis on two-dimensional design as it relates to space, balance, line, composition, color contrasts, etc. The course offers an introduction to a variety of art techniques and media.

ART 170 Copper Relief Sculpture*3 class hours; 2 credits*

The student is taught the method of incising and modelling with embossing tools to create relief design on copper. The focus is on the mask concept as well as other 3-D design concepts.

ART 203 Ceramics*4 class hours; 3 credits*

A studio course in the study of clay, its nature and potentialities as related to ceramic arts. Various methods for pottery making, coil and slab building, firing and glazing are covered.

ART 204 Advanced Ceramics*4 class hours; 3 credits*

Continued exploration in the ceramic arts. Slip casting and pottery wheel techniques are introduced.

Prerequisite: ART 203.

ART 207 Drawing and Painting*4 class hours; 3 credits*

A combined studio and art analysis course, including drawing, pen and ink, conte crayon, charcoal, water color, wash and oils. Student must complete one oil painting during course of semester. Lectures will deal with contemporary art forms. Special projects and gallery trips are an integral part of the course.

ART 210 Printmaking Etching*4 class hours; 3 credits*

An introductory studio course in the techniques of intaglio printing on the metal plate. Includes the techniques of engraving, drypoint, aquatint and various grounds. Students will explore contemporary printmaking concepts.

HUM 400 - See Humanities listing

English

The English Department of the Humanities Division offers a wide variety of courses for every student in our College. Some courses are designed:

- for those who need to brush up on their basic English skills
- for those who are interested in the English language- its literature, its structure, its impact on the world's cultures
- to give students basic professional writing skills which are essential to career success and mobility

ENGW 003 Basic Writing*3 class hours, 1 lab hour, 0 credits*

This course provides fundamentals in writing with particular emphasis upon paragraph development (e.g. effective topic sentences and developers) as well as development of several paragraphs around a single theme. Emphasis is also placed upon grammar, punctuation, word usage, sentence structure, and vocabulary development. Writing Laboratory attendance is required. Exit criteria include demonstration of proficiency on the CUNY Writing Assessment Test and passing grades in class work.

ENGW 004 Developmental Writing*3 class hours, 1 lab hour, 2 credits*

This course continues the transition from a group of paragraphs based on a theme but emphasis is on writing fully developed expository essays. Writing Laboratory once each week. Exit criteria include passing classwork as well as scoring at least 180 on the English Departmental final (which constitutes one-half of the semester's grades).

Prerequisite: Minimum proficiency on the CUNY Writing Assessment Test

ENWL 003 English Writing Laboratory *1.5 hours; 0 credits*
 Students will work in groups with tutors on strategies for developing effective paragraphs and later, in writing a simple essay. Emphasis will be placed on sentence boundaries and grammar.

ENWL 004-English Writing Laboratory *1.5 hours; 0 credits*
 Grammar, sentence structure, and paragraph structure will continue to be stressed. In addition, experienced tutors will give groups and individuals strategies and practice in writing various types of essays.

ENGL 015 Writing for Paraprofessionals *3 class hours; 1 lab hour; 2 credits*
 The basics of writing, from the sentence to the structure of the short essay will be covered. The mechanics of English, including punctuation, capitalization, spelling will also be learned. Exit criteria include scoring 180 on an essay which will be graded by the Medgar Evers College Evaluation Form. Limited to those students recommended by the Teacher Education Division. Equivalent: ENGW 004.

ENGR 003 Basic Reading *3 class hours; 1 lab hour; 0 credits*
 Word attack skills and general vocabulary development are emphasized as well as those specific reading skills necessary to college survival. Exit criteria to move to the 004 level include class and/or Reading Laboratory attendance as well as a minimum score on the CUNY Reading Assessment Test. Additional Reading Laboratory sessions may be scheduled for students who demonstrate need.

ENGR 004 Development Reading *3 class hours; 1 lab hour; 2 credits*
 Developmental reading for students who have completed the exit requirements of English Reading 003. Major emphasis is on critical reading skills and strategies for understanding college textbooks. Reading Laboratory attendance is required. Exit criteria include class and/or Reading Laboratory attendance as well as a minimum proficiency score on the CUNY Reading Assessment Test.

ENRL 003 Reading Laboratory *1.5 hours; 0 credits*
 The Reading Laboratory provides group and individual instruction for all students. Students registered in ENGR 003 classes must attend the Reading Laboratory once each week and work with reading specialists and experienced tutors.

ENRL 004 Reading Laboratory *1.5 hours; 0 credits*
 The Reading Laboratory provides group and individual instruction for all students. Students who have registered for English Reading 004 must register for and attend the Reading Laboratory once each week. Students work with reading specialists and experienced tutors.

ENGL 010 Reading/Writing Review *3 class hours; 0 credits*
 This course is designed for transfer nursing students who have an associate's degree but who have not demonstrated the equivalent of a twelfth grade reading level on the CUNY Reading Assessment Test and/or who have not achieved the CUNY minimum level on the Writing Assessment Test. Students will be given individualized assistance in their specific areas of need. Areas to be covered include reading comprehension, vocabulary building, grammar, sentence structure, and paragraph and essay development. Nursing students with diplomas will be placed in the appropriate ENGR or ENGW level. Reading and/or Writing Laboratory attendance will be required as recommended by the instructor.

ENGL 014 Reading for Paraprofessionals *3 class hours; 1 lab hour; 2 credits*
 This course is designed to help paraprofessionals who aspire to become teachers develop the reading skills which they will be expected to teach their own students. Major focus will be on strengthening word power, word attack skills, and reading comprehension skills. Attendance in the

Reading Laboratory at least once each week is required. Exit requirements include achieving the minimum proficiency score on CUNY's standardized reading test. Limited to those recommended by the Teacher Education Division. Equivalent: ENGR 004.

ENGL 100 College English I

3 class hours; 3 credits

Students write full-length critical and expository essays. Representative literary selections of various genres and diverse cultures are read. Elements of grammar, sentence and paragraph structure are reviewed, and students are introduced to the library. Students must pass Departmental exams in language structure, literature, comprehension, and essay writing.

ENGL 105 Basic Semantics: Meaning and Structure

3 class hours; 3 credits

This course covers a linguistics examination of the structure of modern English through the study of phonemics and phonetics. Students will develop an understanding of the methods of word formation in English, common Latin, and Greek roots and affixes, as well as the etymology of familiar and specialized words.

Prerequisite: Completion of English remediation.

ENGL 150 College English II

3 class hours; 3 credits

Review of grammar and organization and style in the paragraph. Emphasis is on writing critical essays, reading and comprehending representative literary selections of various genres and diverse cultures, library research techniques and writing a fully annotated research paper.

ENGL 202 The Craft of Writing

3 class 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 204 English for Secretaries

3 class 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. Prerequisites: ENGL 100 and 150.

ENGL 215 Survey of English Literature I

3 hours; 3 credits

Selected readings from the beginning of English literature through the eighteenth century. Prerequisite: ENGL 150 or an equivalent course to be determined by the Humanities English faculty. Offered biannually on even-numbered years.

ENGL 216 Survey of English Literature II

3 hours; 3 credits

Selected readings from the end of the eighteenth century to the present time. Major writers and literature movement will be covered.

ENGL 219 Survey of Afro-American Literature I

3 class 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: ENGL 150 or equivalent course to be determined by the Humanities Division faculty.

ENGL 220 Survey of Afro-American Literature II

3 class hours; 3 credits

A survey of Black American literature, oral and written from the Harlem Renaissance through the present.

Prerequisite: ENGL 150 or an equivalent course to be determined by the Humanities Division Faculty.

ENGL 222 Survey of American Literature*3 hours; 3 credits*

Principal authors, folklore and literary movements, as they reflect the heritage, legacy and diversity of American culture, including material written by Native Americans, Afro-Americans, and Americans of European decent, along with others who should be represented.

Prerequisite: ENGL 150

Offered biannually on odd-numbered years - Spring semester.

ENGL 226 African and Caribbean Literature*3 class hours; 3 credits*

The course will examine such questions as the literary tradition of the African and West Indian novel, the role of the literary artist, and the problem of language and imagery. There will be a cross cultural, perspective viewed through selected readings of 20th century British and American authors.

Prerequisite: ENGL 150, or equivalent course as determined by Humanities Division Faculty.

ENGL 230 Writing for the World of Work*3 hours; 3 credits*

This course is open to all who wish to increase their oral and written communication skills in preparation for work in business, government, industry, and the technical professions. Focus will be on practical experiences in writing letters, minutes memoranda, reports, resumes, filling out application forms, making oral reports, and illustrating presentations. Excellent for those in all majors, programs, and lines of work.

Prerequisite: ENGL 150 or written permission.

Offered each semester

ENGL 301/302 Creative Writing I, II*3 class 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.

Prerequisite: ENGL 150 or permission of the Instructor.

Offered each academic year

ENGL 360 Black Women in Literature*3 class hours; 3 credits*

This course will examine the lives of Black women in Literature and how their plight reflects some of the central issues facing Western society. Some of the writers to be considered will be Phyllis Wheatly, Francis Harper, Nellie Larson, Zora Neale Hurston, Nikki Giovanni, Shanga, Ann Petri and Toni Morrison.

Prerequisite: ENGL 150.

Offered biannually on the odd-numbered years

HUM 400 - See Humanities listing

Foreign Languages

The program in Foreign Languages is organized: (1) to provide all students with a valuable and useful linguistic tool; (2) to furnish collateral training for students specializing in other fields; (3) to train prospective majors in the study of the literature, culture and civilization of the French and Spanish speaking nations of the world.

French**FR 101 Beginning French I***3 class hours; 1 lab hour; 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. One hour weekly attendance in the Learning Laboratory is required.

FR 102 Beginning French II*3 class hours; 1 lab hour; 3 credits*

A continuation of the materials covered in Fr 101. One hour weekly attendance in the Learning Laboratory is required.

Prerequisite: Fr 101 or 1 year of High School French.

HUM 400 - See Humanities listing Spanish**SPAN 101 Beginning Spanish I***3 class hours; 1 lab hour; 3 credits*

An introduction to the Spanish language as a medium of communication. Will focus on the oral use of the language with work also in written drills, grammar, and composition. One hour weekly attendance in the Learning Laboratory is required.

SPAN 102 Beginning Spanish II*3 class hours; 1 lab hour; 3 credits*

A continuation of the materials covered in SPAN 101. One hour weekly attendance in the Learning Laboratory is required.

Prerequisite: SPAN 101 or 1 year of high school Spanish.

SPAN 111 Spanish for Teachers*3 class hours; 1 lab hour; 3 credits*

This course will present materials in Spanish useful in the teaching situation to establish a minimal competency in communicating with children and their families of Hispanic background. An oral/aural approach will be stressed. In addition to pertinent cultural information of value to the teacher for understanding ethnic differences among his or her pupils, vocabulary and expressions of high frequency will be taught. One hour weekly in the Learning Laboratory is required. Open only to Teacher Education majors. Not open to native speakers of Spanish.

Prerequisite: SPAN 101 or equivalent.

SPAN 121 Spanish for Nurses I*3 class hours; 1 lab hour; 3 credits*

Students will be introduced to and intensively drilled in subject matter dealing with patient-nurse relationships. Conversational and vocabulary material in Spanish will cover major topics most likely to be encountered in a hospital setting; family, ailments, symptoms, patient's needs, meals, etc. The approach in this course is entirely conversational.

SPAN 122 Spanish for Nurses II*3 class hours; 1 lab hour; 3 credits*

Vocabulary and conversational material will be intensified and expanded in topics concentrating on patient-nurse relationships. In addition to developing aural/oral language skills students will also be introduced to cultural information helpful in understanding the background of Hispanic patients.

Prerequisite: SPAN 121.

SPAN 131 Spanish for Business Students*3 class hours; 1 lab hour; 3 credits*

Students will be introduced to and intensively drilled in aural/oral language skills dealing with client-businessman (woman) relationships. Conversational and vocabulary material in Spanish will cover major topics most likely to be encountered in an office setting: answering an inquiry in person or by telephone, gathering vital statistics, placing orders, etc. The approach in this course is conversational, but students will be introduced to the format of the business letter in Spanish. Selected aspects of geography, social structure and social usage will also be discussed.

SPAN 201 Intermediate Spanish I*3 class hours; 1 lab hour; 3 credits*

Rapid review of grammatical structures. Selected reading of modern texts. One hour weekly attendance in the Learning Laboratory is required.

Prerequisite: SPAN 102 or 2 years of high school Spanish.

SPAN 203 Spanish for Native Speakers I*3 class 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.

SPAN 204 Spanish for Native Speakers II *3 class hours; 3 credits*
Spn 203 and 204 are a sequence. In Spn 204 the student continues the study of the materials introduced in Spn 203. Upon the completion of both courses, student will have the basic skills needed to use his native language effectively and to proceed to major-level course work.
Prerequisite: SPAN 203 or by permission of the Instructor.

SPAN 206 Introduction to Hispanic Literature *3 class 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: SPAN 202 or by permission of the instructor.

HUM 400 - See Humanities listing Humanities

HUM 250 Urban Folklore: The Ethnic Neighborhood *2 class hours; 2 lab hours; 3 credits*
Consideration of folklore methodology and field-work theory. Field-work research in an ethnic neighborhood: schools, churches, festivals, local business enterprises. Recording of oral lore, birth, wedding, and funeral rites. Appreciation of ethnic art: dance, music, crafts and foods. The course will culminate in a manuscript profiling the ethnic neighborhood co-authored by all the students. The neighborhood: Weeksville.
Prerequisite: ENGL 100.

HUM 260 The Male/Female Dilemma: The Woman's Perspective *3 class hours; 3 credits*
An interdisciplinary course that will rely upon the resources of the social sciences, the health sciences, business and the humanities to examine interpersonal problems such as the sharing of household income, the monetary value of household skills, alimony, sexual passivity, frigidity, impotence, aggressiveness, sexual infidelity, sexual morality, love and morality, and alternatives to marriage.
Prerequisite: ENGL 100.

HUM 261 Woman and the Self *3 class hours; 3 credits*
A re-examination of the concept of a woman assessing biological and sociological stereotypical definitions discussing the problems involved for women in loving themselves, living alone, balancing careers and marriage, building confidence, nurturing female sexuality, coping with a male-dominated society.
Prerequisite: ENGL 150.

HUM 268 Survey of Selected Eastern Philosophies *3 class 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.
Prerequisite: ENGL 100.

HUM 299 Contemporary Topics in Humanities *3 class hours, 3 credits*
The critical examination of a current topic relative to values, mores, cultures, ideas, arts, etc. Topics will be announced in advance. The course is open to faculty, students, staff, and persons from the community. Auditors will be welcomed.

HUM 340 An Introduction to General Concepts of Yoga*1 class hour; 1 credit*

This is a lecture course consisting of one lecture per week for the duration of one semester. The course will be a survey of major forms of Yoga and an explanation of some of the fundamental axioms of Natural law. Some of the topics are: Mantra Yoga and Bhakti Yoga; Yantra Yoga and Tantra Yoga; Kundalini Yoga; Atharva Veda: Principles of Psychic Phenomena; Karma, Reincarnation and the concepts of Fate and Self-Determination; The Importance of Breath, The Science of Breath-Control and the Control of Destiny; The Relationship Between Life Here and Life Hereafter, The Stars and You; Colors and Their Significance for Health; Your Inner Voice; The Spiritual Path; On Being Realistic; The Spiritual Preceptor, etc.

HUM 390 Research Projects in Humanities*3 credits*

This course is designed to give students intensive research experience through the completion of projects in cultural institutions in New York City. The students will use research skills to gain knowledge of the particular institution. Also, students will explore either the cultural, environmental, social, economic, political or career interrelationships between the institution and the community it serves. Activities will include experience at museums, theatres, art galleries, botanic gardens, zoos, libraries, and other organizations in the city (may be repeated for six credits).

Prerequisite: ENGL 100 or by permission.

HUM 400 Independent Studies in Humanities*3 credits*

(option in art, English, foreign languages, media, music, philosophy, speech) A course of study centering on a project in the major area which incorporates content and depth not possible in regular course offerings. With the prior approval of a faculty supervisor, the student will undertake a project which will constitute the semester's work. One weekly conference is required.

Prerequisites: completion of 6 credits, or the equivalent, in the major area of study with a grade of B or better and acceptance by a faculty supervisor. Approval by Division Chairperson. (May be repeated for 6 credits).

Media**MED 150 Mass Communication, Contents, Structure, Control***3 class hours; 3 credits*

Analysis of the nature and impact of Mass Communications in society; a study of its development, structure, function and control.

MED 180 Introduction to Broadcasting (Radio and TV)*3 class hours; 3 credits*

An introduction to the history and development of systems of broadcasting in the U.S.A. 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 241 Radio Production*3 class 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.

Prerequisite: MED 150, 180 or by permission.

MED 242 Advanced Radio Production*3 class hours; 3 credits*

A continuation of Media 241. 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 241.

MED 300 Media Internship*3 class 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.

Prerequisite: Advanced Radio Production or by placement.

*HUM 400 - See Humanities listing.

Music

The program in music is designed to train the students in both Western and non-Western music with coordinated studies in the areas of theory, history, and performance. Music majors are required to participate in one of the performing groups for the duration of their stay in college.

MUS 103 Rudiments of Music*3 class 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 and triads.

MUS 110 Piano I*3 class hours; 2 credits*

Class instruction in the fundamentals of piano playing. Designed to enable the student to play easy piano selections, to sight read and to improvise at the keyboard with basic chords.

Prerequisite: Permission of the Instructor.

MUS 111 Piano II*3 class hours; 2 credits*

A continuation of MUS 110 which concentrates on the performance of easy, well known selections, transposition, and elementary accompaniments.

Prerequisite: MUS 110 or permission of Instructor.

MUS 120 Cultural Diversity in Music I*3 class hours; 3 credits*

An exploration of the musical cultures of specific peoples through lectures, discussions, observations of live performances, and other scheduled events. The cultural, sociological, and historical forces that shaped this music will be explored. The themes will be: African Tribal Music; Dance and Protest Music including calypso and reggae.

MUS 121 Cultural Diversity in Music II*3 class hours; 3 credits*

An exploration of the musical cultures of specific peoples through lectures, discussions, observations of live performances, and other scheduled events. The cultural, sociological, and historical forces that shaped this music will be explored. The themes will be: Afro-Centric Music; Jazz and Jubilee; Salsa and Puerto Rican Music.

MUS 214 Jazz Workshop*3 class 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*3 class 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. This course may be repeated for three semesters.

MUS 222 Music Literature*3 class hours; 3 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.
Corequisite: ENGL 100.

MUS 234 Music Theatre Workshop *6 class hours; 3 credits*
Students will be introduced to all aspects of music theatre production including staging, directing, acting, accompanying and the visual arts, to culminate with a public performance (may be repeated to a maximum of 6 credits).

*HUM 400 - See Humanities listing.

Philosophy

PHIL 101 Introduction to Logic *3 class 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 104 Survey of Western Philosophy *3 class hours; 3 credits*
In this survey of Western philosophic thought, the theories of Plato, Aristotle, Descartes, Hume, Berkeley, Russell, Sartre and Wittgenstein will be discussed. The central trends and themes of Western philosophy provides the focus of the course.

PHIL 300 Black Philosophy *3 class 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 upon a subjugated people. Guest speakers, field trips.
Prerequisite: ENGL 100.

Speech

Speech courses are aimed at the following specific objectives: 1) to develop an understanding of the field of speech; 2) to appreciate the importance of Speech Communications in relation to all areas of knowledge and personal development; 3) to develop basic skills in public speaking; 4) to develop the necessary abilities for the application of these skills; and 5) to gain knowledge of the art and science involved in oral communication.

SPCH 101 Voice and Diction *3 class 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 102 Fundamentals of Speech *3 class hours; 3 credits*
A workshop course designed to develop communication skills and values. Research, speech outlining and development, audience analysis 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 215 Phonetics*3 class 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.
Prerequisite: SPCH 101 or 102, or by placement.

SPCH 299 MEC Theatre Workshop*6 class hours; 3 credits*

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

*HUM 400 - See Humanities listing.

THE DIVISION OF NATURAL SCIENCES AND MATHEMATICS

Chairperson: Dr. Lemuel Evans

Room: P400

Program Offerings

B.S.	Biology
A.S.	Science
A.A.S.	Computer Applications

DESCRIPTION OF PROGRAM

Degree Programs The programs in the Division are flexible and are designed to meet a variety of student needs. The Associate degree programs allows students to elect an area of concentration enabling transfer into 4-year Baccalaureate programs in chemistry, computer science, engineering, mathematics, physics and allied health (pharmacy, physical therapy, nutrition, food science, medical technology.) In addition, the A.A.S. degree program in Computer Application is designed to provide students with sufficient training in computers to enable them to seek entry level jobs in computer programming and data processing. The B.S. program in biology is especially designed to prepare students for entry into professional schools including medical, dental, podiatry, optometry and osteopathy and into advanced training in other health and paramedical professions. Alternatively, this program prepares the student to enter into graduate study in biology or to seek employment in education, government, or industry.

Honors Program

The Division offers an Honors Program for outstanding students interested in graduate studies leading to the Ph.D. or to studies in professional schools leading to a medical career. Students participating in the HONORS PROGRAM are expected to participate in the Biomedical Research Program of the Division.

MINORITY ACCESS TO RESEARCH CAREERS HONORS PROGRAM

The Minority Access to Research Careers (MARC) Program is designed to help minority institutions train greater numbers of scientists and teachers in the bio-medical science. Research projects include investigation of the mutagenic and carcinogenic effects of environmental agents, neurobiological studies, studies of monoaminergic neurotransmitters, and the effects of environmental pollutants on neurotransmitters.

PROJECTS: Research projects include investigations of the mutagenic and carcinogenic effects of environmental agents, neurobiology studies of monoaminergic neurotransmitters, and the effects of environmental pollutants on neurotransmitters.

BIOMEDICAL RESEARCH PROGRAM: The Division offers to students interested in pursuing careers in the Biomedical Sciences, opportunities to develop and carry out research projects in these areas.

Resources for the HONORS PROGRAM and BIOMEDICAL RESEARCH PROGRAM

Facilities: Well equipped modern biology and chemistry labs. Instruments include Liquid Scintillation Counter, Gradient HPLC, Spectrofluorometer, Marine Aquaria, Ultracentrifuge, High Speed Refrigerated Centrifuges, NMR, Atomic Absorption, Spectrophotometer, GLC, Fluorescence Microscope with microspectrofluorometer, UV/VIS Spectrophotometer, Tissue Culture Apparatus, Environmental Chambers, Ultramicrotome, Electrophoresis Apparatus, Darkroom Facilities, Laminar Flow Sterile Hood, Photomicroscopes.

Pre-College Program

The Pre-College program in sciences and mathematics is offered to juniors and seniors in neighboring high schools. Students in this program register for science and mathematics courses each semester and are expected to attend seminars and other related activities offered at the College. The courses are all credit-bearing and transferable, and the program is offered at no cost to students.

ADMISSION TO PROGRAMS

Degree Programs The requirements for admission into the A.A.S., AS, and B.S. degree programs are the same as those for the College. Students who plan to enroll in a degree program in Natural Sciences and Mathematics should avail themselves of science and mathematics courses offered at their high school and where possible should participate in the Medgar Evers Pre-College Program.

Honors Curriculum To gain admission to the Honors Curriculum students should complete a minimum of one full year of study in the natural sciences and should demonstrate for outstanding scholarship and interest in pursuing a research career in the biomedical sciences.

Pre-College Curriculum To apply to the Pre-College Program, the interested high school student should contact the Chairperson of the Division for information and application forms.

ACADEMIC STANDARDS

Students in the Division of Natural Sciences and Mathematics are expected to pass required courses in biology, chemistry, mathematics and physics with a grade of C or better. Students will be required to repeat any course in which a grade of D or below is received before going on to the next course in the sequence. Students in the Honors Program must maintain a minimum grade point average of 3.0 and must participate in the required activities of the Honors Program.

COURSE AND CREDIT REQUIREMENTS

College-wide requirements are listed on page 14 of this catalogue.

A.S. Degree Requirements	60-64 credits
A. College-wide requirements	26 credits
B. Divisional requirements	34-39 credits

Thirty-four to thirty-nine credits of Natural Science and Mathematics courses are required. The students must take a minimum of two courses at the 200 level or above in at least two disciplines in the Division.

1) Chemistry Concentration	
B. Divisional Requirements	
*CHM 201/202	General Chemistry I and II
CHM 303/304	Organic Chemistry I and II
*MTH 132	College Math II
MTH 201	Precalculus
MTH 300	Calculus I
MTH 301	Calculus II
PHY 200	Basic Physics
PHY 211	Mechanics

*Placement by examination

2) Pre-Engineering Transfer Program
B. Divisional Requirements

CHM 112	Basic Chemistry
CHM 201/202	General Chemistry I and II
*MTH 201	Precalculus
MTH 300	Calculus I
MTH 301	Calculus II
MTH 302	Calculus III
MTH 303	Differential Equations
PHY 200	Basic Physics
PHY 211	Mechanics
PHY 301	Thermodynamics, Waves and Optics
PHY 302	Electricity and Magnetism

c. Electives

MTH 304	Linear Algebra
CSA 251	Fortran Programming
CHM 321/322	Physical Chemistry I and II
CHM 411	Quantitative Analysis
PHY 309	Electronics

Students successfully completing this program may enter the B.S. Engineering Science Program at the College of Staten Island (CUNY) or the Chemical Engineering Program at Pratt Institute. Admission is also possible to other engineering schools.

At the end of 65 credits, a student is eligible for the associate degree. However, admission to the College of Staten Island is contingent upon successful completion of the transfer program.

*Placement by examination.

3) Pre-Pharmacy Transfer Program

This program of study is designed to meet the requirements for entry into the third year of most B.S. degree programs in pharmacy.

Students who successfully complete Medgar Evers College's Pre-Pharmacy Transfer Program may enter articulated baccalaureate degree programs in pharmacy at Arnold and Marie Schwartz College of Pharmacy and Health Sciences of Long Island University and St. John's College of Pharmacy.

A.A.S. Degree Requirements	69 credits
A. College-wide Requirements	25 credits
B. Computer Science	22 credits
C. Divisional Requirements	23 credits

4) Computer Science

B. Divisional Requirements

CSA 151	Introduction to Computer Basic Programming
CSA 152	Introduction to Computer PL/I
CSA 251	Computer Programming Language-Fortran

CSA 252	Assembler Language Programming - BAL
CSA 261	Mini Computers and Micro Processors
CSA 262	Computer Science Concepts
MTH 132	College Math II
MTH 201	Pre-Calculus
MTH 222	Probability and Statistics

c. Science Electives (9 credits.)

B.S. Degree Requirements

Total number of credits required for the degree shall be distributed in the following manner:

A. College-wide requirements	34 credits
B. Divisional requirements	73 credits

73 credits distributed as follows:

BIO 111	Intro To Biology
CHM 112	Basic Chemistry
BIO 201/202	General Biology I and II
BIO 302	Genetics
CHM 201/202	General Chemistry I and II
CHM 303/304	Organic Chemistry I and II
PHY 200	Basic Physics
PHY 205/206	General Physics I and II
MTH 132	College Math II
MTH 201	Pre-Calculus
MTH 300/301	Calculus I and II
BIO	12 credits of Biology at 300 level or above.

C. Open Electives 15-20 credits

A student may select open elective courses from the upper level courses in the Division, or to complement his career interests, he/she may enroll in courses in Teacher Education, Cooperative Education, foreign language or upper divisional courses in liberal arts.

D. Honors Requirements 12-17 credits

These twelve to seventeen credits shall be selected from the Honors courses and from advanced courses in the natural sciences by the student in consultation with his/her advisor and with the approval of the Director of the Honors curriculum.

The following courses are required to be taken by the Honors students:

SCI 301	Research Methods	2 credits
SCI 404	Honors Research	3 credits

COURSE DESCRIPTIONS

Biology

BIO 103 Bio-Medical Terminology *1 1/2 class hours; 1 credit*
 Study of Greek and Latin derivatives in biological and medical terminology. Knowledge of these derivatives is employed to determine meaning of and to construct terms in biological and medical sciences.

BIO 111 Introduction to Biology *4 class hours; 3 credits*
 Introduction to the nature of scientific knowledge, the fields of study, vocabulary, and methodology of the natural sciences. Special consideration is given to the major concepts of biology including unique structure and function of living things and their interreactions with the biological and physical environment. Open only to students who wish to take 200 level courses in the Natural Science Division. For students who must satisfy the Liberal Arts requirement in Natural Science see LAS 103.

BIO 201/202 General Biology I & II *3 class hours; 3 lab hours; 4 credits*
 A lecture - laboratory course in general biology. Topics include molecular and cellular biology, energy transformation and metabolism, structural and functional organization of living systems, heredity development, principles of organic evolution, ecological relationships, and animal behavior. Pre- or Co-requisite: MTH 131. Pre-requisite: BIO 111.

BIO 251/252 Human Anatomy and Physiology I & II *3 class hours; 3 lab hours; 4 credits*
 Principles of human anatomy and physiology. Introduction to cell and fundamentals of cellular physiology. Morphology and function of the major organ systems, e.g. muscular, skeletal, nervous, circulatory, respiratory, digestive, urinary, endocrine and reproductive. Fundamentals of Mendelian genetics. Prerequisite: SCI 111 or permission of instructor.

BIO 302 Genetics *3 class hours; 2 lab hours; 4 credits*
 Introduction to the basic principles of classical, modern, and population genetics. The laboratory includes exercises in cytology, *Drosophila* genetics, population genetics, and environmental genetics. Prerequisite: BIO 202 or 252

BIO 304 Histology *3 class hours; 3 lab hours; 4 credits*
 Microscopic anatomy of animal cells, tissues and organ systems, including introduction to and practice in cytological and cytochemical techniques. Prerequisites: BIO 202 or 252; CHM 201

BIO 323 Pathophysiology *3 class hours; 3 credits*
 Principles of the biological and physical sciences that contribute to an understanding of normal body processes and of abnormal states and conditions. Emphasis is on basic principles of anatomy, physiology and pathology. Consideration is given to homeostatic disturbances involving the various organ systems, disease and disease producing organisms, and heredity and hereditary diseases. Prerequisite: BIO 361 or permission of instructor.

BIO 361 Pathogenic Microbiology and Immunology *3 class hours; 3 lab hours; 4 credits*
 An introduction to the principles of microbiology and microbiological laboratory techniques with emphasis on bacterial and fungal pathogens. Introduction to the principles of immunological response in the occurrence and control of infectious diseases. Prerequisite: BIO 202 or 252

BIO 370 Principles of Environmental Science *3 class hours; 3 field trips; 3 credits*
 A study of ecological principles including community dynamics and surveys of local biotic communities with emphasis on the ecological aspects of urbanization. Prerequisite: BIO 202 or 252

BIO 373 Invertebrate Zoology *3 class hours; 3 lab hours; 4 credits*
 Survey of invertebrate phyla. Anatomy, physiology, ecology, and phylogeny of the major invertebrate organisms. Prerequisite: BIO 202

BIO 375/376 Morphology and Development of Chordates *3 class hours; 3 lab hours; 4 credits*
 Chordate evolution as illustrated by a comparative study of the morphology and development of chordate organ systems. Topics include studies of the biochemical and morphological events in differentiation and growth. Prerequisites: BIO 302, CHM 202

BIO 403 Microbiology *3 class hours; 4 lab hours; 4 credits*
 Survey of the major groups of microorganisms: bacteria, fungi, algae, protozoa, and viruses. Introduction to the structure, function, and growth requirements of these groups. Discussion of the importance and interactions of microorganisms with man and the environment. Laboratory will include techniques for handling and identification of microorganisms. Prerequisites: BIO 202 and CHM 202

BIO 462 Microbial Physiology *3 class hours; 3 lab hours; 4 credits*
 Study of the physiology of microorganisms with emphasis on bacteria. The composition, growth, nutrition, metabolism, and genetic regulation of bacteria and other selected microorganisms will be studied in lecture and in the laboratory. Prerequisites: BIO 302, 403; CHM 304

BIO 481 Human Physiology *3 class hours; 3 lab hours; 4 credits*
 Analysis of the human body's internal environment, the nature of biological control systems, and the properties of the major specialized cell types - in nerve, muscle, and gland - which comprise these systems and their coordination. Prerequisites: BIO 302, CHM 303, or permission of instructor. BIO 375 is suggested.

BIO 491 Cell Biology *3 class hours; 3 lab hours; 4 credits*
 Discussion and laboratory study of the cell; cell physiology, and structure and function of macromolecules and organelles. Prerequisites: BIO 302, CHM 304

Chemistry

CHM 112 Basic Chemistry *4 class hours; 3 credits*
 An introductory course designed for students who plan further study in chemistry. The course presents those areas of chemistry which are essential and which students find most difficult in general College chemistry. These include the mole concept, nomenclature, stoichiometric calculations, gas laws, and solution concentration calculations. Corequisite: MTH 131

CHM 201/202 General Chemistry I & II *3 class hours; 3 lab hours; 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: CHM 112; Prerequisite or Corequisite: MTH 132

CHM 205 Chemistry for Health Professions I *3 class hours; 3 lab hours; 4 credits*
 An introductory course for the health professions student covering the fundamentals of general and organic chemistry with applications in biological sciences. Topics include the structure, properties, and states of matter, chemistry bonding and reactions, chemistry of solutions, and the chemistry of major groups of organic compounds. This course is not the prerequisite for organic chemistry, CHM 303; see CHM 201/202

CHM 206 Chemistry for Health Professions II *3 class hours; 3 lab hours; 4 credits*
 An introductory course designed to develop fundamentals of biochemistry with application in the life sciences. Topics include the biochemistry of the cell, chemistry of carbohydrates, proteins, lipids, and nucleic acids, principles of metabolism, regulation and control, genetics, and biochemistry of drugs. Prerequisite: CHM 205

CHM 303/304 Organic Chemistry I & II *3 class hours; 3 lab hours; 4 credits*
 The structure, preparation and properties of organic compounds with emphasis on reactivity, reaction mechanism, stereochemistry and synthesis. Laboratory studies include modern experimental and research techniques for preparing, purifying and identifying organic compounds, and the use of polarimeter, infra-red and ultraviolet spectrometers, NMR, and chromatography. Prerequisites: CHM 202, MTH 132

CHM 321/322 Physical Chemistry I & II *3 class hours; 3 credits*
 The mathematical description of states of matter; chemical thermodynamics and chemical kinetics. Prerequisite: MTH 301

CHM 341 Biochemistry *3 class hours; 3 credits*
 A course concerning the chemical characteristics of living matter. Topics include the structure, function, and metabolism of proteins, carbohydrates, lipids, and nucleic acids. Prerequisite: CHM 304

CHM 411 Quantitative Analysis *2 class hours; 6 lab hours; 5 credits*
 Basic methods in quantitative analysis; theory and techniques of colorimetric, volumetric and gravimetric determinations. Instrumental analysis using spectrophotometers, gas chromatograph and NMR. Prerequisites: CHM 202, MTH 132

Computer Science

CSA 151 - Introduction to Computers Basic Programming *3 hours, 3 credits*
 The course is designed to impart to students an understanding of the basic techniques and methods of solving computer oriented problems using BASIC as a language. This programming language will be used to learn mathematical operations, loops and branching, input and output data formats. The emphasis throughout the course will be on the use of the most appropriate algorithms in problem solving. Corequisite: MTH 131

CSA 152 - Introduction to Computers PL/I *3 class hours, 3 lab hours, 4 credits*
 Introduction to PL/I programming for Computer System in which business and scientific applications are considered. PL/I will be taught using case studies, program drills, and computer terminals. PL/I is a powerful and flexible programming language which provides the facility to program both commercial and scientific problems. Prerequisite: CSA 151

CSA 251 - Computer Programming Language - FORTRAN *3 class hours, 3 lab hours, 4 credits*
 The course is designed to introduce to students an understanding of the basic techniques and methods of solving computer oriented problems using FORTRAN as a language. The programming language will be used to learn mathematical operations, control, input/output statements, subroutines, complex quantities, program testing. Techniques involved in writing programs to solve commercial and scientific problems are emphasized. Prerequisite: CSA 151

CSA 252 - Assembler Language Programming - BAL *3 class hours, 3 lab hours, 4 credits*
 This course is an introduction to computer systems assembler language. It includes the basic concept of the language and the techniques involved in programming card and printer applications. Programming problems are assigned and executed on the college computer systems. Prerequisite: CSA 152 or CSA 251

CSA 261 - Mini Computers and Micro Processors *3 class hours, 3 lab hours, 4 credits*
 The course is designed to familiarize students with all aspects of operational characteristics of a mini computer as an intelligent terminal. The unique programming problems and the utilization of a mini computer for their solutions will be discussed. Whenever appropriate the limitation of a mini computer will be demonstrated. Prerequisite: CSA 151

CSA 262 - Computer Science Concepts *3 class hours, 3 credits*
 The course is designed to introduce students to the concepts and procedures of operating a system. A study of the structures and use of the major types of software including language processors and utility programs, and the operation of a computer and all of its related devices will be made. Topics include the disk-operating system, problem determination, disk orientation, system operations, job control, and the use of debugging aids. Prerequisite: CSA 152 or CSA 251

Physics

PHY 103-001 Astronomy *3 class hours; 3 credits*
 This course is designed primarily for students who are non-science majors. It includes a basic description of the universe, methods of obtaining astronomical data and our current understanding of the nature of the universe and of our solar system.

PHY 200 Basic Physics *4 class hours; 4 credits*
 A one semester survey course covering the fundamentals of Physics. Emphasis will be placed on the basic concepts and meaning of physical laws, motion and energy. Topics will include force, vectors, velocity and acceleration, Newton's laws of motion, gravitation, work and energy, thermal energy, electrostatics, electric currents, magnetism, atomic structure of matter, and wave phenomena. Prerequisite: MTH 132.

PHY 205/206 Introduction to Physics I & II *3 class hours; 3 lab hours; 4 credits*
 An introductory course in physics designed for those majoring in natural sciences. The course will include the basic laws of mechanics, energy and momentum conservation, thermal properties of matter, properties and propagation of sound, wave motion, light and fundamental concepts of electrical phenomena including electrostatics and electric currents, electromagnetism and a.c. circuits. Prerequisites: PHY 200, MTH 201

PHY 211 Mechanics (Calculus Physics I) *3 class hours; 2 lab hours; 1 recitation hour, 4 credits*
 This course is the first of the three semester Calculus Physics Sequence. Topics include vectors, kinematics and dynamics of particles, work, energy conservation, linear and angular momentum conservation, rotational kinematics and dynamics, harmonic motion and gravitation. Prerequisite: PHY 200, Corequisite: MTH 300

PHY 301 Thermodynamics, Waves and Optics *3 class hours; 2 lab hours; 1 recitation hour, 4 credits*
 This course is part of the three semester Calculus Physics Sequence. Topics include fluid statics and dynamics, heat, laws of thermodynamics, kinetic theory, entropy, plane and spherical waves, sound geometric optics, light, interference, diffraction, grating, and modern physics. Prerequisite: PHY 211, Corequisite: MTH 301

PHY 302 Electricity and Magnetism (Calculus Physics II) *3 class hours; 2 lab hours, 1 recitation hour, 4 credits*
 This course is a part of the three semester Calculus Physics Sequence. Topics include electrostatics, electric potential and fields. Gauss's Law, dielectrics, current, moving charges, magnetic fields, circuits, fields in matter, Maxwell's equations, electromagnetic waves and polarization. Prerequisite: PHY 211, Corequisite: MTH 301

PHY 309 Electronics*3 class hours; 3 lab hours; 4 credits*

An introductory discussion of electron tubes, thermionic emission, solid state devices, rectifiers, amplifiers, oscillators, transistors, detector circuits, and nonlinear devices. Emphasis will be placed on the physical applications. Prerequisite: PHY 206

Natural Science**SCI 301 Research Methods***2 class hours; 2 credits*

Introduction to the nature of scientific investigation and the skills needed to develop a research problem. Emphasis is placed on reading primary sources of scientific literature, experimental design, data presentation and analysis, and preparation of a literature review in area of interest in science. This course is required for those students in the Honors Program. Prerequisite: 16 credits of biology and permission of Chairperson.

SCI 302 Laboratory Instrumentation*6 hours; 2 credits*

A practical laboratory course in which the theory and design of modern laboratory research instruments are discussed and the operation is practiced. Instruments will include the infra red, fluorescence, ultra-violet atomic absorption spectrophotometers, nuclear magnetic resonance spectrometer, high pressure liquid chromatograph, thin layer chromatography, gas chromatograph, fluorescence microscope, phase contrast microscope, ultracentrifuge and electrophysiology equipment (e.g. physiographs, oscilloscopes, bioamplifiers etc.) Prerequisite: 16 credits of biology and permission of Honors Committee.

SCI 401/402/403 Independent Research I, II, III*3 credits*

Minimum of 9 hours of conference and independent research per week. Library and/or laboratory investigation of a problem in the Natural Sciences, selected and pursued under the guidance of the faculty of the Division. Regular meetings with advisor, presentation of findings at Divisional seminars, and submission of a written report of research carried out. Prerequisites: Completion of freshman science courses and other courses appropriate to the research project as determined by the faculty advisor and the Chairperson. Only three of these credits may be applied to the Bachelors degree.

SCI 404 Honors Research*3 credits*

Minimum of 9 hours of conference and independent research per week. Library and laboratory investigation of a problem in the natural sciences, selected and pursued under the guidance of the faculty of the Division. Students will be required to submit a written dissertation and an oral presentation to the science faculty. This course is required of all students in the Honors curriculum.

Mathematics

All entering students must take the mathematics proficiency test which measures basic skills in computation, problem solving, and elementary mathematics concepts. Students who do not perform satisfactorily on this test are placed in MTH 002.

MTH 002 Arithmetic Through Algebra*4 class hours; 0 credits*

A course for students whose performance on the mathematics entrance examination was unsatisfactory. The content of the course includes the use of signed numbers, introduction to polynomials, rational numbers, ratio-proportion, decimals, percent, linear equations, exponents and scientific notation, and measurements. Computational skills are developed by application of principles of elementary algebra. Emphasis is placed on applications and word problems, wherever possible.

MTH 121/122 Mathematics for Elementary Education *3 class 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: MTH 002 or placement by examination. Open only to students in Teacher Education Program or by permission of Chairperson.

MTH 125 Mathematics for General Education *3 class hours; 1 lab hour; 3 credits*

The course is designed to instruct students in how to pose, delimit, attack and solve mathematical problems. Material will be selected from algebra, plane and analytic geometry, interpretation of graphs and special relationships to give the student a knowledge of the skills, and content necessary to use mathematics in a flexible manner. Not open to science and business majors. Students who have completed MTH 131 should not register. Prerequisite: MTH 002 or CUNY-wide mathematics test.

MTH 131 College Math I *4 class hours; 2 credits*

Study of factoring, rational numbers, equations and inequalities; introduction to radicals, exponents and roots, real and complex numbers, functions and graphs of linear equations, systems of equations, exponents, quadratic equations and logarithms. Emphasis will be placed on word problems and applications. Prerequisite: MTH 002 or placement by examination.

MTH 132 College Math II *4 class hours; 3 credits*

Selected topics in College algebra, analytical geometry, and elementary trigonometry, including the algebra of polynomials, fractional exponents, radical expressions, absolute values, equations and inequalities, systems of equations, sequences, conic sections, trigonometry of a right triangle, and laws of sine and cosine. Prerequisite: MTH 131 or placement by examination.

MTH 201 Pre-calculus *4 class hours; 4 credits*

Study of the properties of real functions through analysis and graphing. Topics include set theory; absolute value inequalities; polynomial, rational, trigonometric, exponential, and logarithmic functions; composite and inverse functions; the general second degree equation; and vectors.

MTH 209 Elementary Statistics *3 class hours; 3 credits*

The objective of this course is to give the student an understanding of the fundamentals of present day statistical procedures. Topics surveyed will include analysis and presentation of data by graphs, mean, median, mode percentiles, measures of variability, intuitive concept of probability, use of the normal distribution for estimation and hypotheses testing procedures and linear correlations. Open only to upper division students. Required for nursing students. Not open to science and business students

MTH 210 Mathematics for Finance *4 class hours; 4 credits*

Simple and compound interest, discounting, annuities, amortizations, sinking funds, valuation of bonds, and other forms of investment. Prerequisite: MTH 131 or placement by examination.

MTH 222 Probability and Statistics *4 class hours; 4 credits*

Presentation of data by graphical and numerical methods, measures of central tendency and variability, elementary probability theory, binomial and normal distributions, applications to estimation and hypothesis testing procedures, introduction to correlation theory, analysis of variance, index numbers, time series analysis and quality control techniques. Prerequisite: MTH 131.

MTH 300 Calculus I*4 class hours; 4 credits*

Sets, functions, and the real number system. Analytic geometry of the line, limits and continuity; derivatives and antiderivatives of polynomial, exponential, logarithmic, and trigonometric functions. Chain rule, inverse functions, mean value theorem, maxima and minima, curve tracing. Applications of derivatives, fundamental theorem of integral calculus. Prerequisite: MTH 201 or placement by examination.

MTH 301 Calculus II*4 class hours; 4 credits*

Definite and indefinite integral. Further applications of the derivative and integral, natural growth and decay, Taylor's formula with remainder, and infinite series. Prerequisite: MTH 300.

MTH 302 Calculus III*4 class hours; 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: MTH 301

MTH 303 Elementary Differential Equations*3 class hours; 3 credits*

Equations with separable variables. Applications in geometry, physics, and chemistry. Homogeneous equations. Systems of linear differential equations. Differential equations of higher order. Solutions by infinite series. Prerequisite: MTH 302

MTH 307 Elementary Linear Algebra*3 class hours; 3 credits*

Matrices, determinants, vector spaces, linear dependence, Eigen values and inner products. Prerequisite: MTH 201.

MTH 308 Elementary Abstract Algebra*3 class hours; 3 credits*

Introduction to the theory of groups, the theory of rings and the theory of fields. Prerequisite: MTH 300.

THE DIVISION OF SOCIAL SCIENCES

Chairperson: Dr. Dominic Nwasike
Room: M15

Description of Program

Programs in the Division of Social Sciences respond to the educational needs of the community by:

1. Increasing the number of professionally prepared people in the inner city.
2. Helping students improve the mastering of basic reasoning skills.
3. Developing among students an appreciation for cultural heritage and a capacity of self-actualization.
4. Creating among students a greater understanding of the sociopolitical process.
5. Helping students develop a capacity to relate to other people.
6. Providing relevant and meaningful programs and sources that guide and enhance student aspirations to careers, personal, educational and academic concerns of the surrounding neighborhoods.

The Division offers courses, programs and degrees which provide for systematic advancement towards professional careers, and/or graduate studies in the Social Sciences and related fields. Professionally-oriented courses, research, internship, close faculty-student relationships, and liaison with governmental and community agencies are emphasized as means of reaching these academic and professional goals.

Degree programs in this Division are characterized by a curricula mix which includes courses in Natural Sciences, Social Sciences, Humanities and professionally oriented fields.

Program Offerings

The Division offers a two year Associate of Arts Degree (A.A.), a two year Associate of Science Degree (A.S.) in Public Administration, and a four year Baccalaureate in Science (B.S.) in Public Administration.

The A.A. degree program is designed for those who are seeking a general education to enhance their understanding and appreciation of essential knowledge used in the various disciplines of the science of man. The A.S. is for students who are seeking a general education to enhance their future aspirations in a professionally oriented field of Public Administration. Both the A.A. and the A.S. degree programs serve students who are undecided about their career goals, and who wish to explore diverse fields of interest. The A.A. degree requires 64 credits and the A.S. 66.

Any student who successfully completes either the A.A. or A.S. Degree Program becomes eligible to apply for admission to related baccalaureate programs at Medgar Evers College, other senior CUNY colleges or the CUNY B.A.

The Public Administration B.S. Degree program aims at the preparation of those who are seeking a combination of general knowledge and careers as public administrators in middle and upper management positions at all levels and branches of government. Careers in social welfare, community agencies, manpower, mental health programs, international and political affairs are emphasized. The B.S. Degree program requires 128 credits.

The Public Administration degree program focuses upon the process and substance of public management and the knowledge and skills needed for effective implementation of public policy. It is multi-disciplinary in nature, drawing upon the behavioral sciences, economics, political science, and the quantitative sciences. As an undergraduate public administration program, it is designed to

accomplish three objectives:

1. Preparation for professional careers in the public service.
2. Preparation for advanced study in graduate PA Programs.
3. In service upgrading of career civil servants.

Divisional Academic Criteria

Admission to Programs

The requirement for admission to programs in the Social Sciences Division are the same as the College-wide requirements.

Academic Standards

Students in the Division are expected to pass Social Science required courses with a grade of C or better. For graduation, a student must have an index of 2.5 in their major. Where there are sequential courses, students will be required to repeat a course in which a grade of D or below is received before being allowed to register for a subsequent course in the sequence.

Advanced Standing

Students applying for advanced standing are required to meet the general advanced standing requirements of the College. Required and prerequisite courses must be completed with grade of C or better by transfer students as well as Medgar Evers students who desire to proceed to the B.A. or B.S. Degree.

Course and Credit Requirements

A.A. Degree requirements

The total number of credits required for an Associate of Arts (A.A.) Degree in the Division of Social Sciences is 64. These credits are distributed as follows:

	Credits
College-wide requirements (see p. 14) (Social Science majors are exempted from LAS 102)	28
Social Science Core Requirements	
ANTH 201 - The Nature of Culture:	24
ECON 200 - The General Economy	
HIST 101 - World Civilization I	
HIST 102 - World Civilization II	
HIST 200 - Growth and Development U.S.A.	
POL 101 - Introduction to Pol Sci.	
PSYC 101 - Introduction to Psychology	
SOC 101 - Introduction to Sociology	
Social Science	6
Unrestricted-Electives	6
Total	64

A.S. Degree Requirements

The total number of credits required for the Associate of Science degree shall be 66 credits distributed in the following manner:

College wide requirements (see p. 14) (Social Science majors are exempted from LAS 102)	28 credits
15 credits in PA courses	15 credits
PA 103 Introduction to Public Administration	
PA 120 Introduction to Development of Public Programs	
PA 201 Government Communications	
PA 205 Public Personnel Administration	
PA 215 Designing of Public Programs at the Local Level	
Social Science courses	9 credits
9 credits in the following:	
ECON 200 The General Economy	
HIST 200 Growth and Development of U.S.A.	
POL 202 Introduction to American Government	
6 credits from the following:	6 credits
ANTH 201 The Nature of Culture	
SOC 101 Introduction to Sociology	
PSYC 101 Introduction to Psychology	
Electives	8 credits
Total	66 credits

B.S. Degree Requirements

The total number of credits required for the B.S. Degree is 128 distributed as follows:

College-wide requirements (see p. 14) (Social Science majors are exempted from LAS 102)	40 credits
General Divisional Requirements	
a. Core Social Science courses:	9 credits
POL 202 Intro to American Government	
ECON 200 General Economy	
HIST 200 Growth and Development of the U.S.A.	
b. Any two courses from the following set:	6 credits
ANTH 201 Nature of Culture	
PSYC 101 Intro to Psychology	
SOC 101 Intro to Sociology	
c. Analytical tools:	6 credits
SOC 301 Research Methods	
SOC 302 Statistics for the Social Sciences	
d. Foreign language	6 credits
2 semesters of French or Spanish	
e. Required Public Administration Credits	36 credits
Public Administration core courses (required of all students)	

PA 103 Intro to Public Administration
 PA 205 Public Personnel Administration
 PA 300/SOC 314 Public Bureaucracy
 PA 325 Fiscal Administration

Students majoring in Public Administration
 must take an additional 24 credits selected
 from the following*

PA 120 Intro to Development of Public Programs
 PA 201 Government Communications
 PA 215 Designing of Public Programs at the Local Level
 PA 340 System Analysis
 PA 350 Trends in Organizational Response to the Urban Environment
 PA 405 Municipal Administration
 PA 407 Comparative Public Administration
 PA 415 Policy-Making and the Public Interest
 PA 450 Decision-Making in Government Agencies
 PA 490 Internship

*Students without substantial agency experience in an administrative
 capacity are required to take PA 490 from the list of courses.

f. Electives:

25 credits

Areas of Emphasis

Students interested in a particular Social Science discipline are
 strongly encouraged to utilize 15 credits of the electives to enhance that
 interest in the following recommended courses:

MPR 201	PSYC 213
MPR 230	PSYC 215
MPR 311	PSYC 209
MPR 320	PSYC 301
MPR 350	PSYC 305
MPR 450	PSYC 403
POL 202	SOC 209
POL 205	SOC 220
POL 210	SOC 320
POL 216	SOC 321
POL 228	SOC 338
POL 393	SOC 457

Total

128 credits

COURSE DESCRIPTIONS

Anthropology

ANTH 201 The Nature of Culture

3 class hours; 3 credits

This course is an examination of the nature, function, and evolution of culture in western and non-western traditional societies. Family and kinship, religion, economic and political institutions are examined comparatively.

ANTH 202 Physical and Cultural Evolution

3 class hours; 3 credits

This course is 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 class hours; 3 credits*

This course examines the cultures developed by people of African descent in the New World. The national, economic and ecological factors underlying their diversification are discussed.

ANTH 216/SOC 216 American Minorities *3 class hours; 3 credits*

This course deals with the origins of the differentiation of racial and cultural minorities in the United States; the prejudices and discrimination which attend such cultural diversity is explored. Prerequisite: ENGL 150

ANTH 302 Societies and Cultures of Latin America *3 class hours; 3 credits*

This course is 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 is emphasized. Prerequisite: ENGL 150

ANTH 304/SOC 211 African Societies and Cultures *3 class hours; 3 credits*

This course surveys African cultures throughout the continent, including in depth ethnographic descriptions of some traditional African societies. Socio-political organizations and religions are also examined. Prerequisite: ENGL 150

Economics

ECON 200 The General Economy *3 class hours; 3 credits*

Elementary macroeconomic analysis dealing with factors which determine the general level of prices, production, employment, income and consumption in the economy as a whole, with special reference to the United States and other market economies are explored. Such topics as inflations, recessions, and the public policies which combat them, as well as problems of unemployment and the economic problems of the minority population will also be discussed. Prerequisite: MTH 002 or equivalent.

ECON 201 The Theory of the Firm and Markets *3 class hours; 3 credits*

This course deals with elementary microeconomic analysis. Topics to be discussed include: market and demand and supply, the determination of market equilibrium, consideration of income, advertising and other factors influencing consumer demand; market structures; dynamics of firm and industry; production costs, and analysis of output and price decisions processes. Prerequisite: MTH 002 or equivalent.

ECON 204 International Economics *3 class hours; 3 credits*

This course will provide an introductory analysis of the theory of international trade and finance with application to the problems of commercial policy, balance of payments adjustment, and the international monetary system. Prerequisite: ECON 201 or 200

ECON 206 Theory of Economic Development *3 class hours; 3 credits*

The theory of the economic development of national economics and economic regions, implications for community (non-economic) regional development, and characteristics of capitalist and socialist development are explored. Prerequisites: ECON 200 and ENGL 150.

ECON 207 Urban Economics *3 class hours; 3 credits*

This course will analyze the problems of the urban economy with emphasis on resource allocation, the delivery of services, and the impact of national and regional policies on housing, transportation, pollution, poverty, racism, and discrimination. Prerequisite: ECON 201

ECON 305 Labor Economics*3 class hours; 3 credits*

An economic analysis of labor markets in theory and practice with special emphasis on the manpower problems of minorities. Topics such as minimum wage legislation, unemployment, labor unions will be covered. Prerequisite: ECON 201 or 200

ECON 306 Intermediate Microeconomic Analysis*3 class hours; 3 credits*

This course is a continuation of ECON 201. It considers in greater depth the determination of commodity and factor prices under differing market conditions. Emphasis is placed on the theories of perfect and imperfect competition as the basis for explaining the process of resource allocation.

ECON 307 Intermediate Macroeconomic Analysis*3 class hours; 3 credits*

This course discusses the theories of aggregate income and employment. Emphasis is on the analysis of fiscal and monetary policies, and their implications for the rate of growth of output, employment, and the price level. Prerequisite: ECON 200

History**HIST 101 World Civilization I***3 class hours; 3 credits*

This is the first of a two-semester course designed as a survey of world civilization as the joint achievement of all humanity from the dawn of recorded civilization to the rise of modern societies. This course provides an overview of the origins of civilization to the end of feudalism, including contributions of the great cultures of Africa, the Near and Far East and the Americas. Emphasis will be given to the religious, social, economic, and political ideas and institutions of these cultures. Prerequisite: ENGL 100

HIST 102 World Civilization II*3 hours class; 3 credits*

This is the second of a two-semester course designed as a survey of world civilization. The course begins with the break-down of feudalism and ends with modern societies. Emphasis will be given to the rise and fall of monarchies, political and industrial revolutions, mercantilism, nationalism, imperialism, communism, fascism, capitalism, and the emergence of the Third World.
Prerequisite: HIST 101

HIST 220/POL 200 Afro-American History to 1865 *3 class hours; 3 credits*

This course will discuss the Black experience in the New World from 1619 to the Civil War, the origins of status duality in American society and the contributions of Blacks in the making of America.

HIST 221/POL 221 Afro-American History Since Reconstruction *3 class hours; 3 credits*

This course surveys the social, economic, cultural, and political impacts of the Civil War and the Post Reconstruction period on the Afro-American community in America. Prerequisite: ENGL 150 and HIST 220.

HIST 222 U.S.A. to 1900 *3 class 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 will be discussed.

HIST 223/POL 223 U.S.A. in the 20th Century *3 class hours; 3 credits*

The growth of the economy, and power during the twentieth century; the internal problems of social justice, civil rights, urban development, the impact of science and technology will be discussed. In general the course will focus on the increasing complexity of the problems and on the efforts made to cope with these problems. Prerequisite: ENGL 150 and HIST 222.

HIST 200/POL 224 The Growth and Development of The U.S.A. *3 class hours; 3 credits*

This course surveys American history from the first English colonial settlements to the present. Among the topics to be studied are: the character of colonial society; the motivations and character of American expansionism; the War of Independence, and the Federal Constitution; the changing role of government in American life; the intellectual and political expressions of nationalism, liberalism, and abolitionism; the nature of work and labor organization; immigration and the history of racial and ethnic minorities; urbanization; and other major movements and individual figures in American history. Prerequisite: ENGL 100

HIST 230 History of Africa to 1800 *3 class hours; 3 credits*

This course is a survey of African history from earliest times to the end of the 18th century, including discussions of the peopling of Africa in the ancient world, the spread of Islam, the kingdoms of the savannah and forest, early European contacts with Africa and trade are studied.

HIST 231 History of Africa Since 1800 *3 class hours; 3 credits*

This is a survey of African history from the beginning of the 19th century to the era of African independence. This course will focus on the change in commercial patterns in the 19th century between Europe and Africa, the "scramble for Africa" and its effect upon African societies, resistance to the imposition of colonial rule, survival and persistence of African institutions and culture under colonial rule, the growth of modern African political and social organizations; and movements towards independence. Prerequisite: HIST 230 and ENGL 150.

HIST 242 History of the Caribbean *3 class hours; 3 credits*

This is a survey of the development of the Caribbean Islands-Jamaica, Leewards, Windwards, Barbados, Trinidad and Tobago, and mainland countries of Guyana and Belize. It also deals with European conquest, slavery, emancipation and political independence. Corequisite: ENGL 100.

HIST 250/POL 250 Selected Topics in the History of Medieval Europe *3 class hours; 3 credits*

This is a study of selected aspects of the history of Europe. These aspects 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. Prerequisite: ENGL 150.

HIST 251/POL 251 Selected Problems in the History of Modern Europe*3 class 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 will be dealt with. Prerequisite: HIST 250.

HIST 260 The City in History*3 class hours; 3 credits*

This course explores the development of cities from an historical perspective. An attempt is made to analyze the historical patterns that have led to the growth of cities into large metropolitan areas. The course will also examine the problems and prospects of the modern city. Case studies will be used where necessary to highlight western and non-western cities. Corequisite: ENGL 100

HIST 300/POL 300 The American Presidency*3 class 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. Prerequisite: POL 202; ENGL 150.

HIST 333/POL 333 The History of Black Civil Rights Movements in America*3 class hours; 3 credits*

This course will discuss the development, approaches and accomplishments of Black Civil Rights movements in the United States. Emphasis will be placed upon the growth of the radical-militant and the conservative leadership patterns in the Black struggle for social equality and justice in American society. Prerequisite: ENGL 150.

HIST 336/POL 336 Constitutional Law*3 class 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. Prerequisite: POL 101 or 202; ENGL 150.

HIST 340/POL 340 History of Political and Social Movements in America*3 class 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, Students and Black Liberation. Readings will include essays by Salazar, Savio, Malcolm X, Rustin, Fanon, Marcuse, St. Clair Drake. Prerequisite: POL 101.

HIST 393/POL 393 History of Western Political Thought I*3 class hours; 3 credits*

This course is a survey of Western political thought from Plato to Rousseau and Thomas Paine. Prerequisite: POL 101 or 202; ENGL 150.

HIST 394/POL 394 History of Western Political Thought II*3 class hours; 3 credits*

This course focuses 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. Prerequisite: POL 393 and ENGL 150.

HIST 410 Comparative History of Slavery in the Americas*3 class hours; 3 credits*

This course is 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: HIST 220 and ENGL 150.

Manpower

MPR 201. Introduction to Manpower Program Development Planning and Administration

3 class hours; 3 credits

This course is an examination of the nature, evolution and impact of manpower policies in the United States since the Federal-State Vocational Education Program in 1917 to the CETA act of 1973 and its amendments. An emphasis will be focused on emerging trends, which may have long-range implications on the nation's manpower systems. Prerequisites: ENGL 100, PA 103 or with the permission of the chairperson.

MPR 210 Intake and Counseling of Manpower Clients

3 class hours; 3 credits

This course emphasizes intake, assessment and counseling methods and techniques in community-based manpower programs. Particular attention will be given to methods and techniques identified as effective with manpower clients. Prerequisite: with permission of chairperson.

MPR 230 Fundamentals of Manpower Training

3 class hours; 3 credits

In this course students examine designs, methodologies and techniques utilized in manpower development and training programs. Significant attention will be given to perspectives of skill training programs as a function of society and as a practical expression of the work ethic. Earlier program experiences in this area will be analyzed to determine the role they have played in respect to employment opportunities, requisite skills, and future labor market needs. Prerequisite: ENGL 100 or with the permission of chairperson.

MPR 311 Job Development and Placement

3 class hours; 3 credits

The course will focus on the framework within which effective job development systems can be designed with emphasis on the needs of employers, development of on-the-job training programs and clients follow-up and support. This course examines methods and procedures to assist manpower clients to make the transition from education, training or unemployment to work. Prerequisite: MPR 201 or MPR 210, ENGL 100, or with the permission of the Chairperson.

MPR 320 Information Systems for Manpower Operations

3 class hours; 3 credits

This course examines models for information systems and their relevance to manpower service delivery systems and decision making. Discussion of models includes the "CETA Information System" Prerequisite: MPR 201 or PA 215, ENGL 100 or with the permission of chairperson.

MPR 350 Manpower Planning I

3 class hours; 3 credits

A theory course that reviews manpower policies in relation to the limits of government responsibility, the allocation of resources and the distribution of costs, the division of labor and the extent of public controls. Surveyed are rationale and definitions of manpower planning in (both) public and private sectors of the economy. The role of state and local governments in manpower planning are also examined under statutory provisions. Students are introduced to a variety of planning models for manpower programs. Prerequisite: ENG 150 and/or the permission of chairperson.

MPR 401 Issues and Problems in Manpower Service Delivery

3 class hours; 3 credits

A seminar on issues and problems related to manpower service delivery systems. Discussions will consider the process of change and interventions with reference to the administrative process, policies and political environment of manpower operations. Guest speakers may be invited. Prerequisites: MPR 201, ENGL 150 or with the permission of the Chairperson.

MPR 450 Manpower Planning II

3 class hours; 3 credits

Standard planning steps are translated into essential planning tasks in the context of public manpower programs. The following planning tasks are covered: establishing priorities among target groups; forecasting and identifying barriers that currently impede access of target group to jobs;

designing a mix of manpower services capable of removing those barriers; choosing the agency network to act as service delivery system, and monitoring performance of service delivery agencies. Prerequisite: MPR 350.

MPR 490/PA 490/ Internship

20 hours/wk; 6 credits

This course provides the future practitioner with an educational practice setting where he integrates all prior learning (knowledge, skills, attitudes and behavior) into his future styles and professional practice. There is a seminar as well as a field work component of the program. The scope and format of the field work program is semi-structured to provide sufficient flexibility in meeting the diverse educational needs and professional interest of each student. The student will have an opportunity to observe and participate in the practical aspects of administrative activities when he selects one of the following foci:

- exposure to the environment and value systems affecting organizations and agencies.
- observation of decision-making process at appropriate levels.
- opportunities for professional practice in a real work setting where the student is responsible for his work to an agency supervisor and for academic growth to a faculty member.
- participation in some problem solving task which draws upon his/her knowledge and skills, and which is clearly of benefit to the agency.

Political Science

POL 101 Introduction to Political Science

3 class 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, will be analyzed.

POL 202 Introduction to American Government

3 class 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 interest groups; relationship between the American social, economic and political systems; contemporary issues in American government are examined. Prerequisite: ENGL 100; POL 101.

POL 205 Comparative Government

3 class hours; 3 credits

This course focuses on the political systems of selected nations in Western and Eastern Europe and in developing areas. It considers the impact of the economic system on that political system and vice versa. Discusses political culture as a variant in comparative analysis. Prerequisite: POL 101 or 202 and ENGL 100.

POL 210 International Relations

3 class hours; 3 credits

The basis of relationships between nations; the role of region 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 inception of international relations are examined. Prerequisite: POL 101 or 202 and ENGL 100.

POL 216 State and Local Government

3 class hours; 3 credits

Studies include 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, 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. Prerequisite: POL 202; ENGL 100.

POL 224 The Third World in World Politics*3 class hours; 3 credits*

Studies include 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 are examined. Prerequisite: POL 101 or 202; ENGL 100.

POL 228/HIST 228 History of U.S. Foreign Policy from 1776 to the Present*3 class hours; 3 credits*

This is a survey of the development of the American foreign policy system from the revolutionary period to the present. Discussions will include the determinants of American diplomacy, idealism versus realism in American foreign policy, Monroe Doctrine, Manifest Destiny, expansion and the American empire. In addition, emphasis will be placed on America's rise from a hemispheric to a world power. Corequisite: ENGL 100.

POL 300 The American Presidency*3 class hours; 3 credits*

(See History 300 for description)

POL 314/PA 300/SOC 314 Public Bureaucracy*3 class hours; 3 credits*

This course will deal with the origins, nature and function of modern bureaucracy. All phases of contemporary life will be examined and some possible alternatives to present bureaucratic structures will be considered. Prerequisite: SOC 101; ENGL 150.

POL 336/HIST 336 Constitutional Law*3 class hours; 3 credits*

(See History 336 for description)

POL 338 Consumer and Poverty Law*3 class hours; 3 credits*

(Jointly with Division responsible for business studies). The evolution of techniques for enhancing consumer protection: the legal right of the consumer; his awareness of these legal rights; the evolution of ombudsman techniques; the administration of the law. Prerequisite: POL 101 or 202; and ENGL 150.

POL 340/HIST 340 History of Political and Social Movements in America*3 class 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. Will focus on such movements as the Chicano, Civil Rights, Students and Black Liberation. Readings will include essays by Salazar, Savio, Malcolm X, Rustin, Fanon, Marcuse, St. Clair Drake. Prerequisites: POL 101 or 202; ENGL 150.

POL 393/HIST 393 History of Western Political Thought I*3 class hours; 3 credits*

This course is a survey of western political thought from Plato to Rousseau and Thomas Paine. Prerequisites: POL 101 or 202; ENGL 150.

POL 394/HIST 394 History of Western Political Thought II*3 class hours; 3 credits*

This course focuses 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. Prerequisites: POL 393 and ENGL 150.

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.

PSYC 101 Introductory Psychology*3 class hours; 3 credits*

This course is an introduction to several basic areas of study within psychology, including particularly, concepts of perception, motivation, personality, learning, abnormal behavior and social psychology. Corequisite: ENGL 100.

PSYC 209 Human Development: Infancy and Childhood*3 class hours; 3 credits*

This course considers the physical, cognitive, emotional, social and personality development of the child from conception through childhood. Topics will be in the areas of: genetics, prenatal development, language development, personality change and early socialization. Special attention will be given to the inner city child. Prerequisite: PSYC 101 and ENGL 150.

PSYC 213 Social Psychology*3 class hours; 3 credits*

This course will survey the general concepts of social psychology; including concepts of perception, motivation, personality, learning, abnormal behavior and social psychology. Particular attention will also be paid to the potential social etiology of mental disturbance. Corequisite: ENGL 100.

PSYC 215 Theories of Personality*3 class hours; 3 credits*

Analysis of the major theories of personality will provide the emphasis of this course. Their assumptions, especially in regard to the normal, the ideal, and the aberrant, will be critically examined. The influences of environment on the individual personality as well as the problems of personality assessment will receive special attention. Prerequisite: PSYC 101.

PSYC 301 Abnormal Psychology*3 class hours; 3 credits*

An examination of the facts and theories about the etiology of mental disorders. The impact of social and economic distress upon the frequency and manifestations of disturbance will form the main focus of this course. Critical examination of the meaning of "abnormal", especially in light of recent research, will be an important theme. Prerequisite: PSYC 101 and ENGL 150.

PSYC 305 Theories of Learning*3 class hours; 3 credits*

This course deals with theories of learning and motivation with special consideration of environmental influences; examination of learning process and methods of facilitating learning and cognition. The importance of historical theories to the development of behaviorism and its subsequent representation in behavior modification will constitute a major section of the course. Prerequisite: PSYC 101.

PSYC 310 Human Development: Adolescence*3 class hours; 3 credits*

This course deals with a systematic examination of the development process from puberty through young adulthood. The nature of psychological strains, peer group relations, problems of youth-adult interaction and autonomy will be discussed. Special attention will be given to types of social and family supports needed for healthy growth and development with reference to the inner city. Prerequisites: PSYC 101 and ENGL 150.

PSYC 311 Human Development: Adulthood and Aging*3 class hours; 3 credits*

This course deals with human development from early adulthood through the end of the life cycle. Topics emphasized will be marriage, changes with age, sex differences, family, work, leisure, retirement and death. Prerequisite: PSYC 101 and ENGL 150.

**PSYC 319 Experimental Psychology
(Formerly Psych 317 and 318)***3 class hours; 3 credits*

This course is concerned with experimental design and the methods and techniques of experimentation. The course shall be devoted to an introduction to the statistics required. In addition, students will design and carry out experiments in various areas of psychology. Corequisites: Soc Sci 250 and 251. Prerequisites: PSYC 101 and ENGL 150.

PSYC 403 Psychology of Oppression*3 class 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 will be examined. Prerequisite: PSYC 101 and ENGL 150.

PSYC 404 Psychology of Motivation*3 class 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. Prerequisite: PSYC 101 and ENGL 150.

PSYC 405 Techniques of Psychotherapy and Counseling*3 class 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 will be discussed. Prerequisite: PSYC 101 and ENGL 150.

PSYC 406 Psychological Tests and Measurements*3 class hours; 3 credits*

This course will focus on the conservation, application and evaluations of psychological tests. Methods for assessments of intelligence, aptitude, vocational and achievement tests will be emphasized. Also the utility and predictability of tests in clinical, educational and personnel areas will be examined. The ethical value of testing will be explored. Prerequisite: PSYC 101 and ENGL 150.

PSYC 427 Psychology of Social Change*3 class hours; 3 credits*

This course deals with an in-depth psychological study of the origin and nature of selected social problems in the U.S.A., and a consideration of the possibilities and barriers for social change. Prerequisites: PSYC 101 and ENGL 150.

Public Administration**PA 103 Introduction to Public Administration***3 class hours; 3 credits*

An introduction to theories, concepts and approaches in public administration to enable students to understand basic ideas and techniques relevant to administrative processes in public decision making, personnel systems, budget processes, and communication systems will be explored. Prerequisite: basic skills courses in English.

PA 120 Introduction to Development of Public Programs*3 class hours; 3 credits*

The course views the process of public program development from its legislative origins to federal and state administrative implementation. The role of the Federal Government in fostering programs, as well as state and local participation, is studied. Techniques of statutory analysis and interpretation are utilized. Corequisite: ENGL 150, Prerequisite: PA 103.

PA 201 Government Communications*3 class hours; 3 credits*

External and internal communication systems, practices, and policy issues involved in government operations are evaluated. Relationships among government, quasi-public, community-based agencies, and the public-at-large are studied as well as issues that arise in the United States which demand openness and accountability to the public sector. Prerequisite: PA 120; ENGL 100.

PA 205 Public Personnel Administration*3 class hours; 3 credits*

Government personnel policies and practices are studied with special reference to employment planning, recruitment, selection, rewards, protection, control and evaluation. Studied also are: cultural influences, governmental and union requirements, economic conditions, and equal employment opportunities. Prerequisite: basic skills courses in English.

PA 215 Designing Public Programs at the Local Level *3 class hours; 3 credits*
 Interprets statutory and other sources of program authority and financial support for agency sponsored activities. Students design programs and projects in terms of defined needs and potential sponsorship; they evaluate and recommend modifications of existing programs and projects. Conceptual models are utilized. Prerequisite: PA 201; ENGL 150; PA 205.

PA 300/Soc 314/POL 314 Public Bureaucracy *3 class hours; 3 credits*
 (See POL 314 for description)

PA 325 Fiscal Administration *3 class hours, 3 credits*
 This course analyzes procedures and methods - past, present, and prospective - used in the resource allocation process of government. Topics covered are: Budgeting Systems, The Budgeting Process; Budgeting Reform; Approaches to Budgeting; Budget Preparation; Budget Approval; Concepts Related to Fiscal Administration; Government and the Economy; and the Changing Functions of Budgeting. Prerequisite: PA 103.

PA 340 Systems Analysis in Planning and Budgeting *3 class hours; 3 credits*
 Organizational problems of public agencies are scrutinized by the systems approach. The planning, budgeting and personnel operational systems within an organization are examined; particular attention is paid to problems which originate within these systems, and to their solutions. Prerequisite: PA 300 or with permission of chairperson, and ENGL 150.

PA 350 Trends in Organizational Response to the Urban Environment *3 class hours; 3 credits*
 Examines pressures and challenges facing government today and identifies current trends which reveal responses of organizations to the urban environment. The public administrator is studied as an agent of change. Emphasis is placed upon the philosophical values involved in organizational conflicts and upon testing public policy effectiveness and flexibility in responding to urban crisis. Prerequisite: PA 215; PA 300 or with permission of chairperson, and ENGL 150.

PA 405 Municipal Administration *3 class hours; 3 credits*
 Traditional and alternative forms of metropolitan administrative structure, planning, and financing are reviewed. Regional compacts, authorities, and other quasi-public models, as vehicles to meet urban needs and conserve municipal resources, are studied. Critical issues in the delivery of municipal services such as police, fire, sanitation, health, hospital and welfare are examined in relation to community needs and competition for limited resources. Prerequisite: PA 340 or permission of chairperson, and ENGL 150.

PA 407 Comparative Public Administration *3 class hours; 3 credits*
 Theories of comparative public administration; methodological problems; practical concerns. Students analyze major administrative systems, administrative structures and institutions including resources, allocation and utilization, machinery of coordination, etc. Prerequisite: PA 340 and ENGL 150.

PA 415 Policy-making and the Public Interest *3 class hours; 3 credits*
 Spans the related disciplines of the political and the social sciences in an attempt to analyze and synthesize the respective inputs of each in the public policy-making process. Various typologies are followed to provide students with the orientation to both descriptive and prescriptive approaches to policy-making in the public interest. Prerequisite: PA 350 or with the permission of chairperson, and ENGL 150.

PA 450 Decision-Making in Government Agencies *3 class hours; 3 credits*
 Descriptive and normative approaches to decision-making processes resulting in modification of public agency structure, formation of goals and objectives, procedures and devices for achieving

same and for evaluating performances. Concepts of leadership are studied with attention to leadership patterns, their focus in the organization and the skills and abilities which they require. Prerequisite: PA 415 and ENGL 150.

PA 490/MPR 490/Internship

20 hours/week; 6 credits

This course provides the future practitioner with an educational practice setting where he integrates all prior learning (knowledge, skills, attitudes and behavior) into his future styles and professional practice. There is a seminar as well as a field work component of the program. The scope and format of the field work program is semi-structured to provide sufficient flexibility in meeting the diverse educational needs and professional interest of each student. The student will have an opportunity to observe and participate in the practical aspects of administrative activities when he selects one of the following foci:

- Exposure to the environment and value systems affecting organizations and agencies
- Observation of the decision-making process at appropriate levels.
- Opportunities for professional practice in real work setting where the student is responsible for his work to an agency supervisor and for academic growth to a faculty member.
- Participation in some problem solving task which draws upon his/her knowledge and skills, and which is clearly of benefit to the agency.

Sociology

SOC 101 Introduction to Sociology

3 class 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 organizations and of institutions and the nature of power, authority, and status as well as the problem of social change will be analyzed. Corequisite: ENGL 100.

SOC 206 Comparative Family Structure

3 class hours; 3 credits

This course provides a comparative survey and analysis of institutional family patterns in various societies. Family organization in relation to social structure is viewed from a cross-cultural perspective. Prerequisites: SOC 101, ENGL 100.

SOC 209 Urban Life Styles

3 class hours; 3 credits

This course examines the different lifestyles characteristic of various neighborhoods. Social class, race, ethnicity, culture, and other factors affecting urban environment will be discussed with special attention given to the multicultural nature of New York City.

SOC 210 Social Profiles of American Regions

3 class hours; 3 credits

This course focuses on a regional analysis of American society in terms of the prevailing ideologies, customs, socio-economic system, race and ethnic composition, etc. Problems indigenous to each area and their relationship to the larger society will be explored. Prerequisite: SOC 101.

SOC 216/ANTH 216 American Minorities

3 class hours; 3 credits

(See ANTH 216 for description)

Soc 220 Introduction to Social Work Practice

3 class hours; 3 credits

This course introduces the student to basic patterns of professional social work practices, areas of casework, group work, community organization, policy, research and administration. The student will become acquainted with a generic and distinctive theoretical framework for practices as well as the traditional methods and processes of intervention as they relate to changes and pressures in the current social scene. Prerequisite: ENGL 100.

SOC 302 Social Stratification*3 class hours; 3 credits*

An analysis of contemporary society in terms of the structure and function of its ideologies and institutions, and of the stratification system based on race, wealth, status, power, sex, etc. are studied in this course. The social mechanisms that regulate relations between strata and groups in the society will also be considered. Prerequisites: SOC 101, SOC 209, ENGL 150.

SOC 303 Social Deviance*3 class hours; 3 credits*

This course will deal with a broad range of "deviant" behavior with an emphasis on such behavior common to groups in our society. The legitimacy of the concept of "deviance" itself will be examined within the context of problems of socialization, norms, and the pressures of society. Salient topics are: drugs, social behavior, religion, politics, and crimes as they relate to deviance. Prerequisites: ENGL 150, and SOC 101.

SOC 308 Sociological Theory*3 class hours; 3 credits*

Introduction to the major sociological theories and their sociopolitical implications. (Current sociological theory developments will be studied). Students will compare and evaluate the analytical and conceptual contributions of the sociological theorists. Prerequisites: SOC 101, ENGL 150.

SOC 314/POL 314/PA 300 Public Bureaucracy
(See POL 314 for description)*3 class hours; 3 credits***SOC 320 Intermediate Casework***3 class hours; 3 credits*

This course extends and deepens the understanding of the study, diagnosis and treatment phases in the psycho-social method of casework analyzing cases, involving problems in parent-child relationships, marital and other family conflicts, physical and mental illness, and conflicts within society. Some comparison is made of various casework models and approaches. Prerequisite: SOC 220 and ENGL 150.

SOC 321 Intermediate Groupwork*3 class hours; 3 credits*

This course expands upon social groupwork principles and methods; the function and roles of the groupworker are examined. Emphasis will be placed upon the development of the personal qualities required of the groupworker and the uses of research studies in groupwork. Prerequisite: SOC 220 and ENGL 150.

SOC 336 Police and Penal System*3 class hours; 3 credits*

In this course, a study of the latent and manifest functions of police and the penal system, sources of community/police antagonism, and the nature and practices in the criminal justice institutions and system will be examined. Prerequisite: ENGL 150.

SOC 338 Social Welfare and Social Policy*3 class hours; 3 credits*

The evolution of social service in U.S. from the beginning of the century to the present will be studied. Specific references will be made in regard to the social welfare movement, covering such topics as the growth of settlement houses, social security, adoption, foster care and public assistance. The regulatory control exercised by federal, state, and municipal government in the area of social policy will be examined. Prerequisites: ENGL 150, SOC 101 or SOC 220.

SOC 340 Selected Problems in Community Development*3 class hours; 3 credits*

This course deals with 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 areas. Prerequisite: ENGL 150.

SOC 375 Housing Policy in the U.S.A.*3 class hours; 3 credits*

The major social, economic, and political issues confronting housing policy are analyzed. Alternative policy approaches to racial and economic segregation, abandonment and residential decay, ur-

ban growth, forms of public subsidy, balancing rights of ownership with those of occupancy will be emphasized. A significant research effort is required. Prerequisite: ENGL 150.

SOC 410 The Role of the Church in the Black Community *3 class hours; 3 credits*

This course will provide 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. Prerequisite: ENGL 150, or permission of instructor.

SOC 457/SW 457 Community Organization *3 class hours; 3 credits*

This course explores techniques of community organization with an emphasis on metropolitan ghettos, senior citizens, and youth programs. Community development, community planning, and community action-organizational models will be examined. Prerequisite: ENGL 150.

Social Science (Interdisciplinary Courses)

SSC 260 Independent Study *3 class hours; 3 credits*

This course is designed to allow students to integrate theory and practice in a social science area or to do research on current social issues. SSC 260 is open to all lower division social science majors who have earned at least 39 credits and an average of 2.5 in the Social Sciences. Admission into the course must be approved by the divisional chairperson before registration. Once registered, the student will submit a proposal to the assigned instructor who must approve within the first three weeks of the semester. The proposal will indicate the type of project to be carried out, the educational purpose to be achieved, and the learning methodology which will be followed to meet the learning objective. The instructor and student are required to meet at least once a week. Upon completion of the proposed study the student will submit a final report to the instructor. Prerequisite: ENGL 150

SSC 301 Social Research Methods *3 class 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, the mechanics of qualitative vs. quantitative research, the mechanics of interviewing, case study, questionnaire construction and tabulation. The various biases and other factors of social research will be covered. (Required of all social science majors). Prerequisite: ENGL 150 (open only to juniors and seniors).

SSC 302 Statistics for the Social Science Major *3 class hours; 3 credits*

The objective of the course is to give the students 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). Prerequisite: ENGL 150 (Open only to juniors and seniors).

SSC 500 Independent Study *3-6 hours; 3-6 credits*

This course is designed to allow the student to intergrate theoretical concepts and current issues in a social science area of interest, by developing and carrying out a research project. SSC 500 is open to all social science majors in their senior year with an index of 2.5 or better, who have completed the required research methods course. 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 any appropriate culminating project. All outlines should be submitted to Chairperson for approval the semester prior to registration for SSC 500.

Urban Planning

UP 201 Introduction to Urban Development

3 class hours; 3 credits

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

UP 337 Urban Design Methods

3 class hours; 3 credits

This course is an introduction to design techniques and their applications in solving urban planning problems. Emphasis is on elementary skills in graphic presentations and visual perception of urban conditions. Methods of visual perception notation and criteria for determining desired spatial relationship will be reviewed. A study planning problem will be undertaken by the class. Prerequisites: UP 201 and ENGL 150.

UP 345/346 Urban Planning I & II

6 class hours; 6 credits

(Two semester sequence) This is an introductory course to the practice and theory of urban planning. The planning function in American government, its basic sources of authority and legitimacy, its role vis-a-vis other mechanisms for allocating resources and the market and the political processes are examined. A history of the profession as it has developed in the United States, with particular reference to controversy surrounding the comprehensive plan, the nature of the public interest, and the planner's role as advocate are reviewed. Some of the major substantive concepts in planning and related issues such as the neighborhood concept, garden cities and new towns, greenbelts, urban renewal and neighborhood conservation are explored. Prerequisites: ENGL 150 and UP 201.

UP 347 Urban Transportation Planning

3 class hours; 3 credits

This is an examination of the characteristics of several travel modes and the interdependencies between them. Appropriate analytical techniques for each mode will be identified. The transportation planning process, with its component analysis of the supply and demand functions of movement systems, is discussed in detail. Case studies of major transportation planning efforts are analyzed. Prerequisites: ENGL 150 and UP 345 and 346 or permission of instructor.

THE DIVISION OF TEACHER EDUCATION

Chairperson: Dr. Luberta Mays
Room: P315

Description of Program

The Division offers courses, programs, and degrees which prepare undergraduates (transfer students, teacher assistants, education associates, and others) for careers in early childhood and elementary education. The Competency Based Teacher Education Program (C.B.T.E.P.) is highly individualized to meet the specific needs of each student. Each student's program is planned with a advisor who maintains continuous contact with the student throughout his or her studies, and student experiences include a variety of learning strategies, such as independent study, seminars, and small and large group activities.

The current program is organized around abilities in teaching for which learning modules have been developed to help students acquire and demonstrate the teaching competencies required to obtain New York State teacher certification. Satisfactory completion of the C.B.T.E.P. will lead directly to certification in elementary education (common branches) in New York State. This program of elementary education leading to the award of the Bachelor of Science degree provides students with the opportunity to diversify their work with concentrations in special education, bilingual education, or early childhood education within the regular elementary education emphasis.

Wherever possible, competencies are developed through direct work with children in public school classrooms. Admission with advanced standing is possible for students who demonstrate, through pretests on learning modules, prior acquisition of equivalent competencies.

Program Offerings

The Division offers the following program of study:

A.A. Elementary Education

The A.A. program provides course offerings in Early Childhood Education. The curriculum consists of a minimum of 64 credits. Any student who successfully completes the A.A. degree becomes eligible to apply for admission to the related baccalaureate program at Medgar Evers College, other senior CUNY colleges, and/or the CUNY B.A. program.

B.S. Elementary Education

The B.S. program offers emphases in special education, bilingual education, and/or early childhood education. The B.S. degree requires a minimum of 128 credits.

Divisional Academic Criteria

Admission to Programs

The requirements for admission to professional study in the baccalaureate program are as follows:

- Each student will have completed the equivalent of two years (64 semester hours) of college work.

- Each student will have completed the equivalent of a minor in a liberal arts area, at least 15 credits in a specified discipline, or he will present plans for completing these requirements before the culmination of his degree program.
- Each student will demonstrate a criterion level of competency in reading, writing, and speaking, to be assessed by the criteria set by the divisional faculty committee. Students who need further work in the communications skills may be granted conditional entrance into professional study with progress being monitored on a semester basis.
- Each student must receive a recommendation for professional study from his Medgar Evers College advisor. The criteria for this recommendation will be developed by the divisional faculty committee.
- For students intending to teach in the areas of Special Education and Bi-Lingual Education admission requirements will be enlarged to include language and/or other special skills.

In-Program Standards

Minor

Students in the Teacher Education Division are advised to minor in a liberal arts discipline in order to assist in achieving career goals. For the purpose of a minor, fifteen credits in a specific discipline (psychology, sociology, mathematics, biology, etc.) will be accepted.

Academic Standards

Students in the Division are expected to pass required courses in education with a grade of C or better. For graduation, a student must have an index of 2.5 or better in education.

Advanced Standing

Students applying for advanced standing are required to meet the general advanced standing requirements of the College. Required and prerequisite courses must have been completed with a grade of C or better. In addition, students desiring advanced standing credits for required education courses may be required to pass pretests of modules in these courses.

Course and Credit Requirements

College-wide requirements are listed on page 14 of this catalogue.

B.S. Degree Requirements

Total number of credits required for a Bachelor of Science (B.S.) degree in the Division of Teacher Education is 128. These credits, in addition to the College-wide requirements, will be distributed in the following manner:

College-wide Requirements	41 credits
Education Requirements	47 credits*
Education Electives in Areas of concentration	10 credits*
Health 311	3 credits
Liberal Arts Minor	15 credits
Foreign Language	6 credits
History 222	3 credits
Psychology 101	3 credits

Education Requirements

Students are required to take the designated courses in Teacher Education as listed below:

Students must have four foundation courses:

EDUC. 102 (all freshmen) and other students
 EDUC. 104 Prerequisite or Co requisite EDUC. 102
 EDUC. 223 (part I)
 EDUC. 224 (223 part II)

Students entering the College in the year 1971 and 1972 would have the following acceptable foundation courses: EDUC 220, EDUC 221, EDUC 233 or 275.

All students are required to complete the following methods courses, regardless of entry date: EDUC. 311 and 312; EDUC. 315 and 316.

Other required education courses, considered as Liberal Arts: EDUC 307, EDUC 340, EDUC 401.

Lab Requirements

All Teacher Education majors are required to complete six labs.

Lab requirements for day students:

EDUC. 351/352 and 352/362 EDUC. 461 and 462; EDUC. 471 and 472.

Lab requirements for paraprofessionals:

EDUC 351/361, EDUC 352/362, EDUC 451/461, EDUC 452/462
 EDUC. 351 and 352; EDUC. 451 and 452; EDUC. 461 and 462.

Education Areas of Concentration:

Special Education

EDUC. 324	EDUC. 322	EDUC. 403
EDUC. 325	EDUC. 381	
EDUC. 310	EDUC. 407	

*Paraprofessionals, because of a difference in professional lab requirements will take 43 credits of education requirements and 14 credits in education electives in areas(s) of emphasis.

Early Childhood Education

EDUC. 100	EDUC. 302
EDUC. 102	EDUC. 304
EDUC. 301	EDUC. 306

Bilingual Education

EDUC. 200	EDUC. 317	EDUC. 314
EDUC. 202	EDUC. 421	
EDUC. 210	EDUC. 422	

COURSE DESCRIPTIONS

EDUC 100 Parent-Teacher - Child Interaction *3 class hours; 3 credits*
 This course is designed to create an awareness of parent involvement in education informally and formally throughout the 19th and 20th century. Briefly, the course will cover the history of parent involvement in the United States, and examine structured parent programs. The course will also explore effective techniques and approaches utilized by parents, to support their children in school. The course is open to teachers and parents. No Prerequisites are necessary.

EDUC 102 Introduction to the World of the Learner *3 class hours; 3 credits*
 Orientation to the World of the Learner was designed as an introductory course for students who have some interest in the teaching profession. Its purpose is to make the prospective teacher aware of the many resources available in becoming involved in the learning process. Such resources include schools, churches, homes, neighborhoods, museums, print and mass media. The prospective teacher will explore the concept of self and begin to see the impact of interactive situations between adults and children.

EDUC 103 School Community Relations (Community Involvement) *3 hours; 3 credits*
 This course is designed to help prospective teachers develop awareness and understanding of the community in which he teaches. It focuses, on the involvement of the community in the educational process. The areas of concentration are comprised of:
 A. Pupil - community involvement
 B. Parent - pupil relationships, and
 C. Parent - teacher relationships

EDUC 104 Innovations in Education *3 hours; 3 credits*
 The course introduces current issues in elementary education, such as mainstreaming, individualization, accountability, CBTE and bilingual education. It serves as a survey of federal, state and local legislation affecting education, and the response of educational systems to their mandates. Special attention will be given to the CBTE at Medgar Evers College and innovative methods of teaching.

EDUC 200 Introduction to Bilingual/Bicultural Education *3 class hours; 3 credits*
 This course explores the theory and philosophy underlying the field of bilingual/bicultural education in conjunction with a general overview of each of its major components; second language proficiency; learning styles of linguistic minorities; cultural diversity in cross-cultural environment; curriculum utilization and adaptation of materials; instructional techniques in the learner's first and second languages; varied designs of bilingual/bicultural programs; suitable assessment techniques and instruments; structural and cultural relations between school and community; and, on-site supervised and cultural relations between school and, on-site supervised teaching experiences. Prerequisites: ENGL 150, Linguistics (EDUC 419), all the College's introductory courses.

EDUC 202 The Structure of Language in the Educational Environment*2 class hours; 2 credits*

This course deals with language as a medium of communication in education. In this context, language may be defined by using the Sapir - Whorf Hypothesis which states that the structure of language one habitually uses influences the manner in which one understands his environment. In addition, language, verbal and nonverbal, is the teacher's basic instructional tool. It is necessary that all teachers understand the effects language may produce on their classroom teaching and on the learning capabilities of their students. The prospective teacher will be required to master stated competencies by way of demonstrations, critical analysis, and the use of various texts in the field. Registration only by permission of the chairperson.

EDUC 210 Utilizing Community Resources to Teach Ethnicity*3 class hours; 3 credits*

This course will help future teachers acquaint themselves with Afro-American, Puerto Rican and Caribbean history and culture as part of a Social Studies Program in the public schools. It will focus on the likenesses and differences of group that are interesting within the urban areas and how these groups influence society in general.

EDUC 223 Philosophical, Social, and Historical Foundation of Education Part I & II*3 class hours; 3 credits (per semester)*

This introductory foundations course satisfies part of the state and city licensing requirements and is a necessary prerequisite to advanced laboratory and methods courses in education. The course provides prospective teachers with a socio-historical philosophical and experimental understanding of education, public schooling and teaching in American society. The year of study consists of the following areas in modular form: critical thinking, theory of knowledge and epistemology, social science methodology and education, research methodology, classroom dialogue, theories of education and instruction, select topics in the history of American education (including progressivism, New York City, women, peoples of African ancestry and Spanish-speaking nonwhites), a historical overview of Western education, a survey of contemporary issues and non-school educational agencies and an off-campus field placement. Prerequisite: EDUC 104.

EDUC 224

EDUC. 223 (or the equivalent) is a Prerequisite of EDUC 224. Corequisite: ENGL 100 or the equivalent. A letter grade for EDUC 223 is not awarded until the prospective teacher has successfully completed EDUC 224.

EDUC 301 Principles of Early Childhood Education*3 class 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 self and his achievement with a view towards 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. Prerequisites: PSYC 101, EDUC 104.

EDUC 302 Curriculum and Instruction In Early Childhood Education *3 class hours; 3 credits*

Curriculum resources and innovations which continue 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. Prerequisite: PSYC 401, EDUC 301.

EDUC 304 Creative Drama for Early Childhood *3 class hours; 1 lab hour; 3 credits*

This workshop course will explore the ways in which creative drama and children's theatre are of educational value in the classroom. Students will learn to utilize movement, music, dance and other art forms to express ideas creatively. Current events and personal experiences as well as classic children's stories will be used as stimuli for improvisations. Students will have the opportunity to explore different drama techniques such as pantomime, improvisations, and puppetry with different age groups in the schools, day care and/or recreational programs.

EDUC 305 Children's Literature in The Urban Elementary School*3 hours; 3 credits*

This course will familiarize students with the variety of children's books used in schools. Students will develop criteria for selecting and evaluating children's books as well as skills in story telling. Emphasis will be given to literary quality of books, the social values they transmit and their appropriateness for the urban child.

EDUC 306 Management and Early Childhood *3 class hours; 1 lab hour; 3 credits*

An interdisciplinary study of systematic 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. Prerequisites: PSYC 401.

EDUC 307 Foundations of Educational Psychology *3 class hours; 3 credits*

This course presents the essentials of educational psychology applicable to teaching and learning situations. Topics for practical application in the classroom are background, development, learning, motivation, evaluation and individual differences and adjustments. Prerequisite: PSYC 101.

EDUC 309 Human Dynamics in the Classroom *3 class hours; 3 credits*

This course is a seminar laboratory experience developed to meet the needs of teachers in the area of self understanding and effective human relationships. Emphasis will be directed towards effective classroom management. Participation in actual group process will provide opportunity for development of insight into the effects of one's behavior or another's. Prerequisites: PSYC 401.

EDUC 310 The Emotionally Handicapped Child *3 class hours; 3 credits*

This course is designed to meet the needs of teachers of children who may have been excluded from regular classrooms because of emotional problems. Many are now being "mainstreamed" in accordance with PL 94-142. Emphasis will be on recognizing the troubled child, and developing methods of working with him/her within the classroom setting. The overall view of therapeutics programs in an educational setting will be employed. Field experiences are included. Prerequisites: PSYC 401.

EDUC 311 Teaching of Reading (Part I) *3 class hours; 3 credits*

This course is designed to enable the student to understand the reading process from the initial stages through the intermediate level. Methods and materials of instruction, current problems and recent developments in the field will be stressed. Prerequisite: ENGL 100.

EDUC 312 The Teaching of Reading (Part II) *3 class hours; 3 credits*

This is a laboratory course designed to develop the student's mastery in a variety of approaches to the teaching of reading. Diagnosis, identification, measurement and assessment of reading and language arts skills are other areas of concentration. Prerequisite: EDUC 311

EDUC 314 Utilizing the Social Environment to Teach Language Arts. *3 class hours; 3 credits*
 This course will use an interdisciplinary approach to teaching language arts to children in the elementary schools. The Social Environment will be the basis for developing modules and Competencies that emphasize listening, speaking, reading, and writing skills. Prerequisite: EDUC 102.

EDUC 315 Teaching of Mathematics I *3 class hours; 3 credits*

EDUC 316 Teaching of Mathematics II *3 class hours; 3 credits*

This course 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. (a) Mathematics and communication (b) Understanding concepts, generalizations and (c) development, diagnosis, identification, measurement and assessment of mathematics. Prerequisite: MTH 121, Corequisite: MTH 122.

EDUC 317 The Teaching of Science *3 class hours; 3 credits*

This course prepares teachers to help young people develop a substantial background in science. There are three areas of concentration which are major foci of science; the areas of concentration are:

(a) Understanding concepts, facts, theories, principles and generalizations in the area of science which are taught in the elementary school. (b) Understanding concepts, facts, theories, principles and generalizations in science. (c) Diagnosis, identification, measurement, and assessment of the science taught in the elementary school. Corequisite: LAS 302.

EDUC 319 Art, Music and other Media as Instructional Tools *3 class hours; 3 credits*

This course is designed to help equip the prospective teacher to teach in a media-dominated society. It aims to develop an understanding of media and the ways they can be used for instructional purposes in the public schools. Art, television, video, music and drama will be utilized.

EDUC 322 Identification and Treatment of Learning Problems *3 class 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. Prerequisites: PSYC 101, PSYC 307.

EDUC 324 The Mentally Retarded Child *3 class hours; 3 credits*

This course is designed to address the needs of teachers of children who have heretofore been classified as CRMD. Some of these children are now being "mainstreamed" in accordance with PL 94-142. The major thrust of the course will be methods and materials to teach and train the developmentally-disabled which have proven successful. Current issues such as the rights of the retarded in the areas of schooling, housing, medical treatment and institutionalization will also be explored. Field experiences will be included in the course. Prerequisites: PSYC 101, EDUC 201.

EDUC 325 The Exceptional Child *3 class hours; plus lab 4 credits*

An introduction to areas of exceptionality. Such concepts as the self-image, feelings about the gifted and disabled, and what it means to be exceptional are explored. The major areas of exceptionality are investigated. Field work in each of these areas will give the students practical classroom experience with exceptional children. Prerequisite: PSYC 101.

EDUC 340 Testing and Evaluation *3 class 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. Prerequisites: EDUC 315/316, EDUC 251/252, EDUC 351/352.

EDUC 351/361 Professional Laboratory Experience in Elementary Education

4 lab hours; 3 credits

EDUC 352/362 Professional Laboratory Experience in Elementary Education*4 lab hours; 3 credits*

These courses 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. Prerequisite: for EDUC 352/362 is EDUC 351/361.

EDUC 381 Methods and Materials for Teaching Children with Reading Disabilities*3 class hours; 3 credits*

This course will study a variety of disorders in which there is reading retardation or deficiency. It will include organization of activities and materials; selection of equipment; use of medical and guidance services; counseling of parents and case conferences; field observations and demonstrations of selected methods, practices in planning remedial instructional programs for classes, hospitals, day care centers, institutions, community agencies and in-home instruction. Prerequisites: LAS 103, EDUC 307.

EDUC 401 Child Development*3 Class hours; 3 credits*

In this course the prospective teacher provided with the opportunity to develop skills and knowledge that will enable him to evolve a meaningful analysis of child behavior, its patterns and its causes. By developing skills in the clinical study of children and knowledge of related studies of child development, the prospective teacher will be able to gain insight into the methods for working with children which will enhance their success in school. Activities have been designed to develop an awareness in trying to deal more effectively with children who have learning difficulties, behavioral problems or minor emotional disturbance.

Prerequisite: EDUC 307.

EDUC 403 The Gifted Child*3 class hours, 3 credits*

Techniques for identifying and working with the child who is gifted intellectually, artistically, creatively, and socially in the regular classroom and in special programs. Particular emphasis is on identifying the Black and Hispanic gifted child.

Prerequisites: PSYC 101 and EDUC 224.

EDUC 407 Education of the Physically Handicapped*3 class hours; 3 credits*

Students enrolled in this course will have the opportunity to develop the observational and instructional skill necessary for interacting with the physically handicapped in the classroom situation. Attention will be paid to the development and selection of materials as well as increase competency in one to one relations with the physically handicapped. The course will be taught in a field-based setting and will be open to students with a special education concentration (except the deaf).

Prerequisite: EDUC 381.

EDUC 411 Diagnosis in Reading*3 class 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. Prerequisites: EDUC 311, EDUC 312.

EDUC 421 Practicum in Bilingual Education*4 class hours; 8 lab hours; 6 credits***EDUC 422 Practicum in Bilingual Education***4 class hours; 8 lab hours; 6 credits*

The workshop courses are designed to involve students in the direct development of a bilingual curriculum in the native language of the students (French or Spanish), and how to infuse culture within the curriculum. Special attention will be given to methods, materials, and techniques for teaching subjects related to the humanities—language arts, and music, and in the social sciences—social studies in the native language. Students will be developing these competencies in a field-based site in a variety of classroom settings. Those students who are weak in one language

be it French, Spanish or English will concentrate on building teaching skills in that language. Prerequisite: for EDUC 421—EDUC 318, and demonstrated mastery in the language of instruction. Prerequisite: for EDUC 422 is EDUC 421.

EDUC 451/461 Teaching Internship (Paraprofessionals) 5 class hours; 3 lab hours; 6 credits

EDUC 452/462 Teaching Internship (Paraprofessionals) 5 class hours; 3 lab hours; 6 credits

Education is an internship course for paraprofessionals. It is arranged as a two-semester sequence. The course involves work in a simulated classroom around instructional methods and procedures. Only paraprofessionals or non-degree teachers who are currently employed may register for this course. They must give evidence of daily involvement in a teaching-learning situation either in Day Care Centers or a public or private school setting. The emphasis in this course is the reinforcement or review of "on site" experience. Prerequisite: EDUC 352.

EDUC 461 Teaching Seminar **EDUC 462 Teaching Seminar** The seminar provides the setting for the analytical exploration of experiences acquired in the 451/452, 421/422 or 471/472 senior level teaching internships. Seminar activity will focus on analysis of teaching roles, responsibilities, methodology and philosophy. Analysis will involve both content and inferential levels. Corequisites for 461 is 451, 421, or 471; for 462 is 452, 422, or 472.

EDUC 471/461 Teaching Internship (Day Students) 6 class hours; 10 lab hours; 8 credits

EDUC 472/462 Teaching Internship (Day Students) 6 class hours; 10 lab hours; 8 credits

These courses involve an intensive field-based teaching assignment for senior level day students (those students who are not paraprofessionals). Participants will be involved in an internship for two semesters in a cooperating elementary school. The experience will consist of three full teaching days weekly at the assigned location.

EDUC 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.

THE CITY UNIVERSITY OF NEW YORK

The Board of Trustees

Hon. Armand D'Angelo
 Hon. Paul P. Baard
 Hon. Herman Badillo
 Hon. Blanche Berstein
 Hon. James A. Cavanagh
 Hon. Edith B. Everett
 Hon. Judah Gribetz
 Hon. Harold M. Jacobs
 Hon. Albert V. Maniscalco
 Hon. Garth Marchant
 Hon. James Murphy, *Chairman*
 Hon. Robert L. Polk
 Hon. Joaquin Rivera
 Hon. David Z. Robinson
 Hon. Margaret Titone
 Hon. Ann M. Burton (*ex officio*)
 Hon. Martin J. Warmbrand, *Secretary of the Board*
 David B. Rigney, *General Counsel and Vice Chancellor for Legal Affairs*

Officers of the University

Robert J. Kibbee, *Chancellor*
 Leon M. Goldstein, *Acting Deputy Chancellor*
 David Rigney, *General Counsel and Deputy Chancellor for Legal Affairs*
 Richard M. Catalano, *Vice Chancellor for Faculty and Staff Relations*
 Dolores Cross, *Vice Chancellor for Special Programs and Student Programs*
 Julius C.C. Edlestein, *Vice Chancellor for Urban Affairs*
 Ira H. Fuchs, *Vice Chancellor for University Systems*
 Jerald Posman, *Vice Chancellor for Budget and Finance*
 Leonard O. Roellig, *Vice Chancellor for Academic Affairs*
 Marilyn Magner, *University Dean for Faculty and Staff Relations*
 Donal E. Farley, *Administrator of the Office of Facilities Planning and Management*
 Milton Drucker, *Deputy to the Chancellor for Legislative Affairs*
 Maria M. Perez, *Deputy to the Chancellor for Executive Personnel*
 Mary Elizabeth Taylor, *Deputy to the Chancellor for Planning*

Members of the City University Presidents' Council

Robert J. Kibbee, *Chancellor*
 Milton G. Bassin, *President, York College*
 Roscoe C. Brown, Jr., *President, Bronx Community College*
 Thomas C. Chalmers, *President, Mount Sinai School of Medicine*
 Saul B. Cohen, *President, Queens College*
 Flora Mancusco Edwards, *President, Eugenio Maria de Hostos Community College*
 Israel Glasser, *President, Kingsborough Community College*
 Robert L. Hess, *President, Brooklyn College*
 Leonard Lief, *President, Herbert H. Lehman College*
 Gerald W. Lynch, *President, John Jay College of Criminal Justice*
 Harold M. Proshansky, *President, the Graduate School and University Center*
 Joseph Schenker, *President, Fiorello H. LaGuardia Community College*

Kurt R. Schmeller, *President, Queensborough Community College*
 Ursula C. Schwerin, *President, New York City Technical College*
 Joel Segall, *President, The Bernard M. Baruch College*
 Dona Shalala, *President, Hunter College*
 Joshua L. Smith, *President, Borough of Manhattan Community College*
 Arthur E. Tiedemann, *Acting President, The City College*
 Richard D. Trent, *President, Medgar Evers College*
 Edmond L. Volpe, *President, The College of Staten Island*

The Community Council Members of Medgar Evers College

Mrs. Frances Abbracimento	Dr. James Oscar Lee
Mr. Antenor J. Adams	Honorable Woodrow Lewis
Senator Thomas Bartosiewicz	Mrs. Pearl Liberman
Senator Vander Beatty	Mr. Joseph Mahood, Jr.
Mr. Henry Biggart	Ms. Jackie Maloney
Mr. Garfield Bobo	Mr. Warren Marr, II
Mrs. Edris Bloomfield	Mr. Lewis Matthews
Hon. Edith Brothers	Dr. Marcella Maxwell
Mr. William Burke	Dr. Andre McLaughlin
Ms. Judy Burrell	Rev. Ernest Middleton
Mrs. Shirley Bush	Mr. Donald Moore
Mr. Carl L. Butler	Mrs. Waple Newton
Honorable Shirley Chisholm	Rev. Clarence Norman
Dr. Wendell E. Clement	Honorable Luis Olmedo
Mr. Nathaniel Cooper	Mrs. Evelyn Ortner
Mrs. Naomi Compton	Senator Major Owens
Mrs. Almira Coursey	Dean Denis Paul
Ms. Evelyn Dixson	Honorable Mary Pinkett
Honorable George Fleary	Honorable Cesar Quinones
Honorable Thomas R. Fortune	Ms. Elsie Richardson
Dr. Clarence Foye	Mrs. Sullivan Robinson
Mr. Moses Gadsden	Honorable Victor Robles
Mrs. Phyllis Gloster	Mr. Henri Rosemond
Ms. Louise Glover	Mrs. Ella Sease
Honorable Edward Griffith	Judge James Shaw, Jr.
Mr. George Harvey	Rev F. Goldthwaite Sherrill
Mr. Wesley McD. Holder	Mr. Marshall Stukes
Mr. William Howard	Mr. Carl Theobald
Mr. Harold Jacobs	Dr. Richard D. Trent
Ms. Anna Jefferson	Mr. Edolphus Townes
Norman Johnson, Esq.	Honorable Albert Vann
Dr. Robert Johnson	Mrs. Beryl Williams
Mr. Charles Joshua	Mr. Gershon Wooden

Medgar Evers College Community Council Awards

Scholarships and Awards are administered by the Medgar Evers College Community Council.

Recipients of Awards are recommended each year by the Chairpersons of the Academic Divisions and the Dean of Students.

Information concerning Awards may be obtained from Academic Division Offices.

Recipients of Awards are selected prior to April 15th of each academic year.

- AETNA FOUNDATION AWARDS, by Aetna Life and Casualty Company, \$500 to each of eight sophomores or juniors for high scholastic achievement and financial need.
- DR. BERYL BAILY AWARD by the Bushwick Community Corporation, \$250 to each of two students for high achievement and financial need.
- BROOKLYN BUSINESS AND PROFESSIONAL WOMEN'S CLUB AWARDS, by the Brooklyn Club of the National Association of Negro Business and Professional Women's Clubs, Inc., by the Brooklyn Club, \$250 for each of two students for high scholastic achievement and financial need.
- MRS. EFFIE H. BROWN TEACHER EDUCATION AWARD, by Mrs. Effie H. Brown, \$300 to a Teacher Education Graduate for high scholastic achievement
- DIME SAVINGS BANK AWARDS, by the Dime Savings Bank, \$250 to each of two sophomores or juniors for high scholastic achievement and financial need.
- DR. CECIL C. GLOSTER AWARDS, by Mrs. Phyllis Gloster, \$300 for each of two students accepted in Medical School.
- PHI BETA SIGMA, KAPPA BETA SIGMA CHAPTER AWARDS, by Phi Beta Sigma Fraternity, \$100 to each of five students for high scholastic achievement and financial need.
- DR. J. OSCAR LEE AWARD, an anonymous donor, \$100 to each of two students for high scholastic achievement and financial need.
- PARAGON FEDERAL CREDIT UNION AWARD, by the Paragon Credit Union, \$100 to a Business Administration graduate for high scholastic achievement.
- PROVIDENT CLINICAL SOCIETY AWARDS, by the Provident Clinical Society, \$200 to each of two graduates of Natural Sciences for high scholastic achievement.
- VANGUARD OIL COMPANY AWARDS, by the Vanguard Oil Company, \$250 to each of two students for high scholastic achievement and financial need.

MEDGAR EVERS COLLEGE FACULTY AND ADMINISTRATION

Office of the President

Richard D. Trent, A.B., A.M., Ed. D., President
 Monroa B. Goutier, B.A., M.S., Executive Assistant to the President; Coordinator of Alumni Affairs
 Naomi Compton, Executive Secretary to the President

Office of Academic Affairs

Wendell E. Clement, B.S., M.B.A., Ph.D., Dean of Academic Affairs and Deputy to the President
 Marcella Maxwell, B.S., M.S., Ed.D., Assistant Dean of Academic Affairs
 Carol Edmead, B.A., M.A., Grants Officer
 Phyllis Buford, B.A., M.S., Ph.D., Director of Corporate Relations
 Doris Withers, B.S., M.S., Ph.D., Director of Institutional Research

Office of Administration

Herbert Wilson, B.S., M.S., Ed.D., Acting Dean of Administration
 Ted Lachman, B.A., M.B.A., C.P.A., Associate Dean of Administration
 Curtis E. Bryce, R. A., Campus Facilities Officer
 David Cooper, B.A., Director of Security and Safety
 Roberta Dannenfelser, B.A., M.S., Director of Admissions
 Norma L. Goodman, B.A., M.A., Director of Personnel and Affirmative Action Officer
 Suzine Har-Nicolescu, B.A., M.A., M.L.S., D.A., Acting Registrar
 Patricia Duncan, B.A., M.A., Director of Financial Aid
 Betty Shahbaz, R.N., B.A., Ed.D. Director of Institutional Advancement

Office of Student Services

Robert H. Johnson, B.S., M.S., Ph.D., Dean of Student Services
 Esther Plaines, R.N., Coordinator of Health Services
 Eli Ford, Director of Veterans Affairs
 Brenda Barley, BA, M.Ed Director of Cooperative Education

Library

Robert B. Ford, B.A., M.A., M.L.S., Chief Librarian
 Robert Miles, B.A., M.A., M.L.S., Deputy Chief Librarian

Academic Division Chairpersons

Edward O. Adedeji, BS, MBA Business Administration
 Bertie Gilmore, R.N., B.S., M.P.H., M.Ed., Health Sciences
 Edna Edet M.A., Ed.D, Humanities
 Lemuel Evans, B.S., Ph.D., Natural Sciences and Mathematics
 Dominic Nwasike, B.A., M.A., Ph.D., Social Sciences
 Dorothy Hopkins, B.A., M.A., Special Programs
 Luberta Mays, B.S., M.S., Ed.D., Teacher Education

Instructional Staff (Full-time) and Administrative Staff

Adedeji, Edward O.

Instructor, Business Administration; B.A., City University of N.Y.
M.A., New School of Social Research; M.B.A., Long Island University

Ainsworth, Granville

Instructor, Business Administration; B.A., Howard University;
M.B.A., Fordham University

Alexander, Clara

Associate Professor, Humanities; B.A., M.S. Hunter College; Ed.D. University of Massachusetts.

Alexander, V.T.

Assistant Professor, Natural Sciences and Mathematics., B.A.,
Sacred Heart College; M.Sc. M.Sc., University of Kerala; Ph.D.,
Fordham University

Amiel, Raymond

Assistant Professor, Business Administration; B.B.A., M.B.A.,
Baruch College; C.P.A., New York State University

Anderson, Iona

Assistant Professor, Teacher Education; B.A., Hunter College; M.A., New York University;
Ph.D., Heed University.

Aponte, Irene

Instructor, Special Programs; A.A., Queensborough; B.A., M.S., City College.

Avellanet, Humberto

Assistant to Business Manager, Bursar, Business Office; B.S., St. Peters College.

Babinski, Marek

Instructor, Natural Sciences and Mathematics; Engr. EE, M.Sc. EE,
Warsaw Polytechnic; MS., Polytechnic Institute of New York

Bailey, Pearl S.

Associate Professor Director of Nursing Program, Health Sciences;
R.N., Bellevue Hospital School of Nursing; B.S., Hunter College; M.P.H., M.Ed., Columbia University.

Bakish, David

Associate Professor, Humanities; A.B., M.A., Bucknell University; Ph.D. University of Delaware.

Barley, Brenda

Director of Cooperative Education; Student Services; B.A., Fisk University; M.Ed., Alabama University.

Bench, Nachman

Professor, Business Administration; B.S., Technion Israel; M.B.A., Ph.D., New York University.

Bennett, Yvonne, S.

Assistant Professor, Library; B.A., University of Maryland; M.L.S., Atlanta University.

Beaubrum, Jimmy
Higher Education Intern, CIA Lab Technician, Academic Affairs,
Baccalaureate, St. Martial, Port-Au-Prince, B.S., Medgar Evers College

Berenbom, Joshua
Assistant Professor, Natural Sciences and Mathematics; B.S., M.S.,
Ph.D., Polytechnic Institute of New York

Bittel, Eileen
Assistant Professor Health Sciences, A.A.S. Brooklyn College, B.S.,
M.S. Hunter/Bellevue School of Nursing

Bliss, Mary
Assistant Professor, Teacher Education; B.A., Hunter College; M.A., M.Ed., Ed.D.,
Teachers College, Columbia University.

Bobb, Paul
Assistant Professor, Coordinator of Health and Physical Education,
Division of Health Sciences; B.S., M.S., City College.

Boler-Glover, Helen
Assistant Registrar, Registrar's Office; A.A., Bronx Community
College; B.S., City University of New York

Bracero, Flor Maria
Assistant to Higher Education Officer, Special Programs, B.A., Lehman College

Braithwaite, Beatrice
Substitute Higher Education Officer Intern, Student Services, B.A.
Brooklyn College

Braunstein, Ruth
Assistant Business Manager, Business Office, B.A., Brooklyn College

Brown, Frank
Associate Professor, Special Programs, B.A., New York University, M.A.
Columbia University, Ed.D. Nova University

Brown, Kay
Lecturer, Humanities; B.A., City College.

Bryce, Curtis
Higher Education Officer, Director of Campus Facilities, Administration;
B.A., New York State Department of Education

Buford, Phyllis
Higher Education Associate, Academic Affairs; B.A. Texas College;
M.S., Ph.D., University of Kansas

Cannon, Steve
Lecturer, Humanities; B.A., University of Nebraska.

Carroll, Juollie

Lecturer, Special Programs; B.A., Brooklyn College; M.A., M.Ed., Teachers College, Columbia University.

Catapane, Edward

Associate Professor, Natural Sciences; B.S., M.S., Ph.D., Fordham University.

Celestine, Jessica

Substitute Higher Education Intern, Admissions, B.S., Medgar Evers College

Chai, Trong

Associate Professor, Social Science; B.A. National Taiwan University; M.A., University of Tennessee; Ph.D., University of Southern California

Chandan, Jit

Assistant Professor, Business Administration; B.S., Punjab University; Diploma Wigan Technical College; M.S., Sheffield University; M.S., E.M., Columbia University; M.B.A., Baruch College; Ph.D., University of Delhi School of Management.

Chandler, Rochelle

Assistant Professor, Special Programs, B.A., Howard University; M.E., Ed.D. University of Massachusetts

Chang, Ching

Assistant Professor, Library; B.B.A., National Chengchi University; M.L.S., State University of New York at Genesco; M.B.A., Long Island University.

Chaplin, Lillian

Assistant to Higher Education Officer, Academic Affairs.

Chervin, Mira

Assistant Professor, Natural Sciences and Mathematics; B.A., Brooklyn College; M.S., City College; Ph.D. City University of New York

Chestnut, Denis

Instructor, Social Science; B.A., M.A., East Carolina University

Chow, Ying Wei

Associate Professor, Natural Sciences; B.S., Tsing Hua University; Ph.D., Massachusetts Institute of Technology.

Clement, Wendell E.

Professor, Dean of Academic Affairs and Deputy to the President; B.S., Kentucky State University; M.B.A., Ohio State University; Ph.D., American University.

Collier, Edward

Assistant to Higher Education Officer, Student Services, B.S., M.S., Southern Illinois University.

Compton, Naomi

Executive Secretary to the President, Office of the President.

Cooper, David
Higher Education Assistant,
Director of Security, Security and Safety; B.A., Hampton Institute.

Copeland, Beverly
Instructor, Business Administration; B.A., M.I.A., Columbia
University; M.B.A., Pace University

Crawley, Frederick
Higher Education Assistant, Acting Director of Data Processing; B.S., Medgar Evers College.

Cureton, George O.
Associate Professor, Humanities; B.S., North Carolina Central University,
M.A., Newark State Teacher College, Ph.D., The Union for Experimenting Colleges and Universities.

Dannenfelser, Roberta
Higher Education Associate, Director of Admissions;
B.A., Hunter College; M.S., Lehman College.

DeJesus, Linda
Instructor, Social Sciences; B.A., Medgar Evers College; M.A., Long Island University.

DeRupo, RoseAnne
Assistant to Higher Education Officer, Student Services; A.A., New York City Community College;
B.A., Brooklyn College.

DesVignes, Winston
Instructor, Business Administration, B.B.A. Baruch College, M.B.A.,
Long Island University

Draper, Edgar
Professor, Social Science;
B.A., Howard University; M.A., Ph.D., New York University

Duncan, Patricia
Higher Education Assistant, Director of Financial Aid, Student Services;
B.A., University of West Indies; M.A., Jersey City State College.

Edet, Edna
Professor, Humanities; B.Mus., M.Mus., Manhattan School of Music;
M.A., Ed.D., Teachers College, Columbia University.

Edmead, Carol
Grants Officer; Higher Education Associate, B.A., City College;
M.A., Teachers College, Columbia University.

Edwards, Thomas O.
Assistant Professor, Social Sciences; B.A., City College; M.A., New York University,
Ph.D., CUNY Graduate Center

Ellis, Diane
Instructor, Business Administration; B.A., Johnson C. Smith University;
M.S.J., Columbia University.

Elzy, Levy, Jr.

Associate Professor, Business Administration;
BM, M.Mus., Manhattan School of Music;
M.A., M.Ed., Teachers College, Columbia University.

Evans, Lemuel A.

Associate Professor, Chairperson Natural Sciences and Mathematics;
B.S., North Carolina Central University;
M.A., Northern State University; Ph.D., Fordham University.

Fitzgerald, Michael

Assistant Professor, Humanities, B.A., Colgate University, Ph.D. New
School for Social Research

Flowers, John

Assistant Professor, Natural Sciences and Mathematics;
B.S., Ph.D., University of North Carolina.

Ford, Eli

Project Director, Veteran's Cost-of-Instruction Program;
A.A., Clarke College.

Ford, Robert B. Jr.

Associate Professor, Chief Librarian, Library; B.A., Bethune-Cookman College;
M.A., New York University; M.L.S., Pratt Institute.

Forsythe, Gregory

Assistant Registrar, Registrar's office

Foster, Isaac

Assistant to Higher Education Officer, Financial Aid Counselor,
Financial Aid, B.S. Voorhees College

Foster, William

Instructor, Special Programs; B.A., M.S.W., State University of New York at Stony Brook.

Fujah, Cecelia

Assistant to Business Manager, Business office; B.A. Hunter College

Gilmore, Bertie M.

Assistant Professor, Health Sciences; B.S., North Carolina College at Durham;
M.A., New York University.

Gilyard, Raymond Keith

Substitute Instructor, Humanities, B.A. Queensborough Community College and
Queens College, M.A., Columbia

Glass, Robert

College Laboratory Technician, Library.

Goodman, Norma L.

Higher Education Assistant, Personnel Director and Affirmative Action Officer,
Personnel; B.A., M.A., Queens College.

Gomez, Rafael

Assistant to Higher Education Officer, Academic Affairs;
AA., Queensborough Community College; B.A., M.A., Queens College

Gordon, Howard

Assistant to Business Manager, Business Office; B.B.A., University of Miami

Goutier, Monroa B.

Executive Assistant to the President, Coordinator of Alumni Affairs;
Office of the President, B.A., M.S., Brooklyn College.

Grand, Susan M.

Lecturer, Student Services; B.A., Simmons College; M.A., Columbia University.

Greene, Brenda

Instructor, Special Programs
B.S., New York University; M.S. Hunter College

Green, Margaret Baker

Associate Professor, Humanities; B.A., Hunter College; M.A., Teachers College,
Columbia University; Ed.D., Fordham University.

Greenhill, Muriel

Associate Professor, Social Sciences; B.A., Sarah Lawrence College; J.D., Columbia University
Law School.

Hall, Carol

Substitute Instructor, Natural Sciences and Mathematics; A.A.S. Queensborough
Community College, B.A., Queens College, M.S. Hofstra University

Har-Nicolescu, Suzine

Associate Professor, Acting Registrar; B.A., Ewha Woman's University;
M.A., M.L.S., University of Denver; D.A., Simmons College

Harrell, Clifton D.

Assistant Professor, Social Sciences; B.A., Howard University;
M.S.W., Rutgers University School of Social Work.

Harrell, Elizabeth

Assistant Professor, Humanities; B.A., Marion College; M.A., Ph.D., New York University.

Haskins, Robert

Higher Education Assistant, Adult Education and Evening Coordinator, Academic Affairs;
B.S., Fayetteville State University; M.S., City College.

Hassan, Mozaffar

Assistant Professor, Natural Sciences and Mathematics;
B.S., Patna Science College; M.S., Patna University; Ph.D., City
University of New York

Hatchette, Donna M.

Lecturer, Special Programs; B.S., Hampton Institute; M.A., Atlanta University.

Haynes, Leila

Assistant to Higher Education Officer, Student Services; B.A., Howard University;
M.A., Long Island University.

Hightower, Ola

Instructor, Business Administration; B.A., North Carolina
Central University; M.S., Baruch College

Hoagland, Sarah

Associate Registrar, Registrar's Office; B.S., Long Island University.

Holliman, Jamesetta

Professor, Humanities; B.Mus., Oberlin College; M.S.,
Juilliard School of Music; Ph.D., New York University.

Hollinsed, Carolyn

Instructor, Humanities, B.A. Richmond College, M.A. Teachers College
Columbia University; United Nations Studies, Long Island University

Hopkins, Dorothy A.

Higher Education Associate, Director of Special Programs, Special Programs;
B.A., Benedict College; M.Ed., Teachers College, Columbia University

Hughes, James

Assistant to Higher Education Officer/Deputy to the Director of Programming,
Data Processing, A.A. Bronx Community College

Hune, Shirley

Assistant Professor, Social Science, B.A., University of Toronto;
Ph.D., George Washington University

Hunter, Delridge

Instructor, Student Services; B.A., Prairie View A & M College; M.S., Northern Illinois University.

Ien, Seymour M.

Instructor, Natural Sciences and Mathematics, A.A.S., New York Community
College, M.S., Long Island University

Johnson, Judith

Senior College Laboratory Technician, Natural Sciences and Mathematics;
B.S., Marymount Manhattan College; M.S., Wagner College.

Johnson, Leon P.

Assistant Professor, Natural Sciences and Mathematics; B.A., Gettysburg College;
M.S., Ph.D., New York University.

Johnson, Norma E.

Assistant Professor, Health Sciences; R.N., Lincoln School for Nurses;
B.S., St. John's University; M.S., Hunter College.

Johnson, Robert H.

Associate Professor, Dean of Students; Student Services; B.S., Johnson C. Smith University;
M.S., Long Island University; Ph.D., St. John's University.

Johnson, Shelia Mayers

Associate Professor, Special Programs, B.A., State University
Iowa; M.A., City University of New York, Ph.D., Arizona State University

Jones, Michelle

Lecturer, Student Services; B.A., M.A., Howard University

Joyner, Wendell

Assistant to Higher Education Officer, Special Programs; B.A., City College.

Kaplan, Florence

Assistant to Higher Education Officer, Assistant Director of Cooperative Education,
Student Services; B.A., Brooklyn College.

Karan, Hiroko

Assistant Professor, Natural Sciences and Mathematics;
Bachelor of Pharmacy, Hosho College of Pharmacy; M.S., Wilkes College;
Ph.D. Brown University

Kawatra, Mahendra P.

Professor, Natural Sciences and Mathematics; B.S., M.S., Ph.D., University of Delhi.

Kelley, Don Q.

Associate Professor, Social Sciences;
B.S., Loyola University; Ed.M., Ph.D., Teachers College, Columbia University

Kemp, Arnold

Assistant Professor, Humanities; B.A., Queens College.

Killens, John Oliver

Visiting Associate Professor, Humanities, Novelist, Screenwriter, Playwright,
Lecturer

King, Rogelio

Higher Education Assistant, Assistant Director of Campus Facilities;
B.A., B.S., City College

Lachman, Teddy A.

Associate Dean of Administration, Business Manager, Business Office;
B.A., Brooklyn College; M.B.A., Baruch College, C.P.A., New York State.

Leon, Walfredo

Assistant to Business Manager, Purchasing, Business Office;
BA., Lincoln University, Pennsylvania.

Lloyd, Margaret

Instructor, Business Administration; B.S., Medgar Evers College.

Lewis, Arthur

Associate Professor, Natural Sciences; B.S., M.A., Brooklyn College;
Ph.D., City University of New York

Loney, Roderick

Associate Professor, Teacher Education; B.A., M.A., Wheaton College; Ed.D., Teachers College, Columbia University.

Lord, Ariel

College Laboratory Technician, Health Sciences; R.N., B.S., New York State University.

Lowenthal, Gloria G.

Instructor, Humanities, B.A., Connecticut College, M.A., Hunter College, Ed.M. Teacher College, Columbia University

Maxwell, Marcella

Assistant Dean of Academic Affairs and Director of Continuing Education; B.S., M.S., Long Island University; Ed.D., Fordham University.

Mays, Luberta

Associate Professor and Chairperson, Teacher Education; B.S., State University, at Oswego M.S., Queens College Ed.D., Teachers College Columbia University

McIntyre, Walter

Assistant to Business Manager, Business Office; B.A., Medgar Evers College

McKnight, Harry R.

Financial Aid Counselor, Student Services, A.A., Bronx Community College, B.S.

McLaughlin, Andre N.

Associate Professor; Academic Affairs; B.A., Cornell University; M.Ed., Ed.D., University of Massachusetts

Miles, Robert

Associate Professor, Deputy Chief Librarian, Library; B.A., M.A., University of Kentucky; M.L.S., Columbia University.

Moini, Seyed Ali

Instructor, Natural Sciences and Mathematics, B.S., M.S., Jackson State University

Movasseghi, Darius

Associate Professor, Natural Sciences and Mathematics; B.S., University of Teheran; M.A., Northwestern University; Ph.D., University of Toledo.

Murphy, Lenita

College Laboratory Technician, Natural Sciences and Mathematics; A.A.S., B.S., Medgar Evers College.

Murray, Helen

Assistant Professor, Health Sciences; A.A.S., New York City Community College; B.S., M.S., Hunter College.

Murray, Ouida

Assistant Professor, Health Sciences; A.A.S., New York City Community College; B.S.N., State University of New York, Downstate Medical Center; M.A., New York University.

Nagarkatte, Umesh

Assistant Professor, Natural Sciences and Mathematics; B.S., R.L., Science Institute; Karmatah University; M.S., University of Bombay; Ph.D., City University of New York.

Nales, Lawrence

Instructor, Special Programs; B.A., City College, M.A., New York University.

Neil, Patricia

Instructor, Natural Sciences; B.S., Fordham University; M.S., Farleigh Dickinson University.

Nematollahi, Mohammed

Higher Education Assistant, Director of Programming, Data Processing, B.S. Karaz College, M.S., Jackson State College

Nicholescu, Suzine

Associate Professor, Registrar; B.A., Ewha University; M.A., M.L.S., University of Denver, NALA Simmons College

Nickel, Jerome

Substitute Instructor Library, B.A., City College; M.S., Columbia University.

Nwasike, Dominic

Associate Professor and Chairperson, Social Sciences; B.A., University of Ibadan; M.A., Ph.D., University of Wisconsin.

Olsen, Henry

Professor, Social Sciences; B.S., M.S., M.S., State University of New York at Buffalo; Ph.D., Michigan State University.

Page, Mary E.

Assistant to Higher Education Officer, Assistant to Personnel Director, Personnel, B.A., M.A., Long Island University

Peele, Myrtle

Executive Secretary to the Dean of Administration, Administration.

Phoenix, Charlotte

Assistant Professor, Teacher Education; B.A., Howard University; M.A., Wayne State University; Ph.D., New York University

Phoenix, Herbert

Instructor, Special Programs, B.A., Queens College.

Pirtle, Gloriajean

Substitute Instructor, Special Programs, B.S. University of Wisconsin, M.A., Ed.M., Teachers College, Columbia University.

Plaines, Esther

Staff Nurse, Student Services; R.N., St. Agnes Nursing School.

Rabassa, Clementine C.

Professor, Humanities; B.A., M.A., Hunter College; Ph.D., Columbia University.

Red-Arrow, Jamake

Assistant Professor, Humanities; B.A., Medgar Evers College, M.A., Ed.D.,
Columbia University.

Reyes, Florida V.

Assistant Professor, Student Services; B.A., University of Philippines; M.S., Fordham University.

Robinson, Joyce

Assistant to Business Manager, Business Office, A.A.S., New York City
Community College; B.B.A., Pace University.

Rock, Mary Edith

Instructor, Health Sciences, B.S., M.A., New York University.

Ross, Rose

Assistant Professor, Social Sciences; B.A., J.C., Smith College; M.S.W., Columbia University.

Seay, Gary

Assistant Professor, Humanities, B.A., Oklahoma City University, M.A., Rice
University, Ph.D., Georgetown University.

Seda-Rodriguez, Gladys

Associate Professor, Humanities; B.A., Hunter College; M.A., Ph.D., Columbia University.

Septimus, Judah

Instructor, Business Administration: B.S., Brooklyn College;
C.P.A., American Institute of Certified Public Accountants

Shabazz, Betty

Associate Professor, Director, Institutional Advancement; R.N., Brooklyn
State Hospital; B.A., Jersey City State College; Ed.D., University of
Massachusetts.

Shelton, George

Assistant to Higher Education Officer, Assistant Director of Security,
Security and Safety.

Siler, Joyce

Instructor, Business Administration; B.S., North Carolina Central University;
M.S., Hunter College.

Simone, Timothy

Assistant Professor, Social Science, B.A., Empire State College, Ph.D., The
Wright Institute.

Smiley, Earlean

Instructor, Teacher Education; B.S., Medgar Evers College;
M.S., Brooklyn College.

Solomon, Chaszetta

Lecturer, Student Services; B.S., M.A., Howard University.

Spira, Isaac

Assistant Professor, Business Administration; B.S., Brooklyn College; CPA,
State University of New York

St. Pierre, Edouard

Assistant to Higher Education Officer, Field Coordinator
of Cooperative Education, Student Services;
B.A., Superior Normal School of Haiti; M.A., Brooklyn College

Straker, Arlene

Higher Education Intern, Data Processing/Administration, A.A., LaGuardia
Community College.

Sumerlin, John

Assistant Professor, Health Sciences, B.A., M.A., University of West
Florida; Ph.D., New York University.

Tager, Florence

Assistant Professor, Teacher Education; B.A., Brooklyn College; M.A., Ohio State University.

Taylor, Mary

Assistant to Higher Education Officer, Humanities; A.A., Medgar Evers College; B.A., Brooklyn Col-
lege.

Thaxton, Nolan

Associate Professor, Health Sciences, B.S., Allen University; M.S., D.P.E.
Springfield College

Trent, Richard D.

Professor, President; A.B., Michigan State University; M.A., Teachers College, Columbia University;
Ed.D., Teachers College, Columbia University.

Umolu, Mary H.

Professor, Humanities; B.A., M.A., Brooklyn College; Ph.D., Union Graduate School.

Wakatama, Matthew A.

Professor, Teacher Education; B.A., Rhodes University; M.A., Ph.D., University of London.

White, Hilton

Lecturer, Social Sciences; B.S., M.A., M.Ed., Teachers College, Columbia University.

Williams, Cheryl N.

Higher Education Assistant, Academic Affairs; B.A., SUNY at Albany; M.S., Hunter College

Wilson, Herbert A.

Professor/Acting Dean of Administration; B.S., Jackson State University; M.S.,
Indiana University; Ed.D., Columbia University

Winn, Emma

Associate Professor, Health Sciences; R.N., B.S., Georgia State College;
B.S., Bellevue Hospital School of Nursing; M.A., New York University.

Withers, Doris

Assistant Professor, Institutional Research, B.S., Howard University; M.S., University of Illinois; Ph.D., Columbia University.

Young, Deborah R.

Assistant to Higher Education Officer, Special Programs, A.A.S., B.S., Medgar Evers College.

Zambrana, Rafael

Assistant Professor, Social Sciences; B.A., Catholic University of Puerto Rico; M.S.W., Hunter College.

Degree Programs by HEGIS Codes

HEGIS Code	Degree	Program Name
0401	BS	Biology
0501	BS	Business
0502	BS	Accounting
0802	BS	Elementary (N-6) Education
1203	BSN	Nursing
2102	BS	Public Administration
5004	AS	Business Administration
5005	AAS	Secretarial Science-Legal
5005	AAS	Secretarial Science-Executive
5104	AAS	Computer Applications
5214	AAS	Secretarial Science- Medical
5503	AA	Teacher Education
5508	AS	Public Administration
5649	AA	Liberal Arts
5649	AS	Science

INDEX

- About the College 3
- Absence, class (attendance) 10
- Academic
 - conditions for retention and progress 15
 - regulations 8
 - requirements (College-wide) 12, 83
 - residency 6, 13
 - standing 14, 18
 - structure 4
- Accounting, courses in 59
- Adding, dropping courses 10
- Administration, College 136
- Admissions
 - advanced standing 5
 - applications 5
 - deadlines 7
 - discretionary policy 6
 - fees 7
 - foreign students 7
 - general requirements 5
 - health 7
 - high school diploma 5
 - procedures 5
 - readmission 7
- Adult Continuing Education 49
- African and Afro-American Studies -- see individual departments
- Aid (financial) 28-30
- Algebra 103-105
- Anthropology -- courses 109-110
- Application -- to the College 5
 - fees 33
- Art -- courses 84
- Arithmetic -- see mathematics
- Athletics -- see Physical Education
- Attendance 10
- Basketball -- see Physical Education
- Biochemistry -- courses 100
- Biology -- courses 99-100
- Board of Trustees 133
- Bowling courses 80
- Business Administration 53
- Calculus -- courses 104
- Career Planning 32-33, 38
- Casework -- courses 121
- Change of grade 9
- Change in status -- part-time, full-time 27
- Chemistry -- courses 100-101
- Class Standing (requirements) 14
- College Discovery Program 41
- Community Council members 134
- Community Council Awards 135
- Computer Assisted Instruction 35
- Continuing Education 49, 52
- Co-Operative Education 40
- Counseling 31
- Credits (Equated) 22
- Credit (load) requirements 14
- Course Descriptions
 - accounting 59
 - anthropology 109
 - art 84
 - biology 99
 - business 60
 - career planning 32, 33
 - chemistry 100, 101
 - communications 91
 - computer science 101, 102
 - cooperative education 40
 - dance 80-81
 - economics 110, 111
 - education 127, 132
 - English 85
 - ESL/ESD 47
 - finance 61,62
 - French 88, 89
 - health education 78
 - health science 69
 - history 111, 113
 - humanities 82
 - languages 88
 - law (business) 62
 - law (political sciences) 116
 - liberal arts 36
 - management 62
 - manpower 114

- marketing 63
- mass communications 91
- mathematics 103
- media 91
- music 92
- natural science 95, 103
- nursing 72, 73, 74
- philosophy 93
- physical education 79
- physics 103
- political science 115
- psychology 116, 117, 118
- public administration 118
- real estate 65
- secretarial science 66, 67, 68
- social science 106, 122
- sociology 120
- Spanish 89
- special programs 43
- speech 93
- urban planning 123
- yoga 79
- Dance -- courses 80-81
- Dean's Honor List 16
- Degree offerings 4
- Degree requirements -- College-wide 12, 80
- Diploma 20, 52
- Discipline -- rules and penalties 17
- Disciplines -- see Academic Structure
- Divisions
 - Business Administration 53
 - Health Sciences 69
 - Humanities 82
 - Natural Sciences and Mathematics 95
 - Social Sciences 106
 - Special Programs 41
 - Teacher Education 124
- Dropping courses 10
- Duplicate records 24
- Economics -- courses 110
- Education, Teacher 124
- Education, cost of 25
- Electives -- see individual divisions
- English -- courses 85
- Enrollment -- see admissions
- Equivalency diploma 51
- ESL/ESD program 47
- Examinations 11
- Expulsion 20
- Extended Evening and Weekend College 46
- Faculty 136
- Fees - penalty 33
 - other 24
- Finance -- courses 61
- Financial aid 28-30
- Foreign students 7
- French -- courses 88
- Freshman applications 5
- General applications 5
- GI Bill 25
- Grades 11
- Grade Point Average 9
- Graduation -- filing for 17
- Grants 29
- Group counseling 31
- Guidelines for Graduation Award Selection 23
- Health Education 78
- Health -- general requirements 7
- Health services 31
- Health Sciences -- Division of 69
- HEGIS Codes 150
- High School diploma 5
- History -- courses 111-113
- Honors 16
- Humanities - Division of 82
- Independent studies -- see individual divisions
- Languages -- courses 88
- Liberal Arts Studies 36
- Library 34
- Loans 28
- Management -- courses 62
- Manpower -- courses 114
- Marketing -- courses 63
- Mass communications 91
- Mathematics -- courses 107
- Maximum credits 14
- Media -- courses 91
- Medical -- see Health Services

- Military 25
 - refunds 25
 - veterans affairs 32
- Music -- courses 92
- Natural Sciences - Division of 95
- New York State Scholarships 29
- Non-Instructional -- fees 23
- Nursing -- courses 72-74
- Officers of the University 133
- Pass/Fail 8
- Penalties 19
- Philosophy -- courses 93
- Physical education -- courses 79
- Physics -- courses 103
- Placement services 38
- Planning, urban 123
- Political science -- courses 115
- Psychology, courses 116-118
- Prior Learning--Credits for Probation 15
- Progress, rate of, defined 16
- Public Administration 118
- Radio -- see Media
- Reading Laboratory 86
- Real estate -- courses 65
- Refunds 24
- Regulations, academic 8
- Repeating courses 11
- Requirements
 - admissions 5
 - credit 13-15
 - general 14, 80
 - divisional -- see divisions
- Residence 6
- Retention and Progress 15
- Rules 17, 18
- Sanctions, defined 19
- Scholarships 28, 29
- Secretarial science -- courses 66-68
- SEEK 44
- Shorthand -- courses 66-68
- Social Science -- courses 122
- Social Sciences -- Division of 106
- Sociology -- courses 120
- Special Programs 43
- Speech -- courses 93
- Sports -- courses 80
- Spanish -- courses 89
- Statistics -- courses 104
- Structure, academic 4
- Student Activities 32
- Student Services 31
- Swimming -- course 79
- Teacher Education -- Division of 124
- Transcript fees 23
- Tuition 22
- Typing -- courses 66, 67
- Urban planning 123
- Veterans Affairs 32
- Withdrawal from courses 11
- Work-Study Program 38
- Writing Laboratory 44
- Yoga -- courses 79
- Zoology -- courses 100

Medgar Evers College
1150 Carroll Street
Brooklyn, New York

Non-Profit Org.
U.S. Postage
PAID
Brooklyn, N.Y.
Permit No. 11152