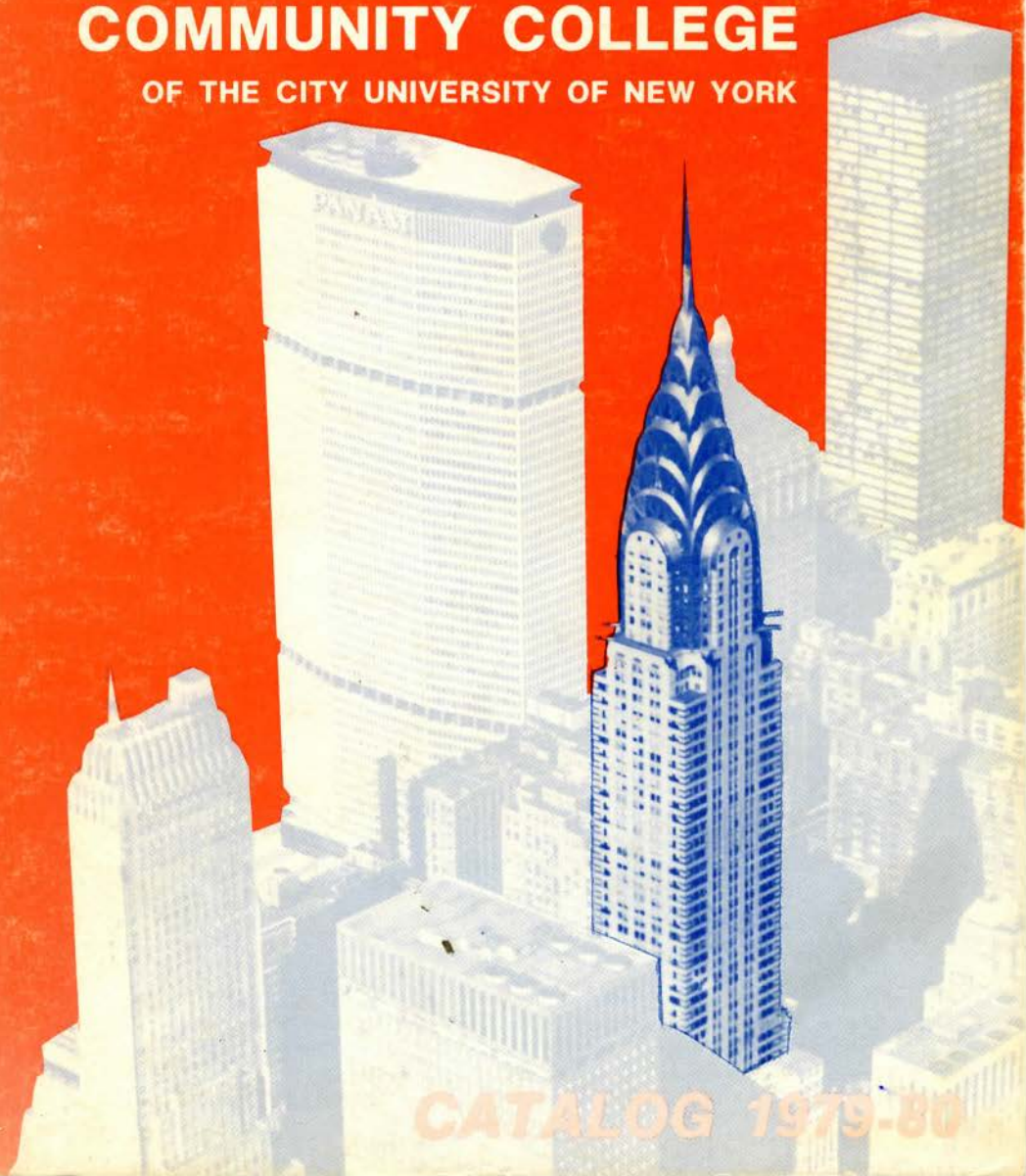


BOROUGH OF MANHATTAN COMMUNITY COLLEGE

OF THE CITY UNIVERSITY OF NEW YORK



CATALOG 1979-80

Information

If you wish to know about:

See Page:

Admissions	15
College Administration	168
Continuing Education	65
Cooperative Education	96
Degree programs	24
Faculty	174
Financial Aid	56
Location of College Buildings	inside back cover
Student Life	68
Tuition and Fees	54
<i>Index to Catalog</i>	195
<i>College Telephone</i>	262-5460

This College offers educational opportunities for all, regardless of age, sex, race, color, national or ethnic origin. It is an Equal Opportunity (Male/Female), Affirmative Action employer. It does not discriminate on the basis of a student's handicap, for admissions or for access to any programs, services, or facilities.

Note to students: Be sure to keep this Catalog for the entire time you are enrolled in this College. It will be your sourcebook and information guide on your academic requirements during the entire period from your date of enrollment until you graduate with your Associate degree.

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Cover photo of Manhattan courtesy New York City Convention and Visitors Bureau. Photos throughout text by Raymond Drew and Michael Kagan, plus Rocketeller Center, Port Authority of New York and New Jersey, Louis Checkman

**1979-80
General Catalog**

**Borough of Manhattan
Community College**

of The City University of New York

**1633 Broadway at 50th
New York, New York 10019**

THE PROGRAMS, REQUIREMENTS, TUITION, AND FEES SET FORTH IN THIS CATALOG ARE SUBJECT TO CHANGE WITHOUT NOTICE AT ANY TIME AT THE DISCRETION OF THE ADMINISTRATION AND THE BOARD OF TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK.

CONTENTS

Academic Calendar / 4

The Borough of Manhattan Community College / 7

Grants and Contracts / 11

Alumni Association / 13

Educational Opportunity Center in Manhattan / 14

Admissions Information / 15

Academic Programs / 19

Basic Skills Requirements / 21

Summer Session / 22

Accounting Program / 24

Allied Health Sciences / 25

Allied Health Sciences / Community Mental Health Technology / 26

Allied Health Sciences / Medical Record Technology / 27

Allied Health Sciences / Respiratory Therapy Technology / 28

Business Management / 29

Business Administration — Transfer Program / 30

Business Management / Career Program / 31

Data Processing / Operations Option / 34

Data Processing / Programming Option / 35

Liberal Arts — Transfer Program / 37

Liberal Arts / Fine Arts Concentration / 38

Liberal Arts / Music Concentration / 39

Nursing / 40

Physical Education Concentration / 42

Physical Education / Dance Concentration / 43

Physical Education / Recreation Leadership / 44

Secretarial Science / 45

Secretarial Science / Bilingual Secretary / 46

Secretarial Science / Education Secretary / 47

Secretarial Science / Education Bilingual Secretary / 48

Secretarial Science / Executive Secretary / 49

Secretarial Science / Legal Secretary / 50

Social Science / Government Administration / 51

Social Science / Social Service / 52

Social Science / Urban Studies / 53

The Costs and Financing of a BMCC Education / 54

Tuition, Fees and Refunds / 54

Financial Aid / 56

Academic Regulations and Procedures / 59

Continuing Education and Community Service / 65

Student Life / 68

Public Order Education Law / 73

Title IX Policy Statement / 74

Student Records Policy / 75

Athletics / 81

Department and Course Descriptions / 82

Course Codes / 82

Accounting / 84

Allied Health Sciences / 86

Business Management / 91

Cooperative Education and Placement / 96

Data Processing / 99

Developmental Skills / 103

Ethnic Studies / 109

English / 105

Interdisciplinary Studies / 117

Labor Studies / 118

Mathematics / 120

Modern Languages / 124

Music and Art / 131

Nursing / 136

Physical Education, Health, Recreation and Dance / 138

Science / 144

Secretarial Science / 147

Social Science / 152

Speech Communication and Theatre Arts / 160

Officials / 163

Board of Trustees / 163

The City University of New York / 164

The Administration of BMCC / 168

President's Advisory Council / 169

Continuing Education Advisory Council / 171

Educational Opportunity Center in Manhattan Advisory Council / 171

Allied Health Sciences Advisory Committees / 172

Data Processing Advisory Committee / 173

The Faculty / 174

Inventory of Registered Programs (HEGIS Listing) / 194

Index to Catalog / 195

Map of College Buildings / inside back cover

Academic Calendar, 1979-80

Fall Semester 1979

SEPTEMBER, 1979

Monday	Sept. 3	Labor Day; Holiday
Tues.-Thurs.	Sept. 4-6	Orientation
Tues.-Fri.	Sept. 4-7	Registration for Fall Semester 1979 (Registration: Sept. 4-7, 10, and 12)
Monday	Sept. 10	Registration continues for Fall Semester 1979
Mon.-Fri.	Sept. 10-14	Bill payment dates (Mon.-Thurs., 9:30 a.m.-7:00 p.m.; Fri., 9:30 a.m.-4:30 p.m.)
Wednesday	Sept. 12	Late Registration
Thursday	Sept. 13	Change of Program
Friday	Sept. 14	Last day to withdraw for 100% refund; Opening Faculty Meeting
Saturday	Sept. 15	First day of classes
Friday	Sept. 21	Last day to withdraw for 75% refund; No classes after 4 p.m.; Start of Rosh Hashonah
Saturday	Sept. 22	No classes; Rosh Hashonah
Friday	Sept. 28	Last day to withdraw for 50% refund; Last day to file for graduation in January 1980

OCTOBER

Monday	Oct. 1	No classes; Yom Kippur
Friday	Oct. 5	Last day to withdraw for 25% refund; Last day to drop a course so that it does not appear on a student's record
Monday	Oct. 8	College closed; Columbus Day

NOVEMBER

Thursday	Nov. 1	Deadline for instructors to submit grade changes for "INC" and "ABS" grades from Spring and Summer 1979 semesters; Transfer Applications for Spring 1980 due in Registrar's Office (II-467)
Monday	Nov. 5	Black Solidarity Day; classes and special programs
Tuesday	Nov. 6	College closed; Election Day
Monday	Nov. 12	College closed; Veterans Day
Tuesday	Nov. 13	Academic advisement period
Wednesday	Nov. 14	All classes follow a Monday schedule
Wednesday	Nov. 21	Last day to withdraw officially from classes with a "W" or a "WF" grade at the discretion of the instructor
Thurs.-Sun.	Nov. 22-25	Thanksgiving Recess; College closed
Monday	Nov. 26	Classes resume

DECEMBER

Saturday	Dec. 1	Last day to apply for Spring Readmission
	Dec. 12	All classes follow a Monday schedule
Saturday	Dec. 15	Last day to change curriculum to become effective for Spring 1980 semester; College Discovery Orientation
Mon.-Mon.	Dec. 24-31	Winter Recess (College closed Dec. 24 and 25; College closed Dec. 31 and Jan. 1; offices open Dec. 20, 27 and 28.)

JANUARY, 1980

Tuesday	Jan. 1	College closed; New Year's Day
Wednesday	Jan. 2	Classes resume
Friday	Jan. 4	Start of last week of classes, Fall Semester 1979
Wednesday	Jan. 9	Last day of classes, Fall Semester 1979
Fri., Mon.	Jan. 11, 14	Final examinations
Tuesday	Jan. 15	Human Rights Day; no examinations
Wednesday	Jan. 16	Deadline for all grades in Registrar's Office by 4:30 p.m.

Spring Semester, 1980

JANUARY, 1980

Mon.-Wed.	Jan. 21-23	Orientation for Spring Semester 1980
Tues.-Fri.	Jan. 22-25	Registration for Spring Semester 1980 (Registration: Jan. 22-25, 28, and 30)
Monday	Jan. 28	Registration continues for Spring Semester 1980
Mon.-Fri.	Jan. 28- Feb. 1	Bill payment dates (Mon.-Thurs., 9:30 a.m.-7:00 p.m.; Fri., 9:30 a.m.-4:30 p.m.)
Wednesday	Jan. 30	Late registration
Thursday	Jan. 31	Change of program

FEBRUARY

Friday	Feb. 1	Last day to withdraw for 100% refund; final bill payment date; hold for Spring Semester Opening Faculty Meeting
Monday	Feb. 4	First day of classes
Friday	Feb. 8	Last day to withdraw for 75% refund
Tuesday	Feb. 12	College closed; Lincoln's Birthday
Friday	Feb. 15	Last day to withdraw for 50% refund; Last day to file for June 1980 graduation
Monday	Feb. 18	College closed; Washington's Birthday
Friday	Feb. 22	Last day to withdraw for 25% refund; Last day to drop a course so that it does not appear on a student's record

MARCH

Saturday	Mar. 15	Deadline for instructors to submit grade changes for "INC" and "ABS" grades from Fall 1979 semester; Transfer Applications for Fall/80 due in Registrar's Office (H-467)
Monday	Mar. 24	Academic advisement starts, continues to Wednesday, May 16
Mon.-Sun.	Mar. 31- Apr. 6	Spring Recess; no classes; offices open (Passover: April 1-2 through April 7-8; (offices close at 4:00 p.m. Monday, March 31, for Passover holiday)

APRIL

Monday	Apr. 7	Classes resume
Monday	Apr. 21	Last day to withdraw officially from classes with a "W" or a "WF" grade at discretion of instructor

MAY

Thursday	May 1	Last day to apply for Summer Session Admission
Wednesday	May 14	Start of last week of classes, Spring Semester 1980
Friday	May 16	Final day of academic advisement period
Tuesday	May 20	Last day of classes, Spring Semester 1980
Wed.-Fri.	May 21-23	Final examinations
Thursday	May 22	Last day to change curriculum to become effective Fall 1980 semester
Monday	May 26	College closed for Memorial Day holiday
Tuesday	May 27	All grades due in Registrar's Office by 5:30 p.m.
Friday	May 30	College open for normal activities

JUNE

Tuesday	June 3	Honors Convocation
Thursday	June 6	Commencement

Summer Session, 1980

JUNE

Tues.-Wed.	June 3-4	Registration, Summer Session 1980
Monday	June 9	First day of classes

JULY

Friday	July 4	College closed; Independence Day
Thursday	July 17	Last day of classes, Summer Session 1980; final examinations

AUGUST

Friday	Aug. 1	Last day to apply for Fall Readmission
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The Borough of Manhattan Community College

The Borough of Manhattan Community College is sponsored by the Board of Higher Education of The City of New York under the Community College Law of New York State. During the 1979-1980 academic year, the Board of Higher Education officially becomes the Board of Trustees of The City University of New York.

Chartered in 1963, BMCC is the tenth unit of The City University of New York. Classes began on September 24, 1964, with courses offered in Business career programs and in the Liberal Arts. More than 1,500 applications were received for the first class, from which 467 students were selected.

MISSION OF THE UNIVERSITY

The primary mission of The City University of New York remains as it has been for more than a century—to cultivate the mind by offering students a wide range and deep understanding of the liberal arts. With the national emergence of the community college movement in the fifties, career education became a vital mission of the University, thus adding to the few on-going career programs in education and engineering a great number of new career opportunities.

The adoption of a policy of open access to all students has become part of the University's mission as of Fall 1970. The philosophy of open access is to create opportunity for students to attain that measure of intellectual and skill development that will make them informed, responsible, and productive citizens.

MISSION OF THE COLLEGE

As the only comprehensive community college in Manhattan, the Borough of Manhattan Community College derives its mission from the University. The primary goals of this coeducational college are to help students develop abilities in rational and critical thinking, capacities of discernment in discriminating among values, and the qualities of leadership for career success.

Transfer programs are provided to students to continue with their education at the senior colleges, and to provide the community with well-trained graduates able to successfully assume their places in the business world and health science fields.

The faculty of the College helps students fulfill these needs through innovative and vigorous instruction, and assistance beyond the classroom with individual tutoring and counseling.

OFFERS ASSOCIATE DEGREES

The Associate degree—Associate in Arts, Associate in Science, or Associate in Applied Sciences—may be earned after two years of study during which students are prepared to find self-fulfilling work as a result of their education, or to continue their education at institutions of higher learning.

The Summer Session (see page 22) and Continuing Education programs (see page 65) provide educational services both on campus and off-campus throughout the length and breadth of Manhattan island. New programs continuously are developed to meet the educational needs of the growing part-time adult population.

The College serves the special requirements of the community by initiating and strengthening the Cooperative Education program in the areas of business, health and public services. As an integral part of the educational offering, the program (in cooperation with local business, industry and government) allows students field experiences directly related to their course of study. Business students are placed on Cooperative Education internships in business; Nursing and Allied Health students on assignments in hospitals and clinics; and Government Administration students in government posts (see page 96 and individual course descriptions).

Admission to the Borough of Manhattan Community College is open to all qualified students (see page 15) without regard to race, color, creed, age, sex, or national origin.

The College operates on a one-college concept. Classes are held from 8:00 a.m. to 9:35 p.m. Monday to Friday, and from 9:00 a.m. to 3:00 p.m. on Saturday. A student may register for either day or evening classes.

EDUCATIONAL OBJECTIVES

The educational goals for the Borough of Manhattan Community College students are achieved through participation in curricular, co-curricular, and extra-curricular activities. The fact that the College is at the hub of the municipal transportation network makes its emergence as a community center a unique mission in the betterment of the cultural fiber of the City. That mission is manifested through in-service courses for communication personnel, public forums, lecture and concert series. With all academic studies, the College appreciation of the values inherent in:

- understanding and fostering the American heritage and ideals of the United States.
- comprehending other civilizations and other cultures.
- learning to use the tools essential for critical, analytical thought and effective self-expression.
- developing proficiency in the student's areas of specialization.
- providing the necessary skills for the selected business career or health service most needed in the community.
- acquiring comprehensive knowledge of the liberal arts to prepare for future advanced study.
- recognizing the dignity of all other human beings.
- fostering the potential for individuals and society to exist in a harmonious relationship.
- participating in community activities as an interested, aware citizen functioning in a democratic society.
- striving for maximum excellence in all programs of study and in personal relationships.

PROGRAMS

When the College opened on September 24, 1964, it offered courses in Business and in the Liberal Arts. A Business Transfer program was added in September 1966. The following year, Health programs were started with concentrations in Respiratory Therapy Technology, Medical Records Technology and Community Mental Health. A Nursing program was added in September 1967.

In the Liberal Arts area, additional concentrations have been added which include Fine Arts, Music, Government Administration, Urban Studies and Social Service, Dance, Physical Education and Recreation Leadership.

The Business career programs have been expanded to include Business Administration, Accounting, and Business Management with concentrations in Banking and Finance, Marketing, Retailing, Sales Management, General Business Management and Credit and Collections. Programs in Data Processing and Secretarial Science are also offered with concentrations in Programming, Computer Operations, Executive, Legal, Bilingual, School Secretary and School Secretary Bilingual, respectively.

ACCREDITATION

The Borough of Manhattan Community College is an accredited member of the Middle States Association of Colleges and Secondary Schools. It has also been accredited by the Board of Regents of the University of the State of New York, and is a member of the American Association of Community and Junior Colleges. Its health programs are accredited by the appropriate agencies including the National League of Nursing, the American Medical Record Association and the National Board for Respiratory Therapy, Inc.

LOCATION

At present, the College occupies five rented facilities serving approximately 9,000 students.

The "H" building at 1633 Broadway between 50th and 51st Streets houses the Testing Office, Tutoring program, the Financial Aid Office and all administrative and faculty offices except the Departments of Music and Art and Science which are located in the "B" Building, at 799 Seventh Avenue between 51st and 52nd Streets, and the Department of Developmental Skills, housed in the "L" building at 172 Amsterdam Ave. near 68th Street.

The "A" building at 134 West 51st Street houses the Library, the Student Health Services office, the College Discovery Program and Counseling and Student Activities offices. The "D" building, at 1585 Broadway near 48th Street, houses mostly classrooms.

In addition there are student lounges in the "A", "B" and "L" buildings. The last facility, located at 172 Amsterdam Avenue, between 67th and 68th Streets, houses the Remediation programs in English, Math, English as a Second Language, and Reading plus the Freshman Counseling office.

THE LIBRARY

The mission of the Library Department is to collect and disseminate media in a variety of formats to support the College curriculum. Three divisions—the Library, Periodicals Department, and the Audiovisual Department—combine forces in this effort. The Library faculty and staff are always ready to meet the information needs of the College community.

The Library, located in Room A201, is the central source of information and research services for students, faculty, and staff. The book collection contains more than 50,000 volumes. Books are shelved on open stacks according to the Library of Congress classification system, and are organized in the Card Catalog by author, title and subject.

Books in heavy demand for class assignments are kept on Reserve at the Circulation Desk.

A Library Lecture Program is conducted to familiarize students with relevant resources. The Library maintains the Borough of Manhattan Community College Archives.

Service hours are from 9:00 a.m. to 8:00 p.m. Monday through Thursday, and 9:00 a.m. to 5:00 p.m. on Friday.

Periodicals Department

More than 400 current serials—magazines, newspapers, journals—and a large microfilm and back issue collection are maintained in the Periodicals Department, which is located in Rooms A206A, A207, and A207A. Access to periodicals is provided by general and specialized indexes and the Department's *Guide to Periodicals*.

The Periodicals Department is open Monday through Thursday from 9:00 a.m. to 8:00 p.m. and on Friday from 9:00 a.m. to 5:00 p.m.

Audiovisual Department

Located in Room A220, the Audiovisual Department provides faculty with a variety of nonprint instructional media and associated classroom delivery services. Resources include the holdings of the CUNY Film Consortium.

Office hours are from 9:00 a.m. to 5:00 p.m. Monday through Friday.

NEW CAMPUS

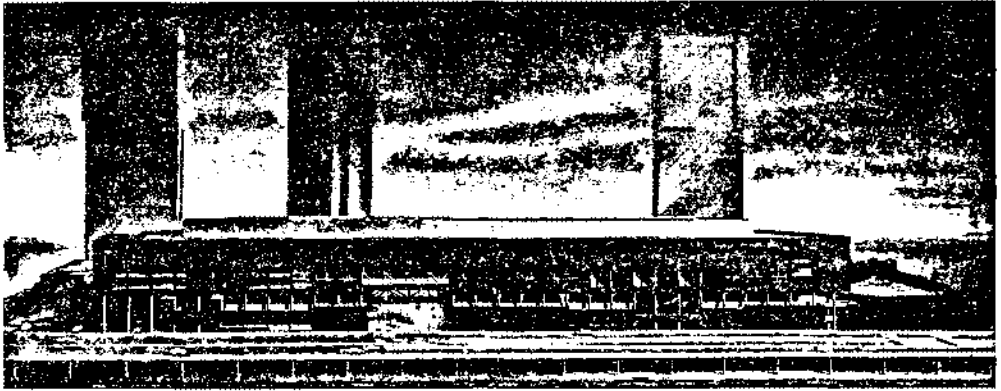
To give a permanent home and identity for the Borough of Manhattan Community College, a new campus is being developed.

In its new location, the College will be able to bring together faculty and students presently scattered throughout the City in rented quarters.

Direct communication between faculty and students on the new campus will continue to be the primary education

medium, even though electronic aids will be widely used. All students will be able to reinforce classroom learning with independent library and other resource-aids study. The library is planned to contain a 24-hour learning center, equipped with the latest information retrieval and audiovisual devices.

The site for the new campus is a 4.28 acre plot bounded by the West Side Highway and the new Chambers Street, and North Moore Street and Washington Street. A total of eight



levels of academic and accompanying facilities are enclosed in the approximately 685,000 gross square feet of space.

Situated six blocks north of the World Trade Center, between the West Side Highway and a new high rise housing development, the College will play a key role in the Washington Street Urban Renewal Plan. Its facilities will be closely related to the needs of the community.

The building is organized around major pedestrian spaces two levels above grade, a level shared with the adjoining housing. Major activity areas, such as the 1000-seat auditorium, are shared with the nearby community. Major student activity spaces—such as the dining area, drama theater, art and music rooms—are housed within the base of the structure, between the street level and the concourse level. The upper levels are given over to the library, classrooms, offices and lounges and laboratories and lecture halls. A pedestrian entrance from Chambers Plaza connects directly with the auditorium, drama theater, and 24-hour study center.

Actual work was started in 1975; all work was suspended in February, 1976, when 12 per cent of the total construction work was completed, because of the lack of financing then available for such construction funding. Resumption of construction is scheduled during the 1979-1980 academic year.

GRANTS AND CONTRACTS

The College administers a variety of grants and contracts which benefit both the regular students and special groups for whom this community college can provide academic and other experience at the higher education level.

For the most recent academic year, 1978-79, funding from external agencies—not just governmental but also profit and non-profit organizations—for conducting educational projects and activities totalled more than \$1,000,000.

Typical sources for these funds were the Public Health Service of the U.S. Department of Health, Education, and Welfare; the U.S. Department of Labor; the Office of Education of the U.S. Department of Health, Education, and Welfare; the U.S. Vocational Education Act; the New York State Civil Service Commission; S&H Company Foundation; St. Luke's Hospital, and American Express Company.

GENERAL INFORMATION

For the Prospective Student

Students entering the College should be aware of the fact that, of all persons enrolling, only a percentage complete the requirements for the degree programs.

While the percentages are not available at this College, the graduation totals show individual student choices in the past three years at BMCC:

	Graduates 1977-78	Graduates 1976-77	Graduates 1975-76	Three-year Total
Accounting	74	96	85	255
Allied Health Sciences				
Community Mental Health Technology	29	31	32	92
Medical Record Technology	22	28	25	75
Respiratory Therapy	21	37	44	102
Business				
Banking & Finance	22	25	26	73
Business Administration	54	52	81	187
Marketing	27	27	21	75
Data Processing	35	32	58	125
Liberal Arts	225	264	321	810
Government Administration	5	6	2	13
Recreation Leadership	7	7	7	21
Social Service	35	37	21	93
Urban Studies	3	5	8	16
Nursing	126	92	136	354
Secretarial Science	84	93	80	257
Degree programs no longer offered	2	0	0	2
TOTALS	771	832	947	2550

In a study issued by the City University, the BMCC retention rate/graduation rate for students was 50.6%, compared to the CUNY-wide community college retention rate/graduation rate of 41.5%. A different research study by the City University showed that—of all entering students—those who originally enrolled at three community colleges, **including the Borough of Manhattan Community College**, had the highest community college graduation rates at CUNY after four years and five years. The same report especially noted that among community college entrants transferring to CUNY senior colleges those from BMCC were from the three with the highest graduation rates after five years.

A BMCC survey of its graduates shows that 66% either continued their studies and received a bachelor's degree

or were still enrolled for a bachelor's degree in a senior college or university.

In programs leading to examination for certification or state licensing, the Nursing program, for example, had 83% of its graduates pass the New York State professional examination in July 1977.

Job prospects for students completing the degree programs vary widely with the specific program and the job market at the time the student is graduated. A student should feel free to discuss with departmental Chairpersons such job market changes during the time the student is enrolled at BMCC. The College offers job placement assistance to students and alumni through the Cooperative Education and Placement Department (see page 54).

SALARIES OF BMCC ALUMNI EMPLOYED FULL TIME

Fall, 1977

(Total respondents: 616 persons)

Salary Level	All Alumni (616 persons)	Business Careers (218 persons)	Health Careers (143 persons)	Transfer Programs (255 persons)
\$ 0 - 4,999	2.1	1.8%	0.7%	3.1%
5,000 - 7,499	8.9	5.0	2.8	15.7
7,500 - 9,999	20.3	22.9	8.4	24.7
10,000 - 14,999	50.0	50.0	67.8	40.0
15,000 - 19,999	15.9	16.1	19.6	13.7
20,000 or more	2.8	4.1	0.7	2.7
	100.0%	99.9%	100.0%	99.9%
Median	\$11,864	\$12,019	\$12,884	\$10,834

This information in the table above comes from a survey (Fall 1977) of graduates from the August 1973 through the June 1976 classes; 97.2 percent were employed in New York City; of all employed (100%), 68.2% were employed in the private sector and 31.8% were employed in the public sector (city, state, or federal agencies).

The faculty at BMCC is composed of 262 full-time classroom teachers, including Professors, Associate Professors, Assistant Professors, Instructors, and Lecturers, assisted by College Laboratory Technicians, plus up to 200 adjunct or part-time faculty. The departmental breakdown of adjunct faculty varies from semester to semester, because the enrollment itself varies and student course selections vary.

ALUMNI ASSOCIATION

An Alumni Association was formed by the first graduating class in the Fall of 1966. It is dedicated to furthering the interests of the College, its students and its graduates. Voluntary contributions are welcome and will be used for scholarships and to support the work of the College and the Association.

A prospective or enrolled student should understand that the information

A student should be aware that not every course listed in this Catalog is offered every semester, or every year. Questions about specific courses and their availability should be directed to the Chairperson of the Department listing the course. The student Handbook lists all Chairpersons and office locations; all are also accessible by telephone either directly or through the College switchboard (telephone 262-5460).

Official changes at the College since the publication of this Catalog can be secured from the office of Assistant to the President and Catalog Editor, Mr. Harold Rubin, Room H430, telephone 262-3507. General information about the College also can be secured from the same office.

given in these paragraphs is subject to change each semester as the enrollment itself changes; much is dependent upon the qualities, goals, background and effort that a student brings to the degree program in which he or she is enrolled.

The Association acts as a clearing house for alumni suggestions and activity. In liaison activities with the College, it evaluates and communicates alumni

suggestions regarding curriculum improvement. The College's Placement

office continues to assist alumni regardless of their year of graduation.

EDUCATIONAL OPPORTUNITY CENTER IN MANHATTAN

The Educational Opportunity Center in Manhattan is located in the New York State Harlem Office Building at 163 West 125th Street, New York, N.Y. 10027. The Center in Manhattan provides educational opportunities

to high school and non-high school graduates, to acquire skills, vocational instruction, developmental instruction and a College Adapter Program to prepare students to continue their education in colleges.



Admissions Information

As an urban community college, the Borough of Manhattan Community College enjoys a special relationship with the New York metropolis. Although students are drawn largely from the boroughs of the City of New York, applicants are also welcomed from the greater metropolitan area, from out-of-state and from foreign countries.

The College offers a variety of programs, health services, and liberal arts which lead to the Associate in Arts or Associate in Applied Science degrees. Students may enroll on a full-time or part-time, matriculated or non-degree, basis. Prospective students should direct all inquiries to the office of the Director of Admissions, Rooms H455-457; telephone 262-3585.

REQUIREMENTS

HIGH SCHOOL DIPLOMA AND CLASS RANK

Beginning with the Fall 1976 semester, all applicants who have fulfilled the New York City residency requirements and who have received a high school diploma, or a New York State Equivalency Diploma, are admitted to one of the units of the University on the following basis:

- A. **Admission to the Senior Colleges requires** a high school average of 80% or higher; or a rank in the upper one-third of the high school class.
- B. **Admission to the Community Colleges requires** a high school average of 70% or higher; or a rank in the upper third quarter of the high school class. GED scores are correlated to high school averages to determine admission to a Senior or Community College.

MEDICAL EXAMINATION (*Health Requirement*)

At the time of the initial registration, each student admitted to the College is required to submit a completed medical examination report including results of a chest x-ray or tuberculin patch test. A standard form, made available by the College, must be filled out and signed by the examining physician. This medical form and an "Emergency Medical Release" are conditions of acceptance to matriculated status at this College. They must be received by the deadline dates established by the Admissions Office. Students who neglect to meet these requirements will not be sent registration information and will not be permitted to register as matriculants. Students who are admitted as non-matriculants are not required to submit a medical examination report.

Applicants for admission to any program in Health Science Technologies will be required to meet the physical and mental health standards set forth by the College and affiliating agencies.

APPLICATION PROCEDURE

Students who wish to attend the Borough of Manhattan Community College are required to file applications according to the City University schedule. Early filing dates are:

Semester	High School Seniors and Graduates With no Previous College Credits	Students with Previous College Credits (Advanced Standing)
Fall	January 15 *	March 15*
Spring	October 14*	November 1*

* Closing dates to be announced at the discretion of the College. Deadline dates will be extended for veterans of the United States Armed Forces.

Three types of applications are available for prospective students:

A. The University Application for Admission, for use by students who are applying to regular City University programs. This application permits students to apply to as many as six programs on a single form, even if the six programs are offered in six different CUNY colleges.

This application **must** be used by:

1. Students who are still in high school.
2. Students who have graduated from high school but have had no previous college work.
3. Students with a High School Equivalency Diploma who have had no previous college work.
4. Permanent residents, immigrants, and refugees.

B. The Application for Advanced Standing (Transfer) Admission, for use by students who have had previous college work. The student must meet the Advanced Standing deadline for all credentials; application, high school transcript, and all previous college credit transcripts. Applicants must have a 2.0 ("C") cumulative Grade Point Average at the time of submission of application. (For purposes of evaluating a record for transfer admissions, the CUNY Office of Admission Services equates all non-passing grades as F's except non-penalty withdrawals and incompletes, absences, and no grade reported less than 6 months old.)

C. Application for Students Educated Abroad must be used by students with foreign credentials and those who hold or expect to obtain a temporary visa for stay in the United States. This includes all visas in the non-immigrant category (visitor, student, diplomatic, etc.). Application must be made through the Office of Admissions Services, City University of New York, 101 West 31st Street (Seventh floor), New York, N.Y. 10001.

D. Application for College Discovery Program: The College Discovery Program is one of the University's major programs for the educationally disadvantaged student (see page 69). Students interested in applying for this program must complete the appropriate section of the admissions application form.

Where to Apply

Application blanks are available from public high schools, selected community centers, the City University's Office of Admission Services, 101 West 31st Street (Seventh Floor), New York, N.Y. 10001, and from the University Application Processing Center (UAPC), Box 148, Vandervcer Station, Brooklyn, N.Y. 11210. The College has a limited number of applications available.

STUDENTS WITH PREVIOUS COLLEGE WORK

(Advanced Standing)

All applicants in good standing at the college from which they wish to transfer may be granted transfer credit for courses completed at other colleges. Credit will be given for courses with passing grades from any unit of City University and for courses with passing grades of "C" or better from any other accredited college. However, the actual grades for courses taken at any other institutions are not transferable; grades received for any courses taken outside of BMCC are not included in the cumulative Grade Point Average. Students who are accepted with advanced standing receive a statement of the total number of credits awarded. This information can be made available prior to registration at BMCC if a formal request is made to the Admissions Office.

Students must complete a minimum of 32 credits in residence at this College to be certified for a degree. Students presenting credits beyond the number that can be credited to them may be exempted from appropriate subjects. Advanced standing students must complete the total number of credits for their curriculum and may do so by choosing courses with the approval of their academic advisor.

According to the number of credits accepted at BMCC, advanced standing students will be placed on a semester level according to the following schedule:

Lower Freshman	12-17	Lower Sophomore	35-51
Upper Freshman	18-34	Upper Sophomore	Over 51

All applications from students not in good academic standing at the college from which they wish to transfer will be submitted to the BMCC Committee on Admissions.

If, at the time of application, a student does not inform BMCC that he or she has previously accumulated college credits and would have to apply as an advanced standing student, the College will not consider granting advanced standing at a later date.

MATRICULATED STATUS

Students who are enrolled in a degree-granting program are considered matriculated students. These students must take the prescribed courses for the program they are enrolled in and are required to maintain satisfactory grades and standards.

NON-DEGREE STATUS

Students who do not intend to pursue a degree-granting program and whose courses do not carry college credit are considered non-degree students. Applicants should apply directly to the Admissions Office, H-451, of the College.

Only high school graduates or holders of the New York State Equivalency Diploma may receive college credit for courses. The College also reserves the right to deny admission to a course for which the applicant does not have the required background.

Foreign student applicants will not be accepted by the College as non-degree students.

CHANGE FROM NON-DEGREE TO MATRICULATED STATUS

Students who are admitted as non-degree students will not be permitted to change their status to matriculated at a later date, unless they can prove that they were mis-advised at the time of their initial application to the College.

READMISSION TO THE COLLEGE

All students who have been separated from the College for one semester or more, excluding Summer Session, must reapply for readmission according to the rules and regulations of The City University. Applications must be filed by December 15 for the Spring semester, and by August 15 for the Fall semester.

The Admissions Office will offer readmission to all students who were on leave of absence and/or were in good academic standing or on probation at the time of their separation.

Previous withdrawals by students in good academic standing will not be a factor in considering their applications for readmission.

The Admissions Office will deny readmission to any student who has been academically dismissed twice. The Admissions Office will provide information concerning alternative educational opportunities.

The Admissions Office will offer readmission to students who were academically dismissed once and have a cumulative G.P.A. of 1.80 or better. Students in this category will be on probation.

The Admissions Office will be prepared to turn over to the Committee on Academic Standing all applications for readmission from students who have been dismissed once, whose averages are below 1.8 and have accumulated 45 credits or more.

Students who attend other institutions after leaving the College must submit an official transcript before their application for readmission will be considered.

Students who withdraw for medical reasons, and then reapply, must present a statement from a physician indicating physical and emotional fitness for resuming full-time studies at the College.

FOREIGN STUDENT ADVISOR

A foreign student advisor is available in the Admissions Office to assist foreign students with problems relating to immigration, academic standing and other matters of concern to foreign students. **Foreign student tuition waiver applications are also available through this office.**

The Academic Programs

The Borough of Manhattan Community College offers a choice of many programs of study and awards three degrees.

The Associate in Arts (A.A.) degree is granted upon satisfactory completion of required credits in approved programs for Business Administration-Transfer, or for Liberal Arts, including the following concentrations within the program: Dance, Fine Arts, Government Administration, Music-Performing Arts, Physical Education, Recreation Leadership, Social Service, and Urban Studies.

The Associate in Applied Science (A.A.S.) degree is granted upon successful completion of approved programs in Accounting; Business Management, with concentrations in General Management, Banking and Finance, Marketing, Retailing, Credit and Collections, and Sales Management; Data Processing, with concentrations in Operations and Programming; Secretarial Science, with concentrations in Bilingual, Executive, Legal, School, and School-Bilingual; Allied Health Sciences, with programs in Medical Record Technology and Respiratory Therapy, and Nursing.

The Associate in Science degree is granted upon successful completion of the Community Mental Health Technology program in Allied Health Sciences.

A student must have completed thirty-two credit hours in residence to be certified for a degree. For information concerning credits earned prior to attendance at Borough of Manhattan Community College, see page 17.

Associate in Applied Science Degree (A.A.S.)

Business (1):

- Accounting (2)
- Business Management (2)
 - Banking and Finance
 - Credit and Collections
 - General Management
 - Marketing
 - Real Estate
 - Retailing
 - Sales Management
- Data Processing (2)
 - Operations
 - Programming
- Secretarial Science (2)
 - Bilingual
 - Executive
 - Legal
 - School
 - School—Bilingual

Health (1):

- Allied Health Sciences
 - Medical Record Technology
 - Respiratory Therapy
- Nursing

Associate in Arts Degree (A.A.)

General Academic

- Liberal Arts Transfer
- Business Administration-Transfer
- Government Administration
- Physical Education
- Recreation Leadership
- Social Service
- Urban Studies
- Ethnic Studies
- Dance
- Fine Arts
- Music—Performing Arts

Associate in Science Degree (A.S.)

- Allied Health Sciences (1)
 - Community Mental Health

(1) Career programs

(2) Cooperative Education program

CAREER PROGRAMS

IN BUSINESS:

The Business Programs offer a variety of curricula designed to meet the varying needs and aspirations of the business-oriented student. These programs offer a wide choice of educational opportunities, so that the student may select the particular program best suited to the furtherance of individual goals, whether it be a generalized course of business study, the development of specific skills in specialized areas, or modifications within this framework. Students may also transfer to institutions of higher education upon completion of the A.A.S. degree at this College.

Students are urged to measure the programs against their own future plans, and ask for counseling to aid them in their selection.

IN HEALTH SCIENCES:

Health Service Programs prepare students to pursue careers in hospitals, clinics, mental health centers, and other health service agencies. They are designed to fill the critical manpower needs in the allied health field. Students are assigned to affiliating agencies for their clinical internships. All students are required to abide by the regulations of the agency and to maintain satisfactory professional behavior acceptable to the administration and supervisory personnel of the agency.

The Health Service Programs consist of two separate departments, Allied Health Sciences and Nursing.

LIBERAL ARTS PROGRAMS

The Liberal Arts curriculum, designed to enrich the student's background, encourages the formulation of original ideas and critical thinking, and develops an understanding of contemporary social, political, and cultural problems. Liberal Arts courses required for all students include English language and literature, speech and foreign languages, mathematics, music and art, physical and health education, science, and social science.

Students may enroll in the Liberal Arts-Transfer program and elect courses that are of special interest to them from among the social sciences, sciences and humanities. Students who successfully complete the Liberal Arts-Transfer curriculum receive the Associate in Arts (A.A.) degree and may also continue their education at institutions of higher education.

Students may also enroll in one of the specialized concentrations which are available, such as Dance, Fine Arts*, Government Administration, Performing Arts--Music*, Physical Education, Recreation Leadership, Social Service and Urban Studies. These programs are described on the following pages.

*For concentration in Performing Arts—Music (Classical or Jazz), or in Fine Arts, see Chairperson of the Department of Music and Art.

ADDITIONAL ACADEMIC INFORMATION

Dean's List

Students who earn a Grade Point Average of at least 3.30 during the semester are placed on the Dean's List issued by the Office of the Dean of the Faculty. Such students, however, must be ma-

Instructional Testing

The City University has set the following Basic Skills Proficiency as a requirement for all students at each of its units:

Each student must meet standards of proficiency in the basic skills areas of reading, writing and mathematics established by the College. In addition, the Board of Higher Education has mandated that students meet a University-wide minimal level of skills proficiency before entrance to the upper division. Consequently, students will be tested in these areas after admission but prior to their freshman year, so as to determine whether they meet the minimal University standards and the College's standards. Those who fail initially to meet these requirements will be given appropriate remedial instruction to assist them in achieving the required skills competency levels. Students who fail to achieve the minimal standards of CUNY by the end of their sophomore year, will not be permitted to continue in the University. (In the case of students enrolled in a senior college, the end of the sophomore year shall be the end of the semester, quarter or session in which the student completes 61 or more credits. In the case of students enrolled in a community college, the end of the sophomore year shall be the semester, quarter or session in which the student completes the degree requirements for graduation from the program in which he or she is enrolled.)

The above tests are administered by the Office of Instructional Testing and Research, a unit within the Office of the Dean of Faculty at BMCC. Upon being accepted for admission to BMCC, all entering freshmen and other new stu-

tricated; must be registered for 6 or more credits for the semester; must qualify for the 3.30 GPA in calculations after any unsettled grades are resolved, such as "INC," and must not have failed any courses.

dents are required to take such examinations. Freshmen and new students who do not take these examinations offered by the Office of Instructional Testing and Research will not be allowed to register for the term.

Auxiliary Services

Tutoring: Free tutoring is available in all subjects. Tutoring is designed to further students' understanding of basic concepts in subjects in which they are experiencing difficulties. To apply for tutoring, students go to the Tutoring Center and fill out an application. Students receive weekly appointments and instructors are informed of students' progress after each tutoring session. Tutors are recruited and hired through individual BMCC departments. BMCC students, as well as students and graduates of CUNY senior colleges and other institutions of higher learning, are eligible to tutor if they are considered qualified.

Special Services Tutorial Project operates with Federal funds on weekends (Saturdays, 9:00 a.m.-1:00 p.m., and Sundays, 1:00-5:00 p.m.) in L Building. Disadvantaged low-income students with academic potential are eligible. The goal of the project is to increase the retention and graduation rates of such students through tutoring, counseling, and study skills.

Career Learning Resource Center offers mediated instructional aids for independent study in business career programs.

Secretarial Science Skills Development Center provides an open laboratory for dictation practice and skill development.

SUMMER SESSION

The College offers a six-week summer session program. This makes it possible for students who so desire to pursue degree requirements during the summer months. It is also beneficial for students who may be taking a reduced load program. The summer session, which has both day and evening classes, provides a full range of courses for students in all degree programs. The deadline date for applying is May 1.

INSTITUTIONAL RESEARCH

The Office of Institutional Research

TRANSFER FOR FURTHER EDUCATION

Borough of Manhattan Community College graduates find a high degree of acceptance of their educational coursework at other institutions of higher education.

For example, all institutions within the City University of New York accept BMCC credits toward further study, as long as the student pursues the baccalaureate degree in the same program as that student matriculated in this College. When a student changes his/her program, a high number of the courses are accepted but each college in CUNY has individual degree requirements at

gathers and analyzes statistical information related to college operations, problems, populations, etc., and produces reports based on inferences and conclusions derived from such endeavors. Such studies include reports on productivity and cost in the instructional departments, longitudinal studies on grading patterns; student characteristics, such as age, ethnicity, family income, educational and familial backgrounds; the needs and costs of the remedial programs, and many others. This Office serves as liaison between other college information generating offices and their central university counterparts.

the B.A. or B.S. level which the student must fulfill. All CUNY colleges have articulation agreements with BMCC. CUNY regulations provide that "students entering the University after September 1, 1978, who have failed to meet the standards of proficiency in the basic skills areas of reading, writing and mathematics established by the University will not be permitted to transfer."

The following colleges either have accepted BMCC students or graduates in recent years, or have indicated they will accept applicants from BMCC:

In New York City:

Bernard M. Baruch College
Brooklyn College
The City College
Medgar Evers College
Fordham University, School of General Studies
Hunter College
John Jay College
Herbert H. Lehman College
Long Island University, Brooklyn Center
Manhattan College
Marymount Manhattan College
Mount Saint Vincent College

New York Institute of Technology
The New School of Social Research
New York University
Pace University
Queens College
St. John's University
St. Joseph's College
The College of Staten Island
(Richmond College)
State University of New York Downstate
Medical Center
York College

Outside New York City:

The State University of New York at:

Albany
Binghamton
Buffalo

Stony Brook

SUNY Colleges at:

Brockport
Buffalo
Cortland
Fredonia
Geneseo
New Paltz
Old Westbury
Oneonta
Oswego
Plattsburgh
Potsdam
Purchase
Utica/Rome

SUNY Empire State College

SUNY Health Science Centers, at
Buffalo and at Stony Brook

SUNY Upstate Medical Center,
Syracuse

SUNY College of Optometry

SUNY College of Veterinary Medicine,
at Cornell

Adelphi University (Long Island)

American University (District of
Columbia)

Antioch College (Ohio)

Bethany College (West Virginia)

Cheney State College (Pennsylvania)

Florida A. & M. University

Howard University (District of
Columbia)

Jacksonville University (Florida)

Notre Dame University

Skidmore College

University of Idaho

West Chester of College (Pennsylvania)

Williams Technical Institute
(North Carolina)

In addition, the following institutions have conferred advanced degrees (master's or doctorates) upon graduates of BMCC, or have accepted graduates of this College for advanced degree programs:

University of Baltimore (Maryland)

Columbia University

College of Physicians and Surgeons,
and School of Social Work

Dominican College (New York)

Fordham University, School of
Social Work

Harvard University, Law School
(Massachusetts)

Long Island University, C. W. Post
College (Long Island)

New York Law School

Seton Hall University (New Jersey)

Smith College (Massachusetts)

State University of New York at Stony
Brook

Yeshiva University School of Law



Degree Programs Offered

All students in all degree programs must meet the Basic Skills requirements of the City University (see page 21).

ACCOUNTING

The Accounting degree program is designed to prepare students for jobs in the field of accounting as well as for transfer to senior colleges. The A. A. S. degree is granted upon completion of the requirements listed.

Many graduates now hold responsible accounting positions in business firms. In addition, a large percentage of those who complete the two-year accounting program proceed to four-year schools and then become practicing professional accountants. A number have achieved the Certified Public Accountant Certificate, the highest professional recognition one can achieve in the field.

ACCOUNTING PROGRAM

(Courses and Credits)

First Semester

Intro. to Business Administration (BUS 103).....	3
Elementary Accounting I (ACC 120) (a).....	3
English Composition I (ENG 100).....	3
Fundamentals of Speech (SPE 100).....	3
Social Science Elective (b).....	3
	15

Second Semester

Business Org. & Mgt. (BUS 200).....	3
Elementary Accounting II (ACC 220).....	3
English Composition II (ENG 115).....	3
Art or Music.....	2
Mathematics (c).....	4
Phys. Ed. Elective.....	1
Cooperative Education—Career Planning (CED 201).....	2
	18

Third Semester

Intermediate Accounting I (ACC 330).....	3
Cost Accounting I (ACC 450).....	3
Intro. to (ECO 100).....	3
Business Law (BUS 110).....	3
Cooperative Education—Accounting Intern. I (CED 301) (d).....	2
English III (e).....	3
	17

Fourth Semester

Intermediate Accounting II (ACC 430).....	3
Two Accounting Electives (f).....	6
Science Elective (g).....	3-4
Health Education (HED 100).....	2
Cooperative Education—Accounting Intern. II (CED 401) (d).....	2
	16-17
TOTAL CREDITS.....	66-67

- Instead of ACC 120—Elementary Accounting I, Students have the option of taking ACC 100—Elementary Accounting IA in the first semester, followed by ACC 110—Elementary Accounting IB in the second semester. ACC 100 earns 2 credits and ACC 110 earns 1 credit. Together, ACC 100 plus ACC 110 are the equivalent of ACC 120.*
- Student may select one course in anthropology, history, philosophy, political science, psychology, sociology, or a Black Studies course in Social Science.*
- The Mathematics requirement may be fulfilled by either MAT 402—Finite Mathematics or by MAT 150—Introduction to Statistics. Students who wish to take MAT 402 must have taken MAT 053 at BMCC (in addition to curriculum requirements), or Intermediate Algebra and Trigonometry in high school as a prerequisite.*
- In certain cases, special options and electives are available in lieu of Cooperative Education courses. In such instances students must obtain written permission from the Cooperative Education Department.*
- The English III requirement consists of one English elective chosen from English courses number ENG 200 or higher, or Black (BLK) literature courses numbered BLK 200 or higher.*
- Students are required to select two of the following:
ACC 340—Taxation (3 credits)
ACC 451—Cost Accounting II (3 credits)
DAT 120—Introduction to Computer Concepts (3 credits)*
- The student may elect a 4-credit course in BIO 110, General Biology; CHE 110, General Chemistry; PHY 110, General Physics; AST 110, General Astronomy; or SCI 100, General Science, which is 3 credits.*

ALLIED HEALTH SCIENCES

Programs in the Department of Allied Health Sciences prepare students to pursue health careers in hospitals, clinics, mental health facilities, and other health care agencies. The programs are designed to fill the health manpower needs in the fields of allied health. Students, as a major portion of their program, are assigned to affiliating agencies for clinical/hospital practice. All students are required to abide by the regulations of the College, the Department, and the particular agency with which they may be affiliated. The student must maintain satisfactory performance in all areas of the program, and behavior which is professionally acceptable to the College, Department, and Agency. Disciplinary problems are considered jointly by the College and its affiliating institutions. *All students planning to pursue a curriculum in any of the Allied Health Sciences Programs, must meet with a Departmental Advisor prior to registration in these curricula.*

There are currently three different two-year career programs in the Department of Allied Health Sciences leading to the Associate in Applied Science (A. A. S.) or the Associate in Science (A. S.) degree. These programs, in a variety of health fields, are: Community Mental Health Technology (A. S.), Medical Record Technology and Respiratory Therapy (both A. A. S.).

For Community Mental Health Technology, see Page 26.

For Medical Record Technology, see Page 27.

For Respiratory Therapy see Page 28.



ALLIED HEALTH SCIENCES

Community Mental Health Technology

This program prepares students to fill the manpower gap between the "aide" and the "professional" in the mental health field. Graduates of this program are trained to work in hospitals, neighborhood "satellite" mental health clinics, rehabilitation centers, social service agencies, and "special" schools and/or

classes for the emotionally disturbed and mentally retarded. Upon successful completion of this program, students receive the Associate in Science (A. S.) degree; selected individuals completing the degree program may be able to continue in programs at the Baccalaureate, or higher levels.

ALLIED HEALTH SCIENCES

Community Mental Health Technology

(Courses and Credits)

	Class Hours	Lab Hours	Lab Credits	Total Credits
First Semester				
Introduction to				
Community Mental				
Health & the Rehab-				
ilitation Process.....3				
	3	3	1	4
Biology I.....3	3	3	1	4
English I.....3	0	0	0	3
General Psychology.....3	0	0	0	3
Music or Art.....2	0	0	0	2
				—
				16
Second Semester				
Abnormal Psychology.....3	0	0	0	3
Child Psychology.....3	0	0	0	3
Biology II.....3	3	3	1	4
English II.....3	0	0	0	3
Introduction to				
Statistics.....4				
	0	0	0	4
				—
				17

Third Semester

Spanish*.....3	0	0	0	3
Psych. Measurement				
& Evaluation.....2	3	1	1	3
American Government...3	0	0	0	3
Counseling & In-				
terviewing.....3				
	1	0	0	3
Mental Health Treat-				
ment & Techniques...3				
	3	1	1	4
Physical Education.....2	0	0	0	1
				—
				17

Fourth Semester

Clinical Assistantship				
in Mental Health.....2				
	16	3	3	4
Human Sexuality.....3	0	0	0	3
Mental Health				
Practicum.....2				
	1	0	0	2
Social Disability.....3	0	0	0	3
Speech.....3	0	0	0	3
Spanish Conversation*...3	0	0	0	2
				—
				17
TOTAL CREDITS.....				67

*By advisement of Modern Language Faculty.

ALLIED HEALTH SCIENCES

Medical Record Technology

The coordinating factor in all patient services is the medical record, which makes the medical record technician one of the more important members of the health team. The program in Medical Record Technology prepares students to maintain records, compile information, analyze and prepare health information needed by physicians, hospitals, patients, and public agencies.

These records are used for research, insurance claims, legal actions, treatment, medication evaluation, and teaching health service personnel. Upon successful completion of the program, graduates receive the Associate in Applied Science (A.A.S.) degree, and are eligible to take the examination for accreditation by the American Medical Record Association.

ALLIED HEALTH SCIENCES

Medical Record Technology Program

Courses and Credits

	Class Hours	Lab Hours	Lab Credits	Total Credits
First Semester				
English I.....	3	0	0	3
Introduction to Statistics (MAT 150).....	4	0	0	4
Introduction to Sociology.....	3	0	0	3
Medical Terminology I.....	3	0	0	3
Secretarial Practice (Typing, SEC 510).....	0	4	2	2
Medical Record Science I.....	2	0	0	2
				17
Second Semester				
English II.....	3	0	0	3
Anatomy & Physiology I (BIO425).....	3	2	1	4
Medical Terminology II.....	2	0	0	2
Office Practice & Machines I (SEC330).....	2	0	0	1
Medical Record Science II.....	2	3	1	3
Music or Art.....	2	0	0	2
				15

Third Semester

General Psychology.....	3	0	0	3
Medical Record Science III.....	2	3	1	3
Medical Record Clinical Practice I.....	2	6*	2	4
Anatomy & Physiology II (BIO426).....	3	2	1	4
Office Practice & Machines II (SEC540).....	2	0	0	1
Physical Education.....	2	0	0	1
				16

Fourth Semester

Fundamentals of Speech.....	3	0	0	3
Medical Record Science IV.....	2	3	1	3
Medical Record Clinical Practice II.....	0	12*	4	4
Medical Records Applications in Data Processing.....	2	2	1	3
Pathology of Disease.....	3	0	0	3
				16
TOTAL CREDITS.....				64

*Classroom laboratory and clinical practice.

ALLIED HEALTH SCIENCES

Respiratory Therapy

The Respiratory Therapy program provides specialized training in the techniques essential to the restoration and maintenance of respiration, adequate oxygenation and proper elimination of carbon dioxide. Knowledge and skills fundamental to the use and application of medical gases, preparation and care of patients,

and operation and maintenance of equipment are taught in the classroom and in the clinical agencies. Successful completion of course work leads to the Associate in Applied Science (A.A.S.) degree and eligibility to take the national examination for registry given by the National Board for Respiratory Therapy, Inc.

ALLIED HEALTH SCIENCES

Respiratory Therapy Program (Courses and Credits)

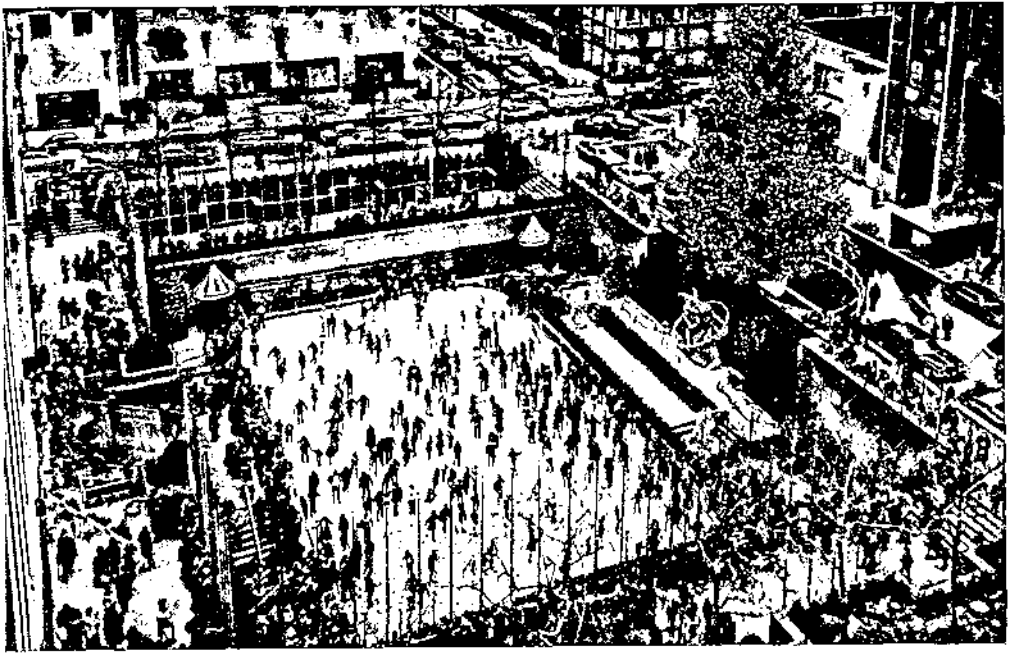
	Class Hours	Lab Hours	Lab Credits	Total Credits
First Semester				
English I.....	3	0	0	3
Anatomy and Physiology I.....	3	2	1	4
Introduction to Statistics.....	4	0	0	4
Introduction to Sociology.....	3	0	0	3
Fundamentals of Respiratory Therapy.....	2	6	2	4
				18
Second Semester				
English II.....	3	0	0	3
Anatomy and Physiology II.....	3	2	1	4
Chemistry for Allied Health.....	3	0	0	3
Chemistry Lab.....	0	3	1	1
Respiratory Therapy I.....	4	0	0	4
Respiratory Therapy Clinical Practi- cum I.....	0	9	3	3
				18

Summer Semester

Respiratory Therapy Summer Practicum.....	0	400	6	6
Third Semester				
General Psychology.....	3	0	0	3
Cardio-Respiratory Physiology.....	2	0	0	2
Pharmacology.....	3	0	0	3
Respiratory Therapy II.....	3	1	0	3
Respiratory Therapy Clinical Practi- cum II.....	0	16	4	4
Physical Education.....	2	0	0	1
				16

Fourth Semester

Fundamentals of Speech.....	3	0	0	3
Fundamentals of Clinical Medicine.....	2	0	0	2
Music or Art.....	2	0	0	2
Respiratory Therapy III.....	3	1	0	3
Respiratory Therapy Clinical Practi- cum III.....	0	16	4	4
				14
TOTAL CREDITS.....				72



BUSINESS MANAGEMENT

The Business Management Department's goals are to:

1. Enable the student to achieve upward career mobility in an honorable and satisfying manner. It is hoped that the student will become personally motivated to succeed and to achieve at the highest level in any endeavor.

2. Enable the student to develop humanistic and citizenship values.

The Department seeks to achieve these goals by encouraging students who are interested in the operations of business, government organizations, or organizations in the voluntary (non-profit) sector of the economy to enter either the transfer program or career concentrations in Business Management.

Under these, BMCC students learn about the management aspects of business and other organizations. Everything from the financing of an organization to managing its daily operation, or production to marketing its product, is covered by appropriate subjects in the department's programs. No organization exists which does not require the services of

people who are familiar with the various aspects of management.

Graduates of the career concentrations are eminently equipped to perform useful work for an employer after completing the two years at BMCC at a junior management level or to go on to a senior college if they so desire. Graduates of the transfer program usually expect to make an immediate transition to senior college and do not seek the immediate employability feature at the junior level of management. Students who are not sure of their future plans should examine both areas carefully and may find the career concentrations more to their liking.

For Business Administration-Transfer Program, see Page 30.

For Business Management Career concentrations, see Pages 31-32.

Career concentration courses
in Banking and Finance, Page 33.
in Credit and Collections, Page 33.
in General Management, Page 33.
in Marketing, Page 33.
in Real Estate, Page 33.
in Retailing, Page 33.
in Sales Management, Page 33.

BUSINESS ADMINISTRATION— TRANSFER PROGRAM

The Business Administration-Transfer Program simultaneously provides students with a general academic background and an emphasis on business courses. Of the total credits required, 19 credits are taken in basic business subjects. Students who successfully complete the program receive an Associate in Arts (A.A.) degree. The program prepares students for entrance to senior colleges and universities which offer a four-year baccalaureate degree in business. Students are assisted in a smooth transition to the subsequent phase of their educational career. Since those colleges establish different criteria for entrance purposes, each student must meet the requirements of the college of his or her choice. Many senior colleges require that transfer students have the high school courses which that college would normally require of students entering directly from high school. In most instances, the Business Administration-Transfer program fulfills such requirements.

Other programs also allow for transfer opportunity but in addition provide education oriented more towards securing employment for graduation. These programs which provide greater opportunity to take business-oriented courses include a Cooperative Education Internship.

Students who desire a more career-oriented, specialized education should enroll under the Business Management Career Program. This program is designed to prepare students for careers in a specific business function, or for management work in an organization, or for self-employment in one's own business. Transfer arrangements with the senior colleges also allow a smooth transition to higher education for those students who complete the program and do not seek immediate employment. Career-oriented programs provide greater opportunity to take business-oriented courses and, after the first semester's work, the student takes more advanced work in the area of business of interest to him or her.

BUSINESS ADMINISTRATION TRANSFER PROGRAM

(Courses and Credits)

First Semester

English I**	3
Modern Foreign Language* or Elective	3-4
American Government (POL 100).....	3
Business Organization & Management.....	3
Health Education.....	2
Music or Art.....	2
	<hr/>
	16-17

Second Semester

English II (ENG115)**	3
Modern Foreign Language* or Introduction to Finance (BKG100)	3-4
Finite Mathematics.....	4
Accounting I.....	3
Business Law	3
	<hr/>
	16-17

Third Semester

Introduction to Computer Concepts.....	3
Science (Lab).....	4
Accounting II.....	3
History of Western Civilization I.....	3
Fundamentals of Speech	3
Physical Education	1
	<hr/>
	17

Fourth Semester

English III***	3
Introduction to Marketing	3
Economics.....	3
General Psychology.....	3
History of Western Civilization II	3
	<hr/>
	15

TOTAL CREDITS.....64-66

*Students with 3 units of a modern foreign language in high school may opt to take an elective in lieu of a modern foreign language.

**BMCC students who transfer to Baruch College, which requires an English 9 (2 cr) course, may take a qualifying exempting exam.

***This requirement may be fulfilled by English III courses numbered English 200 or higher, or Black (BLK) literature courses numbered BLK 200 or higher.

BUSINESS MANAGEMENT CAREER CONCENTRATIONS

The Business Management Department offers a strong career-oriented program which allows specialization in one of six distinct concentrations. Students take a series of background and experience building courses, management skill building and liberal arts courses throughout their stay at the College.

After the completion of the first semester of work, a student will have the knowledge and the exposure to the management field sufficient to make a choice of any of four concentrations open to all students, and of two concentrations which carry certain entrance prerequisites.

Concentrations open to all students are:

General Management—Designed for those who seek entrance to the business world as a management trainee, or who seek to run a small business, or who want the exposure to the broadest types of business problems.

Banking & Finance—For those students who are interested in jobs with banks, as junior management trainees in finance departments, or have a general interest in the financial aspects of management.

Marketing—For those students who are interested in why people buy, how they are reached by the marketer through advertising and marketing campaigns, and how the selling of a product is actually accomplished.

Real Estate—For students who seek a career in real estate brokerage, sales, management, and institutional acquisitions.

Retailing—For those students interested in the merchandising and fashion industries as well as the general operation of a selling operation dealing with the consumer.

Two concentrations offered by the Department are intended for persons

who are in the business world and want to take theory and classroom exercises in job-related courses. These help a person already in the field to win promotion or perform their present jobs in a more thorough manner. They are not intended for students who seek careers in a field by examining positions open with many different types of businesses or other organizations.

Entrance to these concentrations is by permission of the Department chairman or designated advisor only:

Credit & Collections—For those dealing with the credit aspects of a business and the collection of outstanding debts to firms.

Sales Management—For those interested in the selling of goods and services to the public, to industry, to government, etc., and the specific techniques and management aspects involved.

Students who successfully complete any one of the concentrations plus the courses listed for each term receive an Associate in Applied Science (A.A.S.) degree. Immediately after earning their degree, graduates are well prepared to enter the profession of their choice or to transfer to a senior college.



BUSINESS MANAGEMENT CAREER CONCENTRATION

(Courses and Credits)

First Semester

Intro. to Business Admin. (BUS103)*	3
Introduction to Statistics or Finite Mathematics	4
English I	3
Intro. to Marketing (MAR100)	3
Introduction to Finance (BKG100)	3
Physical Education	1

17

Second Semester

Accounting I	3
Business Method (BUS210)	3
Career Concentration Course**	3-4
English II (ENG115)	3
Introduction to Economics	3

15-16

Third Semester

Business Law (BUS110)	3
Career Concentration Course**	3
Cooperative Education†	2
Health Education	2
Business Communications (BUS150)	3
Intro. to Computer Concepts (DAT120)	3
Fundamentals of Speech (SPE100)	3

19



Fourth Semester

Business Elective***	3
Career Concentration Course**	3
Cooperative Education (Field Experience)	2
Laboratory Science****	4
Liberal Arts Elective	3
Managerial Decision Making (BUS220)	3

18

TOTAL CREDITS.....**69-70**

*First-term students whose placement tests indicate a need for two or more Developmental Skills courses must enroll in the two-semester Introduction to Business Administration sequence: BUS101 (2 cr., 3 hrs) and BUS102 (2 cr., 3 hrs.)

**A student takes one of the three courses listed under the Career Concentration chosen. Care must be taken to see that all prerequisites are completed in proper sequence before registering for each course. See Page 31 for listing of options.

Where Real Estate (RLS200) is substituted or used as one of the option courses, this course will carry 4 credits—a State requirement for admission to the Real Estate Licensing examination.

†Upon recommendation of the Cooperative Education Department, this course can be either Cooperative Education Internship (Field Experience) or Career Planning (CED201).

***A Business Management Department Course listed under regular or concentration offerings. Seek advice of Department chairperson or designated advisor to assure a choice compatible with student's interests. Real Estate majors must take RLS303. Real Estate Financing, 3 cr.

****Students may choose General Chemistry (CHE110), General Biology (BIO110), or General Physics (PHY110).

BUSINESS MANAGEMENT CAREER CONCENTRATIONS

The Business Management Department offers a strong career-oriented program which allows specialization in one of six distinct concentrations. Students take a series of background and experience building courses, management skill building and liberal arts courses throughout their stay at the College.

After the completion of the first semester of work, a student will have the knowledge and the exposure to the management field sufficient to make a choice of any of four concentrations open to all students, and of two concentrations which carry certain entrance prerequisites.

Concentrations open to all students are:

General Management—Designed for those who seek entrance to the business world as a management trainee, or who seek to run a small business, or who want the exposure to the broadest types of business problems.

Banking & Finance—For those students who are interested in jobs with banks, as junior management trainees in finance departments, or have a general interest in the financial aspects of management.

Marketing—For those students who are interested in why people buy, how they are reached by the marketer through advertising and marketing campaigns, and how the selling of a product is actually accomplished.

Real Estate—For students who seek a career in real estate brokerage, sales, management, and institutional acquisitions.

Retailing—For those students interested in the merchandising and fashion industries as well as the general operation of a selling operation dealing with the consumer.

Two concentrations offered by the Department are intended for persons

who are in the business world and want to take theory and classroom exercises in job-related courses. These help a person already in the field to win promotion or perform their present jobs in a more thorough manner. They are not intended for students who seek careers in a field by examining positions open with many different types of businesses or other organizations.

Entrance to these concentrations is by permission of the Department chairman or designated advisor only:

Credit & Collections—For those dealing with the credit aspects of a business and the collection of outstanding debts to firms.

Sales Management—For those interested in the selling of goods and services to the public, to industry, to government, etc., and the specific techniques and management aspects involved.

Students who successfully complete any one of the concentrations plus the courses listed for each term receive an Associate in Applied Science (A.A.S.) degree. Immediately after earning their degree, graduates are well prepared to enter the profession of their choice or to transfer to a senior college.



BUSINESS MANAGEMENT CAREER CONCENTRATION

(Courses and Credits)

First Semester

Intro. to Business Admin. (BUS103)*.....	3
Introduction to Statistics or Finite Mathematics	4
English I	3
Intro. to Marketing (MAR100)	3
Introduction to Finance (BKG100).....	3
Physical Education	1

17

Second Semester

Accounting I	3
Business Method (BUS210)	3
Career Concentration Course**	3-4
English II (ENG115).....	3
Introduction to Economics.....	3

15-16

Third Semester

Business Law (BUS110)	3
Career Concentration Course**	3
Cooperative Education†	2
Health Education.....	2
Business Communications (BUS150).....	3
Intro. to Computer Concepts (DAT120) 3	
Fundamentals of Speech (SPE100).....	3

19



Fourth Semester

Business Elective***	3
Career Concentration Course**	3
Cooperative Education (Field Experience).....	2
Laboratory Science****	4
Liberal Arts Elective	3
Managerial Decision Making (BUS220)	3

18

TOTAL CREDITS.....69-70

*First-term students whose placement tests indicate a need for two or more Developmental Skills courses must enroll in the two-semester Introduction to Business Administration sequence: BUS101 (2 cr., 3 hrs) and BUS102 (2 cr., 3 hrs.)

**A student takes one of the three courses listed under the Career Concentration chosen. Care must be taken to see that all prerequisites are completed in proper sequence before registering for each course. See Page 31 for listing of options.

Where Real Estate (RLS200) is substituted or used as one of the option courses, this course will carry 4 credits—a State requirement for admission to the Real Estate Licensing examination.

†Upon recommendation of the Cooperative Education Department, this course can be either Cooperative Education Internship (Field Experience) or Career Planning (CED201).

***A Business Management Department Course listed under regular or concentration offerings. Seek advice of Department chairperson or designated advisor to assure a choice compatible with student's interests. Real Estate majors must take RLS303, Real Estate Financing, 3 cr.

****Students may choose General Chemistry (CHE110), General Biology (BIO110), or General Physics (PHY110).

CAREER CONCENTRATION COURSES FOR THE GENERAL STUDENT BODY

In Business Management

A student who develops an interest in a specific field of Business Management should seek faculty advice in addition to his or her own research to determine the career concentration to choose.

The career concentration is designed to allow a student who enters employment upon graduation to take on the duties of a position in business or with government, or in self-employment, on an entrant level with a reasonable degree of confidence and competence. The more mature graduate will find that he or she is given a career advantage and increased upward mobility by the specialization in the field of his or her interest.

A student trying to decide which concentration to choose should examine his or her self-interests quite closely and should discuss them with the members of the Business Department faculty, advisors from the Department of Student Life, and advisors in the Department of Cooperative Education.

Members of the Business Management Department have available extensive statements of the educational objectives—what the student should get out of each of the options—and description of the types of career openings available to graduates in each area.

General Management

Business Organization and Management (BUS200).....	3
Essentials of Small Business (BUS410)	3
Office and Personnel Management (BUS300)	3

Banking and Finance

Financial Management (BKG230)	3
Money and Banking (BKG250)	3
Principles and Problems of Investment (BKG300)	3

Marketing

Consumer Motivation (RET300).....	3
Essentials of Advertising (ADV200).....	3
Sales Principles and Practices (MAR300)	3

Real Estate

Essentials of Real Estate (RLS201).....	4
Real Estate Management (RLS301).....	3
Real Estate Appraisal (RLS302).....	3

Retailing

Consumer Motivation (RET300).....	3
Retail Merchandising and Promotion (RET310)	3
Retail Organization, Operation, and Buying (MAR320)	3

FOR CAREER SPECIALISTS

in Business Management

The concentrations listed below are designed for students with sufficient experience or exposure to the world of business to need very specialized job-oriented courses within a specific field. *These concentrations are not open to the general student body and may be selected only with the approval of the Chairperson of the Business Management Department or designated advisor.*

Credit & Collections

Credit & Collections Management (BKG220)	3
Consumer Credit Management (BKG240)	3
Financial Management (BKG230)	3

Sales Management

Sales Principles and Practices (MAR300)	3
Sales Management (SLS300)	3
Sales Promotion (SLS400)	3

DATA PROCESSING

These programs give students a comprehensive understanding of the role computers play in modern society. Students are given practical experience with the techniques and methods of handling data processing equipment and computers. Competence is developed in several commercial programming languages and applications of data processing systems through "hands-on" experience. Students can choose to specialize in either the Operations or Programming concentration. Graduates of this program readily qualify for positions as Junior Programmer, Programmer Trainee, or Computer Operator in commercial data processing installations. It is also possible to transfer to senior colleges within CUNY or to private colleges to complete B.A., B.S., or B.B.A. programs.

Awards

Graduating Seniors of outstanding achievement in Data Processing may qualify for one of the following awards:

1. Advisory Board Award
2. Association for Systems Management Award
3. Departmental Award

DATA PROCESSING PROGRAM

Operations Concentration (Courses and Credits)

First Semester

Business Organization and Management or Introduction to Business Administration	3
Introduction to Data Processing	4
English Composition I	3
Mathematics (Fundamentals of Mathematics I or Finite Math or Analytic Geometry and Calculus)	4
Physical Education	1
	15

Second Semester

Basic Operations	2
Basic RPG	2
Social Science Elective	3
Accounting I	3
English II (ENG 111-114)	3
Speech	3
Health Education	2
	18

Third Semester

Advanced Operations	3
Time-Sharing Operations	2
Science	3-4
Accounting II or Managerial Accounting	3
Liberal Arts Elective	3
Career Planning or Cooperative Education Internship*	2
	16-17

Fourth Semester

Operating Systems Concepts	2
Operations Implementation	3
Data Processing Elective	3
Art or Music	2
Business Elective	3
Electives**	3-5
Cooperative Education Internship*	2
	18-20

TOTAL CREDITS.....67-70

*Students may elect a 3-4 credit Business Management course in place of Cooperative Education requirement.

**Electives should be chosen to bring the total credits to 68.

DATA PROCESSING PROGRAM

**Programming Concentration
(Courses and Credits)**

First Semester

Introduction to Business Administration or Business Organization and Management*	3
Introduction to Data Processing	4
English Composition I	3
Mathematics (Fundamentals of Mathematics I or Finite Mathematics or Analytic Geometry & Calculus)	4
Health Education	2
	<hr/>
	16

Second Semester

Basic Cobol Programming	4
Social Science Elective	3
Accounting I	3
English II (ENG 111-114)	3
Fundamentals of Speech	3
Physical Education	1
	<hr/>
	17

Third Semester

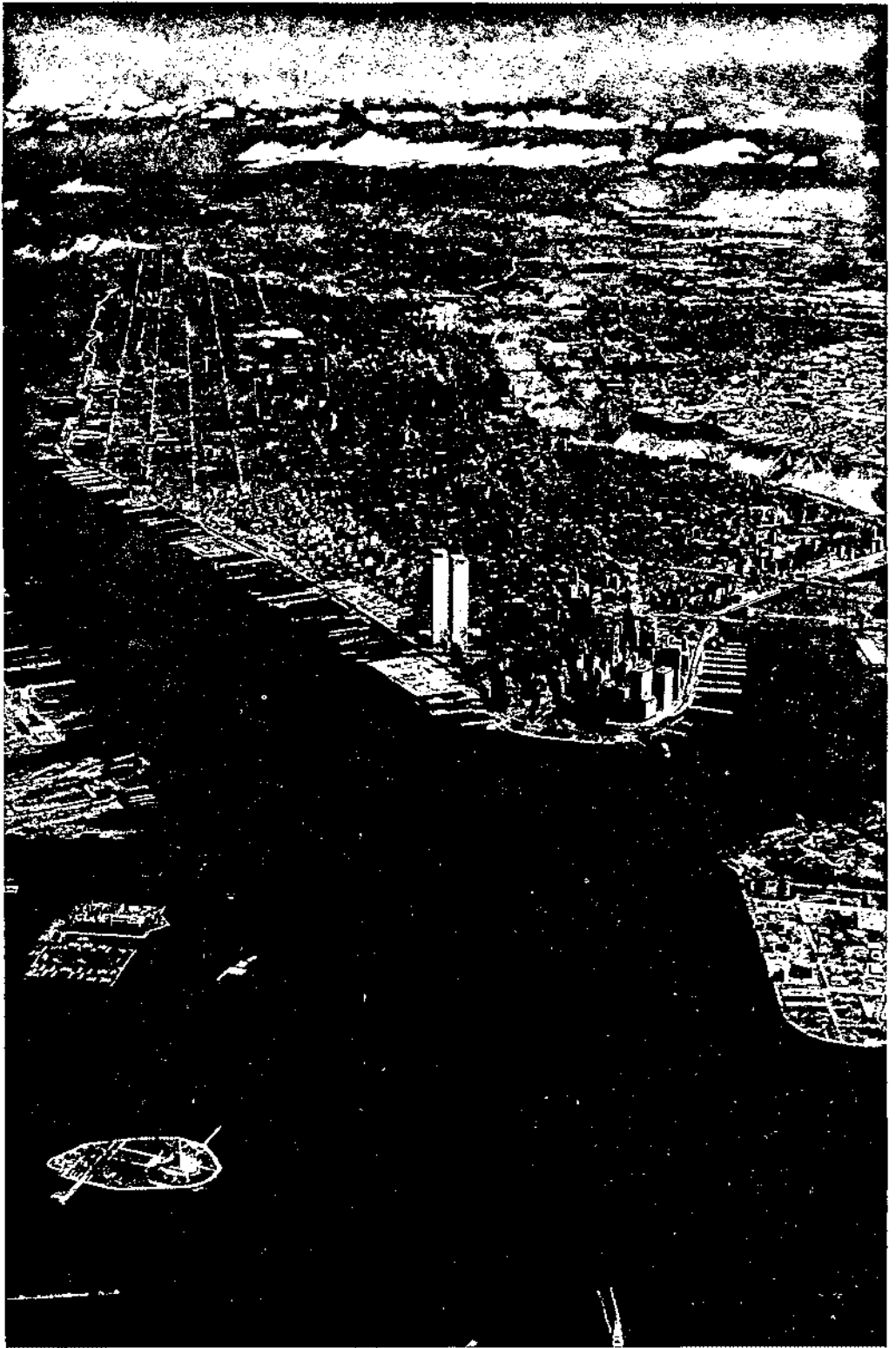
Advanced Cobol Programming	3
Programming Systems	3
Science*	3-4
Accounting II or Managerial Accounting	3
Liberal Arts Elective	3
Cooperative Education (Career Planning or Internship) or Business Management Elective	2
	<hr/>
	17-18

Fourth Semester

One of the following:	
a) Assembler Language Programming	4
b) Programming Language I	3
c) Two of the following:	
Basic RPG Programming	2
Operating Systems Concepts	2
Time Sharing Systems	2
Systems Implementation	3
Business Elective*	3
Music or Art	2
Electives	3-6
Cooperative Education Internship or Business Management Elective	1-2
	<hr/>
	17-18
TOTAL CREDITS	67-69

**It is advised that those students interested in going to a four-year college consult the Departmental advisor to obtain maximum transferability of courses.*





LIBERAL ARTS—TRANSFER PROGRAM

All students accepted for matriculation in Liberal Arts programs must satisfactorily complete 65 to 67 credits depending on the curriculum selected, in order to attain the degree of Associate in Arts (A.A.). A maximum of 9 elective credits in other than Liberal Arts courses is permitted.

For concentration in Performing Arts-Music (Classical or Jazz), or in Fine Arts, see Chairperson of the Department of Music and Art.

LIBERAL ARTS—TRANSFER PROGRAM

(Courses and Credits)

First Semester

English I.....	3
Mathematics.....	3-4
Modern Languages*.....	3-4
Music or Art.....	2
Social Science Course‡.....	3
Physical Education.....	1

15-17

Second Semester

English II.....	3
Health Education.....	2
Language.....	3
Science.....	4
Social Science course‡.....	3
Electives.....	3

18

Third Semester

English III**.....	3
Science.....	4
Social Science course‡.....	3
Speech.....	3
Electives.....	4

17

Fourth Semester

Social Science course‡.....	3
Electives.....	12
	15
TOTAL CREDITS.....	65-67

*The first level of any language carries 4 credits; courses above the first level carry 3 credits, with the exception of Swahili II, 4 credits.

**This requirement may be fulfilled by English (ENG 111-114 or ENG 200 and above) or Black (BLK) Literature courses. Puerto Rican Literature cannot be used as a substitute for the English requirement.

‡Liberal Arts students must take Social Science courses in at least four different disciplines.



LIBERAL ARTS—TRANSFER PROGRAM

Concentration in Fine Arts

The concentration in Fine Arts within the Liberal Arts curriculum is designed as a 68 credit transfer course of study. Successful completion of required credits will lead to the Associate in Arts (A.A.) degree and will qualify students to enter a senior college or university offering a four-year Bachelor of Arts (B.A.) or Bachelor of Fine Arts (B.F.A.) degree. The courses offered in this department are also available to all students as electives and the department welcomes the interest, formal and informal, of all students involved in the arts.

LIBERAL ARTS—TRANSFER PROGRAM

Concentration in Fine Arts (Courses and Credits)

First Semester

English Composition I	100	3
Mathematics	100	3-4
Modern Language	SDN 200	3-4
Social Science	415, 600	3
Design I	230	2
Drawing I	301	2
		16-18

Second Semester

Modern Language	SPN 210	3
English Composition II	100	3
Social Science	100	3
Design II	240	2
Drawing II	302	2
Art Elective: Choice of 2 of the following courses at 2 credits each: The studio courses meet for 2 hours.		
Art History		
Introduction to Painting	2	
Introduction to Sculpture	2	
Introduction to Film		4
		17

Third Semester

Social Science Elective	20203	3
Speech		3
Art History I	101	2
Science	101	4

Art Elective: Art Survey

Modern Art

Non-Western Art

Art of the Far East

Art Elective: Choice of 2 of the following courses at 2 credits each: The studio courses meet for 4 hours.

Art History		
Painting I	2	
Sculpture I	2	
Film I		4
		16

Fourth Semester

English Literature	200	3
Social Science Elective	100	3
Health Education*	100	2
Physical Education*	122	1
Science	101	4

Art Elective: Art Survey

Modern Art

Non-Western Art

Art of the Far East

Art Elective: Choice of 3 of the following courses at 2 credits each: The studio courses meet for 4 hours.

Art History	2	
Painting II	2	
Sculpture II	2	
Film II		6
		19

*A student may select Health Education and Physical Education during any semester.

TOTAL CREDITS 68-70

LIBERAL ARTS—TRANSFER PROGRAM

Concentration in Music

The program in Music-Performing Arts within the Liberal Arts curriculum is designed as a 68-credit transfer course of study. Successful completion of required credits will lead to the Associate in Arts (A.A.) degree and will qualify students to enter a college or university offering a four-year Bachelor of Arts (B.A.) degree. The courses offered in this department are also available to all students as electives.

LIBERAL ARTS—TRANSFER PROGRAM

Concentration in Music

(Courses and Credits)

First Semester

English Composition I.....	3
Modern Language.....	3-4
Social Science.....	3
Physical Education.....	1
Music Theory I.....	2
Musicianship I.....	1
Private Instruction.....	1
Piano I.....	1

Music Elective: Choice of one of the following courses at 1 credit each: each course meets for 2 hours.

Chorus I	
Instrumental Ensemble I	
Jazz Performance Workshop I	
Brasswind Class.....	1
	<hr/>
	16-17

Second Semester

English Composition.....	3
Modern Language.....	3
Social Science.....	3
Health Education.....	2
Music Theory II.....	2
Musicianship II.....	1
Private Instruction.....	1
Piano II.....	1

Music Elective: Choice of one of the following courses at 1 credit each: each course meets for 2 hours.

Chorus II	
Instrumental Ensemble II	
Jazz Performance Workshop II	
Woodwind Class.....	1
	<hr/>
	17

Third Semester

Mathematics.....	3-4
Social Science Elective.....	3
Speech.....	3
Science.....	4
Private Instruction.....	1

Music Elective: Choice of one of the following courses at 2 credits each: each course meets according to specified hours.

Arranging I (2 Hours)	
Theory III (3 Hours)	
Introduction to Music (2 Hours).....	2

Music Elective: Choice of three of the following courses at 1 credit each: each course meets for 2 hours.

Chorus III	
Instrumental Ensemble III	
Jazz Performance Workshop III	
Voice Class I	
Piano III	
Guitar I	
Musicianship III.....	3
	<hr/>
	19-20

Fourth Semester

English Literature.....	3
Social Science Elective.....	3
Science.....	4
Private Instruction.....	1

Music Elective: Choice of one of the following courses at 2 credits each: each course meets according to specified hours.

Arranging II (2 Hours)	
Theory IV (3 Hours)	
Afro-American Music (2 Hours)	
Music in World Culture (2 Hours).....	2

Music Elective: Choice of three of the following courses at 1 credit each: each course meets for 2 hours.

Chorus IV	
Instrumental Ensemble IV	
Jazz Performance Workshop IV	
Voice Class II	
Piano IV	
Guitar II	
Musicianship IV.....	3
	<hr/>
	16

TOTAL CREDITS.....68-70

NURSING

The two-year program in the Nursing Department prepares students to become members of the health team, qualified to render effective nursing care in health service agencies and hospitals. Classroom work is combined with observation and practice in a clinical-hospital setting. Successful completion of course work leads to the Associate in Applied Science (A.A.S.) degree and eligibility to take the New York State licensure examination for professional nursing (R.N.).

The Nursing Program is accredited by the National League for Nursing.

Pre-Nursing Requirement

Any student accepted into the Nursing curriculum must first complete a Pre-Nursing sequence of courses. This requirement was established by the Board of Higher Education for all students effective Fall, 1975. Students, therefore, are accepted only into the Pre-Nursing program; to enter the clinical portion of the regular Nursing curriculum at BMCC a student must meet the following conditions:

(1) Complete all remediation courses indicated by the placement tests;

(2) Pass all the courses in the Pre-Nursing Program with at least a 2.5 (C+) grade-point average, and a minimum of "C" or better in each of these Pre-Nursing courses; and

(3) Pass the Pre-Nursing Examination of the National League for Nursing with an acceptable score, as designated by the Board of Higher Education.

Because of budgetary and B.H.E. restrictions, only a limited number of highly qualified and motivated students are admitted into the BMCC Nursing Program. The College does not guarantee entry into the Nursing curriculum.

Departmental Criteria

In addition, the Nursing Department has set the following "Criteria for Evaluation" for each student in its Depart-

ment and requires that each student agree to these criteria:

1. Each course grade in Nursing is comprised of three parts. Each student must successfully complete each of the three parts in order to pass the course. The three parts of the Nursing courses are as follows:

(1) Departmental Examinations (Quizzes, Midterm and Final Examinations)

(2) Clinical

(3) National League for Nursing Achievement Examination

2. In order to progress to succeeding Nursing courses, and/or meet the requirements for satisfactory completion of the Nursing Program, the student must attain all of the following:

(1) A minimum of "C" (70-79) on Departmental examinations

(2) Pass in clinical

(3) Take the National League for Nursing Achievement Examination at the end of each Nursing course

3. The student must pass the Departmental examinations with an average of "C" (70-79) or better in order to pass the course. For example, although a student receives a pass in clinical and below the average "C" in Departmental examinations, then he/she will not pass the course.

4. The student must pass the clinical experience in order to pass the course. For example, although a student may achieve an average of "B" (80-89) in Departmental examinations, failure in the clinical setting means that he/she will receive the grade of "F" as a final grade.

5. The student must take the N.L.N. Achievement Examination at the end of each Nursing course.

CLINICAL NURSING SEQUENCE

(Courses and Credits)

Credits	Class Hours	Lab Hours	Lab C-Credits	Total
First Semester				
Anatomy and Physiology I.....3				
	2	1		4
Fundamentals of Patient Care.....3				
	9	3		6
English Composition II...3				
	0	0		3
				—
				13
Second Semester				
Anatomy and Physiology II.....3				
	2	1		4
Medical-Surgical Nursing.....4				
	12	4		8
Speech.....3				
	0	0		3
				—
				15
Third Semester				
Microbiology.....3				
	2	1		4
Maternal & Newborn Care (8 weeks); Nursing Care of Children (8 weeks).....4				
	12	4		8
Developmental Psychology.....3				
	0	0		3
				—
				15
Fourth Semester				
Comprehensive Nursing Care.....4				
	12	4		8
Nursing Today and Tomorrow.....1				
	0	0		1
Music or Art.....2				
	0	0		2
Physical Education.....2				
	0	0		1
Elective.....3				
	0	0		3
				—
				15
TOTAL CREDITS.....71				

6. A student may receive the grade of "R" only once for the same course. At the end of the repeat semester, if the student has not satisfactorily met all the criteria for evaluation, he/she will receive the grade of "F."

7. A student who received an "R" or "F" grade in a course, and on repeating that course received a grade of less than "C," may not continue in the Nursing Program. Example: A student who is registered in the Nursing course for the second attempt and who attains less than an average of "C" on Departmental examinations or an "F" (Fail) in the clinical, will receive an "F" in the course and may not continue in the Nursing Program.

8. Students who receive an "R" or "F" grade will be admitted the following semester on the basis of space available.

9. The College does not guarantee re-entry seat space. To request re-entry, a student must submit a written request to the Nursing Chairperson. In addition to seat-space availability, student must meet regular Departmental criteria, plus the following:

(1) A student out of the Clinical Nursing course for more than one semester is required to:

(a) take and pass with 70%, or above, a comprehensive examination in previous Nursing courses student has taken.

(b) may be required to demonstrate that he/she can satisfactorily perform technical clinical skills which have been taught in previous Nursing courses, and are necessary for requested course.

PRE-NURSING SEQUENCE

(Courses and Credits)

	Class Hours	Lab Hours	Lab Credits	Total Credits
English Composition I...3	0	0		3
Introduction to Socio.....3	0	0		3
Math for Health Sc.....3	0	0		3
				—
				13



PHYSICAL EDUCATION

A concentration within the Liberal Arts curriculum, the Physical Education program is a transfer course of study, aimed at fulfilling the course requirements of colleges offering a Physical Education major. An Associate in Arts (A.A.) degree is granted upon satisfactory completion of required credits. Satisfactory completion of the following courses will qualify students to enter the third year of a four-year program in Physical Education.

PHYSICAL EDUCATION

(Courses and Credits)

First Semester

English I.....	3
Mathematics (MAT 100 or MAT 150).....	4
Modern Language.....	3-4
Introduction to Sociology.....	3
Principles of Physical Education, Health & Recreation.....	3
Fundamentals of Team Sports.....	1
	17-18

Second Semester

English II.....	3
General Psychology.....	3
Biology I.....	4
Modern Language.....	3
Music or Art.....	2
Individual & Dual Sports.....	1
Fundamentals of Swimming or Higher Level Swim Course.....	1
	17

Third Semester

English III*.....	3
Biology II.....	4
Social Psychology.....	3
First Aid & Safety Education.....	2
Community Recreation.....	2
Modern Dance I.....	1
Health Education.....	2
	17

Fourth Semester

Social Science Elective.....	3
Fundamentals of Speech.....	3
Habituation, Addiction, & Its Prevention.....	3
Human Sexuality.....	3
Physical Education Elective.....	1
Folk & Square Dance.....	1
Camp Leadership & Outdoor Recreation.....	2
	16
TOTAL CREDITS.....	67-68

*This requirement may be fulfilled by English (ENG 111-114 or ENG 200 and above) or Black (BLK) Literature Courses. Puerto Rican Literature cannot be used as a substitute for the English requirement.

**PHYSICAL EDUCATION, HEALTH,
RECREATION AND DANCE**

Dance

A concentration within the Liberal Arts curriculum, the Dance program is a transfer course of study aimed at fulfilling the course requirements of colleges offering a Dance major. An Associate in Arts (A.A.) degree is granted upon satisfactory completion of required credits. Satisfactory completion of the following courses will qualify students to enter the third year of a four-year program in Dance.

**PHYSICAL EDUCATION, HEALTH,
RECREATION AND DANCE**

**Dance Program
(Courses and Credits)**

First Semester

Western Civilization	3
Fundamentals of Mathematics I.....	4
English I.....	3
Language I.....	3 (or 4)
Music 110.....	2
Modern Dance I.....	1
Posture, Relaxation, & Movement.....	1
<hr/>	

17-18

Second Semester

Biology I.....	4
General Psychology.....	3
English II.....	3
Language II.....	3
Ethnic Dance.....	1
Ballet I.....	1
Movement & Sound Workshop.....	1
<hr/>	

16

Third Semester

Speech.....	3
Biology II.....	4
Social Science Elective.....	3
History of Art (110).....	2
Dance Workshop I.....	1
Modern Dance II.....	2
Dance Composition.....	2
<hr/>	

17

Fourth Semester

English (Elective).....	3
Social Science Elective (Anthropology suggested).....	3
Art or Music Elective.....	2
Physical Education other than Dance.....	1
Health Education.....	2
Dance Workshop II.....	2
Ballet II or Afro-American & Caribbean Dance.....	2
Cultural Resources.....	2
<hr/>	

17

TOTAL CREDITS.....67-68



PHYSICAL EDUCATION, HEALTH, RECREATION AND DANCE

Recreation Leadership

The Associate in Arts (A.A.) degree is granted upon satisfactory completion of the required credits in the Recreation Leadership concentration which is administered by the Department of Physical Education, Health, and Recreation. The concentration also prepares students for employment as recreation leaders at the end of two years of study. It is strongly recommended that courses be taken in the sequence shown.

PHYSICAL EDUCATION, HEALTH, AND RECREATION

Recreation Leadership Concentration

(Courses and Credits)

First Semester

English I.....	3
Mathematics (MAT 100 or MAT 150).....	4
Modern Language.....	3-4
Introduction to Sociology.....	3
Principles of Physical Education, Health & Recreation.....	3
Fundamentals of Team Sports.....	1

17-18

Second Semester

English II.....	3
Biology I.....	4
General Psychology.....	3
Modern Language.....	3
Individual & Dual Sports.....	1
Leadership in Recreation.....	2
Physical Education Elective.....	1

17

Third Semester

English III*.....	3
Biology II.....	4
Social Psychology.....	3
Music in Recreation.....	2
Modern Dance I.....	1
Community Recreation.....	2
First Aid & Safety Education.....	2

17

Fourth Semester

Social Science Elective.....	3
Fundamentals of Speech.....	3
Camp Leadership & Outdoor Recreation.....	2
Health Education.....	2
Folk & Square Dance.....	1
Crafts in Recreation.....	2
Supervised Field Experience.....	4

17

TOTAL CREDITS.....68-69

**This requirement may be fulfilled by English (ENG 111-14 or ENG 200 and above) or Black (BLK) Literature courses. Puerto Rican Literature cannot be used as a substitute for the English requirement.*



SECRETARIAL SCIENCE

This curriculum prepares students for secretarial positions in five major areas. Those who pursue the Executive Secretary concentration qualify for employment as executive or supervising secretaries, or as administrative secretaries in government and private industry. Students who elect the Legal or Bilingual concentrations are prepared as law or foreign language secretaries. Students who choose the Education Secretary or Education Bilingual Secretary concentrations qualify for the New York City School Secretary License examination or for positions as secretaries to administrators in educational agencies.

Students without high school shorthand are taught the Gregg system of stenography. Students who have studied Gregg or Pitman stenography in high school continue in the system in which they began. They may be exempted from one semester of stenography and typing. Students who successfully complete the requirements receive an Associate in Applied Science (A.A.S.) degree.

Bilingual Secretary, page 46.
Education Secretary, page 47.
Education Bilingual, page 48.
Executive Secretary, page 47.
Legal Secretary, page 50.



SECRETARIAL SCIENCE

Bilingual Secretary Concentration (Courses and Credits)

First Semester

Stenography I: Theory or Stenography II: Pre-Transcription (SEC100 or SEC200)*	3
Typewriting I (SEC110)**	2
Introduction to Business Administration (BUS100)	3
English (ENG100)	3
Music or Art	2
Physical Education	1
	<hr/> 14

Second Semester

Stenography II: Pre-Transcription or Stenography III: Introduction to Transcription (SEC200 or SEC220)*	3
Typewriting II (SEC210)	2
English (ENG115)	3
Spanish III or IV (SPN200 or SPN210)	3
Business Law (BUS110)	3
Social Science Elective***	3
	<hr/> 17

Third Semester

Bilingual Stenography I (SEC380)*	3
Bilingual Typewriting I (SEC346)	1
Accounting I (ACC120)	3
Advanced Spanish Composition and Grammar I (SPN455)	3
Introduction to Statistics	4
Office Practice, Machines (SEC431)	2
Cooperative Education Internship (CED351)****	2
	<hr/> 18

Fourth Semester

Bilingual Stenography II (SEC480)*	3
Bilingual Typewriting II (SEC446)	1
Fundamentals of Speech (SPE100)	3
Health Education (HED100)	2
Science	3-4
Advanced Spanish Composition and Grammar II (SPN456)	3
Cooperative Education Internship (CED451)****	2

17-18
TOTAL CREDITS.....**66-67**

*Students entering with a background in shorthand may take the following sequence: SEC200/201, 220/221, 380/381, 480/481. Students entering without a background in shorthand take the following sequence: SEC100/111, 200/201, 220/221, 380/381, 480/481.

**Students who enter the program with typing skill take 4 credits of Intermediate and Advanced typing (SEC210, 346, 446). They may substitute a Business elective for Typewriting I.

***Social Science and Contemporary Society (SSC100) is recommended for students who do not plan to enter a four-year college.

****Secretarial students have the option of completing part of the Cooperative Education requirements by means of full-time summer employment where feasible. Students may also register for Cooperative Education during their second semester with permission of the Department Chairperson.

SECRETARIAL SCIENCE

Education Secretary Concentration (Courses and Credits)

First Semester

Stenography I: Theory or Stenography II: Pre-Transcription (SEC100 or SEC200)*	3
Typewriting I (SEC110)**	2
Accounting I (ACC120).....	3
English (ENG100).....	3
General Psychology (PSY100).....	3
Physical Education.....	1
-----	15

Second Semester

Stenography II: Pre-Transcription or Stenography III: Introduction to Transcription (SEC200 or 220)*	3
Typewriting II (SEC210).....	2
Business Law (BUS110).....	3
Office & Personnel Management (BUS115)	3
Elective	3
-----	17

Third Semester

Stenography III: Introduction to Transcription or Transcription I (SEC220 or SEC370)*	3
Executive Typewriting I (SEC306)	1
School Records & Accounts (SEC350).....	2
Educational Problems of the School Secretary I (SEC360).....	2
Introduction to Statistics (MAT150).....	4
Music or Art.....	2
Office Practice & Machines (SEC431).....	2
Elective	2
-----	18

Fourth Semester

Transcription I or Transcription II (SEC370/SEC470)*.....	3
Executive Typewriting II (SEC406).....	1
Educational Problems of the School Secretary II (SEC100).....	3
Health Education (HED100).....	2
Science	3-4
-----	14-15
Cooperative Education Internship (CED351)***	2
-----	16-17
TOTAL CREDITS	66-67

*Students entering with a background in shorthand may take the following sequence: SEC200/201, 220/221, 380/381, 480/481.

Students entering without a background in shorthand take the following sequence: SEC100/111, 200/201, 220/221, 380/381, 480/481.

**Secretarial students have the option of completing part of the Cooperative Education requirements by means of full-time summer employment where feasible. Students may also register for Cooperative Education during their second semester with permission of the Department Chairperson.

***Students who enter the program with typing skill take 4 credits of Intermediate and Advanced typing (SEC210, 346, 446). They may substitute a Business elective for Typewriting I.

SECRETARIAL SCIENCE

Education Bilingual Secretary Concentration (Courses and Credits)

First Semester

Stenography I: Theory, or Stenography II: Pre-Transcription (SEC100 or SEC200)*	3
Typewriting I (SEC110)***	2
Introduction to Statistics (MAT150)	4
English (ENG100)	3
General Psychology (PSY100)	3
Physical Education	1
	<hr/>
	16

Second Semester

Stenography III: Introduction to Transcription (SEC220)*	3
Typewriting II (SEC210)	2
Business Law (BUS110)	3
Office and Personnel Management (BUS300)	3
English (ENG115)	3
Spanish III or IV (SPN200 or SPN210)	3
	<hr/>
	17

Third Semester

Bilingual Stenography I (SEC380)*	3
Bilingual Typewriting I (SEC346)	1
School Records & Accounts (SEC350)	2
Educational Problems of the School Secretary I (SEC360)	2
Advanced Spanish Composition & Grammar I (SPN455)	3
Music or Art	2
Science	3-4
	<hr/>
	16-17

Fourth Semester

Bilingual Stenography II (SEC480)	3
Bilingual Typewriting II (SEC446)	1
Office Practice & Machines (SEC431)	2
Educational Problems of the School Secretary II (SEC460)	2
Fundamentals of Speech (SPE100)	3
Health Education (HED100)	2
Advanced Spanish Composition & Grammar II (SPN456)	3
	<hr/>
	16
Cooperative Education Internship** (CED351)	2
	<hr/>
	18
TOTAL CREDITS	67-68

*Students entering with a background in shorthand may take the following sequence: SEC200/201, 220/221, 380/381, 480/481.

Students entering without a background in shorthand take the following sequence: SEC100/111, 200/201, 220/221, 380/381, 480/481.

**Secretarial students have the option of completing part of the Cooperative Education requirements by means of full-time summer employment where feasible. Students may also register for Cooperative Education during their second semester with permission of the Department Chairperson.

***Students who enter the program with typing skill take 4 credits of Intermediate and Advanced typing (SEC210, 346, 446). They may substitute a Business elective for Typewriting I.

SECRETARIAL SCIENCE PROGRAM

Executive Secretary Concentration (Courses and Credits)

First Semester

Stenography I: Theory or Stenography II: Pre-Transcription (SEC100 or SEC200)*	3
Typewriting I (SEC110)*	2
Introduction to Business Administration (BUS100)	3
English I (ENG100)	3
Music or Art	2
	13

Second Semester

Stenography II: Pre-Transcription or Stenography III: Introduction to Transcription (SEC200/SEC210)*	3
Typewriting II (SEC210)	2
English (ENG115)	3
Introduction to Statistics (MAT150)	4
Liberal Arts Elective	2
	17

Third Semester

Stenography III: Introduction to Transcription or Transcription I (SEC220 or SEC370)*	3
Executive Typewriting I (SEC306)	1
Accounting I (ACC120)	3
Office & Personnel Management (BUS300)	3
Physical Education	1
Social Science Elective****	3
Office Practice & Machines (SEC431)	2
	16
Cooperative Education Internship*** (CED351)	2
	18

Fourth Semester

Transcription I or Transcription II (SEC370 or SEC470)*	3
Executive Typewriting II (SEC406)	1
Fundamentals of Speech (SPE100)	3
Science	3-4
Health Education (HED100)	2
Elective	3
	15-16
Cooperative Education Internship*** (CED451)	2
	17-18
TOTAL CREDITS	65-66

*Students entering with a background in shorthand may take the following sequence: SEC200/201, 220/221, 370/371, 470/471. Students entering without a background in shorthand take the following sequence: SEC100/111, 200/201, 220/221, 370/371.

**Students who enter the program with typing skill take 4 credits of Intermediate and Advanced typing (SEC210, 306, 406). They may substitute a Business elective for Typewriting I.

***Secretarial students have the option of completing part of the Cooperative Education requirements by means of full-time summer employment where feasible. Students may also register for Cooperative Education during their second semester with permission of the Department Chairperson.

****Social Science and Contemporary Society (SSC100) is recommended for students who do not plan to enter a four-year college.

SECRETARIAL SCIENCE

Legal Secretary Concentration (Courses and Credits)

First Semester

Stenography I: Theory or Stenography II: Pre-Transcription (SEC100 or SEC200)*	3
Typewriting (SEC110)**	2
Introduction to Business Administration (BUS100)	3
English I (ENG100)	3
Music or Art	2
	<hr/> 13

Second Semester

Stenography II: Pre-Transcription or Stenography III: Introduction to Transcription (SEC200 or SEC220)*	3
Typewriting II (SEC210)	2
Business Law (BUS110)	3
English (ENG115)	3
Introduction to Statistics (MAT150)	4
Liberal Arts Elective	2
	<hr/> 17

Third Semester

Legal Transcription I (SEC390)*	3
Legal Vocabulary (SEC310); (Pitman: SEC311)	3
Legal Typewriting (SEC326)	1
Accounting I (ACC120)	3
Physical Education	1
Social Science Elective****	3
Office Practice & Machines (SEC431)	2
	<hr/> 16
Cooperative Education Internship*** (CED351)	2
	<hr/> 18

Fourth Semester

Legal Transcription II (SEC490)*	3
Legal Vocabulary II (SEC410); (Pitman: SEC411)	3
Legal Typewriting II (SEC426)	1
Fundamentals of Speech (SEC100)	3
Health Education (HED100)	2
Science	3-4

	<hr/> 15-16
Cooperative Education Internship*** (CED451)	2
	<hr/> 17-18
TOTAL CREDITS	65-66

*Students entering with a background in shorthand may take the following sequence: SEC200/201, 220/221, 390/391, 490/491. Students entering without a background in shorthand take the following sequence: SEC100/111, 200/201, 220/221, 390/391, 490/491.

**Students who enter the program with typing skill take 4 credits of Intermediate and Advanced typing (SEC210, 326, 426). They may substitute a Business elective for Typewriting I.

***Secretarial students have the option of completing part of the Cooperative Education requirements by means of full-time summer employment where feasible. Students may also register for Cooperative Education during their second semester with permission of the Department Chairperson.

****Social Science and Contemporary Society (SSC100) is recommended for students who do not plan to enter a four-year college.

SOCIAL SCIENCE

Government Administration Concentration

The Government Administration curriculum is open both to persons now employed by the government and to those seeking careers in public service.

For current employees of the government, this curriculum provides an academic concentration that will prepare the student for promotion to middle management positions. For non-government employees, the concentration provides the academic background needed to qualify for middle management positions.

The Associate in Arts (A.A.) degree is granted upon satisfactory completion of the concentration, which is administered by the Department of Social Science. Graduates are eligible to transfer to a senior college for further study. The present curriculum is carefully designed to provide simultaneously the background necessary for further study in the field and to provide courses that have immediate relevance for those now working in government administration.

SOCIAL SCIENCE

Government Administration Concentration (Courses and Credits)

First Semester

English I (ENG100)	3
Introduction to Statistics (MAT150)	4
Early American History (HIS200)	3
American Government (POL100)	3
Music or Art course	2
Physical Education (PED100)	1

16

Second Semester

English II (ENG115)	3
Science course	4
Modern American History (HIS250)	3
Introduction to Government Administration (GOV150)*	3
Fundamentals of Speech (SPE100)	3

16

Third Semester

English III (any English Literature course)**	3
Science course	4
Language***	3-4
Government Administration: Practices and Procedures (GOV250)*	3
Introduction to Economics (ECO100)	3

16-17

Fourth Semester

Seminar in Contemporary Problems of Government Administration (GOV260)*	3
Field Work in Government Agencies (GOV381)****	2
Introduction to Computer Concepts (DAT120)	3
Health Education (HED100)	2
Language***	3
Elective course	3

16-17

TOTAL CREDITS.....64-66

*Prerequisite required. Consult course listings.

**This requirement may be fulfilled by Black Literature courses. Literature courses in languages other than English cannot be used to meet this requirement.

***The first semester of some language courses carries 4 credits.

****This course is open only to students NOT employed by a government agency. Students currently working for the government must substitute a 3-credit Social Science elective.

SOCIAL SCIENCE

Social Service Concentration

The Social Service curriculum is an interdisciplinary program designed to prepare students for careers in social work and also for transfer into a senior college to pursue further study toward a baccalaureate degree. The curriculum includes courses and field experience designed to provide knowledge and skill in the subject areas of social welfare and social work. The program is administered by the Department of Social Science, and its graduates are awarded the Associate in Arts (A.A.) degree.

SOCIAL SCIENCE

Social Service Concentration

(Courses and Credits)

First Semester

Introduction to Social Work (SSR150).....	3
Field Experience in Social Work (SSR100).....	2
English I (ENG100).....	3
Fundamentals of Speech (SPE100).....	3
Health Education (HED100).....	2
Spanish*.....	3-4

16-17

Second Semester

Social Welfare Programs and Policies (SSR300).....	3
Field Experience in Social Work II (SSR200).....	2
English II (ENG115).....	3
Spanish.....	3
Introduction to Sociology (SOC100).....	3
Music or Art.....	2
Physical Education (PED).....	1

17

Third Semester

Marriage and the Family (SSR400).....	3
English Literature (ENG200 or 210).....	3
Spanish Conversation I (SPN300).....	2
General Psychology (PSY100).....	3
American Government (POL100).....	3
Science (BIO210, CHE210, or PHY210).....	4

18

Fourth Semester

Seminar in Social Welfare (SSR500).....	2
Science (BIO220, CHE220, or PHY220).....	4
Mathematics (MAT100 or 150).....	4
Urban Sociology (SOC400).....	3
Social Science Elective.....	3

16

TOTAL CREDITS.....67-68

**Specific Spanish course will be determined by placement examination or demonstrated ability.*

SOCIAL SCIENCE

Urban Studies Concentration

The Urban Studies curriculum is an interdisciplinary concentration designed to prepare students for careers in the public service and in private agencies concerned with urban problems. The concentration addresses itself to the issues of urban politics and to the formation and implementation of plans and policies designed to solve urban problems. The concentration prepares students for transfer into a senior college for further training in urban affairs. It is administered by the Department of Social Science, and graduates are awarded the Associate in Arts (A.A.) degree.

SOCIAL SCIENCE

Urban Studies Concentration

(Courses and Credits)

First Semester

English I (ENG100)	3
Introduction to Sociology (SOC100)	3
American Government (POL100)	3
Health Education	2
Music or Art course	2
Introduction to Statistics (MAT150)	4

17

Second Semester

English II (ENG115)	3
Urban Sociology (SOC400)	3
Introduction to Government Administration (GOV150)	3
History of the American City (HIS260)	3
Science course	4

16

Third Semester

English III (Any English Literature course)**	3
Science course	4
Language course*	3 (or 4)
Fundamentals of Speech (SPE100)	3
Urban Government and Politics (URB200)	

or

Government and Politics of New York City (URB500)	3
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16 (or 17)

Fourth Semester

Physical Education (PED100)	1
Introduction to Economics (ECO100)	3
Language course	3
Seminar in Urban Problems (URB300)	3
Urban Bureaucracies (URB100)	3
Elective	3

16

TOTAL CREDITS.....65-66

*Specific course will be determined by placement examination or demonstrated ability.

**This requirement may be fulfilled by Black Literature courses. Literature courses in languages other than English cannot be used as a substitute for the English requirement.

The Costs, and the Financing of a BMCC Education

TUITION, FEES AND REFUNDS

All tuition and fees are necessarily subject to change without notice, by action of the Board of Higher Education, regardless of the tuition and fees in effect at the time of registration. All tuition and fees must be paid at the time of registration.

Student Activities Fee

1. Full-time students (12 or more credits)\$27.50*
 2. Part-time students (11 or less credits).....7.50*
- *includes University Student Senate fee of 50¢

Tuition Per Semester

MATRICULATED AND NON-MATRICULATED STUDENTS

	Full-time	Part-time
1. Residents of New York City	\$462.50.....	\$35/Credit
2. Non-residents of New York City who are:		
A. Residents of New York State with a B-81 certificate on file:	\$462.50.....	\$35/Credit
B. Out of state residents	\$712.50.....	\$55/Credit
C. Foreign students (must be full-time students; the only exceptions are those who are graduating students or hold diplomatic status)	\$712.50.....	\$55/Credit

Exceptions

1. Senior Citizens pay no tuition, but must pay a per-semester charge.
2. Part-time students are charged tuition on a per credit basis with the exception of the following courses, where the contact hours are used:
 - ACC 100 or 110
 - BUS 101 or 102
 - ENG 090
 - ESL, any course
 - MAT 001 or 010 or 011 or 053
 - RDG, any course

Special Fees for All Students

1. Applications for admission (new student fee).....\$20
2. Application for readmission.....10
3. Application for reinstatement.....15
4. Late registration fee.....15
5. Change of program fee.....10
6. Duplicate photo I.D. cards..... 5
7. Transcripts..... 4
8. Per-semester charge for Senior Citizens.....25

Refunds

The Student Activity Fee is not refundable unless the College cancels your course. A refund of tuition is available in accordance with the schedule on page 56. Students who wish to withdraw before the opening day of class may do so in Room H459.

Hardship Deferments

Hardship deferments may be issued to students in need subject to Board of Higher Education policy at the time of registration. However, the student is required to make a down payment before a hardship deferral is issued.

Books and Supplies

Students are required to purchase their own books and supplies. Savings may be effected by purchasing used books if they are available.

Veterans Benefits

Veterans filing for benefits under Public Law 634 or 89-358 are required to file a Certificate of Eligibility with the Registrar's Office at their initial registration and must inform that office of their ve-

terans' standing each time they register for classes, or change their program.

Veterans who are not able to pay applicable tuition and fees at the time of registration may apply for a deferment of payment at the Business Office. Veterans receiving this deferment are expected to pay such fees at the receipt of their first educational benefits check. Veterans failing to pay the fees will not be allowed to register for the following semester.

Veterans should be aware that the Veterans Administration recognizes an undergraduate student as being full-time, only if he or she is registered with a class load of at least twelve (12) credits and/or equated credits.

The Veterans Administration Regional Office is located at 252 Seventh Avenue, New York, N.Y. 10001.

Forms for Veterans Administration are processed in the Registrar's Office.

Senior Citizens

By a ruling of the Board of Higher Education, New York City residents who are 65 years or older are granted free tuition. (All students including Senior Citizens must pay per semester charges, and change of program fees.)

Refunds

In general, no refund of fees can be made in the event of a student's withdrawal during the school term. (See "Refund Regulations of the Board of Higher Education" below for exceptions.)

Refund Regulations of the Board of Higher Education

A full 100% refund of tuition, non-instructional, and Student Activity fees will be made in the event that: (1) courses are cancelled by the College; (2) a student's registration is cancelled by the College.

Upon approval of a written application, refund of tuition fees may be made as follows:

Date of Formal Withdrawal From Course(s) Before scheduled opening of classes	Regular Session	Summer Session
Within one week after scheduled opening of classes	100%	100%
During second week after scheduled opening of classes	75%	50%
During third week after scheduled opening of classes	50%	25%
Thereafter	25%	None
	None	None

Military Refunds

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

- A. Military service must be documented with a copy of military orders.
- B. Students who do not attend for a sufficient time to qualify for a grade will receive refund of tuition and all other fees except application fee in accordance with the following principles:
 1. Withdrawal before beginning of the fifth calendar week (third calendar week for summer session) after scheduled opening date 100%
 2. Withdrawal thereafter 50%

Damage to College Equipment

Any student who damages any school equipment is required to pay the costs of repair or replacement.

Foreign Students

To comply with the requirements of a student visa and to be eligible for an I-20 form (Certificate of Eligibility), all foreign students must be full-time, matriculated students.

For further information, contact the Foreign Student Advisor in the Admissions Office.

FINANCIAL AID

The purpose of financial assistance is to provide supplemental support to the student if the contribution that the student and the student's family makes towards college expenses is not sufficient.

All major sources of financial aid are grants, loans, and work-study programs. All programs have their own eligibility requirements based on Federal or State law and City University requirements.

All funds are awarded on the basis of need and the availability of Federal and State funding. In addition, applicants must meet CUNY guidelines and are subject to the deadlines established by the City University, this College, and the BMCC Office of Financial Aid.

SOURCES OF MONEY

Tuition Grant Programs

1. Tuition Assistance Program (TAP)

TAP is a grant program covering **cost of tuition only**. It is available to students who are U.S. citizens or permanent residents, have lived in New York State for at least 12 months prior to application, and have an "adjusted family income" of under \$20,000. The amount of TAP awards vary depending upon family size and income. Tuition assistance applications are available through the Financial Aid Office upon request.

2. CUNY Assistance Program (CAP)

CAP is a grant program covering the **cost of tuition only**. It is available to part-time students taking more than 3½ credits but less than 12 credits. To be eligible, applicants must be U.S. citizens or permanent residents and have lived in New York State for at least 12 months prior to application. The amount of CAP awards vary according to family size and income. CAP applications are available upon request in the Financial Aid Office.

3. Basic Educational Opportunity Grant (BEOG)

BEOG is a Federal grant program to help meet college expenses. It is utilized along with TAP as a base form of financial aid for all students. To be eligible, a student must be a U.S. citizen or permanent resident, enrolled for at least 6 credits per semester or the equivalent. The amount of the grant will depend on family circumstances and the number of credits taken per semester.

BEOG applications are available upon request in the Financial Aid office.

Campus-Based Financial Aid

Campus-based aid comprises other sources of funds exclusive of TAP, CAP and BEOG. This includes the Supplementary Educational Opportunity Grant (SEOG), the College Work Study Program (CWS), the National Direct Student Loan (NDSL), Nursing programs (NSL, NSS), and College Discovery stipends (CD).

Students whose family circumstances necessitate applying for campus-based aid must submit a verified confidential statement of the family financial situation (called the CUNY Student Aid Form or "CSAF"), along with necessary documentation. Where there is a serious financial need, a combination of two or more of the campus-based programs may be utilized to provide an adequate amount of assistance. This is called "packaging." Because funds are limited, the College reserves the right to make the final decision as to which package students may receive.

1. Supplementary Educational Opportunity Grant (SEOG)

This source of aid provides grant assistance to the students with the greatest needs, according to Federal and CUNY guidelines. It does not have to be paid back. However, in order to receive an SEOG, a student must also accept a matching fund, usually CWS or an NDSL (see below).

2. National Direct Student Loan (NDSL)

The NDSL is a long-term educational loan that does not have to be repaid while the student is in attendance. If the student goes into VISTA, the Peace Corps, or military service, the loan will be deferred until this service is completed. Students who go into teaching may be eligible for cancellation privileges for up to 100 per cent of their NDSL. The NDSL is repaid at 3 per cent interest beginning 9 months after the student leaves school or upon completion of deferment status. The NDSL can be used as a matching fund for the SEOG.

3. College Work Study Program (CWS)
CWS is a program where students work for a specific amount of money on an hourly basis as part of the financial aid package. Jobs are available both on campus and off campus, and the rate of pay is determined by the type of job. Students who receive an SEOG matched by the CWS must utilize their CWS award.

4. Nursing Student Loan (NSL) and Nursing Student Scholarship (NSS).
These programs are available only to **students in the Nursing curriculum.** The National Student Loan is deferred until the student leaves school and must be repaid at 3 per cent interest. Up to 100 per cent of the loan debt may be cancelled if the student becomes a Registered Nurse in a public, non-profit, private, government or municipal hospital for several years. The NSS is a direct scholarship that is not matched and is restricted to students with extreme financial problems.

5. College Discovery Stipend (CD)
For students officially accepted into the

College Discovery Program before entering College, a CD stipend may be available to them to meet educational expenses. College Discovery students must file a Financial Aid Form (FAF) in order to be considered for their CD stipend and books and fees.

6. Other Financial Aids Available
Short-term loans are available to students in small amounts to cover immediate emergency expenses. The BMCC Association funds the short-term loan program; loans must be repaid within a short period of time with repayment terms worked out on an individual basis; no interest is charged.

New York Higher Education Services Corporation (NYHESC) Loans

This is a State and Federally funded guaranteed loan designed to help students who cannot qualify for campus-based financial aid and are in need of additional funds to help pay their college expenses.

Any student who is a U.S. citizen or permanent resident, a legal resident of New York State for at least one year, and taking a minimum of six credits is eligible to apply for this bank loan.

A student may borrow up to \$2500 each year, both as a freshman (0-33 credits) and/or as a sophomore (34-68 credits). No interest is charged on these loans while the student attends College; repayment of the loan at 8 per cent interest begins when a student stops or ends his/her course of study. Applications for NYHESC loans are available in the Financial Aid Office and any bank upon request.

Other Scholarships

The College has a limited amount of scholarships donated from private or non-profit agencies. These scholarships are awarded on the basis of financial need. Since they are donated on a renewable basis from the grantors, the College cannot guarantee their availability.

Whom to See for Assistance

It is the policy on campus to make every effort to assist each student requiring financial aid. To this end, the Financial Aid Office counselors and staff work closely with the student on his/her needs. During the most recent academic year, more than 90 per cent of the total student body received tuition and/or financial assistance under one or more of the programs described in this chapter.

Financial aid counselors are available, by appointment, to discuss eligibility requirements for all of the aid programs mentioned and to supply detailed information on loan interest rates and repayments. All financial aid applications and details on when, where and how to file them—as well as appointments with counselors—can be obtained from the Financial Aid Office, Room H552.

In addition, more complete information on the types of financial aid offered at BMCC as well as the criteria used in determining awards may be obtained by contacting the Director of Financial Aid, Borough of Manhattan Community College, 1633 Broadway, New York, New York, 10019.



Academic Regulations and Procedures

Familiarity with graduation requirements, admission requirements for specific courses, and regulations in the official College announcements is the student's direct and personal responsibility. The Registrar's Office handles all information concerning academic standing.

Registration

Students will not be given permission to attend classes until they complete registration requirements each semester, in accordance with instructions issued by the Registrar's Office. The Registrar's Office attempts to send individual instructions to every eligible student in advance of each registration period; however, changes in status and addresses may make it impossible to automatically guarantee receipt. Eligible students who do not receive these instructions by the beginning of the announced registration period should contact the Registrar's Office without delay.

Registration after the close of the announced registration period requires payment of a \$15 Late Registration Fee. Registration is not permitted after the close of the official Late Registration period. Each student is responsible for all tuition and fees once the course cards are handed in. If a student is not going to attend class, the student must officially drop his/her courses by completing the appropriate forms.

Change of Registration (Program Change) and Withdrawals

Students are permitted to change their semester program registration only during the official Change of Program period. To do so, students must complete a request form, available at the Registrar's

Office, and obtain signatures as directed on the form. No course may be added after the Change of Program period.

With permission, a student may drop a course through the first three weeks of classes. From the fourth through the tenth weeks, students will be issued either a "W" or "WF" (withdrawal failure) (see Grades Assigned, on next page). **After the tenth class week, no course may be dropped.**

NOTE: there is a fee of \$10 for each program change.

Course Selection

Matriculated students must choose courses in accordance with the regulations of an established curriculum leading to a degree (see Index under "Degree Programs.")

Credit Load (Full-time Matriculated Students)

Full-time matriculated students are expected to carry a credit load each semester sufficient to complete degree requirements within two academic years, including summer sessions. Normally, students register for a credit load of 16 to 18 hours. Requests to carry more than 18 hours must be approved by the Associate Dean of Faculty.

GRADES ASSIGNED

Final Grades are given at the end of the semester for each course. Grades assigned at the completion of a course are as follows:

Grade	Definition	Quality Points Index	Rate of Progress
A	90-100%	4	S
B	80-89%	3	S
C	70-79%	2	S
D	60-69% (Lowest Passing Grade)	1	S
F	Failure	0	U
S	Satisfactory	—	S
U	Unsatisfactory (counts as Failure)	0	U
W	Withdrew (assigned by instructor upon withdrawal from class between 4th and 10th week, non failure)	—	U
WF	Withdrew Failing (Failure) (assigned by instructor upon withdrawal from class between 4th and 10th week)	0	U
WU	Withdrew Unofficially (assigned by Registrar)	0	U
R	Course may be repeated until minimum level proficiency is attained (not to be used for unofficial withdrawals); also assigned to first-term Freshmen in place of F	—	U
ABS*	Absent from Final; makeup exam is permitted	—	—
INC*	Term's Work Incomplete (issued at instructor's discretion)	—	—
*NOTE: The grade of "ABS" (Absence) and "INC" (Incomplete) revert to "F" (Failure) according to the following deadlines: Spring and Summer: Nov. 1; Fall: March 15. The grade of "INC" (Incomplete) or "ABS" (Absence) should be given by an instructor only where there is reasonable expectation that student can successfully complete course requirements.			
Z	No Grade Submitted by the Instructor (an administrative grade which cannot be assigned by instructor)	—	—
PEN	Grade Pending (This grade requires prior clearance from Registrar. Grade given by instructor who can't evaluate completed work of a student by deadline)	—	—

The following grades are no longer in use and have been removed from the legend of grade symbols as of September 1, 1976. (Values have been assigned for purpose of computation on existing transcripts.)

		Quality Points
WP	Withdrew Passing (This grade now redundant. "W" grade is not considered a Failure)	0
X	Non-Punitive Failure	—

GRADE-POINT AVERAGE

The Grade-Point Average is the numerical average of academic achievement based upon grade-point value of the final grade for each course. For the purpose of determining the Grade-Point Average, letter grades have the following point values:

Letter Grade	Point Value
A	4
B	3
C	2
D	1
F,WF,WU	0

Grades of "INC"/"ABS"/"PEN"/"W"/"WP"/"S"/"U"/"R"/"X", and "Z" are not included in the Grade-Point Average.

To compute the Grade-Point Average, multiply the number of points shown for the letter grade earned in a given course by the number of credits for that course; then divide the total number of points earned in all courses by the total number of credits. Follow the examples given below, substituting your courses, grades and credits.

Only the courses taken at the Borough of Manhattan Community College are included in the cumulative Grade-Point Average.

Course	Final Grade	Point Value	Credits	Points Earned	
English I	B	3	× 3 =	9	
Accounting I	A	4	× 3 =	12	
Introduction to Business Administration	WU	0	× 4 =	0	
Art Survey I	D	1	× 2 =	2	
Fundamentals of Speech	C	2	× 3 =	0	
Health Education	F	0	× 1 =	0	
TOTALS:				16	29

Repeating Courses

No student may repeat a course for which a passing grade has been received.

Repeating Failed Courses Until September 1976

If a failed course was repeated and then passed, the original "F" grade was changed to an "X". If a course was failed more than once, only the first failure "F" was recorded. Subsequent failures were recorded as "X". These policies (instituted Spring, 1971) were retroactive. Under the new retention guidelines of the Board of Higher Education, this policy is no longer in effect. All earned grades of "F" must remain on the permanent record and **cannot** be substituted with a passing grade.

Academic Warning Reports

Students whose class work is unsatisfactory at the end of the fifth week of classes will receive an Academic Warning Report from each instructor in whose class unsatisfactory work is being

done. Students who receive two or more Academic Warning Reports must review their academic progress with an academic advisor.

Grade Reports

Grade reports are prepared as quickly as possible after the conclusion of each semester, and are mailed directly to each student's home address. They indicate a student's grades, G.P.A. and Academic Status.

Appeal of Grades

Students who believe they have not been properly graded and who wish to appeal a grade must first discuss the matter with their instructor. Further appeals of an earned letter grade may be made in the following order:

- (1) to the Department Chairperson then
- (2) to the appropriate Associate Dean of Faculty (who institutes any necessary investigation). However, only the instructor can change an earned letter grade.

Administrative grades may be appealed by filing an Appeal Request Form with the Committee on Academic Standing. These forms are available at the Registrar's Office.

Grade for First-Term Freshmen

Any first-term freshman who earns an "F" will receive an "R" grade instead. Those who earn a "D" grade have the choice of accepting the "D" or an "R". (This policy was instituted Fall 1970.)

To carry out this policy, instructors determine during the last week of classes which first-term freshmen elect to accept an "R" grade instead of a "D" grade. Instructors assign only one final grade per student on the Final Grade Sheet. No changes in "D", "F", or "R" entries for freshmen will be permitted after the instructor submits grades. All students who receive "R" grades must repeat a required course. First-term freshmen faced with the decision of electing an earned "D" grade or an "R" grade should consult advisors or counselors in the Department of Student Life before the last weeks of the semester to understand the implications involved in their choice between the "D" or the "R". For some, the "R" grade is preferable, especially if the course is in the "major" field of training or study, as repetition of the course increases learning. For others, the "D" may be preferable to gain needed credits toward graduation.

ACADEMIC STANDING

Probation

Students whose cumulative G.P.A. or Rate of Progress falls below the minimum retention standards, as shown below under "Dismissal," will be placed on Academic Probation and limited to 12 credits per semester.

Dismissal

Students will be academically dismissed if their academic performance falls below the following minimum retention standards for two consecutive semesters: *If a student is academically dismissed, the student may not attend this or any other CUNY college for at least one regular semester.*

Credits Attempted	Minimum Cumulative G.P.A. (Index)
0-12	1.50
13-24	1.75
25-Upward	2.00

Rate of Progress

Credits or Equated Credits Attempted	Minimum Satisfactory Rate of Completion
Block I (12 credits)*	50%
Block II (24 credits)*	66%
Block III (25 credits & upward)	75%
Each subsequent semester*	75%

*The Minimum Satisfactory Rate of Completion, or Rate of Progress, should be calculated when the student completes the first block of 12 credits or equated credits. All credits attempted in that semester, even though in excess of 12, are considered part of Block I. A first semester student attempting 15 or 18 credits, for example, would be progressing satisfactorily if 50% of the total number of credits attempted were completed satisfactorily.

Students should be evaluated for Block II when 24 credits are completed. If the above student completed 12 credits in the next semester he/she would have a total of 27 or 30 credits; however, only the 12 credits would be evaluated for Block II and a 66% rate of progress would be expected. Credits evaluated in a previous block are not evaluated again. Rate of Progress is not cumulative.

All credits attempted after Block II are evaluated each semester, with a satisfactory completion level of 75% expected.

Any student dismissed under the Uniform Retention Standards may appeal to the Committee on Academic Standing for reinstatement and may submit documentary evidence in support of the appeal and/or written recommendation from a college counselor or academic adviser.

Appeal of Dismissal

Academic dismissal may be appealed by writing the Chairperson, Committee on Academic Standing, on the special form obtained from the Registrar's Office.

Deadlines for filing are December 1 for the Spring semester and August 1 for the Fall semester.

Reinstatement

One semester must lapse before an academically dismissed student can be reinstated (or readmitted). This means that a student who is dismissed in January (at the end of the Fall semester) can apply for reinstatement "on probation" for the following Fall semester; or if dismissed in June (at the end of the Spring semester) can apply for reinstatement for the following Spring semester. Any student academically dismissed twice is not eligible for reinstatement.

For further explanation or clarification, students should see a counselor in the Department of Student Life, or an Academic Advisor.

Class Attendance

Instructors are required by New York State law to keep an official record of class attendance. At BMCC, students are permitted a limited number of Excused Absences.

Education Law Section 224-a provides rights and privileges for students unable to attend classes on certain days because of religious beliefs. For each student's information, the provisions are printed below in full:

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he is unable, because of his religious beliefs, to attend classes or to participate in any examination, study or work requirements on a particular day or days.

2. Any student in an institution of higher education who is unable, because of his religious beliefs, to attend classes on a particular day or days shall, be-

cause of such absence on the particular day or days, be excused from any examination or any study or work requirements.

3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which he may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.

4. If classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.

5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.

6. Any student, who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section, shall be entitled to maintain an action or proceeding in the Supreme Court of the county in which such institution of higher education is located for the enforcement of his rights under this section.

6-a. A copy of this section shall be published by each institution of higher education in the catalog of such institutions containing the listing of available courses.

7. As used in this section, the term "institution of higher education" shall mean schools under the control of the Board of Trustees of the State University of New York or of the Board of Higher Education of the City of New York or any community college.

Excused Absences

The maximum number of absences will be limited to one more than the number of times a class meets in one week. An instructor must assign a grade of "WU" to students whose absences exceed that maximum prior to the end of the third week.

Transcripts

Students who want official transcripts of their academic record at the Borough of Manhattan Community College forwarded to an institution or agency should submit their request in writing to the Registrar's Office at least two weeks before the transcript is needed. Official transcripts bear the College seal and signature of the Registrar. Official transcripts are not issued to students or alumni.

Official transcripts sent to other units of the City University are issued without a charge. A fee of \$4 is charged for all other transcripts. Payment should be made directly to the Bursar's Office and the receipt submitted to the Registrar with the transcript request.

Partial transcripts of a student's work are not issued. The College reserves the right to withhold all information on the record of any student who has not fulfilled financial and other responsibilities to the College, including repayment of student loans.

Official transcripts of work taken at other institutions, which were presented for admission or evaluation of credit, become the property of the College and cannot be copied or reissued. If a transcript of this work is needed, it should be obtained directly from the institution concerned.

Curriculum Change

Students who wish to change their curriculum (degree program) must file an

application at the Registrar's Office. Students who request such a change must confer with a counselor or advisor and the Chairpersons of both the current and proposed programs.

Withdrawal from the College

Withdrawal from the College, for any reason, will be recorded only after a student completes and submits to the Registrar's Office the official "Withdrawal from the College" form. The date on which this form is filed, and not the date of the last class attendance, is considered the official date of withdrawal. **Non-attendance at classes or notification to instructors does not constitute formal withdrawal.**

Students who officially withdraw between the fourth and tenth weeks of classes prior to final examinations receive a "W" or "WF" grade for each course in which they are registered. (See Grades Assigned, page 60). Withdrawal from the College is not accepted after the tenth week of classes.

Changes in Regulations and Offerings

The College reserves the right to change academic regulations or to cancel any course for whatever reason it deems appropriate.

Directed Study

A project-oriented program is available for advanced students to work independent of a formal classroom situation. Within each Department, course codes are assigned the numbers 901, 902, 903, 904, 905, 906, 907, 908, or 909. A course numbered 901, for example, indicates a 1-credit course; 902 a 2-credit course; 903 a 3-credit course. A maximum of 9 credits may be earned. Questions on eligibility and procedures should be addressed to the Department chairperson of the particular field of interest.

CUNY BA Program

Persons interested in the CUNY Baccalaureate Program should inquire at the Office of Academic Advisement at BMCC, or any Student Life Counselor.

Continuing Education and Community Service

The theme for development of Continuing Education and Community Service at BMCC parallels closely the mission of the College as stated by the *Middle States Self-Study Committee on Planning and Priorities*: "The College acts as a community resource and cultural center, providing instructional resources, career information, specialized classes to meet specific requests, and continuing education programs for career mobility and self enhancement."

In cooperation with community organizations in Manhattan and members of the faculty, the Office of Continuing Education has developed programs to train underemployed and unskilled persons for entry-level jobs. Using the same model of intra-College cooperation, this Office is able to successfully respond to requests by businesses and health agencies for educational programs of benefit to employees and, thereby, to the businesses and health agencies. A continuing relationship with Senior Citizen centers in Manhattan has afforded the College the opportunity to administer the Institute of Study for Older Adults in sixteen senior centers in Manhattan.

Through inquiries from interested, prospective students and proposals made by faculty and other persons with specific areas of expertise, the Office develops tuition courses. (These are so called because "tuition" supports the course.) These courses also reflect the mission of the College in that they may serve specific segments of communities, be geared toward the development of skills among students, have as their purpose personal enrichment, or satisfy any combination or permutation of these qualities.

Apart from the Office's mission, its resources dictate that it identify target populations simultaneous to course development. The people the Office serves must be specific regarding interests and needs, as the mission dictates. Resources, or their paucity, limit the Office's marketing capacity. The most cost-effective method of marketing courses being direct mail, the Office must effectively identify populations to whom it would send course material.

The mission suggests flexibility. The Office must have the capacity to serve the specific groups to whom it is committed, using less traditional but equally effective instructional methods. It should be able to attract instructional staff in the College but it must have the flexibility to attract individuals exhibiting other areas of expertise unique to the needs of the community. The decision to offer or not offer a course must remain at once collegial and in keeping with the mission.

What follows are synopses of programs and courses the Office currently is running or offering:

Institute of Study for Older Adults

The Office of Continuing Education runs courses on various topics in 16 Senior Centers in Manhattan. This is financed by a subcontract from New York City Community College's Institute of Study for Older Adults.

Mt. Sinai Hospital Course

Offered to selected personnel at the Hospital, the course is geared toward increasing the skills of secretarial personnel. It is financed by Mt. Sinai Hospital.

St. Luke's Hospital Course

Offered to selected personnel at the Hospital, the course develops an understanding in the students of the anatomy and physiology of the human body. It is financed by St. Luke's Hospital.

Hospital Tuition Courses

The College is offering four tuition courses at four hospitals. At Mt. Sinai, we are offering a course in the Fundamentals of Supervision. At St. Luke's, we are offering a High School Equivalency Program. At Gouverneur Hospital, English as a Second Language is offered. Employees at Roosevelt Hospital are being offered Spanish for Hospital Workers. All the offerings are at the Hospitals. All are for employees and all are for tuition.

Bilingual Accounting/Typing Training Program

This program is funded under the Vocational Education Act. It is focused on underemployed persons whose first language is Spanish and who wish to develop entry level skills in bookkeeping and typing in English. It is run at Solidaridad Humana on the Lower East Side and is free to the program participants.

The Word Processing Program

Funded under the Vocational Education Act, this program aims to develop typing skills and sufficient proficiency on the word processing machine for entry level positions in industry. The students are essentially unskilled and underemployed. The program is run at the College and is free to participants.

Small Business Management Institute for Minority Group Persons

This program is funded under the Vocational Education Act. We expect to physically place classes with organizations who serve the populations at which this program is aimed. Minority group persons currently engaged in, or preparing to become engaged in, developing a business can take best advantage of this course. Among the topics covered are financing, inventory control, personnel management, finding a location, accounting and purchasing. This is a non-credit, tuition-free offering.

Occupational Training Program for Hospital Employees

This program, funded under the Vocational Education Act, offers specific courses to improve the usefulness of the hospital employee to the hospital, thereby increasing personal opportunity for advancement. This program is in cooperation with certain area hospitals and is a non-credit offering.

American Express Employee Benefits Program

This program, funded by the American Express tuition refund plan, focuses on the accounting and communications needs of American Express employees. It is a non-credit offering.

New York State Department of Civil Service Employee Benefits Training Program

Financed under a contract with the State Civil Service Department, this program offers courses in Accounting, Data Processing, Conversational Spanish, Psychology and Counseling. The courses are specifically for State employees as part of the benefits package. This is a non-credit offering.

College Program for High School Seniors

This program, initiated in the Spring term 1974, provides an opportunity for selected high school seniors to earn college credit prior to formal admission to units of CUNY by registering and attending college level courses at BMCC

on a space available basis. By Board of Higher Education resolution, tuition for these students is waived.

State University of New York Independent Study Program

The Independent Study Program, which is sponsored by the State University of New York through its Empire State College, provides an opportunity for students to earn college credit by correspondence. The Borough of Manhattan Community College has participated in the program since 1968 and offers courses in liberal arts and business.

Tuition Courses and Seminars

Each semester the College offers a variety of courses on topics of general or specific interest supported by tuition. In the Spring 1979 semester, the Office ran courses such as Everyday Law for the Layperson, Basic Photography, the Accreditation Records Technician Examination Review, Cardio-Pulmonary Resuscitation and Cwrs Cymraeg II (Advanced Welsh Language). An exciting lecture series entitled "Understanding the New China" was conducted in cooperation with the US-China People's Friendship Association.

For further information on courses and programs in Continuing Education, call (212)262-3512.

Independent Study

The Independent Study Program is sponsored by the State University of New York through its Empire State College. It provides an opportunity for students to earn college credit by correspondence.

Independent Study is a carefully structured learning experience designed to meet the needs of those who wish to undertake college studies but who are unable to attend classes at a campus.

Information on this program is available through the Office of Continuing Education at BMCC, Room H412, telephone 262-5442. The Office can provide a list of courses offered, their credits, and tuition charges.



Student Life

Dean of Students and Chairperson: Constance J. McQueen

Associate Dean of Students: J. Robert Cromwell

Assistant Dean of Students: James Blake

Professors: Matthew Lanna, Gustave Manasse

Associate Professors: James Blake, Joyce K. Bland, Alvin Davis, Constance J. McQueen, Sample N. Pittman, Isabel B. Sweeney

Assistant Professors: Barbara J. Brauer, Joyce F. Brown-Hargadon, Gloria Clyne, Ardie De Walt, Francis N. Elmi, Frances Fascetta, Moses G. Gadson, Michael Giammarella, Brice Hargadon, Margaret Hayes, Francis W. Heinkele, Richard T. Hutchinson, Richard Jones, Mary L. Lesesne, John L. Little, Margaret Moreland, Milton T. Stubbs, Ernestina Villegas

The Department of Student Life is dedicated to assisting students expand their personal development and social growth outside the classroom. Organized activities are designed to aid students, collectively and individually, to make maximum use of their educational opportunities.

Among the services offered through this Department are: Orientation; personal, psychological, educational and vocational counseling; student activities; financial aid and work-study, veterans' counseling, academic advisement and health services.

Orientation Program

A first-term student registered at the Borough of Manhattan Community College is required to attend a special pre-registration orientation session.

The program is specifically designed to help students successfully adjust to college life, and to utilize the various college resources for maximum personal development and benefit.

Academic Advisement

To make certain that students are following their class course of study appropriately, they are required to meet with a faculty advisor at least once each semester to plan their programs for the following semester. No student is allowed to register until this academic advisement process has been completed.

In addition, students meet with faculty advisors to receive assistance and information regarding their curriculum choice, withdrawal from courses, academic standing, rate of progress, classroom performance, academic probation, academic dismissal, and changes in academic policies of the college.

Specialized Counseling Program

Professional counselors are available for students who need intensive help with personal, social, career-decision, or other problems. Such specialized counseling is given on an individual or group basis. Communication between students and counselors is strictly confidential and is never included in a student's official school record.

Students may be referred to this program by a faculty member or as self-referrals. Where more protracted help is needed, off-campus referrals are made to appropriate community resources and agencies.

Students with career-planning or other problems may be referred to the voluntary testing program of the counseling service for measures of ability, interest, etc. An Occupational Library is maintained by the counseling services to provide students with occupational and educational information, as well as present employment trends in different occupations.

Withdrawal Counseling

All students who decide to leave the College are seen by counselors to insure that valid reason or sufficient judgment for such actions exists. In many cases decisions to withdraw are modified when other means are found to resolve student problems.

Veterans Counseling

Services provided or administered by the Department's Veterans Office include counseling for veterans, a veterans' work-study program, a veterans' tutorial program, and discharge upgrading referral.

The Veterans' Counselor is available to assist veterans to expedite the necessary papers and to answer questions related to veterans benefits. All veterans enrolled at BMCC are requested to see the Veterans' Counselor during their first semester.

Transfer Counseling

Among the services of the professional counseling staff at the College is assistance for students graduating who wish to transfer to a senior college, public or private, for enrollment and study toward the baccalaureate degree. The Transfer Counselor also arranges Transfer Conferences where current BMCC students can meet admissions officers from such colleges. In addition, current students are encouraged to visit senior colleges' open house events for prospective enrollees, and senior college admissions personnel are invited to participate in selected classroom visits on the BMCC campus. Further information on colleges accepting BMCC transfer students is on page 20.

College Discovery Program

College Discovery provides supportive services for disadvantaged and underachieving students who have been admitted to the College. These services include an outreach counseling program and financial assistance consisting of weekly stipends and monies to cover college fees and textbooks.

The program also provides academic support for the College Discovery students through tutoring, remediation, de-

velopmental skills workshops, and cultural enrichment.

Medical Services

The Medical Offices, staffed by Registered Nurses, provide temporary and emergency medical care needed by anyone in the College. The required "student medical history" records are maintained by this office. The medical services also offer health education materials and provide health counseling. Pregnant students are encouraged to notify the Nurse of their pregnancy and due date. Handicapped students, including those with cardiac, diabetic, or epileptic conditions, are urged to visit the Nurse upon acceptance to BMCC.

Financial Aid Program

The Financial Aid Program can provide major assistance to students with financial problems. Financial Aid Counselors are available by appointment, to discuss eligibility requirements for all of the aid programs mentioned here, and to supply detailed information on loan interest rates and repayments. All financial aid applications and details on when, where, and how to file them--as well as appointments with counselors--can be obtained from the Financial Aid Office in the H building, or by calling 262-3572. Further information on assistance in financing an education at this College is provided on page 56.

Student Activities Program

Designed to enrich students' lives, a series of Student Activities involving intellectual, cultural, and social events is made available outside the classroom. In cooperation with various departments of the College, stimulating programs are offered throughout the academic year. These activities include student-faculty discussions, films, guest speakers, recitals, poetry readings, etc.

Information about these events is available at the Student Activities Office. It serves the entire campus and is open throughout the school day and evening to assist students with extracurricular and co-curricular activities, programs, and projects. Student personnel counselors and the Director of Student Activities attempt to serve the diverse

interests of all students attending the College by coordinating such affairs as concerts, recitals, and intercollegiate events, obtaining free or discount tickets to the opera, ballet, theatre, athletic events, etc., and assisting College organizations, clubs, and special interest groups.

Typical of the events which students attend through the efforts of their clubs and the Student Activities Office during the past year have been:

Broadway and Off Broadway theatre: "Zoot Suit," "Eubie," "Julius Ceasar," "Dracula," Negro Theatre Ensemble productions of "Nevis Mountain Dew" and "Old Phantoms" "Ain't Misbehavin'," "Runaways," "Dancin'," "A Chorus Line," "Mummenchanz."

Dance Theatre presentations by the Cuban Ballet, the Joffrey Ballet, the Alvin Ailey Ballet, the Jose Limon Dance Troupe, the Dance Theatre of Harlem.

Concert attractions: Sarah Vaughan at Carnegie Hall; the Dominican Independence Merengue show and the Salsa show, both at Radio City Music Hall; Betty Carter at Carnegie Hall; Parliament Funkadelics Concert and Santana, separately at Madison Square Garden; the Festival of Drums at the New Symphony Space; Nikki Giovanni at City College; Opera Ebony at Beacon Theatre; Melba Moore, Chaka Khan, Al Jerrreau, and Gil Scott-Heron, each at Avery Fisher Hall.

Off-campus trips: To Hunter Mountain for Three Kings Celebration; To Peekskill for Kwanza Celebration; To Albany for Black Weekend; To Puerto Rico during Spring Break; To the Poconos for Evening Student Trip; To Florida during Spring Break; To Philadelphia for New Freedom Theatre Trip; To Jamaica for Post-Graduation Trip.

Events sponsored on campus:

Scenes from "For Colored Girls Who Have Considered Suicide When the Rainbow is Enuf," with original Broadway cast members;

Ray Aviles, comedian;

Edwin Baron, hypnotist;

Kate Cochrane, numerologist;

Lee Houston, Jazz Quartet;

Lois Griffith, Caribbean poet;

Edward Gordon, music and poetry selections;

June Jordan, poetry readings;

Judge Bruce Wright, on "Blacks and the Judicial System;"

Borough President Andrew Stein;

Deputy Mayor Herman Badillo;

Assemblyman Arthur O. Eve;

Marilyn Amoral on "Black Women's Role in the Theatre;"

Don Carter Jazz Music;

Latin Dance Hustle demonstration;
Mandel and Lydon Duo;
"Una Tarde De Solidaridad Conel Pueblo Nicaraguense;"

"Youth in Prison" discussion;
Haitian Club Culture Festival;
Marqarita Pruneda, Carnegie Concert artist;

Paul Rosenbaum, Carnegie Concert pianist;

Caribbean Festival;

Malcom X Program;

African Dancers;

Voter Registration Drive and Dance;

Freshman Dance, Christmas Dance;

Paul Robeson Salute;

Film showings regularly

Plus these events;

Harlem Globetrotters;

Knicks, game tickets;

Whitney Young Football game tickets.

Extra-and Co-Curricular Organizations

Students at BMCC have established many organizations which serve their educational, vocational, and avocational interests and needs. Some of the clubs and activities available to students are the Student Government Association, Accounting Club, Advertising Club, Circulo Boricua, Hillel, Phi Theta Kappa (community college scholastic honors society), Performing Arts Club, Nursing Club, Caribbean Club, Society of the Golden Drums, fraternities and sororities, and the College newspaper. A complete list is in the Orientation Guidebook issued to all students.

Student Lounges

The Student Lounges, where students gather for quiet conversation and relaxation, offer recreational and social activities. The bulletin boards there are used to display information of interest to students, to notify students of coming events, to announce student organization meetings, and for general College communications. Smoking is permitted in the lounges.

Drugs and Narcotics

As a unit of The City University of New York, the Borough of Manhattan Community College is governed by University regulations which specifically prohibit the sale, purchase, use or possession of drugs on any campus or wherever University-chartered functions and activities take place.

Alcoholic Beverages

The possession or use of intoxicants is strictly forbidden in all College facilities. Student Government Association funds may not be used to purchase alcoholic beverages.

INFORMATION FOR STUDENTS

For further information concerning the specific Student Life Department services, the following persons should be contacted; listed with each person is the office telephone number:

Academic Advisement

Dr. Francis Elmi
262-2195

College Discovery

Prof. Richard Jones
262-2966

Financial Aid

Mr. Howard Entin,
262-2220

General Counseling

Dean James Blake
262-2976

Health Services

Mrs. Elvira Krikland, R.N.,
262-6697

Psychological Counseling Center

Prof. Margaret Moreland
262-2145

Student Activities

Ms. Mary Padula
262-3576

Veterans' Counseling

Prof. Richard Hutchinson,
262-3595

PRIZES AND AWARDS

A number of prizes and awards are presented by the College, the faculty, and friends of the College upon conclusion of the students' courses of study. These awards are presented at the annual Honors Convocation, conducted prior to the Commencement Exercises itself.

This is a partial listing of such prizes and awards:

Presidential Award

Donated by the President of the College, this award is presented to the full-time student who has exhibited qualities of leadership, academic excellence, and popularity among the students and the faculty.

The Dean's Award

Donated by the Dean of Faculty, this award is presented to the full-time student graduating with the highest cumulative academic record (a student or students graduating "With Highest Distinction").

The Liberal Arts Award

This honor is conferred upon a Liberal Arts Curriculum student for outstanding achievement in the Liberal Arts (General Studies).

The Career Programs Award

This honor is conferred upon a student in a Career Program for outstanding achievement in his/her curriculum.

Martin B. Dworkis Memorial Award

Donated by a member of the President's Advisory Council, this annual award is presented to the College athlete with the highest cumulative academic average.

The Dean of Students Award

This is presented by the Dean of Students to the student deemed to have Outstanding Citizenship and Dedication to the College Community.

The Advisory Council on Cooperative Education Award

The Advisory Council presents an award each year to a student for outstanding performance in a Cooperative Education internship.

Ellsworth Janifer Memorial Awards

These are presented by a group of BMCC faculty members in honor of the late Dr. Ellsworth Janifer, who had been Chairperson of the Music and Art Department. Students are honored in the following categories: Ideals of Ellsworth Janifer, Academic Excellence, Contributions to the College Community, and Contributions to the Black Community.

Norman Riback Memorial Award

This is given by the Jewish Faculty and Staff Association at BMCC, in honor of the former Business Manager of the College, who was among the first faculty/staff employed when the College was founded.

Graduating "With Honor"

Students in the graduating class who have maintained a grade point average of 3.30 or higher throughout their studies at the College are designated as graduating With Honor.

Departmental Honors

Students with significant achievements in each academic department of the College are presented with awards and prizes at the Honors Convocation.

Included among these prizes are the following:

Accounting Departmental Honors.

Allied Health Science Departmental Honors, with prizes for outstanding students in Community Mental Health Technology, Medical Record Technology, Respiratory Therapy; the Award for Excellence of the Medical Record Association of New York State; the Alan Sternberg Memorial Award donated by BMCC alumnus Kenneth Rappaport.

Business Management Departmental honors, including awards in Business Administration-Transfer and the several concentrations offered in the Business Management Department.

Center for Ethnic Studies Departmental Honors.

Data Processing Departmental honors, including the Award of the Association of Systems Management.

English Departmental honors, including the Award for General Excellence, and the Award for Excellence in Creative Writing and in Women's Studies.

Mathematics Departmental honors, including the John B. Hunte Award.

Modern Languages Departmental honors, including prizes for the outstanding students in French, Italian, Spanish, and Hebrew. Contributors of such prizes have included in recent years the Services Culturels de l'Ambassade de France, Instituto Italiano di Cultura, Anaya-Las Americas Publishing Company, the National Council for He-

brew Education, and the Jewish Education Committee of New York.

Music and Art Departmental honors.

Nursing Departmental honors.

Science Departmental honors, including the Kurt G. Stern Award for Excellence in Science, and awards in Anatomy/Physiology, in Biology, in Chemistry, and in Physics.

Secretarial Science Departmental honors.

Social Science Departmental honors, including prizes for Social Service and Urban Studies programs.

Speech Communication and Theatre Arts Departmental honors.

Student Life Departmental honors, including College Discovery awards for Academic Achievement and for Service.

The Business Advisory Board awards frequently accompany the Departmental awards in such programs as Accounting, Business Management, Data Processing, and Secretarial Science.

STUDENT RESPONSIBILITIES

Each student accepted by the College is required to recognize and accept certain obligations, and shall conform to the discipline, regulations and orders of the Borough of Manhattan Community College of The City University of New York.

The College expects that its students will behave as mature and responsible individuals in all matters. Courtesy to fellow students, instructors, and the public is expected. Such matters as disregard for school property and dishonesty in assignments and in examinations are considered serious offenses by the faculty, the administration, and the student body, and will be dealt with accordingly. See the Public Order (Education Law), Henderson Rules, which follow.

PUBLIC ORDER (EDUCATION LAW)

Rules and Regulations for the Maintenance of Public Order Pursuant to Article 129A of the Education Law (Henderson Rules)

The tradition of the University as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedoms; the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views free from external pressures or interference. These freedoms can flourish only in an atmosphere of mutual respect, civility and trust among teachers and students, only when members of the university community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy.

Academic freedom and the sanctuary of the university campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends, or who violate the norms of conduct established to protect that freedom. Against such offenders the university has the right, and indeed the obligation, to defend itself. We accordingly announce the following rules and regulations to be in effect at each of our colleges which are to be administered in accordance with the requirements of due process as provided in the Bylaws of the Board of Higher Education.

With respect to enforcement of these rules and regulations we note that the Bylaws of the Board of Higher Education provide that:

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

"a. Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his jurisdiction:

"b. Be the advisor and executive agent of the Board and of his respective College Committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the bylaws, resolutions and policies of the Board, the lawful resolutions of any of its committees and the policies, programs and lawful resolutions of the several faculties;

"c. Exercise general superintendence over the concerns, officers, employees and students of his educational unit***"

I. Rules

1. A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall he interfere with the institution's educational 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.

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 a fear of abuse, physical, verbal, or otherwise from others supporting conflicting points of view. Members of the academic community and other persons on the college grounds shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.

6. Action may be taken against any and all persons who have no legitimate reason for their presence on any campus within the University/college, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of their rights or interferes with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the

institution's instructional, personal, administrative, recreational, and community services.

7. Disorderly or indecent conduct on University/college-owned or controlled property is prohibited.

8. No individual shall have in his possession a rifle, shotgun or firearm or knowingly have in his possession any other dangerous instrument or material that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college without the written authorization of such educational institution. Nor shall any individual have in his possession any other instrument or material which can be used and is intended to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college.

II. Penalties

1. Any student engaging in any manner in conduct prohibited under substantive Rules 1-8 shall be subject to the following range of sanctions as hereafter defined in the attached Appendix: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, ejection, and/or arrest by the civil authorities.

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

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

Appendix

SANCTIONS DEFINED:

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

B. **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.

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

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

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

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

G. **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.

H. **COMPLAINT TO CIVIL AUTHORITIES.**

I. **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.

Adopted by the
Board of Higher Education
June 23, 1969, Calendar No. 3(b).

TITLE IX POLICY STATEMENT

In accordance with the policy of Equal Opportunity at the Borough of Manhattan Community College, it is hereby stated that it is the policy of the College that no person shall on the basis of sex be subjected to discrimination under any educational programs or activities. This policy of non-discrimination on the basis of sex extends itself to employment by and admission in any education program or activity. This policy shall be applicable to all applicants for employment or admission, employees or students, and treatment of whom shall not differ on the basis of sex.

To further facilitate our commitment toward Equal Opportunity at the Borough of Manhattan Community College, the President shall designate a coordinator of Title IX to uphold the policy

of non-discrimination on the basis of sex. The Coordinator shall be responsible for investigating any grievance brought forth by applicants for employment or admission, employees, or students of the College, as it relates to sex discrimination.

The principle of equal opportunity and fair treatment for all is one which is of great importance to everyone here at the College. In our effort to achieve the goals of equal opportunity, this policy shall be given the highest priority.

The Coordinator of this policy for the College is: Mr. Richard Fuchs, Executive Assistant to the President, Room H429, Telephone 262-2698.

STUDENT RECORDS POLICY

The following is the policy of the Board of Higher Education for all units of City University required by regulations under the Federal Education Rights and Privacy Act of 1974* (the "Act"). The rights of students to their records are as provided in this policy.

1. Definitions.

a. **Student.** With respect to education records maintained at a college, a student is a present or former student at that college. With respect to education records maintained at the Central Office, including the University Admissions Processing Center and the Office of Admission Services, a student is a present or former student of any unit of the University. An applicant is not a student until he/she attends a college.

b. **Education record.** An education record is any information or data which directly relates to a student and is maintained by a college or the Central Office, except a record described in paragraph 7, subparagraphs a through e.

2. **Notification.** Each college** shall inform its present students of this policy at least annually by publication in the college catalogue or bulletin, in the first November edition of each student newspaper which is published at least on a monthly basis during the regular academic year, by posting on bulletin boards in each department of the college and in the Registrar's office, or by such other medium as is generally available to and read by the college's students.

3. **Listing of records maintained at the colleges.** Each college shall establish and maintain a listing of the types and locations of education records maintained there, and the titles and locations of the officials responsible for those records, provided, that with respect to education records maintained by individual members of a department, the college may indicate on the listing that the head of the department should be contacted with respect to identifying the types and locations of the records for which individual members of the department are responsible. The listing shall be included in the notification to students made under paragraph 2 and a copy sent to the Office of Legal Affairs.

4. Procedures to inspect and review records.

a. A student who wishes to inspect and review his/her education records may make the request to the person in charge of the office which is the official custodian of the record in question, or that person's designee, but a request pertaining to records in the custody of a student's teacher or counselor should be made directly to the teacher or counselor.

b. A request may be oral, but a college may require specific categories of requests to be in writing.

c. The request shall be granted or denied in writing within 15 days of receipt of the request.

d. If the request is granted, a college official may be present when the student inspects and reviews his/her education records. A student at his/her reasonable request shall be provided with an explanation and interpretation of the record to which access is granted.

**General Education Provisions Act, Title IV, Pub. L. 90-247 as amended, 20 U.S.C. 1232g; 45 C.F.R. Part 99.*

***For the purposes of the procedures provided for in this policy, the Central Office is a college, and the Chancellor its president.*

e. If the request for access is denied or not responded to within 15 days of receipt, the student may appeal to a person designated by the college President. The appeal must be in writing and should identify the particular records to which access was requested, the date of the original request for access, the person to whom the request was made, and the reasons why the student believes he/she has a right of access to the record. The appeal shall be decided no later than 25 days after the receipt of the original request for access. A denial of a request for access must be in writing and contain the reasons for the denial and a statement that the student has a further right of appeal to the General Counsel and Vice Chancellor for Legal Affairs. The student may thereafter send the appeal to the Office of Legal Affairs at 535 E. 80th Street, N.Y., N.Y. 10021. The appeal must be in writing and include a copy of the college's determination on appeal and the reasons why the student disagrees with the determination. The Vice Chancellor for Legal Affairs shall render a decision no later than 20 days after receipt of the appeal.

5. **Copies.** Where a student is to be provided with copies of records, a fee of 25 cents per page shall be charged for each uncertified copy. Copies of education records are not required to be provided the student (except under paragraphs 9b and 11) if:

- a. the record can be reasonably read and comprehended by the student upon visual examination; or
- b. the student has no disability which prevents him/her from coming to the college; or
- c. the student resides less than 50 miles from New York City.

6. **Procedures for record correction.**

a. A student may request correction of his/her education records on the basis that an entry or entries are inaccurate, misleading, or in violation of the student's right of privacy or other rights. The request must be made in writing addressed to an individual or office designated by a college President. The request, to the extent possible, shall identify the record or records containing the challenged entry or entries, the challenged entry or entries, and a brief statement of why the student believes the entry or entries to be inaccurate, misleading, or in violation of his/her right of privacy or other rights. A student may not contest the assignment of a grade through this procedure, but may contest whether the assigned grade was recorded accurately.

b. The designee shall within 15 days after receipt of the written request, grant or deny the request in whole or in part and inform the student. If the designee denies the request in whole or part, the student shall also be advised in writing of his/her right to a hearing under subparagraph 6(c) below.

c. A student may request a hearing if his/her request to correct has been in whole or in part denied, or if the designee has not responded to the request within the 15-day period. The request for a hearing shall be in writing addressed to an individual or office designated by the college President, and shall contain the same information contained in the request to correct the records.

d. Within seven days after receipt of a request for a hearing, the student shall be notified of a date, time and place of the hearing, which shall take place within a reasonable time after receipt of the request.

e. At the hearing the student shall have a full and fair opportunity to present evidence relevant to the issues raised under subparagraph 6(a), before a person selected by the college who does not have a direct interest in the outcome of the hearing. The student may be assisted or represented by individuals of his or her choice, including an attorney, at his or her expense.

f. The hearing officer within 15 days after the conclusion of the hearing, shall render a report to the President in writing which shall include a summary of the evidence and the reasons for the decision, and which shall be based solely upon the evidence presented at the hearing. The President shall render a final decision within 15 days after receipt of the report on the basis of the evidence, which shall include a summary of the evidence and reasons for the decision. The student shall be provided with a copy of the final decision. If the request is denied in whole or in part, the student shall also be advised of his/her right to place in his/her education records a statement commenting on the information in the challenged record and setting forth any reasons for disagreeing with the decision.

7. Record not mandatorily accessible. Records to which access may be denied, are:

- a. Records pertaining to the student of instructional, supervisory, administrative staff, or educational personnel ancillary thereto which are in the sole possession of the maker and are not accessible or revealed to another person except a temporary substitute.
- b. Records pertaining to the student which are maintained on behalf of a college by contract guard service or by college security personnel or other unit having a law enforcement function provided:
 - (1) such records are maintained apart from other records pertaining to the student,
 - (2) are maintained solely for law enforcement purposes,
 - (3) are only made available to local law enforcement officials, and
 - (4) the contract guard service, security or other such personnel do not have access to other records pertaining to the student.
- c. Employment records of a college employee who may be a student provided:
 - (1) such records are normally maintained by the college,
 - (2) relate exclusively to the individual's employment,
 - (3) are used only for employment purposes.
 - (4) such employment is not the result of student status.
- d. Records pertaining to the student which are made by a physician, psychiatrist, psychologist, or other recognized paraprofessional acting in his or her professional or paraprofessional capacity, or assisting in that capacity, which
 - (1) are created, maintained, or used only in connection with the provision of treatment to the student, and
 - (2) are not disclosed to anyone other than the individuals providing the treatment.
- e. Records which pertain to a student generated after he/she is no longer an enrolled student at the college.
- f. The financial records of a student's parents, and the information contained therein.
- g. Confidential placements and confidential letters of recommendation which were placed in the student's file prior to January 1, 1975, provided:
 - (1) the letters and statements were solicited or obtained with a written or implied understanding of confidentiality and
 - (2) the letters and statements are used solely for the purposes for which they were specifically intended.
- h. All other confidential recommendations relating to admission to educational institutions (including other units of the City University or schools or programs within a particular college), employment applications, or relating to the receipt of an honor or honorary recognition, provided:
 - (1) the student or applicant has signed a waiver of the right of access and has been given the opportunity to request to be notified of the names of all individuals providing the recommendations,
 - (2) the recommendation is used only for the purpose for which it was originally intended, and
 - (3) the waiver is not required as a condition of admission to or receipt of any other service or benefit from the college.

i. Any other record which pursuant to any other law or regulation, is privileged, or which is otherwise inaccessible to the student.

8. Directory Information

a. The following categories of directory information may be made available to individuals with a legitimate interest in such information: A student's name, attendance dates, telephone listing, home address, present address, major and minor fields of study and degree and awards received. This shall not be construed to require that such information be released.

b. Any student may require that any or all of the information set forth in subparagraph (a) not be released by a college without his/her prior written consent, by completion of a form to be made available in the Registrar's office of each college during regular business hours. A separate form must be completed and separately submitted by the student for each City University college attended.

9. **Access without prior consent.** Access without prior consent of the student to education records may be furnished under the following circumstances:

a. **Legitimate educational interest:** To a college, central office or Board of Higher Education official, employee or agent who has a legitimate educational interest in particular student records. A person shall be deemed to have a legitimate educational interest in obtaining access to a particular record if access is reasonably necessary in order to perform his/her instructional, research, administrative or other duties or responsibilities. A college may promulgate a narrower definition of legitimate educational interest with respect to access to its student records by its personnel than that provided herein. In that event, notification shall be given of the narrower definition.

b. **Other School officials:** To an official of a school or school system or another unit of City University, who indicates that the student has applied for admission. Any such request shall be complied with without notice to the student, but upon such student's request, a copy of the education records transferred will be provided the student and the student may challenge their content under paragraph 6.

c. To an authorized representative of:

(1) The Controller General of the United States

(2) the Secretary of the Department of Health, Education and Welfare

(3) the U.S. Commissioner of Education, the Director of the National Institute of Education or the Assistant Secretary for Education.

d. To State or local officials with mandatory statutory right of access prior to November 19, 1974, under such conditions as may be specified by the statute.

e. To accrediting institutions, for purposes of carrying out accrediting functions.

f. To organizations external to the City University conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction; provided, that such studies are conducted in a manner which will not permit the personal identification of students by individuals other than representatives of the organization and the information will be destroyed when no longer needed for the purpose for which the study was conducted.

g. In connection with the student's application for or receipt of student financial aid, to the extent necessary to determine financial aid eligibility, and the amount thereof, conditions to be imposed regarding the financial aid, and to enforce the terms and conditions of financial aid.

h. Pursuant to a judicial order or pursuant to a lawfully issued subpoena, provided a notice is mailed to the student three days in advance of compliance, addressed to the last known address, except a shorter period of notice may be authorized by the General Counsel and Vice Chancellor for Legal Affairs.

i. In connection with an emergency where knowledge of the information is necessary to protect the health or safety of the student or other individuals. The factors to be taken into account

in determining whether personally identifiable information from the education records of a student may be disclosed include the following:

- (1) The seriousness of the threat to the health or safety of the student or other individuals;
- (2) The need for the information to meet the emergency;
- (3) Whether the parties to whom the information is disclosed are in a position to deal with the emergency; and
- (4) The extent to which time is of the essence in dealing with the emergency.

This subparagraph "i" shall be strictly construed.

10. Discretionary access to records.

a. A student may be granted access to the records specified in paragraph 7 if University or college policy so provides, provided such access does not violate the right of another.

b. Access to a student's education records without the student's consent under subparagraphs 9(b) through (f) shall only be granted where required by law or regulation or if University or college policy so provides.

11. Access with the consent of the Student.

The written consent of the student is required for disclosure of personally identifiable information from the student's education records except as provided in paragraphs 8 and 9, or where the disclosure of accessible records is to the student him/herself. The written consent must be signed and dated by the student and shall include:

- a. A specification of the records to be disclosed
- b. The purpose or purposes of the disclosure, and
- c. The party or class of parties to whom the disclosure may be made.

Where a record is disclosed pursuant to the student's written consent, the college, upon the student's request, shall provide the student with a copy of the record.

12. Limitation on redisclosure. Any disclosure of personally identifiable information from the education records of a student except under paragraph 8 of this policy may be made only on the condition that the party to whom the information is disclosed will not disclose the information to any other party without the prior written consent of the student, except that the personally identifiable information which is disclosed to an institution, agency or organization may be used by its officers, employees and agents, but only for the purposes for which the disclosure was made. The party to whom the disclosure is made shall be informed of this requirement. This does not preclude the college from disclosing personally identifiable information under Paragraph 9 of this policy with the understanding that the information will not be redisclosed to other parties under that section; provided that the recordkeeping requirements of paragraph 14 of this policy are met with respect to each of those parties.

13. Student's parents. The parent of a student has no rights deriving from that status with respect to the records of a student, regardless of the student's age.

14. Record of requests for access.

a. A record of each request for and each disclosure of a student's records under subparagraphs 9(c), (d), (e), (f), (g), (h), and (i), shall be maintained in the Registrar's office of each college.

b. Such record shall list the parties who have requested or obtained information concerning the student, and the reason for the request, and shall be available for inspection by the student.

c. A college may designate additional or other places where the record of disclosure will be maintained.

d. Such record shall be accessible to the student, the Registrar and designated members of the Registrar's staff, and for purposes of auditing and recordkeeping procedures, any individual specified in subparagraphs 9(a) and 9(c) in accordance with the conditions set forth therein.

15. Waivers.

a. A student may waive any of his or her rights under the Act, the regulations or this policy provided the waiver is in writing and signed by the student.

b. No college may require that a student execute a waiver of his/her rights under the Act, the regulations or this policy.

c. A waiver may be revoked by a student provided the revocation is in writing.

16. Destruction of education records. No record may be destroyed while a request for access to that record is pending. Nothing in this policy otherwise requires the retention of any record.

17. Copies of this policy. A copy of this policy including college policy adopted hereunder shall be furnished upon request.

18. Complaints regarding violations of the Act, or the regulations thereunder. A student who believes that his/her rights under the Act or under the regulations thereunder have been violated may submit a complaint in writing to:

*The Family Educational Rights and Privacy Act Office
330 Independence Avenue SW
Washington, D.C. 20201*



Athletics

The intercollegiate athletics, intramural sports and leisure activity programs are supervised by the Director of Athletics, and are administered by the Department of Physical Education, Health, Recreation and Dance.

The Athletic program provides students with the opportunity to participate in formal intensive training and refinement of skills, and apply them in intercollegiate competition. Teams include baseball, men's and women's basketball, co-ed bowling, indoor and outdoor track and field, soccer, tennis, and volleyball.

The intramural program emphasizes extensive participation in a broad spectrum of informal competitive recreative activities. The program invites both team and individual entries by clubs, organizations, and individual students. Intramural activities include: backgammon, basketball, bowling, bridge, chess, football (touch), gymnastics, handball, paddleball, table tennis, soccer, swimming and diving, tennis, volleyball, and weight training.

The leisure program is comprised of diversified physical, intellectual and social activities which allow students, faculty, staff, and the community-at-large the opportunity to participate in a variety of leisure pursuits that are congruent with their particular life-styles. One may satisfy leisure needs by participating in formal classes (non-credit) that emphasize individual instruction, or by engaging in informal, self-paced activity. The leisure program sponsors classes in bridge, dance, gymnastics, karate, physical fitness, swimming, tennis, and weight training; special events include the Annual Turkey Trot, selection of Mr. & Ms. BMCC and ski outings (in conjunction with Student Activities). Participants can attend all intercollegiate athletics free of charge.



Department Codes and Course Descriptions

Subject	Department	Descriptions on Page
ACC Accounting	Accounting	84
ADV Advertising	Business Management	91
ANT Anthropology	Social Science	152
ART Art	Music & Art	133
AST Astronomy	Science	144
BIO Biology	Science	144
BKG Banking & Finance	Business Management	93
BLK Black Studies	Center for Ethnic Studies	109
BPR Black & Puerto Rican Studies	Center for Ethnic Studies	109
BUS Business Administration	Business Management	91
CED Cooperative Education	Cooperative Education and Placement	96
CHE Chemistry	Science	145
DAT Data Processing	Data Processing	99
ECO Economics	Social Science	153
ENG English	English	105
ESL English As A Second Language	Developmental Skills	103
FRN French	Modern Languages	124
GOV Government Administration	Social Science	153
HEB Hebrew	Modern Languages	126
HED Health Education	Physical Education, Health, Recreation and Dance	141
HIS History	Social Science	154
INT Interdisciplinary Studies		117
ITL Italian	Modern Languages	127
LSI Labor Studies	Labor Studies Project	118
MAR Marketing	Business Management	94
MAT Mathematics	Mathematics	120
MHT Community Mental Health Technology	Allied Health Sciences	86
MLA Modern Languages	Modern Languages	124

MRT	Medical Record Technology	Allied Health Sciences	87
MUS	Music	Music & Art	131
NUR	Nursing	Nursing	136
PED	Physical Education	Physical Education, Health, Recreation and Dance	138
PHI	Philosophy	Social Science	155
PHY	Physics	Science	145
POL	Political Science	Social Science	156
PRN	Puerto Rican Studies	Center for Ethnic Studies	109
PSY	Psychology	Social Science	156
RDG	Reading Skills	Developmental Skills	103
REC	Recreation Leadership	Physical Education, Health, Recreation and Dance	142
RET	Retailing	Business Management	94
RLS	Real Estate	Business Management	95
RTT	Respiratory Therapy Technology	Allied Health Sciences	88
SCI	Science	Science	144
SEC	Secretarial Science	Secretarial Science	147
SLS	Sales Management	Business Management	94
SOC	Sociology	Social Science	157
SPE	Speech	Speech Communication & Theatre Arts	160
SPN	Spanish	Modern Languages	128
SSC	Social Science	Social Science	158
SSR	Social Service	Social Science	158
SWA	Swahili	Center for Ethnic Studies	110
THE	Theatre	Speech Communication & Theatre Arts	161
URB	Urban Studies	Social Science	159

Accounting

Chairperson: Herbert Tishfield

Deputy Chairperson: Stanley Solomon

Professors: Doris B. Fitzgerald, Lewis H. Hughes, Stanley Solomon, Herbert Tishfield

Associate Professors: Gerald Goldstein, Seymour Handelman, Louis Horowitz, Jack Traub, Harry B. Wolfe, Albert Zelony

Assistant Professors: Julius Berger, Richard S. M. Jackson, Frank Navas

Lecturer: Melvin E. Gavron

College Laboratory Technician: Barish Alt

The course offerings in this Department cover accounting principles and theory. By developing skills in the practical use of accounting tools and techniques through practice in the laboratory, a sound foundation for advanced study and entry positions in business is provided.

The Accounting curriculum is designed to satisfy many of the requirements of senior colleges towards a Bachelor's degree in Accounting, as well as to prepare BMCC graduates for jobs in that field. Students should be aware that job and advancement opportunities in Accounting are usually limited for those who do not intend to continue their accounting education after graduating from BMCC. For the curriculum in Accounting leading to the Associate in Applied Science degree (A.A.S.), see page 24.

ACC100 Elementary Accounting IA/4hrs. 2 cr.

The course covers the fundamental principles of Accounting and the practical use of accounting tools and techniques. Topics covered include the definition and scope of Accounting, accounting records and processes, books of original and subsequent entry, work sheets, adjusting entries and closing entries, payroll taxes, and Accounting for cash. An investigation is made of Accounting for service businesses and trading concerns. Also studies are made of basic business papers and procedures and classified financial statements. This course covers much of the same material as is covered in ACC120 but less intensively and at a slower pace. Students completing this course who intend to continue with Accounting are required to take ACC110.

ACC110 Elementary Accounting IB/2 hrs. 1 cr.

The course covers accounting for negotiable instruments, adjusting and closing

entries, classified financial statements, disposal of plant assets, and various methods of depreciation. This course supplements the preceding ACC100 course and, together with it, generally parallels most introductory college courses in Accounting.
Prerequisite: ACC100

ACC120 Elementary Accounting I/4 hrs. 3 cr.

The course covers the fundamental principles of Accounting and the practical use of Accounting tools and techniques. Topics covered include the definition and scope of Accounting, accounting records and processes, books of original and subsequent entry, work sheets, adjusting entries and closing entries, Accounting for cash, and Accounting for negotiable instruments. An investigation is made of Accounting for service businesses and trading concerns. Also studies are made of basic business papers and procedures and classified financial statements.

ACC220 Elementary Accounting
II/4 hrs. 3 cr.

This continuation of Accounting I progresses from elementary to more advanced accounting concepts and conventions including the use of accounting data in managerial decision-making. Among topics covered are voucher system, partnership accounting, payroll preparation and taxes, and accounting for corporations. Study is made of Accounting involved in the interpretation of financial statements, budgetary control, tax aspects of Accounting and management reports and analyses.

Prerequisite: ACC120

ACC330 Intermediate Accounting
I/4 hrs. 3 cr.

The course commences with a review of the accounting process. A study is made of balance sheet and income statement presentation. Methods of correcting errors in recording and summarizing are covered. A detailed examination is made of accounting for cash and temporary investments, receivables and inventories (including cost and valuation procedures). The statement changes in financial position also is studied. Attention is given to pronouncements issued by the Accounting Principles Board and the Financial Accounting Standards Board.

Prerequisite: ACC220

ACC340 Taxation: Federal/4 hrs. 3 cr.

Students are provided with fundamental knowledge of the Federal taxation laws and preparation of related tax returns. Federal income taxes for individuals, partnerships, and corporations are studied, and actual returns are prepared. Various items of payroll withholding and reporting procedures are discussed, and basic tax planning is explored.

Prerequisite: ACC220

ACC430 Intermediate Accounting
II/4 hrs. 3 cr.

The course is a continuation of Intermediate Accounting (Part I) A detailed study is made of the accounting for investments in stocks, bonds, funds, and

other items; plant and equipment accounting — acquisition, use, retirement and special valuation problems; and accounting for intangible assets. The stockholders' equity section of the balance sheet is examined with particular reference to the accounting for capital stock, additional paid-in-capital, and retained earnings. Attention is given to pronouncements issued by the Accounting Principles Board and The Financial Accounting Standards Board.

Prerequisite: ACC330

ACC450 Cost Accounting I/4 hrs. 3 cr.

The course discusses cost accounting as a tool for planning and controlling the operations of a business. The course emphasizes the conceptual, analytical and practical aspects of the subject. The cost accounting cycle is studied, and attention is given to job order cost systems, process cost accounting, allocation of costs, joint and by-product costs, payroll accounting and budgeting.

Prerequisite: ACC220

ACC451 Cost Accounting II/4 hrs. 3 cr.

The course discusses the use of cost accounting concepts and methods that are used to guide management in controlling operations and in making decisions. A study is made of cost-profit-volume analysis, standard costs, flexible and capital budgeting, inventory planning and control, direct costing, and the contribution margin approach to product costing.

Prerequisite: ACC450

ACC550 Business Machines
Operation/2 hrs. 1 cr.

The course enables students to develop and apply skills in business machines operations. Included in the course are the full-bank adding machine, ten-key adding machine, rotary calculator, printing calculator, key-driven calculator and posting machines. All arithmetic functions are covered, and fundamental operations are applied to various types of business problems.

Allied Health Sciences

Chairperson: Norman E. Farber

Deputy Chairperson: Marjory T. Abbott

Professors: Norman E. Farber, Franklin R. Fitz

Associate Professor: Marjory T. Abbott

Assistant Professors: Thomas Robert H. Ames, Everett W. Flannery, Blanche Ifwerstrom, Paul H. Levitz, Annabelle Nelson

Lecturer: Camille V. Layne, Cindy J. Raskin

Senior College Laboratory Technician: Wendy D. Citron

The Department of Allied Health Sciences offers three professional programs: Community Mental Health Technology, Medical Record Technology, and Respiratory Therapy. Students successfully completing these programs are awarded the Associate in Applied Science (A.A.S.) or Associate in Science (A.S.) degree, and are qualified to work as technicians in a variety of health care agencies.

Allied Health Science Laboratories

The Allied Health Sciences laboratories are completely equipped to simulate hospital facilities. They are used to instruct students in the basic techniques essential in the various health technologies and provide a facility for skill development and practice. The Medical Records and Respiratory Therapy laboratories contain all the equipment essential for simulated hospital units.

Community Mental Health Technology

The program provides training in the techniques essential to becoming a Community Mental Health Technician. Successful graduates will serve in the mental health field as a vital link between professionals, aides, the community, and mentally and emotionally ill individuals. For the curriculum in Community Mental Health Technology leading to the Associate in Science (A.S.) degree, see page 26.

MHT110 Introduction to Community Mental Health and the Rehabilitation Process/3 cl. hrs. 3 lab hrs. 4 cr.

A basic introduction to, and understanding of, the fields of Community Mental Health and Rehabilitation. Included will

be the principles, practices and problems germane to both areas, and a study of the relationship between these areas. Participation in supervised field site visits to mental health and rehabilitation facilities is also required.

Prerequisite: Matriculation in CMHT Program or Departmental approval

MHT215 Abnormal Psychology/3 cl. hrs. 3 cr.

Same as PSY510 Abnormal Psychology. Discussion of the causes, diagnosis, treatment, and prevention of various types of maladjustments and mental disorders. The relationship of the neuroses and functional psychoses to current conceptions of normal personality functioning is discussed.

Prerequisites: MHT Matriculated Status: PSY100; or Departmental approval

MHT325 Counseling and Interviewing/3 cl. hrs. 1 lab hr. 3 cr.

Instruction in the basic elements and essentials of group and individual counseling. Students learn the necessity for establishing rapport with their clients, and the need for self-analysis and problem-solving.

Prerequisite: Third or fourth semester standing in the Community Mental Health Assistant Program, or Departmental approval

MHT330 Mental Health Treatment and Teaching Techniques/3 cl. hrs. 3 lab hrs. 4 cr.

Specific methodology in the training and re-training of mentally disabled clients. Emphasis is placed on the techniques and methods of behavior modification. Also stresses utilization of the skills and materials for the therapeutic use of creative therapies, including music, dance, arts and crafts, drama and poetry, as treatment modalities.

Prerequisites: MHT110, MHT215, PSY500

MHT340 Psychological Measurement and Evaluation Techniques/2 cl. hrs. 3 lab. hrs. 3 cr.

An introduction to the principles and practice of psychological assessment. Survey of the major methods of measuring intelligence, ability, interest, and personality.

Prerequisite: Third or fourth semester standing in the Community Mental Health Assistant Program or Departmental approval

MHT405 Clinical Assistantship in Mental Health/2 cl. hrs. 16 lab hrs. 4 cr.

Selected supervised field learning placements, designed in clinical settings, which may be in a variety of community resources including community mental health centers, special education programs, and rehabilitation agencies. Included is discussion and interpretation of the clinical experience in the classroom.

Prerequisites: Fourth semester standing, MHT325, MHT 330

Corequisites: MHT 421, MHT430

MHT406 Mental Health Practicum/2 cl. hrs. 1 lab hr. 2 cr.

An opportunity for student critical introspection and self-evaluation, for the purposes of enhancing personal growth, developing insight and empathy, and the integration of skills and knowledge. Emphasis is on the facilitation of the personal performance of the duties of the community mental health assistant in the provision of services to the mentally handicapped individual.

Prerequisite: Student must be concurrently registered in MHT405

MHT421 Social Disability/3 cl. hrs. 3 cr.

An overview of the prevailing socioeconomic situation giving rise to socially handicapping conditions. Included will be emphasis on the specific disabilities and circumstances of alcoholism, narcotics addiction, severe deprivation, geriatrics, and other problems resulting from social pathology.

Prerequisite: Third or fourth semester standing in the Community Mental Health Assistant Program or Departmental approval

Medical Record Technology

The Medical Record Technology program prepares students to maintain records, and prepare and analyze health information needed by health practitioners, hospitals, patients, and the public. For the curriculum in Medical Record Technology leading to an Associate in Applied Science (A.A.S.) degree, see page 27.

MRT100 Medical Record Science 1/2 cl. hrs. 2 cr.

The history of medical records is given in this course and includes an introduction to the development and use of medical records. Professional ethics for a Medical Record Technician is explained.
Prerequisites: Matriculation in MRT Program or Departmental approval; must be taken with MRT101

MRT101 Medical Terminology I/3
cl. hrs. 3 cr.

Students are instructed in the basic medical prefixes and suffixes during this course. They learn the terminology of disease, operations and symptomatology.

Prerequisites: Must be taken with SEC510 and MRT100

MRT200 Medical Record Science
II/2 cl. hrs. 3 lab. hrs. 3 cr.

This course includes quantitative analysis, patient and physician indexes, the collection of statistical data from records, and the methods used for securing and preserving medical records. Laboratory practice is required to increase proficiency.

Prerequisite: Medical Record Science I; Medical Terminology I; must be taken with MRT 201

MRT201 Medical Terminology II/2
cl. hrs. 2 cr.

This course is an advanced study of the "medical" language which includes abbreviations, general hospital and community health terminology and specialty terms used by professionals.

Prerequisite: Medical Terminology I; must be taken with SEC530 and MRT200

MRT300 Medical Record Science
III/2 cl. hrs. 3 lab. hrs. 3 cr.

The legal aspect of medical records practices and procedures in specialty areas such as radiology, pathology, outpatient and social service departments is continued in this course. Students are introduced to the daily operations of a medical record department through visits to health service agencies.

Prerequisites: Medical Record Science II; Medical Terminology II; must be taken with MRT310

MRT310 Medical Record Clinical
Practice I/2 cl. hrs. 6 lab. hrs. 4 cr.

This course includes supervised learning experiences in a clinical setting during which students develop insight, understanding and skill in medical record procedures, accept responsibilities and recognize the need for preserving the

confidential nature of medical records. Class seminars on clinical experience are included.

Prerequisite: Medical Record Science II; Medical Terminology II; must be taken with MRT300

MRT400 Medical Record Science
IV/2 cl. hrs. 3 lab. hrs. 3 cr.

This study of organization patterns in hospitals, clinics and community health agencies includes medical staff organization and professional relationships. Laboratory practice in classrooms and clinical settings is given.

Prerequisite: Medical Record Science III; must be taken with DAT125

MRT410 Medical Record Clinical
Practice II/12 lab. hrs. 4 cr.

This continuation of Medical Record Clinical Practice I emphasizes interpersonal and interdepartmental relationships. Conferences are held in the clinical area on problem situations which may be encountered.

Prerequisite: Medical Record Clinical Practice I

MRT420 Pathology of Disease/3
hrs.
3 cr.

This course is designed to provide Medical Record students with ability to interpret medical records when coding diagnoses according to the *International Classification of Diseases, 9th Revision Clinical Modification (ICD-9-CM)*, when making case reports or abstracts, and when tabulating data for group studies of diseases.

Prerequisites: BIO426, matriculation in MRT Program.

Respiratory Therapy

Students are taught the life-saving techniques of respiratory therapy. Skilled and swift application of the various devices used to maintain proper breathing can make the difference between life and death for a critically ill or seriously wounded individual. For the curriculum in Respiratory Therapy leading to the Associate in Applied Science (A.A.S.) degree, see page 28.

RTT100 Fundamentals of Respiratory Therapy/2 cl. hrs. 6 lab. hrs. 4 cr.

Students are given the knowledge, skills, and attitudes basic to all patient care with special emphasis on the basic science principles applicable to medical gases, pressure breathing devices, gas exchange, artificial ventilation and respiration. This course also involves the study and operation of basic inhalation therapy equipment such as oxygen catheters, cannulae, masks and tents, nebulizers, flowmeters and regulators, oxygen analyzers and oxygen supply systems.

Prerequisite: Matriculation in the RTT Program

RTT201 Respiratory Therapy I/4 cl. hrs. 4 cr.

This continuation of applied science principles is fundamental to Respiratory Therapy. Special emphasis is placed on the theory of airway management, respiratory diseases, introductory pharmacology, ventilators used in IPPB therapy, Acid-Base chemistry and a knowledge of emergency care.

Prerequisites: RTT100; General Chemistry; RTT202 must be taken with RTT201

RTT202 Respiratory Therapy Clinical Practicum I/9 lab. hrs. 3 cr.

Supervised clinical experience in Respiratory Therapy hospital affiliations. Work with patients utilizing equipment such as oxygen catheters and cannulae, masks, tents, nebulizers, flowmeters and regulators, oxygen analyzers, and oxygen supply systems.

Prerequisites: RTT100; General Chemistry; must be taken with RTT201

RTT210 Respiratory Therapy Summer Clinical Practicum/40 lab. hrs. 6 cr.

(This course is a 10-week, 40-hour per week practicum required of students registered in the Respiratory Therapy Technology Curriculum). The Respiratory Therapy Summer Clinical Practicum is a continuation of the clinical training and experience introduced dur-

ing the second semester of the program (RTT201 and RTT202). The schedule is structured to rotate groups of the class through various of the participating clinical facilities where students will have patient bedside instruction and practice in IPPB, Oxygen therapy, aerosol treatment and ventilation, and bedside intensive care for adults and pediatric patients.

Prerequisites: RTT201; RTT202

RTT301 Respiratory Therapy II/3 cl. hr. 3 cr.

Skills in patient care are further developed, and stress is placed on continuous ventilation and Acid-Base chemistry. The physiology of the cardio-pulmonary system, the ethical and legal implications, and responsibilities relating to Respiratory Therapy services are discussed.

Prerequisites: RTT210; BIO426

RTT302 Respiratory Therapy Clinical Practicum II/16 lab. hrs. 4 cr.

A continuation of the supervised hospital Respiratory Therapy clinical experiences, dealing with complex patient equipment such as ventilators, resuscitators, respirators, and use of blood-gas analyzers, and aerosol apparatus.

Prerequisites: RTT210; BIO426; must be taken with RTT301

RTT310 Cardio-Respiratory Physiology/2 cl. hrs. 2 cr.

This course exceeds the scope of Anatomy and Physiology I & II, and stresses those physiological properties of the heart, blood vessels and lungs, particularly as they are interrelated and as they contribute to preserving the integrity of the human nervous system. The material will be taught in a clinically oriented manner to reinforce those aspects of cardio-pulmonary physiology most relevant to the care of patients.

Prerequisites: RTT202; BIO426; or Departmental approval

RTT401 Respiratory Therapy III/3 cl. hrs. 3 cr.

This course provides students with a

knowledge of the various methods of sterilization, diseases and problems resulting in respiratory failure, cardio-pulmonary function testing and diagnosis, pediatric respiratory care, percussive therapy and postural drainage, and administrative responsibilities of the technician. Preparation is included for the written and oral Respiratory Therapy Registry Examination.

Prerequisites: RTT302; RTT310; must be taken with RTT4 and RTT410

RTT402 Respiratory Therapy Clinical Practicum III/16 lab. hrs. 5 cr.

This last course of supervised hospital Respiratory Therapy clinical experience continues emphasis on administration of Respiratory Therapy care to patients. With additional work in hospital depart-

mental operations including patient record keeping, reporting, and charting. Interdisciplinary team relationships are also stressed.

Prerequisites: RTT302; RTT310; must be taken with RTT401 and RTT410

RTT410 Fundamentals of Clinical Medicine/2 cl. hrs. 2 cr.

An assimilation of the basic and clinical sciences from several areas of medicine, to help students develop a deeper understanding of the patho-physiological consequences of such diseases as asthma, atelectasis, pneumonia, pulmonary embolism, infant respiratory distress syndrome and others. Independent study and student participation in teaching will be encouraged.

Prerequisites: RTT302; RTT310; must be taken with RTT401 and RTT402, or Departmental approval



Business Management

Chairperson: Chaim Ginsberg

Deputy Chairperson: Percy Lambert

Professors: Edward Alexay, Irving Cohen, Chaim Ginsberg, Richard M. Gonzalez, Norman P. Horwitz, Irving Wechsler, Lester Weinberger

Associate Professors: James H. Berson, Basil L. Cleare, Marion P. Lauterstein, Constantine G. Petrides

Assistant Professors: Howard R. Budner, Philip J. Hornick, Percy Lambert, Jerome J. Smith

Students registered in the Business Management Department may choose to pursue specializations in one of six distinct concentrations. Those open to all students in the College are in four fields: General Management, Banking and Finance, Marketing, and Retailing. Concentrations open only to students with the necessary prerequisites are: Credit and Collections, and Sales Management.

Students who successfully complete the requirements in any of these six concentrations receive an Associate in Applied Science (A.A.S.) degree. The Business Management Department also administers the Business Administration - Transfer degree program, which leads to the Associate in Arts (A.A.) degree. For the curricula offered, see pages 29-33.

Advertising and Business

ADV200 Essentials of Advertising/3 hrs. 3 cr.

This course is designed to provide an introduction and overview of advertising, its use as a management tool, and its place in the marketing picture. Included are the approach to its creativity, media mathematics, planning and strategy, campaign concepts, research, and media selection.

Prerequisite: BUS103

BUS101 Introduction to Business Administration (Part A)/3 hrs.

2 cr.

BUS102 Introduction to Business Administration (Part B)/3 hrs.

2 cr.

Designed for the student who needs a slower-paced introduction to the ideas, concepts, problem-solving skills of business administration. The two-semester sequence (Parts A and B) covers the same content as BUS103 (Introduction to Business Administration). Successful

completion of the two-semester sequence by the student will meet all the requirements for BUS103. Any student who is required to take Developmental Skills courses in at least two areas after testing will be required to enroll in the BUS101-102 sequence.

BUS103 Introduction to Business Administration/3 hrs. 3 cr.

Business and industry in the United States is broadly surveyed during this course. Emphasis is placed on historical development, objectives, methods of operation, and the interrelationships of management, labor, and government. Included is the study of new developments and trends in the business administration and the problems they engender in the total management process.

Required of all Business Administration A.A.S. degree candidates except School Secretary and School Secretary-Bilingual.

BUS110 Business Law/3 hrs. 3 cr.

This course briefly surveys the American

Legal System and the basic law of contracts. Reference is made to typical business transactions and, by a study of pertinent cases, how the various principles of contract law apply to them.

BUS120 Personal Finance/3 hrs. 3 cr.

The principles of effective personal financial management are presented in this course. Topics include budgeting, buying on credit, investing, borrowing, insurance, and planning for retirement. The growth of consumerism and its effect on the individual and the business environment will be analyzed.

BUS130 Personal Law/3 hrs. 3 cr.

This course examines the relationship between the law and the American citizen on a practical level. It emphasizes the rights and protections of the individual as citizen, consumer, tenant, debtor, party to a lawsuit, employee, business person, and homeowner. The course is a unique approach in that it encourages the student to use the law in the conduct of everyday life.

BUS150 Business Communication/3 hrs. 3 cr.

This course is designed to present principles common to all communicating situations but which apply predominately to business. Considered will be applicability and construction of letters, memos, reports, telephone messages, and telegrams. It explores relationships of creative, logical, and critical thinking of the problem-solving nature of business communication — all directed to helping the student develop his ability to think, to express himself in business situations, and to use the most effective methods in the most effective way.

BUS200 Business Organization and Management/3 hrs. 3 cr.

In this course, the total structure and character of modern business from initial organization through grouping of essential functions into operating departments is covered. Management and the decision-making process, financing and marketing considerations are studied with actual cases used to illustrate prob-

lems in small and big business.

BUS210 Business Methods/3 hrs. 3 cr.

A survey of the fundamental quantitative concepts and tools used in the field of business is presented in this course. Topics in the course include annuities, present value, compound interest, markup and markdown, graphing, equations, inventory, depreciation, breakeven, cost, revenue, elasticity, inequalities, and certain aspects of linear programming.

BUS220 Managerial Decision Making/3 hrs. 3 cr.

The course develops students' abilities in two-stage thinking — ideation and processing, by means of creative thinking exercises, information research problems, development of evidence methods (fact vs. inference), and problem solving/decision analysis techniques. The latter include Kepner Tregoe, model building, classification, cost/effectiveness, incremental analysis, and basic decision trees. Emphasis is on developing student skills in coping with problems and decisions as opposed to theoretical methodological explorations.

Prerequisites: Math through Statistics; Business Methods (BUS210)(for business students only)

BUS300 Office and Personnel Management/3 hrs. 3 cr.

An introduction to the principles and practices of office management. The nature of office management, functions of the office, problems of procuring and arranging a proper work area and equipping it with modern, functional, and efficient office equipment for more effective work flow are discussed. Selection, training, and supervision processes, understanding the psychology of business management and human relations are reviewed. Scientific analysis and control of office procedures and office operating costs are considered.

BUS410 Essentials of Small Business/3 hrs. 3 cr.

Students are acquainted with small business enterprises; their organization, operation and management are surveyed.

Emphasis is placed upon problem solving in location, organization, operation and management; it includes legal requirements, employee relations, and the relationships of government and small businesses.

BUS811 Development of Black Business Management/2 hrs. 2 cr.
Same as BLK111 (for description see page 109).

Banking, Finance, and Credit Management

BKG100 Introduction to Finance/3 hrs. 3 cr.

This course focuses on the three general areas of money and financial institutions, business financial management, and investments. These areas are surveyed through coverage of topics such as value and creation of money, the Federal Reserve System, commercial banks, short and medium term financing, and the behavior of securities markets in relation to financing the business enterprise. This is a foundation course for finance/banking majors and a survey course for all others.

BKG220 Credit and Collections Management/3 hrs. 3 cr.

Student is introduced to the principles and practices involved in the extension of credit in the business world. The course covers operation of the credit department including the duties of the credit manager, credit investigators, credit analysis of financial statements, bases for credit judgment, collection procedures, legal problems, accounts receivable financing and factoring.

Prerequisite: BUS210; BKG100; prerequisites may be waived for experienced business persons

BKG230 Financial Management/3 hrs. 3 cr.

This course surveys principles and practices followed in the financial organization and operation of a corporation. Also considered is the financing of new and growing business, sources of capital, banking and credit accommodations, and the handling of other financial matters.

Prerequisite: BKG100

BKG240 Consumer Credit Management/3 hrs. 3 cr.

This course emphasizes the principles, policies, and practices followed in the granting of consumer and retail credit, bases for credit judgment, collection policies and procedures, government regulations, retail revolving and installment credit, charge accounts, bank credit card and non-bank card credit, and the management of a consumer or retail credit department.

Prerequisite: BKG100; BUS210; prerequisite may be waived for experienced business persons

BKG250 Money and Banking/3 hrs. 3 cr.

An analysis of the organization and operation of our financial system is given students in this course. Included in the study are the money and capital markets, commercial banking, and other financial institutions such as commercial finance companies. The relationship between financial and economic activity including monetary and fiscal policy is shown.

Prerequisite: BKG100

BKG300 Principles and Problems of Investment/3 hrs. 3 cr.

The principles and practices of investments are analyzed during this course. Students learn to recognize the quantitative and qualitative tests used in judging security values. Attention is given to the legal and financial characteristics of various types of investment securities. Personal portfolio problems and policies are considered in terms of objectives and investment decisions.

Prerequisite: BKG100

BKG311 Banking Organization and Management/3 hrs. 3 cr.

The operation of banking institutions with particular emphasis on commercial banks is surveyed and the relationship between banks, the Federal Reserve System, and the money market is emphasized. Problems of capital adequacy, reserves, loans, investment policy and liquidity are considered.

Prerequisite: BKG100

Marketing, Retailing, and Sales

MAR100 Introduction to Marketing/3 hrs. 3 cr.

An introductory course to the field of product distribution. The current marketing system is described, analyzed, and evaluated, including methods, policies, and institutions involved in the distribution of goods from producer to consumer. Emphasis is placed on the means of improving efficiency and lowering distribution costs. Case studies of actual business problems are presented with selected text.

MAR210 Purchasing/3 hrs. 3 cr.

The basic elements of management as they affect purchasing functions for business, industry, and government are covered in this course. The many specifics of purchasing are analyzed including pricing, trade relations, techniques of negotiations, value analysis, materials, management, inventory control, and vendor relations.

Prerequisite: MAR100

MAR300 Sales Principles and Practices/3 hrs. 3 cr.

The selling technique topics include analyzing a product, evaluating customer needs and buying motives, handling objections, closing sales, and developing salesman's personality. Organization and presentation of sales talks are emphasized.

Prerequisite: MAR100

MAR320 Retail Organization, Operation and Buying/3 hrs. 3 cr.

In this study of the management operations of a large retail store, current practices in store layout, organization, personnel management, services to customers, expense budgeting and control, receiving, and marketing are analyzed. Methods and techniques employed by buyers in selected new lines, assortment planning, placing orders, pricing, and handling other phases of the buying job are discussed.

Prerequisite: MAR100

RET300 Consumer Motivation/3 hrs. 3 cr.

This course develops the student's understanding of the relevancy of consumer motivation and behavior to modern marketing techniques and strategies. It offers insights and information vital to the consumer-oriented firm.

RET310 Retail Merchandising and Promotion/3 hrs. 3 cr.

A comprehensive analysis of retail merchandising and promotion which completes the Retail curriculum option. The career-oriented student develops the skills necessary to construct a merchandise plan, make decisions on stock turnover, identify pricing techniques, prepare promotional campaigns for selected products, store displays, and identify the promotional characteristics of textiles, fashion accessories, and home fashions.

Prerequisite: MAR320

RET410 Current Trends in Retailing/3 hrs. 3 cr.

This course is designed to give the student an understanding of the present retail market situation and a comprehension of current and foreseeable trends in retailing due to the pattern set by past and present happenings. The unique, innovative feature of this course will be to introduce guest specialists from the retailing field to brief students on important issues as they develop in this field.

SLS300 Sales Management/3 hrs. 3 cr.

A study of the problems of sales management covers sales policies, selection and training of salesmen, methods of compensation and sales stimulation, sales administration, budgeting, and sales forecasting. Analysis and evaluation of current practices in sales management will be thoroughly discussed.

SLS310 Sales Promotion/3 hrs. 3 cr.

This course concentrates on the actual

administration or management of the outside salesforce and involves a thorough evaluation of the activities involved in managing salesmen. The emphasis is on problem solving and the creative development of plans and programs which contribute to the effective and economical use of sales organizations.

Prerequisite: MAR300 or permission of the Department

Real Estate

RLS201 Essentials of Real Estate/5 hrs. 4 cr.

This intensive survey course acquaints students with the fundamentals of real estate practice and the essentials of the real estate business. Brokerage, mortgage financing, investments, management, and valuation are included. This course meets the educational requirements for the N.Y. State Real Estate Broker's License examination.

RLS301 Real Estate Management/3 hrs. 3 cr.

This course explores the practical aspects of effective and efficient managing of commercial and industrial properties. In addition, the course will focus on the status of property management, the functions of the real estate manager, the management agreement, the management plan, and physical real property inventory.

Prerequisite: Essentials of Real Estate (RLS201)

RLS302 Real Estate Appraisal/3 hrs. 3 cr.

This course examines the professional standards of appraisers, the nature of value as it applies to real estate, economic factors which influence values, replacement and reproduction costs, the various valuation approaches, and capitalization techniques as they relate to the real estate appraisal process. In addition, the appraisal will be studied; the appraisal process for income property will be explored, also.

Prerequisite: Essentials of Real Estate (RLS 201)

RLS303 Real Estate Financing/3 hrs. 3 cr.

This course is designed for individuals such as potential investors, lenders, sellers of real estate, or other professional participants in activities related to the real estate field. The course — in addition to showing how the tax system, supply and demand, and financing interact to create values — will deal with the institutional background of real estate financing concepts required for making investment strategy. In addition, emphasis will be placed on the use of leverage in the financing of real estate, taxation, tax shelters, and methods and instruments of real estate financing.

Prerequisite: Essentials of Real Estate (RLS201)

Cooperative Education and Placement

Chairperson: Harriet P. Van Sickle

Deputy Chairperson: Joseph Doctor

Associate Professor: Harriet P. Van Sickle

Assistant Professors: Jose L. Alvarado, Joseph Doctor, S. Patricia Hough, Lolani M. Miller, Henry G. Stroobants

Instructor: Marie L. Polanco

The philosophy of cooperative education is to enhance the relevance of theories learned in the classroom, giving students the opportunity to apply those classroom theories to practical work experience gained through on-the-job internships in business, industry, government, or service organizations. Cooperative Education is required of students majoring in Accounting, Government Administration, Secretarial Science, and Business Management (including the concentrations in Banking and Finance, Credit and Collections, General Management, Marketing, Retailing, and Sales Management). It is optional in Data Processing.

Career Planning Course

Students who are required to register for the classroom course CED 201, Career Planning, should do so at the beginning of their second semester. This course is designed to offer the student the basic tools to intelligently plan a career and begin job search procedures. At the beginning of the third semester, students who are matriculated with a 2.0 index or higher, and who are U.S. citizens or permanent residents, register for Internship I.

Internships

Most students work fifteen (15) hours per week in a field related to their majors, receive 2 academic credits, and are paid by their employers. On occasion a student may accept a volunteer rather than a paid assignment in order to complete the necessary internship. (*Note:* Should a student prefer, internships may also be fulfilled on a semester's basis, alternating full-time work with full-time study.)

At registration, a student must block-in College classes in the morning or afternoon, leaving the other one-half-day open for the internship assignment in a business, industry, govern-

ment, or service organization. Students should schedule themselves so that they allow travel time between the College and the job. Cooperative Education interns are expected to work fifteen (15) hours a week, and in addition complete a term project assigned by the coordinator, and be evaluated by the company supervisor.

Each student is assigned to a coordinator, a faculty member in the Department of Cooperative Education and Placement who is knowledgeable about the student's field. The coordinator helps the student secure internship placement, and serves as the student's instructor and advisor during his field experience. In addition, the student has a unique opportunity to discuss and evaluate broader goals and career objectives on an individual basis.

It is the responsibility of the student to report to the Department of Cooperative Education within the first two weeks after the beginning of the semester to arrange for an appointment with the assigned coordinator.

A student who does not register for a Cooperative Education Internship dur-

ing his/her third term (because of class conflicts, low academic average, non-citizenship, current employment, or other reasons) should arrange for an interview with the coordinator during the course of the third semester. At that time, arrangements can be made enabling the student to fulfill the requirements for an Associate degree. Conflicts or problems can be resolved only by discussing them personally with the appropriate coordinator. It is considered the student's responsibility to resolve all problems by the end of the third semester to avoid postponing graduation.

The program is under the supervision of the Chairperson for Cooperative Education, assisted by the academic faculty, business leaders, and Advisory Council members.

Course Descriptions

CED 201 Career Planning (Classroom Course)/2 hrs. 2 cr.
Designed to help students creatively plan their careers, the course covers interest inventories, case studies in human relations, employment settings, sources and resources for employment, career profiles, problems of labor and management, personnel practices, resume writing, interviewing, pre-employment testing, letters of application, and company, product and industry research.

CED (300, 400, 500) Cooperative Education Internships/15 hrs. 2 cr.
The internship experience is separated into three parts; the 300 series is the first internship, the 400 series is the second internship, and the 500 series is the third internship.

Students should not enroll in the third internship (500 series) unless they are required to complete six credits of Co-

operative Education and have been directed to take a 500 series internship in lieu of CED 201 by their Cooperative Education coordinator.

The following internships are offered by the Department:*

CED 301 Accounting Internship I
CED 401 Accounting Internship II
CED 501 Accounting Internship III*

CED 311 Data Processing Internship I
CED 411 Data Processing Internship II

CED 351 Secretarial Science Internship I
CED 451 Secretarial Science Internship II
CED 551 Secretarial Science Internship III*

CED 361 Business Management Internship I
CED 461 Business Management Internship II
CED 561 Business Management Internship III*
(Business Management Internships include students in the following concentrations: Banking and Finance, Credit and Collections, General Management, Marketing, Retailing, Sales Management.)

CED 381 Government Internship I
CED 481 Government Internship II
CED 581 Government Internship III*

*Registration in the CED 500 series requires special approval by the Coordinator.

Job Placement

The Cooperative Education and Placement Department provides job placement assistance to any student or alumnus requesting such aid. Graduation candidates especially are encouraged to avail themselves of the job and occupational counseling, resume preparation, and career planning services offered by the department. Students wishing additional help with vocational testing and counseling may wish to utilize the professional counseling services in the Department of Student Life.

Placement services include referrals to full-time, part-time, and temporary positions. The department maintains liaison with business, industry,

government, community agencies, and educational institutions. Placement activities other than counseling and referrals include career conferences with leaders in appropriate career fields, and on-campus corporated recruiting. Some publications on occupations and industries are available for student use.

Every attempt is made to assist students and alumni in securing jobs that meet their interest, skills, and financial needs. However, the realities of the job market, the individual's preparation for the world of work, and the individual's hours may impose constraints on the Department's ability to fully meet every person's need.



Data Processing

Chairperson: James L. Brooks

Deputy Chairperson: Solomon Z. Feder

Professors: Marvin Kushner, Cynthia Zucker

Associate Professors: Deborah S. Becker, Carol L. Brandon, James L. Brooks, Jorge Nossa

Assistant Professors: Solomon Z. Feder, Lorraine A. Keating

Lecturer: Mary A. Cohen

Senior College Laboratory Technician: Julio Cortes

College Laboratory Technician: Louis A. Rivera

The Data Processing courses introduce students to the basic principles of business data processing techniques. Practical experience in methods of handling equipment and functional competence in the applications of data processing systems and computer programming are included. The College maintains a modern Electronic Data Processing Center which is used for instructional purposes by the Department of Data Processing. The installation is also used by the faculty and the administration. In addition, institutional research is conducted at this facility. For the curricula in Data Processing leading to an Associate in Applied Science degree (A.A.S.), see pages 34-35.

Data Processing Laboratories

There are four data processing laboratories in the A Building of the College. The Computer laboratory consists of an IBM 360 Model 30 computer, and RCA Spectra 70-35 computer, both with disc and tape drives. The second laboratory contains keypunch machines for the exclusive use of students when preparing their programs for the computer. The Terminal laboratory consists of several computer terminals connected to an IBM 370/168 computer at the City University Central Computing Facility. The Remote Job Entry laboratory consists of an IBM 2922 Batch Terminal connected to the IBM 370/168 CUNY Central Computer, as well as various pieces of unit record (EAM) equipment.

Students use this equipment throughout the day and early evening, as all of the laboratories are run on an open-door policy. After their first term, data processing students are permitted to operate all the machines whenever there are no classes using the equipment for formal class sessions.

DAT101 Introduction to Data Processing/5hrs. 4 cr.

This course develops understanding and appreciation of commercial data processing. Instruction and practical training is given in the operation of punched card machines, and the concepts and fundamentals needed to write Fortran programs.

This course is a prerequisite for all the other Data Processing courses.

DAT102 Accelerated Introduction to Data Processing (Experimental)/5 hrs. 4 cr.

This course is specifically designed for students accepted into the experimental program for articulation between Brandeis High School, Central Commercial High School and the Borough of Manhattan Community College. The course is intended to bridge any content gap which exists between the high school program and the first two Data Processing courses in the Programming concentration A.A.S. degree curriculum in Data Processing (DAT101, DAT201). The course will give the student a general overview of the data processing industry. It will acquaint the student with the principles of data processing and the various types of equipment used in electronic data processing. The principles of flowcharting and computer logic will be discussed in detail. The programming of computers from simple to fairly complex applications will be presented, utilizing the language of Cobol. Hands-on computer experience will be provided to implement practical portions of the syllabus.

DAT120 Introduction to Computer Concepts/4 hrs. 3 cr.

An understanding of the importance of computers in our current society is developed in this course. Through the use

of a programming language and computer terminals, practical experience is gained in many areas including accounting, business, economics, humanities, mathematics and science.

Required for Business Administration-Transfer and Government Administration curricula; an elective in other programs. Not open to Data Processing majors

DAT121 Introduction to Computer Science/4 hrs. 3 cr.

This course develops an understanding of the importance and use of computers for the solution of mathematical and scientific problems.

Prerequisite: MAT204 or Departmental approval. Not open to anyone having another Data Processing 100 series course

DAT125 Medical Records Applications in Data Processing/4 hrs. 3 cr.

This course develops an understanding of the importance of computers in the medical health area. Through the use of programming language and computer terminals, practical experience will be given with a specialization in the area of Medical Records.

Required exclusively for Medical Records Technology students

DAT201 Basic Cobol Programming/5 hrs. 4 cr.

Students perform programming drills, exercises, and case studies to bridge the gap from the theoretical to the practical world of Cobol programming. Students utilize basic input and output devices including tape in their programming problems.

Prerequisite: Introduction to Data Processing or a satisfactory score on the waiver examination

DAT211 Basic IBM 360 Computer Operations/3 hrs. 2 cr.

A detailed practical study of the operations of the IBM 360 Model 30 computer. Practical study on an RJE (Remote Job Entry) Terminal operating in an OS environment, as well as exposure to various types of computer terminals is an integral part of the course. Students learn to run the computers including the operation of disc and tape drives, card reader and punch, console typewriters and the printer preparation of disc operating system control cards. Students also read and prepare operating procedures and control cards for utility programs.

Prerequisite: Introduction to Data Processing or a satisfactory score on the waiver examination

DAT221 Basic RPG Programming/3 hrs. 2 cr.

Report Program Generator (RPG) is the program language presented in this course. Students obtain practical experience by writing programs in this computer language, utilizing the card reader, card punch, printer, and tape drive.

Prerequisite: Introduction to Data Processing or a satisfactory score on the waiver examination

DAT301 Advanced Cobol Programming/5 hrs. 3 cr.

An extension of Basic Cobol Programming, during which students write programs utilizing the different disc processing techniques and advanced program concepts such as overlays, subroutines, and subscripting. Multiple input and output devices are used throughout the programs.

Prerequisite: Basic Cobol Programming or Departmental approval

DAT310 Advanced IBM 360 Computer Operations/4 hrs. 3 cr.

This is an extension of the Basic IBM Computer Operations course where students are taught disc concepts and the related disc utility program, sorts and merges, and other software utility programs. The concepts of operating sys-

tems and systems generation are discussed.

Prerequisite: Basic IBM 360 Computer Operations or Departmental approval

DAT325 Programming Systems/3 hrs. 3 cr.

The tools and methods used by system analysts to develop systems for a computer application are taught. After the concepts are presented, students follow up the theory by preparing procedures, documentation, and operating instructions for the machines involved in the system.

Prerequisite: Basic Cobol Programming or Basic RPG Programming or Departmental approval

DAT326 Management Systems/3 hrs. 3 cr.

The tools and methods used by management to develop systems for computer applications are taught. Emphasis is placed on systems from a managerial point of view. Information systems and their ramifications in data processing are thoroughly discussed.

Prerequisite: Programming Systems or Departmental approval

DAT400 Systems Implementation/5 hrs. 3 cr.

Students continue from the realm of theory taught in Programming Systems to the realities of practical applications. The class works in a joint effort, analyzing, systematizing, programming, and writing procedures for practical problems.

Prerequisites: Advanced Cobol Programming and Programming Systems or Management Systems or Departmental approval

DAT410 Operations Implementation/4 hrs. 3 cr.

Students examine the operations of a computer installation from management's viewpoint. Job set-up, logs and controls, conversions, job scheduling, cataloging, and installation set-up are among the topics considered. Terminals

are discussed and used in the course.
Prerequisite: Advanced IBM 360 Computer Operations or Departmental approval

DAT420 Operating Systems Concepts/3 hrs. 2 cr.

This course teaches the purpose and use of certain Disc Operating System functions as well as a conceptual overview of Operating Systems in general. Specific attention will be given to Job Control Language, Linkage Editor, the Librarian, System Generation, IOCS, and a comparative analysis of BOS, DOS and OS.
Prerequisite: Basic Cobol Programming or Departmental approval

DAT425 Time Sharing Systems/ 3 hrs. 2 cr.

This course is designed to develop and enhance the knowledge of students in data processing. It concentrates on the description, use, and practical applications of data processing through the use of computer terminals. An in-depth study of a Time Sharing System is made with special attention to its control program, its programming capabilities, its debugging facilities, and its file maintenance options.
Prerequisite: DAT201 or DAT221 or Departmental approval

DAT431 Assembler Language Programming (ALP) for IBM 360 Computer/3 cl. hrs. 3 lab. hrs. 4 cr.
The actual programming language of the IBM Computer is presented, with students writing programs in this media.
Prerequisite: Advanced Cobol Programming or Departmental approval

DAT440 Fortran IV/4 hrs. 3 cr.
Students are given a programming background utilizing Fortran programming language. Commercial and scientific problems are presented and programmed to give students practical experience.
Prerequisite: Advanced Cobol Programming or Departmental approval

DAT450 Programming Language I (PL/I)/4 hrs. 3 cr.

In this new high-level language developed for the IBM 360 Computer, the best attributes of Cobol and Fortran are combined in the preparation of this new language. Commercial problems are programmed to give students practical experience.
Prerequisite: Advanced Cobol Programming or Departmental approval

DAT500 Survey of Data Processing/3hrs. 3 cr.

Open to all non-Data Processing majors, this course follows the historical evolution of data processing from its inception to its present-day importance. Current data processing equipment and applications are discussed to make students aware of the multitude of applications.

DAT510 Computers & Society/ 3 hrs. 3 cr.

An investigation of the social implications of the computer in our society and the many ways the computer affects the "quality of life" today. This course will present technical facts about computers and analyze social issues which this new technology has nurtured.



Developmental Skills

Chairperson: Vivian C. Gaman

Deputy Chairpersons: Edward M. Bostick, Linda R. Markstein

Associate Professors: Vivian C. Gaman, Sylvia Seidman

Assistant Professors: Edward M. Bostick, Gay Brookes, Barbara Gonzales, Linda R. Markstein, Sandra Motz, James Schiavone, Jean Withrow

Instructors: Reynaldo S. Alvarez, Louise Axelrad, William D. Bonham, Diane M. Buscemi, Eleanor N. Frorup, Janis W. Jones, Bonnie Kuehus, Anne O. McCammon, Yvonne K. Pratt, George Timko

Lecturers: Constance Barry, Paulette R. Plonchak, Cynthia R. Richards, Daniel J. Smith

College Laboratory Technician: Joseph Johnson

The College has a comprehensive program to help students in developing skills essential to continued academic progress. The Department of Developmental Skills offers courses in English as a Second Language and in Reading.

After placement examinations, those students whose results indicate a need for the development of essential skills will be assigned to the appropriate Developmental Skills or other courses. The Reading and ESL programs are divided into proficiency levels. The students are placed in the appropriate level as determined from their performance in the placement examinations.

In addition, these courses are open to any other student who feels the need for special work in English as a Second Language and Reading. The Department of Developmental Skills works in close cooperation with the other members of the faculty—all of whom seek to provide each student needing assistance with services and instruction for progress at the proper academic level.

Note: Students who are required to take ESL080-081-082, or RDG071-072 are not permitted to register for more than a total of fifteen contact hours.

ESL080; 081; 082; 083 English as a Second Language/6 hrs. 3 cr.
Required for all entering students of foreign language background whose placement examinations show a need for instruction in English as a Second Language. Each number represents a different proficiency level of the course. Students are placed, according to their ability, in one of the levels. The course is comprehensive, combining listening, speaking, reading and writing skill. Credit is granted when student's essay-writing performance is judged satisfactory for entrance into Intensive Writing

(ENG090 or ESL084) or English I (ENG100).

ESL084 Intensive Writing/6 hrs. 3 cr.

ESL085 Intensive Writing/6 hrs. 6 cr.

Required for all entering students whose placement examinations show a need for intensive work in writing and whose major problems with writing stem from a foreign language background. This course focuses on the processes of essay writing, including paragraph structure,

sentence structure and content. Successful completion awards the student three credits; students who excel may receive six credits.

Credit is granted when student's essay-writing performance is judged satisfactory for entrance into English I (ENG100).

RDG 071; 072; 073 Reading and Study Skills/6 hrs. 3 cr.

This course is designed to improve the student's ability to read college level textbooks and other written materials. The course develops necessary vocabulary comprehension and study skills. Students use a variety of multi-level resources including speed-reading machines, cassette listening tapes and other relevant reading materials. Students meet three hours a week in classes and an additional three hours a week in supervised laboratory practice for a total of six hours a week.

Students who score below an eleventh grade level on the Reading Placement Examination will be notified to register for this course.

RDG073 is for students achieving higher performance levels on their placement tests.

It is also open to those students who seek to improve their reading ability.



English

Chairperson: Marilyn Rosen

Deputy Chairpersons: John P. Eggers, Sheila S. Klass

Professors: Gerald Cohen, Roger B. Dooley, John P. Eggers, Marilyn Rosen

Associate Professors: Milton Baxter, H. Lee Gershuny, Leonard R. Jenkin, Sheila Klass, Abraham Kupersmith, Jane Paznik-Bondarin

Assistant Professors: Leonard Allison, Kathleen Chamberlain, Stephen Cogan, Anthony R. Drago, Billie Ehrenberg, Natalie Farbman, Leonard B. Feldman, Rivkah Feldman, Hedwig Heilbrun, Harry W. Lutrín, Nan Maglin, Roy A. Solomon, Ruth T. Weinstock, Randolph L. White, Naomi Woronov, Jane J. Young

Lecturer: Diana M. Liben

The English Department prepares students who come to the College with a wide variety of levels of proficiency to reach an optimum level of performance in writing and reading. It enables them to qualify for graduation and leads to successful performance in four-year colleges, including those in The City University. It also qualifies these students to assume positions in the professional and business world as aware, educated, literate persons.

Prior to enrollment in any English course at the College, each student is required to participate in a three-hour comprehensive examination, mainly on writing skills, and including a full length essay. Students found to be below the minimum level for admission to the regular English course will enroll in an intensive remedial writing program. Those who pass the examination enroll in English 100. All students are required to enroll in English 100 and all take English 115. Many students enroll in English electives numbered 200 to 310, at least one of which is required for some students.

Students are advised to determine their curriculum requirements before enrolling in an English course numbered 200 or higher. Transfer candidates are urged to contact their likely next college to see if a particular English elective here is required there.

**ENG090 Intensive Writing/6 hrs.
0-3 cr.**

ENG091 Intensive Writing/6 hrs. 6 cr.

This is an intensive writing remediation course which begins at a pre-college level. Students are instructed in basic components of effective writing, including word selection, punctuation, spelling, grammar, sentence structure, and paragraph development. Individual conferences with the instructor are frequent. Successful completion awards the stu-

dent three credits; students who excel may receive six credits.

**ENG092 Writing Laboratory/3 hrs.
3 cr.**

English 092 is intended for students who have made progress in English 090 but have failed the course. It is designed to help the student solve basic writing problems through close, individual attention that does not repeat the material of English 090. Classroom instruction will be conducted in small

groups of three or less, with emphasis on one-to-one teaching. Approaches to writing problems will focus on individual needs to prepare the student for Composition I.

Prerequisite: Recommendation of previous English 090 instructor.

ENG100 English Composition I/3 hrs. 3 cr.

This is the standard introductory English Composition course, similar in requirements and scope to such courses in other colleges and universities. Students are guided through the writing of a variety of rhetorical styles, including narrative, description, argumentation, analysis, and exposition. Reading materials exemplify the need for logical thinking and creative expression.

ENG102 English Composition I and II, in Tandem/6 hrs. 6 cr.

This course combines English 100 and 115 into a one-semester course. It is recommended for students who have demonstrated proficiency, such as on the placement examination.

ENG115 English Composition II/3 hrs. 3 cr.

This course develops the student's abilities to write longer compositions. It culminates in the submission of a term paper which must demonstrate that the student has mastered essential skills of research, organization, documentation, and prose. The course introduces the student to genres, such as the short story, essay, poetry, play, or novel, developing literary awareness and language comprehension abilities while providing ideas for student themes.

**English III
(Eng 200 2nd higher)**

English III consists of the English electives which appear in this Catalog as courses numbered English 200 or higher.

The literature courses in this group expose the student in some depth to various periods of literary achievement or to particular genres.

The writing courses, creative writing and journalism, expose him to specialized fields where he studies both professional achievement and experiments in the art himself.

These courses are similar in structure, organization and content to courses at four-year colleges. Liberal arts students are required to pass at least one three-credit course below.

The student is reminded to consult the curricular literature or advisers and, for transfer students, to contact the next college which they expect to attend, prior to enrolling in an English elective at this College.

**ENG200 English Literature I:
From Anglo-Saxon to Neo-
Classical Times/3 hrs. 3 cr.**

This course surveys works of English literature from its origins in pre-Norman English to the Eighteenth Century. The objectives are threefold: (1) to develop the student's appreciation for literature and an acquaintance with literary masterpieces written in English during the years of this survey; (2) to introduce the student to the major political and cultural events and to the ideals that shaped England during these years; (3) to illustrate how cultural ideals and political ideals shape men's thinking and have their reflections in and are reflected by literature. Selections may include Chaucer's *Canterbury Tales*, Shakespeare's plays, Swift's writings. Strongly recommended for liberal arts majors.

**ENG210 English Literature II:
From the Romantic Era to Modern
Times/3 hrs. 3 cr.**

This survey course is independent of English 200 which is **not** a prerequisite. It involves the principal figures, styles, themes and philosophies represented during three literary periods: the Romantic Era, the Victorian Age and the Twentieth Century. This course exposes the student to major works of literature. It enables him/her to appreciate the thought and contributions of outstanding writers. Strongly recommended for liberal arts students.

**ENG230 The Library and the
Research Paper: A Minicourse/
1 hr. 1 cr.**

This course will provide step-by-step, week-by-week instruction in preparation of the research paper, from selection of the topic (in any field the student may choose) to submission of the final draft

with footnotes and bibliography. It is designed to show how research skills can serve as a major asset of the student regardless of his curriculum. It extends beyond what is taught in English II in scope. Open to all students. Individual conferences held regularly.

ENG251 Modern American Drama/3 hrs. 3 cr.

The development of the American theatre since the rise of realism in the 1920's is surveyed in this course. Dramas by O'Neill, Howard, and Rice; comedies of manners by Barry and Behrman; plays of social consciousness by Odets, Williams, Miller, and Albee are studied.

ENG252 Introduction to Shakespeare/3 hrs. 3 cr.

Selections from Shakespearean tragedies, comedies, and histories are studied in this course. Some attention is devoted to the author's life and times, as well as to the stage history of his plays.

ENG253 The American Novel/3 hrs. 3 cr.

Gradual emergence of the American novel is studied, as a literary form and as a reflection and reinforcement of patterns in the fabric of American life. Representative authors may include Hawthorne, Melville, and Stowe from the 19th century; Lewis, Cather, Fitzgerald, Faulkner, Hemingway, and Steinbeck from the 1920's to the 1950's, and Wright and Mailer of the 1960's and 1970's.

ENG254 American Literature of the Nineteenth Century/3 hrs. 3 cr.

The leading American writers of the 19th century are studied. They include Hawthorne, Melville, Poe, Whitman, Emerson, and Thoreau.

ENG255 World Literature I: From Homer to Dante/3 hrs. 3 cr.

This course provides a survey of world literature from Greek times to the 15th century. It includes selections such as from the Greek epics, the Hebrew Bible, The New Testament, Virgil's Aeneid, the early Middle Ages and Dante's Divine Commedia. It is taught independently of English 256.

ENG256 World Literature II: From the Renaissance to Contemporary Times/3 hrs. 3 cr.

This survey course of world literature includes representative works of the Renaissance years (such as those of Cervantes and Shakespeare), the Age of Reason (Voltaire), the Romantic Era (Goethe), schools of psychology and realism (Dostoevsky), and contemporary strains (Camus). English 255 is not a prerequisite.

ENG257 Modern European Novel/3 hrs. 3 cr.

European social and political ideas as they are reflected in the works of such novelists as Gide, Silone, Koestler, Camus, Sartre, Mann, and Kafka are examined and studied.

ENG259 Modern Poetry/3 hrs. 3 cr.

This course concentrates on poetry by Eliot, Thomas, Yeats, Hopkins, Frost, McLeish, Auden, and others. Through examination of these and other contemporary poets, students explore questions of form and function in poetry and in art.

ENG260 Comparative Literature I: Survey of Judaic Literature (in English)/3 hrs. 3 cr.

This introductory course aims to acquaint students with representative Judaic works, translated from Hebrew or written in English and ranging from Biblical times to the present. The selections concentrate on those writings which have been most influential in the development of Western literature and which best convey Jewish thought, feeling, and experiences, especially in their universal application. The readings will be supplemented by exposure to Judaic music and art, including visits to museums and galleries; individual student projects, and guest lectures. No prior knowledge of the Hebrew language or Jewish culture or literature is required.

ENG261 Images of Women in Literature/3 hrs. 3 cr.

This course will examine how literature, primarily in the United States, has played a role in defining women's roles and in reflecting and promoting stereotypes. Works by women writers will be

studied, to expose the student to some literary contributions by women. Enrollment is open to both men and women.

ENG275 Film/3 cl. hrs. 1 lab. hr. 3 cr.

This course explores the parallels between the literary and visual arts. Visual symbols, metaphors, and rhythms are discussed in relation to a variety of cinematic periods and subjects. One "lab" hour will follow one of the lecture hours to facilitate full and uninterrupted film showings.

ENG280 Creative Writing Workshop/3 hrs. 3 cr.

The objectives of the Creative Writing Workshop are to sharpen the student's creative writing skills, based on the student's inclinations and talents in the short story, poetry, essay, and play. Admission is by Departmental approval.

ENG301 Journalism I/3 hrs. 3 cr.

This course provides an insider's perspectives on journalism. It strives to inspire the student with the crucial necessity for a free press component in a democracy, as it shows both the dispensable and inherent limitations of the news media. It penetrates polemics pro and con to disclose substantive issues. Its methodology is two-fold: students discuss practices of the contemporary news media; they interview people and write journalistic articles, and tape their own news broadcast. The course helps

all students become intelligent consumers of news, while it whets the appetites of those who would consider journalism as a career.

ENG302 Journalism II/3 Hrs. 3 cr.

This course builds on English 301 and provides further opportunities for students to experience journalism. Students conduct interviews and cover stories throughout the City, and write journalistic articles. The class produces and videotapes a news program. Students elect to concentrate either on the media of broadcast (radio and television news) or print (newspapers and magazines). Opportunities are provided for specialized coverage (e.g. politics, consumerism, science, education, finance, the arts, social change, and family life). Exposure to layout, headline composition, and basics of journalism law. Individual conferences and group critiques. Scrutiny of professional media. Tours.

Prerequisite: English 301 or permission of instructor

ENG310 Contemporary Urban Writers/3 hrs. 3 cr.

This course focuses on the literature of urban America since 1950 and, in particular, how contemporary writers used the images and themes of the city to evoke the Anti-Natural, Anti-Human machinery of authoritarian establishments. Running through the readings is the question: how does one survive in this supercity with dignity, let alone with herosim.



CENTER FOR Ethnic Studies

Chairperson: William P. Coleman

Deputy Chairperson: Rex Serrano-Mattei

Associate Professor: Chingolom J. Nwabueze

Assistant Professors: William P. Coleman, Salvador Ocasio, Nicholas D. Ofiaja, Rex Serrano-Mattei

The Center for Ethnic studies was created in Fall 1976 by combining the African and African-American Studies and Puerto Rican and Latin-American Studies Programs into one.

This new Center will become the nucleus of a multi-cultural program that will represent the diverse and rich ethnic backgrounds of the student body. The Center also came into being because of social, political and academic changes which have made the students and the entire college community aware of the need for a curriculum relevant to our students' situations, experiences and academic needs.

African and African-American Studies Program

In 1970, BMCC initiated a Black Studies Program to include in the curricula relevant materials which were previously neglected. Courses offered by the program may be taken by all students as electives and, in some cases, may be substituted for the traditionally-required courses in Music, Art, Social Science, English Literature, and Modern Languages, for example.

Puerto Rican Studies Program

See page 114.

Business Management

BLK111 Development of Black Business Management/2 hr. 2 cr.
Same as BUS811

This course explores the creation and financing of black business by examining resources available through government, industry, banking, and other financial institutions. Managerial practices, blacks in middle and top management, and related institutional problems are studied. Guest lecturers are invited.

English and Literature

BLK231 Black Literature I/3 hr. 3 cr.

Same as ENG831; satisfies requirement for third semester of English sequence.

A survey of Afro-American poetry, drama, fiction, and non-fiction from P. Wheatley and G. M. Horton to the end of the Harlem Renaissance. The emphasis is on black perceptions of the continuous struggle for political and eco-

conomic power. The strengths and influences of African and Afro-American cultural patterns on Afro-American literature are studied from the works of Charles W. Chesnutt, Paul L. Dunbar, Jean Toomer, Frances W. Harper, F. Douglass, DuBois, L. Hughes and Z. Hurston.

Prerequisite: English II

BLK232 Black Literature II / 3 hr. 3 cr.

Same as ENG832; satisfies requirement for third semester of English sequence.

The course traces uses of the black oral tradition from the writings of L. Hughes, C. McKay, et al, to R. Ellison, Baldwin and the poets, novelists, and essayists of the 60's and 70's. The satirical commentaries of Wm. M. Kelly, and Ishmael Reed and the social insights on black values set down by a Toni Morrison or a Richard Wesley are read and discussed. Black Literature II may be taken without Black Literature I.

Prerequisite: English II

BLK233 Contemporary Black Writers/ 3 hr. 3 cr.

Same as ENG833

The works of 20th Century African and Afro-American writers of fiction and non-fiction are read and discussed in relation to the Black Diaspora and shared values of African-derived cultures. Writers include McKay, Cullen, N. Larsen, Locke, Senghor, Wright, Achebe, Soyinka, Ogot, and Ngugi.

Prerequisite: English II

BLK235 History of Black Theatre/ 3 hr. 3 cr.

The course traces the black theatre from slave entertainments and performances to the present. Black minstrelsy, black entertainments of the middle and late 19th Century, the revolt of black composers and librettists, and the emergence of the black musical comedy as a Broadway standard are examined. Black drama theatre of the 30's and 40's as a foundation for the multi-disciplined arts of the black theatre of the 80's is emphasized. Visits to black theatrical pro-

ductions in the New York area are included in the course.

BLK236 Black Theatre Workshop I/3 hr. 3 cr.

A workshop designed to instruct the student in the fundamentals of acting and performing before a live audience. Development of the craft is focused on references to the students' cultures and backgrounds. The backstage aspects of theatre are explored.

BLK237 Black Theatre Workshop II/3 hr. 3 cr.

Performances of scenes, one-act plays, dialogues, poetry, and rituals are used to sharpen the skills and techniques mastered in Workshop I. Evaluation by peers and the instructor are utilized for assessment or decision to continue in community theatre or in professional pursuits.

BLK238 Black Literature of the Caribbean/3 hrs. 3 cr.

In this course the student reads and discusses selected works from the English and French speaking areas of the Caribbean. The emphasis is twofold: 1) The concept of negritude as exemplified in the works of Aime Cesaire, Leon Damas and the seminal role played by their literary review *Presence Africaine*, 2) Frantz Fanon and the ideology and technique of national liberation. All readings in English.

Not to be offered in 1979-80

BLK331 African Literature/3 hrs. 3 cr.

A survey of the literature of continental Africa from the oral tradition to contemporary writings in English, French, and the vernacular languages of Africa. All readings will be in English.

Modern Languages

SWA101 Elementary Swahili I/4 cl. hrs. 1 lab. hr. 4 cr.

This course is designed for students who have no knowledge of Swahili. Primary

stress is on speaking, reading, and writing. There are simple textbooks, records, tape recordings, guest speakers.

Not to be offered in 1979-80

SWA110 Elementary Swahili II/4 cl. hr. 1 lab. hr. 4 cr.

This course provides intensive practice in speaking Swahili using the audiolingual method, and also provides further practice in conversation, reading and writing. Vocabulary is developed to enable students to acquire command of basic sentence patterns.

Prerequisite: Swahili I or instructor's permission

Not to be offered in 1979-80

SWA200 Intermediate Swahili III/4 hr. 3 cr.

A review of grammar and reading is interspersed with conversation and self-expression through oral and written reports, play-acting and story-telling done in Swahili.

Prerequisite: SWA II or instructor's permission

Not to be offered in 1979-80

SWA210 Swahili IV/4 hr. 3 cr.

An intensive conversational course emphasizing idiomatic everyday language. Themes of current interest in politics, art, fashion, education, social change, etc. are presented for discussion. Advanced story-telling and play-acting is continued.

Prerequisite: SWA III or instructor's permission

Not to be offered in 1979-80

Music and Art

BLK101 African Art/2 hr. 2 cr.

Same as ART801

This course examines the major visual art forms of Africa — traditional masks, sculpture, artifacts — and the nature of the societies that produce them. The role of art — its social, religious, and aesthetic functions — is emphasized and compared with the role of art in Western and other non-Western societies.

Lecture/discussion is supplemented with slides, films, and gallery and museum visits.

BLK102 Afro-American Art/2 hr. 2 cr.

A survey of the contributions of Afro-American artists, sculptors, and craftsmen to the culture from the 18th Century to the present. The social significance of the black artist as recorder, commentator, or reactant to the black experience is explored. Artists involved in present art movements and styles are examined through slides, readings, and visits to galleries and museums in the metropolitan area.

BLK145 Music in African Culture/2 hr. 2 cr.

Same as MUS845

A study of traditional African music within its socio-cultural context. The function of music in the lives of African peoples, and the relationship of those traditions to the culture of Afro-Americans form an integral part of the course.

Nursing

BPR161 Health Problems in Urban Communities/3 hrs. 3 cr.

Same as NUR861

This course is concerned with the close interrelationship between growing urban problems and their effects on community health, delivery of health services, and the quality of health care. Urban crises which contribute to poor health as a result of inadequate housing, environmental pollution, economic and welfare inadequacies, and the use and abuse of alcohol and drugs are discussed.

Not to be offered in 1979-80

Physical Education, Health, Recreation and Dance

BPR101 Ethnic Dance 2 hrs. 2 cr.

This course will concentrate on the elementary dances of the West Indian, Puerto Rican, and Afro-American cultures. The course evaluates the body

movements of the three cultures, emphasizing their similarities.
Not to be offered in 1979-80

Science

BLK261 Contributions of Black Scholars to Modern Science/3 hrs. 3 cr.

Same as SCI861

This course surveys the life and work of selected black scholars who have made significant contributions in the fields of science and technology. Where possible, black scientists and technologists will be invited as guest lecturers to discuss the significance of their current investigations.

Not to be offered in 1979-80

Social Science

BLK121 History of African Civilization/3 hr. 3 cr.

Same as HIS821

African civilizations and cultures are traced from antiquities of Olduvai, Nubia, and Axum to the beginning of European incursions of the 15th Century.

BLK122 African History — 1500 to Present/3 hr. 3 cr.

Same as HIS822

Africa from her sustained contacts with Europe to the present. The colonial administrative techniques of indirect rule, assimilation and settlement as related to independence/liberation movements and socio-political and economic patterns in African states since 1960 are studied.

BLK123 Afro-American History I/3 hr.

3 cr.

A detailed examination of the contributions of black people to the economic, social, and political developments of the American nation. The cultural continuities from Africa through the West Indies and into colonial America are explored, as are the interactions of black and non-black residents of the United States from 1619 to 1865. The most recent findings of the disciplines of psychology, sociology, and historical research are used to interpret past black

experiences and present-day residuals in social institutions.

BLK124 Afro-American History II/3 hr.

3 cr.

The interaction of black people with their socio-economic environment from Reconstruction to the present. The circle of political ideologies as reflected from the Social Darwinist years of exclusion of blacks from mainstream political, economic and social life to the activist eras of Garvey, the Harlem Renaissance, Martin Luther King Jr., Malcolm X and the refurbishment in the 1970's are systematically examined. Black cultural history is integrated into the chronological order of discussion.

BLK125 Cultural, Political and Economic History of West Africa/3 hrs.

3 cr.

Same as HIS825

This course examines the cultural, political and economic history of West Africa.

Not to be offered in 1979-80

BLK126 Caribbean History/3 hrs. 3 cr.

Same as HIS826

The aim of this course is to explain the emergence of the Caribbean during the century following the Emancipation Declaration. The political, social and economic institutions which characterize the modern Caribbean had their roots in that crucial transitional period. The course will also examine the nature of present Caribbean society especially its political and economic position in the modern world.

BLK252 Introduction to Black Political & Social Thought/3 hrs. 3 cr.

A systematic inquiry into the political and social philosophies of black thinkers and activists in the Black Diaspora. Contributions toward systems of black thought and action are examined in terms of relationships to political, economic, and social actions within and

without black communities today. Readings from David Walker, Edward Blyden, Douglass, Delany, Fanon, Garvey, Nkrumah, Nyrere, Ida Wells-Barnett, DuBois, Washington, Malcolm, and others. Lecture/discussion.

BLK253 Black Experience in Africa/3 hrs.

3 cr.

Same as ANT853

A course in international education related to the cultures and contemporary institutions in African nations. The student is exposed to traditional African art, music, and dance; to journalists, African students, legislators, and workers. Offered during Summer Semester only

BLK254 The Sociological Foundations of Black Culture/3 hrs. 3 cr.

Same as SOC854

A study of the factors operative in the socialization process that are distinctive in the black cultural context in the U.S.A. The course will provide classifications within the conceptual framework of theoretical and applied sociology with special reference to early childhood, adolescent and post-adolescent adjustments in family and inter-group relationships. The interdisciplinary aspects of sociological inquiry and practice will be stressed. Field experience will be designed to provide progressions through modules in investigation and field visits in settings of interest to the student.

Prerequisite: SOC100

BLK255 Nation Building in Africa/3 hrs.

3 cr.

The course analyzes the impact of 19th century imperialism and the development of nationalism in Africa. It also discusses the problems of the newly independent states; namely, political and social modernization, economic development and stresses the ideological movement towards socialism. Selected developmental institutions such as political parties, bureaucracy, military and internal groups vis-a-vis special problems of leadership roles, ethnicity, tradition-

alism, regionalism and neo-colonialism will be reviewed.

BLK256 The Contemporary Black Family/3 hrs. 3 cr.

The dynamics of black family interaction in contemporary urban settings are explored. The versatility of the black family and its creative use of techniques, continuity and self-actualization are the frames of reference. Specific numbers of visits to accredited family service agencies are arranged. Follow-up conferences are held with instructor.

Prerequisites: Sociology, Psychology, Afro-American History, or permission of the Center

BLK271 Foundations of Black Psychology/3 hrs. 3 cr.

Same as PSY871

The course will provide an overview of the psychological foundations of individual and group identity perceptions shared by Afro-Americans as these factors relate to historical experience. The dominant themes of the American humanistic and behavioral science assessments of Afro-Americans and resultant assignment of negative values to the black cultural context will be explored. The literature and research on which such assessments have been made and perpetuated will be examined with a view towards illuminating the psychological foundations upon which self-concepts are developed and sustained. The course will include study trips to black neighborhoods.

Prerequisite: PSY100

BPR111 Economics of Urban Communities/3 hrs. 3 cr.

Same as ECO811

The course introduces the subject of urban economics in historical and social context rather than as a strict analytical discipline. Such crucial problems as the causes and existence of poverty in the midst of plenty, handling of federal, state and local government programs, financing Black enterprise, conditions of social welfare are considered, and solutions towards developing neglected eco-

nomics of the inner city communities are proposed.

BPR253 Colonialism, Neo-Colonialism and Underdevelopment in the Third World/3 hrs. 3 cr.

Same as POL853

Analysis of the impact of colonialism and imperialism upon non-European societies. The focus is on the oppression and exploitation and contradictory legacy left by the West — and the resistance on the part of the oppressed, culminating in the process of decolonization. The course examines the forms and characteristics of neo-colonialism in Africa, Asia, the Middle East, Latin America and the United States.

PUERTO RICAN STUDIES PROGRAM

The Puerto Rican Studies Program was initiated in 1970 to meet the needs of many Puerto Rican students within the College. Under the Puerto Rican and Latin American Studies Program, the College offers courses in the Social Sciences, Language and Literature, and Music and Art. These courses may be taken by all students as electives or substituted for traditionally-required courses.

Modern Languages

PRN231 Puerto Rican Literature I/3 hrs. 3 cr.

Same as SPN831

This course is a survey of Puerto Rican literature. It includes a study of the first literary expressions, both in prose and verse, a history of the various literary movements, and representative authors and their works. Written critical analyses and oral reports on selected work will be required.

Prerequisite: A working knowledge of Spanish and Instructor's permission

PRN232 Puerto Rican Literature II/3 hrs. 3 cr.

Same as SPN832

This course covers the contemporary literary expression in Puerto Rico. Au-

thors such as Luis Pales Matos, Julia deBurgos, Diaz Alfaro and other short story writers are studied and evaluated.

Prerequisite: A working knowledge of Spanish

PRN233 Representative Puerto Rican Writers/3 hrs. 3 cr.

Same as SPN833

This course is an intensive study of a group of Puerto Rican writers and their reactions to different periods in the history of their country. It includes both oral and written analyses of the important works of Manuel Alonso, Alejandro Tapia y Rivera, Jose de Diego, Eugenio Maria de Hostos, Manuel Zeno Gandia, Antonio S. Pedreira, Luis Pales Matos and Julia de Burgos. The writer is studied as a man reflected in his works: his unique reactions to the circumstances in which he has lived.

Prerequisites: Spanish Composition for Puerto Ricans: Advanced: Puerto Rican Literature I and II; or Instructor's permission

PRN235 Puerto Rican Theater/3 hrs. 3 cr.

Same as SPN835

This course consists of two periods:

(a) A survey and analysis of the drama written in Puerto Rico during the Spanish Colonial period, its development and relationship to the emergence of a national identity, and its resurgence in the literary involvements up to the 19th Century; and

(b) A study of the drama written by Puerto Rican playwrights in the 20th century, both on the island and in the U.S.A., and how it reflects contemporary social concern.

PRN455 Spanish Composition for Puerto Ricans: Intermediate/3 hrs. 3 cr.

Same as SPN855

This course is designed for students with a background in Spanish. It includes a thorough study of the sentence and its parts as a means of communication. Punctuation, the mechanics of composition, the importance of diction, variations in the Spanish language, and

style in writing are developed through written exercises and class discussion. The course is aimed at encouraging the self-expression of the Puerto Rican student.

Prerequisite: Instructor's permission

PRN456 Spanish Composition for Puerto Ricans: Advanced/3 hrs. 3 cr.

Same as SPN856

This course includes discussion and intensive practice in the paragraph and its uses, the outline as an aid in writing and effective composition, the research paper and its importance in college and graduate studies, the critical paper, description, the familiar essay, narration, the social expose and other forms of writing reflecting the students' views and their expressions in Spanish.

Prerequisite: Spanish Composition for Puerto Ricans: Intermediate; or Instructor's permission

PRN475 Latin American Heritage/3 hrs. 3 cr.

Same as SPN475

This is an introduction to the cultures of Puerto Rico, Colombia, Peru and Chile through visits to anthropological and historical sites, museums and universities, as well as meetings with farmers, students and political, industrial, and intellectual leaders. Both before and during the trip, students attend lectures on the culture and society of the countries visited. Students must complete a written paper to receive credit for the course.

Prerequisite: Functional knowledge of the Spanish language

Music and Art

PRN141 Puerto Rican Music/2 hrs. 2 cr.

Same as MUS881

This course surveys the folk, popular, and classical forms of Puerto Rican music from the pre-Colombian period through the 20th Century in relation to indigenous cultural patterns. The relationship of music to Puerto Rican folklore and dance is explored. Lectures are

supplemented with slides, tapes, phonograph records, and live performances.

PRN151 Politics of Puerto Rican Communities/3 hr. 3 cr.

Same as POL881

This course is an analysis of the political movements and parties of Puerto Rican communities in the U.S.A., the relationships of these movements and parties toward political development in Puerto Rico, the role of the Puerto Rican in both traditional and radical political movements in the U.S.A., and how political participation in the American process has come to contribute to a sense of community identity among Puerto Ricans in the U.S.A.

PRN152 Puerto Rican Experience in Urban U.S. Settings/3 hr. 3 cr.

Same as SOC852

This course studies the peculiar characteristics of the Puerto Rican migration to the U.S. It analyses the processes of assimilation and adaptation to the American society as opposed to the identity and preservation of Puerto Rican cultural values. The problems of education, housing, health services, family and community, employment, and economic development are given special attention as they relate to the unique experience of the Puerto Rican in the U.S.A.

PRN234 The Puerto Rican Family/3 hrs. 3 cr.

Same as SOC884

This course studies the Puerto Rican family as the primary unit of Puerto Rican society, reflecting the patterns and dynamics of that society. It examines the variations in family structure that have evolved from the Taino, Spanish and African cultures. The historical and economic changes that have transformed Puerto Rican society are analyzed, with emphasis on their effect on the family structure. The experience of migration and its impact on the Puerto Rican family are considered. Attention is given to the problems facing the family as the unit of migration.

PRN236 Puerto Rican Economic Development Since 1898/3 hrs. 3 cr.

Same as ECO886

This course analyzes the history and effects of American economic policies on contemporary Puerto Rico. The economic conditions before the American occupation are examined, with the objective of comparing them with the conditions and changes after 1898. The period of sugar as a monoculture is studied, as well as the great depression and its impact on Puerto Rico. The coming into power of the Popular Party, with its politics of land reform and economic development, are examined. In conclusion, the economic and social planning that have brought about the modern Puerto Rico are analyzed.

Nursing

BPR161 Health Problems in Urban Communities/3 hrs. 3 cr.

Same as NUR861

This course is concerned with the close interrelationship between growing urban problems and their effects on community health, delivery of health services, and the quality of health care. Urban crises which contribute to poor health as a result of inadequate housing, environmental pollution, economic and welfare inadequacies, and the use and abuse of alcohol and drugs are discussed.

Physical Education, Health, Recreation and Dance

BPR101 Ethnic Dance/2 hrs. 1 cr.

Same as PED801

This course concentrates on elementary dance of the West Indian, Puerto Rican and Afro-American cultures. The course evaluates the body movements of the three cultures, emphasizing their similarities.

Social Science

BPR111 Economics of Urban Communities/3 hrs. 3 cr.

Same as ECO811

This course introduces the subject of urban economics in historical and social context rather than as a strict analytical

discipline. Such crucial problems as the causes and existence of poverty in the midst of plenty, handling of federal, state and local government programs, financing Black enterprise, conditions of social welfare are considered, and solutions towards developing neglected economics of the inner city communities are proposed.

BPR253 Colonialism and Neo-Colonialism/3 hrs. 3 cr.

Same as POL353

Analysis of the impact of colonialism and imperialism upon non-European societies. The focus is on the oppression and exploitation and contradictory legacy left by the West — and the resistance on the part of the oppressed, culminating in the process of de-colonization. The course examines the forms and characteristics of neo-colonialism in Africa, Asia, the Middle East, Latin America and the United States.

PRN121 History of Puerto Rico I/3 hrs. 3 cr.

Same as HIS881

This course studies the history of Puerto Rico from the pre-Colombian period to the middle of the 19th century. Consideration will be given to political, social, cultural and economic factors contributing to the emergence of national consciousness in the 19th century.

PRN122 History of Puerto Rico II/3 hrs. 3 cr.

Same as HIS882

This course studies the historical conditions of Puerto Rico in the second half of the 19th century. The transition from a Spanish colony to an American possession is examined. The events and forces that created the present Puerto Rico are studied and analyzed in perspective. The different alternatives to the problem of status: Commonwealth, Statehood, Independence are studied.

PRN125 Puerto Rican Culture and Folklore/3 hrs. 3 cr.

Same as ANT825

This course studies the emergence of a national culture, folklore, and identity.

Topics include the Taino, Spanish, and African contributions to the creation of a criollo personality and character; the Puerto Rican family; race relations; the jibaro; religion; and the arts. It reviews customs, traditions, celebrations, dances, legends, songs, proverbs and hero and underdog stories. The impact of United States culture upon Puerto Rican culture and the resulting conflicts are also considered.

FRENCH STUDIES; HISPANIC STUDIES; ITALIAN-AMERICAN STUDIES

Courses in these areas may be taken by all students as electives and, in some

cases, may be substituted for traditionally required courses. For the complete list of courses offered, see the Modern Languages Department, page 124.

JUDAIC STUDIES

Courses in Judaic Studies may be taken by all students as electives and, in some cases, may be substituted for traditionally-required courses. For the courses offered, see page 107 in the English Department, page 126 in the Modern Languages Department, and page 155 in the Social Science Department.

Interdisciplinary Studies

The Interdisciplinary Studies being developed at the College have, as their goal, an increase in humanistic knowledge by students. Such studies stress the interconnection and interaction of two or more aspects of culture and hence foster the preservation of ideas, events, and works of art themselves as in their real-life simultaneity. Individual interdisciplinary courses are taught by faculty representing two or more departments or disciplines. Interdisciplinary Studies were initiated in 1974-75.

Such courses are electives, aimed to encompass the needs and interests of students in all of the College's academic areas, in both career and transfer programs.

INT100 Enlightenment, Revolution, Romanticism/6 hrs. 6 cr.

An interdisciplinary course taught primarily by faculty from the Social Science and English Departments. The course examines fundamental questions and institutions which evolved during

the years 1760-1820 and by which the Western World still lives. The examination of these values is particularly appropriate following the American Bicentennial.

Prerequisites: 30 credits; English I and II.

Labor Studies

Director: Tziporah S. Kasachkoff

Associate Director: Mayer Rossabi

Announcements about this project in this Catalog are subject to approval by CUNY and the NY State Education Department

The Labor Studies Project was inaugurated in 1978-79 with a HEA Title I grant from the New York State Education Department; the grant uses funds appropriated by the U.S. Congress under the Health Education Act, Title I.

It will seek to offer higher education to union participants who generally have been bypassed by academic programming at the entering (two-year) college level. At BMCC these studies will be made available within a wide student framework to such persons as union workers, disadvantaged persons, older persons, and minority-group persons. The aim is to involve more potential students in courses of special and specific interest to them.

The project is being planned with the cooperation of labor union members and leaders, business leaders, and academic leaders.

Description of courses offered is listed here.

LSI 100 Introduction to Labor Studies/3 hrs. 3 cr.

This course is an introductory study of labor and labor movements, especially as they have developed within the American context. Labor Studies, as academically defined, is the study of work, workers, and the organization workers form to protect their work interests. It includes an examination of the external forces—social, political and economic—that influence labor, and the reciprocal influence of labor on these forces.

Topics to be covered include the origins, structure, and goals of national and industrial unions, the growth of unions in America and the influence of labor on the direction and development of American Society.

LSI 101 History of the American Labor Movement/3 hrs. 3 cr.

This course traces the origin and chronological development of labor alliances in the United States. It places the growth of the American labor movement within the historical framework of those

events—political, social and economic—that gave it its shape and directed its evolution into the labor organization we know today.

Topics to be covered include: The beginnings of organized labor; the rise of industrial unions; the influence of government on the growth of unions; the history of the internal development of the labor movement, and the personalities that helped to determine the course of labor history.

LSI 102 Labor Law/3 hrs. 3 cr.

A study of the legal agencies of government, local, state and federal, as they relate to the labor movement. Example of federal and state labor law, both statutory and common, and how it applies to employees, unions, and employers.

LSI 103 Labor Economics/3 hrs. 3 cr.

An application of economic theory and statistics to the problems of the labor

market. Economic analysis will be used to study various aspects of the labor market including the supply of labor, distribution of labor, extent and incidence of unemployment, the determination of wages and the effects of unions and government on the labor market.

**LSI 104 Leadership Skills/2 hrs.
2 cr.**

This course will help develop basic leadership skills. It will provide a theoretical understanding of leadership and its qualities. It will also explore techniques necessary for leadership in organizations, specifically labor unions.

**LSI 105 Grievance and Arbitration
/2 hrs. 2 cr.**

The course explores the initial steps of the grievance procedure, defines a "grievance" and explains the filing of grievances and processing them through the arbitration phase. Skills required in grievance handling and the preparation and arguing of arbitration cases will be developed through studies of specific cases and mock arbitration and role-playing sessions.

**LSI 106 Contract Negotiation and
Interpretation/2 hrs. 2 cr.**

The course will explore the meaning of collective bargaining. The contents of union contracts will be studied including the interests of the various groups in the bargaining process. Students will be trained in the analysis of contract content and its administration.



Mathematics

Chairperson: Lawrence A. Sher

Deputy Chairpersons: Geoffrey R. Akst, Mary R. Kellogg, Patricia R. Wilkinson

Professors: Beryl E. Hunte, Nathan Newman, Lawrence A. Sher

Associate Professors: Geoffrey R. Akst, Genaro M. LaChica, Toni Kasper

Assistant Professors: Eileen E. Bynoe, Esther Etedgui, Robert L. Kaufman, Mary R. Kellogg, William A. Parsons, Maria A. Reid, Myron S. Rosenbaum, Lawrence B. Spector, Patricia R. Wilkinson, Paul D. Zahn

Instructor: Herman Drucker, Carole Weisbrot

Every student enrolled in a degree program is required to take at least one college-level course in mathematics. The courses are designed to help students appreciate the logical structure of mathematics and the scope of the application of mathematics in a modern society. Procedures and ideas are emphasized, as are the development of applications and skills. In general, the mathematics program attempts to strengthen and enrich the student's basic understanding of mathematics. The Department offers the following sequences:

NOTE: Students who have taken 12th-year Mathematics in high school, Advanced Algebra, or Mathematics 12X, should confer with the Department chairperson before pursuing any of the sequences.

I. Remedial requirements:

All entering students are given a placement examination. Placement will be made by test results and curriculum. After a student completes the remedial requirement, the curriculum requirement must be passed.

A. In Liberal Arts and Business Transfer programs:

The possible placements are:

MAT010
MAT011
MAT012
MAT051
NR

"NR" as a placement result indicates that no remediation is necessary, and the course listed below by curriculum should be taken. When a remedial requirement is shown, it must be completed in either of these two ways:

- (1) If MAT010 or MAT011 is the placement, MAT051 must be taken later to complete the remedial requirement, or
- (2) MAT012 completes the remedial requirement.

B. All curricula:

The possible placements are:

MAT010
MAT011
MAT051**
NR

Either MAT010 or MAT011 will complete the college remedial requirement.

If a student wishes to transfer to a four-year college, MAT051 **must be taken.

"NR" indicates no remediation is necessary.

II. Curricula requirements:

A. Liberal Arts:

A. Mathematics and science oriented students: MAT204, MAT301, MAT302, MAT303 (and electives, as determined in consultation with a Departmental advisor)

B. Other Liberal Arts students: MAT100 or MAT150 (and electives, as determined in consultation with a Departmental advisor)

B. Business Administration:

(1) Transfer students:

MAT402 (**MAT150 and MAT053 or their equivalent must be taken before MAT402** except with the permission of the chairperson)

(2) Career Students:

(a) Data Processing students: MAT100 or, with written permission of the chairperson of the Data Processing Department, MAT301 or MAT402.

(b) Other Career students: MAT150 or, with written permission of the chairperson of the student's major department, MAT402.

C. Health Service Technologies:

(1) Community Mental Health Technology students: MAT150

(2) Medical Records Technology students: MAT150

(3) Respiratory Therapy students: MAT150

(4) Nursing students: MAT104

Mathematics Laboratory

The Mathematics Laboratory is for use by students enrolled in the Remedial Mathematics Program (MAT010 or MAT011). Working from a semi-programmed text, the students progress at their own rate under the guidance of a teacher and tutors. In addition, color video-taped lessons on appropriate topics are available for viewing.

MAT010 Basic Mathematics I/6 cl. hrs. 0 cr.

This is a course in basic arithmetic skills and the rudiments of algebra. Topics covered include: whole numbers, fractions, decimals, percents, proportions, signed numbers, and the solving of simple linear equations. Required of students whose placement exam indicates a low level of proficiency in simple arithmetic skills.

MAT011 Basic Mathematics II/3 cl. hrs. 0 cr.

This is a course in basic arithmetic skills and the rudiments of algebra. Topics covered include: whole numbers, fractions, decimals, percents, proportions, signed numbers, and the solving of simple linear equations. Required of students whose placement exam in-

dicates a marginal level of proficiency in simple arithmetic skills.

*If a student passes MAT010 the student should **not** register for MAT011.*

MAT012 Basic Arithmetic and Algebra/ 6 hrs. 0 cr.

This course is a combination of remedial arithmetic and elementary algebra. It includes arithmetic of integers, fractions, decimals, percent, algebraic representation, operations with polynomials, linear equations, exponents and radicals, factoring, graphs, measurement, and the Pythagorean Theorem. This is an accelerated course for students who have scored relatively high on the placement examination.

This course is designed to prepare students for the University Competency Examination required for transfer to the upper division of CUNY.

MAT051 Elementary Algebra/4 hrs. 0 cr.

This course covers the same material as a standard high school ninth-year mathematics course. It includes such topics as algebraic representation, signed numbers, factoring, the solution of linear equations, the co-ordinate system, the solution of simultaneous linear equations of two variables, and graphing. (Formerly MAT001).

This course is designed to prepare students for the University Competency Examination required for transfer to the upper division of CUNY. If a student passes MAT012, the student should not register for MAT051)

MAT053 Intermediate Algebra and Trigonometry/4 hrs. 2 cr.

This covers the same material as a standard high school eleventh-year mathematics course. It includes such topics as factoring, solutions of linear and quadratic equations, trigonometric relationships, exponents, logarithms, and the graphs of quadratic equations.

Prerequisite: Elementary Algebra

MAT100 Fundamentals of Mathematics I/4 hrs. 4 cr.

This course includes the study of several mathematical systems. The role of mathematics in modern culture, the role of postulational thinking in all mathematics, and the scientific method are discussed. The course considers topics such as nature of axioms, truth and validity, the concept of number, the concept of set, scales of notation, groups, and fields.

Required for students in Data Processing. Optional (instead of MAT150) for Liberal Arts students who are not mathematics or science oriented

MAT104 Mathematics for Health Sciences/3 hrs. 3 cr.

This course covers computations and measurements essential in the health science professional fields. Topics include: units and measurements, ratios, solutions and dosages. A laboratory in the student's clinical practice area under the supervision of an instructor in the

health sciences is used to supplement the course.

Required for students in Nursing

MAT150 Introduction to Statistics/4 hrs. 4 cr.

This course covers the use of arithmetic, linear equations and formulas in the study of basic statistics. It includes measures of central tendency, measures of dispersion, graphs, and the regression line.

Required for students in: Accounting, Business Management, Secretarial Science, Community Mental Health Technology, Respiratory Therapy. Optional (instead of MAT 100) for Liberal Arts students who are not mathematics or science oriented. Available as an elective for all students.

MAT202 Fundamentals of Mathematics II/3 hrs. 3 cr.

This course covers an axiomatic approach to mathematical structures and number systems. It includes functions, relations, operation, and the real number systems.

Prerequisites: Fundamentals of Mathematics I

MAT203 Mathematics through Statistics II/3 hrs. 3 cr.

This course covers frequency distributions, normal distributions, probability, hypothesis testing, and correlation.

Prerequisite: Mathematics through Statistics I

MAT204 Mathematical Foundations for Calculus/4 hrs 3 cr.

This course covers basic algebraic and trigonometric skills, algebraic equations, and functions. It includes mathematical induction, complex numbers, the binomial theorem, and elements of matrices and determinants.

Prerequisite: Elementary Algebra, Intermediate Algebra and Trigonometry. Consult Department chairperson if you are in doubt about prerequisites. Required for mathematics and science oriented Liberal Arts students

MAT205 College Mathematics/4**hrs. 5 cr.**

This course is an individualized instructional program of mathematics preparatory to calculus. Students with foreign or uneven backgrounds in mathematics pursue a differentially-paced course which includes arithmetic, algebra, geometry, trigonometry, and college algebra. Students begin the program at their own academic level in mathematics.

Prerequisite: Departmental interview and approval. Optional (instead of MAT051, MAT053, and MAT204) for mathematics-science-oriented Liberal Arts students

MAT207 Statistics/3 hrs. 3 cr.

This course covers statistical concepts and techniques for applications. Topics include probability, random variables, binomial distribution, hyper-geometric distribution, central tendencies, normal distribution, precision and confidence levels, sample design, and projects.

Prerequisite: Intermediate Algebra

MAT215 Elements of Linear**Algebra/3 hrs 3 cr.**

This course reflects a current trend of introducing abstract concepts prior to or concurrent with calculus. This course includes algebra and geometry of vectors, matrices, and linear transformations.

The emphasis is on matrices.

Prerequisites: Intermediate Algebra and Trigonometry

MAT301 Analytic Geometry and**Calculus I/4 hrs. 4 cr.**

This is an integrated course in analytic geometry and calculus, applied to functions of a single variable. It covers a study of rectangular coordinates in the plane, equations of conic sections, functions, limits, continuity, related rates, differentiation of algebraic and transcendental functions. Rolle's Theorem, the Mean Value Theorem, maxima and minima, and integration.

Prerequisite: Mathematical Foundations for Calculus (MAT204) or equivalent with Departmental approval. Required for mathematics and science oriented Liberal Arts students

MAT302 Analytic Geometry and**Calculus II/4 hrs. 4 cr.**

This course is an introduction to the concepts of formal integration. It covers the differentiation and integration of algebraic, trigonometric, and transcendental functions. Topics include the definite integral, the antiderivative, areas, volumes, and the improper integral.

Prerequisite: Analytic Geometry and Calculus I

MAT303 Analytic Geometry and**Calculus III/4 hrs. 4 cr.**

This course is an extension of the concepts of differentiation and integration to functions of two or more variables. Topics include: partial differentiation, multiple integration, Taylor series, polar coordinates, and calculus of vectors in one and two dimensions.

Prerequisite: Analytic Geometry and Calculus II

MAT402 Finite Mathematics/4 hrs.**4 cr.**

This course covers compound statements, sets and subsets, partitions and counting, probability theory, vectors, and matrices.

Prerequisite: Elementary Algebra (MAT051) and intermediate Algebra (MAT053). Consult Department chairperson if you are in doubt concerning prerequisites. Required for students in the Business Administration-Transfer program. Optional for students in Business career programs with permission from the chairperson of the Department in which they are majoring

MAT501 Ordinary Differential**Equations/3 hrs. 3 cr.**

A first course in the theoretical and applied aspects of ordinary differential equations. Topics include first order equations; exact equations; linear equations; series solutions; Laplace transforms; Fourier series; boundary value problems.

Prerequisite: Analytic Geometry and Calculus II

Modern Languages

Chairperson: Jaime A. Montesinos

Deputy Chairperson: Bernard G. Picard

Professors: Marisol B. Amar, Adelaida L. Guernelli, Jaime A. Montesinos, Bernard G. Picard

Associate Professors: Neil Birnbaum, Emilia E. Borsi, Armida F. Castagnaro, Fay Rogg, Michele Marechal Trudel

Assistant Professors: Sam Alalouf, Aaron Benjamin, Margarita J. Fazzolari

College Laboratory Technicians: Abraham Lieberman, Nelly Siskin

The modern language program is an integral part of the Liberal Arts curriculum. Its principal objectives are to develop fluency in the written and spoken language, and to familiarize students with the main aspects of foreign literature and culture. All courses are given in the foreign language unless otherwise specified. Language laboratories, using the latest equipment, serve Modern Language, Speech, and Music students. Intensive practice in the Language Laboratory is an essential part of all language classes.

Modern Languages Laboratories

There are three Modern Languages Department laboratories which can accommodate 95 students. Lessons can be conducted for an entire class or as individual programs for students in attendance. In addition to regularly scheduled hours, the labs are open for practice, extra, or review work during the week.

MLA460 Comparative Grammar for Foreign Language Students/3 hrs. 3 cr.

This one-semester course is for students needing better preparation for foreign language study. Included is a review of grammar, starting from English, with emphasis placed on the variations of rules and usage in the romance languages. Examples illustrate the differences between English, French, Spanish and Italian grammar. Theory is kept to a minimum. Strong emphasis is put on the practical techniques in learning a foreign language; the role, usage, and benefits of the language laboratory; the nature and use of idiomatic expressions. The course is given in English.

French

FRN101 French I/4 cl. hrs. 1 lab. hr. 4 cr.

This course is for students who have had no previous background in French. Grammar is taught inductively and sim-

ple texts are read. Skills in comprehension, speaking, reading, and writing are developed.

FRN110 French II/3 cl. hrs. 1 lab. hr. 3 cr.

In this continuation of French I, grammar, composition, conversation, reading and analysis of simple literary texts are covered.

Prerequisite: French I or Departmental approval

FRN200 French III/3 cl. hrs. 1 lab. hr. 3 cr.

Study in this course includes a review of grammar plus the study of French civilization and selected readings in French literature.

Prerequisite: French II or Departmental approval

FRN210 French IV/3 cl. hrs. 1 lab. hr. 3 cr.

While reviewing advanced grammar, students are trained in literary analysis

through the works of modern French authors.

Prerequisite: French III or Departmental approval

FRN430 French V: Survey of French Literature I/3 hrs. 3 cr.

The chronological evolution of French literature and its relation to French culture and ideas is studied. Major works by representative authors from the 17th century are read and discussed with emphasis on ideas and style. Included are selections from Corneille, Moliere, Racine, la Fontaine, Bossuet, Fenelon, Fontenelle, Marivaux, (Introduction to early 18th century trends and post-revolution changes in classical literature). Written and oral reports are required.

Prerequisite: French IV or Departmental approval

FRN435 French VI: Survey of French Literature II/3 hrs. 3 cr.

This course concentrates on the literature of the Enlightenment and the 19th century as reflected in the works of Voltaire, Rousseau, Montesquieu, Balzac, Flaubert, and the Romantic and Symbolist poets. Written and oral reports are required. *May be taken before French V.*

Prerequisite: French IV or Departmental approval

FRN440 French VII: 20th-Century French Literature/3 hrs. 3 cr.

In this study of the major writers and literary movements of the 20th century, (surrealism, avant-garde, existentialism) emphasis is placed on novelists like Proust, Mauriac, and Camus; playwrights such as Claudel, Giraudoux, Sartre, Anouilh, Ionesco, and Beckett; and the poets Valery, Eluard, and Aragon. Written and oral reports are required. *May be taken before French V and French VI.*

Prerequisite: French IV or Departmental approval

FRN310 Advanced French Conversation/3 hrs. 3 cr.

This course involves intensive oral work consisting of discussions in French based on literary texts of the 20th century with drill in pronunciation, intonation, and rhythm. Intensive use is made of

the Language Laboratories.

Prerequisite: French III or Departmental approval

FRN455 Advanced French Grammar and Composition/3 hrs. 3 cr.

This course reviews grammar and syntax, and includes advanced translation and composition with emphasis on the techniques of essay writing, research material, outline, and organization of ideas for maximum effectiveness.

Prerequisite: French VI or Departmental approval

FRN460 Existentialism in French Literature/3 hrs. 3 cr.

This course brings to life the essentials of existentialist philosophy in plays and novels of French authors such as Sartre, Camus, with modern insights into the age-old question of "free choice and predestination," the relevancy or irrelevancy of God, "commitment or alienation," "the meaning or the absurdity of life." Readings are in French, class discussions and written work in English.

Prerequisite: French III or Departmental approval

FRN470 Modern French Civilization/3 cl. hrs. 1 lab. hr. 3 cr.

The main aspects of French life and culture as expressed in social, intellectual and philosophical history are studied in this course. Emphasis is given to the geographic situation and economic and social changes, the main trends of thought in French tradition, and their impact on modern France. Readings are in French, discussion in English.

Prerequisite: French III or Departmental approval

FRN461 The Individual and Society in 19th Century French Literature/3 hrs. 3 cr.

This course analyzes the relationship between the individual and society as presented by French authors from Chateaubriand to Valles. Different patterns of reactions to a society undergoing critical changes are investigated. Special attention will be given to the problem of the

Romantic ego in a materialistic-oriented society. Readings are in French, discussion in English.

Prerequisite: French III or Departmental approval

FRN462 History of French Drama and Theater/3 cl. hrs. 1 lab. hr. 3 cr.

A history survey of the theories of French Theater evolved from the Greek Tragedy through medieval, classical Romantic, Realistic, Symbolist and Surrealist theater up to Avant-garde Theater and the Theater of the Absurd. Readings are in French, discussion in English.

Prerequisite: French III or Departmental approval

Not to be offered in 1979-80

FRN463 Myth and Reality of the Woman in French Literature/3hrs. 3 cr.

An analysis of the various problems related to the image of woman in French literature from the Middle Ages to the present time. Readings are in French, discussion in English.

Prerequisite: French III or Departmental approval

Not to be offered in 1979-80

Hebrew

HEB101 Hebrew I/4 cl. hrs. 1 lab. hr. 4 cr.

This course is for students who have little or no background in Hebrew. Grammar is taught and inductively and simple texts are read. Skills in comprehension, speaking, reading and writing are developed.

HEB110 Hebrew II/3 cl. hrs. 1 lab. hr. 3 cr.

In this continuation of Hebrew I, grammar, composition, conversation, reading and analysis of simple literary texts are covered.

Prerequisite: Hebrew I or Departmental approval

HEB200 Hebrew III/3 cl. hrs. 1 lab. hr. 3 cr.

Study in this course includes a review of grammar with special attention given

to writing original Hebrew themes. Drill in oral work is included through reading and discussing modern Hebrew prose.

Prerequisite: Hebrew II or Departmental approval

Not to be offered in 1979-80

HEB210 Hebrew IV/3 cl. hrs. 1 lab. hr. 3 cr.

This intensive review of grammar also includes practice in the written and spoken language. Students are trained in literary analysis through the works of modern writers.

Prerequisite: Hebrew III or Departmental approval

Note to be offered in 1979-80

HEB430 Hebrew V: Survey of Hebrew Literature I/3 hrs. 3 cr.

In this course, the historical development of the Hebrew language and literature from the Biblical era to the Middle Ages will be studied. Texts of the Pentateuch, the Prophets, the Scripture, Mishnah and Gemorah will be analyzed. Written and oral reports are required.

Prerequisite: Hebrew III or IV

Not to be offered in 1979-80

HEB435 Hebrew VI: Survey of Hebrew Literature II/3 hrs. 3 cr.

In this course, students concentrate on the literary expression of the Haskalah Movement (1700-1880), the Renaissance era (1880-1948), and Israeli literature (since 1948). Written and oral reports are required.

Prerequisite: Hebrew V

Not offered in 1979-80

HEB470 Civilization and Culture of the Hebrews/3 hrs. 3 cr.

The main aspects of literary creativity and expression in the social, intellectual and philosophical experience of the Hebrews are studied from Biblical times, through the periods of the Mishnah and Talmud to the present. Emphasis is given to the evolutionary tendencies in the economic, political and social changes of Hebrew civilization as they are reflected in modern Hebrew life. Lectures and discussion in English are based on readings of texts and literature in the original.

Prerequisite: Reding knowledge of Hebrew and Departmental approval

Not to be offered in 1979-80

HEB475 Field Experience in the Language, Peoples and Culture of Israel/3 hrs. 3 cr.

Same as HIS720

This is an introduction to Israeli culture through university study, visits to museums, historical and archeological sites; and meetings with leading authorities in education, industry, government and student life. Students register for four to seven credits at Hebrew University, four of which may be transferred to Manhattan Community College. In addition, lectures are held on the cultural and socio-economic development of the area. Students must complete a written paper to receive credit for this course. *Prerequisite: Functional knowledge of the Hebrew language and a basic knowledge of Middle Eastern history*
Not to be offered in 1979-80

Italian

ITL101 Italian I/4 cl. hrs. 1 lab. hr. 4 cr.

This course is for students who have had no previous background in Italian. Grammar is taught inductively and simple texts are read. Skills in comprehension, speaking, reading and writing are developed.

ITL110 Italian II/3 cl. hrs. 1 lab. hr. 3 cr.

In this continuation of Italian I, grammar, composition, conversation and reading of Italian texts are covered. *Prerequisite: Italian I or Departmental approval*

ITL200 Italian III/3 cl. hrs. 1 lab. hr. 3 cr.

Study in this course includes a review of grammar and of composition. Modern prose is read, discussed and analyzed. *Prerequisite: Italian II or Departmental approval*

ITL210 Italian IV/3 cl. hrs. 1 lab. hr. 3 cr.

Advanced grammar is taught and includes practice in idioms, colloquial and literary vocabulary. An intensive analysis of syntactical and lexical peculiarities of written and spoken Italian is given

through composition, conversation, selected readings and translation.

Prerequisite: Italian III or Departmental approval

ITL400 Neo-realism and the Contemporary Italian Novel/3 hrs. 3 cr.

The significant aspects of Italian neo-realism are studied in the works of its most representative writers. The student is introduced to the new socio-political consciousness in Vittorini, Levi, Silone and Pratolini and to the revived exploration of the human conditions in Moravia and Pavese. Readings are in Italian, discussion in English.

Prerequisite: Italian III or Departmental approval

Not to be offered in 1979-80

ITL430 Italian V: Survey of Italian Literature I/3 hrs. 3 cr.

This historical study of Italian culture, through its literary expression, includes the fundamentals of literary analysis, readings, interpretation, and discussion of major authors from the 13th century to the end of the Renaissance. Selections read are from the works of da Vinci, Poliziano, Machiavelli, Ariosto, Michelangelo, Tasso, Castiglione, and Cellini. Written and oral reports are required.

Prerequisite: Italian IV or Departmental approval

Not to be offered in 1979-80

ITL435 Italian VI: Survey of Italian Literature II/3 hrs. 3 cr.

In this course, students study Italian literature from the 16th to the present century. Major authors such as Falilei, Metastasio, Goldoni, Alfieri, Foscolo, Parini, Manzoni, Leopardi, Carducci, Verga, D'Annunzio, Pirandello, Quasimodo and Moravia are studied. Written and Oral reports are required. *May be taken before Italian V.*

Prerequisite: Italian IV or Departmental approval

Not to be offered in 1979-80

ITL470 Literature, Culture and Civilization of Italy/3 hrs. 3 cr.

Introduction to the evolution and development of Italian culture and civilization through the literary and artistic

features, geared to the understanding of present-day problems of modern European Italy, and of the Italian American people. Readings are mainly in Italian, discussions in English, and term papers in English or Italian. *May be taken before literature courses.*

Prerequisite: Italian III or IV, or Departmental approval

Spanish

SPN101 Spanish I/4 cl. hrs. 1 lab. hr. 4 cr.

This course is for students who have had no previous background in Spanish. Grammar is taught inductively and simple texts are read. Skills in comprehension, speaking, reading and writing are developed.

SPN110 Spanish II/3 cl. hrs. 1 lab. hr. 3 cr.

In this continuation of Spanish I, grammar, composition, conversation, and reading Spanish texts are covered.

Prerequisite: Spanish I or Departmental approval

SPN200 Spanish III/3 cl. hrs. 1 lab. hr. 3 cr.

Study in this course includes a review of grammar and reading plus discussion of selected works by modern authors. Self-expression through oral and written reports is emphasized.

Prerequisite: Spanish II or Departmental approval

SPN210 Spanish IV/3 cl. hrs. 1 lab. hr. 3 cr.

This intensive review of grammar includes emphasis on oral and written expressions based on reading and analyzing works by Spanish writers.

Prerequisite: Spanish III; or Departmental approval

SPN430 Spanish V: Survey of Spanish Literature I/3 hrs. 3 cr.

A chronological study is made of Spanish literature against its cultural and ideological background. Major works by representative writers from the Middle of the end of the Golden Age are read and analyzed. Readings include selections from the Poema de Mio Cid, Alfonso X, don Juan Manuel, Jorge Man-

rique, Fernando de Rojas, Cervantes, Quevedo, Calderon de la Barca. Written and oral reports are required.

Recommended for students of Hispanic background after Spanish IV

Prerequisite: Spanish IV or Departmental approval

SPN435 Spanish VI: Survey of Spanish Literature II/3 hrs. 3 cr.

This course concentrates on literature of the Neoclassical period and the 19th century. The works of Feijoo, Moratin, Cadalso, el Duque de Rivas, Zorrilla, Larra, Becquer, Alarcon, Galdos, and other important Romantic and Realistic authors are read and analyzed. Written reports are required.

Prerequisite: Spanish IV or Departmental approval

SPN440 Spanish VII: 20th Century Spanish Literature/3 hrs. 3 cr.

The major authors and literary movements of the 20th century in Spain are studied with emphasis on representative genres. Works of Unamuno, Ortega, Machado, Juan R. Jimenez, Salinas, Garcia Lorca, Cela, and others are analyzed.

Written and oral reports are required.
Prerequisite: Spanish V or VI or Departmental approval

SPN445 Spanish VIII: Survey of Spanish-American Literature/3 hrs. 3 cr.

This course involves a chronological history of Spanish-American literature from the Colonial period to the 19th century. Readings include selections from el Inca Garcilaso, Sor Juana Ines de la Cruz, Sarmiento, Jose Hernandez, Palma, Marti, Dario and others. Written and oral reports are required.

Prerequisite: Spanish VI or VII; or Departmental approval

SPN450 Spanish IX: 20th Century Spanish-American Literature/3 hrs. 3 cr.

The major authors and literary movements of the late 19th and 20th centuries are studied. Works of Quiroga, Reyes, Neruda, Vallego, Carpentier, Borges, Rulfo, Fuentes, Marques, and others are analyzed. Written and oral reports are required.

Prerequisite: Spanish V, VI, or VIII, or Departmental approval

SPN455 Advanced Spanish Composition and Grammar I (Commerical Spanish I)/3 hrs. 3 cr.
Designed primarily for Secretarial students, this course develops linguistic skills related to writing business letters and legal documents. The first term covers technical vocabulary and mastery of the language through review of grammar. *Open to all Business and Career student.*
Prerequisite: Spanish IV or Departmental approval

SPN456 Advanced Spanish Composition and Grammar II (Commercial Spanish II)/3 hrs. 3 cr.
A continuation of Spanish 455, this course provides intensive practice in linguistic skills involving business letters and legal documents which can be of special value for Secretarial Science Bilingual students. Stress is placed on composition. *Open to all Business and Career students.*
Prerequisite: Advanced Spanish Composition and Grammar I or Departmental approval

SPN465 Introduction to Hispanic Civilization/3 hrs. 3 cr.
The main aspects of Hispanic life and culture, as expressed in social, artistic, intellectual and philosophical history, are studied in this course with emphasis given to both Spain and the Spanish-American countries.
Prerequisite: Spanish IV or Departmental approval

SPN470 Literature and Civilization of Spanish-American/3 hrs. 3 cr.
The evolution of Spanish-American civilization is studied through literature to enhance understanding of present-day problems and potentialities. Emphasis falls on the relevance of the topography of the regions; the Spanish conquest and colonization; conflicts among cultures and religions of the indigenous peoples. Hispanic settlers, Africans, and recent immigrants; oral and written transmissions of traditions; the struggle for independence; movements for political, social, and economic reforms; the cultural obstacles; the emergence of linguistic distinctiveness; and the quest for self-

relization. Readings are in Spanish, discussions are in English or Spanish.
Prerequisite: Spanish IV or Departmental approval

SPN472 Literature, Culture and Civilization of the Greater Antilles/3 hrs. 3 cr.
A survey of the literature, culture and civilization of the Greater Antilles (Cuba, Puerto Rico, Santo Domingo, Haiti and Jamaica), geared to the understanding of their heritage as it is preserved by their languages and their artistic achievements. Readings are mainly in English; class discussions are in English, Spanish, or any other modern language.
Prerequisite: Spanish IV or equivalent and/or Departmental approval

SPN475 Latin American Heritage/3 hrs. 3 cr.
Same as PRN475
This is an introduction to the cultures of Latin American countries through visits to anthropological and historical sites, museums and universities, as well as meetings with farmers, students and political, industrial, and intellectual leaders. Both before and during the trip, students attend lectures on the culture and society of the countries visited. Students must complete a written paper and take a final examination to receive credit for the course.
Prerequisite: Functional knowledge of the Spanish language

SPN300 Spanish Conversation (MET Program)/3 hrs. 2 cr.
Designed primarily for Health Science Technology students, this course emphasizes the practice of conversation based on medical terminology, useful expressions and idioms. Classes will be assigned according to the student's background in Spanish. Use is made of the Language Laboratory.
Required for students in the Medical Emergency Technology Programs

SPN301 Spanish Conversation I (Social Service Program)/3 hrs. 2 cr.
Designed specifically for Social Service students, this course stresses conversation based on the needs of social work-

ers. Varied and practical dialogue, special vocabulary, useful colloquial expressions and idioms are practiced intensively and acted out in improvised, hypothetical field situations. Use is made of the Language Laboratories.

Required for students in the Social Service program

Prerequisite: Spanish I or II or Departmental approval

SPN302 Spanish Conversation II (Social Service Program)/3 hrs. 3 cr.

In this continuation of Spanish Conversation I, students review and practice their previously learned skills. This is followed by intensified conversational drilling. Use is made of the Language Laboratories.

Prerequisite: Spanish Conversation I or Departmental approval

SPN831 Puerto Rican Literature I/3 hrs. 3 cr.

Same as PRN231 (for description, see page 114).

SPN832 Puerto Rican Literature II/3 hrs. 3 cr.

Same as PRN232 (for description, see page 114).

SPN833 Representative Puerto Rican Writers/3 hrs. 3 cr.

Same as PRN233 (for description, see page 114).

SPN835 Puerto Rican Theater/3 hrs. 3 cr.

Same as PRN235 (for description, see page 114).

SPN855 Spanish Composition for Puerto Ricans; Intermediate/3 hrs. 3 cr.

Same as PRN455 (for description, see page 114).

SPN856 Spanish Composition for Puerto Ricans; Advanced/3 hrs. 3 cr.

Same as PRN456 (for description, see page 115).

Swahili

SWA101 Elementary Swahili I/4 cl. hr. 1 lab. hr. 4 cr.

Not to be offered in 1979-80

SWA110 Elementary Swahili II/4 cl. hrs. 1 lab. hr. 4 cr.

Not to be offered in 1979-80.

SWA200 Intermediate Swahili III/3 cl. hrs. 1 lab. hr. 3 cr.

Not to be offered in 1979-80

SWA210 Intermediate Swahili IV/3 cl. hrs. 1 lab. hr. 3 cr.

For description of these courses, pages 110-111.

Not to be offered in 1979-80



Music and Art

Chairperson: Laurence W. Wilson

Deputy Chairperson: Jerrold W. Schoenblum

Professors: Carl B. Bowman, Leonard Goines

Associate Professors: Ralph Comella, Eugene W. Hancock, Jerrold W. Schoenblum, Anthony J. Sorce, Rochelle Weinstein, Laurence W. Wilson

Courses in music and art are designed to provide a broad exposure to art history, music literature, and to the fine and performing arts. Students can develop an awareness of their beauty and meaning, and learn to enjoy and participate as spectators and viewers, or as trained amateurs or professionals. Two credits of Art or Music are required of all matriculated students. For this requirement, students may choose any of the courses offered in Music or Art. For concentration in Performing Arts-Music (Classical or Jazz), or in Fine Arts, see the Chairperson of the Department. The curriculum for a Concentration in Fine Arts is on page 38; the curriculum for a concentration in Music is on page 39.

Music

MUS110 Music I: Introduction to Music/2 hrs. 2 cr.

The ability to listen to music intelligently and to recognize specific styles, forms, and idioms is developed in this course. Consideration is given to musical aspects of the historical eras from the Early Christian period to the present. Students are required to attend concerts and do assigned reading and listening.

MUS111 Music Literature/3 hrs. 3 cr.

This course is designed to promote perceptive listening and recognition of the stylistic tendencies of various periods. It acquaints students with a wide variety of musical forms through examination of compositions of the Renaissance, Baroque, Romantic and Modern eras.

MUS112 Music Theory I: Fundamentals of Music Theory/3 hrs. 2 cr.

Study of notation in treble and bass clefs, major and minor scales, key signatures, intervals, and chord structures.

MUS212 Music Theory II: Elementary Harmony/3 hrs. 2 cr.

Part-writing, using triads and diatonic seventh chords, with inversions and non-harmonic tones. The course includes study of short musical forms, analysis, and composition of short examples.

MUS312 Music Theory III: Advanced Harmony

MUS412 Music Theory IV: Advanced Harmony/3 hrs. 2 cr each

Chromatic harmony, including altered chords, secondary dominants, the dominant ninth, and dominant thirteenth, modulation, analysis, and short original compositions.

Prerequisite: Music Theory II or Departmental approval

MUS351 Arranging/2 hrs. 2 cr.

Beginning with fundamentals and continuing through large ensemble arranging, including composing for various ensemble combinations. Contemporary techniques such as those of Stockhau-

sen, Ornette Coleman, Penderecki, Persichetti etc., will be explored.

Prerequisite: Music Theory II or Departmental approval

MUS113-213 Musicianship I and II/2 hrs. 1 cr. each

Sight singing, ear training, rhythmic reading, and dictation, coordinated with Music Theory I and II.

MUS313-413 Musicianship III and IV/2 hrs. 1 cr. each

Continuation of Musicianship I and II

MUS611-648 Private Instruction/ 1/2 hr. 1 cr. each

Beginning with scales and arpeggios. Study of standard repertoire with emphasis on stylistic interpretation. Development of sight-reading skills.

(Private instruction is restricted to students who are concentrating in Music-Performing Arts. Entry into the program must be approved by the Chairperson following an audition).

**MUS140 Piano Class I
MUS150 Piano Class II/2 hrs.
1 cr. (per term)**

Designed for the study of piano as secondary instrument, the course includes acquaintance with the keyboard, scales, chords, sight reading, transposition, and elementary piano repertoire.

**MUS240 Piano Class III
MUS250 Piano Class IV/2 hrs.
1 cr. (per term)**

Continuation of Piano Class I and II

**MUS160 Voice Class I
and
MUS170 Voice Class II/2 hrs. 1 cr. (per term)**

This course introduces voice students to the basic principles of voice production and prepares prospective teachers for proper handling of young voices. The fundamentals of correct voice production are studied, including breathing, breath control, and elementary study of vowel sounds and consonants. Elementary

songs, poise, posture, and stage presence are presented from the point of view of the student's own voice to prepare him to teach voice classes.

**MUS180 Guitar Class I
and
MUS190 Guitar Class II/2 hrs.
1 cr. (per term)**

The first term teaches students to play folk songs in the keys of C and G Major. In the second term, strums, rhythms and fundamental chords in all keys are presented. The course includes modern chordal accompaniments for popular, rock and jazz to accompany simple songs in classroom, camp and playground. Students must supply their own instruments.

**MUS301 Jazz Performance
Workshop I
and
MUS302 Jazz Performance
Workshop II/2 hrs. 1 cr. (per term)**

This course is designed to familiarize the student, through performance, with small group and big band jazz techniques. These include improvisational concepts, chord progressions, interpretation, conception, phrasing, harmonic awareness, dynamic sensitivity, rhythmic and melodic development and phrase construction.

**MUS303 Jazz Performance
Workshop III
and
MUS304 Jazz Performance
Workshop IV/2 hrs. 1 cr. (per term)**
Continuation of Jazz Performance Workshops II and II

**MUS220 Music in World Culture/
2 hrs. 2 cr.**
This course is designed to encourage critical listening by bringing the student into direct contact with music of Western and non-Western cultures. It stresses the elements of music-rhythm, melody, harmony, texture, tone color-by studying and analyzing the aspects of each, their juxtapositions, and finally, their total effect on musical forms and

styles of the world. Musical illustrations are analyzed not only in musical terms but in relation to important historical, geographical and ethnological factors.

MUS120 Woodwind Class/2 hrs.

1 cr.

Students learn to play the clarinet or other woodwind. Attention is given to methods of group instruction in the public schools.

MUS130 Brasswind Class/2 hrs.

1 cr.

Students learn to play a brass instrument. Attention is given to methods of group instruction in the public schools.

MUS230 Afro-American Music/

2 hrs. 2 cr.

This course covers the history of Black music in the United States from slavery to the present, including a through investigation of African backgrounds the music of slavery, the Blues, Jazz, gospel music, rhythm and blues, and Black music in Western art forms. Extensive listening and attendance at live musical performances is required.

MUS410 Chorus I

and

MUS420 Chorus II/2 hrs. 1 cr.

(per term)

Students are involved in the performance of standard and contemporary choral literature for mixed voices. With the choral training the course includes performances at concerts. College ceremonies and functions.

MUS430 Chorus III

and

MUS440 Chorus IV/2 hrs. 1 cr.

(per term)

This course is a continuation of Chorus I and II.

MUS510 Instrumental Ensemble I

and

MUS520 Instrumental Ensemble II/2 hrs. 1 cr. (per term)

The instrumental ensemble is designed

to develop the performance capability and technique of students who play a musical instrument. The repertoire is selected both for personal development and for public performances at college functions and concerts.

MUS530 Instrumental Ensemble III

and

MUS540 Instrumental Ensemble IV/2 hrs. 1 cr. (per term)

Continuation of Instrumental Ensemble I and II.

MUS845 Music in African Culture/2 hrs. 2 cr.

Same as BLK145 (for description, see page 82)

MUS881 Puerto Rican Music/2 hrs. 2 cr.

Same as PRN141 (for description, see page 85)

Art

ART110 Art Survey I/2 hrs. 2 cr.

This introduction to art principles and terms includes the study of the plastic arts; their nature, content and form. The meaning of illusion and abstraction, style and the changing concept of reality in art throughout history is explored. Selected paintings, sculpture and architecture are examined.

ART120 Art Survey II/2 hrs. 2 cr.

During this study of the fundamentals of art history, attention is given to special artistic styles by exploring their emergence and development within a culture. Standards of beauty from Medieval times to the 18th century are compared. Topics studied include Medieval book illumination in Europe, Persia, and China; Renaissance art; Mannerism; Baroque; Rococo, and the influence of song and story on art. Recommended for art majors.

ART210 Modern Art/2 hrs. 2 cr.

An analysis will be made exploring the

use of the visual elements in modern art. The major movements will be discussed in relation to the individual artist's expression in terms of changing historical, social and cultural periods.

ART220 Survey of Non-Western Art/2 hrs. 2 cr.

This course is an introduction and survey of art produced in Africa, India, Oceania and Pre-Columbian North America (Indian). Basic modes of primitive art will be presented and assessed in historical relationship to cultures past and present.

ART250 Art of the Far East/2 hrs. 2 cr.

As an introduction to Far Eastern art, this course traces the evolution of art styles of the countries of Eastern Asia; India, South East Asia, Indonesia, Central Asia, China, Korea, and Japan. Art styles of these countries are discussed separately in chronological order, in relation to those of the other countries. This course encourages appreciation of Asian art by emphasizing the following: (1) analyzing the styles in relation to their historical and social context; (2) understanding the basic elements, techniques, and theories of forms of painting, sculpture, and architecture in comparison with those of Western art.

ART801 African Art/2 hrs. 2 cr.

Same as BLK101 (for description, see page 111)

ART230 Design I: Introduction to Painting and Drawing Techniques/ 2 hrs. 2 cr.

Critical and artistic ability in the beginning student is developed by executing problems of two-dimensional design such as color relationships, composition, pattern, line, shape, and texture. The emphasis is on exploring aspects of design and technique as they apply to a student's own work.

ART240 Design II: Introduction to Basic Sculptural Problems/2 hrs. 2 cr.

This course is concerned with three-dimensional design problems and is geared to the advanced student who wishes to expand his knowledge of formal problems concerned with mass, volume and shape in a variety of materials. *Prerequisite: Design I*

ART301 Drawing I/2 hrs. 2 cr.

This course covers basic drawing problems aimed at the achievement of manual skills in freehand drawing, drawing from nature, objects, and conceptual drawings.

ART302 Drawing II/2 hrs. 2 cr.

An extension of Drawing I, this course places emphasis on the human figure, with concentrated attention on formal concerns of design and composition. *Prerequisite: Drawing I*

ART171 Introduction to Painting/ 2 hrs. 2 cr.

This course is designed to have the beginning student explore painting techniques, with an introduction to the use of various media. Strong emphasis is placed on formal concerns (figure and object).

Prerequisite: Drawing I or permission of Department

ART271 Painting I/4 hrs. 2 cr.

This course is an intermediate study of painting techniques during which students work in mixed media. Strong emphasis is placed on formal concerns (figure and object)

Prerequisite: Introduction to Painting

ART371 Painting II/4 hrs. 2 cr.

This course is geared toward individual study and the concerns of an advanced painting and drawing student.

Prerequisite: Painting I

ART181 Introduction to Sculpture/ 2 hrs. 2 cr

During this course the special relationship of sculptural and architectural form is developed. Clay, wire plaster, stone, metals, plastics, and mixed media are used in constructions as a means of expression and design problems.

Prerequisite: Design I or permission of Department

ART281 Sculpture I/4 hrs. 2 cr.

This course, geared toward individual study, is an extension of Introduction to Sculpture principles and the use of materials for specific creative expression of the sculptor: modeling, carving, and metal working.

Prerequisite: Introduction to Sculpture

ART381 Sculpture II/4 hrs. 2 cr.

This course is geared toward individual study and the concerns of the advanced sculpture student.

Prerequisite: Sculpture I

ART191 Introduction to Filmmaking/2 hrs. 2 cr.

This course introduces the student to

the fundamentals of filmmaking; areas of study are composition, unit coherence, selectivity and editing, tone, point of view, effective use of music, the principles of light and lighting, projection, reflection, refraction, focal principles. This is a project-based approach, working on narrative, documentary and animation modes.

ART291 Filmmaking I/4 hrs. 2 cr.

This course is for those who have completed Introduction to Filmmaking. It develops the student's basic filmmaking skills, familiarizes him with advanced equipment, and provides greater scope for expression as the student learns to handle more advanced camera, editing, and sound techniques.

Prerequisite: Introduction to Filmmaking

ART391 Filmmaking II/4 hrs. 2 cr.

This course, geared toward individual study, is an extension of Filmmaking I principles and the use of materials for specific creative expression of the film maker.

Prerequisite: Filmmaking I



Nursing

Chairperson: Martha A. Small

Deputy Chairperson: Wilhelmina Glanville

Professor: Martha A. Small

Associate Professors: Elva M. Christy, Mattie C. Collins, Sylvia Corliss, Catherine T. Gallagher, Wilhelmina Glanville, Yvette Nazaire, Opal S. Vodery

Assistant Professors: Avor Cave, Veronica E. Coleman, Mary G. Coward, Ethel B. Dawry, Bobbie M. Harrison, Esmay Klyvert, Elizabeth K. Merrill, John A. Payne, Aubrey T. Robinson, Harriet L. Swoopes, Ernestine F. Willis

Instructors: Gem Natividad, Barbara Tacinelli

College Laboratory Technician: Miguel Cervantes

These courses make it possible for male and female students to best serve humanity and themselves. The function of the nurse is to assist the individual, the family, and therefore society, sick or well, in the performance of those activities contributing to the maintenance of health, prevention of illness, improvement of health status, and support in death. Nursing intervention at all levels of health is planned to encourage and respect patient independence. The nurse also, as a member of the health team, helps other members as they in turn help him/her to plan and carry out the total health regime.

There are many opportunities in various facets of the nursing field, plus an opportunity for those who successfully complete the course to take the licensing examination given by the State of New York and earn the title of Registered Nurse. The program is accredited by the National League for Nursing. For the curriculum in Nursing leading to an Associate in Applied Science (A.A.S.) degree, see page 40.

The College has affiliations with a number of hospitals for clinical instruction of students in the Nursing program. Contracts with the Health and Hospitals Corporation of New York City provide opportunities for BMCC students in Elmhurst General Hospital Center, Harlem Hospital Center, Lincoln Hospital and Mental Health Center, and Metropolitan Hospital Center; contracts between the Board of Higher Education and the following list of hospitals also provide opportunities for BMCC students, at DeWitt Nursing Home, Gracie Square Hospital, Manhattan State Hospital, and the Manhattan Veterans' Administration Hospital.

NUR110 Fundamentals of Patient Care/3 hrs. 9 lab hrs. 6 cr.

An introduction to the bio-psycho-social and cultural factors that influence the nursing care of any patient who needs minimum assistance in the maintenance of health. Concepts and principles underlying basic nursing care are stressed.

Co-requisite: Anatomy and Physiology I

NUR210 Medical-Surgical Nursing 4 cl. hrs 12 lab hrs. 8 cr.

The development of fundamental nursing knowledge and techniques is continued. Major emphasis is placed upon common recurring health problems.

Psycho-social nursing techniques are introduced as they relate to the care of the patient with selected health prob-

lems. Clinical practice in the hospital is provided.

Prerequisites: Fundamentals of Nursing Care; Anatomy and Physiology I

Co-requisite: Anatomy and Physiology II

NUR311 Maternal and Newborn Care/4 cl. hrs. 12 lab hrs. 4 cr. (8 weeks)

Course focuses on the role of the nurse in the care of the pregnant family during the antepartal, intrapartal, and the post partal phase of the maternity cycle as well as the care of the normal newborn, premature and low birth weight infants during the neonatal period.

Co-requisites: All previous prerequisites; Microbiology

NUR312 Nursing Care of Children/ 4 cl. hrs. 12 lab hrs. 4 cr. (8 weeks)

Course focuses on the child's physical, social and emotional reaction to illness, the nurse's role in providing support to the child and members of his family constellation during periods of stress.

Emphasis is placed upon differences occurring during each phase of growth and development, trends in care and measures utilized to promote a healthy childhood.

Co-requisite: Development Psychology

NUR410 Comprehensive Nursing Care/4 cl. hrs. 12 lab hrs. 8 cr.

This continuation of Medical-Surgical Nursing places emphasis on selected medical-surgical nursing problems and introduces the student to the care of patients with severe psychiatric disorders. Clinical experience is provided in general and psychiatric hospital settings and in related community agencies.

Co-requisite: All previous prerequisites

NUR415 Nursing Today and Tomorrow/1 cl. hr. 1 cr.

This course will include the discussion of the legal rights and responsibilities of the professional nurse, current trends in employment, and education, as well as changes in nursing practice. Restricted in students registered in NUR410.



Physical Education, Health, Recreation and Dance

Chairperson: Howard L. Jones

Deputy Chairperson: Mayer Rossabi

Professors: Thomas J. De Carlo, Mary G. Jacobs, Howard L. Jones, Mayer Rossabi

Associate Professors: Joseph M. Beerman, Anthony Bria

Assistant Professors: Peter Fazio, Alan L. Siegel, Barbara A. Solomon

Senior College Laboratory Technician: Douglas R. Machovic

College Laboratory Technician: Susan Gerena

This program complements the other segments of the transfer or career curricula in the development of the whole person, focusing on individual health and physical needs. The physical education courses create an appreciation of the value of physical activity and provide an opportunity for learning skills which help enrich the lives of the participants. The Health Education survey course creates an awareness of the components of well-being.

Any course in the PED series, except courses designated as electives, satisfies the Physical Education requirement.

Team Sports

PED100 Physical Education/2 hrs. 1 cr.

This basic physical education course is designed to help students explore and develop their physical potential. Students participate in a variety of recreational sports, providing them with skills that will enrich their leisure time.

Individual and Dual Sports

PED113 Fencing/2 hrs. 1 cr.

This course concentrates on basic techniques of fencing with a foil. Students are oriented to the foil and the necessary safety procedures to be followed throughout the course. Besides the fencing positions and exercises, general conditioning exercises are essential elements of the course.

PED115 Tennis/2 hrs. 1 cr.

The fundamental tennis skills, rules, and strategy are developed in this course. *Offered during the Spring Semester only.*

PED118 Beginning Skiing/Hrs. arr. 1 cr.

In this introductory skiing course, students go through an orientation period which includes a discussion of some principles of skiing, equipment and its care, and conditioning for skiing. Concentration is on actual teaching and practice on the slopes working towards intermediate skiing skills. A special equipment charge is required. Students should consult the Department regarding this charge before registering for this course.

Offered during the Intercession and Spring Semesters only.

PED122 Cycling/2 hrs. 1 cr.

One or two classroom meetings to be used as orientation period to study bicycle repairs, maintenance, and safety. A minimum of five one-day trips in the general N.Y. area, progressing in degree of difficulty. Students must be able to ride a bicycle.

PED124 Introduction to Backpacking and Trail Hiking/ 2 hrs. 1 cr.

A study of trail equipment, hiking techniques, backpacking skills, safety, map reading, and familiarizing students with hiking areas. In addition the student will gain backpacking experiences and overnight hikes into areas adjacent to New York City and the Catskill Mountains.

Martial Art

PED131 Self-Defense for Men and Women/2 hrs. 1 cr.

This introductory course in self-defense techniques places emphasis on escaping from various holds and chokes, and on practicing counter attacks.

PED132 Karate/2 hrs. 1 cr.

A beginning course in which students learn to deliver the basic punches, blocks, strikes, and kicks from the stances most often used in karate. After some weeks these karate movements are employed in the first steps of sparring. Although the course begins slowly with emphasis on learning technique, it becomes fairly strenuous as students become more proficient. Therefore, it is expected that students also set aside some time for additional practice at home. Traditional karate discipline is maintained during class.

Conditioning

PED140 Adapted Activities/2 hrs. 1 cr.

To satisfy the Physical Education requirement, this course is designed to meet the individual needs of those students who cannot participate in the regular physical education courses.

PED141 Conditioning and Slimnastics/2 hrs. 1 cr.

This course provides students with basic knowledge of nutrition and metabolism to enable them to correct faulty diet patterns. Emphasis is placed on helping students establish a foundation for life-long weight control and better health,

through the use of body conditioning exercises and a planned program of weight reduction. Social support plays a vital role in helping individuals achieve the desired goal.

PED145 Yoga/2 hrs. 1 cr.

Through these special exercises, students learn how to breathe properly, improve circulation and appearance, learn to relax and to tone muscles. This is accomplished by deep concentration of thought and action.

Dance and Movement

For the curriculum in Dance leading to an Associate in Arts (A.A.) degree, see page 43.

PED150 Posture, Relaxation and Movement/2 hrs. 1 cr.

Tension and poor posture habits interfere with the efficiency and ease of movement. This course aims to explain the theory behind good body alignment, and to utilize specific exercises to relieve unnecessary body tension. Basic dance steps and movement patterns will then be practiced accordingly.

PED152 Square and Folk Dancing/2 hrs. 1 cr.

This course is designed to develop basic skills in American square and round dances and in selected folk dances of various countries. The emphasis is on practice and participation at a recreation level.

PED153 Modern Dance I/2 hrs. 1 cr.

During this course, students are introduced to modern dancing techniques, including improvisation.

PED253 Modern Dance II/3 hrs. 2 cr.

This course explores modern dance techniques stemming from the schools of Martha Graham, Merce Cunningham, and Hanya Holm. It explores compositional problems in dance and relates

these principles in the visual arts and music. Field trips are made to museums and concerts.

Prerequisite: Modern Dance I or Departmental approval

Does not meet Physical Education requirement

PED801 Ethnic Dance/2 hrs. 1 cr.

Same as BPR101

This course satisfies the Physical Education requirement. This course concentrates on elementary dance of the West Indian, Puerto Rican and Afro-American cultures. The course evaluates the body movements of the three cultures emphasizing their similarities.

PED255 Afro-American and Caribbean Dance/3 hrs. 2 cr.

This course will explore in depth material from African tribal dances, Caribbean dances, and various Afro-American techniques. The influences of these areas of movement on American dance as an art form will then be explored.

Prerequisite: Ethnic Dance I-PED801 (Same as BPR101) or Departmental approval

Does not meet Physical Education requirement

PED156 Ballet I/2 Hrs. 1 cr.

This first level course will introduce barre and center work in traditional classical ballet style, following the Cecchetti curriculum. Stamina, basic skills, and experience of ballet aesthetics will be gained as well as stretch, strength, and control.

PED256 Ballet II/3 hrs. 2 cr.

This course is a continuation of Ballet I. It will repeat the material of Ballet I as part of the basic training with the addition of new exercises to develop the body further by more complicated demands on strength, speed, and coordination within the framework of the ballet vocabulary.

Prerequisite: Ballet I or Departmental approval

Does not meet Physical Education requirement

PED157 Sound and Movement Workshop/2 hrs. 1 cr.

This course will develop the individual's sense of rhythm, both intellectually and experientially in relation to traditional and contemporary music and dance forms. The student will study basic music notation, time signatures and dynamics.

Departmental approval required

Does not meet Physical Education requirement

PED260 Dance Composition/4 hrs. 2 cr.

This course is an introduction to fundamental movement qualities and their use in basic dance forms.

Prerequisite: Modern I (PED154) or Departmental approval

Does not meet Physical Education requirement

PED261 Dance Workshop I/2 hrs. 1 cr.

The purpose of this course is to provide the student with the opportunity to utilize the technical dance skills he has learned to date in specific group dances choreographed by members of the faculty and/or guest artists.

Prerequisite: Modern Dance I or Departmental approval

Does not meet Physical Education requirement

PED361 Dance Workshop II/3 hrs. 2 cr.

This course is designed to be a continuation of Dance Composition and Dance Workshop I. Students will choreograph and rehearse their own dances and work as performers in the dances of fellow students. Self-reliance and leadership will be stressed.

Prerequisite: Dance Composition (PED260) or Departmental approval

Does not meet Physical Education requirement

PED262 Cultural Resources/4 hrs. 2 cr.

This course is designed to expose students to a wide variety of aesthetic

stimuli available in New York City. This will be achieved by co-ordinating a series of field trips to museums, plays, musical concerts, art galleries, multi-media projects, etc.; with related studio labs. The four hours of class time will be divided between field trips and labs. *Departmental approval needed*
Does not meet physical Education requirement

Swimming

PED190 Fundamentals of Swimming I/2 hrs. 1 cr.

This course is designed for students who cannot swim. It concentrates on psychological and physical adaptation to the water, development of fundamental strokes, elementary water entries, elementary forms of rescue, and basic safety procedures in aquatic activities.

PED191 Fundamentals of Swimming II/2 hrs. 1 cr.

This course is designed for those students who can swim, but not efficiently. The course is a follow-up to PED190, Fundamentals of Swimming I, with further development of fundamental strokes, elementary water entries, and basic safety procedures in aquatic activities.

PED192 Intermediate Swimming/2 hrs. 1 cr.

In this course a wide array of basic swimming skills, especially the basic leg and arm strokes are developed. Emphasis is placed on improvement of various swimming strokes.

Prerequisite: Ability to swim in deep water

PED295 Advanced Life Saving/2 hrs. 1 cr.

In this course, designed to develop personal water safety skills and knowledge, students learn the elementary forms of rescue, use of basic rescue equipment, and swimming rescues.

Prerequisite: Ability to swim 440 yards, swim underwater, and tread water for one minute

PED395 Water Safety Instructor/3 hrs. 2 cr.

This course includes the American Red Cross courses in (1) Senior Life Saving and water safety, and (2) Water Safety Instructor Training. After successful completion of this course, candidates are qualified to teach the Red Cross Swimming and Water Safety series, and the Red Cross Junior and Senior Life Saving and Water Safety courses.

Prerequisite: Registration for this elective requires Departmental approval
Does not meet Physical Education requirement

Health Education

**Note: The courses listed as HED210, 215, 220, and 225 do not meet Health Education requirement*

HED100 Health Education/2 hrs. 2 cr.

This introductory course to health education takes a survey approach. It aims to develop attitudes and habits which will promote good physical, mental and social health. Areas of specialization include alcohol, tobacco and narcotics education, mental health, sex education, and family living.

HED215 Habituation and Addiction and Its Prevention/3 hrs. 3 cr.

This course covers causes of alcoholism and drug abuse. Included are ways people are introduced to harmful substances; social and personal effects of alcoholism and drug abuse; prevention and rehabilitation techniques.

***HED220 Human Sexuality/3 hrs. 3 cr.**

This course deals with the physiological, psychological and social aspects of human sexual development and functions.

***HED225 Health Concerns of Women/3 hrs. 3 cr.**

This health course is aimed to be a

practical course for students. It is hoped that it will directly affect their lives in a positive way. It will provide an opportunity to gain information and insight into the physical, psychological, and social aspects of women's health concerns.

Recreation Leadership—Physical Education Concentration

These courses, designed to develop appreciation, understanding and skill in a variety of activities, train students to work with all age groups. Emphasis is placed on the ability to plan, organize, and promote activities to give basic preparation for careers in the Recreation or Physical Education professions. For the curriculum in Recreation Leadership leading to an Associate in Arts (A.A.) degree, see page 44. For the curriculum in Physical Education leading to an Associate in Arts (A.A.) degree, see page 42.

REC105 Principles of Physical Education, Health and Recreation/3 hrs. 3 cr.

This covers the historical development of Physical Education, Health and Recreation to the present day. Stress is on the evolution of the philosophical and organizational foundations of American physical education, health and recreation.

REC115 Physical Education Elective/2 hrs. 1 cr.

Students may register for Fundamentals of Swimming, or any other basic elective course in Physical Education.

REC120 Leadership in Recreation/2 hrs. 2 cr.

This course gives students an opportunity to study the objectives, problems and techniques of leadership for school, camp and community recreation programs.

Prerequisite: Principles of Physical Education, Health and Recreation

REC130 Crafts in Recreation/3 hrs. 2 cr.

The development of practical skills in

creative arts and crafts are taught in this course which includes studio experiences basic to the recreational interests of varied age levels.

REC140 Music in Recreation/2 hrs. 2 cr.

Music and its relationship to recreation programs is studied in this course. The teaching and supervision of the use of materials and activities appropriate for various age levels such as group singing, listening activities, musical games, and musical productions are emphasized.

REC151 Low Organization Activities/3 hrs. 2 cr.

This course gives students in recreation leadership the opportunity to study various activities of any easily organized nature. Lecture and demonstrations are used to achieve participation in low organized and group games, basic movement, social recreation activities, musical games, and creative dramatics. Students will be expected to prepare and lead practice leadership sessions.

REC161 Team Sports/2 hrs. 1 cr.

Lead-up games, skills, strategy, rules, care of equipment, safety procedures, and leadership methods as they relate to team sports are presented in this course.

REC171 Individual and Dual Sports/2 hrs. 1 cr.

This course includes an analysis of fundamental techniques of Tennis and Bowling. Practice is given in the presentation of skills and strategy. The course is vital to all future physical education and recreation majors.

REC190 Camp Leadership and Outdoor Recreation/2 hrs. 2 cr.

Skills and techniques necessary for camp and outdoor recreation leadership are presented. Students experience and practice these in outdoor settings through "living" situations.

REC200 First Aid and Safety Education/2 hrs. 2 cr.

Students in this course acquire knowledge essential for safe living, including

the causes and prevention of accidents and first aid skill techniques.

**REC215 Community Recreation/
2 hrs. 2 cr.**

This course is a survey of the opportu-

nities and facilities offered for participation in community recreation programs by various public, voluntary, commercial, private and industrial agencies and organizations. A study of problems of these agencies and of approaches to their special programs will be included.



Science

Chairperson: Man-lim Yu

Deputy Chairperson: Martin P. Levine

Professors: Daniel M. Ekstein, Evangelos J. Gizis, Charles Kosky, Martin P. Levine, John L. Raynor, Herbert Ringel, Sylvia L. Saunders, Man-lim Yu

Associate Professors: Richard J. Brower, Charles Goldberg, Marvin R. Jaffe, Samuel J. Levine, John A. Markisz, Alfred E. Martin, Helen Rappoport, Edith S. Robbins, Ronald J. Slavin, Harold M. Spevack, David R. Waldman

Assistant Professors: M. Jay Brown, Costantino A. Colombo, Henry C. Lee, Stuart Leventhal, Stephanie H. Mazur, Philip L. Penner, Muriel L. Sackler, Asher Torren, Richard W. Whealey

Senior College Laboratory Technician: Alba N. Carson

College Laboratory Technicians: Robert J. Bauer, Alton W. Johnson, Myrna Kilkenny

The courses offered by the Science Department are designed to meet the needs of students with specific interests in science and career goals in this field. The courses introduce students to the study of fundamental scientific laws and theories, and provide knowledge, basic skills, and an appreciation of science as a human enterprise. There are six science laboratories.

Science Laboratories

Four are utilized in life sciences such as biology, anatomy and physiology, and microbiology. The laboratories are fully equipped with all necessary utilities, exhaust-hoods, microscopes, refrigerator, sterilizers and demonstration apparatus. Students are provided with biological materials for dissection, analysis and experimentation.

The chemistry laboratory contains all necessary utilities, two fume hoods, sinks, various balances and electronic instrumentation such as colorimeters and spectrophotometers. This equipment stresses the use of instruments in the laboratory.

The physics laboratory is equipped with all utilities and electronic power supplies to provide proper current and voltage for student experiments. It also has available instruments such as optical interferometers, oscilloscopes and radioactivity-measuring equipment.

AST110 General Astronomy/ 3 cl. hrs. 2 lab. hrs. 4 cr.

This course introduces students to the world beyond the Earth. The methods of astronomy and our knowledge of the structure of the universe is presented as an ongoing human endeavor that has helped shape modern man as he takes his first steps into space.

BIO110 General Biology/3 cl. hrs. 2 lab. hrs. 4 cr.

The basic cellular structure, tissue orga-

nization, physiological processes, reproduction, and genetics are studied. Special attention is given to selected zoological specimens with particular emphasis upon man.

BIO210 Biology I and

BIO220 Biology II/3 cl. hrs. 3 lab. hrs. 4 cr. (per term)

This two-semester course acquaints students with the basic properties of living systems; metabolism, growth, responsive-

ness and reproduction at the cellular and organism levels as illustrated by assorted plants and animals.
Two terms required

BIO420 Microbiology/3 cl. hrs. 2 lab. hrs. 4 cr.

Micro-organisms pathogenic to humans: their characteristics, pathogenicity, and modes of transmission are studied. Instruction includes a study of the sterile technique, and maintenance of the sterile field.

Required in selected programs in the Health Sciences; available to other students through Department approval

BIO425 Anatomy and Physiology I and

BIO426 Anatomy and Physiology II/3 cl. hrs. 2 lab. hrs. 4 cr. (per term)

A two-semester course, it includes introductory work in chemistry, physics, and biology, in which students explore the human body as an integrated, functional complex of systems. Terminology, structure, and function of each organ-system, with emphasis on their interrelationships are explained.

Required of students in the Health Service Technologies, available to all other students for elective credit

Two terms required

CHE110 General Chemistry/3 cl. hrs. 2 lab. hrs. 4 cr.

This course is designed specifically for the non-science major. It explores the world of atoms and molecules and relates this submicroscope world to the daily life of the student. Topics to be discussed will include plastics, foods, the environment, genetics and drugs.

CHE115 Chemistry for Mental Health Technology/3 hrs. 3 cr.

A one-semester course including the fundamentals of general, organic and biochemistry designed especially to meet the needs of students in the Health Technology programs.

CHE116 Chemical Laboratory for IHT Students/2 lab hrs. 1 cr.

A laboratory course especially designed to meet the needs of students in the Respiratory Therapy Technology program including experiments in gas laws, acid-base equilibria, redox systems, and biochemistry.

Prerequisite or Co-requisite: CHE115

CHE210 Chemistry I and

CHE220 Chemistry II/3 cl. hrs. 3 lab. hrs. 4 cr. (per term)

This two-semester course involves the study of the central concepts and basic principles of chemistry, including atomic and molecular theories, the relation of structure to chemical behavior, and the chemistry of the important elements and their compounds. Laboratory work includes some qualitative measurements, qualitative inorganic analysis, and other solutions of simple laboratory problems.

Two terms required

PHY110 General Physics/3 cl. hrs. 2 lab. hrs. 4 cr.

This course serves as an introduction to Physics, especially for students who are not science-oriented. A selected number of basic physical ideas are carefully examined and interpreted non-mathematically. The relevance of the scientist and his work to the lives of non-scientists is continually examined.

PHY210 Physics I and

PHY220 Physics II/4 cl. hrs. 2 lab. hrs. 4 cr. (per term)

This classroom and laboratory two-semester course includes the study of concepts and principles of physics in the areas of mechanics, heat and thermodynamics, sound, electricity and magnetism, light, and atomic physics plus an introduction to quantum physics and relativity theory. Algebra and simple trigonometry will be used.

Two terms required

PHY400 The Physics of Music/
3 cl. hrs. 2 lab. hrs. 4 cr.

This course is designed to give the music student a fundamentally qualitative understanding of all the physical processes associated with the production, reproduction and perception of musical sounds.

This course is required by Music majors and is available to all other students for elective credit

SCI100 General Science/3 cl. hrs.
1 lab. hr. 3 cr.

This study of science is accomplished through an analysis of basic conceptual problems in the physical and life sciences. Emphasis is placed upon the interrelations of the natural sciences and other branches of knowledge through discussions, field trips, lectures, demonstrations, and laboratory exercises.

Required of all non-transfer career students (except Allied Health Sciences); available to all other students for elective credit

SCI200 Consumer Science/3 cl. hrs.
3 cr.

The purpose of this course is to enable the non-science student to comprehend those scientific points necessary to become an informed consumer. The following topics are included: foods, food additives, how to interpret an ingredient statement, calories and vitamins; how to understand and check your gas and electric bills; automobiles and their components; cosmetics, over-the counter and prescription drugs; electrical appliances; soaps and detergents; plastics, and air-conditioning and heating systems.

This course is offered as an elective in all curricula

SCI410 Man and Environment/
3 cl. hrs. 3 cr.

This course is a study of the interaction of man and his environment. Topics to be examined will include ecology, air and water pollution, pesticides, radioactivity, power generation, noise pollution, waste disposal, population control, food additives and food contamination.

This course is offered as an elective in all curricula

Prerequisite: One semester of any science

SCI430 Scientific
Instrumentation/2 cl. hrs.
4 lab. hrs. 4 cr.

The course covers the theory and practice and quantitative methods with special attention to instrumentation currently employed such as optical, electrochemical, chromatographic and radiochemical techniques. The physicochemical theory and operating characteristics of the instrumentation are stressed. The laboratory emphasizes measurements of biological and environmental significance.

Prerequisite: 1 year of Laboratory science or Departmental approval

SCI530 Pharmacology/3 cl. hrs.
3 cr.

Fundamental principles and concepts in Pharmacology are considered. Particular attention is given to drug action and interaction and to the effects of drugs and toxic substances in the human organism. *Required in selected programs in Allied Health Sciences, available to all other students for elective credit*

It is recommended that students complete Medical Terminology before registering for this course

SCI861 Contributions of Black
Scholars to Modern Science/3 hrs.
3 cr.

Same as BLK261 (for description, see page 112.)



Secretarial Science

Chairperson: Gloria C. Taylor

Deputy Chairperson: Barbara Eason

Professors: Violet B. Drexler, Gladiola C. Peerman, Gloria C. Taylor

Associate Professors: Maria Arratia, Ila Beards, Anna E. Porter

Assistant Professors: Susan Amerling, Charlotte M. Bishop, Barbara Ann Eason, Marie Heinz, Diana Kern, Etta Kutner, Donna M. Santo

Senior College Laboratory Technician: Carol Mack Torres

The Department of Secretarial Science prepares students for positions in business offices as secretaries to executives, supervising secretaries in charge of office operations and administrative secretaries to professionals in law, accounting, education, and in a variety of government jobs.

Students may also pursue a program for transfer to a four-year college, which will prepare them as teachers of business subjects or for middle management positions.

Secretarial Science curricula are on pages 45-50.

Stenography and Transcription

SEC100 Stenography I: Theory—Gregg

or

SEC111 Stenography I: Theory— Pitman/5 hrs. cr.

This course is an introduction to shorthand for students who have not previously studied it. It includes an intensive presentation of shorthand theory. At the conclusion of the semester, students are expected to take dictation at 40-60 words per minute.

Note: Students without high school shorthand are taught the Gregg system of stenography. Students who have studied Gregg or Pitman Stenography in high school continue in the system in which they began.

SEC101 Touch Shorthand I/5 hrs. 3 cr.

This course introduces the basic principles of touch shorthand (stenographic machine), placing emphasis on brief forms phrases, and the development of a shorthand vocabulary.

SEC200 Stenography II: Pre-Transcription—Gregg

or

SEC201 Stenography II: Pre-Transcription—Pitman/5 hrs. 3 cr.

The basic theory of shorthand is reviewed and strengthened. Major emphasis is on the integration of necessary language arts into transcription dictation. At the end of the semester, students are expected to take dictation at 50-70 words per minute.

Prerequisites: Stenography I: Theory, or equivalent; Typewriting I, or equivalent

SEC202 Touch Shorthand II/5 hrs. 3 cr.

A continuation of Touch Shorthand I, this course involves a continuing review of principles and speed building and develops skills in transcription.

Prerequisite: Touch Shorthand I

**SEC220 Stenography III:
Introduction to
Transcription—Gregg**

or
**SEC221 Stenography III:
Introduction to
Transcription—Pitman/5 hrs. 3 cr.**

The correlation of stenographic and typewriting training is developed. Training in the following is included: use of carbon copies, proofreading, collating, effecting corrections, continued strengthening of mechanics of language, spelling, grammar and punctuation. At the conclusion of the semester, students are expected to take dictation at 70-90 words per minute.

Prerequisites: Stenography II: Pre-Transcription; Typewriting II; or Departmental approval

SEC370 Transcription I—Gregg

or
**SEC371 Transcription I—Pitman/
6 hrs. 3 cr.**

This course emphasizes the development of specialized business vocabulary, speed and transcription skills. At the conclusion of the semester, students are expected to take dictation at 90-110 words per minute.

Prerequisites: Stenography III: Introduction to Transcription; or Departmental approval

SEC470 Transcription II—Gregg

or
**SEC471 Transcription II—Pitman/
6 hrs. 3 cr.**

This final course in transcription is designed to enable students to reach initial job entry competency in shorthand and related skills. Emphasis on specialized business vocabulary, dictation and transcription skills is continued. This course is designed to enable students to reach a dictation speed of 100-120 words per minute and a transcription speed of 25-30 words per minute at the end of the semester

Prerequisite: Transcription I

SEC390 Legal Transcription

I—Gregg

or

SEC391 Legal Transcription

I—Pitman/6 hrs. cr.

This basic course is designed to prepare students for the exacting work required in a legal office. It includes practice in the preparation of legal letters, records, and diary as well as other documents required in litigation. At the conclusion of the semester, students are expected to take dictation at 90-110 words per minute. *Should be taken concurrently with Legal Vocabulary I and Legal Typewriting I*

Prerequisite: Stenography III; Introduction to Transcription, or Departmental approval

SEC490 Legal Transcription

II—Gregg

or

SEC491 Legal Transcription

II—Pitman/6 hrs. 3 cr.

This course covers the dictation and transcription of more advanced litigation documents, judgments, briefs and appeals. Students receive practice and develop skill in the preparation of wills, corporate law documents, probate procedures and real estate. At the conclusion of the course, students are expected to take dictation at 100-120 words per minute on legal material.

Should be taken concurrently with Legal Vocabulary II; Legal Typewriting II
Prerequisites: Legal Transcription I; Legal Vocabulary I; Legal Typewriting I

SEC380 Bilingual Stenography

I—Gregg

or

SEC381 Bilingual Stenography

I—Pitman/6 hrs. cr.

This course presents the theory of Spanish shorthand and develops a speed of 70 words per minute in Spanish. Skills in English shorthand are continued with a goal of 80-100 words per minute.

Should be taken concurrently with Bilingual Typewriting I
Co-requisites: Bilingual Typewriting I; Advanced Spanish Composition and Grammar I

SEC480 Bilingual Stenography II—Gregg

or

SEC481 Bilingual Stenography II—Pitman/6 hrs. 3 cr.

The development of skill in Spanish shorthand with a goal of 80-100 words per minute and English shorthand with a goal of 90-110 words per minute is continued. Students are trained to transcribe in appropriate form letters, memoranda, and other business forms or correspondence in Spanish and English and to translate correspondence from Spanish to English and from English to Spanish.

Should be taken concurrently with Bilingual Typewriting II

Prerequisites: Bilingual Stenography I; Advanced Spanish Composition and Grammar I

Co-requisites: Bilingual Typewriting II; Advanced Spanish Composition and Grammar II

Typewriting

SEC110 Typewriting I/5 hrs. 2 cr.

In this basic typewriting course, the keyboard is presented and speed practice is developed to a speed of 35-40 words per minute. Students learn production of various styles of letters and simple business forms.

SEC210 Typewriting II/5 hrs. 2 cr.

Speed practice is continued to achieve a goal of 45-50 words per minute during the semester. Emphasis is placed on letter forms, tabulations, more advanced business forms, stencils, and other duplicating masters. Where possible, typing is correlated with shorthand.

Prerequisite: Typewriting I or equivalent

SEC306 Executive Typewriting I/2 hrs. 1 cr.

Advanced officed typewriting skills are emphasized. Timed production of business correspondence, reports and tabulated materials is developed. At the end

of the semester, students are expected to achieve a speed of 50-60 words per minute.

Prerequisite: Typewriting II

SEC406 Executive Typewriting II/2 hrs. 1 cr.

This course emphasizes a functional understanding of typewriting requirements of the professional secretary in the business office. There is continued emphasis on production of manuscripts and reports, preparation of final copy from rough drafts, typing of financial statements and typing of simple and complex letters and forms used in industry. The subject matter requires initiative and judgment on the part of the student. At the end of the semester, students are expected to achieve a speed of 60-70 words per minute.

Prerequisite: Executive Typewriting I

SEC326 Legal Typewriting I/2 hrs. 1 cr.

Students receive practice in typing legal documents used in litigation and non-litigation, including straight copy work on pleadings, affidavits and notices. Production typing is stressed. At the end of the semester, students are expected to achieve a speed of 50-60 words per minute.

Should be taken concurrently with Legal Vocabulary I and Legal Transcription I.

Prerequisite: Typewriting II

SEC426 Legal Typewriting II/2 hrs. 1 cr.

This course includes training in the preparation of more advanced legal documents such as probate proceedings, real estate practices and complex accounting reports. At the end of the semester, students are expected to achieve a speed of 60-70 words per minute.

Should be taken concurrently with Legal Vocabulary II and Legal Transcription II

Prerequisites: Legal Typewriting I; Legal Vocabulary I; Legal Transcription I

**SEC346 Bilingual Typewriting I/
2 hrs. 1 cr.**

The preparation of Spanish/English correspondence is emphasized. Accuracy, speed building, punctuation, letters, memoranda, tabulation and business forms are included. At the end of the semester, students are expected to achieve a speed of 50-60 words per minute.

Should be taken concurrently with Bilingual Stenography I.

Prerequisite: SEC210 or Departmental permission

**SEC446 Bilingual Typewriting II/
2 hrs. 1 cr.**

This advanced Spanish/English typewriting course prepares students to meet the high standards of business. Speed and accuracy development, thorough knowledge of letters, manuscripts and business forms, and the exercise of judgment are required. At the end of the semester, students are expected to achieve a speed of 60-70 words per minute.

Should be taken concurrently with Bilingual Stenography II

Prerequisites: Bilingual Typewriting I; Bilingual Stenography I

SEC500 College Typewriting for Personal Use/2 hrs. 1 cr.

This course is especially designed for students in curricula other than Secretarial Science. After an introduction to the keyboard and preparation of simple correspondence, students will receive practice in preparation of manuscripts and term papers, including cover sheet, table of contents, bibliography and footnotes. At the end of the semester, students are expected to type one of their required term papers.

This course is not open to Secretarial Science students

**SEC510 Medical Typewriting/4hrs.
2 cr.**

This course for Medical Records Technology students is designed to instruct beginners, and those who have had a minimum of instruction in typewriting, in the fundamentals of skill building. Students will be taught the machine parts and care of the machine as basic

to the acquisition of facility in touch typewriting. Keyboard mastery will be followed by training in setting up medical forms, tabulations, letters and manuscripts. Students will be familiarized with headline carbon copies, envelopes, proper corrective techniques and stencils. Proofreading will be stressed

Office Practice

SEC431 Office Practice/4 hrs. 2 cr.

The student is confronted with everyday office problems and must apply his technical skills to solve them. Additionally, he is challenged by numerous difficulties and situations which cannot be solved by technical skills alone. The emphasis is on "doing" and the approach is basically self-directive.

Prerequisites: Typewriting I, or equivalent; Stenography I, or equivalent

**SEC530 Medical Office Practice I/
2 hrs. 1 cr.**

This course is designed to further improve the typing skills of the Medical Record Technology student. Instruction includes setting up and using the dictaphone, preparing and typing medical reports. Case histories and medical letters will be stressed.

Prerequisite: Medical Typewriting or equivalent

SEC540 Medical Office Practice II/2 hrs. 1 cr.

This course is designed to further improve the Medical Record Technology student's command of typing medical material from copy and Dictaphone dictation. The student will be required to apply technical skills to solving those advanced typing assignments actually performed on the job.

Prerequisite: Medical Office Practice I or equivalent

School Secretary

SEC350 School Records and Accounts/2 hr. 2 cr.

This course is required for the examination for School Secretary, Board of Edu-

cation, City of New York. The objectives of the course are to develop a functional understanding of school records and accounts in common practice in the New York City elementary schools, and to present problems associated with administration of the elementary school.

SEC360 Educational Problems of the School Secretary I/2 hrs. 2 cr.
Required for School Secretary License, this course includes study of educational developments in the United States and basic educational organization and supervision.

SEC460 Educational Problems of the School Secretary II/2 hrs. 2 cr.
Required for School Secretary License, this course includes study of basic educational principles and practices, basic educational methods and materials, basic educational research and experimentation.

Legal Vocabulary

SEC310 Legal Vocabulary I—Gregg

or

SEC311 Legal Vocabulary I—Pitman/3 hrs. 3 cr.

Designed to introduce students to the language of the law, this course stresses

English, spelling, definition of terms, shorthand rendition, and the most common legal Latin terms. Dictation of legal materials and transcription is included. *Should be taken concurrently with Legal Typewriting I and Legal Transcription I*

Prerequisites: Business Law; Stenography II; Typewriting II

SEC410 Legal Vocabulary II—Gregg

or

SEC411 Legal Vocabulary II—Pitman/3 hrs. 3 cr.

A continuation of Legal Vocabulary I, this course includes more advanced terminology, additional Latin terms, and shorthand renditions of more advanced legal documents.

Should be taken concurrently with Legal Typewriting II and Legal Transcription II

Prerequisites: Legal Vocabulary I. Legal Typewriting I; Legal Transcription I

Elective

SEC375 Secretarial Correspondence/4 hrs. 2 cr.

Secretarial Correspondence deals specially with planning, organizing, and composing business letters, memoranda, and written reports. This area of study is a vital part of secretarial training because of its importance in the field of management.



Social Science

Chairperson: Michael D. Shmidman

Deputy Chairpersons: Reuben Braxton, Ronald Doviak

Professors: David R. Allen, Jules Cohn, Stephen M. Halpern, Mildred Rendl Marcus, Leigh Marlowe, Jesse A. Pavis, Martin T. Rebhun, Ronald I. Rubin, Michael D. Shmidman, Joshua L. Smith, Jairaj R. Solomon

Associate Professors: Ethel B. Carter, Ellen D. Ciporen, Ronald Doviak, Tziporah S. Kasachkoff, Abby R. Kleinbaum, Ruby R. Leavitt, Pearl J. Lief, Howard M. Prince

Assistant Professors: Barbara A. Bailey, Reuben Braxton, Sheryl D. Brody, Stavroula Christodoulou, Hugh N. Dawes, Martin Diner, William B. Friedheim, Douglas E. Gosnell, Peter J. Kott, James J. Perlstein

The Social Science program aims to broaden and deepen understanding of the complex social, economic, and political issues which face modern society. To achieve these aims, students are trained in the rational analysis of pertinent phases of human experiences. Courses offered in the Social Science Department encompass the following areas of study: Anthropology, Economics, Government Administration, History, Philosophy, Political Science, Psychology, Social Service, Sociology, and Urban Studies.

The Social Science Department requires Liberal Arts students to fulfill their requirement for twelve (12) credits in the Social Sciences with courses from at least four (4) different Social Science disciplines. This includes all courses taken in the Ethnic Study Programs which fall within the Social Science areas of study. This requirement will expose students to a variety of disciplines and discourage premature specialization.

Anthropology

ANT100 Introduction to Anthropology/3 hrs 3 cr.

The evolution and behavior of man as the cultural animal is on focus of this course. Students are introduced to the basic concepts and methods of the major divisions of anthropology: physical, cultural, archaeological, linguistic. Emphasis is placed on preliterate societies to facilitate the study of the interrelation of various aspects of culture.

ANT110 Indians of North America: Their Histories and Cultures/3 hrs. 3 cr.

This course provides an overview of the cultures evolved by North American Indians from the time they began to discover America to the present. The course covers the remarkable adaptations made by these peoples to the di-

verse environments they encountered, resulting in unique cultural and social innovations; their contemporary efforts to regain their land and heritage, and their alliances with other minorities who are striving to achieve a just and humane society.

ANT200 Latin America and the West Indies: the Peoples and Culture/3 hrs. 3 cr.

This course deals with the social and cultural development of the peoples of Latin America and the West Indies from the pre-Columbian period to the present. The era of European colonization, the struggle for independence, the abolition of slavery, and the contemporary movements for modernization and viable nationhood are discussed.

ANT300 The Roles of Women in a Changing World/3 hrs. 3 cr.

This course analyzes the status and roles of women in cross-cultural perspective. Particular emphasis is given to the socio-cultural forces underlying the women's rights movements in the 19th century and the present resurgence of feminism.

ANT400 People and Societies of Asia/3 hrs. 3 cr.

This course introduces students to the people and societies of Asia. Emphasis will be placed on the socio-cultural aspects of Asian societies, and social institutions such as family, religion, education etc., in their historical setting and cultural context. The cross-cultural relationship between social institutions of different Asian societies will be explored.

Economics

ECO100 Introduction to Economics/3 hrs. 3 cr.

The basic economic principles of production, consumption, and price determination under the different market conditions are investigated in this course. The American economic system is described and analyzed and the impact of various institutions on the economy, banking system, organized labor, social security, and federal budget are examined.

ECO200 Labor Relations/3 hrs. 3 cr.

This course explores and studies the labor movement in the United States and the basic economic problems in the labor field such as the labor force, the evolution of trade unionism, collective bargaining and arbitration, the role of government in labor and industrial relations.

Limited to students in their final two terms

Prerequisite: Introduction to Economics

Government Administration

For the curriculum in Government Administration, see page 51.

GOV150 Introduction to Government Administration/3 hrs. 3 cr.

This course is designed for student who plan a career in public service. Special attention will be focused on the role of the bureaucracy in modern government, the structure of governmental agencies, intergovernmental relations, and the budgetary process. The relationships between the bureaucracy and interest groups and other branches of the government will be explored.

Prerequisite: POL100 (American Government)

GOV250 Government Administration: Procedures and Practices/3 hrs. 3 cr.

This course introduces the student to the practices and procedures used in government administration in the United States. In addition, the course is designed to provide the student with a means of understanding the political context within which problems of government administration are resolved. Much of the course will be taught through the case book method. The semester will be spent reading actual accounts of problems in government administration. Each case will be analyzed in student papers and discussed in class.

Prerequisite: GOV150 (Introduction to Government Administration)

GOV260 Seminar in Contemporary Problems of Government Administration/3 hrs. 3 cr.

This seminar is open only to advanced students in the Government Administration program. Each semester problems in government administration will be selected for study that are both current and relevant to the career goals of Government Administration students. A major component of this course is the preparation of a substantial research paper by each student. This will be designed to aid students with career related assignments that require the preparation of original reports. The research will be done under the close supervision of the instructor.

Prerequisite: GOV250

GOV381 Field Work in Government Agencies/8 hrs. 3 cr.

This course is open **only** to Government Administration students who do not work for a government agency. The course is jointly administered by the Cooperative Education and Social Science Departments. Each student will be assigned to work one day per week in a selected government agency as an intern. The student will **not** be paid by the government agency for this work. The purpose of the internship is to provide the student with first hand knowledge of how the bureaucracy functions. Assignments will be carefully made to maximize the learning of the student. Government Administration students who currently work for the government must substitute a 3 credit Social Science elective for this course.

Prerequisite: GOV250

History

HIS101 Western Civilization: From Ancient to Early Modern Times/3 hrs. 3 cr.

This course is an analysis of the societies of Western civilization from their origin to early modern times. The major social, economic, political, religious, and intellectual developments are examined and their impact on the development of modern Western civilization is traced.

HIS102 Western Civilization: The Emergence of the Modern World/3 hrs. 3 cr.

This course traces the growth of the modern world to the present, surveying the political, economic, social ideas, and institutions fundamental to contemporary civilization.

HIS200 Early American History: Colonial Period to Civil War/3 hrs. 3 cr.

In this course, the history of the United States from the colonial period to the Civil War is studied and the major political, economic, and social problems of the new nation are analyzed.

HIS250 Modern American History: Civil War to Present/3 hrs. 3 cr.

This continued study of American history emphasizes the emergence of an industrial economy, an urban society, world responsibility, and the expanded Federal Government.

HIS260 History of the American City/3 hrs. 3 cr.

This course will examine the growth of American cities from colonial times to the present. Attention will be paid to the social and economic factors which gave rise to American cities and shaped their subsequent development. The city as related to politics and reform, social mobility, ethnicity, and high and popular culture will be studied. American attitudes towards urbanization will be explored through selections from literature and visual artifacts. New York's unique resources for the study of urban history will be utilized as fully as possible.

HIS300 Europe Since 1915/3 hrs. 3 cr.

This course investigates the chief social, economic, and political developments of Europe from the Congress of Vienna to the present. Particular attention is focused on the interplay between social, economic, and intellectual forces in the historical process.

HIS400 History of Latin America/3 hrs. 3 cr.

A survey of the history of Latin America from the age of discovery and exploration to the onset of the twentieth century. Emphasis will be placed upon the traditions and institutions of Latin American civilization including the Iberian conquest and colonization, the role of the Church, the hacienda and peonage economy, along with the problems of race relations, wars, dictatorship and revolution.

HIS450 Latin America in the 20th Century/3 hrs. 3 cr.

This course will examine the people, institutions and problems of Latin Amer-

ica in the twentieth century. Special focus will be placed upon the historical and contemporary forces contributing to change, revolution and reform in the region, and the implications for United States' policy.

HIS500 Social and Intellectual History of the United States/3 hrs. 3 cr.

The basic themes of American social and intellectual history are examined in this course. The historical context of the ideas and of the political and cultural values which characterize the "American Experience" are placed in proper perspective.

Prerequisite: Early American History or Modern American History

HIS600 History of Women/3 hrs. 3 cr.

This course in social and intellectual history examines ideas about women, and women's status in society in selected periods of history. Emphasis will be placed on the reading and interpretation of primary source material. Topics included are: the historiography of women's history; examples of matriarchy; women in the Ancient Near East; Greece and Rome, in the Middle Ages and the Renaissance; the role of women in American slave and plantation society; women in the modern capitalist and socialist worlds.

Prerequisite: One semester of history or Departmental approval

HIS650 Asia in the 20th Century/3 hrs. 3 cr.

This course is primarily concerned with social and political change in Asia in the twentieth century. Some of the topics to be considered are imperialism and colonialism, revolts and wars of liberation, collapse of regimes, the emergence of new states, and the evolution of new politics.

HIS701 History of the Jewish People I/3 hrs. 3 cr.

This course surveys Jewish history from the Patriarchs to the beginning of the

Middle Ages. Emphasis is placed on Jewish contributions to civilization, such as the Bible and the Talmud. The course also concentrates on Jewish contracts with other nations, cultures and religions.

HIS702 History of the Jewish People II/3 hrs. 3 cr.

This course surveys Jewish history from the early Middle Ages to the present, beginning with political, economic, social and religious development in the countries of the Diaspora, and continuing through the rise of modern nationalism and the return of nationhood.

Philosophy

PHI100 Philosophy/3 hrs. 3 cr.

The study of philosophy helps students develop analytic skills and gain an appreciation of the general philosophical problems with which man has grappled throughout western civilization. Basic philosophic problems such as free will and determinism, the criteria which justify ethical evaluations, the philosophical considerations which are relevant to belief or disbelief in God, and knowledge and illusion are examined during this course.

PHI110 Logic/3 hrs. 3 cr.

This course focuses on the principles of sound thinking and valid argument in order to develop skills in analysis and evaluation of inductive and deductive reasoning. Students learn to discriminate between valid and invalid argument using as tools the techniques of formal and symbolic logic.

PHI200 Great Issues in Philosophy/3 hrs. 3 cr.

This course examines in depth some of the great issues of philosophy to which the student has previously been introduced. It applies analytical and logical tools to the clarification of these problems, and provides the student with knowledge of contemporary philosophical concerns. The course will consider the following problems: existentialism; politi-

cal and social philosophy; philosophy of religion; freedom and determinism, etc.
Prerequisites: PHI100 or PHI110

Political Science

POL100 American Government/3 hrs. 3 cr.

The history, development, and intellectual origin of the American government are studied and analyzed. Special consideration is given to the structure and operation of the Executive, Legislative, and Judiciary, and to the role of government and politics in a modern Industrial society.

POL200 Power and Politics in the United States/3 hrs. 3 cr.

This course studies the nature, functions and methods of political parties, lobbies, and special interest groups, and their effect on decision-making in the formal and informal environment of government. The communications media and their role in the political processes are also studied.

Prerequisite: American Government

POL300 Comparative Political Systems/3 hrs. 3 cr.

The structure of contemporary political systems and institutions are surveyed in this course. Comparative analysis is made of the decision-making process, the formal and informal aspects of political parties, the interest groups, the bureaucracy, the effects of political ideas and institutions of one political system upon another. The course is highly recommended to students who plan to major in political science.

Prerequisite: American Government

POL400 World Politics/3 hrs. 3 cr.

This course considers the basic factors involved in international relations. The components of nationalism, the state system, and the concepts of politics as the crucial form of interstate relationships are discussed and examined. A systematic study is made of the capabilities, goals and methods of interstate relations, considering the underlying prin-

ciples, forces, patterns, and problems which historically characterize international society and organizations.

Prerequisite: American Government

POL500 Politics and Government in New York City/3 hrs. 3 cr.

This course explores the government and administration of the City of New York. Structures and institutions such as the Office of the Mayor, the City Council and the Board of Estimate are examined, as well as the City bureaucracies and non-governmental groups whose activities bear upon politics in New York. The emphasis is on the political process and decision-making systems.

Prerequisite: American Government (POL100)

Psychology

PSY100 General Psychology/3 hrs. 3 cr.

This course stresses adaptive human behavior in relation to the environment. Topics considered include origins and methods of psychology, neurophysiological bases of behavior, maturation, motivation, emotion, learning, frustration, and conflict.

PSY200 Social Psychology/3 hrs. 3 cr.

Human behavior as shaped by the processes of social interaction is studied in this course. Data around which the fundamental topics are presented are drawn from experimental and case studies dealing with the events of the social environment; socialization, communication and persuasion, attitudes and beliefs, group behavior and leadership.

Prerequisite: General Psychology, or Introduction to Sociology

PSY300 Psychology of Personality/3 hrs. 3 cr.

An individual's psychological structure is emphasized in this course. Theoretical foundations and empirical approaches to the study of personality are considered. The normal adult in relation to con-

stitutional factors, childhood experiences, and behavioral changes which occur during adulthood is the focal point of this course.

Prerequisite: General Psychology

PSY345 Psychology of Women/3 hrs. 3 cr.

This course involves the interpersonal and institutional socialization of women in contemporary American society and the effect of these processes on individual personality through an examination of existing roles and exploration of alternatives.

Prerequisite: General Psychology or Introduction to Sociology, or Social Science and Contemporary Society

PSY400 Developmental Psychology/3 hrs. 3 cr.

A systematic examination is made of the behavioral changes which occur during principal stages of the life span, their flexibility and stability. Attention is given to genetic, physiological and social forces affecting human development.

Prerequisite: General Psychology, except for students in any Health Services program

PSY450 Group Dynamics/3 hrs. 3 cr.

This course is designed for students who wish to acquire a greater understanding of individual and group behavior by actually participating as a behaving member of a group. Each student is provided the opportunity to experience being part of an evolving group, as well as being an individual in relation to other individuals.

Prerequisites: General Psychology and permission of the Instructor

PSY500 Child Psychology/3 hrs. 3 cr.

In this study of physiological, motivational, emotional and intellectual aspects of behavior from birth to adolescence, students are taught how individual, social and cultural factors affect children's development.

Prerequisite: General Psychology

PSY510 Abnormal Psychology/3 hrs. 3 cr.

Same as MHT215. A discussion of the causes, diagnosis, treatment and prevention of various types of maladjustments and mental disorders. The relationship of the neuroses and functional psychoses to current conceptions of normal personality functioning is discussed.

Prerequisites: General Psychology and permission of the Instructor

Sociology

SOC100 Introduction to Sociology/3 hrs. 3 cr.

This course analyzes the structures, processes, and products associated with group living. Attention is focused on the concepts of social organization, culture, groupings, stratification, major social institutions and significant trends in group living.

SOC200 Social Problems/3 hrs. 3 cr.

A close relationship exists between the social problems and the values and structures regarded by society as normal and stable. In this course, students apply sociological principles, theory, methods and research toward understanding social problems.

Prerequisite: Introduction to Sociology

SOC300 Ethnic Groups In American Life/3 hrs. 3 cr.

In this course, the various ethnic groups which comprise the population of the United States, their accommodations and assimilation, their changing attitudes and impact on one another are studied. Effects of interracial tension on personality and social organization are explored, and comparative analyses with selected countries are made.

Prerequisite: Introduction to Sociology

SOC400 Urban Sociology/3 hrs. 3 cr.

This course involves a sociological analysis of the modern city and the urban ways of life. Among the topics discussed are the growth and decline of urban

neighborhoods, social forces responsible for the modern urban community, urban ecology, urban blight and shifts in the residential distribution of racial, ethnic and income groups, plans and policies for urban development, and the future of the central city.

Prerequisite: Introduction to Sociology

SOC500 The Family/3 hrs. 3 cr.

An examination of the basic functions of the family in contemporary society. The social processes involved in courtship, marriage, parenthood, alternative family models, the roles of family members, and the relationship between the various models and the community will be examined.

Prerequisite: Introduction to Sociology

SSC100 Social Science and Contemporary Society/3 hrs. 3 cr.

This course concentrates on the important issues confronting modern man. Its purposes are to analyze some of the crucial contemporary social issues and to show how social science can be used as a tool for improving our understanding of human behavior. The approach is interdisciplinary, utilizing the knowledge and methodology of the social science disciplines.

Strongly recommended for students in the Business Career programs.

SSC200 Field Experience in Italy/3 cr.

This course will offer the student Social Science field experience in Italy. Prefield orientation, seminars with guest lecturers, field trips to sites of historic interest, and cultural tours will be an integral part of the travel program. The field experience base of operations is a university in Italy.

Prerequisites: The student must have completed at least one course in the Italian Language, and/or Italian 470 (Language, Culture and Civilization of Italy), and a Social Science elective

Social Service

For the curriculum in Social Service leading to an Associate in Arts (A.A.) degree, see page 52.

SSR100 Field Experience in Social Work/3 hrs. 2 cr.

In this course students are assigned to field work in a social work agency under professional supervision. At least one-half day per week is spent in the field work experience, working in such selected areas of social work as community centers, hospitals, child care agencies, and agencies which work with the aged.

Some examples of agencies or offices to which students have been assigned are: Division of Volunteer Services, New York City Human Resources Administration; Department of Child Psychiatry, St. Luke's Hospital; Jewish Board of Guardians; Logan Memorial Hospital, and the Hudson Guild. Efforts are made to assign students to agencies whose functions coincide with the student's interests.

This course is taken concurrently with Introduction to Social Work (SSR150). Open only to students enrolled in the Social Service Program.

SSR150 Introduction to Social Work/3 hrs. 3 cr.

The objectives of this course are to help students understand the concept of social work as a profession and to deepen their understanding of social work goals, values, knowledge, methods, and settings.

This course is taken concurrently with Field Experience in Social Work (SSR100). Open only to students enrolled in the Social Service Program

SSR200 Field Experience in Social Work II/4 hrs. 2 cr.

This course follows the format of Field Experience in Social Work (SSR100). Remaining in the same field placement, the student improves his/her knowledge and strengthens his/her skills through continued practice and supervision. In weekly class session, the agency experience is reinforced by case presentations and group discussions.

SSR300 Social Welfare Programs and Policies/3 hrs. 3 cr.

Concurrent private and public social welfare programs are studied in this

course within an historical perspective. Attention is given to the roles that government, social welfare leaders, organized labor, and the business community play in the determination of welfare programs and policies.
Open as an elective to Liberal Arts students.

SSR400 Marriage and the Family/3 hrs. 3 cr.

In this course students examine aspects of family structure and function (including family organization and disorganization, child rearing practices, inter-familial relationships, and the interdependence between family and community) in terms of their relevance to the practice of social work.

Open as an elective to Liberal Arts students.

Prerequisite: Introduction to Sociology

SSR500 Seminar on Social Welfare/2 hrs. 2 cr.

In-depth exploration of social work practice is made through the use of case materials during this seminar.

Prerequisites: Satisfactory completion of all other SSR courses, or Departmental approval.

Urban Studies

For the curriculum leading to and Associate in Arts (A.A.) degree, see page 53.

URB100 Urban Bureaucracies/3 hrs. 3 cr.

Bureaucracies and their clients; bureaucracies and city policies; the career of the bureaucrat. Approaches to the study of bureaucracies, with an emphasis on organizational values, purposes, and problems. Case studies from experience of city agencies, metropolitan school systems, hospitals, and social welfare agencies.

Prerequisite: American Government

URB200 Urban Government and Politics/3 hrs. 3 cr.

In this course, students examine the

major aspects of city politics with a special emphasis on the role of local party organizations, the bureaucracies, and interest groups in the decision-making process. Case studies of selected political issues in the city such as poverty, education, planning housing and law enforcement are included.

Prerequisite: American Government

URB300 Seminar in Urban Problems/3 hrs. 3 cr.

This seminar is open only to advanced students in the Urban Studies Curriculum. Each semester, current urban problems will be selected for study. The approach will be inter-disciplinary. A major component of the course will be preparation of a substantial research paper by each student under the close supervision of the instructor.

Prerequisites: GOV150, SOC400, and URB200 or 500

URB500 Politics and Government in New York City/3 hrs. 3 cr.

(Same as POL500)

This course explores the government and administration of the City of New York. Structures and institutions such as the Office of the Mayor, the City Council and the Board of Estimate are examined, as well as the City bureaucracies and non-governmental groups whose activities bear upon politics.

Interdisciplinary

INT100 Enlightenment, Revolution, Romanticism/6 hrs. 6 cr.

An interdisciplinary course taught primarily by faculty from the Social Science and English Departments. The course examines fundamental questions and institutions which evolved during the years 1760-1820 and by which the Western World still lives. The examination of these values is particularly appropriate following the United States celebration of its bicentennial year.

Prerequisites: 30 credits, English I and II

Speech Communication and Theatre Arts

Chairperson: Doris Newburger

Deputy Chairperson: Sandra S. Poster

Professors: Charlotte Croman, Doris Newburger

Associate Professors: Lois Adler, Frank S. Galassi, Anthony T. Millili

Assistant Professors: Carol J. Lane, Sandra S. Poster, Golda Solomon

Lecturer: Susan L. Grabina, Ellwood E. Williams

The courses offered by the Department of Speech Communications and Theatre Arts are aimed at developing and enriching the student's skills in communication.

The Fundamentals course (SPE100), required of all students in the college offers instruction and practice in the techniques of effective oral communication including performances by students of a variety of speeches of their own design. SPE102 offers special emphasis in vocabulary building, pronunciation, enunciation, and mechanics of effective delivery; this may be substituted for SPE100. Students needing remedial assistance in language skills will be tutored on an individualized or small group basis.

The electives in Speech introduce the students to study in Voice and Diction, Oral Interpretation, Public Address, the Mass Media, and Interpersonal Communication.

The Theatre elective (THE) provide students with a broad selection of courses designed to develop an understanding and appreciation of the theatre and drama as a humanistic study and an art form. In addition to courses in the history and criticism of theatre, courses in Acting and Playwriting afford practical and professional training in the theatre.

SPE100 Fundamentals of Speech/ 3 hrs. 3 cr.

The aim of this course is to develop effective skills in speech communication. The student examines how to generate topics and organize ideas, masters elements of audience psychology, and practices techniques of speech presentation in a public forum. All elements of speech production and presentation are considered.

Required of all students

enunciation, mechanics of effective delivery. This class is particularly recommended to those whose native language is not English as well as those wishing concentration in speech and language skills. Class work will be implemented through the use of recordings, individual and group drill, interpersonal exercises, oral reading, impromptu and prepared group discussions and speeches.

This course may be taken in place of Fundamentals of Speech (SPE100)

SPE102 Fundamentals of Speech: Language Skills/3 hrs. 3 cr.

For those who desire special emphasis in vocabulary building, pronunciation,

SPE110 Oral Interpretation/3 hrs. 3 cr.

This course is devoted to the reading aloud of various works of literature,

such as poetry, prose, drama, in order to develop an awareness of the voice and body as an instrument of communication, and to instill an appreciation of the beauty and sensitivity of the English language.

Prerequisite: Fundamentals of Speech or permission of Department

**SPE120 Public Speaking/3 hrs.
3 cr.**

The aim of the course is to provide the student with advanced experiences in the preparation of analysis of oral presentations for professional, non-professional and academic situations. A detailed study of the principles and theories of public speaking is made. The course includes the presentation of student speeches.

Prerequisites: Fundamentals of Speech or permission of Department

**SPE200 Voice and Diction/3 hr.
3 cr.**

Designed for those students who wish to improve their speech communication in the business and professional environment. Study of voice and articulation, development of auditory discrimination, utilization of individual and group exercises, and application of speech in group discussions and interviews. This class is particularly recommended for those whose native language is not English as well as those desiring additional improvement in speech and language.

**SPE240 Interpersonal
Communication/3 hrs. 3 cr.**

Introduction to basic concepts and theories of interpersonal communication in personal, educational and business settings. This will include a study of self as communicator, the effect of language on others, verbal and nonverbal expression of thoughts and feelings, factors which contribute to effective communication.

Prerequisite: Fundamentals of Speech or permission of Department

**SPE245 The Mass Media/3 hrs.
3 cr.**

To provide an understanding of the influence and impact on our lives and society by the mass media. Will examine the history, law, technology, economics, politics of the mass media through independent study, field trips, etc. Encourages student to be aware of techniques of influence used by the mass media to determine social and political values.

Helps students develop tools for critical analysis of and standards for discriminating consumption of the mass media.

Prerequisite: Fundamentals of Speech or permission of Department

THE101 Acting I/3 hrs. 3 cr.

This course is designed to aid students acquire the necessary skills that comprise the basics of acting. Students develop an appreciation of drama as the theatrical performance rather than literature. Scenes and one-act plays are studied.

Prerequisite: Fundamentals of Speech or permission of Department

THE102 Acting II/3 hrs. 3 cr.

This course aims to facilitate further technical control in acting as well as offering intensive work in characterization. Scenes and full length plays are performed.

Prerequisite: Acting I (THE101) or permission of Department

**THE150 Introduction to Theatre/
3 hrs. 3 cr.**

This is a conceptual rather than purely chronological approach to the origins and influences of significant theatrical movements from Classic Theatre to Contemporary Europeans and Americans. This study of playwrights, production history, schools of acting, and theatre criticism includes discussion of such figures as Euripides, Shakespeare, Betterton, Gordon Craig, Stanislavski, Grotowski, Pinter, LeRoi Jones, and Brustein.

THE254 Externship: Elements of Theatre Production/15 contact hrs. 4 cr.

Students spend 3 hours a week in ongoing workshops for basic theories and technical skills pertaining to stage management, set construction, lighting, and scene design. Remaining hours are spent in preparation and running of production as either prop master, or assistant in lights, sound, or set changes.

Prerequisite: Department approval

THE255 Theatre in Society/3 hrs. 3 cr.

This course is an inquiry into the utilization of theatre and dramatics in society today - how and where it is used. A minimum of six Broadway and off-Broadway productions will be seen and considered by the class during each semester.

THE256 Classical Greek Theatre: A Contemporary Encounter/3 hrs. 3 cr.

A survey of the theatre of classical Greece as the earliest form of dramatic art in the western world. The course will consider the origins of drama in re-

ligious cult ritual, the Attic dramatists of tragedy (Aeschylus, Sophocles and Euripides) and comedy (Aristophanes and Menander). The place of the classical theatre in the contemporary world will be evaluated through modern translations and production of classical plays.

THE260 Community Dramatics/3 hrs. 3 cr.

The course aims to train students in leadership of creative dramatics in the school and community. In addition to regular classroom attendance, and in order to link theory with practice, students will be assigned to work in community organizations where they will be expected to devote one hour weekly to teaching children.

THE262 Elements of Playwriting 3 hrs. 3 cr.

Introduction to basic theories and techniques for writing the one-act play. This will include lectures on how to observe one's own plays, as well as introducing the student to the contemporary theatre and the type of plays it produces.

Prerequisite: Composition I



Officials

for the University and the College

The Board of Trustees

of The City University of New York*

The Borough of Manhattan Community College is a unit of The City University of New York. The City University is governed by the Board of Trustees. The Board is composed of 15 appointed members and the chairpersons of the University Faculty Senate and the University Student Senate who serve *ex officio*. Seven of the members are appointed by the Mayor of New York City, seven are appointed by the Governor of New York State, and the 15th member is appointed by the 14 members.*

The individual colleges of CUNY have considerable latitude in governing their own affairs through various bodies representing faculty, students and administrators. Major new collegiate programs and plans must be approved by the Board of Higher Education, which decides overall university policy.

The original Board was established in 1926. Before that, New York City's municipal colleges—City College (established 1847), and Hunter College (established 1870)—had operated with individual boards of trustees under a mandate from the New York City Charter. In 1926, State legislation was enacted which merged the two boards, and members from other boroughs were added.

The Board is the policy-making body and is legally responsible for all the institutions that comprise The City University of New York, including the eight community colleges. Its members are:

Harold M. Jacobs, B.S., M.S., LL.D.; *Chairperson*

Patricia Carry Stewart, B.A.; *Vice Chairperson*

Loretta A. Conway, A.B., J.D.

Walter H. Crowley, B.A., LL.B.

Armand D'Angelo, D.C.S., LL.D.

Edith B. Everett, B.A., M.A.

Gurston D. Goldin, A.B., M.S., M.D.

Albert V. Maniscalco, B.S., LL.B., J.D.

Joan B. Maynard

Emanuel R. Piore, B.A., D.Sc., Ph.D.

Joaquin Rivera, B.A., LL.B.

David Z. Robinson, A.B., A.M., Ph.D.

Stuart Scheftel

Ann M. Burton, B.A., M.A., D.Phil., *ex officio (University Faculty Senate)*

Edward A. Roberts, *ex officio (University Student Senate)*

Paula J. Levitt, LL.B., *Acting Vice-Chancellor for Legal Affairs and Counsel to the B.H.E.*

Martin J. Warmbrand, B.A., M.A., *Secretary of the Board*

*The old Board of Higher Education will go out of existence December 31, 1979. A new Board of Trustees will take office as of January 1, 1980, consisting of 10 members appointed by the Governor, with the advice and consent of the State Senate; 5 appointed by the Mayor, with the advice and consent of the State Senate; together with two *ex officio* trustees, the Chairperson of the University Faculty Senate, without voting privileges, and the Chairperson of the University Student Senate, with voting privileges. The Governor will appoint the Chairperson and Vice Chairperson of the Board of Trustees. Initial appointments will be for staggered terms, after which the terms will be for seven years.

THE CITY UNIVERSITY of New York

The City University of New York is a public institution comprising ten senior colleges, seven community colleges, an affiliated medical school, plus two university-wide doctoral programs supervised from a Graduate School in midtown Manhattan. The Board of Higher Education, to become the Board of Trustees, is the policy-making board for the University. The University dates from 1847, when the City's need for free higher education was first met by the establishment of The Free Academy-- now The City College --as the result of a public referendum. In 1961 the municipal colleges then operated by the Board of Higher Education became The City University of New York through state legislation.

The continuing growth of the University encompasses new institutions, expansion on facilities to serve more students, new programs, and research geared to current urban needs. In July 1969, the Board of Higher Education of the City of New York approved "open admissions." Under this policy every student who graduates from a high school in the city, as well as holders of high school equivalency diplomas, may be admitted to either a two-year community college or a four-year college of The City University of New York.

The City University of New York has developed the largest university-sponsored program in the nation to aid disadvantaged high school youth to enter and stay in college through the College Discovery Program and the SEEK Program (Search for Education, Elevation, and Knowledge). Urban centers, offering short-term vocational training and college-adaptor courses, are operated by the City University under contract with the State University of New York and are named Educational Opportunity Centers. The University Doctoral Program offers the Ph.D. in 27 academic disciplines. The doctoral faculty is composed of scholars on the faculties of the senior colleges and those holding University appointments. Courses are given on the senior college campuses and at the University Graduate School.

The CUNY Office of Admission Services

The Office of Admission Services assists all prospective students and applicants who are interested in attending one of the colleges of The City University of New York, OAS, in conjunction with the University Application Processing Center (UAPC) processes all freshman and advanced standing transfer applications and evaluates all foreign educational documents. The office is conveniently located at 101 West 31st Street in Manhattan and contains the following divisions:

The Information Center: Provides information on CUNY admissions procedures, international student admissions, financial aid, CUNY programs and General Equivalency Diploma (GED) information. The Center is open Monday through Thursday, from 9:00 a.m. to 6:00 p.m., and Friday from 9:00 a.m. to 5:00 p.m.; telephone (212) 790-4581.

School and Community Services: Disseminates pre-admissions information on CUNY to students and guidance counselors in all New York City high schools and most of the large community agencies.

Computer-Based Educational Opportunity Center (CBEOC): This is a Federally funded program operating in conjunction with CUNY's Office of Admission Services. Its prime goal is to assist persons from low-income areas in enrolling in a post-secondary educational program. The telephone is 790-4652.

New York City Regional Center for Lifelong Learning: Housed at the Office of Admission Services, the Center for Lifelong Learning provides interested applicants, guidance counselors and community agencies with information about post-secondary educational opportunities available in New York City.

In addition, OAS administers the College Level Examination Program (CLEP) and the Test of English as a Foreign Language (TOEFL). Other functions include the preparation of CUNY publications such as *The Guide to Admissions* and *The CUNY Community Newsletter*.

UNITS OF THE CITY UNIVERSITY

Graduate Division

CITY UNIVERSITY GRADUATE SCHOOL AND UNIVERSITY CENTER

President: Harold M. Proshansky

Senior Colleges

THE CITY COLLEGE, founded in 1847

President: Robert E. Marshak

HUNTER COLLEGE, founded in 1870

President: Jacqueline Grennan Wexler

BROOKLYN COLLEGE, founded in 1930

President: Robert Hess

QUEENS COLLEGE, founded in 1937

President: Saul B. Cohen

JOHN JAY COLLEGE OF CRIMINAL JUSTICE, founded in 1964

President: Gerald W. Lynch

THE COLLEGE OF STATEN ISLAND, founded in 1965

A federation of Richmond College as an upper division college and Staten Island Community College

President: Edmond L. Volpe

YORK COLLEGE, founded in 1966

President: Milton G. Bassin

BERNARD M. BARUCH COLLEGE, founded in 1968

President: Joel Segall

HERBERT H. LEHMAN COLLEGE, founded in 1968

President: Leonard Lief

Community Colleges

NEW YORK CITY COMMUNITY COLLEGE, founded in 1946

President: Ursula C. Schwerin

BRONX COMMUNITY COLLEGE, founded in 1957

President: Roscoe C. Brown, Jr.

QUEENSBOROUGH COMMUNITY COLLEGE, founded in 1958

President: Kurt R. Schmeller

KINGSBOROUGH COMMUNITY COLLEGE, founded in 1963

President: Leon M. Goldstein

BOROUGH OF MANHATTAN COMMUNITY COLLEGE, founded in 1963

President: Joshua L. Smith

EUGENIO MARIA DE HOSTOS COMMUNITY COLLEGE, founded in 1968

President: Flora Mancuso-Edwards

FIORIELLO H. LaGUARDIA COMMUNITY COLLEGE, founded in 1968

President: Joseph Shenker

MEDGAR EVERS COLLEGE, founded in 1968*

President: Richard D. Trent

Affiliated Institution

MOUNT SINAI SCHOOL OF MEDICINE, affiliated with

The City University in 1967

Dean: Thomas C. Chalmers, M.D.

Educational Opportunity Centers (Urban Centers)

Operated by community colleges under contract with State University:

EOC in MANHATTAN, administered by BOROUGH OF MANHATTAN
COMMUNITY COLLEGE

Director: James D. Robinson

EOC in BROOKLYN, administered by NEW YORK COMMUNITY
COLLEGE

Director: Thomas Leach

OFFICERS OF THE CITY UNIVERSITY

Robert J. Kibbee, A.B., M.A., Ph.D.; *Chancellor*

Egon Brenner, B.E.E., M.E.E., D.E.E.; *Deputy Chancellor*

Richard M. Catalano, A.B., M.A., J.D.; *Vice Chancellor for Faculty and
Staff Relations*

Dolores E. Cross, B.S., M.S., Ph.D.; *Vice Chancellor for Student Affairs
and Special Programs*

Julius C. C. Edelstein; *Vice Chancellor for Urban Affairs*

Kenneth M. King, B.A., Ph.D.; *Vice Chancellor for University Systems*

Paula J. Levitt, LL.B.; *Acting General Counsel and Vice Chancellor for
Legal Affairs*

Jerald Posman, B.A., M.B.A.; *Vice Chancellor for Budget and Finance*

Leonard O. Roellig, B.A., M.S., Ph.D.; *Vice Chancellor for Academic
Affairs*

Leo A. Corbie, B.A., M.S.W., Ph.D.; *University Dean for Student Affairs
and Special Programs*

Donal E. Farley, B.C.E.; *University Administrator for Facilities Planning
and Management*

Marilyn Magner, B.A., M.P.A.; *University Dean for Faculty and Staff
Relations*

**Offers both senior college and community college programs*

Milton Drucker, B.A., M.A.; Deputy to the Chancellor for Legislative Affairs

Robin A. Elliott, B.A., M.A.; Deputy to the Chancellor for University Relations

Maria Perez, B.A., M.A.; Deputy to the Chancellor for Executive Personnel

Mary Elizabeth Taylor, B.A., M.Ed.; Deputy to the Chancellor for Planning



The Administration

OFFICERS OF ADMINISTRATION

Joshua L. Smith, Ed.D. . . . *President*

Edward C. Mapp, Ph.D. . . . *Dean of Faculty*

Evangelos J. Gizis, Ph.D. . . . *Dean of Administration*

Constance J. McQueen, M.A. . . . *Dean of Students*

OFFICE OF THE PRESIDENT

Richard L. Fuchs, LL.B. . . . *Executive Assistant to the President*

George H. Fowler, LL.B. . . . *Executive Assistant to President for
Alumni Relations*

Daniel D. Hamm, M.A. . . . *Director of Development*

James D. Robinson, M.A. . . . *Director, Educational Opportunity Center*

A. Alexander Morisey, B.S. . . . *Affirmative Action Coordinator and Assistant
to the President for Community Relations*

Harold Rubin, B.A. . . . *Assistant to the President for Public Relations*

Ruth Green . . . *Secretary to the President*

OFFICE OF THE DEAN OF FACULTY

Doris B. Fitzgerald, Ph.D. . . . *Associate Dean of Faculty for Instruction*

James R. Middleton, Ph.D. . . . *Associate Dean of Faculty for Personnel and
Development (Acting)*

Alexander Vazquez, M.S.W. . . . *Assistant Dean of Faculty for Continuing
Education*

Joyce Brown, M.A. . . . *Director of Instructional Testing & Research*

Cyril O. Packwood, M.S.S. . . . *Chief Librarian*

Curtis F. Brown, M.A. . . . *Assistant to Dean of Faculty*

Fay R. Cooper, M.S. . . . *Assistant to Associate Deans of Faculty*

Ernest L. Charrier, M.A. . . . *Continuing Education Grants Officer*

Raul Meuntes, B.A. . . . *Assistant to Director of Instructional Testing*

OFFICE OF THE DEAN OF ADMINISTRATION

Ronald Spalter, M.B.A. . . . *Assistant Dean of Administration*

Morris Weitz, M.B.A. . . . *Business Manager*

Gregory Wist, M.A. . . . *Registrar*

Margaret Hayes, M.A. . . . *Director of Admissions (Acting)*

Alyne Holmes Coy, B.A. . . . *Director of Personnel*

James Frazier, B.S. . . . *Director of Security*

Ethen R. Kok, M.A. . . . *Director of Computer Center*

Joseph C. Picon, M.B.A. . . . *Computer Center Production Manager*

Richmond Davis, B.A. . . . *Campus Facilities Coordinator (Uptown)*

Hyman I. Raiklen, B.S. . . . *Campus Facilities Coordinator (Downtown)*

OFFICE OF THE DEAN OF STUDENTS

J. Robert Cromwell, M.A. . . . *Associate Dean of Students*
James Blake, M.S.W. . . . *Assistant Dean of Students &
Director of Counseling*
Howard J. Entin, M.A. . . . *Director, Financial Aid*
Richard Hutchinson, M.S.W. . . . *Coordinator, Veterans Affairs*
Mary S. Padula, M.A. . . . *Coordinator, Student Activities*
Richard Jones, M.S.W. . . . *Coordinator, College Discovery Program*
Francis N. Elmi, Ph.D. . . . *Coordinator of Academic Advisement*
Elvira Kirkland, R.N. . . . *College Nurse*

LIBRARY

Chief Librarian: Cyril O. Packwood
Deputy Chief Librarian: Lina M. Lowry
Professor: Cyril O. Packwood
Associate Professors: George R. Dodonay, Lina M. Lowry
Assistant Professors: Lester E. Bower, Ann G. Caffrey, Evelyn Hisz, Anna Radziejowski, Sherwood Smith, Emily D. Wolff
Lecturer: Wambui Mbugua
Supervisor, Audio Visual Services: Richard I. King
Senior College Laboratory Technician: Roberta E. Mandel

ADVISORY GROUPS TO BMCC

PRESIDENT'S ADVISORY COUNCIL

A group of civic-minded individuals interested in the Borough of Manhattan Community College and its students serve on the President's Advisory Council. Professionals and layleaders, they volunteer their time and assistance to the President to implement the needs and further the purposes of the College, and assist the students and their parents. Distinguished in their own communities, the members of the President's Advisory Council come from various walks of life and diverse backgrounds, but are solidly united in their efforts in behalf of the Borough of Manhattan Community College. The members include:

Hon. Robert Mangum

*Chairperson,
Legal Counsel
Beth Israel Hospital
Medical Center*

Dr. Herbert Bienstock

*Regional Commissioner
of Labor Statistics,
United States Department of
Labor*

Dr. William Sloane Coffin, Jr.

*Senior Minister,
The Riverside Church*

Dr. James R. Dumpson

*Assistant Director,
New York Community Trust*

Mrs. Frances Hooks

*School Counselor,
National Association for the
Advancement of Colored People*

Mrs. Ann Kheel

*Secretary,
Board of Directors,
Urban League of Greater New York*

Edward Mercado

*Regional Director,
Federal Equal Employment
Opportunity Commission*

Horace W. Morris

*Executive Director,
New York Urban League*

Ms. Mary Burke Nicholas
*Director,
Woman's Division,
State of New York Executive
Chamber*

Ms. Josephine Nieves
*Center for Puerto Rican Studies,
John Jay College of Criminal Justice*

Mrs. Dorothy J. Orr
*Vice President,
Corporate Social Responsibility,
Equitable Life Assurance Society*

Hon. Cesar Quinones
*Judge,
Brooklyn Family Court*

Ms. Lucille Rose
*Former Deputy Mayor,
City of New York*

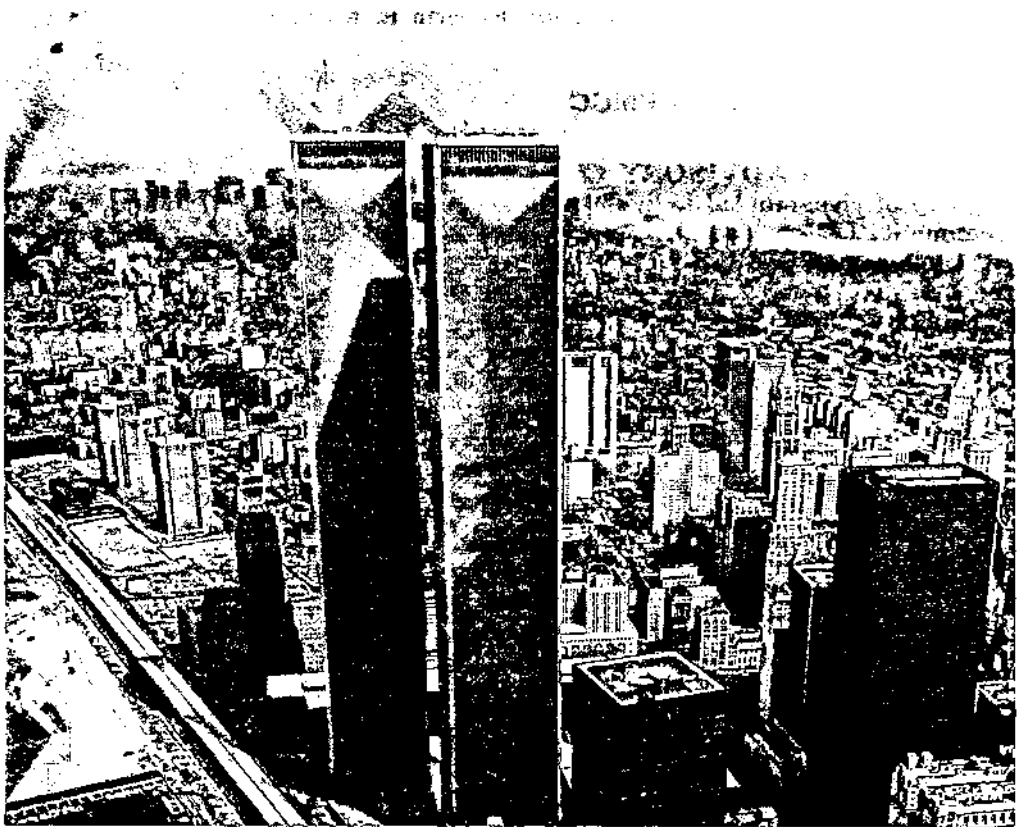
Gilbert Savitsky
*President,
Fordham Road Chamber of
Commerce*

Eli Schonberger
*President,
Pace Advertising Agency, Inc.*

Dr. Althea T. L. Simmons
*Director, Washington Bureau
NAACP*

Mrs. Diane Tucker
*Vice President,
Saturday Review*

Dr. Wyatt T. Walker
*Pastor,
Canaan Baptist Church*



Construction for new BMCC campus is at extreme left center of photo. Tallest twin buildings (foreground) are World Trade Center. North of these are three matching high-rise residential buildings; they overlook steel frame and empty space in which BMCC will have its future classrooms and laboratories.



CONTINUING EDUCATION ADVISORY COUNCIL

Established by the Office of Continuing Education, this council of volunteers has accepted the charge to help identify populations to whom the College could be of service, to develop resources, to develop programs appropriate to the needs of adult learners, and to carry the message of the BMCC commitment and expertise to the public. The council is composed of:

Peter Fontanes

*Legal Services
City Council of New York*

Councilwoman Miriam Friedlander

*City Hall
New York*

Joanmarie C. McMahon

*Member
Port Authority of New York
and New Jersey
Regional and Economic
Development Task Force*

Edmund N. Rosario

*Executive Deputy Director
National Puerto Rican Forum*

Dr. George Schneider

*Center for Continuing Education
United Hospital Fund*

Charles Wang

*Director
Adult Education Center
Chinatown Planning Council*

EDUCATIONAL OPPORTUNITY CENTER ADVISORY COMMITTEE

The Center seeks counsel and advisement from an Advisory Committee of volunteer leaders attuned to the needs of the Center's student body. Members of the Advisory Committee for the Center are:

Ms. Diane Branch

Dr. Juliette Burstermann

Ms. Shirley Farmer

New York State

Assemblyman Herman Farrell

Mrs. Louise Gaither

Mr. Michael Graves

Mr. Arnold Johnson

Mrs. Ismay Lewis

Prof. Oliver Patterson

Dr. Royce M. Phillips

Ms. Jeanette Spencer

Mrs. Lorraine Springsteen

Mr. Matt Turner

Dr. Benjamin W. Watkins

Prof. Vivian Windley

New York State Senator Carl McCall

New York State

Assemblyman George W. Miller

ALLIED HEALTH SCIENCES ADVISORY COMMITTEES

The advisory committees make recommendations, review individual course content, and suggest evaluation techniques. They are responsible for reviewing clinical rotation schedules, and maintenance of effective clinical faculty relationships. The advisory committees are the programs means for review and evaluation of the rotational clinical experiences, and the assurance that these experiences have meaningful educational value.

MEDICAL RECORDS TECHNOLOGY ADVISORY COMMITTEE

Lewis Braun, Chairperson

*Executive Director, New York State
Area Eight Medical Professional
Standards Review Corporation*

Marian Blankenship

*Administrative Coordinator of
Professional Services
Misericordia Hospital*

Marie Cañero, R.N.

*Patient Education Coordinator,
New York Diabetic Association;
Retired, Medicare Coordinator and
Liaison between Department of
Health, Education and Welfare and
New York State Medicare Program;
Bird S. Coler Memorial Hospital*

Pearl Freedman, ART

*Supervisor of Medical Records
Morningside House*

William Freeman

*Vice-President
St. Luke's Hospital*

Jeanne M. Reed, RRA

*Assistant Administrator,
Management Information Systems
Coordinator
Dr. Martin Luther King Jr. Health
Center*

Edna Rutherford, RRA

*Medical Record Consultant;
Formerly, New York Hospital*

RESPIRATORY THERAPY ADVISORY COMMITTEE

Ronald A. Andree, M.D.,

Chairperson

*Director of Anesthesiology
The Roosevelt Hospital*

Carey Andrews, M.D.

*Medical Director
The Hospital of the Albert Einstein
College of Medicine*

Iqbal Ansari, M.D.

*Medical Director
Methodist Hospital*

Joseph Artusio, M.D.

*Medical Director
New York Hospital*

Thomas Delany, RRT

*Technical Director
Beekman Downtown Hospital*

Frank Dorry, RRT

*Technical Director
Cabrin Health Care Center*

Paul Goldiner, M.D.

*Medical Director
Memorial Sloan-Kettering Cancer
Center*

Don Gordon, RRT

*Associate Director
of Clinical Support Services
Bronx Municipal Hospital Center*

Cleota Johnson, RRT

*Technical Director
The Roosevelt Hospital*

Steven Karbowitz, M.D.

*Medical Director
Booth Memorial Hospital*

James Kelly, RRT

*Technical Director
The Hospital of the Albert
Einstein
College of Medicine*

Stanley Kowalski, CRTT

*Technical Director
Booth Memorial Hospital*

Octavio LaFuente, CRTT

*Technical Director
New York Hospital*

Han Chiang Lee, M.D.

*Acting Medical Director
The Roosevelt Hospital*

Cole Ray, Jr., RRT
Technical Director
Memorial Sloan-Kettering Cancer Center

Doniello Richards, RRT
Technical Director
Methodist Hospital

Louis Rocco, RRT
Technical Director
Bronx Municipal Hospital Center

Anthony Romanelli, M.D.
Medical Director
Cabrini Health Care Center

Elizabeth Stein, M.D.
Medical Director
Bronx Municipal Hospital Center

Muthiah Sukumaran, M.D.
Medical Director
Beekman Downtown Hospital

Anne Tolomeo
Director of Professional Services
New York Lung Association

Anthony J. Tanner
Assistant Professor,
Health Sciences Department
Long Island University, Brooklyn Center

DATA PROCESSING ADVISORY COMMITTEE

Members of this advisory group play an important role in Departmental policy-making regarding equipment purchases and curriculum. They maintain regular contact with Department representatives, with an eye towards identifying and evaluating new developments in this rapidly-changing technology.

Diane Axelrod
Assistant Vice President,
College Retirement Equities Fund

Robert L. Bauer
Manager, Data Processing,
Arthur Young & Company

Ronald S. Berkley
President,
Berkley Associates

Glenn Davis
National Manager, Field Support,
Coopers & Lybrand

Frank Daniele
Director of Data Processing
R.H. Donnelly Corporation

Gene McMahon
Technical Services Manager,
Technical Services Group, Inc.

Ralph Perez
Senior Programmer/Analyst,
Financial Information Services Agency

Don Prior
Director of Information Systems,
Phelps Dodge Copper Products

Jack L. Robinson
Manager of Practice Office Support
Arthur Young & Company

Michael Schultz
Corporate Systems,
SCM Corporation

Fran Smyth
Technical Manager,
Metropolitan Life Insurance Company

Ernest Strauss
Second Vice-President
Factor & Finance Division,
Chase Manhattan Bank

Jerome R. Sussman
Manager of Forms Control & Production
The Sperry & Hutchison Company

Robert Wagner
Assistant Systems Officer,
Bankers Trust Company

Eugene Wilson Jr.
Project Manager,
Morgan Guaranty Trust Company

Amos White
Columbia EDP Agency, Inc.
New York City

William Zirk
Assistant Director,
New York City Judicial Data Processing Office

Instructional Staff

Date of appointment at BMCC
is shown as follows: (1979)

- Marjory T. Abbott** (1969)
Associate Professor, Allied Health
Sciences
R.N., Mary Immaculate Hospital;
B.P.S. Pace College; M.P.S., C.W.
Post College
- Luis E. Acosta** (1978)
Coordinator, Central Tutoring
A.A., Borough of Manhattan
Community College; B.A., Hunter
College
- Lois Adler** (1968)
Associate Professor, Speech
Communication and Theatre Arts
B.A., M.A., New York University
- Geoffrey R. Akst** (1967)
Associate Professor, Mathematics
A.B., Columbia University; M.S.
New York University; Ed.D.,
Columbia University
- Sam Alalouf** (1965)
Assistant Professor, Modern
Languages
B.A., The City College
- Edward J. Alexay** (1965)
Professor, Business Management
B.S., M.B.A., Ph.D., New York
University
- David R. Allen** (1966)
Professor, Social Science
B.A., Drew University; M.A.,
Universite Libre de Bruxelles;
Ph.D., Columbia University
- Leonard Allison** (1966)
Assistant Professor, English
B.A., M.A., New York University;
M.S., Yeshiva University
- Barish Alt** (1977)
College Laboratory Technician
Accounting
B.B.A., Baruch College
- Jose Alvarado** (1972)
Assistant Professor, Cooperative :
Education
B.A., New York University; M.A.,
Fordham University
- Reynaldo Alvarez** (1978)
Instructor, Developmental Skills
B.A., University of Pennsylvania;
M.A., Hunter College
- Marisol B. Amar** (1965)
Professor, Modern Languages
B.es L., Universite d'Alger; M.A.,
St. John's University; Ph.D.,
Columbia University
- Susan Baruch Amerling** (1971)
Assistant Professor, Secretarial
Science
B.A., M.S., Hunter College
- Thomas-Robert H. Ames** (1970)
Assistant Professor, Allied Health
Sciences
A.A., B.A., University of Florida;
M.A., New York University
- Maria Arratia** (1966)
Associate Professor, Secretarial
Science
B.B.A., M.S., The City College
- Louise Axelrad** (1978)
Instructor, Developmental Skills
B.A., Brooklyn College; M.A.,
Columbia Teachers College
- Barbara A. Bailey** (1966)
Assistant Professor, Social Science
B.B.A., Mt. Holyoke College; M.A.,
New York University
- Constance Barry** (1973)
Lecturer, Development Skills
B.S., Howard University; M.S., The
City College
- Robert J. Bauer** (1968)
College Laboratory Technician B,
Science
A.A., Borough of Manhattan
Community College
- Milton Baxter** (1974)
Associate Professor, English
B.A., The City College; M.A.,
Ph.D., New York University
- Ila Beards** (1970)
Associate Professor, Secretarial
Science
B.B.A., M.S., The City College;
M.S., Yeshiva University
- Deborah S. Becker** (1967)
Associate Professor, Data
Processing
B.A., Barnard College; M.B.A.,
Fordham University
- Kofi A. Bedaiko** (1977)
Systems Analyst, Computer Center
B.S., University of Ghana; M.A.,
New York University

- Joseph M. Beerman** (1965)
Associate Professor, Physical Education, Health, Recreation and Dance
B.A., Hunter College; M.A., New York University; Professional Diploma, Columbia University
- Aaron Benjamin** (1971)
Assistant Professor, Modern Languages
B.A., M.A., American University; Ph.D., Graduate School, CUNY
- Julius Berger** (1964)
Assistant Professor, Accounting
B.B.A., The City College; M.B.A., Baruch College
- James Berson** (1972)
Associate Professor, Business Management
B.S., M.B.A., University of Michigan; Ph.D. Columbia University
- Neil Birbaum** (1966)
Associate Professor, Modern Languages
B.A., Brooklyn College; M.A., Ph.D., Columbia University
- Charlotte M. Bishop** (1971)
Assistant Professor, Secretarial Science
B.S., Long Island University; M.S.Ed., Hunter College
- James Blake** (1970)
Associate Professor, Student Life; Assistant Dean of Students
Student Activities Counselor
B.S., North Carolina College; M.S.W., Columbia University
- Joyce K. Bland** (1969)
Associate Professor, Student Life; College Discovery Counselor
B.S., West Virginia State College; M.S.W., New York University
- William David Bonham** (1978)
Instructor, Developmental Skills
B.A., Pennsylvania State University; M.A., Southern Illinois University; M.A., New York University
- Dennis L. Bonner** (1977)
Aide, Admissions Office
B.A., Xavier University; M.A.T., Reed College; M.A., Stanford University
- Emilia E. Borsi** (1968)
Associate Professor, Modern Languages
B.A., Barnard College; M.A., Ph.D., Columbia University
- Edward Bostick** (1973)
Assistant Professor, Developmental Skills
B.A., Benedict College; M.A., The City College
- Lester E. Bower** (1966)
Assistant Professor, Library
B.A., Drew University; M.S., Columbia University
- Carl B. Bowman** (1966)
Professor, Music and Art
B.Mus., Wilamette University; M.A. in Music, University of Washington; Ph.D., New York University
- Carl L. Brandon** (1967)
Associate Professor, Data Processing
B.A., University of Michigan; M.A., Columbia University; Certificate from Data Processing Management Assn.
- Barbara J. Brauer** (1973)
Assistant Professor, Student Life
B.A., Brandeis University; M.A., Columbia University
- Reuben A. Braxton** (1966)
Assistant Professor, Social Science
B.A., Brooklyn College; M.A., New York University
- Anthony J. Bria** (1965)
Associate Professor, Physical Education, Health, Recreation and Dance
B.S., M.A., New York University
- Sheryl D. Brody** (1970)
Assistant Professor, Social Science
B.A., Boston University; Ph.D., The City University of New York
- Gay Brookes** (1973)
Assistant Professor, Developmental Skills
B.A., University of New Hampshire; M.A., Columbia University
- Dorothy Brooks** (1978)
Assistant to the Personnel Director, Personnel
A.A.S., New York City Community College

- James L. Brooks** (1970)
Associate Professor and
Chairperson, Data Processing
A.A., Santa Monica City College;
B.A., Los Angeles State College;
M.S., Fordham University
- Richard J. Brower** (1975)
Associate Professor, Science
A.B., M.A., Ed.D., Columbia
University
- Curtis F. Brown** (1973)
Assistant to the Dean of Faculty
B.A., Tufts University; M.A.,
Columbia University
- M. Jay Brown** (1965)
Assistant Professor, Science
B.A., Harvard University; M.A.,
Ph.D., New York University
- Joyce Brown** (1968)
Assistant Professor, Student Life
Director of Instructional Testing
B.A., Marymount College; M.A.,
New York University
- Howard Budner** (1972)
Assistant Professor, Business
Management
B.S., M.A., New York University
- Diane M. Buscemi** (1978)
Instructor, Developmental Skills
B.A., City College; M.S., Bank
Street College of Education
- Audrey E. Bynoe** (1971)
Assistant Professor, Developmental
Skills
B.A., Misericordia College; M.A.,
Fordham University
- Eileen E. Bynoe** (1971)
Assistant Professor, Mathematics
B.A., Hunter College; M.A.,
Columbia University
- Ann G. Caffrey** (1973)
Assistant Professor, Library
B.A., Whittier College; M.S.,
Federal City College; M.A., New
School for Social Research
- Alba N. Carson** (1965)
Senior College Laboratory
Technician, Science
A.A.S., Bronx Community College
- Ethel B. Carter** (1972)
Associate Professor, Social Science
B.S., North Carolina College at
Durham; M.S.W., Adelphi
University
- Armida F. Castagnaro** (1968)
Associate Professor, Modern
Languages
Ph.D., New York University;
Dottore in Lettere, Università de
Milano
- Avor Cave, R.N.** (1972)
Assistant Professor, Nursing
B.S., Long Island University;
M.P.A., New York University
- Miguel Cervantes** (1978)
College Laboratory Technician,
Nursing
B.A., World University of Arizona
- Kathleen Chamberlain** (1965)
Assistant Professor, English
B.A., Carleton College; M.A.,
Boston University
- Ernest L. Charrier** (1966)
Assistant Professor, Speech;
Coordinator of Institutional
Programs, Continuing Education
B.S., Salem State College; M.A.,
Emerson College
- Stavroula Christodoulou** (1965)
Assistant Professor, Social Science
B.A., American University (Cairo);
M.A., University of North Dakota;
Ph.D., SUNY at Stonybrook
- Elva Christy, R.N.** (1972)
Associate Professor, Nursing
A.A.S., Quens College; B.S., New
York University; Ed.M., Columbia
University
- Ellen D. Ciporen** (1969)
Associate Professor, Social Science
B.A., Skidmore College; M.S.W.,
Columbia University
- Wendy Citron** (1972)
Senior College Laboratory
Technician, Allied Health Sciences
A.A.S., Borough of Manhattan
Community College; B.S., New
York Institute of Technology
- Basil L. Cleare** (1970)
Associate Professor, Business
Management
B.S.E.E., Howard University;
M.B.A., Baruch College
- Gloria P. Clyne** (1967)
Assistant Professor, Student Life
B.S., Cornell University; M.A.,
Syracuse University

- Stephen Cogan** (1966)
Assistant Professor, English
A.B., A.M., M.Ph., Columbia University
- Gerald Cohen** (1966)
Professor, English
B.A., Brooklyn College; Ph.D., University of Washington
- Irving Cohen** (1964)
Professor, Business Management
B.A., The City College; M.A., Columbia University
- Mary Alice Cohen** (1976)
Lecturer, Data Processing
B.S., The City College; M.S., New York University
- Jules Cohn** (1970)
Professor, Social Science
B.A., A.M., Ph.D., Rutgers University
- Veronica E. Coleman, R.N.** (1971)
Assistant Professor, Nursing
B.S.Ed., M.A.Ed., Hunter College, M.S., The City College, CUNY
- William Coleman** (1972)
Assistant Professor and Director, Center for Ethnic Studies
B.A., M.A., New York University
- Mattie C. Collins, R.N.** (1971)
Associate Professor, Nursing
B.S., M.A., New York University
- Costantino A. Colombo** (1968)
Assistant Professor, Science
B.A., St. John's University, M.S., Ph.D., New York University
- Ralph Comella** (1968)
Associate Professor, Music and Art
B.F.A., M.F.A., Yale University
- Fay R. Cooper** (1978)
Assistant to the Associate Deans of Faculty
B.A., Smith College; M.S., Long Island University
- Sylvia N. Corliss, R.N.** (1971)
Associate Professor, Nursing
B.S., M.Ed., Columbia University
- Julio Cortes** (1969)
Senior College Laboratory Technician. Data Processing
A.A.S., Borough of Manhattan Community College; B.S., Hunter College
- Mary G. Coward, R.N.** (1971)
Assistant Professor, Nursing
B.S.N., Vanderbilt University; M.A., New York University
- Alyne Holmes Coy** (1977)
Director of Personnel
B.A., Herbert H. Lehman College
- Charlotte Croman** (1964)
Professor, Speech Communication and Theatre Arts
B.S., New York University; M.S., Southern Connecticut State University; Ph.D., New York University
- J. Robert Cromwell** (1977)
Associate Dean of Students, Student Life
B.A., M.A., Ohio State University
- Alvin Davis** (1969)
Associate Professor, Student Life
B.S., Virginia State College; M.S.S., Adelphi University
- Richmond Davis** (1973)
Campus Facilities Officer
B.A., SUNY at Old Westbury
- Hugh N. Dawes** (1972)
Assistant Professor, Social Science
B.S., Cornell University; M.P.A., Ph.D., New York University
- Ethel B. Dawry, R.N.** (1970)
Assistant Professor, Nursing
B.S., M.A., Columbia University
- Thomas DeCarlo** (1975)
Professor, Physical Education, Health, Recreation and Dance
B.S., Springfield College; M.A., New York University; M.S., Ed.D., Columbia University
- Ardie DeWalt** (1973)
Assistant Professor, Student Life
B.A., Florida A&M University; M.S.W., Hunter College
- Martin Diner** (1969)
Assistant Professor, Social Science
B.B.A., M.S., The City College; Ph.D., University of Houston
- Joseph Doctor** (1969)
Assistant Professor, Cooperative Education
B.A., Brooklyn College; M.A., New York University
- George R. Dodonay** (1964)
Associate Professor, Library
B.A., School for Modern Languages (Hungary); LL.D., Ph.D., Pazmany Peter University (Hungary); M.L.S., Columbia University
- Roger B. Dooley** (1964)
Professor, English
B.A., Canisius College; M.A., Ph.D., Catholic University

- Ronald Doviak** (1968)
Associate Professor, Social Science
B.A., Fairleigh Dickinson
University; M.A., St. Louis
University; Ph.D., The City
University of New York
- Anthony R. Drago** (1968)
Assistant Professor, English
B.A., Queens College; M.A.,
University of Michigan
- Violet B. Drexler** (1971)
Professor, Secretarial Science
B.A., M.S., Hunter College; Ed.D.,
New York University
- Barbara Ann Eason** (1973)
Assistant Professor, Secretarial
Science
B.S., Elizabeth City State
University; M.S., Hunter College
- John P. Eggers** (1965)
Professor, English
A.B., M.A., Ph.D., Columbia
University
- Billy Ehrenberg** (1965)
Assistant Professor, English
B.A., Brooklyn College; M.A., New
York University
- Daniel M. Ekstein** (1965)
Professor, Science
B.S., The City College; Ph.D.,
Polytechnic Institute of Brooklyn
- Francis N. Elmi** (1973)
Assistant Professor, Student Life;
Coordinator of Academic
Advisement
A.A., Hershey Jr. College; B.S.
Millersville State College; M.A.,
Pennsylvania State University;
Ph.D., New York University
- Howard J. Entin** (1971)
Director of Financial Aid
B.A., Brooklyn College; M.A., New
York University
- Esther Ettedgui** (1966)
Assistant Professor, Mathematics
B.S., M.A., Brooklyn College
- Norman E. Farber** (1969)
Professor and Chairperson, Allied
Health Sciences
B.A., Queens College; M.A., Ph.D.,
New York University
- Natalie M. Farbman** (1965)
Assistant Professor, English
B.A., Western Reserve University;
M.A., New York University
- Frances Fascetta** (1966)
Assistant Professor, Student Life
B.A., Hunter College; M.A., New
York University
- Peter P. Fazio** (1966)
Assistant Professor, Physical
Education, Health, Recreation and
Dance
A.A., Santa Ana College; B.A., St.
Francis College; M.A., New York
University
- Margarita J. Fazzolari** (1966)
Assistant Professor, Modern
Languages
Certificate, Havana University;
M.A., Hunter College; Ph.D.,
Graduate School, CUNY
- Solomon Z. Feder** (1970)
Assistant Professor, Data
Processing
B.A., Yeshiva University; M.B.A.,
Baruch College; Certificate from
Institute for Certification of
Computer Professionals
- Leonard B. Feldman** (1966)
Assistant Professor, English
B.S., The City College; M.A.,
M.Ph., Columbia University
- Rivkah Feldman** (1966)
Assistant Professor, English
B.A., Hunter College; M.A.,
Columbia University
- Franklin R. Fitz** (1967)
Professor, Allied Health Sciences
B.A., M.A., Queens College
- Doris B. Fitzgerald** (1972)
Associate Professor Accounting;
Associate Dean of Faculty for
Instruction
B.A., Montclair State College;
M.B.A., Ph.D., New York
University
- Everett W. Flannery** (1973)
Assistant Professor, Allied Health
Sciences
B.A., LaSalle College; M.P.S., C.W.
Post College
- George H. Fowler** (1972)
Director of Alumni Relations
B.S., Cornell University; M.P.A.,
New York University; LL.B.,
Brooklyn Law School

- James Frazier** (1978)
Director of Security
B.S., New York Institute of
Technology
- William B. Friedheim** (1965)
Assistant Professor, Social Science
B.A., Princeton University; M.A.,
University of Wisconsin
- Eleanor Frorup** (1979)
Instructor, Developmental Skills
B.A., M.A., Hampton Institute;
M.A., Columbia University
- Richard Fuchs** (1977)
*Executive Assistant to the
President, Office of the President*
B.A., Fairleigh Dickenson
University; LL.B., New York Law
School
- Moses G. Gadson** (1973)
*Assistant Professor, Student Life;
College Discovery Counselor*
B.A., M.S.W., Howard University;
M.A., Columbia University
- Frank S. Galassi** (1966)
*Associate Professor, Speech
Communication and Theatre Arts*
B.A., St. Joseph's College; M.A.,
Fordham University; Ph.D., New
York University
- Catherine T. Gallagher, R.N.** (1968)
Associate Professor, Nursing
B.S.N., Boston College; M.A., New
York University
- Vivian C. Gaman** (1973)
*Associate Professor and
Chairperson, Developmental Skills*
B.S., Fordham University; M.S.,
Ed.D., Yeshiva University
- Melvin Gavron** (1977)
Lecturer, Accounting
B.B.A., The City College; C.P.A.,
State of New York
- Susan Gerena** (1978)
*College Laboratory Technician,
Physical Education*
B.S., Brooklyn College
- H. Lee Gershuny** (1969)
Associate Professor, English
B.A., M.A., The City College;
Ph.D., New York University
- Michael Giammarella** (1973)
Assistant Professor, Student Life
B.A., Beloit College; M.A., New
York University
- Chaim Ginsberg** (1972)
*Professor and Chairperson,
Business Management*
B.A., M.A., Brooklyn College;
Ph.D., New School for Social
Research
- Evangelos J. Gizis** (1977)
*Professor, Science; Dean of
Administration*
B.S., University of Athens; M.S.,
Ph.D., Oregon State University
- Wilhelmina Glanville, R.N.** (1971)
Associate Professor, Nursing
B.S., M.A., Columbia University
- Leonard Goines** (1970)
Professor, Music and Art
B.Mus., M.Mus., Manhattan School
of Music; M.A., Ed.D., Columbia
University
- Charles Goldberg** (1967)
Associate Professor, Science
B.S., Brooklyn College; M.S., Long
Island University; Ph.D. New York
University
- Wendy L. Goldberg** (1974)
Higher Education Assistant
B.B.A., Baruch College
- Gerald Goldstein** (1972)
Associate Professor, Accounting
B.S., M.B.A., New York University;
C.P.A. State of New York
- Barbara Gonzales** (1971)
*Assistant Professor, Developmental
Skills*
B.A., Sarah Lawrence College;
M.A., Columbia University
- Richard M. Gonzalez** (1969)
Professor, Business Management
B.B.A., M.B.A., Baruch College
- Douglas E. Gosnell** (1966)
Assistant Professor, Social Science
B.S., Rutgers University; M.A.,
New York University
- Susan L. Grabina** (1967)
*Lecturer, Speech Communication
and Theatre Arts*
B.A., Paterson State College; M.A.,
Wayne State University
- Ruth F. Green** (1977)
*Executive Secretary to the
President, Office of the President*
- Adelaida L. Guernelli** (1965)
Professor, Modern Languages
B.A., M.A., University of Puerto
Rico; Ph.D., New York University

- Lawrence M. Halper** (1965)
College Laboratory Technician;
Supervisor Mailroom and
Duplicating
- Stephen M. Halpern** (1968)
Professor, Social Science
B.A., University of Rochester; M.A.,
Ph.D., Columbia University
- Daniel Hamm** (1977)
Director of Development, Office of
the President
B.A., University of Virginia; M.A.,
Pennsylvania State University
- Eugene W. Hancock** (1970)
Associate Professor, Music and Art
B.M., University of Detroit; M.M.,
University of Michigan; S.M.D.,
Union Theological Seminary
- Seymour N. Handleman** (1967)
Associate Professor, Accounting
B.B.A., The City College, M.A.,
Columbia University; LL.B., J.D.,
New York Law School; C.P.A.,
State of New York
- Brice Hargadon** (1971)
Assistant Professor, Student Life;
College Discovery Counselor
B.A., St Bonaventure University;
S.T.B., Catholic University; M.A.,
Siena College; M.Ed., Iona College
- Carlos Hargraves** (1971)
Assistant Director of Financial Aid;
Student Life
A.A.S., Borough Of Manhattan
Community College; B.A., Long
Island University
- Bobbie M. Harrison, R.N.** (1971)
Assistant Professor, Nursing
B.S., Tuskegee Institute; M.A.,
New York University
- Margaret Hayes** (1973)
Assistant Professor, Student Life;
Director of Admissions Services
B.A., Jersey City State College;
M.A., Columbia University
- Hedwig Heilbrun** (1966)
Assistant Professor, English
B.A., M.A., Hunter College
- Francis W. Heinkele** (1964)
Assistant Professor, Student Life
B.A., Iona College; M.A., New York
University
- Marie Heinz** (1972)
Assistant Professor, Secretarial
Science
B.S.Ed., M.Ed., Salem State
College; M.B.A., Fordham
University
- Evelyn Hisz** (1974)
Assistant Professor, Library
B.A., M.A., New York University;
M.S., Long Island University
- Phillip J. Hornick** (1966)
Assistant Professor, Business
Management
B.B.A., Pace College
- Louis Horowitz** (1967)
Associate Professor, Accounting
B.S., M.B.A., The City College;
C.P.A., State of New York
- Norman P. Horwitz** (1966)
Professor, Business Management
B.S., Hofstra University; LL.B.,
LL.M., J.D., New York University
- S. Patricia Hough** (1972)
Assistant Professor, Cooperative
Education
B.A., College of White Plains;
M.A., Columbia University
- Lewis H. Hughes, Jr.** (1964)
Professor, Accounting
B.B.A., M.S., The City College
- Beryl E. Hunte** (1964)
Professor, Mathematics
B.A., Hunter College; M.A.,
Columbia University; Ph.D., New
York University
- Richard T. Hutchinson** (1973)
Assistant Professor, Student Life;
Coordinator of Veterans Affairs
B.A., Oakwood College; M.S.W.,
Howard University
- Blanche P. Ifwerstrom** (1971)
Assistant Professor, Allied Health
Sciences
B.A., Empire State College
(SUNY). RRA
- Richard S.M. Jackson** (1970)
Assistant Professor, Accounting
B.S., University of Pittsburgh;
M.B.A., New York University
- Mary G. Jacobs** (1964)
Professor, Physical Education,
Health, Recreation and Dance
B.S., Fisk University; M.A.,
Columbia University; Ed.D., New
York University

- Marvin R. Jaffe** (1971)
Associate Professor, Science
B.S., M.A., Brooklyn College; Ph.D.
Fordham University
- Leonard R. Jenkin** (1966)
Associate Professor, English
B.A., M.A., Ph.D., Columbia
University
- Alton Johnson** (1972)
College Laboratory Technician,
Science
B.A., New York University
- Joseph Johnson** (1978)
College Laboratory Technician,
Developmental Skills
B.A., SUNY at Binghamton
- Howard L. Jones** (1969)
Professor and Chairperson,
Physical Education, Health,
Recreation and Dance
B.A., Virginia Union University;
M.A., New York University
- Janis Jones** (1975)
Instructor, Developmental Skills
B.A., Fish University; M.A., New
York University
- Richard Jones** (1973)
Assistant Professor, Student Life;
Coordinator of College Discovery
B.A., Hamline University; M.S.W.,
Columbia University
- Aaron A. Karimakurenda** (1978)
Assistant to Business Manager,
Business Office
B.A., Ohio University; M.A., New
School for Social Research
- Tziporah S. Kasachkoff** (1969)
Associate Professor, Social Science
B.A., Brooklyn College; Ph.D., New
York University
- Toni Kasper** (1966)
Associate Professor, Mathematics
B.S., The City College; M.A.,
University of California, Los
Angeles; Ph.D., Columbia
University
- Robert L. Kaufman** (1966)
Assistant Professor, Mathematics
B.A., Brooklyn College; M.S., Ohio
State University
- Lorraine Keating** (1973)
Assistant Professor, Data
Processing
B.S., Fordham University; M.B.A.,
Baruch College
- Mary R. Kellogg** (1971)
Assistant Professor, Mathematics
A.B., Bryn Mawr College; M.A.,
University of Rochester
- Diana Kern** (1971)
Assistant Professor, Secretarial
Science
B.A., M.S., Herbert H. Lehman
College
- Faquir M. Khokhar** (1973)
Assistant Registrar, Office of the
Registrar
B.A., B.S.Ed., M.S.Ed., University
of Punjab, Pakistan
- Richard I. King** (1964)
Supervisor, Audio-Visual Services,
Library
B.S., New York University
- Sheila S. Klass** (1967)
Associate Professor, English
B.A., Brooklyn College; M.A.,
M.F.A., State University of Iowa
- Abby R. Kleinbaum** (1970)
Associate Professor, Social Science
B.A., University of Chicago; M.A.,
Ph.D., Columbia University
- Esmay L. Klyvert, R.N.** (1971)
Assistant Professor, Nursing
B.S., Hunter College; M.A., New
York University
- Ethen R. Kok** (1979)
Director, Computer Center
B.S., Indiana Institute of
Technology; M.A., Ball State
University
- Charles A. Kosky** (1965)
Professor, Science
B.S., College of William and Mary;
M.S., New York University; Ph.D.
Polytechnic Institute of Brooklyn
- Peter J. Kott** (1970)
Assistant Professor, Social Science
B.A., Hunter College; A.M., New
School for Social Research
- Abraham Kupersmith** (1967)
Associate Professor, English
B.A., M.A., The City College; Ph.D.
New York University
- Marvin I. Kushner** (1966)
Professor, Data Processing
B.S., M.B.A., Rutgers University;
Certificate from Data Processing
Management Assn.

- Etta Kutner** (1973)
Assistant Professor, Secretarial
Science
B.B.A., M.S.Ed., Pace College
- Genaro M. Lachica** (1973)
Associate Professor, Mathematics
B.S., University of Philippines;
M.A., Ateneo de Manila; Ph.D.
Fordham University
- Ben Lachman** (1978)
Assistant to Business Manager,
Business Office
B.B.A., Baruch College
- Percy L. Lambert** (1977)
Assistant Professor, Business
Management
B.A., Buffalo State University;
J.D., Rutgers Law School
- Carol J. Lane** (1969)
Assistant Professor, Speech
Communication and Theatre Arts
BFA., M.A., Columbia University
- Matthew Lanna** (1966)
Professor, Student Life;
Coordinator of Orientation
B.A., Brooklyn College; M.A.,
Ed.D., Columbia University
- Marion M. Lauterstein** (1968)
Associate Professor, Business
Management
B.B.A., University of Texas;
M.B.A., New York University
- Camille V. Layne** (1978)
Lecturer, Allied Health Sciences
A.A.S., Borough of Manhattan
Community College; B.S., Hunter
College
- Ruby R. Leavitt** (1971)
Associate Professor, Social Science
B.A., New York University; M.S.,
Adelphi University; Ph.D., New
York University
- Henry C. Lee, Jr.** (1970)
Assistant Professor, Science
B.S., The City College; M.S.,
Polytechnic Institute of Brooklyn
- Mary L. Lesesne** (1973)
Assistant Professor, Student Life
B.A., Johnson C. Smith; M.S.W.,
New York University
- Stuart A. Leventhal** (1967)
Assistant Professor, Science
B.A., University of Vermont
- Martin P. Levine** (1968)
Professor, Science
B.S., The City College; M.A.,
Hunter College; Ph.D. New York
University
- Samuel J. Levine** (1967)
Associate Professor, Science
B.S., M.A., Ph.D., New York
University
- Paul H. Levitz** (1971)
Assistant Professor, Allied Health
Sciences
B.A., Yeshiva University; M.S.,
Hunter College
- Diana M. Liben** (1970)
Lecturer, English
B.A., M.F.A., Sarah Lawrence
College
- Abraham Lieberman** (1966)
College Laboratory Technician,
Modern Languages
- Pearl J. Lief** (1965)
Associate Professor, Social Science
B.A., M.A., McGill University;
Ph.D., Rutgers University
- Donna Lipper** (1971)
Admissions Officer, Admissions
Office
B.S., University of Wisconsin;
M.A., New York University
- John L. Little** (1972)
Assistant Professor, Student Life
B.S., Kentucky State College; M.A.,
New York University
- Lina M. Lowrv** (1970)
Associate Professor, Library
B.A., Temple University; M.S.,
Drexel Institute of Technology;
M.A., New School for Social
Research
- James Lum** (1967)
Assistant Professor, Office of the
Registrar
B.A., M.B.A., Syracuse University
- Harry W. Lutrin** (1967)
Assistant Professor, English
B.A., M.A., New York University
- Douglas R. Machovic** (1966)
Senior College Laboratory
Technician, Physical Education,
Health, Recreation and Dance
A.A.S., Borough of Manhattan
Community College; B.S. in Ed.,
M.S., The City College

- Carol Mack-Torres** (1970)
Senior College Laboratory
Technician, Secretarial Science
A.A.S., Borough of Manhattan
Community College; B.S., Baruch
College
- Nan Maglin** (1970)
Assistant Professor, English
B.A., Sarah Lawrence College;
M.A., New York University
- Gustave Manasse** (1965)
Professor, Student Life
B.A., The City College; M.A.,
Ph.D., Columbia University
- Roberta E. Mandel** (1965)
Senior College Laboratory
Technician, Media Center; Library
A.A.S., New York City Community
College
- Edward C. Mapp** (1977)
Professor, Dean of Faculty
B.A., The City College; M.S.,
Columbia University; Ph.D., New
York University
- Mildred Rendl Marcus** (1966)
Professor, Social Science
B.S., M.B.A., New York University;
Ph.D., Radcliffe College-Harvard
University
- John A. Markisz** (1971)
Associate Professor, Science
B.A., Ph.D., New York University
- Linda Markstein** (1973)
Assistant Professor, Developmental
Skills
B.A., Mills College; M.A., Kansas
University
- Leigh Marlowe** (1965)
Professor, Social Science
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Administrator,
Veterans' Administration Hospital*



Frances Zahler, RRA
*Clinical Associate,
Medical Record Technology
Director of Medical Record
Department,
Hospital for Joint Diseases*



INVENTORY OF REGISTERED PROGRAMS
 Institutional Master List With New York State Education Department
 (HEGIS CODE NUMBERS)

All students registered in any of the following approved programs are eligible for Federal, State and City assistance, provided the student meets the individual requirements in each specific financial aid program.

Program Code	HEGIS Code	Program Name	Type of Degree Awarded	Date Registered
01080	5002	Accounting	A.A.S.	3/72
01076	5004	Business Administration	A.A.	3/72
01081	5001	Business Management: Banking & Finance Marketing Credit & Collections Sales Management Retailing General Management	A.A.S. A.A.S. A.A.S. A.A.S. A.A.S. A.A.S. A.A.S.	<i>3/72; changes effective 9/77 with implementation of revised Business Management Program</i>
01097	5216	Community Mental Health Technology	A.S.	9/78
01091	5101	Data Processing: Operations Programming	A.A.S. A.A.S.	
01079	4901	Liberal Arts—Transfer	A.A.	3/72
01079	4901	Liberal Arts Dance Fine Arts	A.A. A.A.	3/72
01077	5508	Government Administration Music—Performing Arts Physical Education	A.A. A.A. A.A.	3/72
01104	5506	Recreation Leadership	A.A.	
01103	5506	Social Service	A.A.	3/72
01078	5501	Urban Studies	A.A.	3/72
01094	5213	Medical Record Technology	A.A.S.	3/72
01093	5208	Nursing, Undergraduate	A.A.S.	9/74
01096	5215	Respiratory Therapy Technology	A.A.S.	3/72
01089	5005	Secretarial Science Executive Bilingual Legal Education Education-Bilingual	A.A.S. A.A.S. A.A.S. A.A.S. A.A.S. A.A.S.	3/72

Index

A

Absences / 64
Academic Advisement / 68
Academic Calendar / 4
Academic Programs / 9, 19
 Career / 20
 Liberal Arts / 20
Academic Regulations / 59
Academic Standing / 62
Accounting / 24, 84
Accreditation / 9
Administration, Officers of / 168
Admissions / 15, 164
 Transfer, into BMCC / 17
Advisory Councils, Boards / 169
African, African-American Studies / 109
Allied Health Sciences / 25, 86
Alumni Association / 13
Anthropology / 152
Appeals / 61, 63
 Dismissal / 62, 63
 Grades / 61
Applications / 15
Art / 38, 133
Astronomy / 144
Athletics / 81
Attendance / 63, 64
Averages (Grade-Point) / 61
Awards / 71

B

Banking and Finance / 33, 93
Basic Skills requirement / 21
Biology / 144
Black Studies / 80
Board of Higher Education / 163
Board of Trustees, CUNY / 163
Books and Supplies / 54
Borough of Manhattan Community
 College / 7, 168
Business Administration / 30, 91
Business Management / 29, 91

C

Calendar / 4
Career Programs / 20
Chemistry / 145
Center for Ethnic Studies / 109
Change of Status / 18
City University of New York / 163
 CUNY Colleges / 165
College Discovery / 69
Community Mental Health / 26, 86
Continuing Education / 65
Cooperative Education / 96
 Job Placement Services / 98
Counseling / 68
Course Codes / 82
Course Selection / 59
Credit Load / 59
Credit Management / 93
Curricula (see Degree Programs)
Curriculum Change / 64

D

Dance / 43, 139
Data Processing / 34, 99
Dean's List /
Department, Course Codes / 82
Degree Programs / 24
 Associate in Applied Science (AAS):
 Accounting / 24, 84
 Allied Health Sciences / 25, 86
 Business Management / 29, 91
 Data Processing / 34, 99
 Medical Record Technology / 27, 87
 Nursing / 40, 136
 Respiratory Therapy Technology / 28
 88
 Secretarial Science / 45, 147
 Associate Arts (AA):
 Business Administration / 30, 91
 Dance / 43, 139
 Fine Arts / 38, 131
 Government Administration / 51, 153
 Liberal Arts-Transfer / 37
 Music / 39, 131
 Physical Education / 42, 138
 Recreation Leadership / 44, 142
 Social Service / 52, 158
 Urban Studies / 53, 159
 Associate in Science (AS):
 Community Mental Health / 26, 86
Developmental Skills / 103
Dismissal / 62

E

Economics / 153
Education Opportunity Center / 14, 171
English / 105
Entrance Requirements / 15
Ethnic Studies / 109
Extra-Curricular Activities / 70

F

Faculty / 174
Fees / 54
Finance / 93
Financial Aid / 56, 69
 Cooperative Education / 96
 Job Placement Services / 98
Fine Arts / 38, 131
Foreign Students / 18, 55
French / 124

G

General Information / 11
Governmental Administration / 51, 153
Grade-Point Average / 61
Grades / 60
Grants, Contracts / 11

H

Health Education / 19, 20
Health Requirements / 15
Hebrew / 126
HEGIS Listings / 194
Henderson Rules / 73
Hispanic Studies / 109, 114, 128
History / 154

I

Independent Study / 67
Institutional Research / 22
Instructional Testing / 21
Interdisciplinary Studies / 117
Italian / 127

J

Job Placement Services / 98
Judaic Studies / 117



L

Labor Studies / 118
Languages (see Modern Languages / 124)
Liberal Arts / 20, 37
Library / 10, 169
Location / 9, Inside back cover

M

Marketing / 94
Mathematics / 120
Matriculation / 17, 18
Medical Services / 69
Medical Record Technology / 27, 87
Mission, Objectives / 7, 8
Modern Languages / 124
Music and Art / 131

N

New Campus / 10-11
Nursing / 40, 136

O

Objectives, Mission / 7, 8
Operations, Data Processing / 34, 99
Orientation / 68



P

Philosophy / 155
Physical Education, Health,
 Recreation and Dance / 42-44, 138
 Dance / 43, 139
 Physical Education Program / 42, 138
 Recreation Leadership / 44, 142
Physics / 145
Prizes and Awards / 71
Political Science / 156
Probation / 62
Program Change / 59, 64
Programming, Data Processing / 35, 99
Programs (see Degree Programs)
Psychology / 156
Public Order Law / 73
Puerto Rican Studies / 109, 114

R

Readmission / 18
Real Estate / 95
Recreation Leadership / 44, 142
Refunds / 54, 55
Registrar, Registration / 59
Respiratory Therapy / 28, 88
Retailing / 94

S

Sales courses / 94
Scholarships / 56, 58
Science / 144
Secretarial Science / 21, 45, 147
 Bilingual Secretary / 46
 Education Secretary / 47
 Education Bilingual Secretary / 48
 Executive Secretary / 49
 Legal Secretary / 50
Senior Citizens / 54
Social Science / 152
Social Service / 52, 158
Sociology / 157
Spanish / 128
Speech and Theatre Arts / 160
Sports (Athletics) / 81
Student Life Department / 68
Student Activities / 69
Student Records Policy / 75
Student Responsibilities / 72
Summer Session / 22
Swahili / 110, 130

T

Theatre Arts / 161
Title IX Policy Statement / 74
Transcripts / 64
Transfer after BMCC degree / 22, 69
Transfer Counseling / 69
Tuition / 54
Tutoring / 21

U

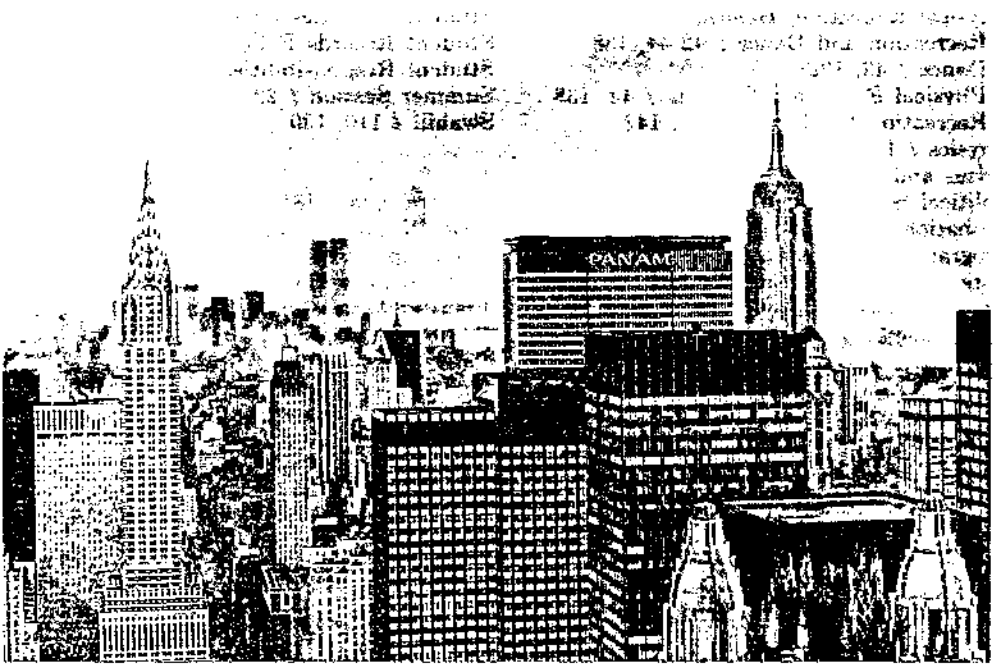
Urban Studies / 53, 159

V

Veterans / 54, 69

W

Withdrawal / 64, 69
Work-Study Program / 57



LOCATIONS OF BMCC BUILDINGS

Classrooms and laboratories of the Borough of Manhattan Community College are at these addresses:

"A" Building: 134 West 51st Street, between Avenue of the Americas (Sixth) and Seventh Avenue

"B" Building: 799 Seventh Avenue, between 51st and 52nd Streets

"D" Building: 1585 Broadway, between 47th and 48th Streets

"H" Building: 1633 Broadway, between 50th and 51st Streets

"L" Building: 172 Amsterdam Avenue, between 68th and 69th Streets

The most convenient subway trains and station locations are:

AA plus
CC (rush hours only) 72 St./Central Park West
and B (rush hours only) 50 St. and 8th Avenue

AA, CC, E 53 St. and 7th Avenue

D, E, plus
B (rush hours only) 49 St. and 7th Avenue

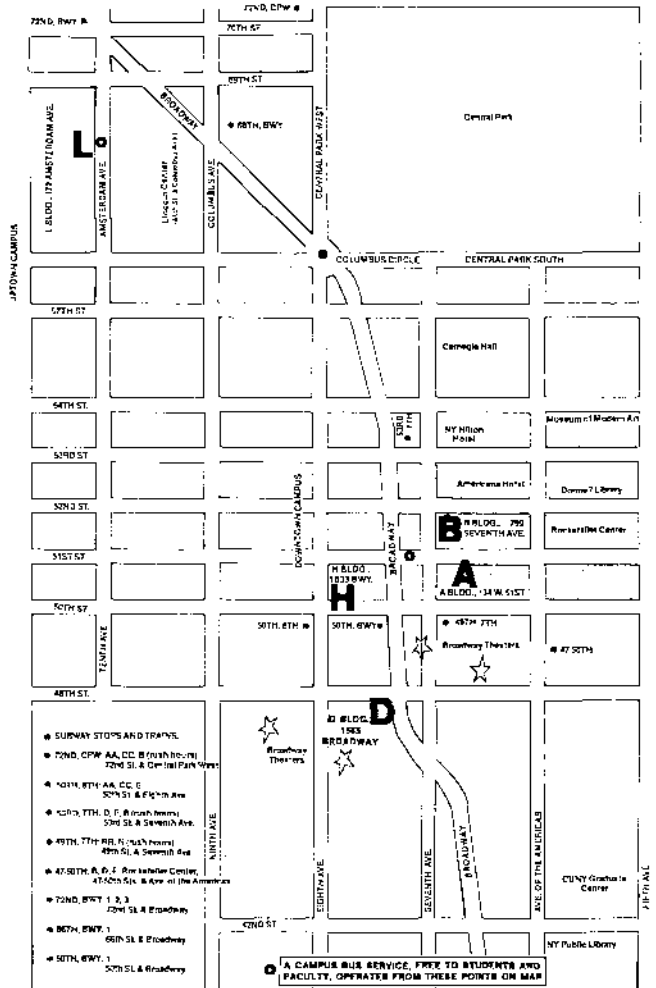
RR, plus
N (day hours only) 47-50 St. and 6th Avenue

B, D, F 47-50 St. and 6th Avenue

1, 2, 3 72 St. and Broadway

1 66 St. and Broadway

1 50 St. and Broadway



BOROUGH OF MANHATTAN COMMUNITY COLLEGE

of The City University of New York

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NEW YORK, NEW YORK 10019

