

**BOROUGH
OF MANHATTAN
COMMUNITY
COLLEGE**

**OF THE CITY UNIVERSITY
OF NEW YORK**



CATALOG 1980-82

1980-82 General Catalog

Borough of Manhattan Community College

of The City University of New York

**1633 Broadway
New York, New York 10019**

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CONTENTS

Academic Calendar / 4

The Borough of Manhattan Community College /
Grants and Contracts / 9
Alumni Association / 12
Educational Opportunity Center in Manhattan / 13

Admissions Information / 14

Academic Programs / 18

Basic Skills Requirements / 20
Summer Session / 21
Accounting Program / 24
Allied Health Sciences / 25
Allied Health Sciences / Community Mental Health Technology / 26
Allied Health Sciences / Medical Record Technology / 26
Allied Health Sciences / Respiratory Therapy Technology / 26
Business Management / 28
Business Administration — Transfer Program / 29
Business Management / Career Program / 30
Data Processing / Operations Option / 33
Data Processing / Programming Option / 33
Liberal Arts — Transfer Program / 34
Liberal Arts / Fine Arts Concentration / 34
Liberal Arts / Music Concentration / 35
Nursing / 37
Physical Education Concentration / 39
Physical Education / Dance Concentration / 40
Physical Education / Recreation Leadership / 40
Secretarial Science / 42
Secretarial Science / Bilingual Secretary / 42
Secretarial Science / Education Secretary / 43
Secretarial Science / Education Bilingual Secretary / 43
Secretarial Science / Executive Secretary / 44
Secretarial Science / Legal Secretary / 45
Social Science / Government Administration / 46
Social Science / Social Service / 46
Social Science / Urban Studies / 47

The Costs and Financing of a BMCC Education / 48
Tuition, Fees and Refunds / 48
Financial Aid / 50

Academic Regulations and Procedures / 52

Continuing Education and Community Services / 59

Student Life / 61

Public Order Education Law / 66

Title IX Policy Statement / 67

Student Records Policy / 68

Athletics / 73

Department and Course Descriptions / 74

Course Codes / 74

Accounting / 76

Allied Health Sciences / 78

Business Management / 82

Cooperative Education and Placement / 87

Data Processing / 90

Developmental Skills / 93

English / 95

Ethnic Studies / 99

Interdisciplinary Studies / 106

Labor Studies / 107

Library / 109

Mathematics / 111

Modern Languages / 115

Music and Art / 122

Nursing / 126

Physical Education, Health, Recreation and Dance / 128

Science / 133

Secretarial Science / 136

Social Science / 141

Speech Communication and Theatre Arts / 149

Officials / 152

Board of Trustees / 152

The City University of New York / 153

The Administration of BMCC / 156

President's Advisory Council / 157

Continuing Education Advisory Council / 158

Educational Opportunity Center in Manhattan Advisory Council / 158

Allied Health Sciences Advisory Committees / 159

Data Processing Advisory Committee / 160

Instructional Staff / 163

Inventory of Registered Programs (HEGIS Listing) / 183

Map of College Buildings / 184

Academic Calendar 1980-81

FALL 1980 SEMESTER

SEPTEMBER

Monday	Sept. 1	Labor Day
Tues.-Wed.	Sept. 2-3	Orientation
Thurs.-Fri., Mon.-Wed.	Sept. 4-5, 8-10	Registration
Mon.-Wed.	Sept. 8-10	Bill payment
Wednesday	Sept. 10	No activities after 4 p.m.
Thurs.-Fri.	Sept. 11-12	Rosh Hashonah; no classes
Mon.-Wed.	Sept. 15-17	Bill payment
Monday	Sept. 15	Late Registration
Tuesday	Sept. 16	Change of Program
Wednesday	Sept. 17	Last day to withdraw for 100% refund
Thursday	Sept. 18	First day of classes
Friday	Sept. 19	No classes after 4 p.m.
Saturday	Sept. 20	Yom Kippur; no classes
Wednesday	Sept. 24	Last day to withdraw for 75% refund
Tuesday	Sept. 30	Last day to file for January 1981 graduation

OCTOBER

Wednesday	Oct. 1	Last day to file for 50% refund
Wednesday	Oct. 8	Last day to file for 25% refund
Wednesday	Oct. 8	Last day to drop a course so that it does not appear on student's record
Monday	Oct. 13	Columbus Day; no classes
Monday	Oct. 27	Classes follow a Tuesday schedule

NOVEMBER

Monday	Nov. 3	Deadline for INC and ABS. Transfer applications due
Tuesday	Nov. 4	Election Day; College closed
Monday	Nov. 10	Academic Advisement begins (continues until December 8)
Tuesday	Nov. 11	Veterans Day; College closed
Wednesday	Nov. 26	Last day to officially withdraw with a "W" or "WF" grade
Thurs.-Sun.	Nov. 27-30	Thanksgiving Recess

DECEMBER

Monday	Dec. 1	Last day to apply for Spring Readmission
Monday	Dec. 15	Last day to change curriculum for Spring
Wed.-Wed.	Dec. 24-31	Winter Recess

JANUARY

Thursday	Jan. 1	New Year's Day; no classes
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Friday	Jan. 2	Last day of Winter Recess
Saturday	Jan. 3	Classes resume
Monday	Jan. 12	Last day of classroom instruction, Fall 1980 Semester
Tues.-Tues.	Jan. 13-20	Departmental or in-classroom Final Examination Week
Thursday	Jan. 15	Human Rights Day; no classes
Tuesday	Jan. 20	Last day of Final Exams. Follow a Thursday schedule
Thursday	Jan. 22	Grades due in Registrar's Office by 4:30 p.m.

SPRING 1981 SEMESTER

JANUARY

Wed.-Thurs.	Jan. 21-22	Orientation
Wed.-Tues.	Jan. 21-27	Registration
Fri.-Fri.	Jan. 23-30	Bill payment
Wednesday	Jan. 28	Late Registration
Thursday	Jan. 29	Change of Program
Friday	Jan. 30	Last day to withdraw for 100% refund
Saturday	Jan. 31	First day of classes

FEBRUARY

Friday	Feb. 6	Last day to withdraw for 75% refund
Thursday	Feb. 12	Lincoln's Birthday; College closed
Friday	Feb. 13	Last day to withdraw for 50% refund
Monday	Feb. 16	Washington's Birthday; College closed
Tuesday	Feb. 17	Last day to file for June graduation
Friday	Feb. 20	Last day to withdraw for 25% refund
Friday	Feb. 20	Last day to drop a course so that it does not appear on student's record

MARCH

Tuesday	Mar. 10	Follow a Thursday schedule
Monday	Mar. 16	Deadline for INC and ABS. Transfer applications due
Monday	Mar. 23	Academic Advisement begins (continues until May 14)

APRIL

Friday	Apr. 10	Last day to withdraw with a "W" or "WF" grade
Fri.-Sun.	Apr. 17-26	Spring Recess

MAY

Friday	May 1	Last day to apply for Summer School
Wednesday	May 20	Last day of classroom instruction for Spring 1981 Semester. Follow a Friday schedule

Thurs.-Thurs.	May 21-28	Departmental or in-classroom Final Examination Week
Friday	May 22	Last day to change curriculum for Fall 1980 Semester
Monday	May 25	Memorial Day; College closed
Thursday	May 28	Last day of Final Exams. Follow a Monday schedule

JUNE

Monday	Jun. 1	Grades due in Registrar's Office by 4:30 p.m.
Tuesday	Jun. 2	Honors Convocation
Thursday	Jun. 4	Commencement

SUMMER 1981 SESSION

JUNE

Mon.-Tues.	Jun. 1-2	Registration
Wednesday	Jun. 3	Late Registration and Change of Program
Monday	Jun. 8	First day of classes

JULY

Saturday	July 4	Independence Day; College closed
Wednesday	July 15	Last day of classes

AUGUST

Monday	Aug. 3	Last day to apply for Fall 1981 readmission
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The Borough of Manhattan Community College

A BRIEF PROFILE

The Borough of Manhattan Community College, chartered in 1963, is the only comprehensive community college in Manhattan. Located in the heart of the commercial and cultural capital of the nation, the College is part of The City University of New York—an institution noted for its commitment to both open admissions and academic excellence.

BMCC views its primary mission as one of providing general and career education services relevant to the needs, interests, and aspirations of its student body. The College prepares its students to enter the mainstream of the life of the City. It offers education to inculcate the skills needed for upward career mobility, and to promote the intellectual growth which is part of an individual's self-realization. The faculty are dedicated to these ends; beyond the classroom, counselors, librarians and tutors support their efforts.

The curriculum of the College reflects its mission. Each program of study, which may be completed in two years, leads to an Associate's degree—Associate in Arts, Associate in Science or Associate in Applied Science. Career programs in business and health prepare students for the employment market; cooperative education internships provide work experience over and above the students' formal training. The liberal arts program stresses preparation for transfer to a senior college, and also provides the general education component of career curricula. Remedial and developmental courses are available for students needing improvement in the basic skills which underlie academic achievement. Courses are offered in both Fall and Spring semesters, and in a Summer Session. A program in Continuing Education serves a wide range of persons—of all ages, backgrounds, previous education—across the Borough of Manhattan.

BMCC, which currently enrolls some 9,000 students, is preparing to move from its present quarters to a new campus in lower Manhattan. Completion of construction on the new site, near Chambers Street and the West Side Highway, is expected in December, 1982.

Classes are held from 8:00 a.m. to 9:35 p.m. Monday through Friday, and from 9:00 a.m. to 3:00 p.m. on Saturday. A student may register for either day or evening classes.

PROGRAMS

The College offers programs in business, health, and the liberal arts.

In the **liberal arts**, concentrations in addition to the Liberal Arts-Transfer program include Business Administration-Transfer, Dance, Fine Arts, Government Administration, Music-Performing Arts, Physical Education, Recreation Leadership, Social Service, and Urban Studies.

Health concentrations are Community Mental Health Technology, Medical Records Technology, Nursing, and Respiratory Therapy Technology.

Business concentrations include these career programs: Accounting, Business Management (with concentrations in Banking and Finance, Credit and Collections, Management, Marketing, Real Estate, Retailing, and Sales Management), Data Processing (with concentrations in Operations and Programming), and Secretarial Science (with concentrations in Bilingual, Education, Education Bilingual, Executive, and Legal).

As part of its education programs, the College offers **Cooperative Education** internships to participating students in such business career courses as Accounting, Business Management, Data Processing, and Secretarial Science. In the health program, students participate in assignments in hospitals, clinics, and other health services offered in New York City. In Government Administration, students participate in government agency work.

ACCREDITATION

The Borough of Manhattan Community College is an accredited member of the Middle States Association of Colleges and 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 most administrative and faculty offices.

The Departments of Music and Art and Science are located in the "B" Building, at 799 Seventh Avenue between 51st and 52nd Streets, and the Department of Developmental Skills is housed in the "L" building at 172 Amsterdam Ave. near 68th Street. Both of these buildings also house classrooms.

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. Also in "D" building are the offices of the Alumni Coordinator, and the College's Development program.

In addition there are student lounges in the "A," "B" and "L" buildings. The "L" building facility, at 172 Amsterdam Avenue, houses the Remediation programs in English As a Second Language and Reading plus the Freshman Counseling office.



NEW CAMPUS

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

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 educational 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 seven 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 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, lounges, laboratories, and lecture halls. A pedestrian entrance from Chambers Plaza connects directly with the auditorium, drama theater, and 24-hour study center.

Completion of construction is anticipated for December 1982.

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, 1979-80, 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 the C. B. Starr Foundation.

U.S. Government Title III Grant

A grant totaling \$750,000 from the U.S. Office of Education was awarded to the College in 1979-80 under the Federal "strengthen developing institutions program." The grant is the largest single award in BMCC's history.

The grant is under the aegis of the Office of the President of the College. Dr. Joshua L. Smith, Director of the Title III project is Dr. Harold Haizlip.

National Humanities Faculty Grant

The National Humanities Faculty is a national university organization whose purpose is to encourage the development of the humanities and their demonstrated value to the non-liberal-arts areas. In 1978, BMCC was chosen as one of only six community colleges in the United States to receive a National Humanities Faculty Grant to develop projects and invite scholars to forge connections between the humanities and non-humanities interests. To that end, a National Humanities Faculty Core Group was formed at BMCC. Its projects currently include:

- a. Medical Ethics modules taught to students in the Health Care Professions.
- b. The publication of a Language Awareness Newsletter to be distributed to the College community.
- c. The presentation of various academic disciplines within the College to incoming Freshmen by means of a dramatic program offered at Orientation.
- d. The presentation of invited scholars from major universities across the country to student and faculty forums.

Academic Coordinator of the NHF Core Group at BMCC is Dr. Tziporah Kasachkoff.

New York Telephone Company Program

A Developmental Skills Program conducted by the College under a contract with the New York Telephone Company is designed to encourage self-development by providing financial assistance and counseling to its regular, full-time, non-management employees who desire

to pursue developmental studies (basic math, language and grammar) which would enhance their potential to qualify for higher paying or lateral jobs in the company.

Classes meet for 2 hours 40 minutes for 18 weeks during morning and/or evening hours and are held at BMCC plus York College and the College of Staten Island.

Although these Developmental Studies courses are designed to help the company's students develop skills that are related to successful performance on the Bell System Qualifying Test, they are **not** directed specifically to the test nor do they lead to automatic advancement at the New York Telephone Co.

For further information at BMCC, call Dr. Sylvia Seidman, Director, 262-2675.

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 1978-79	Graduates 1977-78	Graduates 1976-77	Three-year Total
Accounting	109	74	96	279
Allied Health Sciences				
Community Mental Health Technology	26	29	31	86
Medical Record Technology	27	22	28	77
Respiratory Therapy	13	21	37	71
Business				
Banking & Finance	27	22	25	74
Business Administration	58	54	52	164
Marketing	28	27	27	82
Data Processing	49	35	32	116
Liberal Arts	227	225	264	716
Government Administration	9	5	6	20
Recreation Leadership	3	7	7	17
Social Service	29	35	37	101
Urban Studies	1	3	5	9
Nursing	79	126	92	297
Secretarial Science	88	84	93	265
Degree programs no longer offered	13	2	0	15
TOTALS	786	771	832	2389

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 among 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 89).

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

The 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 303 full-time classroom teachers, including Professors, Associate Professors, Assistant Professors, Instructors, and Lecturers, assisted by College Laboratory Technicians, plus approximately 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.

A prospective or enrolled student should understand that the information 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.

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). General information about the College can be secured from the Office of Community Relations (telephone 262-3507).

ALUMNI ASSOCIATION

The primary goal of the Alumni Association is to provide a variety of needed services for all BMCC graduates. The Office of Alumni Affairs, headed by a Director, has the responsibility for the day-to-day administration in cooperation with the elected officials of the Alumni Association.

Among the services to the Alumni are the dissemination of information concerning jobs, housing and other special programs, such as the Health Insurance Plan of Greater New York (HIP), including the outstanding feature of unlimited hospitalization.

Present alumni cover a broad range of academic and occupational achievements. They include a tax attorney for the Celanese Corporation, a Certified Public Accountant and manager at Price Waterhouse Company, an Assemblyman in the New York State Legislature, an astro-physicist, a director of the Puerto Rican Institute at Seton Hall University, a senior medical records librarian and de-

partment head, a programmer analyst with the New York Telephone Company, and many more.

The construction of the new campus in lower Manhattan, expected to be occupied after its completion in December 1982, has resulted in a rejuvenation of alumni morale with the recognition that the Association serves as the vital link between the graduates, the College and the student body.

All graduates are accepted for membership in the Alumni Association without the assessment of dues. To remain viable, however, the Alumni Association solicits funds from its members to enable it to enhance the opportunities for BMCC students and to make a meaningful contribution to the community.

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 educa-

tional 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 in business, health sciences, and liberal arts which lead to the Associate in Arts, Associate in Science, 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.

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 re-

quired 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 nonimmigrant 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 62). 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, Vanderveer 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 in-

stitutions 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
Upper Freshman	18-34
Lower Sophomore	35-51
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.

STATUS AS A STUDENT

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 be permitted to change their status to matriculated at a later date provided they meet the regular admissions requirements for students with previous college work.

Readmission to the College

All students who have been separated from the College for one semester or more, excluding Summer Session, must apply 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 1.8 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 applica-

tion 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 Academic Advisement Office, H-444, 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 available through the Admissions 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, Real Estate, 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 (A.S.) 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 15).

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

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 programs

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 to ask for counseling to aid them in their selection.

In Health

Health 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 affiliated 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 programs are housed in two separate departments, Allied Health Sciences and Nursing. All offer the A.A.S. degree except the Community Mental Health Technology program, which grants the A.S. degree.

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.

*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 (GPA) of at least 3.3 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 matriculated, must be registered for 6 or more credits for the semester, must qualify for the 3.3 GPA in calculations after any unsettled grades such as "INC" are resolved, and must not have failed any courses.

To qualify for the Dean's list:

For full-time students: completion of 12 or more credits in a semester.

For part-time students: completion of 12 or more credits in two consecutive semesters.

Semester Grade Point Average of 3.3 or higher is required; two consecutive semesters of 3.3 or higher are required for part-time students. Grades of "A," "B," "C," and "D" only are counted.

Instructional Testing

Basic Skills Proficiency: 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 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 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 City University of New York.
Dec. 12, 1979*

The City University has established a Freshman Skills Assessment Program (FSAP) to test the **basic skills proficiency** of all students entering the University. The FSAP encompasses tests in these basic skill areas: Reading, Writing and Mathematics. Each student must meet standards of proficiency in these basic skill areas.

Students are tested after admission but prior to their Freshman year, in order to determine whether they meet the College's standards, as well as the University standards for transfer. Those who fail initially to meet these requirements will be given appropriate remedial instruction to assist them in achieving the required skill 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 as a matriculated student. Specifically, CUNY regulations provide that "students entering the University after September 1, 1978, who have failed to meet the standards of proficiency in the basic skill areas of reading, writing and mathematics established by the University will not be permitted to transfer."

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.

There are a few cases where students may be exempted from the FSAP basic skills test requirements: (a) students enrolled in a certificate or non-degree program; (b) students who have earned a baccalaureate degree.

Special testing sessions are arranged by the College for those students with a visual handicap or problems of motor coordination.

The FSAP tests are administered by the Office of Instructional Testing and Research, which comes under the auspices of the Dean of Faculty. Upon admission to BMCC, all entering Freshmen and other new students not within the exempted categories are required to take the FSAP. Students whose test scores indicate a lack of proficiency in any of the skill areas are placed into appropriate basic skills courses. Students should consult the course listings of the following academic departments for a detailed description of the basic skills course offerings:

Basic Skills Courses	Department
Computational Skills and Basic Algebra (010, 011, 012, 051)	Mathematics
English as a Second Language (070, 071, 072, 073, 084, 085)	Developmental Skills
Reading (061, 062, 073)	Developmental Skills
Writing (090)	English

Students who do not take the FSAP tests will be excluded from any courses which require placement, may be prevented from registration in later semesters, and will not be allowed to transfer within CUNY.

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.

Writing Center is available to assist students with problems in writing skills or in carrying out written assignments for classwork. For details, see the English Department description, page 95.

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 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 depart-

ments, 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.

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 large number of the courses are accepted but each college in CUNY has individual degree requirements at the B.A. or B.S. level which the student must fulfill. All CUNY colleges have articulation agreements with BMCC. All graduates of BMCC are guaranteed the right to transfer to a senior college within the City University, provided they meet the standards of proficiency established by The University.

About three-fourths of BMCC's graduates transfer to a senior college. 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 for 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)

Cheyney State College (Pennsylvania)
Florida A. & M. University
Hofstra University
Howard University (District of Columbia)
Jacksonville University (Florida)
Notre Dame University
Skidmore College
University of Idaho
Williams Technical Institute (North Carolina)

In addition, the following institutions have conferred advanced degrees (masters 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)
C. W. Post College, Long Island University
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 20).

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

(Courses and Credits)

Basic Skills Proficiency: required for all students +

Elementary Accounting I (a) (ACC 120)	3
or Elementary Accounting IA 2 cr (ACC 100)	
Elementary Accounting IB 1 cr *(ACC 110)	
Elementary Accounting II *(ACC 220)	3
Intermediate Accounting I *(ACC 330)	3
Intermediate Accounting II *(ACC 430)	3
Cost Accounting I *(ACC 450)	3
Two Accounting Electives (b)	6
Introduction to Business	
Administration (BUS 103)	3
Business Org. & Mgt. (BUS 200)	3
Business Law (BUS 110)	3
Co-op Educ.—Career Planning (CED 201)	2
Co-op Educ.—Acctg. Intern I (c) *(CED 301)	2
Co-op Educ.—Acctg. Intern II (c) *(CED 401)	2

24

English Composition I (ENG 100)	3
English Composition II *(ENG 115)	3
English Literature course (d) *(ENG 200-310)	3
Fundamentals of Speech (SPE 100)	3
Social Science elective (e)	3
Art or Music	2
Mathematics 150 or 402 (f)	4
Physical Education Elective	1
Health Education	2
Introduction to Economics (ECO 100) ..	3
Science elective (g)	3-4
TOTAL CREDITS	66-67

+ Students in further need of improving their basic skills and/or preparing to undertake the CUNY Assessment Tests may additionally be required to take certain remedial courses in reading, writing, mathematics, or English as a Second Language.

* Courses with asterisk (*) require a prerequisite. All other courses may be taken in any sequence.

- 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.
- 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

- 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 requirement may be fulfilled by English (ENG115 or ENG200 and above) or Black (BLK) Literature courses. Puerto Rican Literature courses cannot be used as a substitute for the English requirement.

- Student may select one course in Anthropology, History, Philosophy, Political

Science, Psychology, Sociology, or a Black Studies course in Social Science.

- (f) *The Mathematics requirement may be fulfilled by either MAT402, Finite Mathematics, or by MAT150, Introduction to Statistics. Students who wish to take MAT402 must have taken MAT053 at BMCC (in addition to curriculum requirements), or Intermediate Algebra and Trigonometry in high school as a prerequisite to MAT402.*
- (g) *The student may elect a four credit course in BIO110, General Biology, or CHE110, General Chemistry, or PHY110, General Physics, or AST110, General Astronomy, or a 3-credit course, SCI100, General Science.*

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.) The Medical Record and Respiratory Therapy programs are fully accredited.

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.

For Community Mental Health Technology, see page 78.

For Medical Record Technology, see page 79.

For Respiratory Therapy, see page 80.

ALLIED HEALTH SCIENCES

Community Mental Health

Technology (Courses and Credits)

Basic Skills Proficiency: required for all students +

Introduction to Community Mental Health and the Rehabilitation Process	4
General Psychology	3
Abnormal Psychology	3
Child Psychology	3
Psychological Measurement and Evaluation	3
Counseling and Interviewing	3
Mental Health Treatment and Techniques	4
Clinical Assistantship in Mental Health	4
Mental Health Practicum	2
Social Disability	3
Biology I, II	8
English I, II	6
Introduction to Statistics	4
Speech	3
American Government	3
Spanish*	3
Spanish Conversation*	2
Music or Art	2
Physical Education	1
Human Sexuality	3

TOTAL CREDITS 67

+ Students in further need of improving their basic skills and/or preparing to undertake the CUNY Assessment Tests may additionally be required to take certain remedial courses in reading, writing, mathematics, or English as a Second Language.

* By advisement of Modern Language Department.

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)

Basic Skills Proficiency: required for all students +

Medical Record Science I, II, III, IV . . .	11
Medical Terminology I, II	5
Medical Record Clinical Practice I, II	8
Medical Record Applications in Data Processing	3
Medical Typewriting	2
Medical Office Practice I, II	2
Pathology of Disease	3
Anatomy and Physiology I, II	8
English I, II	6
General Psychology	3
Introduction to Sociology	3
Introduction to Statistics	4
Speech	3
Music or Art	2
Physical Education	1

TOTAL CREDITS 64

+ Students in further need of improving their basic skills and/or preparing to undertake the CUNY Assessment Tests may additionally be required to take certain remedial courses in reading, writing, mathematics, or English as a Second Language.

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)

Basic Skills Proficiency: required for all students +

Fundamentals of Respiratory Therapy	4
Respiratory Therapy I, II, III	10

Respiratory Therapy Clinical Practicum I, II, III	11
Respiratory Therapy 10-week Summer Practicum	6
Cardio-Respiratory Physiology	2
Fundamentals of Clinical Medicine	2
Anatomy and Physiology I, II	8
Chemistry for Allied Health	4
Pharmacology	3
English I, II	6
General Psychology	3
Introduction to Sociology	3
Introduction to Statistics	4
Speech	3
Physical Education	1
Music or Art	2

TOTAL CREDITS 72

+ Students in further need of improving their basic skills and/or preparing to undertake the CUNY Assessment Tests may additionally be required to take certain remedial courses in reading, writing, mathematics, or English as a Second Language.



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.

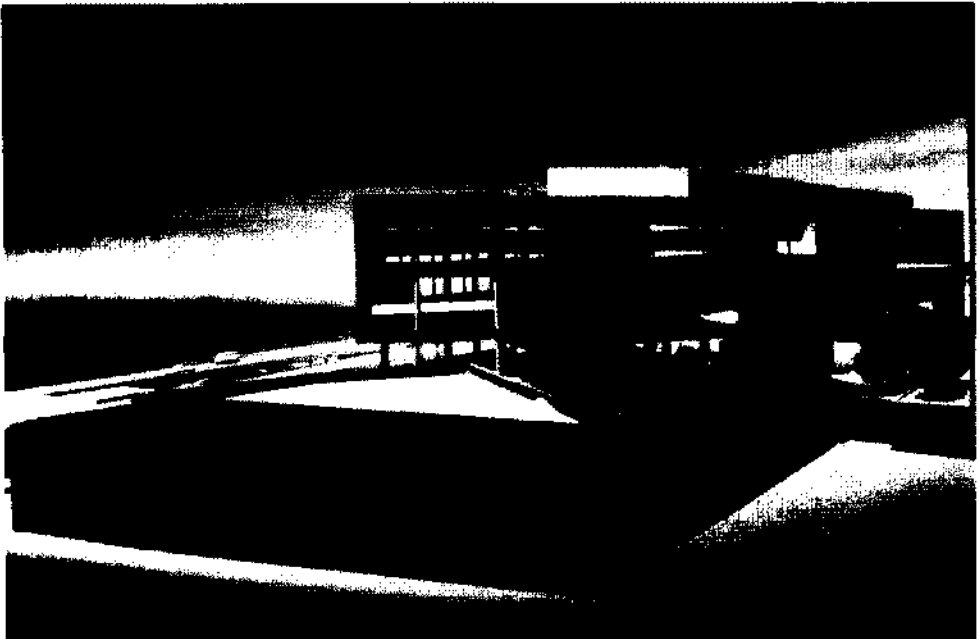
Graduates of the career concentrations are eminently equipped to perform useful work for an employer after completing the two years at BMCC at a junior management level or to go on to a senior college if they so desire. Graduates of the transfer program usually expect to make an immediate transition 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 29.

For Business Management Career concentrations, see pages 30-31.

Career concentration courses

- in Banking and Finance, page 31.
- in Credit and Collections, page 32.
- in General Management, page 31.
- in Marketing, page 31.
- in Real Estate, page 32.
- in Retailing, page 32.
- in Sales Management, page 32.



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.

BUSINESS ADMINISTRATION— TRANSFER PROGRAM

(Courses and Credits)

Basic Skills Proficiency: required for all students +	
English I, II (ENG115), III*	9
Modern Foreign Language***	
or Elective (first semester)	3-4
Modern Foreign Language {continued}**	
or Introduction to	
Finance (BKG100)	3-4
American Government (POL100)	3
Business Organization & Management	3
Finite Mathematics***	4
Business Law	3
Accounting I, II	6
Introduction to Computer Concepts	3
Science (Lab)	4
Fundamentals of Speech	3
History of Western Civilization I, II	6
Economics	3
Introduction to Marketing	3
General Psychology	3

Other programs also allow for transfer opportunity but in addition provide education oriented more towards securing employment after 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.

Music or Art	2
Health Education	2
Physical Education	1

TOTAL CREDITS 64-66

+ Students in further need of improving their basic skills and/or preparing to undertake the CUNY Assessment Tests may additionally be required to take certain remedial courses in reading, writing, mathematics, or English as a Second Language.

*BMCC students who transfer to Baruch College, which requires an English 9 [2 cr] course, may take a qualifying exempting exam for the English I, II requirement. For the English III requirement, this may be fulfilled by English III courses numbered English 200 or higher, or Black (BLK) literature courses numbered BLK 200 or higher.

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

*** Students who are required to take MAT010, 011, 012, 051, or 053 should start their Mathematics sequence in the first semester. Intermediate Algebra is a prerequisite for MAT402

BUSINESS MANAGEMENT CAREER CONCENTRATIONS

The Business Management Department offers a strong career-oriented program which allows specialization in one of seven 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 five 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)

Basic Skills Proficiency: required
for all students +

Intro to Business Admin (BUS103)	3
Intro to Statistics, or Finite Mathematics*	4
English I, II (ENG115)	6
Intro to Marketing (MAR100)	3
Intro to Finance (BKG100)	3
Accounting I	3
Business Methods (BUS210)	3
Career Concentration Courses**	9
Intro to Economics	3
Business Law (BUS110)	3
Cooperative Education (CED), plus Coop Educ Field Experience***	4
Business Communications (BUS150)	3
Intro to Computer Concepts (DAT120)	3
Fundamentals of Speech	3
Managerial Decision Making (BUS220)	3
Business Elective +	3
Science (Laboratory)+ +	4
Liberal Arts Elective	3
Physical Education (PED)	1
Health Education	2
TOTAL CREDITS	69

+ Students in further need of improving their basic skills and/or preparing to undertake the CUNY Assessment Tests may additionally be required to take certain remedial courses in reading, writing, mathematics, or English as a Second Language.

*Students who are required to take MAT010, 011, 012, 051 or 053 should start their Mathematics sequence in the first semester. Intermediate Algebra is a prerequisite for MAT402.

**A student takes a total of three Career Concentration courses. See pages 31-32 for a listing.

***Upon recommendation of the Cooperative Education Department, the first course can be either a Cooperative Education Internship (Field Experience) for 2 credits or Career Planning (CED210) for 2 credits; a total of two semesters at 2 credits each semester is required.

+ 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

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 Org. & Mgmt. (BUS200)	3
Essentials of Small Bus. (BUS410)	3
Office & Personnel Mgmt. (BUS300)	3

Banking and Finance

Financial Management (BK230)	3
Money and Banking (BKG250)	3
Prin. & Proh. of Invest. (BKG300)	3

Marketing

Consumer Motivation (RET300)	3
Essentials of Advertising (ADV200)	3
Sales Prin. & Pract. (MAR300)	3

Real Estate

Sales Qualifying Crs. (RLS202) 3
Broker Qualifying Crs. (RLS203) 3
Real Estate Mgmt. (RLS301) 3
Real Est. Appraisal (RLS302) (elect) 3

Retailing

Consumer Motivation (RET300) 3
Retail Merch. & Promo. (RET310) 3
Retail Org., Op. & 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 busi-

ness 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 Mgmt. (BKG220) 3
Consumer Credit Mgmt. (BKG240) 3
Financial Management (BKG230) 3

Sales Management

Sales Prin. & Pract. (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

Operations Concentration (Courses and Credits)

Basic Skills Proficiency: required for all students +

Introduction to Data Processing	4
Basic Operations	2
Basic RPG	2
Advanced Operations	3
Time-Sharing Operations	2
Operating Systems	2
Operations Implementation	3
Data Processing Elective	3
Introduction to Business Administration or Business Organization & Management	3
Accounting I, II	6
Cooperative Education/Career Planning	4
or Business Management Elective	3-4
Business Elective (Data Processing Elective can be used)	3

English I, II	6
Health Education	2
Math	4
Music or Art	2
Physical Education	1
Social Science Elective	3
Liberal Arts Elective*	3
Speech	3
Science	4
Electives*	5

TOTAL CREDITS 68-70

+ Students in further need of improving their basic skills and/or preparing to undertake the CUNY Assessment Tests may additionally be required to take certain remedial courses in reading, writing, mathematics, or English as a Second Language.

* As needed, to reach a minimum of 68 total credits.

DATA PROCESSING

Programming Concentration (Courses and Credits)

Basic Skills Proficiency: required for all students +

Introduction to Data Processing	4
Basic Cobol	4
Advanced Cobol	3
Systems Analysis	3
Systems Implementation	3
Assembler Language Programming	4
or Programming Language I	3
or two of the following: Basic RPG	2
Operating Systems	2
Time Sharing	2 4 3-4
Introduction to Business Administration or Business Organization & Management	3
Accounting I, II	6
Cooperative Education/Career Planning	4
or Business Management Elective	3-4 3-4
Business Elective (Data Processing Elective can be used)	3
English I, II	6
Health Education	2
Math	4
Music or Art	2
Physical Education	1
Social Science Elective	3

Liberal Arts Elective*	3
Speech	3
Science	4
Electives*	5
TOTAL CREDITS	68-70

+ Students in further need of improving their basic skills and/or preparing to undertake the CUNY Assessment Tests may additionally be required to take certain remedial courses in reading, writing, mathematics, or English as a Second Language.

* As needed, to reach a minimum of 68 total credits.

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)

Basic Skills Proficiency: required for all students +

English I, II & III*	9
Health Education	2
Mathematics	3-4
Modern Language (2 courses)**	6-7
Music or Art	2
Physical Education	1
Science (2 courses)	8
Social Science***	12
Speech	3
Electives	19

TOTAL CREDITS **65-67**

+ Students in further need of improving their basic skills and/or preparing to undertake the CUNY Assessment Tests may additionally be required to take certain remedial courses in reading, writing, mathe-

tics, or English as a Second Language.
*English III requirement may be fulfilled by English (ENG115 or ENG200 and above) or Black (BLK) Literature courses. Puerto Rican Literature courses cannot be used as a substitute for the English requirement.

**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).

***Liberal Arts students must take Social Science courses in at least four different disciplines. (i.e., Anthropology, Economics, Geography, History, Philosophy, Political Science, Psychology, and/or Sociology.)

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)

Basic Skills Proficiency: required for all students +

English I, II, III* (three semesters)	9
Modern Language [two semesters]**	6-7
Mathematics	3-4
Social Science (four semesters)***	12
Speech	3
Science (two semesters)	8
Health Education + +	2
Physical Education + +	1
Design I (two semesters)	4
Drawing I (two semesters)	4
Art History I	2
Art Electives	14
Starting with the second semester, student takes at least 2 courses each semester for three semesters, for total of 14 credits.	
Elective I: Choice of 2 of the following courses at 2 credits each: The studio courses meet for 2 hours.	
Art History	
Introduction to Painting	
Introduction to Sculpture	
Introduction to Film	
Total needed in semester	4
Elective II: Choice of 2 of the following courses at 2 credits each. The studio courses meet for 4 hours, lecture courses meet for 2 hours.	
Select one from:	
Art Survey	
Modern Art	
Non-Western Art	
Art of the Far East	2
Plus one from:	
Art History	
Painting I	
Sculpture I	
Film I	2
Total needed in semester	4
Elective III: Choice of 3 of the following courses at 2 credits each. The studio courses meet for 4 hours, lecture courses meet for 2 hours.	
Select one from:	
Art Survey	
Modern Art	
Non-Western Art	
Art of the Far East	2

Plus two from:	
Art History	
Painting II	
Sculpture II	
Film II	2 + 2
Total needed in semester	4

TOTAL CREDITS 68-70

+ Students in further need of improving their basic skills and/or preparing to undertake the CUNY Assessment Tests may additionally be required to take certain remedial courses in reading, writing, mathematics, or English as a Second Language.

*English III requirement may be fulfilled by English (ENG 115 or ENG 200 and above) or Black (BLK) Literature courses. Puerto Rican Literature courses cannot be used as a substitute for the English requirement.

**The first level of any language carries 4 credits; courses above the first level carry 3 credits.

***Liberal Arts students must take Social Science courses in at least four different disciplines (i.e., Anthropology, Economics, Geography, History, Philosophy, Political Science, Psychology, and/or Sociology.)

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

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)

Basic Skills Proficiency: required for all students +

English Composition I, II, III* (three semesters)	9
Modern Language [two semesters]**	6-7
Mathematics	3-4
Social Science (four semesters)***	12
Speech	3
Science (two semesters)	8
Health Education	2
Physical Education	1
Music Theory I, II	4
Musicianship I, II	2
Piano I, II	2
Private Instruction (four semesters)	4
Music Electives	12

Starting with the first semester, student takes 1 credit music elective first two semesters, then more electives each of the final two semesters for 5 credits each semester.

Elective I: 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
- Total needed in semester 1

Elective II: 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
- Total needed in semester 1

Elective III: 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
- Plus:** 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
- Total needed in semester 5

Elective IV: 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
- Plus:** 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
- Total needed in semester 5

TOTAL CREDITS. 68-70

+ Students in further need of improving their basic skills and/or preparing to undertake the CUNY Assessment Tests may additionally be required to take certain remedial courses in reading, writing, mathematics, or English as a Second Language.

*English III requirement may be fulfilled by English (ENG 115 or ENG 200 and above) or Black (BLK) Literature courses. Puerto Rican Literature courses cannot be used as a substitute for the English requirement.

**The first level of any language carries 4 credits; courses above the first level carry 3 credits.

***Liberal Arts students must take Social Science courses in at least four different disciplines. (i.e., Anthropology, Economics, Geography, History, Philosophy, Political Science, Psychology, and/or Sociology.)

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 health-care facilities. Successful completion of the curriculum leads to the Associate in Applied Science (AAS) Degree and eligibility to take the New York State Licensure examination for professional nursing (RN).

The Nursing Program is accredited by the National League for Nursing and the State Education Department.

Pre-Nursing

Before admission into the Pre-Nursing Program, the student **must**:

1. Complete all required remediation.
2. Pass the Pre-Nursing Examination of the National League for Nursing with an acceptable score, as designated by the Department of Nursing.
3. Demonstrate reading ability of 12th grade level or above, and arithmetic skills of 9th grade level or above.

After admission into the Pre-Nursing Program, the student **must**:

1. Complete the 4 courses in the PNR sequence in one semester, if attending full-time.
2. Complete the 4 courses in the PNR sequence in two consecutive semesters, if attending part-time.
3. Pass all 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 the PNR courses.
4. Maintain an overall [cumulative] GPA of 2.5.

Grades of "D," "F," or "R" in any one of the PNR courses mean automatic elimination from the PNR Program.

Transfer students must have an official transcript sent to the Chairperson.

Department of Nursing, in addition to the College's requirements.

Because of the budgetary and Board of Trustee 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 Program.

Clinical Nursing Program

The Nursing Department has set the following "Criteria for Evaluation" for each student in its Department, and requires that each student meet these criteria:

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

A. Departmental Examinations (Units, Midterm and Final Examinations), and

B. Clinical Laboratory.

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:

A. A minimum of "C" (70-79) on Departmental Examinations.

B. Pass in clinical laboratory.

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: If a student receives a "Pass" in clinical laboratory and below the average "C" in Departmental Examinations, then he/she will **not** pass the course.

4. The student must pass the clinical laboratory experience, in order to pass the course.

For example: If a student achieves an

average of "B" (80-89) in Departmental Examinations and "Fails" in the clinical laboratory, then he or she will receive a grade of "F" in the course.

5. Clinical Nursing Students may **not** repeat Nursing 110.

Clinical Nursing Students may **only** repeat one of the following courses: NUR 210, 311, 312, 410, 415.

6. Students repeating Nursing courses are required to earn a grade of "B" to pass on second attempt.

7. If, on repeat of a Nursing course, the student receives a grade of less than "B", the student is to receive the grade earned **but** the student is automatically out of the Nursing Program.

8. Excluding Nursing 110, students

who receive a grade of "R", "F", or "W"—and are eligible to repeat the course—will be admitted the following semester depending upon seat-space available.

Re-Entry Policy

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, a student out of the Clinical Nursing Course for one or more semesters is required to meet regular Departmental Criteria, plus:

1. Have a current cumulative GPA of 2.0 or better.

2. Take and pass with 70% or above a comprehensive examination in previous Nursing courses the student has completed.

PRE-NURSING SEQUENCE

(Courses and Credits)+

	Class Hours	Lab Hours	Lab Credits	Total Credits
Basic Skills Proficiency: required of all students +				
English Composition I	3	0	0	3
Introduction to Sociology	3	0	0	3
Math for Health Science	3	0	0	3
General Chemistry	3	2	1	4
PRE-NURSING TOTAL				13

CLINICAL NURSING SEQUENCE

(Courses and Credits)+

	Class Hours	Lab Hours	Lab Credits	Total Credits
Fundamentals of Patient Care	3	9	3	6
Anatomy and Physiology I	3	2	1	4
Anatomy and Physiology II	3	2	1	4

Medical-Surgical Nursing	4	12	4	8
Maternal & Newborn Care (8 weeks); Nursing Care of Children (8 weeks)	4	12	4	8
Comprehensive Nursing Care	4	12	4	8
Nursing Today and Tomorrow	1	0	0	1
English Composition II	3	0	0	3
Speech	3	0	0	3
Microbiology	3	2	1	4
Developmental Psychology	3	0	0	3
Physical Education	2	0	0	1
Elective	3	0	0	3

TOTAL CLINICAL SEQUENCE 56

TOTAL, PRE-NURSING 13

TOTAL CREDITS **69**

+ Students in further need of improving their basic skills and/or preparing to undertake the CUNY Assessment Tests may additionally be required to take certain remedial courses in reading, writing, mathematics, or English as a Second Language.

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)

Basic Skills Proficiency: required for all students +

Principles of Physical Education, Health & Recreation.....	3
Fundamentals of Team Sports	1
Individual & Dual Sports	1
Fundamentals of Swimming or higher level Swim course	1
First Aid & Safety Education	2
Community Recreation.....	2
Modern Dance I.....	1
Health Education	2
Habituation, Addiction, & Its Prevention.....	3
Human Sexuality	3
Physical Education Elective.....	1
Folk & Square Dance.....	1
Camp Leadership & Outdoor Recreation.....	2

English I, II	6
English III*	3
Biology I, II	8
General Psychology	3
Social Psychology.....	3
Mathematics (MAT 100 or MAT 150)	4
Modern Language (two semesters) ...	6-7
Introduction to Sociology	3
Music or Art.....	2
Fundamentals of Speech	3
Social Science Elective	3

TOTAL CREDITS..... 67-68

+ Students in further need of improving their basic skills and/or preparing to undertake the CUNY Assessment Tests may additionally be required to take certain remedial courses in reading, writing, mathematics, or English as a Second Language.

* This requirement may be fulfilled by English (ENG115 or ENG200 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 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)

Basic Skills Proficiency: required for all students +

Modern Dance I, II	3
Posture, Relaxation, & Movement	1
Ethnic Dance	1
Ballet I	1
Movement & Sound Workshop	1
Dance Workshop I, II	3
Ballet II or Afro-American & Caribbean Dance	2
Dance Composition	2
Cultural Resources (PED262)	2
Western Civilization	3
Fundamentals of Mathematics I	4
English I, II	6
English (Elective)*	3
Language I, II	6-7
Biology I, II	8
General Psychology	3
Intro to Music (MUS110)	2
Art Survey (ART110)	2
Art or Music Elective	2
Speech	3
Social Science Electives (two courses; Anthropology suggested as one of the two required)	6
Physical Education other than Dance	1
Health Education	2

TOTAL CREDITS 67-68

+ Students in further need of improving their basic skills and/or preparing to undertake the CUNY Assessment Tests may additionally be required to take certain remedial courses in reading, writing, mathematics, or English as a Second Language.

* English III requirement may be fulfilled by English (ENG115 or ENG200 and above) or Black (BLK) Literature courses. Puerto Rican Literature courses cannot be used as a substitute for the English requirement.

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

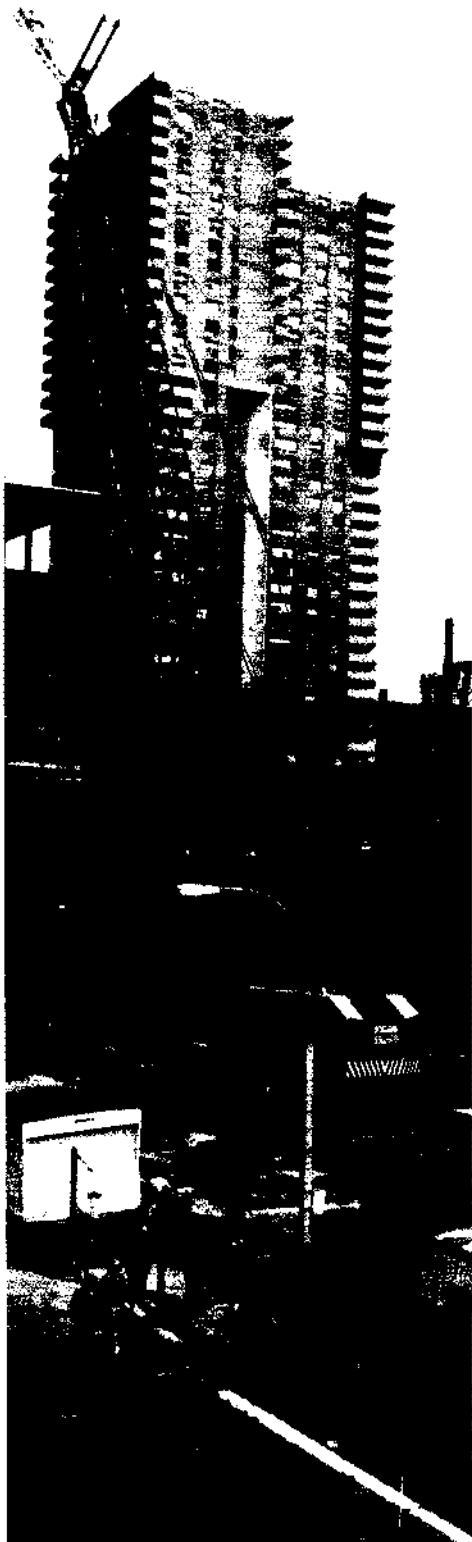
Recreation Leadership Concentration (Courses and Credits)

Basic Skills Proficiency: required for all students +

Principles of Physical Education, Health & Recreation	3
Fundamentals of Team Sports	1
Individual & Dual Sports	1
Leadership in Recreation	2
Music in Recreation	2
Modern Dance I	1
Community Recreation	2
First Aid & Safety Education	2
Camp Leadership & Outdoor Recreation	2
Health Education	2
Folk & Square Dance	1
Crafts in Recreation	2
Low Organization	3
Physical Education Elective	1
English I, II	6
English III*	3
Mathematics (MAT 100 or MAT 150)	4
Modern Language (two semesters)	6-7
Biology I, II	8
Introduction to Sociology	3
General Psychology	3
Social Psychology	3
Social Science Elective	3
Fundamentals of Speech	3
TOTAL CREDITS	67-68

+ Students in further need of improving their basic skills and/or preparing to undertake the CUNY Assessment Tests may additionally be required to take certain remedial courses in reading, writing, mathematics, or English as a Second Language.

* English III requirement may be fulfilled by English (ENG115 or ENG200 and above) or Black (BLK) Literature courses. Puerto Rican Literature courses 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 administra-

tors 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 42.
Education Secretary, page 43.
Education Bilingual, page 43.
Executive Secretary, page 44.
Legal Secretary, page 45.

SECRETARIAL SCIENCE

Bilingual Secretary Concentration (Courses and Credits)

Basic Skills Proficiency: required for all students +

Stenography I-II (Theory; Pre-Transcription, SEC100-200), or Stenography II-III (Pre-Transcription; Introduction to Transcription, SEC200-220)*	6
Typewriting I, II (SEC110-210)**	4
Bilingual Stenography I, II (SEC380-480)*	6
Bilingual Typewriting I, II (SEC346-446)	2
Office Practice, Machines (SEC431)	2
Introduction to Business Administration (BUS100)	3
English I, II (ENG100-115)	6
Spanish III or IV (SPN200 or 210)	3
Advanced Spanish Composition and Grammar I, II (SPN455-456)	6
Business Law (BUS110)	3
Accounting I (ACC120)	3
Cooperative Education Internship (two semesters) CED351-451)	4
Introduction to Statistics (MAT150)	4
Fundamentals of Speech (SPE100)	3
Science	3-4
Social Science Elective***	3
Music or Art	2
Physical Education	1
Health Education (HED100)	2
TOTAL CREDITS	66-67

+ Students in further need of improving their basic skills and/or preparing to undertake the CUNY Assessment Tests may additionally be required to take certain remedial courses in reading, writing, mathematics, or English as a Second Language.

*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 SCIENCE

Education Secretary Concentration (Courses and Credits)

Basic Skills Proficiency: required for all students +

Stenography I or II (Theory SEC100 or Pre-Transcription SEC200)*	3
Stenography II or III (Pre-Transcription SEC 200 or Introduction to Transcription SEC220)*	3
Stenography III or Transcription I Introduction to Transcription SEC220 or SEC370)*	3
Typewriting I, II (SEC110-210)**	4
Executive Typewriting I, II (SEC306-406)	2
Transcription I or II (SEC370 or 470)	3
Office & Personnel Management (BUS115)	3
School Records & Accounts (SEC350)	2
Office Practice & Machines (SEC431)	2
Educational Problems of the School Secretary I, II (SEC360-460)	4
English I, II (ENG100-115)	6
General Psychology (PSY100)	3
Accounting I (ACC120)	3
Business Law (BUS110)	3
Introduction to Statistics (MAT150)	4
Science	3-4
Cooperative Education Internship (CED351)	2
Music or Art	2
Electives (two courses)	6
Physical Education	1
Health Education (HED100)	2
TOTAL CREDITS	65-66

+ Students in further need of improving their basic skills and/or preparing to undertake the CUNY Assessment Tests may additionally be required to take certain remedial courses in reading, writing, mathematics, or English as a Second Language.

*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.

SECRETARIAL SCIENCE

Education Bilingual Secretary Concentration (Courses and Credits)

Basic Skills Proficiency: required for all students +

Stenography I or II (Theory or Pre-Transcription, SEC100 or 200)*	3
Stenography III (Introduction to Transcription, SEC220)*	3
Typewriting I, II (SEC110-210)**	4
Business Law (BUS110)	3
Office & Personnel Management (BUS300)	3
Bilingual Stenography I, II (SEC380-480)*	6
Bilingual Typewriting I, II (SEC346-446)**	2
School Records & Accounts (SEC350)	2
Educational Problems of the School Secretary I, II (SEC360-460)	4
Office Practice and Machines (SEC431)	2
Cooperative Education Internship (CED351)	2
English I, II (ENG100-115)	6
Introduction to Statistics (MAT150)	4
General Psychology (PSY100)	3
Spanish III or IV (SPN200 or 210)	3
Advanced Spanish Composition and Grammar I and II (SPN455-456)	6
Fundamentals of Speech (SPE100)	3
Music or Art	2
Science	3-4
Physical Education	1
Health Education (HED100)	2
TOTAL CREDITS	67-68

+ Students in further need of improving their basic skills and/or preparing to undertake the CUNY Assessment Tests may additionally be required to take certain remedial courses in reading, writing, mathematics, or English as a Second Language.

*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.

SECRETARIAL SCIENCE

Executive Secretary Concentration

(Courses and Credits)

Basic Skills Proficiency: required for all students +

Stenography I or II (Theory SEC100 or Pre-Transcription SEC200)*	3
Stenography II or III (Pre-Transcription SEC200 or Introduction to Transcription SEC220)*	3
Stenography III or Transcription I (Introduction to Transcription SEC220 or SEC370)*	3
Typewriting I, II (SEC110, 210)**	4
Executive Typewriting I, II (SEC306, 406)	2
Transcription I or II (SEC370 or 470)*	3
Office & Personnel Management (BUS300)	3
Office Practice & Machines (SEC431)	2
Introduction to Business Administration (BUS100)	3
Introduction to Statistics (MAT150)	4
Business Law (BUS110)	3
Accounting I (ACC120)	3
Cooperative Education Internship (two semesters, CED351, 451)	4
English I, II (ENG100, 115)	6
Fundamentals of Speech (SPE100)	3
Science	3-4
Music or Art	2
Liberal Arts Elective	3
Social Science Elective***	3
Elective	3
Physical Education	1
Health Education (HED100)	2
TOTAL CREDITS	66-67

+ Students in further need of improving their basic skills and/or preparing to undertake the CUNY Assessment Tests may additionally be required to take certain remedial courses in reading, writing, mathematics, or English as a Second Language.

*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 skills take 4 credits of Intermediate and Advanced typing (SEC210, 306, 406). 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 SCIENCE

Legal Secretary Concentration

(Courses and Credits)

Basic Skills Proficiency: required for all students +

Stenography I or II (Theory SEC100 or Pre-Transcription SEC200)*	3
Stenography II or III (Pre-Transcription SEC200 or Introduction to Transcription SEC220)*	3
Legal Transcription I, II (SEC390, 490)*	6
Typewriting I, II (SEC110, 210)**	4
Legal Typewriting I, II (SEC326, 426)	2
Legal Vocabulary I, II (SEC310, 410 or SEC311, 411)	6
Office Practices & Machines (SEC431)	2
Introduction to Business Administration (BUS100)	3
Business Law (BUS110)	3
Accounting I (ACC120)	3
Cooperative Education Internship (two semesters, CED351, 451)	4
English I, II (ENG100, 115)	6
Introduction to Statistics (MAT150)	4
Science	3-4
Music or Art	2
Liberal Arts Elective	2
Social Science Elective***	3
Fundamentals of Speech (SPE100)	3
Physical Education	1
Health Education (HED100)	2
TOTAL CREDITS	66-67

+ Students in further need of improving their basic skills and/or preparing to undertake the CUNY Assessment Tests may additionally be required to take certain remedial courses in reading, writing, mathematics, or English as a Second Language.

*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 skills take 4 credits of Intermediate and Advanced typing (SEC210, 326, 426). 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.



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)

Basic Skills Proficiency: required for all students +

English I (ENG100), English II (ENG115)	6
English III (any English Literature course)**	3
Modern Language (two semesters)	6-7
Science (two semesters)	8
Introduction to Statistics (MAT150)	4
Early American History (HIS200)	3
American Government (POL100)	3
Modern American History (HIS250)	3
Introduction to Government Administration (GOV150)*	3
Introduction to Economics (ECO100)	3
Government Administration: Practices and Procedures (GOV250)*	3
Seminar: Case Studies in Public Administration (GOV261)	3
Field Work in Government Agencies (GOV381)***	2

Introduction to Computer Concepts (DAT120)	3
Fundamentals of Speech (SPE100)	3
Elective course	3
Music or Art course	2
Physical Education (PED100)	1
Health Education (HED100)	2

TOTAL CREDITS 64-68

+ Students in further need of improving their basic skills and/or preparing to undertake the CUNY Assessment Tests may additionally be required to take certain remedial courses in reading, writing, mathematics, or English as a Second Language.

*Prerequisite required. Consult course listings.

**English III requirement may be fulfilled by English (ENG115 or ENG200 and above) or Black (BLK) Literature courses. Puerto Rican Literature courses cannot be used as a substitute for the English requirement.

***This course is open only to student 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)

Basic Skills Proficiency: required for all students +

English I (ENG100), English II (ENG115)	6
English Literature (ENG200 or 210)	3
Spanish* (two semesters)	6-7
Spanish Conversation I (SPN300)	2
Science (two semesters: BIO210-220, CHE210-220, or PHY210-220)	8
Introduction to Sociology (SOC100)	3
Introduction to Social Work (SSR150)	3
Field Experience in Social Work (two semesters, SSR100-200)	4
Social Welfare Programs and Policies (SSR300)	3
Fundamentals of Speech (SOC100)	3
General Psychology (PSY100)	3
American Government (POL100)	3
Urban Sociology (SOC400)	3
Marriage and the Family (SSR400)	3
Seminar in Social Welfare (SSR500)	2
Mathematics [MAT100 or 150]	4
Social Science Elective	3
Music or Art	2
Physical Education (PED)	1
Health Education (HED100)	2

TOTAL CREDITS 67-68

+ Students in further need of improving their basic skills and/or preparing to undertake the CUNY Assessment Tests may additionally be required to take certain remedial courses in reading, writing, mathematics, or English as a Second Language.

*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 or 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) +

Basic Skills Proficiency: required for all students

English I (ENG100), English II (ENG115)	6
English III (any English Literature course)**	3
Introduction to Sociology (SOC100)	3
Urban Sociology (SOC400)	3
Science (two semesters)	8
American Government (POL100)	3
Introduction to Government Administration (GOV150)	3
History of the American City (HIS260)	3
Urban Government and Politics (URB200), or Government and Politics of New York City (URB500)	3
Seminar in Urban Problems (URB300)	3
Urban Bureaucracies (URB100)	3
Introduction to Statistics (MAT150)	4
Modern Language (two semesters)	6-7
Fundamentals of Speech (SPE100)	3
Introduction to Economics (ECO100)	3
Physical Education (PED100)	1
Health Education	2
Music or Art course	2
Elective	3

TOTAL CREDITS 65-66

+ Students in further need of improving their basic skills and/or preparing to undertake the CUNY Assessment Tests may additionally be required to take certain remedial courses in reading, writing, mathematics, or English as a Second Language.

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

**English III requirement may be fulfilled by English (ENG115 or ENG200 and above) or Black (BLK) Literature courses. Puerto Rican Literature courses cannot be used as a substitute for the English requirement.

Costs and 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 Trustees of CUNY, 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 Fees

1. Full-time students
(see below) \$27.50*
2. Part-time students 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 State 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 and no application fee, 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 010, 011, 051, 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 (see below) 4
8. Per-semester charge for Senior Citizens 25

Full-Time Status

To be considered full-time, a student must be enrolled for at least 12 semester hours of credit toward the degree, except for students enrolled in non-credit remedial, developmental or compensatory courses who must carry at least six (6) semester hours of credit toward the 12 semester hours needed for full-time status, or students in the first semester of study (i.e., first-time Freshmen) who must be enrolled for at least three (3) semester hours of credit toward the degree. The following courses are those in which contact hours should be used:

ACC100, 105, 110	ESL, any course
BUS101 or 102	MAT010, 011, 012 051, or 053
ENG090	RDG, any course

Transcripts

Students paying by cash or money order will have their transcripts sent within one week. Students who pay by personal check will have their transcript requests held for 15 business days before processing in order that the check may clear the bank.

Credit Cards

The College will accept Master Charge and Visa credit cards from students as payment for tuition and fees. The credit card must be valid and issued in the student's name.

If the credit card is not in the student's name, an authorization statement should be submitted as follows:

I hereby authorize my credit card # to be used by as payment for his/her tuition and fees to the Borough of Manhattan Community College.

.....
Signature of Card Holder

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 Trustees 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 veterans' 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 fail-

ing 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) credit 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 Trustees, 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 Trustees" below for exceptions.)

Refund Regulations of the Board of Trustees

A full 100% refund of tuition, noninstructional, 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)	Regular Session	Summer Session
Before scheduled opening of classes	100%	100%
Within one week after scheduled opening of classes	75%	50%
During second week after scheduled opening of classes	50%	25%

During third week after scheduled opening of classes	25%	None
Thereafter	None	None

for summer session) after scheduled opening date 100%
2. Withdrawal thereafter 50%

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

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 Students 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 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 and have lived in New York State for at least 12 months prior to application.

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.

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 grant will depend on family circumstances and the number of credits taken per semester.

Campus-Based Financial Aid

Campus-based aid comprises other sources of funds exclusive of TAP, CAP, and BEOG. This includes the Supplementary Education Opportunity Grant

(SEOG), the College Work Study Program (CWS), the National Direct Student Loan (NDSL), Nursing programs (NSL, NSS), and College Discovery stipends (CD).

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.

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.

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. The NSS is a direct scholarship 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.

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. 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.

A booklet describing all financial assistance available through this College with complete requirements and other details is available from the Financial Aid Office.

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.

Note: there is a fee of \$10 for each program change. (There is no fee when the only change is dropping a course.)

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 withdrawal may take place.**

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); counts in GPA computation same as a Failure	—	—
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) 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.)

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

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 =	6
Health Education	F	0	× 1 =	0
TOTALS:			16	29

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"/"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 above, 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.

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 Trustees, 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.

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

The following rules apply to reviews concerning a change of an earned grade. Earned grades are "A," "B," "C," "D," "F," "S," and "U."

The student can appeal only to the instructor. The following steps are available to him/her for further review:

1. The Chairperson of the Department.

2. The Committee on Academic Standing (CAS). The Committee may make a recommendation to the Dean of Faculty after first consulting with the instructor and the Chairperson.

3. The Dean of Faculty.

4. Grades can only be changed by the instructor.

Grades may be appealed/reviewed by filing an Appeal/Review Form with the Committee on Academic Standing. These forms are available at the Registrar's Office. No appeal/review will be processed for the Committee on Academic Standing without the signature of the student and the signature of a Student Life counselor or advisor.

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" 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. Students should be reminded, however, that most colleges compute the "R" as an "F" at time of transfer.

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 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 special 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. Attendance in both regular and remedial courses is mandated by policy of The City University of New York.

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, because 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 Trustees of The City University 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.

Attendance in remedial courses is also mandated by policy of The City University of New York.

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 Registrar's Office and the receipt submitted to the Registrar with the transcript request.

Students paying by cash or money order will have their transcripts sent within one week. Students who pay by personal check will have their transcript requests held for 15 business days before processing in order that the check may clear the bank.

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 (including high school), 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. The student has until the end of the tenth week of classes to officially withdraw.

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 53). 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.

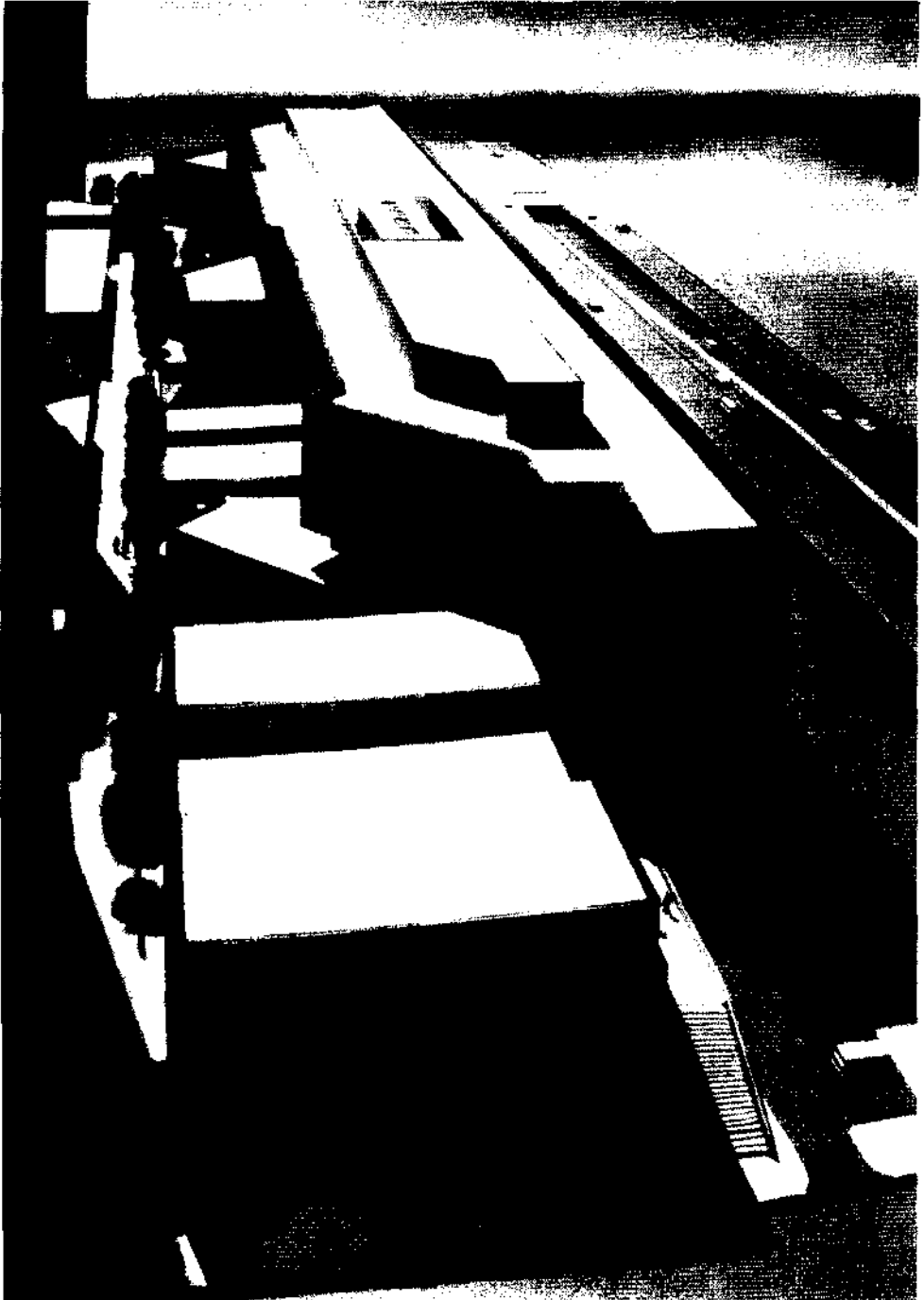
Directed Study

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 21 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.

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 21 Senior Centers in Manhattan. This is financed by a subcontract from New York City Community College's Institute of Study for Older Adults.

Certificate Program for Hospital Employees

Working in concert with Gouverneur Hospital, Beth Israel Medical Center, Harlem Hospital, the Jewish Home and Hospital

for the Aged, Mt. Sinai Medical Center, Columbia Presbyterian Medical Center, St. Clare's Hospital, and St Luke's-Roosevelt Hospital Center, BMCC has developed and is offering various courses for employees at the hospitals.

The courses include: Anatomy and Physiology I, Elementary Accounting, Fundamentals of Supervision, IGDA-9 Coding, Medical Terminology I and II, Medical Transcription, Spanish for Hospital Personnel I and II, Secretarial Prac-

tices and Procedures, and the Accreditation Records Technician Review Course.

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

Funded by a private foundation, this program offers persons currently engaged in or preparing to become engaged in developing a business, a course of instruction in finance, inventory control, personnel management, locating a business, accounting, and purchasing. It is run in English, Spanish, and Chinese, at locations in Chinatown, the Lower East Side and Midtown Manhattan.

In addition to classes, BMCC has developed an individual consultation service. Persons requiring assistance in specific problem areas of business management may consult, on an individual basis, with management experts.

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.

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.

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 H331, telephone 262-5442. The Office can provide a list of courses offered, their credits, and tuition charges.

Tuition Courses and Seminars

Each semester, the Office of Continuing Education offers a wide variety of courses and conferences on topics of general or specific interest supported by tuition.

In the past year the College has held conferences on "Small Business Management," "The Role of Continuing Education In Service to the Hospital Community," and "Teaching Science to Community College Students," the last in cooperation with the Science Department.

The Office of Continuing Education also has offered such courses as "Understanding the New China," "Audial-Visual Concepts of the 21st Century" with popular radio personality La Marr Renee as instructor, "Plan to Be A Personnel Counselor," "English for Physicians," "Basic Operation of the Wang Word Processor," "Refresher Typing," "Basic Photography," "Law for the Layperson," "Comedy Writing," "English As a Second Language," "High School Equivalency," and "Revitalize Your Neighborhood."

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

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, Constance J. McQueen

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

Assistant Professors: Barbara J. Brauer, Gloria Clyne, Ardie De Walt, Francis N. Elmi, Frances Fascetta, Moses G. Gadson, Michael Giammarolla, Margaret Hayes, Francis W. Heinkle, Richard T. Hutchinson, Richard Jones, Mary L. Lesesne, John L. Little, Margaret Moreland, Milton T. Stubbs

Higher Education Officer: J. Robert Cromwell

Higher Education Associate: Howard Entin

Higher Education Assistants: Carlos Hargraves, Mary Padula

Assistants to Higher Education Officers: Keven McGowan, Bertina Tyler, Jacqueline Stoute

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. Students are referred initially to the College's Psychological Services Center; 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 22.

College Discovery Program

College Discovery provides supportive services for disadvantaged and under-achieving 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, developmental 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 H552, or by calling 262-3572. Further information on assistance in financing an education at this College is provided on page 50.

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 productions
 "Zoot Suit"
 "Julius Caesar"
 "Dracula"
 Negro Ensemble Theatre productions of "Old Phantoms," "Nivis," and "Mountain Dew"
 "Ain't Misbehavin'"
 "Fubie"
 "Runaways"
 "Dancin'"
 "I'm Getting My Act Together and Taking it on the Road"
 New Freedom Theatre
 Joffrey Ballet

Concert attractions:
 Sarah Vaughn
 Betty Carter
 Count Basie
 Dominican Independence Day Show
 Salsa Show
 Radio City Music Hall Spanish Show
 Festival of Drums
 Santanna
 Gil Scott Heron
 Nikki Giovanni, poet, at The City College
 Dance Theatre of Harlem
 Jose Limon Dance company
 Opera Ebony
 Chaka Khan
 Melba Moore
 Alvin Ailey Dance Theater

On-campus speakers:
 Lois Griffith, Caribbean poet
 Edward Gordon, music and poetry
 Mervin Taylor, Caribbean poet
 Laurie Carlos, actress from "For Colored Girls"
 Thulani Davis, on "The Role of a Black Actress"
 Marilyn Amaral, dancer
 Laurie Carlos, speaking about "For Colored Girls: When Will Dialogue Be Endless in the Theatre?"
 June Jordan, poet
 Freger Williams, speaker on banking
 Edwin Baron, hypnotist

Other on-campus events:
 Latin dancers
 Jazz music performances
 Comedians
 Club Open Houses
 DJ's
 Mandel and Lydon, cabaret show

Other off-campus events:
 Harlem Globe Trotters
 Paul Robeson Salute
 Knicks games
 Voter Registration Dance
 Whitney Young Football Classic
 Freshman Dance

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, 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. Cigarette 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, Coordinator
262-2195

College Discovery

Prof. Richard Jones, Coordinator
262-2966

Financial Aid

Mr. Howard Entin, Director
262-2220

General Counseling

Dean James Blake
262-2976

Health Services

Mrs. Elvira Kirkland, R.N.
262 6697

Psychological Services

A 301
262 2145

Student Activities

Ms. Mary Padula, Director
262 3576

Veterans' Counseling

Prof. Richard Hutchinson, Coordinator
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 fulltime 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 the Black Faculty and Staff Association of BMCC 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.

Morisey Award

A commemorative scholarship honors A. Alexander Morisey, in honor of the late Director of Community Relations of the College. Contributions are accepted by the Morisey Fund to help provide the scholarship.

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 Hebrew 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. In 1980, in addition, an annual scholarship of \$1,000 was provided for a graduating student who also is a member of the Future Secretaries Association.

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, adminis-

trative, recreational, and community services.

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

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

II. Penalties

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

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

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

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 coordinate 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 rec-

ords 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.

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 dis-

*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.

agrees 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 rea-

sonable 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 record 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

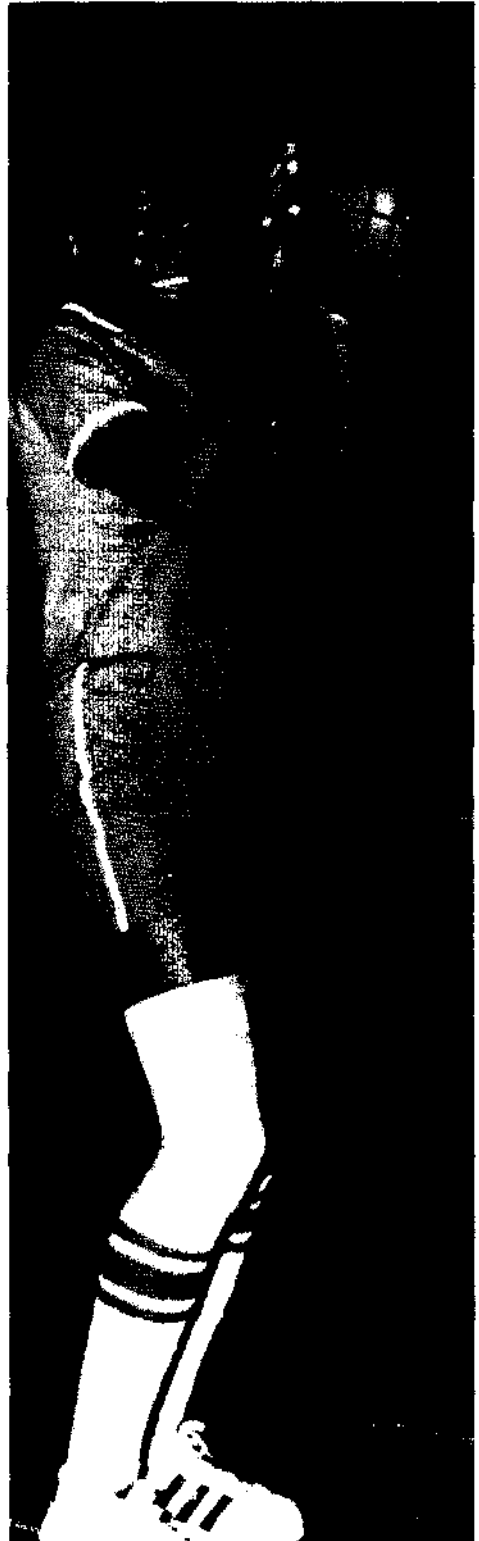
Athletics

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	76
ADV	Advertising	Business Management	82
ANT	Anthropology	Social Science	141
ART	Art	Music & Art	124
AST	Astronomy	Science	133
BIO	Biology	Science	133
BKG	Banking & Finance	Business Management	84
BLK	Black Studies	Center for Ethnic Studies	99
BPR	Black & Puerto Rican Studies	Center for Ethnic Studies	101
BUS	Business Administration	Business Management	82
CED	Cooperative Education	Cooperative Education and Placement	88
CHE	Chemistry	Science	134
DAT	Data Processing	Data Processing	90
ECO	Economics	Social Science	142
ENG	English	English	95
ESL	English As a Second Language	Developmental Skills	94
FRN	French	Modern Languages	115
GOV	Government Administration	Social Science	142
HEB	Hebrew	Modern Languages	117
HED	Health Education	Physical Education, Health, Recreation and Dance	131
HIS	History	Social Science	143
INT	Interdisciplinary Studies		106
ITL	Italian	Modern Languages	118
LSI	Labor Studies	Labor Studies Project	107
MAR	Marketing	Business Management	84
MAT	Mathematics	Mathematics	111
MHT	Community Mental Health Technology	Allied Health Sciences	78

MLA	Modern Languages	Modern Languages	115
MRT	Medical Record Technology	Allied Health Sciences	79
MUS	Music	Music & Art	122
NUR	Nursing	Nursing	126
PED	Physical Education	Physical Education, Health, Recreation and Dance	128
PHI	Philosophy	Social Science	144
PHY	Physics	Science	134
POL	Political Science	Social Science	144
PRN	Puerto Rican Studies	Center for Ethnic Studies	103
PSY	Psychology	Social Science	145
RDG	Reading Skills	Developmental Skills	94
REC	Recreation Leadership	Physical Education, Health, Recreation and Dance	131
RET	Retailing	Business Management	85
RLS	Real Estate	Business Management	85
RTT	Respiratory Therapy Technology	Allied Health Sciences	80
SCI	Science	Science	134
SEC	Secretarial Science	Secretarial Science	136
SLS	Sales Management	Business Management	85
SOC	Sociology	Social Science	146
SPE	Speech	Speech Communication & Theatre Arts	149
SPN	Spanish	Modern Languages	118
SSC	Social Science	Social Science	146
SSR	Social Service	Social Science	147
SWA	Swahili	Center for Ethnic Studies	100
THE	Theatre	Speech Communication & Theatre Arts	150
URB	Urban Studies	Social Science	147

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

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/ 4 hrs. 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.

ACC105 Elementary Accounting IA-Bilingual/4 hrs. 2 cr.

This course is offered in Spanish and English. Content is identical to ACC100.

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 begins with a review of the accounting process. Topics covered include Income Statement and Balance sheet presentation, accounting for cash, marketable securities, receivables, inventory cost and valuation procedures, treatment of accounting changes in the income statements and current liabilities. Attention is given to the theory pronouncements issued by the Financial Accounting Standards Board and other standard-setting bodies.

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 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; accounting for intangible

assets, statement of changes in financial position; leases and pensions, and inflation accounting. 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 Financial Accounting Standards Board and other standard-setting bodies.

Prerequisite: ACC330

ACC450 Cost Accounting I/4 hrs. 3 cr.

Emphasis is placed on the conceptual, analytical and practical aspects of cost accounting as a tool for planning and controlling the operations of a business. Topics studied include the cost accounting cycle, the job order cost system, process costing, allocation of costs, joint and by-product costs, payroll accounting and budgeting.

Prerequisite: ACC220

ACC451 Cost Accounting II/4 hrs. 3 cr.

The uses of cost accounting concepts and methods that are used to guide management in controlling operations and in making decisions are studied. Topics covered include 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

Allied Health Sciences

Chairperson: Norman E. Farber

Deputy Chairperson: Marjory T. Abbott

Professors: Norman E. Farber, Franklin R. Fitz

Associate Professor: Marjory T. Abbott, Everett W. Flannery

Assistant Professors: Thomas-Robert H. Ames, Paul H. Levitz, Annabelle Nelson

Instructor: Richard Lanzara

Lecturer: Camille V. Layne, Cindy J. Raskin-Rocco

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 Sciences 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; PSY110; 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 es-

tablishing 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, MHT330

Corequisites: MHT421, MHT430

MHT406 Mental Health Practicum/3 lab hrs. 2 cr.

An opportunity for student critical introspection and self-evaluation, for the purposes of enhancing personal growth, developing insight and empathy, and integrating skills and knowledge. Emphasis is on the facilitation of the personal performance of the duties of the commu-

nity 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 socio-economic 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 26.

MRT100 Medical Record Science I/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 are 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, collection of statistical data from records, and 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 MRT201

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, out patient 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 organizational 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 26.

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 pharma-

cology, 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 during 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. hrs. 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 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 RTT402 and RTT410

RTT402 Respiratory Therapy Clinical Practicum III/16 lab. hrs. 4 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 departmental 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: RTT 302; 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, Marion P. Lauterstein, Irving Wechsler, Lester Weinberger

Associate Professors: James H. Berson, Basil L. Cleare, 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 seven distinct concentrations. Those open to all students in the College are in five fields: General Management, Banking and Finance, Marketing, Real Estate, 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 seven 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 page 29.

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 re-

quired 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 predominantly 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 problems 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 99).

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 cov-

ered 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. The economic, social, and psychological aspects of consumer behavior are explored.

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

RLS202 Real Estate Salesperson's Qualifying Course/4 hrs. 3 cr.

This qualifying course is designed to meet the necessary educational requirements associated with the New York State Real Estate Salesperson's license examination. Topics covered in the course include Real Estate Instruments, Law of Agency, Financing, Valuation and Listing Procedures, Contracts, License Law, Ethics, Human Rights - Fair Housing, Closing procedures, Land Use Regulations, and Real Estate Mathematics.

RLS203 Real Estate Broker's Qualifying Course/4 hrs. 3 cr.

This course is designed to meet the necessary educational requirements associated with the New York State Real Estate Broker's license examination. Topics covered in the course include Operation

of a Real Estate Broker's Office, Selling, Advertising, General Business Law, Construction, Subdivision and Development, Licenses and Easements, Taxes and Assessments, Investment Property, Property Management, Condominiums and Cooperatives, and Rent Regulations.

**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.

Prerequisites: RLS202, 203

**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.

Prerequisites: RLS202, 203

**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.

Prerequisites: RLS202, 203

Cooperative Education and Placement

Chairperson: Harriet P. Van Sickle

Deputy Chairperson: Joseph Doctor

Associate Professor: Harriet P. Van Sickle

Assistant Professors: Joseph Doctor, S. Patricia Hough, Barbara J. Kole, Thomas E. Mall, Henry G. Strobants

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 as 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, government, or service or-

ganization. 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 during 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.

At the end of each semester, the Cooperative Education and Placement Department conducts pre-registration orientation for all students planning to enroll in the coming semester's Internship program. **Attendance at such a session is mandatory.**

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

CED201 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 Cooperative 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:*

CED301 Accounting Internship I

CED401 Accounting Internship II

CED501 Accounting Internship III*

CED311 Data Processing Internship I

CED411 Data Processing Internship II

CED351 Secretarial Science Internship I

CED451 Secretarial Science Internship II

CED551 Secretarial Science Internship III*

CED361 Business Management Internship I

CED461 Business Management Internship II

CED561 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.)

CED381 Government Internship I

CED481 Government Internship II

CED581 Government Internship III*

**Registration in the CED 500 series requires special approval by the Coordinator.*

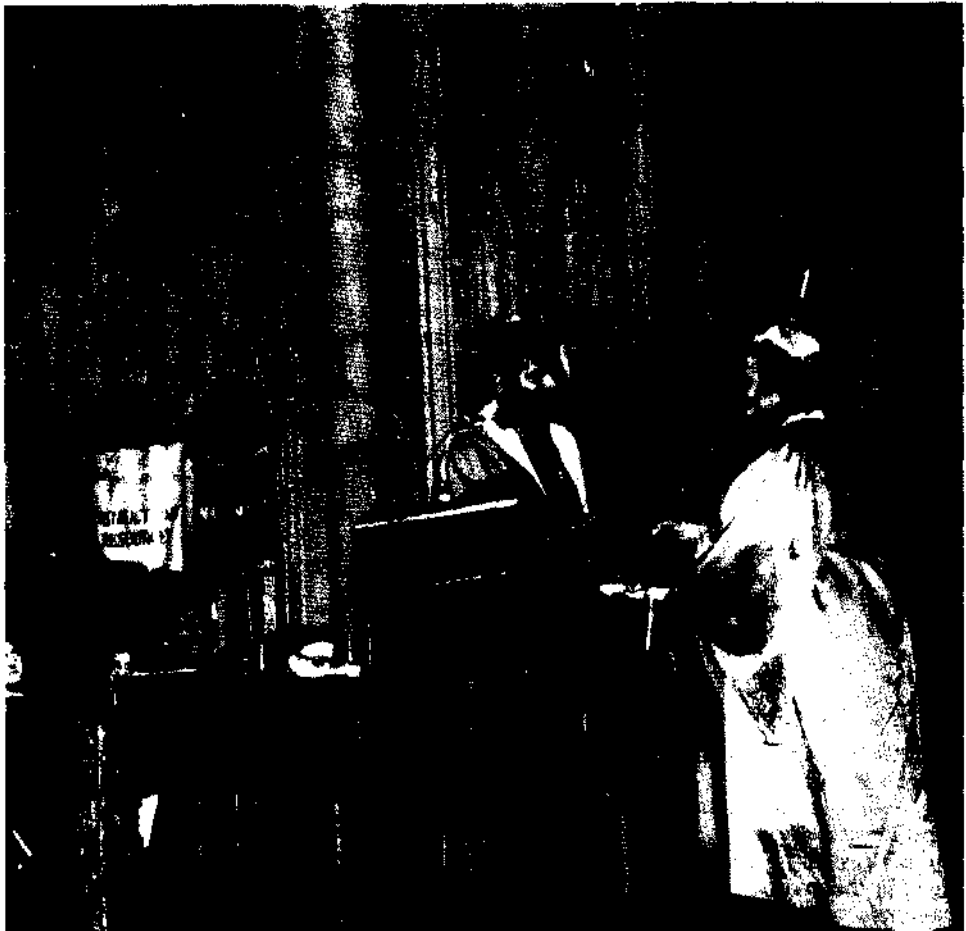
Job Placement

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 po-

sitions. 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 corporate 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 needs.



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 page 33.

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 40 computer, running under OS, with disk and tape drives. The second laboratory contains key-punch 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/ 5 hrs. 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 pro-

grams.

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

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 in-

cluding 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 the disc concepts and the related disc utility program, sorts and merges, and other software utility programs. The concepts of operating systems in-

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

**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

**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: James Schiavone

Deputy Chairperson : Daniel J. Smith

Coordinators: Edward M. Bostick, Reading; Barbara Gonzales, English as a Second Language

Associate Professors: Vivian C. Gaman, Sylvia Seidman

Assistant Professors: Edward M. Bostick, Audrey E. Bynoe, 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 Kuehns, Anne O. McCammon, Paulette R. Plonchak, Yvonne K. Pratt, George Timko

Lecturers: Constance Barry, 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 ESL070-071-072, or RDG061-062 are not permitted to register for more than a total of fifteen contact hours.

Reading Laboratory

The Reading Laboratory is the place where students practice the skills they have been introduced to in Reading classes. It is also the place where individual prescriptions, based upon the student's diagnosis, are applied and practiced. The students work independently, often on programmed materials, under the guidance of the faculty and the Reading Laboratory technician and their assistants. The laboratory contains a variety of multi-level resources including speed-reading machines and cassette listening tapes.

English As a Second Language Laboratory

The ESL Laboratory (English as a Second Language) is open to all present and former ESL course students. The laboratory is designed to supplement classroom work and to give students additional opportunities to work on specific

language skills. Audio equipment is available for aural comprehension practice. The laboratory is located in the "L" building, and is open four days a week.

ESL070-071-072 English as a Second Language/6 hrs. 0 cr.

ESL083 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, ENG093, or ESL084) or English I (ENG100).

ESL077 Intensive ESL/12 hrs. 0 cr.

For Beginner and Low Intermediate students. Enrollment limited to students in career majors. Open to new students and students currently enrolled in BMCC, on a voluntary basis.

ESL078 Intensive ESL/12 hrs. 0 cr.

For Intermediate and High Intermediate students. Enrollment limited to students in career majors. Open to new students and students currently enrolled in BMCC, on a voluntary basis.

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 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).

RDG061-062 Reading and Study Skills/6 hrs. 0 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 Reading and Study Skills/

6 hrs. 3 cr.

This course is for students achieving higher performance levels on their placement tests. It offers 3 credits.

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

Intensive Writing Coordinator: Milton Baxter

Professors: Gerald Cohen, Roger B. Dooley, John P. Eggers, Marilyn Rosen

Associate Professors: Milton Baxter, Rivkah Feldman, H. Lee Gershuny, Leonard R. Jenkin, Sheila Klass, Abraham Kupersmith, Jane Paznik-Boudarin

Assistant Professors: Leonard Allison, Kathleen Chamberlain, Stephen Cogan, Anthony R. Drago, Billie Ehrenberg, Natalie Farbman, Leonard B. Feldman, Hedwig Heilbrun, Harry W. Lutrin, Nan Maglin, Roy A. Solomon, Ruth T. Weinstock, Randolph J. 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 write a 50-minute 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 next college to see if a particular English elective here is required there.

Writing Center

A Writing Center, directed by Prof. Milton Baxter and staffed by the English Department, is available to service students with writing problems. The Writing Center is an informal learning environment where the staff members provide instructional and tutorial assistance to students who, because of their inadequate writing skills, are having difficulty or very little success with written assignments in their classes.

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 para-

graph development. Individual conferences with the instructor are frequent. Successful completion awards the student three credits; students who excel may receive six credits.

ENG093 Writing Laboratory/3 hrs. 3 cr. English 093 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 and 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 Roman-

tic 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.

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 medium 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 super-city with dignity, let alone with heroism?

CENTER FOR Ethnic Studies

Chairperson: William P. Coleman

Deputy Chairperson: Salvador Ocasio

Associate Professor: Chingolom J. Nwabuozor

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.

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 103.

Business Management

BLK111 Development of Black Business Management/2 hrs. 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 hrs. 3 cr.

Same as ENG831; satisfies requirement for third semester of English sequence.

Survey of Afro-American literature, from its earliest beginnings to the Harlem literary renaissance. *Prerequisite: English II*

BLK232 Black Literature II/3 hrs. 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, G. 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 with Black Literature I.

Prerequisite: English II

BLK233 Contemporary Black Writers/
3 hrs. 3 cr.

Same as ENG633

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.

Prerequisite: English II

BLK235 History of Black Theatre/3 hrs.
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, and the emergence of the black musical comedy as a Broadway standard are examined. Black drama 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 productions in the New York area are included in the course.

BLK236 Black Theatre Workshop I/
3 hrs. 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 hrs. 3 cr.

Performances of scenes, one-act plays, dialogues, poetry, and rituals are used to sharpen the skills and techniques mastered in Workshop I.

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 concept of Negritude and the idea of national liberation as expressed in literature are explored.

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.

Not to be offered in 1980-81

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 1980-81

SWA110 Elementary Swahili II/4 cl. hrs.
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: SWA 101 or instructor's permission

Not to be offered in 1980-81

SWA200 Intermediate Swahili III/4 hrs.
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 110 or instructor's permission

Not to be offered in 1980-81

SWA210 Swahili IV/4 hrs. 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 200 or instructor's permission

Not to be offered in 1980-81

Music and Art

BLK101 African Art/2 hrs. 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 hrs. 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 hrs. 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.
Not to be offered in 1980-81

Nursing

BPR161 Health Problems in Urban Communities/3 hrs. 3 cr.
This course is concerned with the relationship between 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 as discussed.

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 1980-81

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 1980-81

Social Science

BLK121 History of African Civilization/3 hrs. 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 hrs. 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 hrs. 3 cr.
A detailed examination of the contributions of black people to the economic, social, and political developments of the American nation. 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 hrs. 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 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 1980-81*

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 interdisciplinary aspects of sociological inquiry and practice will be stressed. Field experience provides the student with a knowledge of agency and institutional services.

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, traditionalism, 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 for 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 field visits.
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 economics 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. Authors such as Luiz Pales Matos, Julia deBurgos, Diaz Alfaro and other short story writers are studied and evaluated. It also studies and analyzes the modern novel as a reflection of the present Puerto Rican society.

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 Theatre/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 insurgence 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 exposé 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.

This course is an introduction to the culture of a selected Latin American country or to the cultures of a group of geographically-related countries. The course work begins with a visit and travel in the country or countries studied. It also includes regular classes or seminars, completion of a reading list, and meetings with students, political leaders, and intellectual leaders of the country or countries visited. The student will be graded on a written paper and/or a final examination.

Prerequisite: A functional knowledge of the language of the country visited may be required

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-Columbian 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 hrs. 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 hrs. 3 cr.

Same as SOC852

This course studies the peculiar characteristics of the Puerto Rican migration to the U.S. It analyzes 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 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 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-Columbian 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 115.

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 97 in the English Department, page 117 in the Modern Languages Department, and page 144 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. Kusachkoff

Associate Director: Mayer Rossabi

Announcements about this project in this Catalog are subject to approval by CUNY and the New York State Education Department.

The Labor Studies Project was inaugurated in 1978-79 with an HEA Title I grant from the New York State Education Department; the grant uses funds appropriated by the U.S. Congress under the Higher Education Act, Title I.

The focus will be the higher education of 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.

**LSI100 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.

LSI101 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 be-

ginning 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.

LSI102 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.

LSI103 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.

LSI104 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.

LSI105 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.

LSI106 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.



The 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, Sheldon Cheuse, Evelyn Hisz, Wambui Mbugua, Anna Radziejowski, Sherwood Smith, Emily D. Wolff

Supervisor, Audio Visual Services: Richard I. King

Senior College Laboratory Technician: Roberta E. Mandel

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

The Audiovisual Department provides faculty with nonprint instructional media serving departmental teaching objectives and the Student Activities program.

Advisement and assistance are provided for in-house production of instructional materials. A general collection of commercial software is available from purchased materials and through membership in the CUNY Film Consortium. For classroom instruction, 16mm motion picture projection, television production, and a variety of transparency, slide, and opaque projection services are provided on a regularly scheduled basis. The unit maintains an up-to-date collection of catalogs for faculty use in planning future purchases of audiovisual materials.

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



Mathematics

Chairperson: Lawrence A. Sher

Deputy Chairpersons: Geoffrey R. Akst, Carole Weisbrot, Patricia R. Wilkinson

Professors: Geoffrey R. Akst, Beryl E. Hunte, Nathan Newman, Lawrence A. Sher

Associate Professors: Genaro M. LaChica, Toni Kasper, Patricia R. Wilkinson

Assistant Professors: Eileen R. Bynoe, Esther Ettedgui, Robert L. Kaufman, Mary R. Kellogg, William A. Parsons, Maria A. Reid, Myron S. Rosenbaum, Lawrence B. Spector, 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 an examination in mathematics for remedial placement. Placement will be made by test results and curriculum. After a student completes or is exempted from the remedial requirement, the curriculum requirement must be passed.

A. In Liberal Arts and Business Transfer programs:

The possible placements are:

MAT010	MAT051
MAT011	NR
MAT012	

"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 other curricula:

The possible placements are:

MAT010	MAT051**
MAT011	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—as well as remedial mathematics courses—must be taken before MAT402 except with the permission of the chairperson)

(2) Career Students:

(a) Data Processing students: MAT100 or MAT150 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, MAT011, MAT012 or MAT051).

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 indicates 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, operations with polynomials, 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 (MAT051) or equivalent

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.

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.

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, the regression line, confidence intervals, and significance of differences.

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

Not to be offered in 1980-81

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

Not to be offered in 1980-81

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 (MAT053). 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
Not to be offered in 1980-81

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
Not to be offered in 1980-81

**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
Not to be offered in 1980-81

**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
Not to be offered in 1980-81

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
Not to be offered in 1980-81

Modern Languages

Chairperson: Jaime A. Montesinos

Deputy Chairperson: Bernard G. Picard

Professors: Marisol B. Amar, Adelaida L. Guernelli, Jaime A. Montesinos, Bernard G. Picard, Fay Rogg

Associate Professors: Aaron Benjamin, Neil Birnbaum, Emilia E. Borsi, Armida F. Castagnaro, Margarita J. Fazzolari, Michele Marechal Trudel

Assistant Professor: Sam Alalouf

Sr. College Laboratory Technician: Nelly Siskin

College Laboratory Technician: Abraham Lieberman

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 simple 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.

Prerequisites: 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 (Commercial French I)/3 hrs. 3 cr.

The course reviews grammar and syntax and includes advanced translation and composition, with emphasis on building essential business vocabulary and idioms, basic writing styles, and speech structures most frequently used in French correspondence and office communications. *Open to Business, Liberal Arts, and Secretarial Science students*

Prerequisite: Functional knowledge of French, French III level, 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

FRN463 Myth and Reality of the Woman in French Literature/3 hrs. 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

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 inductively and simple texts are read. Skills in comprehension, speaking, reading and writing are developed.

To be offered under Directed Study

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

To be offered under Directed Study

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 1980-81

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

Not to be offered in 1980-81

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 1980-81

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 to be offered in 1980-81

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: Reading knowledge of Hebrew and Departmental approval

Not to be offered in 1980-81

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 1980-81

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 neorealism 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.

118

Prerequisite: Italian III or Departmental approval

Not to be offered in 1980-81

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 1980-81

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 1980-81

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 Manrique, 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, Vallejo, 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 (Commercial 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 students.*
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

gual 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 the 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-realization. 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 workers. 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 103).

SPN832 Puerto Rican Literature II/3 hrs. 3 cr.

Same as PRN232 (for description, see page 103).

SPN833 Representative Puerto Rican Writers/3 hrs. 3 cr.

Same as PRN233 (for description, see page 103).

SPN835 Puerto Rican Theater/3 hrs. 3 cr.

Same as PRN235 (for description, see page 103).

SPN855 Spanish Composition for Puerto Ricans; Intermediate/3 hrs. 3 cr.

Same as PRN455 (for description, see page 104).

SPN856 Spanish Composition for Puerto Ricans; Advanced/3 hrs. 3 cr.

Same as PRN456 (for description, see page 104).

Swahili

SWA101 Elementary Swahili I/4 cl. hrs. 1 lab. hr. 4 cr.

Not to be offered in 1980-81

SWA110 Elementary Swahili II/4 cl. hrs. 1 lab. hr. 4 cr.

Not to be offered in 1980-81

SWA200 Intermediate Swahili III/3 cl. hrs. 1 lab. hr. 3 cr.

Not to be offered in 1980-81

SWA210 Intermediate Swahili IV/3 cl. hrs. 1 lab. hr. 3 cr.

For description of these courses, see page 100.

Not to be offered in 1980-81

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 most 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 35; the curriculum for a concentration in Music is on page 35.

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.

Review of intervals, chord structures, scales/keys. Beginning voice leading.

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.

MUS310 Fundamentals of Music/2 hrs. 1 cr.

A preparatory course in rudiments designed for the layman. A study of notation, rhythm, scales and keys, intervals and chord structures.

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 Stockhausen, 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 choral 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 I 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 thorough investigation of African backgrounds of 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 are 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 101)

MUS881 Puerto Rican Music/2 hrs. 2 cr.
Same as PRN141 (for description, see page 104)

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 100)

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: Wilhelmina B. Glanville

Deputy Chairpersons: Mattie C. Collins and Sylvia Corliss

Professors: Sylvia Corliss, Martha A. Small

Associate Professors: Elva M. Christy, Veronica E. Coleman, Mattie C. Collins, Catherine T. Gallagher, Wilhelmina Glanville, Bobbie M. Harrison, Yvette Nezaire, Opal S. Vodery

Assistant Professors: Avor Cave, Mary G. Coward, Ethel B. Dawry, Esmay Klyvert, Elizabeth K. Merrill, John A. Payne, Aubrey T. Robinson, Theresa Stefanile, 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/client rights. 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 career choices for those who successfully complete the curriculum, pass 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 37.

The College has affiliations with a number of health care facilities 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, Metropolitan Hospital Center and Bellevue Hospital Center. Contracts between the Board of Trustees and the following facilities also provide opportunities for BMCC students: at DeWitt Nursing Home 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/client 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/client with selected health problems. 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 postpartal phase of the maternity cycle as well as the care of the normal newborn, premature and low birth weight infants during the neonatal period.

Prerequisite: All previous requisites.

Co-requisites: Microbiology/Developmental Psychology

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 and adolescence.

Co requisites: Microbiology/Developmental

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/clients with severe psychiatric disorders. Clinical experiences are provided in general and psychiatric hospital settings and in related community agencies.

Prerequisite: All previous requisites

Co-requisite: Nursing Today and Tomorrow

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 to 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. var. 1 cr.
In this introductory skiing course, stu-

dents 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 in over night 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 counterattacks.

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 40.

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 recreational 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, Carib-

bean 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 Dance I (PED153) 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 choreo-

graphed 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 HED215, 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 are 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 41. For the curriculum in Physical Education leading to an Associate in Arts (A.A.) degree, see page 39.

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.

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 fun-

damental 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 opportunities 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: Charles Kosky

Deputy Chairpersons: Charles Goldberg, Richard Whealey

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, 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 organization, physiological processes, re-

production, 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, responsiveness 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 RTT 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, electro-chemical, chromatographic and radio-chemical techniques. The physico-chemical 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 101).

Secretarial Science

Chairperson: Donna Santo

Deputy Chairperson: Barbara Eason

Professors: Violet B. Drexler, Gladiola C. Peerman, Gloria C. Taylor

Associate Professors: Maria Arratia, Ila Beards, Marie Heinz, Anna E. Porter

Assistant Professors: Susan Amerling, Charlotte M. Bishop, Barbara Ann Eason, Diana Kern, Etta Kulter, 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, where they may prepare to become teachers of business subjects or for middle management positions.

Secretarial Science curricula are on pages 42-45.

Stenography and Transcription

SEC100 Stenography I: Theory—Gregg

or

SEC111 Stenography I: Theory—Pitman/ 5 hrs. 3 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. 3 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. 3 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 office 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 ex-

pected to type one of their required term papers.

This course is not open to Secretarial Science students

SEC510 Medical Typewriting/4 hrs. 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 hrs. 2 cr.

This course is required for the examination for School Secretary, Board of Education, 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 spe-

cially with planning, organizing, and com-
posing 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 manage-
ment.



Social Science

Chairperson: Michael D. Shmidman

Deputy Chairpersons: Reuben Braxton, Ronald Doviak

Professors: David R. Allen, Jules Cohn, Stephen M. Halpern, Ruby R. Leavitt, 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, Pearl J. Lieff, 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 people to the diverse 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

Geography

GEO100 Introduction to Human Geography/3 hrs. 3 cr.

This course introduces students to the key concepts and principles of human geography. The course is designed to show how world geographic conditions—such as climate, landforms, natural resources, soil, space and ecology—have influenced human culture and civilization over time.

Government Administration

For the curriculum in Government Administration, see page 46.

GOV150 Introduction to Government Administration/3 hrs. 3 cr.

This course is designed for students 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)

GOV261 Seminar: Case Studies in Public 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. 2 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 America 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 his-

tory 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 contacts 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 be-

lief 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; political 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

POI300 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 relationship are discussed and examined. A systematic study is made of the capabilities, goals and methods of interstate relations, considering the underlying principles, 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 environ-

ment; 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 constitutional 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 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 (SOC100), or Introduction to Anthropology (ANT100)

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 47.

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 the 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, interfamilial 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 an Associate in Arts (A.A.) degree, see page 47.

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 Communication 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 SPE 100. 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 electives (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

SPE102 Fundamentals of Speech: Language Skills/3 hrs. 3 cr.

For those who desire special emphasis in vocabulary building, pronunciation, 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)

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 and analysis of oral presentations for professional, nonprofessional and academic situations. A detailed study of the principles and theories of public speaking is made. The course includes the presentation of student speeches.

Prerequisite: Fundamentals of Speech or permission of Department

SPE200 Voice and Diction/3 hrs. 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 students 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 in acquiring 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, Bertolotti, 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 religious 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 ones 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 of Trustees formerly was named the Board of Higher Education, which ceased to exist as of December 31, 1979. A new Board of Trustees took 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 appoints the Chairperson and Vice Chairperson of the Board of Trustees. Initial appointments are for staggered terms, after which the terms will be for seven years.*

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 CUNY Board of Trustees, which determines 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, as of this Catalog's printing deadline, 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., L.H.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)

Leonard J. Shine, *ex officio* (University Student Senate)

David B. Rigney, B.A., LL.B., Vice-Chancellor for Legal Affairs and Counsel to the Board

Martin J. Warmbrand, B.A., M.A., Secretary of the Board

THE CITY UNIVERSITY of New York

The City University of New York is a public institution of ten senior colleges, seven community colleges, and an affiliated medical school, plus two university-wide doctoral programs supervised from a Graduate School in midtown Manhattan. 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 operated by the then Board of Higher Education became The City University of New York through state legislation.

The continuing growth of the University encompasses new facilities to serve the growing educational needs of students, new programs, and research geared to current urban needs. In July 1969, The City University Board 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.

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 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.

Computing Facilities

The University Computer Center provides BMCC with access to a large-scale computing facility. Students, faculty, and staff are eligible to use this resource for both academic and administrative purposes. UCC provides both batch job processing and teleprocessing services.

All standard IBM languages are available in addition to numerous mathematical, social science, and scientific application packages and comprehensive

Database services. A portion of the computer is dedicated to a "free class" of job execution that does not require the establishment of a UCC allocation account. The teleprocessing systems include WYLBUR for text editing and remote job entry, CALL/OS for instructional interactive usage, and APL for scientific uses. Graphic hardware and software are also available to users.

The University Computer Center is located at 555 West 57th Street, but remote job entry stations and public terminals are located within BMCC. For more information, contact the UCC Coordinator of User Services at (212) 977-8000, or the BMCC College Liaison in the Department of Data Processing.

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

Acting President: Arthur E. Tiedemann

HUNTER COLLEGE, founded in 1870

President: Donna Shalala

BROOKLYN COLLEGE, founded in 1930

President: Robert L. 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

IORELLIO H. LaGUARDIA COMMUNITY COLLEGE, founded in 1968

Acting President: Martin Moed

MEDGAR EVERS COLLEGE, founded in 1968

President: Richard D. Trent

Offers both senior college and community college programs

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: Laura Higgins

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

David B. Rigney, B.A., LL.B.; 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

Richard M. Bossone, B.A., M.A., Ph.D.; University Dean for Instructional Re-
sources

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

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 the President for Alumni Relations*

Daniel D. Hamm, M.A. . . . *Director of Development*

Laura Higgins, M.S. . . . *Director, Educational Opportunity Center*

Brice Hargadon, B.A., M.A. . . . *Director of Institutional Research and Management Studies (Acting)*

Harold Haizlip, B.A., M.A., Ed.D. . . . *Director of Title III*

Hedi Piel, B.A. . . . *Assistant to the President for Community Relations and Affirmative Action Coordinator*

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*

Alexander Vazquez, M.S.W. . . . *Assistant Dean of Faculty for Continuing Education*

Joyce Brown, Ed.D. . . . *Director of Instructional Testing & Research*

Cyril O. Packwood, M.S.S. . . . *Chief Librarian*

Curtis F. Brown, M.A. . . . *Assistant to the Dean of Faculty*

Ernest L. Charrier, M.A. . . . *Continuing Education Grants Officer*

Raul Muentes, B.A. . . . *Assistant to Director of Instructional Testing*

Sandra J. Robinson, M.A. . . . *Assistant to Associate Deans of Faculty*

OFFICE OF THE DEAN OF ADMINISTRATION

Ronald Spalter, M.B.A. . . . *Associate Dean of Administration*

Morris Weitz, M.B.A. . . . *Business Manager*

Gregory Wist, M.A. . . . *Registrar*

Dennis, Bonner, 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 the Computer Center*

Joseph C. Picon, M.B.A. . . . *Computer Center Production Manager*

Hyman I. Raiklen, B.S. . . . *Campus Facilities Coordinator*

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, Academic Advisement
 Elvira Kirkland, R.N. . . . College Nurse

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 Magnum

Chairperson,
 Legal Counsel
 Beth Israel Hospital
 Medical Center

Dr. Althea T. L. Simmons

Deputy Chairperson
 Director, Washington Bureau
 National Association for the
 Advancement of Colored People

Dr. Herbert Bienstock

Alumni Merit Professor of Labor and
 Urban Values,
 Queens College and CUNY Graduate
 Center

John Burnell

New York City Labor Counsel

Dr. William Sloane Coffin, Jr.

Senior Minister,
 The Riverside Church

Mike Drucker

Legislative Affairs,
 The City University of New York

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

Glenn Lau-Kee

Kee and Lau-Kee.
 Attorneys-At-Law

Ronald Marino

Deputy Commissioner,
 Policy & Governmental Relations,
 Department of Housing Preservation
 and Development,
 City of 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,
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Ms. Lucille Rose

Former Deputy Mayor,
 City of New York

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President,
Pace Advertising Agency, Inc.

Mrs. Diane Tucker
Vice President,
Saturday Review

Dr. Wyatt T. Walker
Pastor,
Conaan Baptist Church

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:

Ladda Cook, CLU
General Manager,
New York Life Insurance Company

Joyce Dudley
Assistant Director of Education,
District Council 37

Dr. Norman Farber
Chairperson,
Department of Allied Health
Sciences,
Borough of Manhattan Community
College

Peter Fontanes
Legal Services,
City Council of New York

The Honorable Miriam Friedlander
Councilwoman,
City Hall,
New York City

Joanmarie C. McMahon
Personnel Officer,
Port Authority of New York and New
Jersey

Carlos Morales
Executive Director,
Lincoln Square Neighborhood Center

Edmund Rosario
Executive Deputy Director,
National Puerto Rican Forum

Dr. George Schneider
Director,
Center for Continuing Education,
United Hospital Fund

Richard Vazquez
Administrator,
Hospital for Joint Diseases

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
The Hon. Herman Farrell
New York State Assemblyman
Mrs. Louise Gaither
Mr. Michael Graves
Mr. Arnold Johnson
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Dr. Royce M. Phillips
Ms. Jeanette Spencer
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Dr. Benjamin W. Watkins
Prof. Vivian Windley
The Hon. Carl McCall
Alternate United States Representative
to the United Nations for Special
Political Affairs, with Rank of
Ambassador
The Hon. George W. Miller
New York State Assemblyman

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 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
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*Patient Education Coordinator,
New York Diabetic Association;
Retired, Medicare Coordinator and
Liaison between Department of
Health, Education and Welfare and
New York State Medicaid Program;
Bird S. Coler Memorial Hospital*

Pearl Freedman, ART

*Supervisor of Medical Records
Morningside House*

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*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 D. Andree, M.D.,

*Chairperson
Director of Anesthesiology
The Roosevelt Hospital*

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*Medical Director
Methodist Hospital*

Joseph Artusio, M.D.

*Medical Director
New York Hospital*

Frank Danek

*Pulmonary Technologist
Booth Memorial Hospital*

Thomas Delaney, RRT

*Technical Director
Beekman Downtown Hospital*

Susan DeRenzo

*Program Manager
New York Lung Association*

Frank Dorry, RRT

*Technical Director
Cabrini 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
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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*

J.G. Mehta, M.D.

*Medical Director
Bronx Municipal Hospital Center*

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

Muthiah Sukumaran, M.D.
Medical Director
Beekman Downtown Hospital

Anthony J. Tanner, RRT
Assistant Professor,
Health Sciences Department
Long Island University, Brooklyn
Center

COOPERATIVE EDUCATION ADVISORY COUNCIL

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President,
Baron Advertising Agency

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Department of Corporate Social
Responsibility,
Metropolitan Life Insurance
Company

William McCaffrey
Vice President and Personnel
Director,
Equitable Life Assurance Society of
the United States

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Agency

Robert L. Ryan
Vice President,
Citibank

Herbert Uretsky
Senior Account Executive,
Dun's Marketing Services,
Dun and Bradstreet Corporation

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.

Robert L. Bauer
Manager, Data Processing,
Arthur Young & Company

Ronald S. Berkley
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Berkley Management Services

Glenn Davis
National Manager, Field Support,
Coopers & Lybrand

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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

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Corporate Systems,
SCM Corporation

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Technical Manager,
Metropolitan Life Insurance
Company

Ernest Strauss
Second Vice-President Factor &
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Chase Manhattan Bank

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Manager of Forms Control &
Production
The Sperry & Hutchison Company

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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

LABOR STUDIES ADVISORY BOARD

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Formerly Regional Commissioner of
Labor Statistics for U.S. Bureau of
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Professor of History,
Bronx Community College;
City-wide Grievance Officer,
Professional Staff Congress

Harvey Coleman
President,
Majestic Construction Company

Prof. Harry Frumerman
Formerly Associate Director of
Research, Amalgamated Clothing
Workers of America;
Chief of Research Branch,
U. S. Wage Stabilization Board,
Region II (New York)

Dr. Richard Hall
Formerly President,
Local 1437,
National Federation of Federal
Employees (Dover, New Jersey)
President, New Jersey Federation of
Federal Employees

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Vice President,
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Chairperson,
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Center for Labor Studies,
Rutgers, New Jersey

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Consultant in Worker Education,
American Association of Community
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Dundalk Community College,
Baltimore, Maryland

Dr. Irwin H. Polishook
President,
Professional Staff Congress

Prof. Samuel Tolmach
Formerly Director of Education and
Public Relations,
Local 237, International Brotherhood
of Teamsters Union

Dr. Irwin Yellowitz
The City College Labor Studies,
CUNY

Dr. Joshua L. Smith
President,
Borough of Manhattan Community
College

Dr. Edward Mapp
Dean of Faculty,
Borough of Manhattan Community
College

Dr. Howard Prince
Associate Professor of History,
Borough of Manhattan Community
College; former Grievance Counselor
for BMCC;
Assistant Editor, PSC Arbitration
Digest; PSC/CUNY Grievance Policy
Committee

NURSING ADVISORY BOARD

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El Diario

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Manhattan Veterans' Administration
Hospital

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Associate Professor and
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New York University School of
Education, Health, Nursing and Arts

Dr. Melvin Schwartz, M.D.
Associate Professor,
New York University Department of
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Association of Black Shorthand
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Teacher Trainer,
Regional Bilingual Training Research
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Director of Research and
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Gregg Division,
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P. S. 81

Clarence Smith
President,
Essence Magazine

SPEECH, COMMUNICATION AND THEATRE ARTS ADVISORY BOARD

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Black Theatre Alliance

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Puerto Rican Traveling Theatre

John Charles Ford
Vice President,
American Broadcasting Company

Maxwell Glanville
Actor

Eugene Marlow
Video A/V Communications,
Union Carbide Corporation

Steven Powers
Radio Station WMCA

Instructional Staff

Date of appointment at BMCC
is shown as follows: (1979)

- Marjory T. Abbott** (1969)
Associate Professor, Allied Health
Sciences
B.N., Mary Immaculate Hospital;
B.P.S. Pace College; M.P.S., C.W. Post
College
- Luis E. Acosta** (1978)
Coordinator, Central Tutoring, Office
of Dean of Faculty
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)
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.,
University 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
- Reynaldo Alvarez S.** (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
- William C. Andersen** (1980)
Higher Education Associate; Campus
Facilities Officer, Office of the Dean
of Administration
B.A., Columbia University; American
Institute of Architects
- 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.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,
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

- 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)
Associate 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 Birnbaum** (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 I. Bonner** (1977)
Director of Admissions (Acting), 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
- Carol 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 Higher Education Officer; 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)
Higher Education Assistant,
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)
Associate Professor, Student Life
Director of Instructional Testing and
Placement
B.A., Marymount College; M.A.,
Ed.D., 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
- Alba N. Carson** (1965)
Senior College Laboratory
Technician, Science
A.A.S., Bronx Community College
- Ethel S. 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)
Higher Education Assistant;
Coordinator of Institutional
Programs, Continuing Education
B.S., Salem State College; M.A.,
Emerson College
- Sheldon Cheuse** (1980)
Assistant Professor, Library
A.B., M.L.S., Rutgers University;
M.A., Fairleigh Dickinson University
- 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., Queens 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 I. Cleare** (1970)
Associate Professor, Business
Management
B.S.E.E., Howard University; M.B.A.,
Baruch College; Ph.D., New York
University
- 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

- 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)
Associate Professor, Nursing
B.S. Nursing Ed., Hunter College;
M.S., The City College; Ed.M., Teachers College, Columbia University
- William Coleman** (1972)
Assistant Professor and Coordinator, 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
- Ralph Comella** (1968)
Associate Professor, Music and Art
B.F.A., M.F.A., Yale University
- Orangy Cordero** (1979)
Higher Education Intern; Office of the Dean of Faculty
- Sylvia N. Corliss, R.N.** (1971)
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)
Higher Education Associate; 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)
Higher Education Officer; Associate Dean of Students, Student Life
B.A., B.S., M.A., Ohio State University
- Alvin Davis** (1969)
Associate Professor, Student Life
B.S., Virginia State College; M.S.S., Adelphi University
- 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
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

- Herman Drucker** (1979)
Instructor, Mathematics
B.S., The City College; M.A., Yeshiva 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)
Higher Education Associate; 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)
Associate 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)
Associate 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)
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)
Associate Professor, Allied Health Sciences
B.A., LaSalle College; M.P.S., C.W. Post College
- George H. Fowler** (1972)
Higher Education Officer; Executive Assistant to President for Alumni Relations
B.S., Cornell University; M.P.A., New York University; LL.B., Brooklyn Law School
- James Frazier** (1978)
Higher Education Assistant; 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.S., M.A., Hampton Institute; M.A., Columbia University

- Richard Fuchs** (1977)
Higher Education Officer; Executive Assistant to the President and Labor Relations Designee, Office of the President
B.A., Fairleigh Dickinson 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, Developmental Skills
B.S., Fordham University; M.S., Ed.D., Yeshiva University
- 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 and Chairperson, 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
- 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)
Assistant to Higher Education Officer, Executive Secretary to the President, Office of the President
- Laszlo Grunfeld** (1978)
Assistant to Higher Education Officer; Systems Analyst, Computer Center
B.A., M.A., Brooklyn College
- Adelaida L. Guernelli** (1965)
Professor, Modern Languages
B.A., M.A., University of Puerto Rico; Ph.D., New York University
- Harold Haizlip** (1979)
Director of Title III, Office of the President
B.A., Amherst College; M.S., Ed.D., Harvard University
- Stephen M. Halpern** (1968)
Professor, Social Science
B.A., University of Rochester; M.A., Ph.D., Columbia University
- Daniel Hamm** (1977)
Higher Education Officer; 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;
Director of Institutional Research
and Management Studies (Acting)
B.A., St Bonaventure University;
S.T.B., Catholic University; M.A.,
Siena College; M.Ed., Iona College
- Carlos Hargraves** (1971)
Higher Education Assistant;
Assistant Director of Financial Aid;
Student Life
A.A.S., Borough of Manhattan
Community College; B.A., Long Island
University; M.S.Ed., Herbert H.
Lehman College
- Bobbie M. Harrison, R.N.** (1971)
Associate Professor, Nursing
B.S., Tuskegee Institute; M.A., New
York University
- Margaret Hayes** (1973)
Assistant Professor, Student Life;
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)
Associate Professor, Secretarial
Science
H.S.Ed., M.Ed., Salem State College;
M.B.A., Fordham University
- Laura Higgins** (1979)
Director, Educational Opportunity
Center
B.A., City College; M.S., Bank Street
College of Education
- 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., Onkwood College; M.S.W.,
Howard University
- Blanche P. Ifwerstrom** (1971)
Assistant Professor, Allied Health
Sciences
B.A., Empire State College (SUNY)
HRA
- 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

- Bonnie Kuehns** (1979)
Instructor, Developmental Skills
B.A., Mt. Mercy College; M.A.T.,
University of Pittsburgh
- 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
- Judith Kuvin** (1979)
Assistant to Higher Education
Officer; Computer Applications
Specialist, Computer Center
B.A., Cornell University; M.S.,
Columbia University; M.S., New
Jersey Institute of Technology
- 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
- Richard Lanzara** (1979)
Instructor, Allied Health Sciences
B.S., SUNY, Albany; M.P.H.,
University of Michigan
- Marion P. Lauterstein** (1968)
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)
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)
Associate Registrar, Office of
Registrar
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. Lowry** (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
- Thomas Mall** (1979)
Assistant Professor, Cooperative
Education
B.A., University of Iowa; M.A.,
University of Bristol (England);
M.S.W., University of Maryland
- 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, Library; 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
B.A., Brooklyn College; M.A., Hofstra
University; Ph.D., Columbia
University
- Alfred E. Martin** (1967)
Associate Professor, Science
B.S., The City College; M.S.,
University of Michigan
- Carmen Martinez** (1977)
Assistant to the Business Manager,
Business Office
A.A., Borough of Manhattan
Community College; B.A., Baruch
College
- Stephanie H. Mazur** (1968)
Assistant Professor, Science
B.S., The City College; M.S., New
York University
- Wambui Mbugua** (1970)
Assistant Professor, Library
B.A., Mount Marty College; M.L.S.
Queens College
- Anne O. McCammon** (1978)
Instructor, Developmental Skills
B.A., M.S., Fordham University
- Kevin McGowan** (1978)
Assistant to Higher Education
Officer; Financial Aid Counselor,
Financial Aid
B.A., Fordham University
- Constance McQueen** (1977)
Professor, Student Life; Dean of
Students
B.A., Virginia State University; M.A.,
New York University
- Elizabeth K. Merrill, R.N.** (1971)
Assistant Professor, Nursing
B.S., Cornell University; M.A., New
York University
- James R. Middleton** (1974)
Higher Education Officer; Associate
Dean of Faculty, Personnel and
Development
B.A., M.A., University of Detroit;
Ph.D., Columbia University
- Keith Miller** (1978)
Assistant Registrar, Office of the
Registrar
A.A., Borough of Manhattan
Community College; B.A., College of
Staten Island

- Anthony T. Millili** (1966)
Associate Professor, Speech
Communication and Theatre Arts
B.A., M.A., University of
Pennsylvania; Ph.D., New York
University
- Jaime A. Montesinos** (1970)
Professor and Chairperson, Modern
Languages
B.A., M.A., The City College; Ph.D.,
New York University
- Margaret E. Moreland** (1966)
Associate Professor, Student Life
B.A., Brooklyn College, M.A.,
Fordham University
- Sandra E. Motz** (1966)
Assistant Professor, Developmental
Skills
B.S., The Agricultural and Technical
College of North Carolina; M.A., New
York University; Certificate of
Advanced Study in Education, New
York University
- Raul Muentes** (1968)
Assistant to Higher Education
Officer; Assistant to Director of
Instructional Testing
A.A., Borough of Manhattan
Community College; B.A., New York
University
- Gem Natividad** (1978)
Instructor, Nursing
B.S., Far Eastern University; M.A.,
Columbia University
- Frank Navas** (1966)
Assistant Professor, Accounting
A.A.S., Borough of Manhattan
Community College; B.B.A., Baruch
College; M.B.A., Fordham University
- Yvette Nazaire, R.N.** (1968)
Associate Professor, Nursing
B.S., Hunter College; M.A., Columbia
University
- Annabelle Nelson** (1972)
Assistant Professor, Allied Health
Sciences
B.A., Hunter College; M.S.W.,
Columbia University
- Doris Newburger** (1967)
Professor and Chairperson, Speech
Communication and Theatre Arts
B.S., M.A., Ph.D., New York
University
- Nathan Newman** (1971)
Professor, Mathematics
B.S., The City College; M.S., Ph.D.,
New York University
- Jorge Nossa** (1965)
Associate Professor, Data Processing
B.S., C.P.A.; Escolombian City College
(Colombia)
- Chimgolum J. Nwabueze** (1970)
Associate Professor, Center for
Ethnic Studies
B.S., London University; M.A.,
Fordham University; M.A., Ph.D.,
New York University
- Salvador Ocasio** (1970)
Assistant Professor, Center for
Ethnic Studies
B.A., Polytechnic Institute of Puerto
Rico
- Nicholas D. Ofiaja** (1972)
Assistant Professor, Center for
Ethnic Studies
B.A., University of Nigeria; M.A.,
Brooklyn College; M.A., Columbia
University
- Margaret A. Ott** (1971)
Assistant Registrar, Office of the
Registrar
B.A., University of Wisconsin; M.A.,
University of Iowa
- Cyril O. Packwood** (1968)
Professor and Chief Librarian,
Library
B.A., Fisk University; M.S.L.S.,
Western Reserve University; M.A.,
Hunter College
- Mary S. Padula** (1978)
Higher Education Assistant;
Coordinator of Student Activities,
Student Life Department
B.S., SUNY at Geneseo; M.A.,
Bowling Green State University
- William A. Parsons** (1978)
Assistant Professor, Mathematics
A.B., Williams College; M.A., Boston
University; Ph.D., Yeshiva University
- Jesse A. Pavis** (1964)
Professor, Social Science
B.A., George Washington University;
M.A., Howard University; Ph.D., New
York University
- John A. Payne, R.N.** (1973)
Assistant Professor, Nursing
B.S., M.A., Columbia University
- Jane Paznik-Bondaria** (1970)
Associate Professor, English
B.A., Queens College; M.A., Ed.D.,
Columbia University

- Gladiola C. Preerman** (1965)
Professor, Secretarial Science
B.S., Virginia State University; M.A.,
New York University
- Philip L. Penner** (1969)
Assistant Professor, Science
B.S., Queens College; M.S., Ph.D.,
New York University
- James N. Perlstein** (1967)
Assistant Professor, Social Science
B.A., Harvard University; M.A.,
Columbia University
- Constantine G. Petrides** (1968)
Associate Professor, Business
Management
B.S., New York University; M.B.A.,
The City College
- Bernard G. Picard** (1965)
Professor, Modern Languages
B. es L., Universitee de Paris;
Licences-Lettres, Universitee de
Bordeaux; M.A., Ph.D., New York
University
- Joseph C. Picon** (1972)
Higher Education Associate;
Production Manager, Computer
Center
B.B.A., M.B.A., The City College
- Hedi S. Piel** (1980)
Higher Education Associate;
Assistant to the President for
Community Relations, Office of the
President
B.A., Connecticut College
- Samuel N. Pittman** (1970)
Associate Professor, Student Life
B.A., Samuel Houston College; M.A.,
Texas Southern University; Ph.D.,
New York University
- Paulette R. Plonchak** (1978)
Lecturer, Developmental Skills
B.A., M.S., Lehman College
- Anna E. Porter** (1965)
Associate Professor, Secretarial
Science
B.S., Salem State College; M.A.,
M.S.Ed., Columbia University
- Sandra S. Poster** (1967)
Assistant Professor, Speech
Communication and Theatre Arts
B.A., University of Maryland; M.A.,
University of Pennsylvania
- Yvonne K. Pratt** (1978)
Instructor, Developmental Skills
B.A., SUNY at Stony Brook; M.S.,
Georgetown University; M.A.,
Columbia University
- Howard M. Prince** (1972)
Associate Professor, Social Science
B.A., Long Island University; M.A.,
Ph.D., Columbia University
- Anna Radziejowski** (1969)
Assistant Professor, Library
Diploma, Free Polish College, School
of Social Political Science (London);
Diploma, Institute pour les
Journalistes (Brussels); M.S.L.S.,
Columbia University
- Hyman I. Raiklen** (1972)
Assistant to Higher Education
Officer; Campus Facilities
Coordinator
B.S., Columbia University
- Helen Rappaport** (1971)
Associate Professor, Science
B.A., Brooklyn College; M.S., Cornell
University; Ph.D., Columbia
University
- Cindy J. Raskin-Rocco** (1978)
Lecturer, Allied Health Sciences
B.S., SUNY at Stony Brook
- Satya N. Ray** (1975)
Assistant Business Manager,
Business Office
B.S., St. Xavier's College (Calcutta);
M.B.A., University of Bridgeport
- John L. Raynor** (1970)
Professor, Science
B.S., M.S., Ph.D., University of
Michigan
- Martin T. Rebhun** (1966)
Professor, Social Science
B.A., M.A., New York University;
M.S.Ed., The City College; Ph.D., New
York University
- Maria A. Reid** (1966)
Assistant Professor, Mathematics
Licentiate Degree, University of
Panama; Grado de Profesorado de
Matematicas y Fisicas, University of
Panama; M.A., University of
Minnesota
- Cynthia B. Richards** (1973)
Lecturer, Developmental Skills
B.A., M.S., Long Island University
- Herbert Ringel** (1970)
Professor, Science
B.S., The City College; M.A., Queens
College; Ph.D., The City University of
New York
- Arthur Rinker** (1979)
Assistant to Business Manager,
Business Office

- Louis A. Rivera** (1978)
College Laboratory Technician. Data Processing
A.A.S., Borough of Manhattan Community College
- Edith S. Robbins** (1968)
Associate Professor, Science
B.A., Barnard College; M.S., Ph.D., New York University
- Aubrey T. Robinson, R.N.** (1971)
Assistant Professor, Nursing
B.S., Long Island University; M.A., New York University
- Sandra J. Robinson** (1980)
Assistant to Associate Deans of Faculty
B.A., Boston University; M.A., Hunter College
- Fay Rogg** (1968)
Professor, Modern Languages
B.A., McGill University; M.A., Ph.D., Yale University
- Marilyn Rosen** (1964)
Professor and Chairperson, English
B.S., Columbia University; M.A., Ph.D., New York University
- Myron S. Rosenbaum** (1967)
Assistant Professor, Mathematics
B.A., M.S., Rutgers University
- Mayer Rossabi** (1964)
Professor, Physical Education, Health, Recreation and Dance
B.S., M.A., New York University
- Harold Rubin** (1971)
Higher Education Associate; Assistant to the President for Public Relations, Office of the President
B.A., Louisiana State University
- Ronald I. Rubin** (1965)
Professor, Social Science
B.A., New York University; M.A., Brown University; Ph.D., New York University
- Muriel L. Sackler** (1970)
Assistant Professor, Science
B.A., Brooklyn College; M.S., Massachusetts Institute of Technology; Ph.D., Columbia University
- Donna M. Santo** (1971)
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A.A.S., New York City Community College; B.B.A., M.S.Ed., Pace College
- Sylvia L. Saunders** (1966)
Professor, Science
B.S., M.S., Ph.D., New York University
- James Schiavone** (1971)
Assistant Professor and Chairperson, Developmental Skills
B.S., M.A., New York University; Professional Diploma (Reading Specialist), Columbia University; Ed.D., Nova University
- Jerrold W. Schoenblum** (1970)
Associate Professor, Music and Art
B.S., SUNY at Oswego; M.F.A., Brooklyn College
- Arnold H. Scolnick** (1964)
Professor, Business Management
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- Sylvia K. Seidman** (1974)
Associate Professor, Developmental Skills
B.A., M.A., Brooklyn College; Ed.D., New York University
- Rex Serrano-Mattei** (1970)
Assistant Professor, Center for Ethnic Studies
B.A., University of Puerto Rico; M.A., New York University
- Lawrence A. Sher** (1964)
Professor and Chairperson, Mathematics
B.S., Queens College; M.S., Yeshiva University; Ph.D., New York University
- Nathaniel Shiff** (1978)
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- Michael D. Shmidman** (1965)
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- Alan L. Siegel** (1965)
Assistant Professor, Physical Education, Health, Recreation and Dance
B.S., M.S., The City College
- Nelly Siskin** (1968)
Senior College Laboratory Technician, Modern Languages
Baccalaureat, Lycee Francais, Casablanca

- Ronald J. Slavin** (1970) Associate Professor, Science
B.A., M.S., Ph.D., New York University
- Martha A. Small, R.N.** (1968) Professor, Nursing
B.S., Western Reserve University;
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- Daniel J. Smith** (1974) Lecturer, Developmental Skills
B.A., Lehigh University; M.A., New York University
- Jerome Smith** (1972) Assistant Professor, Business Management
B.C.S., M.C.S., New York University
- Joshua L. Smith** (1977) Professor, Social Science
President
B.A., Boston University; M.A.T., Ed.D., Harvard University; C.A.S., Advanced Administrative Institute, Harvard University
- Sherwood Smith** (1973) Assistant Professor, Library
B.A., George Washington University;
M.A., M.S., Columbia University
- Barbara A. Solomon** (1968) Assistant Professor, Physical Education, Health, Recreation and Dance
B.S., Morgan State College
- Golda Solomon** (1971) Assistant Professor, Speech Communication and Theatre Arts
B.A., M.A., Brooklyn College
- Jairaj R. Solomon** (1970) Professor, Social Science
B.A. (Hons.), M.A., Madras University; Dip. Lab. Rel., Bombay; M.P.I.A., University of Pittsburgh; Ph.D., New York University
- Roy A. Solomon** (1970) Assistant Professor, English
A.B., M.A., Columbia University
- Stanley H. Solomon** (1965) Professor, Accounting
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- Lawrence B. Spector** (1966) Assistant Professor, Mathematics
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- Harold M. Spevack** (1967) Associate Professor, Science
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- Theresa M. Stefanile** (1979) Assistant Professor, Nursing
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- Henry G. Stroobants** (1973) Assistant Professor, Cooperative Education
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- Jacqueline Stoute** (1978) Assistant to Higher Education Officer; Financial Aid Counselor, Financial Aid Office
B.A., Queens College
- Milton T. Stubbs, Jr.** (1966) Assistant Professor, Student Life; Student Activities Counselor
B.S., SUNY at Buffalo; M.S., SUNY at New Paltz
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- Harriet L. Swoopes, R.N.** (1971) Assistant Professor, Nursing
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- Barbara Tacinelli** (1978) Instructor, Nursing
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- Gloria C. Taylor** (1966) Professor, Secretarial Science
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- Constance Tierney** (1979) Higher Education Intern; Office of Instructional Testing
- George Timko** (1978) Instructor, Developmental Skills
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B.S., M.A., New York University
- Jack Traub** (1967)
Associate Professor, Accounting
B.B.A., M.B.A., Ph.D., The City
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- Michele Marechal Trudel** (1968)
Associate Professor, Modern
Languages
B.es.L., Universite de Paris; B.A.,
Swarthmore College; M.A., Rutgers
University; Ph.D., Graduate School,
CUNY
- Bertina A. Tyler**
Officer; Higher Education
Officer; Financial Aid Counselor,
Financial Aid Office
B.S.C., North Carolina Central
University
- Harriet P. Van Sickle** (1966)
Associate Professor and Chairperson,
Cooperative Education
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Columbia University
- Alexander Vazquez** (1978)
Higher Education Assistant;
Assistant Dean of Faculty for
Continuing Education
B.B.A., Baruch College; M.S.W.,
Temple University
- Opal Vodery, R.N.** (1968)
Associate Professor, Nursing
B.S.N., M.A., Columbia University
- David R. Waldman** (1967)
Associate Professor, Science
B.S., M.A., The City College; Ph.D., St.
John's University
- Irving Wechsler** (1964)
Professor, Business Management
B.S., M.B.A., New York University
- Lester Weinberger** (1966)
Professor, Business Management
B.S. in S.S., The City College; B.S.
(I.S.), Columbia University; M.A.,
Ph.D., New School for Social
Research
- Rochelle Weinstein** (1965)
Associate Professor, Music and Art
B.A., M.A., The City College; M.A.,
Ph.D., New York University
- Ruth T. Weinstock** (1970)
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University
- Carole Weisbrot** (1978)
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College
- Morris Weitz** (1979)
Business Manager, Business Office
B.B.A., Pace College; M.B.A., New
York University
- Richard W. Whealey** (1971)
Assistant Professor, Science
B.A., M.Ed., University of Delaware
- Randolph L. White** (1970)
Assistant Professor, English
B.A., Howard University; M.A.,
University of Wisconsin
- Patricia R. Wilkinson** (1966)
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B.S., Good Counsel College; M.A., The
City College; Ed.D., Columbia
University
- Ellwood Williams** (1969)
Lecturer, Speech Communication and
Theatre Arts
B.A., M.A., Tennessee A&I State
University
- Ernestine F. Willis** (1971)
Assistant Professor, Nursing
B.S., Tuskegee Institute; M.S.Ed., The
City College
- Laurence W. Wilson** (1970)
Associate Professor and Chairperson,
Music and Art
B.S., M.S., Juilliard School of Music
- Gregory J. Wist** (1979)
Registrar, Registrar's Office
B.A., M.A., SUNY at Stony Brook
- Jean Withrow** (1974)
Assistant Professor, Development
Skills
B.A., College of St. Benedict; M.A.,
Columbia University
- Harry B. Wolfe** (1971)
Associate Professor, Accounting
B.B.A., The City College; J.D.,
Brooklyn Law School; C.P.A., State of
New York
- Emily D. Wolff** (1967)
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B.A., Bryn Mawr College; A.B.L.S.,
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Naomi A. Woronov (1966)
Assistant Professor, English
A.B., Syracuse University; M.A.,
University of Chicago

Jane J. Young (1966)
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University

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Professor, Science
B.A., M.S., Ph.D., New York
University

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Assistant Professor, Mathematics
B.S., M.A., Columbia University

Albert Zelony (1972)
Associate Professor, Accounting
A.A.S., Brooklyn College; B.B.A.,
M.B.A., The City College; C.P.A.,
State of New York

Cynthia Zucker (1967)
Professor, Data Processing
B.S., Brooklyn College; M.A., New
York University

PROFESSORS EMERITI

Doris-Jeanne Gourevitch
Professor, Modern Languages
B.A., M.A., Hunter College; Ph.D.,
Columbia University

Emil Greenberg
Professor, English
A.B., M.A., New York University;
B.L.S., Columbia University

Blanche R. Ried
Professor, Allied Health Sciences
B.S., Brooklyn College; M.A., Ph.D.,
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Professor, Accounting
B.B.A., M.B.A., The City College;
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Joseph S. Winters
Professor, Student Life
B.B.A., St. Johns University; M.A.,
Ed.D., New York University

ALLIED HEALTH SCIENCES CLINICAL ASSOCIATES, HONORARY

Marie Anshell
Clinical Associate, Community
Mental Health
B.A., New York University; M.A.,
Yeshiva University
Principal, Jewish Guild for the Blind

Stephanie Bozzone
Clinical Associate, Community
Mental Health
C.S.W., Columbia University
Program Director, Manhattan
Bowery Corporation

Louise Brooks, RRA
Clinical Associate
Director, Medical Records,
La Guardia Hospital

Phyllis Brown, RRA
Clinical Associate
Manager, Medical Records, Bronx
Lehman Hospital Center

Barbara Bruno, ART
Clinical Associate,
Medical Record Technology
Director of Medical Records and
Information Department, Bird S.
Coler Memorial Hospital

John Caban
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Community Mental Health
M.S.W., SUNY, Stony Brook
Project Director, Social Rehabilitation
Program, Bowery Residents
Committee, Inc.

Stella Cicero, RRA
Clinical Associate
Director, Medical Records,
Misericordia Hospital

Victor Clare
Clinical Associate
Manager, Medical Record
Department, Queens Hospital Center

Carol Collins
Clinical Associate,
Community Mental Health
B.A., M.A., New York University
Director of Volunteer Services,
Manhattan State Hospital

Robert Coover
Clinical Associate,
Medical Record Technology
B.E.E., Polytechnic Institute of New
York
Director of Medical Records, Cabrini
Health Care Center

Linda Corshin, RRA
Clinical Associate,
Director, Medical Records, St. Luke's
Hospital

Sister Cynthia Cunningham, RRA
Clinical Associate,
Medical Record Technology
Director, Medical Record
Department, St. Vincent's Hospital

- Frank Danek**
Clinical Associate,
Respiratory Therapy
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Pulmonary Technologist,
Booth Memorial Hospital
- Thomas Delaney, RRA**
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Respiratory Therapy
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Beekman Downtown Hospital
- Patricia Demmitt, RRA**
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Director, Medical Records,
Jewish Hospital of Brooklyn
- Frank Dorry, RRA**
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A.S., Alphonsus College
Chief Therapist, Respiratory
Services, Cabrini Health Care Center
- Fern Engelson**
Clinical Associate,
Community Mental Health
Supervisor of Students,
Young Adult Institute, Brooklyn
Center
- Frances Feltz, RRA**
Clinical Associate,
Medical Record Technology
B.S., D'Youville College
Director of Medical Record
Department, Jewish Home & Hospital
for the Aged
- Glenn Flaska**
Clinical Associate,
Community Mental Health
Supervisor of Students, Young Adult
Institute, Day Program
- Rebecca L. Ford, ART**
Clinical Associate,
Medical Record Technology
Director of Medical Record
Department,
Greenpoint Hospital
- Pearl Freedman, ART**
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Medical Record Technology
A.A.S., Borough of Manhattan
Community College
Supervisor of Medical Records,
Morningside House
- Maria Galati, RRT**
Clinical Associate,
Respiratory Therapy
A.A.S., Borough of Manhattan
Community College
Assistant Director, Respiratory
Therapy Department,
Roosevelt Hospital
- Lisette Geraci, RRT**
Clinical Associate,
A.A.S., Borough of Manhattan
Community College
Clinical Supervisor, Bronx Municipal
Hospital Center
- Margaret Gabbett, RRA**
Clinical Associate,
Medical Record Technology
B.A., University of Connecticut
Director, Medical Records,
Methodist Hospital
- May Grant**
Clinical Associate,
Community Mental Health
Assistant Director, M.E.N.D.
- Edward Grey, RRT**
Clinical Associate,
Respiratory Therapy
A.A.S., Borough of Manhattan
Community College
Assistant Chief Therapist,
Cabrini Health Care Center
- Cleveland Holmes**
Clinical Associate,
Community Mental Health
B.A., Savannah State College;
M.A., Adelphi University
Assistant Educational Director,
Bernard Fineson Developmental
Services
- Cleota Johnson, RRT**
Clinical Associate,
Respiratory Therapy
A.S., B.S., New York Institute of
Technology
Technical Director, Respiratory
Therapy Department,
The Roosevelt Hospital
- Samual Kahn**
Clinical Associate,
B.A., Adelphi University
Director, Sheltered Workshop,
Hebrew Academy for Special
Children
- Ronald Kavanaugh**
Clinical Associate,
Community Mental Health
M.A., Kansas City University
Recreational Therapist,
Manhattan State Harlem Out-Patient
Clinic

- Stanley Kowalski, CRTT**
 Clinical Associate,
 Respiratory Therapy
 Technical Director, Booth Memorial
 Hospital
- Octavio LaFuente, CRTT**
 Clinical Associate,
 Respiratory Therapy
 A.A.S., Borough of Manhattan
 Community College
 Technical Director, New York
 Hospital
- Marian Langley, RRA**
 Clinical Associate,
 Medical Record Technology
 Director, Medical Record
 Department,
 Maimonides Medical Center
- Ruth Lapidus, RRT**
 Clinical Associate,
 Medical Record Technology
 Supervisor, Medical Record
 Department,
 Westchester Community Health Plan
- Theodore Leoutsakos, RRT**
 Clinical Associate,
 Respiratory Therapy
 Assistant Technical Director,
 Memorial Sloan-Kettering Cancer
 Center
- Joel Levy**
 Clinical Associate,
 Community Mental Health
 B.A., M.A., New York University;
 M.S.W., Adelphi University
 Executive Director, Young Adult
 Institute, Inc.
- Joyce Levy**
 Clinical Associate,
 Medical Record Technology
 Supervisor, Medical Record
 Department, East Harlem Tenants
 Council for Human Services,
 Neighborhood Family Care Center
- Philip Levy**
 Clinical Associate,
 Community Mental Health
 B.A., Brooklyn College; M.A., New
 York University
 Young Adult Institute, Inc.
- Murray Mednick**
 Clinical Associate,
 Community Mental Health
 B.A., Yeshiva University; Ph.D.,
 New York University
 Director of Institutional Training,
 Brooklyn Developmental Center
- Vivian New, ART**
 Clinical Associate,
 Medical Record Technology
 Manager, Medical Record
 Department,
 Queens General Hospital
- Janet Ocasio**
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 Community Mental Health
 B.A., Fordham University
 Supervisor for Volunteer Placement
 Manhattan State-Harlem Out-Patient
 Clinic
- Gerard O'Regan**
 Clinical Associate,
 Community Mental Health
 M.S., New York University
 Workshop Director, Association for
 Children with Retarded Mental
 Development
- Arthur Palevsky**
 Clinical Associate,
 Community Mental Health
 M.S., Teachers College
 Director of Facilities and
 Programming, Association for
 Children with Retarded Mental
 Development,
 Manhattan North
- Robert Perez, ART**
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- Gaetano Pontrelli, ART**
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 Manager, Medical Records,
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- Addie N. Price, RRA**
 Clinical Associate,
 Medical Record Technology
 Director of Medical Records,
 Beth Israel Hospital
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 B.S., Hunter College
 Manager, Medical Record
 Department,
 Beth Israel Hospital
- Cole Ray, Jr., RRT**
 Clinical Associate,
 Respiratory Therapy
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 Community College

- Technical Director,
Memorial Sloan-Kettering Cancer
Center
- Judson Raymaker, RRT**
Clinical Associate,
Respiratory Therapy
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University of Connecticut
Assistant Technical Director,
Memorial Sloan-Kettering Cancer
Center
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Clinical Associate,
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Director, Medical Records,
Brooklyn Hospital
- Bradley Rice, RRT**
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Respiratory Therapy
Supervisor, New York Hospital
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Community College
Technical Director,
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Community College
Chief Therapist, New York Hospital
- Louis Rocco, RRT**
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University
Technical Director,
Bronx Municipal Hospital Center
- Rosa Rosario, ART**
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Medical Records Technology
Director, Medical Records, Hospital
for Joint Disease,
North General Hospital
- Terry Ross**
Clinical Associate,
Community Mental Health
B.S., University of Miami; M.S.,
Queens College
Program Supervisor,
Occupational Day Center
- John Ruth, ART**
Clinical Associate,
Medical Records Technology
- Chief, Patient Care Coordinator, and
Director, Medical Record
Department,
Deerpdale General Hospital
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Community Mental Health
Supervisor,
Young Adult Institute Inc., Queens
Center
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Respiratory Therapy
Assistant Technical Director,
Memorial Sloan-Kettering Cancer
Center
- Mary Smith**
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M.S.W., Columbia School of Social
Work
Director of Education,
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- Oscar Soberano, RRT**
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Medical Record Technology
Director of Medical Records,
Montefiore Hospital
- Bernice Steinthal**
Clinical Associate,
Community Mental Health
Director of Volunteer Services,
Jewish Guild for the Blind
- Solomon Stern**
Clinical Associate,
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M.Ed., Loyola College
Principal, Hebrew Academy for
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- Helen Sullivan, RRA, RN**
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Association for Children with
Retarded Mental Development

Ronald Trumbell

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Irene Walter, RRA

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Jewish Home & Hospital for the
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Day Center Supervisor,
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Bronx-Lebanon Hospital Center

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Clinical Associate,
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Director of Medical Records,
Roosevelt Hospital

Matthew Yohannan, ART

Clinical Associate,
Medical Record Technology
Director, Medical Records,
Bronx Psychiatric Center

Barbara Young, RRA

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Chief Medical Record Administrator,
Veterans' Administration Hospital

Frances Zahler, RRA

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Hospital for Joint Diseases,
Orthopedic Institute

Michael Zestar

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Community Mental Health
M.S., Teachers College, Columbia
Director of Rehabilitation Training,
Association for Children with
Retarded Mental Development,
Manhattan South



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.

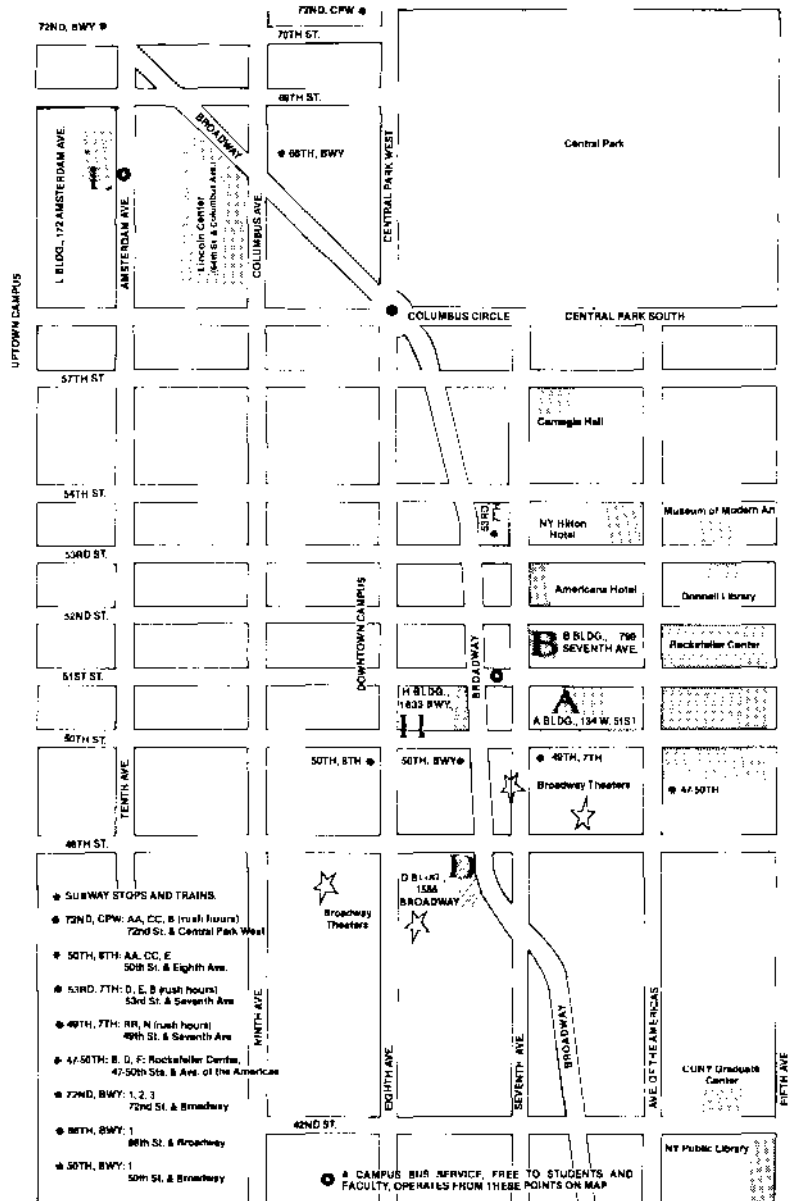
Program Code	HEGIS Code	Program Name	Type of Degree Awarded	Date Registered
01080	5002	Accounting	A.A.S.	3/72
01076	5004	Business Administration	A.A.	3/72
01081	5001	Business Management:	A.A.S.	3/72; 9/77
	5003	Banking & Finance	A.A.S.	
	5004	Marketing	A.A.S.	
		Credit & Collections	A.A.S.	
		Sales Management	A.A.S.	
		Real Estate	A.A.S.	
		Retailing	A.A.S.	
		General Management	A.A.S.	
01097	5216	Community Mental Health Technology	A.S.	8/79
01091	5101	Data Processing: Operations Programming	A.A.S. A.A.S.	3/72
01079	4901	Liberal Arts—Transfer	A.A.	3/72
01079	4901	Liberal Arts		
		Dance	A.A.	3/72
		Fine Arts	A.A.	
01077	5508	Government Administration	A.A.	3/72
		Music—Performing Arts	A.A.	
		Physical Education	A.A.	
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	5208.5	Nursing	A.A.S.	9/74
01096	5215	Respiratory Therapy Technology	A.A.S.	3/72
01089	5005	Secretarial Science	A.A.S.	3/72
		Executive	A.A.S.	
		Bilingual	A.A.S.	
		Legal	A.A.S.	
		Education	A.A.S.	
		Education-Bilingual	A.A.S.	

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, be-

- tween 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



BOROUGH OF MANHATTAN COMMUNITY COLLEGE
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