

MarymountManhattan

a college of the liberal arts

COLLEGE CATALOGUE 2010-2011



Letter from the President



Dear Students,

On behalf of the faculty, staff and administrators of Marymount Manhattan College, I am pleased to welcome you to our College and to this next phase of your academic journey. We believe that you have made a wise decision in choosing to attend Marymount Manhattan. We take pride in our mission, in the vigor of our academic programs and in the strength of our diverse community. We hope that as you come to know more about us through your experiences here, you will share in that sense of community and take advantage of all

that Marymount Manhattan has to offer you. As the President of MMC, I hope you share my enthusiasm about our College and my excitement about the opportunities it will afford you. I trust that you, like me, are looking forward to a year of challenges and opportunities for learning, not only in your classes, but also through your interaction with all of us and through your exploration of this dynamic city that is home to MMC. The “facts” about MMC are presented in the pages of this catalogue. I encourage you to get to know those facts; being well informed will help you make good decisions for yourself. As you learn about MMC, keep in mind that a strength of our community is the availability of individualized guidance. Speak with us about your issues, ask us your questions, present us with your new ideas. You will always find someone willing to listen and to assist you. I look forward to meeting you during the ensuing months and to learning more about MMC from your unique perspective.

I wish you all a creative and productive academic year.

Sincerely,

Judson R. Shaver, Ph.D.

President

Academic Calendar 2010-2011

FALL 2010

July 23, Wednesday	Payment due for Fall 2010
July 31, Saturday	Summer II classes end Residence Hall closes for Summer II visiting students
August 8, Sunday	Jump Start 2010 resident move-in
August 9, Monday	Jump Start Program begins
August 16, Monday	Late Registration for Fall 2010 begins
August 27–29, Friday-Sunday	Freshman Resident Student Move In - 55th Street Hall
August 28, Friday	Jump Start Program ends
August 30, Monday	College Convocation
August 30-September 3, Monday-Friday	New Student Orientation
September 1-2, Monday – Tuesday	Transfer Resident Student Move In
September 2, Thursday	Welcome to the Majors
September 2–3, Thursday–Friday	Continuing Resident Student Move In
September 6, Monday	<i>Labor Day — College Closed</i>
September 7, Tuesday	Fall 2010 Semester Begins
September 7 – 14, Tuesday-Tuesday	Fall 2010 Program Change Period
September 14, Tuesday	Last Day of Late Registration for Fall 2010 Last Day to Submit Internship and Independent Study Contracts for Fall 2010 Last Day to Register for Pass/Fail for Fall 2010 Last Day to Apply for an Audit for Fall 2010 Last Day to Add a Class for Fall 2010
September 15, Wednesday	Last date for students to submit any outstanding assignments to complete coursework and resolve INC grades
September 17, Thursday	Constitution & Citizenship Day (Special Events - classes in session)
September 18, Saturday	<i>Yom Kippur - No Classes / College Open</i>
September 29, Wednesday	Last Day to Drop a Course w/o a Grade
September 30, Wednesday	Fall 2010 “W” Period Begins
October 1, Friday	Faculty must submit change of grade forms to resolve INC grades by this date. Any unresolved INC grades from Spring and Summer 2010 converted to F grades.
October 11, Monday	<i>Columbus Day — College Closed</i>
October 22 – 24, Friday – Sunday	Homecoming/Family and Friends Weekend
October 23, Saturday	Honors Reception
October 27, Wednesday	Last Day to Withdraw from Fall with “W” Grade
October 28, Thursday	Fall 2010: Withdrawals as of this date result in “WF” Grades
November 2, Tuesday	Advisement Day (Seniors/Juniors) for Spring/Summer 2011 Course Selection — No Classes
November 8 – 19, Monday – Friday	Registration for Spring and Summer 2010 for Continuing Students
November 10, Wednesday	Advisement Day (Sophomores/First Years) for Spring/Summer 2011 Course Selection — No Classes
November 24 – 28, Wednesday – Sunday	<i>Thanksgiving Recess — College Closed</i>
November 29, Monday	Advisement & Registration for New Students for Spring 2011 Begins

December 3, Friday	Payment Due for January 2011
December 15, Wednesday	Last Day to Withdraw from Fall 2011 with A “WF” Grade
December 20 – 30, Monday - Thursday	Submission of Grades
December 22, Wednesday	Fall 2010 Semester Ends
December 23, Wednesday	Resident Student Move Out by 12 Noon Residence Halls Closed at Noon.
December 24 - January 2, Friday - Sunday	<i>College Closed — Holiday Recess</i>

JANUARY 2011

December 3, Friday	Payment Due for January 2011
January 2, Sunday	January 2011 Session Resident Student Move In Starting at 12 Noon
January 3, Monday	January 2011 Session Begins
	January 2011 Session Late Registration & Program Change (Add / Drop)
	Last Day to Submit Internship and Independent Study Contracts for January 2011 Session
	Last Day to Register for Pass / Fail for January 2011 Session
	Last Day to Apply for an Audit
	Last Day to Add a Class
	Last Day to Drop a Course w/o a Grade
January 4, Tuesday	January “W” Period Begins
January 6, Thursday	Payment Due for Spring 2011
January 7, Friday	Last Day to Withdraw from January 2011 Session with a “W” Grade
January 9, Saturday	January 2011: Withdrawals as of this date result in “WF” Grades
January 10, Monday	Late Registration for Spring 2011 Begins
January 17, Monday*	<i>Martin Luther King, Jr. Day — College Closed</i>
January 24, Monday	Last Day to Withdraw from January 2011 Session with a “WF” Grade
January 27, Thursday	Incoming Freshman, Transfer and Continuing Resident Student Move In
January 28, Friday	New Student Orientation
January 29 Saturday	January 2011 Session Ends*
January 27 - 31, Thursday-Monday	Submission of January 2011 Grades

SPRING 2011

January 6, Thursday	Payment Due for Spring 2011
January 10, Monday	Late Registration for Spring 2011 Begins
January 28, Thursday	Incoming Freshman, Transfer and Continuing Resident Student Move In
January 29, Friday	New Student Orientation
January 31, Monday	Spring 2011 Semester Begins
January 31-February 7, Monday-Monday	Spring 2011 Program Change Period (Add / Drop)
February 7, Monday	Last Day of Late Registration for Spring 2011
	Last Day to Submit Internship and Independent Study Contracts for Spring 2011 Session
	Last Day to Register for Pass / Fail for Spring 2011
	Last Day to Apply for an Audit
	Last Day to Add a Class

Academic Calender 2010 - 2011

February 18, Friday	Last Day to Drop a Course w/o a Grade	May 25, Wednesday	Last Day to Submit Internship & Independent Study Contracts for Summer I 2011
February 19, Saturday	Spring "W" Period Begins		Last Day to Register for Pass / Fail for Summer I 2011
February 21, Monday	<i>Presidents' Day - College Closed</i>		Last Day to Apply for an Audit
March 1, Monday	Faculty must submit all Change of Grade forms to resolve INC grades by this date. All unresolved INC grades from Fall 2010 and January 2011 converted to F grades.		Last Day to Add a Class
March 16, Wednesday	Honors Day — Special Activities in Lieu of Classes	May 26, Thursday	Last Day to Drop a Course w/o a Grade Summer I 2011 "W" Period Begins
March 21, Monday	Last Day to Withdraw from Spring 2011 with a "W" Grade	May 30, Monday	<i>Memorial Day — College Closed</i>
March 22, Tuesday	Spring 2011: Withdrawals as of this Date Result in "WF" Grade	June 1, Wednesday	Last Day to Withdraw from Summer I 2011 with a "W" Grade
March 28 - April 3, Monday – Sunday	Spring Break:	June 2, Thursday	Summer I 2011: Withdrawals as of this Date Result in "WF" Grade
March 28 - April 2, Monday – Saturday	College Open - No Classes	June 20, Monday	Last day to withdraw from Summer I with a "WF" grade
April 4 - 8, Monday - Friday	Advisement Day (Seniors/Juniors) for Fall 2011/ January 2012 Course Selection / during office hours	June 24-30, Friday-Thursday	Summer II 2011 Late Registration Submission of Summer I 2011 grades
April 7-20, Thursday - Wednesday	Registration for Fall 2011 and January 2012 (Continuing Students)	June 24-29	Summer II 2011 Late Registration
April 12, Tuesday	Advisement Day (Sophomores / First Year) for Fall 2011/ January 2012 Course Selection / No Classes	June 24 - June 30, Friday-Thursday	Summer I 2011 Semester Ends*
April 22-24, Friday - Sunday	<i>Spring Holiday — College Closed</i>	June 27, Saturday	Summer II 2011 Resident Student Move In Starting at 12 Noon
April 29, Friday	Last Day to Request Permission to walk at Commencement	June 27, Monday	Summer I 2011 Only Resident Student Move Out by 12 Noon
May 2, Monday	Payment Due for Summer I and II 2011 New Student Advisement & Registration Begins	June 28, Tuesday	Summer II 2011 Semester Begins
May 12, Thursday	Last Day to Withdraw from Spring 2011 with a "WF" Grade	June 28 - June 30, Tuesday-Thursday	Summer II 2011 Program Change (Add / Drop)
May 16-23, Monday - Monday	Summer I Late Registration	June 30, Thursday	Last Day to Submit Internship and Independent Study Contracts for Summer II 2011
May 17-20, Tuesday - Friday	Submission of Grades for Seniors for Spring 2011		Last Day to Register for Pass / Fail for Summer II 2011
May 17-24, Tuesday - Tuesday	Submission of Grades for Spring 2011		Last Day to Add a Class
May 19 Thursday	Spring 2011 Semester Ends (Friday classes meet)	July 1, Friday	Last Day to Drop a Summer II 2011 with a "W" Grade
May 20, Friday	Baccalaureate / Commencement	July 4, Monday	Summer II 2011 "W" Period Begins
May 20, Friday	Resident Students Move Out by 12 Noon	July 7, Thursday	<i>Independence Day - College Closed</i>
May 21, Saturday	Graduating Senior Residents Move Out by 12 Noon	July 8, Friday	Last Day to Withdraw from Summer II 2011 with a "W" Grade
SUMMER 2011		July 25, Monday	Summer II 2011: Withdrawals as of this Date Result in "WF" Grade
May 2, Monday	Payment Due for Summer I and II 2011 New Student Advisement & Registration Begins	July 29 - August 3, Friday - Wednesday	Last day to withdrawn from Summer II with a "WF" grade
May 16-23, Monday - Monday	Summer I Late Registration	August 1, Monday	Submission of Summer II 2011 grades
May 22, Sunday	Summer I 2011 Resident Student Move In Starting at 12 Noon	August 2, Tuesday	Summer II 2011 Semester Ends*
May 23, Monday	Summer I 2011 Semester Begins	August 7, Sunday	Summer II 2011 Resident Student Move Out at 12 Noon
May 23-25, Monday-Wednesday	Summer I 2011 Program Change (Add / Drop)	August 8, Monday	Jump Start 2011 resident move-in
		August 27, Friday	Jump Start 2011 session begins
			Jump Start 2011 session ends

* All meeting times have been adjusted to accommodate for Monday holidays in each short session. Course meeting times for Saturday/ Sunday classes will be adjusted to accommodate the Independence Day Holiday Weekend.

Please note: The College reserves the right to make adjustments to this calendar as may be required for various reasons throughout the academic year.

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EDUCATIONAL MISSION

Marymount Manhattan College is an urban, independent undergraduate liberal arts college. The mission of the College is to educate a socially and economically diverse population by fostering intellectual achievement and personal growth and by providing opportunities for career development. Inherent in this mission is the intent to develop an awareness of social, political, cultural and ethical issues, in the belief that this awareness will lead to concern for, participation in and improvement of society. To accomplish this mission, the College offers a strong program in the arts and sciences for students of all ages, as well as substantial pre-professional preparation. Central to these efforts is the particular attention given to the individual student. Marymount Manhattan College seeks to be a resource and learning center for the metropolitan community.

HISTORY AND HERITAGE

Marymount Manhattan College (MMC) is one of six colleges founded in the United States by the Religious of the Sacred Heart of Mary, evidence of their worldwide and continuing commitment to educational access and excellence. The College was originally established as the city campus of Marymount College, Tarrytown, New York. In 1961, the College was independently chartered by the Board of Regents of the University of the State of New York and separately incorporated as Marymount Manhattan College. The College flourishes today as a co-educational, independent liberal arts college. Throughout the history of the College, students have studied the traditional academic disciplines with faculty who have upheld high

academic standards and who have strongly encouraged the development of responsible and thoughtful citizens. This heritage continues to flourish, expanded and enriched by a larger and more diverse student body and wider, more responsive innovative program offerings. Since becoming an independent college in 1961, Marymount Manhattan has opened its classrooms to and shared its resources with students of all ages and extended its campus on site and in outreach to the larger community: it has successfully experimented with non-traditional modes of granting credit and strengthened the curriculum by the careful integration of programs in professional studies.

ACCREDITATION AND MEMBERSHIP

Marymount Manhattan College is a four-year college of post-secondary education, accredited by the Middle States Commission on Higher Education, the regional accrediting body of the Middle States Association. The Board of Regents of the University of the State of New York independently chartered MMC to grant degrees. The College is a member of numerous organizations concerned with the advancement of higher education, including the American Council on Education, the Association of American Colleges and Universities, the Hispanic Association of Colleges and Universities, the Council of Independent Colleges, the Association of Governing Boards of Universities and Colleges, and the Commission of Independent Colleges and Universities. The College is also a member of the Faculty Resource Network, the National Association of Independent Colleges and Universities, and The College Board.

Liberal Learning at Marymount Manhattan College

Marymount Manhattan College endorses the Statement on Liberal Learning prepared by the Association of American Colleges and Universities, which describes a liberal education as:

one that prepares us to live responsible, productive, and creative lives in a dramatically changing world. It is an education that fosters a well-grounded intellectual resilience, a disposition toward lifelong learning, and an acceptance of responsibility for the ethical consequences of our ideas and actions. Liberal education requires that we understand the foundations of knowledge and inquiry about nature, culture, and society; that we master core skills of perception, analysis, and expression; that we cultivate a respect for truth; that we recognize the importance of historical and cultural context; and that we explore connections among formal learning, citizenship, and service to our communities.

As a liberal arts college located in the heart of New York City, Marymount Manhattan College seeks to promote the intellectual, artistic, ethical, and social development of each student through a curriculum that emphasizes the connections among the arts and sciences, and through the exploration of these connections on our campus—New York City. As a student-centered liberal arts college, MMC seeks to graduate individuals who are thoughtful, articulate, and curious. The College promotes intellectual, artistic, and scientific achievement, critical thinking, civic engagement, and personal growth. Through its faculty, course offerings, co-curricular activities, and special events, the College fosters a capacity for lifelong learning that is the hallmark of the liberal arts. MMC graduates are given the tools to adapt their knowledge, skills, and sense of responsibility to new settings and challenges. They can communicate effectively, as well as express themselves creatively. They are able to make the connections between human nature and values, the physical world, societies and the histories and structures of particular civilizations, the literary arts, and the fine and performing arts. Marymount Manhattan College remains committed to the values of liberal learning and academic freedom, and the principles of intellectual, scientific, and creative inquiry. MMC believes that a liberal education, with its characteristic emphasis on critical thinking, written and oral communication, historical awareness, and creative expression, best prepares students for rewarding, productive and responsible lives.

Definition of Degrees

Marymount Manhattan College is chartered by the Regents of the State of New York to offer the following degrees: Bachelor of Arts, Bachelor of Sciences, and Bachelor of Fine Arts. The distinction among these degrees is determined by the number and percentage of credits earned in liberal arts and sciences disciplines, as opposed to disciplines of a more technical nature.

- Liberal arts and sciences disciplines include areas of study in the humanities, mathematics, natural sciences, and social sciences. These areas all concentrate on a theoretical approach to learning.
- Areas of study outside the liberal arts include: business and accounting, fine and performing arts, applied sciences, and education. Study in these areas, though grounded in theory, also includes practical, performance or laboratory training.

Though the New York State Education Department requires the following concentration of credits in the liberal arts disciplines for each degree, Marymount Manhattan College's degrees are all comprised of significantly higher percentages of liberal arts and sciences credits than is mandated by the State.

New York State Education Requirements

Degrees in the Arts (B.A.)

must be comprised of credits totaling a minimum of 75% (or 90 credits) in liberal arts and sciences disciplines.

Degrees in Sciences (B.S.)

must be comprised of credits totaling a minimum of 50% (or 60 credits) in liberal arts and sciences disciplines.

Degrees in the Fine Arts (B.F.A.)

must be comprised of credits totaling a minimum of 33% (or 40 credits) in liberal arts and sciences disciplines.

Marymount Manhattan College Requirements

Degrees in the Arts (B.A.)

on average consist of 100 or more credits in liberal arts and sciences disciplines, about 80% of the completed degree.

Degrees in Sciences (B.S.)

on average consist of 75 credits in liberal arts and sciences disciplines, about 60% of the completed degree.

Degrees in the Fine Arts (B.F.A.)

on average consist of 60 credits in liberal arts and sciences disciplines, about 50% of the completed degree.

The Bachelor of Arts, Bachelor of Science and Bachelor of Fine Arts degrees are equivalent in scope and in the achievement each represents.

Navigating Your Degree

The Marymount Manhattan College Bachelor's degree consists of three basic components, which together total 120 credits. These components are described as follows:

1. General Education

At the center of the Marymount Manhattan academic experience is our general education. While our students major in a wide variety of disciplines, their academic careers all have one thing in common. By the time they graduate from Marymount, they will have completed a curriculum that will expand their intellectual horizons and challenge them to think and learn in ways that push them beyond the boundaries of their chosen majors. At the same time, they will have mastered a set of skills that will help them succeed in whatever career paths they take.

2. The Major

Each student will select a field of study to explore in depth. MMC offers a selection of liberal arts and pre-professional majors. Study in any major prepares students for graduate work and for a broad range of careers. Majors require the completion of 36 or more credits, depending upon the discipline.

3. Electives/Minors/Dual Majors

Most students will have the opportunity to explore additional areas of study through the completion of electives. Electives are chosen not prescribed. Students are encouraged to consult with an advisor to discuss how best to apply their elective credits: take courses in various areas of interest or structure electives in order to pursue a second (or dual) major, a minor or minors to complement or supplement the major, or by fulfilling the requirements of a certificate program.

Shaping the Degree Program

We welcome students' initiative in composing their degrees and urge students to think of the degree in an integrated way, rather than think of it as three distinct parts. To ensure that MMC graduates will have explored the broadest knowledge base and developed an appreciation for the varying perspectives through which liberal learning occurs, the faculty encourages students to engage in multiple disciplinary pursuits, selecting the broadest array of courses as they progress toward the completion of their degrees. Students work with faculty advisors to craft a plan that will enhance the degree in unique, individualized ways. Other opportunities to enhance and customize study are provided through internships, independent study, research, study abroad, and service learning. See Alternative Learning Formats (p. 13) for additional information about these options.

MAJORS

The following is a list of all majors offered at MMC and the degree(s) associated with each:

Accounting (B.S.)
Acting (B.F.A.)
Art (B.A.)
Biology (B.A. or B.S.)
Business Management (B.S.)
Communication Arts (B.A.)
Dance (B.A. or B.F.A.)
Education (B.A. or B.S.)*
English and World Literatures (B.A.)
History (B.A.)
Interdisciplinary Studies (B.A.)
International Studies (B.A.)
Philosophy and Religious Studies (B.A.)
Political Science (B.A.)
Psychology (B.A.)
Sociology (B.A.)
Speech-Language Pathology and Audiology (B.A.)
SPPA: Teachers of Students with Speech-Language Disabilities (B.S.)
Theatre Arts (B.A.)

We encourage all students wishing to pursue a dual major to speak with an advisor as early as possible to determine the requirements and feasibility of completing both programs. Some majors require an intense credit load, perhaps making it difficult for a student in one of these majors to complete a second major in four years. These students may wish to choose to pursue a minor or certificate program instead.

* A major in Education must be taken together with a major in a Liberal Arts discipline. Approved Liberal Arts majors include: Art History, Biology, English, History, International Studies, Philosophy and Religious Studies, Political Science, Psychology, and Sociology.

MINORS

Minors offer students an opportunity to pursue focused study of a particular area to complement or enhance a degree. Most students can complete a minor or two by carefully applying the elective credits beyond the degree to additional fields of study. Minors may complement the major or offer an opportunity to focus study in an area unrelated to the major that may be of interest. The following minors are offered by MMC through the programs noted in parenthesis:*

Accounting (Accounting)
Art History (Art)
Arts Management (Art/Dance/Theatre Arts)
Asian Studies (International Studies)
Biology (Biology)
Business Management (Business Management)
Chemistry (Chemistry)
Creative Writing (Creative Writing)
Drama Therapy (Theatre Arts)
Economics (Economics)

English and World Literatures (English)
 Environmental Studies (Environmental Studies)
 Forensic Psychology (Psychology)
 French (French)
 Gender and Sexuality Studies (Gender and Sexuality Studies)
 Graphic Design (Art)
 Hispanic Studies (Hispanic Studies)
 History (History)
 Industrial/Organizational Psychology (Psychology)
 International Studies (International Studies)
 Journalism (Journalism)
 Mathematics (Mathematics)
 Media Studies (Communication Arts)
 Music (Music)
 Musical Theatre (Theatre Arts)
 Neuroscience (Biology/Psychology)
 Philosophy (Philosophy and Religious Studies)
 Photography (Art)
 Political Economy (Economics/International Studies)
 Political Science (Political Science)
 Promotional and Professional Communications (Communication Arts)
 Psychology (Psychology)
 Religious Studies (Philosophy and Religious Studies)
 Sociology (Sociology)
 Social Work (Sociology)
 Speech-Language Pathology and Audiology
 (Speech-Language Pathology and Audiology)
 Studio Art (Art)
 Theatre (Theatre Arts)

Specific requirements for majors and minors are described in the Academic Programs pages that follow. For specific page numbers please refer to the Index

Guidelines for Expanding Your Degree:

To facilitate students' exploration of more than one field, the College has established the following guidelines regulating the completion of degree requirements:

1. Students pursuing two majors, a major and a minor, or a major and a certificate program may count credits they have earned while completing requirements in the Shared Curriculum toward completion of requirements in any of these additional chosen areas of study.
2. Students pursuing requirements leading to a B.A. degree and a second major leading to a B.S. degree will elect either the B.A. or the B.S. to be awarded. Although two fields of study will be indicated on a student's transcript, only one degree will be awarded.
3. Students generally follow degree requirements in effect at the time of their admission to MMC, although, with the advice of a faculty advisor, students may opt to follow a revised program that reflects changes in the curriculum, which may have occurred during their time in attendance.

4. Under New York State regulations, a student may only receive a single Bachelor's degree from MMC. Once a degree has been conferred by the College, a student cannot re-matriculate. We welcome our alums to supplement their degrees as returning non-degree students.

LIBERAL STUDIES PROGRAM

For many students, the excitement of their first year of College comes from the opportunity to explore new ways of thinking about themselves and the world around them. At Marymount Manhattan College, we provide this experience through the framework of our Liberal Studies Program (LSP), designed specifically for those students who do not want to immediately declare a specific major but rather want to spend their first year of College exploring different disciplines and taking a broad variety of courses. While this program offers students that opportunity, it also provides them with guidance from faculty and staff members as well as with the ability to enhance their learning with out-of-classroom experiences, both within the College and throughout New York City. At the same time, it allows students freedom and flexibility in their first-year course of study while also offering the advisement and support to transition into their chosen majors.

The Liberal Studies Program provides students with a focused curriculum through which they will experience a range of academic fields and disciplines. In doing so, they complete many college-wide requirements while exploring fields in which they may ultimately choose to major.

LSP students are encouraged to take courses that fall within the following General Education categories: Studies in Science and Math; Studies in Social Sciences, Business and History; Studies in Literature and Language; Studies in Creative Expression; Studies in Psychology, Philosophy and Religion. As LSP students think about possible majors, they are encouraged to take introductory courses in those programs to become more familiar with them and to complete a lower-level requirement in what may ultimately become their chosen major.

Transitions: From the Liberal Studies Program to Majors

The central goal of the Liberal Studies Program is to support students as they transition from exploring a range of academic disciplines to declaring their majors. For some LSP students, this transition occurs early during their first academic year at Marymount. For others, it may take a bit more time. Whether this is a short or long process, faculty mentors and academic advisors are available to help students along the way. In addition to helping LSP students select their courses, these mentors and advisors help students through the program and guide them as they consider options for their majors, learning opportunities outside of the classroom, and for possible career paths. They assist LSP students through the major declaration process and help them connect with the faculty advisors within their chosen majors.

The Curriculum

General Education

Marymount's General Education is unique and innovative. It rests upon three solid foundations.

First, it is grounded in the College's mission and tradition. Part of our mission is to provide our students with an educational experience that allows them to "develop an awareness of social, political, cultural and ethical issues, in the belief that this awareness will lead to concern for, participation in, and improvement of society." The General Education curriculum puts this mission into action by requiring students to explore these social, political, cultural, and ethical issues in a variety of courses and invites them to extend their study beyond the classroom through experiential learning. Thus, our students gain the kind of knowledge that leads to active and informed citizenship.

Second, our General Education is a direct reflection of our vibrant, diverse, and eclectic faculty. Our faculty is comprised of expert teachers who are also accomplished scholars and artists. They bring to the College expertise in a range of academic disciplines and professional fields. It is in General Education that their diverse areas of interest and specialization come together to offer our students a unique interdisciplinary experience. Our faculty is committed to balancing the disciplinary expertise that our students acquire through their majors with the insight that comes from interdisciplinary study. Our General Education is an integral part of our students' academic programs throughout their four years at the College. Our General Education is not limited to lower-level, introductory courses; rather, it invites students to engage in advanced-level work in courses designed by our faculty that underscore the value of interdisciplinary study.

Third, our General Education is informed by our geographical location in the heart of New York City. This vibrant urban environment does more than serve as the backdrop for student learning. Instead, it is deeply fused into our students' educational experience. While New York City provides a myriad of opportunities for learning, it is incorporated into our General Education first and foremost as an international city. One of the central goals of our General Education is to help our students understand their place in an ever integrating global community. While much of this preparation for global citizenship happens in the classroom, the vast resources of New York City are also integral to the learning experience.

Marymount's General Education has three components totalling 43 credits:

1) Foundation Courses	10 credits
2) Disciplinary Studies	15 credits
3) Advanced Interdisciplinary Perspectives	18 credits

FOUNDATION COURSES

These courses are designed to ensure that all MMC students develop a range of skills that is necessary for future academic and professional success. Fundamental Skills Courses include: First Year Mentoring, The Writing Seminar sequence and Mathematics.

First-Year Mentoring (FYM)

First-semester students enroll in a one-credit course, FYM 101, designed to assist them in making a successful transition into the intellectual and cultural community of MMC. Working closely with an instructor and a peer mentor, students will participate in a vibrant first-year learning community.

The Writing Seminar Sequence

In these courses, students develop their critical reading, writing and thinking skills and their academic research and presentation skills. Students are placed in the appropriate course based on their current skills level. Students take either:

WRIT 101: Writing Seminar I: Writing in the Liberal Arts **AND**
WRIT 102: Writing Seminar II
OR
WRIT 201: Advanced Writing Seminar

WRIT 101. Writing Seminar I

The goal of this course is twofold: to foster a learning community amongst MMC faculty and students; and to strengthen students' reading, writing and analytical capabilities. To accomplish these goals, the course allows members of the faculty to interact with first year students in an intimate classroom environment, where they have an opportunity to explore a particular theme or topic from several perspectives while strengthening a range of critical skills. Thus, the course aims at building two essential foundations upon which students' academic careers will be built: first, it exposes students to several of the disciplines that they will encounter in General Education while also demonstrating the type of focused and in-depth study that is the hallmark of intellectual inquiry; second, as a writing-centered course, WRIT 101 underscores the crucial role that well-tuned critical skills will play in students' college and professional lives. Non-audit. Prerequisite: by placement (3).

WRIT 102. Writing Seminar II

[Must be taken in the spring or fall semester immediately following the successful completion of Writing Seminar I] This course emphasizes the development of research skills through exercises in the selection of research topics, the use of a variety of library resources, and the evaluation of research materials, leading to the completion of a major paper. Throughout the term, instructor-student conferences facilitate individualized criticism of research procedures and the development of the final paper. Prerequisite: WRIT 101 or by placement. Non-audit. Prerequisite: WRIT 101 or placement. (3).

WRIT 201. Advanced Writing Seminar

This course introduces students to the MMC academic community while continuing to strengthen the critical reading, writing, research, and oral presentation skills necessary for both their scholarly and professional lives. Students explore a topic from several disciplinary perspectives, conduct extensive research, and learn to appreciate the advantages of interdisciplinary study. Through a series of advanced written assignments, students engage in the recursive process of professional-level composition, including invention, drafting, revision, peer feedback, and editing. Students learn how to propose, formulate, develop and present an original academic project, based on extensive independent research. Enrollment through placement. (3)

Mathematics

Students hone their mathematics skills by completing one of the following courses:

MATH 113: Quantitative Reasoning
 MATH 129: Intermediate Algebra
 MATH 139: College Algebra
 MATH 141: Precalculus
 MATH 210: Calculus I
 MATH 224: Statistics

- Students in the Biology major should, depending on placement, take MATH 129, MATH 139/140, MATH 141, or MATH 210, in place of MATH 113.
- Other students with advanced preparation in mathematics may take MATH 139, MATH 141, MATH 210, or MATH 224 in place of MATH 113.

DISCIPLINARY STUDIES

By taking courses across the liberal arts disciplines, MMC students acquire a foundation that broadens their education beyond their chosen majors and prepares them for interdisciplinary study at the advanced level.

Students complete one course at the 100- or 200-level in each of the following groups. Students may select any liberal arts courses offered in a particular discipline, except for those courses that are identified as “for majors only.”

- **Studies in Creative Expression**

Select from courses in Art, Communication Arts, Creative Writing, Dance, Journalism, Music, and Theatre Arts

Learning Goals

1. Students will engage as informed observers or active participants in the visual, spatial, performing or creative arts.
2. Students will describe processes by which works of art, media, performance and creative writing are created individually and collaboratively.
3. Students will demonstrate critical listening, reading, seeing and writing skills, and the ability to articulate aesthetic responses.

- **Studies in Literature and Language**

Select from courses in English, French, Spanish, and Speech-Language Pathology/Audiology

Learning Goals

1. Students will articulate their understanding of the role language plays as a system of communication and as marker of cultural expression and identity.
2. Students will produce formal analyses of how oral or written language reflects the sociohistorical conditions that produce it.
3. Students will apply a variety of theoretical frameworks to their analysis of written and oral language.

- **Studies in Natural Science and Mathematics**

Select from courses in Biology, Chemistry, General Science, Mathematics, and Physics,

Learning Goals

1. Students will demonstrate higher-level critical thinking and quantitative reasoning skills.
2. Students will integrate and apply principles of the natural sciences and mathematics.
3. Students will demonstrate comprehension and will communicate scientific or mathematical knowledge.

- **Studies in Psychology, Philosophy and Religious Studies**

Select from courses in Philosophy, Psychology, and Religious Studies

Learning Goals

1. Students will identify, describe, and explain key terms, concepts, and distinctions central to the discipline of psychology, philosophy, or religious studies.
2. Students will reconstruct and explain (in speaking and writing) various arguments concerning the foundations and applications of theories of human nature, knowledge, and/or value.
3. Students will critically evaluate (in speaking and writing) various arguments (including one's own) concerning the foundations and applications of theories of human nature, knowledge, and/or value.

- **Studies in Social Science, Business and History**

Select from courses in Business Management, Economics, Education, Gender and Sexuality Studies, History, International Studies, Political Science, and Sociology

Learning Goals

1. Students will critically consume discipline-specific knowledge in social science, business, or history.
2. Students will discriminate between a variety of research methods, and demonstrate an understanding of their advantages and limitations.
3. Students will identify the economic, historical, political or social factors shaping the procedures, practices, and policies of collective existence.

ADVANCED INTERDISCIPLINARY PERSPECTIVES

As students transition to advanced-level study in the General Education, they move from courses that are discipline based to courses that are organized around various interdisciplinary perspectives. This transition requires students to utilize the knowledge and skills they have already acquired as they hone their ability to think across and between disciplines. These courses are also designed to reinforce the critical skills that students developed in their lower-level courses.

Some of these courses are offered through specific departments, reflecting the shift towards an interdisciplinary approach that has occurred in many disciplines. Other courses are identified as Interdisciplinary Studies courses. Such courses may explore their topics through a variety of disciplinary lenses or they may adopt an entirely new approach as they cross disciplinary boundaries. Students are required to complete a total of six courses at the 300- or 400-level, at least one from each of the following perspectives:

Cultural Perspectives

This perspective investigates the practices that allow for the production and reproduction of the systems of meaning (e.g., art, ritual, and beliefs) through which groups and individuals define and express themselves.

Learning Goals:

1. Students will demonstrate knowledge of the ways through which culture is produced.
2. Students will demonstrate knowledge of how people participate in and are influenced by individual, group, and social action.
3. Students will recognize their contribution to the production, consumption, and reproduction of culture.

Ethical Perspectives

This category examines the beliefs and values that underlie human responses to moral issues.

Learning Goals:

1. Students will identify ethical issues and controversies in various contexts.
2. Students will analyze and articulate multiple perspectives on ethical issues.
3. Students will construct arguments that are grounded in ethical and other analytical or scholarly perspectives in support of their own judgments.

International Perspectives

This category has a comparative focus on nations and peoples outside the United States to promote an understanding of and sensitivity to international communities and perspectives.

Learning goals:

1. Students will demonstrate a comparative understanding of communities outside the United States.

2. Students will identify and evaluate contemporary or historical issues from global perspectives.
3. Students will demonstrate an awareness of international communities and perspectives to encourage engagement with the world and its citizens.

Natural Science Perspectives

This category studies the natural and physical world through the methods of scientific inquiry.

Learning goals:

1. Students will articulate and recognize the contribution of scientific developments to human endeavors.
2. Students will demonstrate an understanding of the scientific method as it applies to the natural and physical world.
3. Students will identify the relevant key aspects of the evolution of scientific thought.
4. Students will gain experience working with empirical data.

U.S. Perspectives

This category focuses on issues central to the United States, from either a local or national view.

Learning Goals:

1. Students will identify and analyze issues central to the United States experience.
2. Students will articulate and analyze the plurality of experiences in the United States.

- **Sophomore, junior & senior students following an earlier catalogue may, if they wish, opt to follow these new requirements.**
- **For descriptions of courses that fulfill General Education requirements, please see the course descriptions under Academic Programs.**

Please refer to the version of the catalogue that appears on the College website at www.mmm.edu for the most up-to-date information about programmatic and administrative matters.

PLEASE NOTE: The College reserves the right to change the programs, requirements, policies and other provisions set forth in this catalogue.

CENTER FOR ACADEMIC ADVANCEMENT (CAA)

These following courses, offered through the Center for Academic Advancement, assist students in mastering the skills they need to succeed in college.

097. Introduction to Writing ESL

This text-based course for ESL learners focuses on interpretive reading and analytical writing in preparation for WRIT 101. Instruction simultaneously focuses on writing strategies, such as revision, summarizing, structure, and avoiding plagiarism, as well as the use of academic English. This course emphasizes integration of reading and writing skills to develop student abilities

in writing clear, well, organized prose on academic topics, by focusing on individual student issues stemming from first language interference. Non-audit. (0).

099. Introduction to Writing

This text-based course focuses on interpretive reading and analytical writing in preparation for WRIT 101. Instruction simultaneously focuses on writing strategies, such as revision, summarizing, structure, and avoiding plagiarism, as well as the use of academic English. This course emphasizes integration of reading and writing skills to develop student abilities in writing clear, well, organized prose on academic topics. Non-audit. Fee: \$15.00 (0).

100. Effective Thinking

This course introduces students to a variety of active reading and thinking strategies. These areas apply systematic study skill formulas to textbook reading, such as note taking, identifying the main idea, paraphrasing, summarizing and preparing or tests. Students work to polish their thinking, reasoning, and problem-solving abilities. Emphasis will be given to understanding organizational structures and thinking patterns used by a variety of writing to express ideas (3).

101. Writing Lab

This course focuses on academic writing skills to supplement instruction in WRIT 101. Instruction simultaneously focuses on writing strategies, such as revision, summarizing, avoiding plagiarism, and structure, as well as the use of academic English. The course emphasizes integration of reading and writing skills to develop student abilities in writing clear, well-organized prose on academic topics. Non-audit.(1)

Changes in Policy and Procedure

Every student, regardless of his/her date of admission to the College, is subject to compliance with new policies or procedures. Changes in policies or procedures will be posted on the College website. Courses and programs described in the Catalogue are subject to change through normal academic channels. New courses and changes in existing programs are initiated by the sponsoring departments and divisions and approved by the Curriculum Committee and the Academic Vice President. Students are subject to program requirements in effect at the time of their admission or readmission to the College; however, upon the recommendation of his/her faculty advisor, a student may choose to complete more recent program requirements, should these be better suited to the student's professional and career goals. Additions and/or changes to the curriculum are published in the catalogue that is printed subsequent to the approved change, and additionally on the College website.

Alternative Learning Formats

Each academic department offers courses that permit students to work with faculty members to design a course of study particular to the student's interest.

297/397/497. Research/Science Research (1- 6 credits)

Students may participate in an individual or group research project under the direction of a member of the faculty. The Academic Dean must approve a written outline of the research project before the start of the term. A minimum of a final written report must be presented at the end of the term describing the process undertaken and the insights gained from the research. Prerequisite: Permission of Division faculty members. Research may be conducted at the 200-, 300-, or 400-level.

298/398/498. Directed Study (1-6 credits)

Directed Study is designed to enable the faculty to develop courses in an academic area of special interest to them and to their students that are not listed in the regular course offerings. The Academic Dean must approve a course description at the beginning of the term. Directed Studies may be repeated with departmental permission, provided the topic is different. Courses are offered at the 200-, 300-, and 400-level.

299/399/499. Independent Study (1- 6 credits)

Independent Study encourages the experienced student with high academic standing to design an individual project with a faculty mentor. Such projects may not duplicate existing courses in the curriculum. Independent Study projects range from independent reading, guided fieldwork, clinical practica, and creative endeavors. To register for an Independent Study, a student must currently be a declared major in a department of the College, and have successfully completed at least thirty (30) credit hours of study at MMC. A cumulative GPA of 3.0 will be required. Generally, independent study courses are approved for 3 credits; they are not usually approved for the same semester during which a student registers for an internship. Students may neither audit an Independent Study nor request to take an Independent Study for a Pass/Fail grade. Independent studies may be designed at the 200-, 300-, or 400-level.

299/399/499. Internships (3 credits)

Internships provide students with an opportunity to receive on-the-job training in a major area of interest. MMC works with numerous private companies and public organizations, including non-profit agencies, where students may intern for college credit and sometimes for a stipend.

Among the many regular employers of MMC interns are NBC Universal, MTV Networks, The Rachael Ray Show, Conde Nast Publications, Rockefeller University, New York University Hospital, Lenox Hill Hospital, The United Nations, Saturday Night Live, Christie's, CNN, Versace, The Asia Society, The Metropolitan Museum of Art, and The Museum of Modern Art. Interns also pursue positions at various theatre companies, art galleries and financial

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institutions. Internships may be arranged at other organizations with the assistance of the Office of Career Services.

To be eligible to register for an internship, a student must have successfully completed at least thirty (30) credit hours of study at MMC. Transfer students are eligible after one semester of full-time study at MMC. A GPA of at least 2.8 is required for internship credit. Students are charged tuition when they register for a credit internship.

Internships will be approved for three (3) credits. They are not usually approved for the same semester during which a student is registered for an Independent Study. Students may neither audit an internship nor request to take an internship for a Pass/Fail grade. Internships may be designed at the 200, 300 or 400 level.

Students wishing to register for either an Independent Study or an Internship must do the following:

1. Submit a signed Independent Study or Internship "Registration" form, in order for the credits to be entered on their programs for the semester in question.
2. Develop a proposal for the project (in the case of Independent Study) with the faculty member who has agreed to sponsor the project. The forms are available from the Office of Academic Advisement and the Office of Career Services.

NOTES:

- No more than fifteen credits may be earned through Independent Study and/or Internships combined.
- No more than twelve credits earned through Independent Study and/or Internship may be applied to requirements in a given major.
- Independent Study and Internship credits may not be counted toward the thirty-credit residency requirement.
- Only degree MMC students are eligible to register for Independent Study and Internships.

Interdisciplinary Courses

The College offers a number of courses, carefully designed to examine subject matter from the perspective of different academic fields. These classes are sometimes team-taught and often feature guest lectures and encourage lively discussion. A few such courses are Psychological Portraits in Literature; Science, Technology and Society; Cross-Cultural Encounters; Sociobiology; East Asian Civilization; and Film and Literature. Interdisciplinary courses are usually cross-listed among the departments whose faculty have designed the curriculum.

Travel/Study Courses

During January and Summer terms and Spring Break Marymount Manhattan may offer opportunities for groups of students to study in foreign countries under the guidance of a faculty member. Recent offerings have included travel/study in England, Italy and Greece.

Study Abroad Opportunities

Marymount Manhattan College students may spend a semester, a full academic year or a summer or January term studying abroad. The College offers the opportunity to earn academic credits in programs throughout the world. Studying abroad enhances learning in several ways: students gain an international focus on world events, come to appreciate differing cultural perspectives and often re-evaluate long-standing ideas and beliefs once taken for granted. An international experience places students in a global setting that highlights the interrelatedness of nations and the commonality of concerns. Interdisciplinary in nature, study abroad immerses students in another culture.

The College can help students find a study abroad program that suits their interests. We are members of two consortia of colleges that, collectively, offer a wide variety of choices. In addition, we have our own exchange program with de Theaterschool in Amsterdam, the Netherlands, a premier dance academy, where MMC dance majors may take advantage of the option to study abroad without interrupting progress toward their degrees.

To participate in a study abroad program, students must have a cumulative grade point average of 3.0, must have completed a minimum of thirty credits and must have declared a major. Transfer students must complete at least fifteen credits (one full semester) at MMC before applying to study abroad. The College recommends that students consider study abroad in their third year; however, some sophomores and seniors go abroad as well.

All study abroad credits and the grades earned are recorded on students' official transcripts and included in their GPA. Students must arrange to have transcripts from the host institution sent to MMC immediately upon the conclusion of the study abroad program. Courses abroad cannot be taken for a pass/fail grade.

Students are encouraged to start planning for study abroad at least a year in advance. The first step is to make an appointment with the study abroad coordinator in the Office of Academic Affairs on the 8th floor Main. The study abroad coordinator works with each student on an individual basis to ensure that the student selects the best program to fit her/his academic needs and discusses the process of having credit awarded by MMC. Information is also available on the MMC Website at www.mmm.edu/study/abroad.html.

Students who are eligible to receive financial aid to study at MMC are generally eligible to apply that aid to the cost of study abroad. MMC scholarships are not applicable to study abroad unless used for an approved MMC bilateral exchange program.

ALTERNATIVE OPPORTUNITIES FOR EARNING CREDIT

Marymount Manhattan College recognizes the educational value of learning that may have occurred outside of the traditional classroom environment, preceding entry or reentry into the college environment. Below are some of the most common forms of alternative credit.

NOTE: Only matriculated MMC students are eligible to participate in the study options offered through these programs.

Consortial Agreement for all Matriculating Students

Hunter College - A reciprocal agreement exists between Marymount Manhattan College and Hunter College/CUNY allowing full time students of both schools to take courses at the other. This agreement is effective during the fall or spring semesters only and the following conditions apply: a maximum of 6 credits may be taken away from the home institution; the student must be registered for a minimum of 6 credits at the home institution; in addition, students must register for CONS 999 at the home institution for the number of credits they will register for at the visiting institution; students must provide proof of registration and payment at the home institution before they will be permitted to register at the visiting institution; students must present a valid ID card from the home institution at the time they register at the visiting institution. Financial aid students are advised to consult with their financial aid counselors about how aid applies to a study program that includes registration through a cooperating institution. In general, full-time students should keep in mind that since the home institution supplies financial aid, registration at the home institution must indicate full-time status. Tuition for all credits in a student's program is payable to his/her home institution. Grades earned at Hunter College do appear on the MMC transcript and are calculated into a student's GPA.

Consortial Agreements for Specific Majors

Accounting - Agreement with Pace University enables students to work towards a Masters Degree.

Communication Arts/English/Business Management- Agreement with Pace University enables students to work towards an M.S. in Publishing.

Photography - Agreement with the International Center of Photography enables Art students pursuing a major or minor in photography to earn MMC credit for class taken at ICP.

Prior Learning Assessment (PLA)

Prior Learning Assessment is a process through which students may earn credit for college-level learning previously acquired through employment, professional experience, or other training and study. Credit is sought for prior learning that corresponds to a particular course(s) offered at MMC. Students prepare a portfolio for assessment by the faculty that provides evidence of achievement of the learning goals for the course(s) for which they seek credit.

Guidelines:

To be eligible for the PLA Program, students must be matriculated and in good academic standing, have completed 24 college credits, with at least 12 credits earned at MMC. Students must have completed the requirements of MMC's Core Curriculum (WRIT 101, WRIT 102, and MATH 113 or equivalent). Also note the following restrictions:

- MMC will allow a maximum of 30 credits approved through PLA to be applied to the completion of the degree;
- PLA credits may not be used as part of the 30-credit residency requirement or the 12-credit residency requirement in the major;
- CLEP credits and other proficiency test scores combined with PLA credits awarded may not total more than 30 credits;
- Students may not seek PLA credit for courses for which testing options already exist (CLEP, Language Equivalency Exams, etc., see the Advisement Office for further information);
- Students may not seek PLA credit for MMC courses already attempted or completed;
- PLA credits do not receive grades and are not applied to the minimum number of credits required to earn honors at graduation;
- Students who plan to attend graduate school after completing their MMC degree should check with respective schools since not all colleges recognize prior learning credits.

For specific information about the process of applying for credit through prior learning assessment, students are advised to speak with an advisor in the Office of Academic Advisement.

College Level Examination Program (CLEP)

College Proficiency Examination (CPE)

NYU Language Proficiency Examination

Marymount Manhattan College may approve the granting of college credit to MMC degree students who seek to earn such credit through the successful completion of the College Level Examination Program of the Educational Testing Service (CLEP) or results of the New York State College Proficiency Examination (CPE). Students currently enrolled in the College are advised to seek the counsel of the Dean of Academic Advisement and Retention prior to seeking the approval of a Division Chairperson for any type of proficiency examinations for credit. The following conditions apply in order for credit to be granted: students must obtain the approval of the Chairperson of the Division in which credit would be applied, in writing, before making arrangements to sit for an exam; students may only present results for exams for which they have earned a minimum grade of C. (Further information may be obtained by writing to CLEP, Box 12815, Princeton, New Jersey 08540, or to CPE Program, Room 1919, 99 Washington Avenue, Albany, New York 12230.) Students may also sit for the NYU Language Examination to earn a maximum of 12 credits in a language other than English, which may be applied to their MMC degree at the 100- or 200-level only. Questions regarding the acceptance of credits earned through such examination prior to admission to MMC should be addressed to the Dean of Academic Advisement and Retention in the Center for Student Services.

NOTE: Students may only apply 30 credits combined of all forms of prior learning (including PLA, CLEP, NYU Language Exam, and CPE) toward their MMC degree.

Accounting

Accountants are key professionals in today's business world. They use their accounting knowledge, computer proficiency and business strategy skills to participate in major corporate decisions. The problem-solving skills and analytical abilities that accountants contribute to the management team are central to any business' success. Accounting is both an essential business skill and an excellent beginning for those seeking positions requiring business leadership.

The Accounting program at MMC prepares students for careers in public accounting, private sector firms, nonprofit organizations and government agencies. The program combines training in accounting principles with courses that give students a firm grounding in current business practices, management information systems and communication skills.

The Accounting major provides a flexible program of study relevant to all areas of accounting including: financial accounting, managerial accounting, income tax, and auditing. Students will also gain a broad background in business management through courses in economics, finance, marketing, information technology, and management. In addition to accounting and business courses, students take a broad range of liberal arts courses. Through the integration of business and liberal arts, students obtain the knowledge, sensitivities, and skills mandated by an increasingly complex, globally interdependent, and technologically sophisticated world.

MMC's articulation agreements with St. John's and Pace Universities enable Accounting majors to complete the 150 credit-hour requirement needed to sit for the New York State CPA exam and earn a master's degree.

Outside the classroom, MMC students benefit from New York City's sophisticated business environment with its vast array of Wall Street, Madison Avenue, and Fortune 500 companies. Accounting majors have an opportunity to take internship positions with local, public accounting firms, in some cases as paid interns, thereby gaining valuable work experience before they graduate.

Accounting faculty work closely with students to provide resume preparation, internship advisement and access to a wide range of financial corporations, banks, and accounting firms such as:

Bank of New York
Deloitte Touche Tohmatsu
Ernst & Young
KMPG
PricewaterhouseCoopers

Many of our students are offered full-time positions following a successful internship.

Additional Learning Opportunities

In addition to the courses and internships mentioned above, students can meet degree requirements in Accounting through the following methods of study: Independent Study allows the experienced student with high academic standing to design an individual project with a faculty mentor; Directed Study enables faculty members to develop courses in an academic area of special interest to them and to their students not included in the departmental course offerings; Study Abroad offers students opportunities to study at colleges and universities in other parts of the world; Prior Learning Assessment allows students to gain credit for learning acquired through their professional, non-college experience.

Learning Goals for the Major in Accounting

• **Business and Accounting Functions:** Students will analyze and communicate information in the areas of financial, managerial, tax accounting and auditing as well as the core areas of business including marketing, finance and business. Students will identify record and communicate financial information and provide an analysis and interpretation of financial statements. Students will use audit techniques to form and communicate an opinion on the reliability and assertions of financial statements. Students will use audit techniques to form and communicate an opinion on the reliability and assertions of financial Statements. Students will apply different costing methods and successfully utilize them for planning and control purposes. Finally, students will apply the Federal Internal revenue Code and analyze the effects of different tax principles on individuals and businesses.

• **Critical Thinking:** Students will demonstrate critical thinking skills, including: identifying and applying assessment instruments and analytical tools to analyze significant problems and/or opportunities, formulating decision alternatives, selecting a preferred solution decision based on conceptual analysis, and developing an action plan for the successful implementation of the preferred solution to these problems/opportunities.

• **Quantitative & Technological Skills:** Students will demonstrate critical quantitative and technological skills and knowledge enabling them to analyze and interpret business data to support optimization of managerial decisions.

• **Domestic & Global Environment:** Students will articulate the complexity and diversity of today's domestic and global business environment and the impact of internationalization on business.

• **Communication Skills:** Students will demonstrate competency in writing and speaking effectively and professionally as well as interpersonal and team skills in the business environment.

• **Ethics:** Students will articulate current issues in business and ethics and demonstrate the integration of ethical analysis into the strategic management process

Accounting

Division:	Accounting and Business Management
Division Chairperson:	Vandana Rao, Ph.D. vrao@mmm.edu
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MAJOR: B.S. IN ACCOUNTING (0502)				60 Credits
ACCT 215 Principles of Accounting I	4	BUS 277 The Legal Environment of Business	3	
ACCT 217 Principles of Accounting II	4	BUS 309 Financial Management	3	
ACCT 319 Intermediate Financial Accounting I	3	BUS 316 Organizational Behavior	3	
ACCT 321 Intermediate Financial Accounting II	3	IT 330 Business Management and Information Technology	3	
ACCT 324 Intermediate Managerial Accounting	3	BUS 347 Corporation Finance	3	
ACCT 325 Income Taxation of Individuals	3	ECO 375 Money, Banking and Financial Markets	3	
ACCT 435 Auditing	4	BUS 403 Strategic Management	3	
BUS 210 Marketing	3			
ECO 210 Principles of Macroeconomics	3	Note: Accounting Majors must pass MATH 113 with a grade of C or higher. Note: All Open Elective credits must be taken outside of the Accounting & Business Management Division.		
ECO 213 Principles of Microeconomics	3			
BUS 224 Statistics for Business	3			
BUS 276 Business Law II	3			

MINOR: ACCOUNTING				17 Credits
Required Courses:		Electives Courses:		
ACCT 215 Principles of Accounting I	4	Take three of the following; since some courses have prerequisites, the specific program should be arranged in close collaboration with an accounting faculty advisor.		
ACCT 217 Principles of Accounting II	4			
		ACCT 319 Intermediate Financial Accounting I	(3)	
		ACCT 321 Intermediate Financial Accounting II	(3)	
		ACCT 324 Intermediate Managerial Accounting	(3)	
		ACCT 325 Income Taxation of Individuals	(3)	
		ACCT 326 Advanced Income Taxation	(3)	
		ACCT 328 Financial Statement Analysis	(3)	
		ACCT 329 Taxes and Business Management Decisions	(3)	

COOPERATIVE PROGRAMS	17 Credits
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Pace University

MMC Accounting graduates who wish to attend the Lubin School of Business at Pace University can earn an MS in Accounting

For more information about these programs and others, contact the Division of Accounting and Business Management.

Accounting

ACCOUNTING COURSES (ACCT)

215. Principles of Accounting I

This course covers fundamentals of accounting theory and practice, including the recording of financial transactions, the completion of the accounting cycle, and the preparation of financial statements. Topics: receivables, inventories, payables, payrolls, property and equipment. Prerequisite: MATH 109 [Offered: F] (4).

217. Principles of Accounting II

The accounting principles are applied to corporations. Topics include: income taxation, statement of cash flow, bonds, and financial statement analysis. The analysis of accounting data for management decisions is introduced. Prerequisite: ACCT 215 [Offered: S] (4).

319. Intermediate Financial Accounting I

This course provides an in-depth study of the accounting of cash, receivables, inventories, property and equipment, and current liabilities. Principles related to accounting theory and the measurements of income are further studied. Prerequisite: ACCT 217 [Offered: F] (3).

321. Intermediate Financial Accounting II

A continuation of ACCT 319 to the topics: accounting for long-term liabilities, pensions, stockholder's equity, earnings per share, financial statement analysis, and the statement of cash flow. Prerequisite: ACCT 319 [Offered: S] (3).

324. Intermediate Managerial Accounting

The study of cost accounting principles, including activity based costing, total quality management as applied to job order and process costing, budgeting and standard costs. The application of such principles to business decisions, and performance evaluation and product pricing will be covered. Prerequisites: ACCT 217; MATH 139 or 141 [Offered: F] (3).

325. Income Taxation of Individuals

This course presents a study of the Federal Internal Revenue Code and applicable regulations and rulings with particular emphasis on the taxation principles that affect individuals. Prerequisite: ACCT 217 (3).

326. Advanced Income Taxation

This course presents an analysis of the Federal Internal Revenue Code and the applicable regulations and rulings with particular emphasis on the basic tax principles that affect corporations and partnerships. New York State and local taxes levied on businesses are also discussed. Prerequisites: BUS 277; ACCT 325 (3).

328. Financial Statement Analysis

Students will be engaged in a thorough study of the analysis and interpretation of financial statements as an aid to investing and lending decisions. Accounting principles that govern the presentation of financial statements are covered. Other topics include financial forecasts, capital structure analysis, and evaluation of operating performance. Prerequisite: ACCT 217 (3).

329. Taxes and Business Management Decisions

This course provides students with an understanding that most business actions trigger some form of tax benefit or cost. Students will learn to recognize the potential tax benefits associated with alternative business management decisions, viewed in terms of tax-after-tax costs and after-tax benefits. The Internal Revenue Code and applicable regulations and rulings will be studied, with particular emphasis on the tax principles that affect business. Prerequisites: WRIT 102; ACCT 217 (3).

428. Advanced Financial Accounting

This course provides an in-depth study of the accounting principles of business combinations, multinational operations, not-for-profit enterprises, and partnerships. Prerequisite: ACCT 321 (3).

435. Auditing

The theory and practice of auditing with emphasis on auditing standards, professional liabilities of Certified Public Accountants, the AICPA Code of Ethics, and the preparation of audit programs and reports. Statistical sampling and electronic data processing applications in auditing are discussed. Prerequisites: ACCT 321 & 324; BUS 224 [Offered: S] (4).

297/397/497. Research

298/398/498. Directed Study

299/399/499. Independent Study/Internship

Art

Images and design have central importance for the conveyance of information and values. Visual literacy is critical to our understanding of contemporary society, and students with such a skill are well served not only in the arts, but also in the sciences, politics, education, and business. Developing the visual intelligence of all liberal arts students through the analysis and production of images expands their overall cognitive development and competence as professionals.

MMC provides students with a unique approach to the study of art. The program integrates art theory and studio practice within the framework of a liberal arts curriculum. Small class sizes and individual attention from faculty foster close academic interactions and encourage students to achieve their creative goals. The unsurpassed resources of New York City add immediacy, richness, and breadth to the visual studies. Students work with able and committed professionals who stress individual and innovative instruction.

The Art Major includes four areas of concentration: Art History, Graphic Design, Photography, and Studio Art. The flexibility and design of the program encourages students to concentrate in more than one area. In Art History, students explore visual culture from multiple aesthetic and theoretical viewpoints to develop an awareness of the breadth of cultural and historical perspectives. In Graphic Design, students develop the visual language of imagery to communicate content in design and illustration through the use of analog and digital technology. In Photography, students create, explore and analyze images utilizing traditional and contemporary media. In Studio Art, students develop a personal artistic vision through the exploration of techniques and styles in painting, drawing, design, printmaking, ceramics and multi-media. Acceptance into the Graphic Design, Photography, and Studio Art concentrations requires a portfolio review.

All students at the College may minor in any of the concentrations as well as arts management. Furthermore, multidisciplinary studies are available through courses that integrate art with dance, theatre, communication arts, the humanities, politics, psychology, education, and business.

Enhanced Learning Opportunities and Careers

Graduates with a degree in Art will find themselves well equipped for a variety of career opportunities and well prepared to pursue further study on the graduate level so as to enter the academic world. As part of a small liberal arts college in New York City — the premiere center for art and design and museum culture in the United States — students in the Art Department take full advantage of the professional opportunities of the metropolitan area through internships in galleries, auction houses, design studios, advertising agencies, and publishing houses. Recent internships include the

Children's Museum of Manhattan, the Clampart Gallery, Kim Foster Gallery, YM Magazine, Martha Stewart, the International Center of Photography, and Sotheby's.

With the guidance of full-time faculty advisors, students fashion their own curriculum. In addition, it is recommended that all Art majors and minors study abroad at some point in their undergraduate career. The College has relationships with a range of worldwide university programs where MMC students have studied.

Student/faculty collaboration can take a number of forms. Students publish their work in the annual MMC Review, work on the student newspaper, *The Monitor*, and the cultural affairs magazine *Artfusion News* and design for various College events and publications. MMC's art club provides more opportunities for students to explore the variety of New York's art offerings. Faculty members accompany students to artists' studios here in the heart of New York City, and lead an annual one-week intensive "Visual Arts Abroad" during the January term.

The resources of the Art Department include a full studio environment accommodating painting, drawing, and printmaking; professional ceramics and photography labs; a state-of-the-art Macintosh design lab inclusive of a full suite of print, web and 3-D animation design software; a recently upgraded Art History teaching environment; and a professional gallery — the Hewitt Gallery of Art.

The Hewitt Gallery of Art

The Hewitt Gallery of Art provides a venue for professional artists to exhibit their work and provides students with the experience of relating to artists on the MMC campus. Students gain firsthand experience in organizing and curating exhibits with the Gallery Director. MMC faculty often incorporate lectures and discussion of the featured art in their coursework. Seniors have the opportunity to exhibit their work in the two Black and White galleries of the Hewitt Gallery and in the Corridor Gallery.

Learning Goals for the Major in Art

After completing the major in art, students will be able to:

- Exhibit conceptual and technical skill in a broad range of art and design media.
- Demonstrate scope and depth of knowledge in historical and aesthetic practices.
- Pursue critical inquiry through close observation and verbal and written expression.
- Acquire, through experiential learning, visual literacy applicable to the contemporary cultural environment.
- Develop an individual artistic and design vision necessary to advance their studies and/or enter careers in the visual arts.
- Advocate for the arts and actively participate in cultural aspects of society.

Art

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MAJOR B.A. IN ART (1003)**ART HISTORY CONCENTRATION****42 Credits**

ART 111 Drawing I	3
ART 116 Color and Design	3
ART 250 Survey of Western Art I	3
ART 252 Survey of Western Art II	3
ART 451 Senior Art History Seminar	3

One of the following	3
ART 114 Painting I	(3)
ART 121 Photography I	(3)
ART 210 Digital Imaging I	(3)

Art History majors must take an additional eight electives, one from each of the following six areas of study.

Four of these electives must be at the 300-level or above.

24**Ancient-Medieval**

ART 351 Ancient and Classical Art	(3)
ART 353 Medieval Art and Architecture	(3)

Renaissance-Baroque

ART 261 Images of Women in Art	(3)
ART 318 Michelangelo	(3)
ART 355 Renaissance and Baroque Art	(3)
ART 369 Symbolism in the Visual Arts	(3)

18th Century-Modern

ART 205 History of Photography	(3)
ART 356 American Art	(3)
ART 380 Modern Art I	(3)
ART 381 Modern Art II	(3)

Art Since 1945

ART 345 An Issue of Identity: Images by Women Artists from 1970 to the Present	(3)
ART 362 Visual Arts Seminar: New York City	(3)
ART 384 Contemporary Art	(3)
ART 475 The Avant-Garde in Art, Film, and Performance	(3)

Non-Western & Indigenous

ART 269 The Art of Africa and Oceania	(3)
ART 270 Survey of Asian Art	(3)
ART 271 Art of the Americas	(3)

Theory and Practice

ART 258 Introduction to Fine Arts Management	(3)
ART 290 History & Mission of Arts Institutions	(3)
ART 291 Aesthetics and Criticism	(3)
ART 310 Philosophy of Art	(3)
ART 360 Fine Arts Management Internship	(3)
ART 361 Curatorial Skills Seminar	(3)

NOTE: ART 288 Visual Arts Abroad may be taken multiple times but can be used to fulfill only one of the requirements within the six areas of study for a maximum of 3 credits.

MAJOR: B.A. IN ART (0831)**STUDIO ART CONCENTRATION****42 Credits**

ART 111 Drawing I	3
ART 114 Painting I	3
ART 116 Color and Design	3
ART 250 Survey of Western Art I	3
ART 252 Survey of Western Art II	3
ART 301 Figure Drawing	3
ART 315 Painting II	3
ART 339 Drawing II	3
ART 411 Senior Art Seminar	3
Three Studio Art Electives at the 200-/300-/400-levels	9
One Art History Elective at the 200/300/400 levels	3

One Digital class from the following:	
ART 210 Digital Imaging I	(3)
ART 338 Graphic Design II: Digital	(3)

The department strongly encourages students in studio art to take at least one 3-credit art related internship for first-hand experience in the field. For example: assisting in an artist's studio, gallery, museum, not-for-profit art institution, auction house, or design studio. This may be counted as elective(s) towards the major.

Academic Programs

Art

GRAPHIC DESIGN CONCENTRATION

42 Credits

Required Courses:

ART 111 Drawing	3	ART 215 Illustration	(3)
ART 116 Color and Design	3	ART 257 History of Graphic Design	(3)
ART 210 Digital Imaging	3	ART 301 Figure Drawing	(3)
ART 237 Graphic Design I	3	ART 344 Typography and Image (3)	
ART 316 Digital Illustration	3	ART 346 Artists' Books	(3)
ART 338 Graphic Design II: Digital	3	ART 352 3-D Animation	(3)
ART 344 Typography and Image	3	COMM 131 Introduction to Film & Video	(3)
ART 411 Senior Art Seminar	3	COMM 225 Web Workshop	(3)
ART 480 Professional Portfolio	3	COMM 233 Video Workshop	(4)
ART 250 Survey of Western Art I	3	COMM 325 Themes in Interactive Media	(3)
ART 252 Survey of Western Art II	3	COMM 359 Themes in Video	(3)
		COMM 429 Advanced Video	(3)

Three of the following:

ART 114 Painting I	(3)	COMM 481 Digital Media III: Advanced Studio	(3)
ART 121 Photography	(3)	IT 118 Fundamentals of Programming	(3)
ART 206 Printmaking	(3)	IT 318 Programming Languages for the Internet	(3)

PHOTOGRAPHY CONCENTRATION

42 Credits

Required Courses

ART 116 Color and Design	3
ART 121 Photography I	3
ART 205 History of Photography	3
ART 210 Digital Imaging I	3
ART 213 Photography II	3
ART 216 Introduction to Color Photography	3
ART 250 Survey of Western Art I	3
ART 252 Survey of Western Art II	3
ART 411 Senior Art Seminar	3

And one of the following:

ART 111 Drawing	(3)
ART 114 Painting	(3)
ART 338 Graphic Design II: Digital	(3)
ART 346 Artists' Books	(3)
ART 380 Modern Art I	(3)
ART 381 Modern Art II	(3)
ART 384 Contemporary Art	(3)
ART 299/399 Independent Study/Internship	(3)

Elective Courses

12

COMM 131 Introduction to Film and Video	(3)
ART 347 Photography Study in New York	(3-12)
COMM 357 Contemporary World Cinema	(3)
COMM 359 Themes in Video	(3)
COMM 429 Advanced Video	(3)

By agreement students may take up to 12 credits of ART 347 Photography Study in New York at The International Center of Photography towards the elective portion of the concentration. Courses should be chosen from the following:

Studio Lighting/Portraiture
Photojournalism
Intermediate Digital Imaging
Advanced Digital Imaging
Photography the Landscape/Cityscape
Studio Lighting/Still Life
Advanced Darkroom Techniques
Advanced Color Photography
Large Format Photography

Art

MINORS:

ART HISTORY

18 Credits

ART 111 Drawing I	3	Three Art History Electives, two of which must be at the 300-level or above	9
ART 250 Survey of Western Art I	3		
ART 252 Survey of Western Art II	3		

ARTS MANAGEMENT

19 Credits

The Arts Management program is designed to train students with business and/or arts backgrounds for entry and mid-level arts management positions. The program covers cultural institution administration as well as the theoretical concepts and practical skills necessary for successful marketing, funding, programming, and management. The Arts Management minor is a logical complement to a Dance, Acting, Theatre Arts, or Art major because it builds on the academic knowledge and skills the students have acquired, while preparing them for additional employment.

ART/DANC/THTR 290 History & Mission of Arts Institutions	3	THTR 378 Producing Performance	(3)
ART/DANC/THTR 348 Operations & Management for the Arts	3	THTR 346 Production Management	(3)
ART/DANC/THTR 392 Fundraising & Marketing for the Arts	3	COMM 326 Producing for Creative Media	(3)
Choose two courses from the following:	6	ART/DANC/THTR 324 Careers in Arts Administration	1
ART 320 History of Museums & Collections	(3)	ART/DANC/THTR 499 Art, Dance or Theatre Management Internship	3
ART 361 Curatorial Skills Seminar	(3)		
ART 319 The Artist's Career	(3)		

GRAPHIC DESIGN

18 Credits

ART 116 Color and Design or ART 237 Graphic Design I	3	One of the following:	3
ART 210 Digital Imaging	3	ART 344 Typography and Image	(3)
ART 316 Digital Illustration	3	ART 346 Artists' Books	(3)
ART 338 Graphic Design II: Digital	3	ART 352 3-D Animation	(3)
ART 480 Professional Portfolio	3	COMM 225 Web Workshop	(3)

PHOTOGRAPHY

18 Credits

ART 116 Color and Design	3	One of the following:	3
ART 121 Photography I	3	ART 338 Graphic Design II: Digital	(3)
ART 205 History of Photography	3	ART 346 Artists' Books	(3)
ART 210 Digital Imaging	3	ART 347 Photography Study in New York	(3)
ART 213 Photography II	3	ART 399 Independent Study/Internship	(3)

STUDIO ART

15 Credits

ART 111 Drawing I	3	ART 116 Color and Design	3
ART 114 Painting I	3	Studio Art electives	6

Art

ART COURSES (ART)

111. Drawing I

This course develops the student's perception and technical facility by drawing in a variety of media, including pencil, charcoal, conte crayon, and pen and ink. More advanced students will be encouraged to experiment with color, and to explore a wide range of varied paper surfaces. [Offered: F, S] (3).

114. Painting I

This course introduces students to traditional techniques in the practice of oil painting. Painting exercises will develop an understanding of value, form, space, light and color. Directly observed materials are used to explore composition and illusion of space on the two-dimensional surface. Instruction will take the form of lectures, demonstrations, critiques and trouble shooting as the student works in class. [Offered: F, S] (3).

115. Ceramics I

This course provides an introduction to the ceramic medium both as sculpture and as pottery, including instruction on the potter's wheel, materials, and firing. Fee: \$40. [Offered: F, S] (3).

116. Color and Design

Course concentrates on the elements and principles of design and color theory as applied to both two and three-dimensional images. The media will range from collage, acrylics, and others suited to flat surfaces, to more sculptural ones that stress volume, mass, and space. [Offered: F, S] (3).

121. Photography I

This course provides an introduction to camera handling and basic black-and-white darkroom techniques. The curriculum includes: camera operations, principles of exposure, film development, printing, picture content and presentation. Students must bring their own 35mm camera (with adjustable shutter and aperture) to the second class. Fee: \$40.00 [Offered: F, S] (3).

125. Introduction to Drawing

This course is designed for those interested in developing their perception and technical facility in drawing through a variety of media. For non-art majors. [Offered: F, S] (3).

154. Fine Arts: Theory and Practice

This beginning level studio course is designed for the non-major and combines studio projects with a discussion of artistic styles and theories. In this hands-on course, students will complete projects exploring a variety of media and techniques. [Offered: F, S] (3).

166. Exploring the Visual Arts

This is an innovative course designed to familiarize students with a broad spectrum of the visual arts and to facilitate the development of analytical skills. Through visits to art museums and galleries, and film and video screenings, students are introduced to new ways of looking at the visual arts. Readings provide a necessary background for class discussion. Corequisite: WRIT 101 [Offered: F, S] (3).

205. History of Photography

This course chronicles the major contributions to the art and science of photography. Paralleling world history, it provides a background to build an understanding of and appreciation for light-sensitive materials, photographic skills and technologies, and introduces students to the pioneers, scientists, and major artists/photographers from photography's debut in 1839 to the present. Classroom lectures are augmented by audio/visual presentations, exhibit visits, and readings. Prerequisite: WRIT 101 [Offered: F, S] (3).

206. Printmaking

Students will explore the creation of an original print in the media of linocut, etching, silkscreen, lithography, and monotype. Development of an individual style is encouraged. May be repeated for an additional 3 cr. Fee: \$40 [Offered: S] (3).

208. Portraiture

This course offers a practical approach to the specialized area of portraiture. A variety of media and techniques will be covered with an emphasis on the student's personal interpretations. Fee: \$40.00 (3).

209. Ceramics II

This is an advanced course in ceramics to develop further skills in hand building and on the potter's wheel, in glaze theory and practice, emphasizing the development of each student's particular interests and style. This course may be taken at a more advanced level for an additional three credits. Fee: \$40.00. Prerequisite: ART 115 or previous experience in ceramics. [Offered: F, S] (3).

210. Digital Imaging I

This lecture and demonstration course will present the computer and related technology in the context of photo imaging and photo manipulation. Students will gain an expertise in using the professional software Photoshop to enhance and transform traditional photography through digital techniques. Projects will address color correction and enhancement, photoretouching and compositing. Inventive stylistic solutions, using the full power of this software will be encouraged. Fee: \$40.00. No previous computer experience is necessary. [Offered: F, S] (3).

213. Photography II

This course is for students with an intermediate understanding of black-and-white photography, darkroom techniques, and camera handling who are prepared to explore the creative potential of the photographic medium and broaden their approach to picture making. The curriculum includes: image stability, archival issues, combining images, toning, pinhole cameras and photograms. Students must provide their own 35mm cameras (with adjustable shutter and aperture). Fee: \$40.00. Prerequisite: ART 121 [Offered: F, S] (3).

215. Illustration

Illustration is a visual language that enhances and communicates content. This hands-on course explores the fundamentals of composition and color, application of media, and stylistic solutions. A method for solving problems beginning with research, thumbnail sketches, through the finished illustration is presented. Projects, which encourage students to develop a personal style as well as to communicate specific content, are emphasized. Prerequisite: ART 111 [Offered: F] (3).

216. Introduction to Color Photography

This introduction to color photography will follow its development through the history of the medium. Through lectures, readings, demonstrations and hands-on assignments, students will develop a body of work that will include the earliest techniques of hand-coloring black-and white photographs as well as the use of negative and slide films. Special emphasis will be on the techniques utilizing Polaroid film to create unique color prints. Fee: \$40.00. Prerequisite: ART 121 (3).

ART COURSES (ART)

222. Mixed Media

This course emphasizes experimental approaches to multimedia. Students learn ways of expressing ideas in a variety of media including painting, drawing, photography and various sculptural techniques. A wide range of possibilities in collage, construction and installation will be encouraged through diverse student projects (3).

230. Pastels

Pastels provide the opportunity for students to explore color through drawing. Projects will be designed to develop technical skills and to encourage experimentation. Emphasis will be placed on the utilization of color and its properties to create dynamic drawing. Open to beginning through advanced students (3).

237. Graphic Design I

This course introduces students to the fundamentals of two-dimensional print design. Students will solve graphical problems that explore issues concerning composition, typography, and the relation of form to content. This hands-on course will emphasize craftsmanship and nurture an analytical approach necessary to succeed as a professional graphic designer. Prerequisite: WRIT 101 [Offered: F] (3).

239. Acrylic Painting

Acrylic paint was developed during the midtwentieth century using a synthetic polymer as the vehicle for standard artist pigments. The qualities of acrylic include a great range of viscosity, fast drying time, ability to create many of the same effects as oil paint in less time and with low toxicity. Collage, screen printing, and airbrush are all techniques easily employed with this material. Students will learn basic and experimental approaches on an individual basis. An active sketchbook, frequent visits to museums and galleries will contribute to this process. Prerequisite: ART 116 or 154 (3).

240. Drawing on Location: New York City

Using various locations as our classroom, we will focus on learning how to sketch different characteristics in the environment. The Instructor will work with students on an individual basis, and students may choose to concentrate on a specific area of interest such as the figure, gesture, architecture or perspective. Composition will be emphasized. Students may work in any medium and instruction will be given in a variety of materials including charcoal, pastel and pen-and-ink. Each session will end with an informal critique. Locations include South Street Seaport, Chinatown, night court, the Metropolitan Museum of Art and Grand Central Terminal. This course is open to all students, major, minors and non-majors. (3)

250. Survey of Western Art I

The aim of this class is to provide a thorough survey of Western Art from the Prehistoric period to the late-Gothic era, and to present a broad introduction to the period and the discipline for new students and continuing majors. Interwoven throughout the course are the interconnections among the various arts: painting, sculpture, graphic arts and design, and architecture. Students will learn a variety of methodological approaches to the study of works of art. The course will also include visits to local collections both with and without the instructor. Prerequisite: WRIT 101 [Offered: F, S] (3).

252. Survey of Western Art II

This class provides a thorough survey of Western Art from the late-Gothic period to the early-twenty-first century, and presents a broad introduction to the period and the discipline for new students and continuing majors. The course covers interconnections among the various arts: painting, sculpture, photography, graphic arts and design, and architecture. Students will learn a variety of methodological approaches to the study of works of art. The class will also include visits to local collections both with and without the instructor. Prerequisite: WRIT 101 (3).

257. History of Graphic Design

This course surveys the pivotal events and achievements that have led to the current state of graphic communication. From prehistoric cave paintings to the latest imaginative designs, students will discover the creative thinkers, innovations and breakthroughs that have shaped the evolution of visual communication. Prerequisite: WRIT 102 (3).

258. Introduction to Fine Arts Management

This is a basic course to introduce the interested student to the broad spectrum of opportunities in the growing field of arts management and administration. It is designed to create awareness of current trends, structures and functions of various arts organizations such as galleries, museums, community, government and corporate programs. Prerequisite: WRIT 102 (3).

261. Images of Women in Art

Using selected images of women throughout the history of art from ancient through modern, this course deals with aesthetic considerations and the attitudes that contributed to the creation of these images. Prerequisite: WRIT 101 (3).

269. The Art of Africa and Oceania

A survey of selected tribal art that will focus on the form, function and content of the arts in relation to their meaning in tribal society. Prerequisite: WRIT 101 (3).

270. Survey of Asian Art

This course will consider major artistic centers in China, Japan, India and Southeast Asia focusing on painting, sculpture and temple architecture. Prerequisite: WRIT 101 (3).

271. Art of the Americas

This course is an exploration of major traditions in painting, sculpture and architecture from North America, Mexico, Central and South America. It will focus on the relationship of the arts to their specific cultural contexts. Prerequisite: WRIT 101 (3).

288. Visual Arts Abroad

This course includes visits to the best permanent collections and temporary exhibitions on offer in any number of foreign cities with seminars and lectures conducted by MMC faculty and foreign professionals. Options change annually and may range from London to Paris to Amsterdam to Rome to Madrid. Cost of trip: to be determined. (1-3) May be repeated for up to 6 credits.

290. History & Mission of Arts Institutions

(Same as DANC/THTR 290; see course description under Theatre Arts.)

291. Aesthetics and Criticism

(Same as PHIL 251; see course description under Philosophy and Religious Studies.)

Art

ART COURSES (ART)

301. Figure Drawing I

This course provides the opportunity to draw the human figure in a variety of media. Study of the basics of anatomy gives students a greater understanding of the human form. Professional models are provided. Fee: \$40.00. Prerequisite: ART 111 [Offered: S] (3).

302. Figure Drawing II

This course provides further study of the human figure as an expressive form in space with emphasis on the development of a personal style and individual use of the media. Fee: \$40.00. Prerequisite: ART 301. Course may be repeated for an additional 3 credits [Offered: S] (3).

303. Watercolor Painting

Course studies various approaches to this versatile and lively medium, both by itself and in combination with other media. Students will be exposed to the styles and techniques of both historical and contemporary watercolor artists. Course may be repeated once for an additional three credits. Prerequisite: ART 111, 114, 116, 125, or 154. (3).

305. Sculpture

Course examines a variety of sculpture-making processes, both traditional and innovative and may be repeated at a more advanced level for another three credits. Fee: \$40.00 (3).

310. Philosophy of Art (Same as PHIL 310)

This course is intended to help the advanced student understand the philosophical perspectives that inform particular periods or trends in the history of art. It will also analyze the degree to which these perspectives have shaped or can shape the way we look at or interpret works of art. These issues will be explored through readings in theoretical texts, artists' writings and visual analysis of works of art. Prerequisites: WRIT 102; PHIL 101, 103 or 251, or ART 291; ART 250 or 252 (3).

315. Painting II

This course provides an opportunity for continued development of a personal style along with greater technical proficiency. This course may be taken for an additional 3 credits. Prerequisite: ART 114 [Offered: F] (3).

316. Digital Illustration

This lecture and demonstration class will present the computer and related technology in the context of illustration. Students will gain an expertise in using the professional software Adobe Illustrator TM using digital techniques analogous to a traditional pen and ink approach. The class will include typographical explorations and instruction addressing print preparation and complementary software applications. Projects will encourage a successful communication of content as well as the development of a personal style. No previous computer experience is necessary. Prerequisite: ART 111 or 116 Fee: \$40.00 [Offered: S] (3).

317. Narrative Illustration

The focus of the class will be the analysis and the creation of narrative illustration, the development of a personal style and the exploration of various media and technical skills. Each class will begin with a lecture, demonstration and critique, followed by studio work and one-on-one consultations. The goal of the class is for the student to write an original narrative, create characters to advance the story, and design and execute the sequencing/page layout for the finished illustrated story. Portfolio quality illustrations will be created. Prerequisites: WRIT 102 & ART 116 (3).

318. Michelangelo

This monographic course will attempt to deal with issues of form, meaning and context in the work of the Italian Renaissance artist Michelangelo Buonarroti (1475-1564). The emphasis is on a modern analysis of Michelangelo and his historical and artistic context, including the importance of architecture in his work, his literary aspirations, questions of Mannerist style in his later art, and biographical issues. Through the in-depth study of this single artist, students will gain a deeper insight into ideas in artistic culture in the Renaissance. Prerequisites: WRIT 102 & ART 252 (3)

319. The Artist's Career

Artists face a daunting environment when they try to establish their careers. This course is designed to help budding artists with precisely that ambitious goal. It will provide essential information to guide students through the fundamental steps in career-building. Topics include developing a clear understanding of the various career options, understanding financial considerations, developing marketing tools, applying for grants, networking, developing an awareness of common pitfalls, working with dealers and representatives, collaborating with other artists, working with studio assistants, conducting interviews with the press, understanding and writing contracts and legal aid, building secondary careers (such as freelance curator, teacher, lecturer, arts administrator, art handler, appraiser, and so on), and surviving career slumps, as well as finding your identity as an artist, defining your own success, and balancing personal and work issues. WRIT 102; ART 250 or 252; or permission of the department (3).

320. History of Museums and Collections

A museum is defined by the International Council of Museums as a "permanent institution in the service of society and of its development, open to the public, which acquires, conserves, researches, communicates, and exhibits the tangible and intangible heritage of humanity and its environment for the purposes of education, study, and enjoyment." This upper-level course introduces students to the history of public and private museums and collections. Through readings and field trips, guest lectures and class discussions, they gain exposure to fine and decorative art collections; scientific, archaeological, botanical, zoological, historical, and heritage collections (e.g., the Museum of Natural History, the Museum of the American Indian); museums of the communication arts (film, television, video, and digital); as well as mobile and virtual collections. They will study the history of collectors and patrons, from the ancient Romans, to the Italian Renaissance aristocrats and clergy, to the speculators of the present-day. Finally, they will grapple with some of the complex moral and ethical issues concerning art law, property rights, and current debates on the restitution of treasured works of art. WRIT 102 and ART 250 or 252; or permission of the department (3).

324. Careers in Arts Administration

(Same as DANC/THTR 324; see course description under Theatre Arts.)

338. Graphic Design II: Digital

This course introduces professional desktop publishing software for print. The class will emphasize typography and the relationship between type and photo. Fundamental design principles concerning form and content will be employed to solve visual communication problems. Projects will include the design and production of each student's personal letterhead and resume. All projects will be structured to prepare students for professional design and production positions in the editorial, corporate and advertising fields. Portfolio quality print media will be created. Fee: \$40.00. No previous computer experience is necessary. Prerequisite: ART 237 or COMM 225 [Offered: S] (3).

339. Drawing II

Course is based upon understanding and utilizing the elements of frame, line, value, texture and color in a specific context. Offers an opportunity for advanced drawing experience aimed at personal development and expression. Course may be taken for an additional 3 credits. Prerequisite: ART 111 [Offered: F, S] (3).

340. Process and Concept

Students in this advanced studio course will focus on key concepts and concerns of contemporary art. In a series of studio projects, students will explore notions of postmodernism, multiculturalism, gender, the body, environmentalism and the role of mass media. A variety of media, processes and individual approaches will be explored. Prerequisites: ART 111, 114 & one other studio course (3).

342. Digital Imaging II

This course is an extension of Digital Imaging I. It focuses on additional and advanced topics in digital imaging, such as preparing images for the web, motion graphics, and integrating software. Acquiring deeper knowledge and skills in digital imaging, students will create images with high levels of sophistication, design and create website interfaces, animate static images and create animated movie shorts through work in independent and group projects. Fee: \$40.00. Prerequisite: ART 210 (3).

344. Typography and Image

A comprehensive understanding of typography is necessary for designers of print as well as multimedia. This class will consider type as an abstract form as well as a vehicle enabling communication. Aspects of type and its related design issues will be studied through lectures, demonstrations and studio projects. Projects will be created for the students' professional portfolio. They will address specific applications in the corporate, editorial and advertising fields. Techniques, technical problem solving, aesthetic considerations, creative typographical solutions and the relationships between type and photo will be emphasized in the course. Fee: \$40.00. Prerequisite: ART 316 or 338 (3).

345. An Issue of Identity: Images by Women Artists from 1970 to the Present

This course focuses on the works of contemporary women artists who are confronting and restructuring images of female identity. Cultural stereotyping, gender roles, attitudes towards the body and an exploration of collective and personal histories are examined in sculpture, installation art, environmental art, video and performance. Prerequisites: WRIT 102 & ART 252 (3).

346. Artists' Books

The book has become an expressive artistic medium, whether combining image with text or consisting solely of image or containing text only. Students will be introduced to a variety of techniques in various media, which will be explored and integrated with appropriate soft and hard covered book structures. Prerequisites: ART 111 & WRIT 102 (3).

347. Photography Study in New York

Students will pursue a variety of topics in the discipline of photography which are offered in conjunction with The International Center of Photography. Courses are at the intermediate level of study and may include: Portraiture, Studio Lighting, Intermediate Digital Imaging, Medium Format Photography, Photojournalism, Intermediate Darkroom techniques and/or Special Topics. Permission of Photography Coordinator required. This course may be repeated with different topics for up to a total of 12 credits. Prerequisites: ART 121 & ART 213 [Offered: F, S] (3).

348. Operations & Management for the Arts

(Same as DANC/THTR 348. See course description under Theatre Arts.)

350. Watercolor Painting II

Building on the basic techniques of watercolor painting, students will be able to explore less traditional avenues by mixing media, using collage, working large-scale and three-dimensionally. The instructor works with students on an individual basis. The objective is to develop a portfolio of work and a personal style in this lively and versatile medium. Prerequisite: ART 303 or permission of department (3).

351. Ancient and Classical Art

This is an upper level research course that focuses on the arts of ancient Egypt, the ancient Near East and ancient Greece and Rome. Assigned readings as well as individual research projects form the basis for the class. This course is designed as a topics oriented seminar. Prerequisites: WRIT 102 & ART 250 (3).

352. 3-D Animation

3-D computer graphics have defined the world of video games and are making inroads into television and film. This class is an introduction to the process of developing, creating and producing 3-D environments, applying textures and lighting, and creating animation. Fee: \$40.00. Prerequisite: COMM 225, ART 210 or 316 (3).

353. Medieval Art and Architecture

This survey course presents a study of the art and architecture from the fourth through the fourteenth centuries beginning in the era of Constantine and Rome's legalization of Christianity and concluding with the Black Death and Proto-Renaissance. While concentrating on the history and religious context of western Europe in the Early Christian, Romanesque and Gothic periods, the course will also illuminate connections with Jewish, Byzantine and Islamic cultures. The material studied includes sacred and secular architecture, manuscript illumination, painting, mosaics, sculpture, stained glass, ceramics and the decorative arts in both the private and the public realms. Prerequisites: WRIT 102 & ART 250 (3).

Art

ART COURSES (ART)

355. Renaissance and Baroque Art

This course studies the visual arts beginning with the late-Gothic era and tracing its roots in Byzantine Art and icons, then follows practices in Italian painting at the time of Giotto in the turn of the thirteenth century, and then moves through Flemish art of the fifteenth century and the Italian Renaissance. It works through ancillary movements such as Mannerism, and concludes with an examination of the various statements of the European Baroque in the seventeenth century, covering Italy, France, Germany, England, the Low Countries and Spain. Areas covered include painting, sculpture, architecture, manuscript illumination, graphic arts and other media and the course will include mandatory visits to local collections both with and without the instructor. Prerequisites: WRIT 102 & ART 252 (3).

356. American Art

This upper level course offers an in-depth exploration of American art from the pre-colonial period to postmodernism within its broader material, intellectual and cultural contexts. Although the subject matter is presented chronologically, the course is focused on key themes in American history, such as the development of republican values during the eighteenth century, the conflicts over national identity during the Civil War, the impact of the Darwinian revolution in post-Civil War America, and the growing pluralism of the modern era. Intersections among art, literature, science, religion, and philosophy are featured. Students are exposed to a variety of art historical methodologies that serve as a foundation for work in the major. The course includes visits to American art collections in and around New York. Prerequisites: WRIT 102 & ART 250 or 252 (3).

360. Fine Arts Management Internships

Each student will devote the equivalent of nine hours per week as a Fine Arts Management Intern in such areas as Museum Administrative Apprenticeships, Gallery Assistants, and Corporate Arts Interns. Non-audit. Prerequisite: WRIT 102 [Available all sessions] (3).

361. Curatorial Skills Seminar

This seminar is an upper-level course in which students examine core curatorial concepts of collections planning, research, analysis, documentation, management and exhibition development, and relate them to the evolving role of museums in society. At the same time, it explores the ways in which emerging ideas blend with traditional curatorial skills and knowledge. To complement this theoretical perspective, students engage in the practical work of curating an art exhibition from start to finish. They determine the theme of the exhibition, conduct research, review artists' works in person or in reproduction, visit artists' studios, formulate the list of works, and write a proposal describing the exhibition. They learn how to negotiate loans; secure funding through public and private grants; write an exhibition catalogue and supplementary textual materials (text panels, object labels, audio guides, and podcasts); collaborate with an editor, book designer, and publisher; collaborate with an exhibition designer and other museum personnel; plan and execute a publicity campaign; and secure venues for the exhibition. The proposal is submitted to the Selection Committee for possible inclusion in the MMC Gallery Exhibition Season. Prerequisites: WRIT 102, ART 252; or permission of the department.

362. Visual Arts Seminar: New York City

This off-site seminar is an upper level course, which provides an in-depth view of New York's art and architectural scene, blending history and current exhibitions. Weekly field trips are supplemented by critical and historical readings. Through experiential learning, students will hone their critical and evaluative skills regarding works of art, the history of the City, and the role of residents in its pulsating aesthetic and cultural life. Prerequisites: WRIT 102 & ART 166, 250 or 252 [Offered: F, S] (3).

367. Creative Expressions in Art and Music (Same as MUS 367)

This course is an in-depth audiovisual interdisciplinary experience, which explores various themes and styles in painting and music. It is not presented chronologically nor is it, strictly speaking, an art or music history course. Rather the approach is through an exploration of form and content creating the basis for deeper understanding and enjoyment. Prerequisite: WRIT 102 (3).

369. Symbolism in the Visual Arts

This course studies some of the basic symbols that recur throughout the history of painting and sculpture and how they reflect the attitudes and aspirations of the peoples who created them. Prerequisite: WRIT 102 (3).

380. Modern Art I: The Nineteenth Century from Neoclassicism to Post-Impressionism

This is a chronological survey of developments in the art of Europe & America rising out of the Age of Revolution in the late-18th century, and commencing with the establishment of Neo-Classicism as a dominant style. Subsequent periods covered include Romanticism, Realism, Aestheticism, Impressionism, Naturalism, Symbolism, & Post-Impressionism. Some of the major themes that frequently recur in the course and that interrelate with contemporary scholarship on the period are concepts of empire, colonialism, women's art production, feminism, primitivism, socialism, Marxist approaches to art as propaganda, the avant-garde, & formal innovation. Prerequisites: WRIT 102 & ART 252 (3).

381. Modern Art II: The Early-Twentieth Century from Post-Impressionism to Pop Art

The focus of this class is on a variety of different themes and methodologies, and attempts to provide a broad introduction to the period and the discipline for new students and continuing majors. Interwoven throughout the course are connections with sculpture and graphic arts and design and architecture, as well as new media in more contemporary works, although the main focus is on the art of painting and its immediate adjuncts. The aim is to acquaint the students with major international movements such as Fauvism, Cubism, Expressionism, Abstraction, Futurism, Suprematism, DeStijl, Dada, Surrealism and Abstract Expressionism. In particular, we will interrogate not only the forms of art in the period, but also the construction of art history in the age of Modernism and the development of institutions that have largely shaped our experience of art since. Prerequisites: WRIT 102 & ART 252 (3).

ART COURSES (ART)

384. Contemporary Art

This course presents an international survey of the disparate trends and currents in the visual arts since the 1970s, including feminist art, conceptual art, environmental art, post-minimalism, neo-expressionism, post-modernism, and deconstruction in recent art. Prerequisites: WRIT 102 & ART 252 (3).

392. Fundraising & Marketing for the Arts

(Same as DANC/THTR 392; see course description under Theatre Arts)

393. Special Topics in Art

Topics are offered on a rotating basis, and will focus on a specific aspect of art production or research. Areas of Study include History of Artmaking in New York City, Dada and Surrealism, Sculpture and Mold Making, Practices in Paint Media. Students may repeat enrollment for credit, but may not repeat topics. Certain topics will be taught as a studio/production course, in which case a material fee of \$40 may be attached. Prerequisite: WRIT 102 (3).

395. Creative Projects: Art History

A unique type of research with a different aim: to involve each student in developing his/her own approach to what s/he wants to explore in selected topics in Art History. This course is ideal for both the Art History Major or Minor and the student without a vast knowledge in the area but who is interested in researching specific topics. Prerequisites: WRIT 102 & ART 250 or 252; or permission of department (3).

396. Studio Art Projects

Course provides an opportunity for students to design and implement particular projects that will further develop skills and techniques in specialized areas of interest. Unlike the traditional Independent Study program, students share studio space and a specific time period in which to have a concentrated semiprofessional experience. Prerequisite: advanced study in art (3).

403. Apprenticeship in Concentration

Students will have the opportunity to be placed in various professional situations as an apprentice upon the approval of the Art Department. This close association with individuals and studios will provide a unique opportunity to learn professional practices and techniques. Any senior involved in this apprenticeship must have the necessary course preparation in the particular area of concentration. An apprenticeship may be repeated for a maximum of 12 credits. Prerequisite: advanced study in art (3).

411. Senior Art Seminar

This capstone course for the art major provides an overview of the contemporary art world and career opportunities. Students will select a project that, upon conclusion, will demonstrate proficiency in one of the areas of concentration: studio art, photography or graphic design. Some of the topics of special concern are funding for the arts, legal issues, marketing strategies, copyright and intellectual property issues. Open to art majors only. Prerequisite: advanced study in art [Offered F each year] (3).

415. Advanced Painting

This course will give students additional opportunities to develop a personal direction and style while continuing to increase their proficiency in the medium. Although primarily focusing on oil painting, the course may include non-traditional materials and techniques. This course may be repeated once for an additional 3 credits. Prerequisite: ART 315 [Offered: F] (3).

451. Senior Art History Seminar

As a culmination of an intensive program of study for the Major or Minor in Art History, this course will work through various historiographic and theoretical methodological approaches to the history of art through selected texts of the field including the writings of Hegel, Wölfflin, Riegel, Panofsky, Gombrich, Schapiro, Greenberg, Benjamin, T.J. Clark, Baxandall, Nochlin, Crow, Foucault, and others. It will encompass multiple topics and critical analysis and culminate in a major research paper and an oral presentation. By special permission, students majoring in other disciplines may enroll. [Offered: F] (3).

458. Criticism Writing Workshop

(Same as DANC/THTR 458; see course description under Theatre Arts.)

475. The Avant-Garde in Art, Film and Performance

(Same as COMM/THTR 475; see course description under Theatre Arts.)

480. Professional Portfolio

This is a seminar class in which students apply the skills learned in their college career toward developing a professional print or web portfolio. The goal is to prepare the student for job interviews in the professional design field of their choice or portfolio reviews for entry into graduate design programs. The portfolio will be oriented toward a specific field. In print design this may be editorial, advertising, corporate design and identity. Other areas of research may be web design, illustration, packaging and information design. The student will identify the field of research. In consultation with the instructor, design problems will be established. Class time will be used for presentations and critiques. The solutions of the design problems will be produced as printed or web media. Prerequisites: ART 210, 316 or 338 or COMM 225 or permission of department [Offered S] (3).

297/397/497. Research**298/398/498. Directed Study****299/399/499. Independent Study/Internship**

Biology

Biology is part of the Department of Natural Sciences and Mathematics; the Biology Program prepares students to excel in the biological, chemical, physical and mathematical sciences. The overall nature of the department, a mixture of professors from all disciplines of the natural sciences and mathematics, creates a unique and intimate educational venue for students. The academic program incorporates innovative and interdisciplinary courses that enhance the traditional scientific curriculum. Faculty members provide students with an exceptional foundation in both analytical and quantitative skills and rigorous life science course work, along with the opportunity to participate in faculty-mentored research. A broad exposure to non-science, liberal arts classes enhances our pedagogical mission, creating a critical combination of experiences essential for applying life science skills to future careers.

Two Major programs comprise the Biology curriculum: a B.A. degree and a B.S. degree, both with Pre-Med tracks. There are two minor programs: Biology and Neuroscience. We also provide support for the minor programs in Drama Therapy and Forensic Science. For many years, Pre-Med has been a major focus of the Biology Major at MMC. Our curriculum leading toward a Bachelor's of Science in Biology provides excellent educational training for those who wish to go on to professional programs after graduation.

Our B.S. in Biology is appropriate for students who intend to go on to medical, dental or veterinary school, as well as graduate school in biology, biochemistry, biomedical sciences or nutrition. This degree is also excellent for those students who intend to pursue a career in the health science field or the biomedical industry. In addition, we also offer a Biology program for nonmajors interested in the Pre-Med track. The department offers many levels of support to its pre-med students, from pre-professional committees that aid and guide students to professional programs with seminars that bring current health field professionals into the classroom.

Our B.A. in Biology is appropriate for students intending to pursue studies in physical therapy, occupational therapy, or physician assistant programs.

Learning Goals for the Major in Biology

After completing the major in biology students will be able to:

- Demonstrate knowledge of biology, chemistry, physics and mathematics.
- Demonstrate understanding of natural sciences from both a contemporary and historical perspective.

- Demonstrate enhanced critical thinking skills.
- Integrate and apply scientific information.
- Utilize research strategies to address scientific questions.
- Fully comprehend and clearly communicate scientific principles.
- Actively participate in the scientific community.
- Demonstrate appropriate training for the pursuit of post baccalaureate careers, advanced degrees or professional programs.
- Complete requirements necessary for admittance to Medical, Dental, and Veterinary schools, as well as graduate Biology, Biochemistry, Biomedical, and Nutrition programs (B.S. majors).

The Department also contributes to the College's liberal arts foundation by offering courses in the General Education Curriculum which help develop quantitative and analytical thinking skills in mathematics, science and other fields. These valuable skills help our students succeed in college and as citizens of the world.

Department Goals and Objectives:

- To provide students with solid life-science education and training, balanced with a liberal arts curriculum, enabling them to pursue fulfilling careers or professional programs in medicine, dentistry, pharmacology or other health science fields.
- To provide students with an integrated knowledge of contemporary principles of biology, chemistry, physics and mathematics so they can obtain advanced degrees and careers in research, industry, business and education.
- To provide high quality, laboratory-enriched learning environments, allowing students hands-on experience and the opportunity to enhance their critical thinking skills.
- To provide opportunities for students to participate in significant research projects under faculty guidance: to present their research findings and to interact with other scientists through attendance at scientific conferences.
- To create strong and individualized relationships between students and faculty in the department through highly interactive classroom settings, department affiliated scientific associations/events and an open-door policy to departmental offices.
- To provide non-science majors with the quantitative and analytical skills needed to participate critically in our society and in our world.
- To provide non-science majors with instruction in scientific knowledge, scientific reasoning and the scientific process.

Biology

The Department of Natural Sciences and Mathematics strongly encourages students to participate in science through guided scientific experiences. Internships and Independent Study Projects, co-mentored by department faculty and various members of the many excellent NYC biomedical facilities, have been a hallmark of the Department for years. In addition, there exist many opportunities for student-centered scientific experiences at MMC. Students can gain valuable experience in their chosen field through

peer advising or tutoring, through assisting in the preparation or execution of laboratory courses, and by conducting significant scientific research in laboratory spaces available within the department. Current research topics include botanical systematics, computational chemistry, molecular neuroscience, applied mathematics, genetics, game theory, medicinal microbiology and neurodegenerative disease.

Division:	Sciences	Division Office:	Main 7th Floor
Division Chairperson:	Benedetta A. Sampoli Benitez, Ph.D. bsampoli@mmm.edu	Phone:	212-774-0725
Division Secretary:	Rekha Swami rswami@mmm.edu		

Faculty: Faculty from the Departments of Natural Sciences and Mathematics teach courses in the Biology major.

Steven Wat Chair, Department of Natural Sciences and Mathematics Assistant Professor of Mathematics B.A., University of Hawaii M.S., Courant Institute at New York University Main 603 212-517-0652 swat@mmm.edu	Judith Garrison Hanks Associate Professor of Biology B.S., The City College of CUNY M.A., Lehman College of CUNY Ph.D., CUNY/New York Botanical Garden Main 614 212-517-0667 jhanks@mmm.edu	Alessandra Leri Assistant Professor of Chemistry and Environmental Science B.S., College of William and Mary M.A., University of Virginia Ph.D., Princeton University Main 603 212-517-0661 aleri@mmm.edu
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		Anne Mazelis Professor Emeritus of Biology B.S., The City College of CUNY M.S., The University of Chicago Ph.D., Cornell University

Academic Programs

Biology

Prerequisites for Biology Majors 0-5 Credits

*MATH 139 College Algebra

0-3

*MATH 140 Trigonometry and Functions for Science Majors 0-2

*MATH 141 Precalculus (4 credits) may substitute for MATH 139+140

Biology majors must take the above prerequisite Mathematics courses unless specifically exempted by the Department of Natural Sciences and Mathematics. Students must obtain a grade of C or better in these courses before they can enter the B.S. or B.A. Biology degree programs. Prerequisites, if applicable, may be used to fulfill the Core Mathematics requirement or the 100/200-level Shared Curriculum requirement in Area B.

MAJOR: B.S. IN BIOLOGY (0401)

61- 66 Credits

This major is appropriate for those students who intend to go to Medical, Dental or Veterinary School or to Graduate School in Biology, Biochemistry, Biomedical Sciences or Nutrition (most programs).

Major Requirements:

BIOL 220 General Biology I (w/laboratory)	4	PHYS 262 General Physics II (w/laboratory)	5
BIOL 222 General Biology II (w/laboratory)	4	CHEM 317/318 Organic Chemistry I (w/laboratory)	5
BIOL 240 Cellular and Molecular Biology (w/laboratory)	4	CHEM 319/320 Organic Chemistry II (w/laboratory)	5
CHEM 233/234 General Chemistry I (w/laboratory)	4	BIOL 320 Microbiology (w/laboratory)	4
CHEM 235/236 General Chemistry II (w/laboratory)	4	BIOL 329 Physiology (w/laboratory)	4
*MATH 210 Calculus I	4	BIOL 425 Genetics	4
PHYS 261 General Physics I (w/laboratory)	5	BIOL/CHEM 441 Biochemistry	4
		BIOL 490 Senior Seminar	1

***NOTE:** B.S. Biology majors should not take MATH 113, Quantitative Reasoning. They are required to take mathematics courses up to and including MATH 210, Calculus I. Depending on mathematical background, Biology majors should start at the appropriate place in the following sequence of courses:

MATH 129 Intermediate Algebra	(3)	MATH 210 Calculus I	(4)
MATH 139 College Algebra	(3)	MATH 211 Calculus II	(3)
MATH 140 Trigonometry and Functions for Science Majors	(2)	Two courses in this sequence [MATH 129, 139 (or 141), 210, 211]	
MATH 139 and 140 should be taken concurrently		may be used to fulfill the Core Mathematics requirement and the	
MATH 141 Precalculus may substitute for MATH 139+140	(4)	100-/200-level Shared Curriculum requirement in area B.	

MAJOR: B.A. IN BIOLOGY

51-58 Credits

This major is appropriate for those students intending to pursue studies in Physical Therapy, Occupational Therapy or Physician Assistants Programs, and for some Nutrition Programs.

Major Requirements:

BIOL 136 Anatomy (w/laboratory)	4	MATH 224 Statistics	3
GS 183 Environmental Science	3	PHYS 201 Introduction to Physics (w/laboratory) or	
BIOL 220 General Biology I (w/laboratory)	4	PHYS 261 General Physics I (w/ laboratory)	4 or 5
BIOL 222 General Biology II (w/laboratory)	4	BIOL 320 Microbiology (w/laboratory)	4
BIOL 240 Cellular and Molecular Biology (w/laboratory)	4	BIOL/CHEM 441 Biochemistry or BIOL 425 Genetics	4
BIOL 234 Human Physiology (w/laboratory) or		BIOL/CHEM 340 Introduction to Organic and Biochemistry or	
BIOL 329 Physiology (w/ Laboratory)	4	CHEM 317/318 Organic Chemistry I (w/laboratory)	4 or 5
CHEM 233/234 General Chemistry I (w/laboratory)	4	BIOL/CHEM 441 Biochemistry or BIOL 425 Genetics	4
CHEM 235/236 General Chemistry II (w/laboratory)	4	BIOL 490 Senior Seminar	1

*NOTE:

In addition, students who intend to pursue graduate studies in Nutrition must take Nutrition (BIOL 116) to satisfy the 100/200-level Shared Curriculum requirement in Area B.

MATH 139 and MATH 140 fulfill the Core Mathematics requirement, replacing MATH 113. See also the Note in the B.S. section.

The following course are strongly recommended:

PSYCH 101 General Psychology (satisfies the 100/200-level Shared Curriculum requirement in Area A)

PSYCH 201 or 216 Child or Developmental Psychology

SOC 101 General Sociology (satisfies the 100/200-level Shared Curriculum requirement in Area C)

Biology

BIOLOGY MINOR

18-24 Credits

The minor will consist of a minimum of 18 credits of Biology/Chemistry/Physics coursework. Coursework decisions will be under the supervision of Biology faculty.

Required Courses:		BIOL 320 Microbiology	(4)
CHEM 233/234 General Chemistry I (w/laboratory)	5	BIOL 425 Genetics	(4)
CHEM 235/236 General Chemistry II (w/laboratory)	5	PHYS 261 General Physics	(5)
BIOL 220 General Biology	4	CHEM 317/318 Organic Chemistry I (w/laboratory)	(5)
		GS 183 Environmental Science	(3)

The student is required to take a minimum of 4 credits from the following courses: 4 - 10

BIOL 222 General Biology II	(4)	The student will substitute MATH 139 (College Algebra) for Quantitative Reasoning if background is sufficient. If not, MATH 129 (Intermediate Algebra) will have to be taken prior to beginning the minor and MATH 139 will become an elective. The student will be exempt from MATH 140 depending on the goal of the minor.
BIOL 136 Anatomy	(4)	
BIOL 240 Cell and Molecular Biology	(3)	
BIOL 234 Human Physiology	(4)	

NEUROSCIENCE MINOR

18 Credits

BIOL 136 Anatomy	4	PSYCH 333 Behavioral Neuroscience	3
BIOL 220 General Biology I	4	PSYCH/BIOL 497 Research	3
BIOL 234 Human Physiology or BIOL 329 Physiology	4		

BIOLOGY COURSES (BIOL)

116. Nutrition

In this course, students will learn the fundamentals of nutrition, the science that studies food and how food is absorbed and processed in our body. Students will explore the role of the nutrients in our life and the principles behind the design of a healthy and balanced diet. Other topics include: cellular metabolism of nutrients, energy metabolism, relation of nutrition to exercise, eating disorders, preparation of food and use of preservatives. This course also has a lab component and students will perform hands-on experiences related to nutrition. No science background is required. Fee: \$20. Corequisite WRIT 101 (3).

127. Evolution

Course reviews historical and current views of the origin and evolution of life on earth, mechanisms of organic evolution as inferred from different lines of evidence, and basic population dynamics. Corequisites: WRIT 101 & MATH 109 (3).

129. Heredity

This course is a study of basic human genetics; the interweaving roles of genes and environment; methods of obtaining information about inherited traits; and medical, sociological, and economic problems related to genetic counseling. Corequisites: WRIT 101 & MATH 109 (3).

132. Anatomy and Physiology I

This course begins the study of the structure and function of the human body with emphasis on the interrelationships between anatomical and physiological factors involved in the functioning of all major body systems. Particularly, studies will be: the chemical basis of life, structure and metabolism of the cell, tissues and homeostasis, the skeletal system, the muscular system, circulation and immune responses, the digestive system, and the endocrine system. Three-hour class; three-hour lab. Fee: \$45.00. Corequisite: WRIT 101 or permission of department (5).

134. Anatomy and Physiology II

This course continues the study of the structure and function of the human body with emphasis on the interrelationships between anatomical and physiological factors involved in the functioning of all major body systems. Particular study will be devoted to: the nervous system, the respiratory system, the urinary system, water and electrolyte balance, the reproductive system, human growth and development, and human genetics. Three-hour class; three-hour lab. Fee: \$45.00. Prerequisite: BIOL 132 (5).

136. Anatomy

A study of human anatomy; emphasis is placed on form/function relationships. The skeletal/muscular, cardiovascular, respiratory, urogenital and neuro-endocrine systems will be studied, with appropriate lab work. Three-hour class; three-hour lab. Fee: \$45.00 (4).

140. Human Reproduction

Human reproduction, conception, development, birth and early infancy are among the topics covered in this course. Current advances will be considered as well. Corequisite: WRIT 101 & MATH 109 (3).

145. Human Biology

This course studies the systems of the human body in an integrative manner. The anatomy and physiology of all body systems will be presented placing emphasis on the interrelationships between structure and function. The maintenance of normal function (homeostasis) and the problems that arise when any system ceases to perform optimally will be discussed. Health related information helps to provide the student with the necessary knowledge to make informed decisions about her/his own body. The course will help students discover the remarkable scientific design of the human body (3).

Biology

BIOLOGY COURSES (BIOL)

220. General Biology I

Course studies principles of cell biology, including the chemical basis of life, cell structure and function, energetics, and classical and molecular genetics. In the laboratory the student is introduced to the basic tools and techniques of biological investigation: microscopy, dissection and quantitative experimentation. Three-hour class; three-hour lab. Fee: \$45.00. Corequisites: WRIT 101 & MATH 129; or permission of department. [Offered: Spring] (4).

222. General Biology II

This course continues and expands topics introduced in BIOL 220, with emphasis on animal biology, including physiological systems and an introduction to developmental biology. Principles of evolution and population biology and ecology are also discussed. The laboratory will use the techniques learned in BIOL 221 to further investigate the areas covered in the lectures. Three-hour class; three-hour lab. Fee: \$45.00. Prerequisite: BIOL 220; or permission of department. [Offered: Fall] (4).

227. Comparative Anatomy

Course studies the phylogeny of chordate systems, especially vertebrates. There will be laboratory dissections of representative types, with emphasis on the study of progressive evolution within each line of descent. Two-hour class; four-hour lab. Fee: \$45.00. Prerequisites: GS 105/106 or permission of department (4).

231. Biology and Physiology of Aging

Discusses the current knowledge of the chemical, cellular, and physiological changes that occur during normal aging. Declines, losses, and biochemical changes associated with the various physical systems of the body will be covered along with current biological theories of aging. Diseases related to aging and their symptoms and treatments will be discussed. Prerequisite: BIOL 220 or GS 105 or permission of department (3).

234. Human Physiology

This course presents a systems approach to human physiology. The functions of the major organ systems and the physiological mechanisms by which these functions are controlled are considered. Three-hour lecture; three-hour lab. Fee: \$45.00 (4).

240. Cellular and Molecular Biology

This is a lecture and laboratory course focusing on the principles and techniques of molecular and cellular biology with an emphasis on recent advances in molecular biology. Topics include the structure and function of the cell and its subcellular organelles, biological macromolecules, enzymes, biomembranes, bioenergetics, DNA replication, protein synthesis and cell motility. Techniques include aseptic technique and the handling of microbes, isolation and purification of nucleic acids, construction, selection and analysis of recombinant DNA molecules, restriction mapping, immobilization and hybridization of nucleic acids, labeling methods of nucleic acid probes, PCR and basic cell culture. Three-hour lecture; three-hour lab. Fee: \$45.00. Prerequisite: BIOL 220, CHEM 233/234, or permission of department (4).

251. Introduction to Research

(Same as CHEM 251)

The student will learn fundamental techniques and procedures of research in biology and chemistry. The course is intended to prepare students for more independent research in future semesters and to allow students to test out the research experience while making a clear and limited time commitment. Eight-hour lab. Fee: \$45.00. Prerequisite: CHEM 317/318 or BIOL 320 & permission of department (3).

317. Nutrition and Health

This course continues and expands the topics covered in BIOL 116 (Nutrition). Students will learn about nutritional needs over the lifespan (from pre-natal to older adults). The effects of exercise, weight loss and allergies on nutritional needs will be investigated; specialty diets for people with diabetes, heart disease and special needs will also be discussed. Readings will include text and articles from nutrition and professional journals. Prerequisites: WRIT 102 & BIOL 116 or permission of department (3).

320. Microbiology

This course studies the morphology, life cycles, physiology and ecology of bacteria, algae, fungi and protozoa. It surveys applied microbiology. Laboratory studies deal principally with bacteria. Three-hour class; three-hour lab. Fee: \$45.00. Prerequisite: BIOL 220 (4).

321. Histology

Course studies the microstructure of cells, tissues, and organs of vertebrates. There will be laboratory studies of prepared specimens and of methods of preparing material for microscopic study. Two-hour class; four-hour lab. Fee: \$45.00. Prerequisite: BIOL 220 (4).

328. Animal Embryology

Course emphasizes the description and analysis of development prior to birth or hatching. It is an introduction to experimental embryology. Three-hour class; three-hour lab. Fee: \$45.00. Prerequisite: BIOL 220 (4).

329. Physiology

This course studies the fundamental mechanisms by which animal systems maintain homeostasis and adjust to meet the demands of the internal and external environment. Animal systems will be studied to understand the evolution of human systems. Emphasis will be placed on the relationship between structure and function. Three-hour class; three-hour lab. Fee: \$45.00. Prerequisites: WRIT 102, BIOL 220, & CHEM 235/236 (4).

333. Behavioral Neuroscience

(Same as PSYCH 333; see course description under Psychology.)

340. Introduction to Organic & Biochemistry

(Same as CHEM 340)

In this course, the major organic functional groups will be presented together with the basic concepts of organic reaction mechanisms. Stereochemistry will also be considered. Emphasis will be placed on the biological relevance of organic reactions. In the second part of the course, the basic concepts of structural and metabolic biochemistry will be presented. Four-hour class. Prerequisites: CHEM 235/236 (4).

379. Animal Behavior

(Same as PSYCH 379; see course description under Psychology.)

392. Ecology

This course will explore the interactions that occur between organisms and their environment. It will introduce the structural hierarchy created by these interactions (e.g., populations, communities, ecosystems, biomes) and the adjustments that occur as a result of them. The environment includes not only the physical but the biological conditions under which an organism lives. The adaptations that evolve to provide organisms the ability to survive in various types of habitats will be discussed from a comparative basis. The course will thus provide an understanding of species diversity and how the environment can support such a wide array of different organisms. It will emphasize the ability of species to adjust to changes in their environment, the response of the environment to these changes, and the consequences of extinction. Ecology is a science and will be studied in the context of scientific inquiry, understanding that the principles of evolution and natural selection are at the foundation. Prerequisites: WRIT 102; MATH 113 or higher; & BIO 222 or GS 183; or permission of the department (3).

425. Genetics

This course focuses on the basic principles of classical, molecular and population genetics. The course material emphasizes the scientific process involving both observation and experimentation. Topics explored are classic and non-Mendelian genetics, chromosomal basis of genetics, linkage, crossover and mapping of eukaryotic genomes, molecular structure of chromosomes, DNA replication, transcription and translation, mutation and repair, molecular biology techniques, genomics, gene regulation in prokaryotes and eukaryotes, genetics of development and cancer and the inheritance of complex traits. Critical thinking skills are underscored through the analysis of experimental data and problems. A literature research project is required, which builds on all previous biology and chemistry course content in conjunction with new content and skills acquired in this course. The project is presented in poster format. Four and half-hour class. Prerequisites: WRIT 102, BIOL 220, BIOL 222, BIOL 240, CHEM 317/318 (4).

431. Immunology

This course explores cellular and humoral immune responses; physical and chemical properties of antigens and antibodies and of their reaction, hypersensitivity, and autoimmunity; and the problem of immune response suppression. Prerequisites: WRIT 102, BIOL 220 & CHEM 235/236 (3).

441. Biochemistry (Same as CHEM 441)

This course, the capstone for the Biology Majors, examines the chemistry of life. This course is organized in two fundamental parts. At the beginning it explores the structure and function of biological molecules, from proteins to lipids and carbohydrates. The second part will focus on metabolic pathways and signal transduction. Clinical correlations will be emphasized. Finally, as a last topic, we will explore cancer and DNA repair mechanisms. The laboratory exercises will focus on protein isolation, purification and analysis. Three-hour lecture and three-hour lab. Fee: \$45. Prerequisites: WRIT 102, BIOL 220/222 & CHEM 317/318 (4.)

490. Senior Seminar

This course will allow students to become familiar with the process of reading and understanding primary literature. During the semester, students will read articles from peer-reviewed journals in various fields of biology, including microbiology, biochemistry, macromolecular structure, cellular and molecular biology, evolutionary biology, and ecology. Students will deliver oral presentations on article content, after which the faculty member will moderate a discussion. As a final project, student will write a 8-10 pages paper on a topic that was discussed in class, citing at least 10 primary literature sources. Prerequisites: BIOL/ CHEM 441 or BIOL 425. 1.5 hour class, (1).

495. Special Topics in Biology

This course will explore a different topic in biology each time that it is offered. Among the topics that may be in focus will be: endocrinology, genetic engineering, cancer research, population genetics, plant physiology, etc. May be repeated for up to 9 credits, provided that each time there is a different announced topic. Prerequisite: BIOL 220 or permission of department (3).

297/397/497. Science Research

Prerequisite: permission of Department faculty
Fee: \$45 (1-6).

298/398/498. Directed Study**299/399/499. Independent Study/Internship**

Business Management

Can you see yourself working at the New York Stock Exchange or J. P. Morgan Bank and Trust? Developing a marketing plan for Dream Works' next blockbuster movie? Opening your own business? Pursuing an MBA? Whatever career you pursue, one thing is certain: The job will not stay the same for long. To succeed, you will have to continually learn new skills to adapt to the ever-changing business world.

MMC's Business Management program, in the heart of New York City, offers a rigorous course of study that teaches the skills needed in both business and the liberal arts. The mission of the Business Management major is consistent with the College's: To educate a socially and economically diverse student population by fostering intellectual achievement and personal growth. We accomplish this by giving each student the necessary skills to build successful careers in business, government and non-profit institutions. We provide each student with a strong academic base for continuing education, including professional development, graduate study, and lifelong learning.

All Business Management majors take courses in accounting, economics, marketing, finance and management. After completing the basic courses, students choose a concentration in Finance and Investments, Human Resources, International Business and Economics, Marketing, Entrepreneurship or Media and Arts Management. Each program emphasizes the fundamental intellectual skills: reading critically, thinking analytically, and writing clearly. Feedback from business professionals and our alumni stress the importance of communicating clearly, delivering effective presentations, and working well in teams.

The Business Management faculty has solid credentials in their respective disciplines as well as extensive industry experience. In addition to their dedication to teaching excellence, our faculty contribute to professional associations, pursue research, present conference papers, publish books and articles, and consult for businesses and non-profit organizations.

At MMC, courses in business are only one part of a comprehensive education. Our active internship program, coupled with our location in the nation's corporate and financial capital, provides each business student the chance to explore the many resources of New York City while pursuing her/his studies. Students majoring in Business Management can expect to work in banking, advertising, personnel, retailing, communications, entertainment, and many other fields.

The Business Management faculty and the Office of Career Development and Internships work closely with each student to develop a resume and to secure an internship, while mentoring the student throughout the semester. Many students have been

so successful at their internships that they have been offered full-time positions following graduation. Even students who work full-time may develop internships for credit on the job. Internship opportunities are available at:

Avon
Big Apple Circus
Bloomberg Business News
CBS
CNN
Conde Nast
Citibank
Dolce & Gabbana
Dream Works
Financial News Network
News Corporation
NBC
Merrill Lynch
Morgan Stanley Dean Witter
Simon & Schuster
Smith Barney
Time Warner
Young & Rubicam

We have many successful alumni in positions throughout the New York City metropolitan area. It is never too early for students to learn how to network, and our graduates are great resources for internships and jobs and as mentors.

Additional Learning Opportunities

In addition to the courses and the internships mentioned above, students can meet degree requirements in Business Management through other methods of study: Independent Study allows the experienced student with high academic standing to design an individual project with a faculty mentor; Directed Study enables faculty members to develop courses in an academic area of special interest to them and their students that are not included in the departmental course offerings; Study Abroad offers students opportunities to study at colleges and universities in other parts of the world; Prior Learning Assessment allows students to gain credit for learning acquired through their professional, non-college experience.

Learning Goals for the Major in Business Management

Students in the B.S. in Business Management program will achieve the following learning outcomes:

- **Business Functions:** Students will apply their knowledge of marketing, finance, accounting and management concepts to perform a disciplined analysis of business situations and demonstrate a working knowledge of business planning processes, methods and strategies.

Business Management

- **Critical Thinking:** Students will demonstrate critical thinking skills, including: identifying and applying assessment instruments and analytical tools to analyze significant problems and/or opportunities, formulating decision alternatives, selecting a preferred solution decision based on conceptual analysis, and developing an action plan for the successful implementation of the preferred solution to these problems/opportunities.

- **Quantitative & Technological Skills:** Students will demonstrate critical quantitative and technological skills and knowledge enabling them to analyze and interpret business data to support optimization of managerial decisions.

- **Domestic & Global Environment:** Students will articulate the complexity and diversity of today's domestic and global business environment and the impact of internationalization on business.

- **Communication Skills:** Students will demonstrate competency in writing and speaking effectively and professionally as well as interpersonal and team skills in the business environment.

- **Ethics:** Students will articulate current issues in business and ethics and demonstrate the integration of ethical analysis into the strategic management process.

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Academic Programs

Business Management

MAJOR: B.S. IN BUSINESS MANAGEMENT (0506)

53 Credits

BUS 100 The Contemporary Workplace	3	BUS 277 The Legal Environment of Business	3
BUS 210 Marketing	3	BUS 309 Financial Management	3
ECO 210 Principles of Macroeconomics	3	BUS 316 Organizational Behavior	3
ECO 213 Principles of Microeconomics	3	IT 330 Business Management & Information Technology	3
ACCT 215 Principles of Accounting I	4	BUS 403 Strategic Management	3
ACCT 217 Principles of Accounting II	4	BUS/ACCT/ECO Electives	3
BUS 224 Statistics for Business	3	Completion of one of the following six concentrations	12

NOTE: Business Management Majors must pass MATH 113 with a grade of C or higher.

All OPEN ELECTIVE credits must be filled through the completion of liberal arts courses.

Since some of the courses have prerequisites, the specific program should be arranged in close collaboration with a business faculty advisor.

A. FINANCE AND INVESTMENTS

BUS 223 Introduction to Investments	3	Two of the following	6
BUS 347 Corporation Finance	3	BUS 337 Securities Analysis	(3)
		BUS 357 International Finance	(3)
		ECO 375 Money, Banking & Financial Markets	(3)

B. INTERNATIONAL BUSINESS AND ECONOMICS

ECO 317 International Economics	3	Two of the following	6
BUS/ECO 351 International Business	3	ECO 214 The Global Economy	(3)
		BUS 352 International Marketing	(3)
		BUS 357 International Finance	(3)

C. HUMAN RESOURCES

BUS 200 Management	3	BUS/PSYCH 344 Training & Development	(3)
BUS/PSYCH 317 Personnel Psychology	3	PSYCH 369 Dynamics of Interviewing	(3)
Two of the following	6	COMM 319 Leadership	(3)
PSYCH 313 Group Dynamics	(3)	COMM 344 Advocacy and Social Movements	(3)
PSYCH 330 Tests & Measurement	(3)	PHIL 316 Business Ethics	(3)
PSYCH 340 Career Development Cycle	(3)		

D. MARKETING

BUS 345 Marketing Research	3	BUS/COMM 293 Public Relations	(3)
BUS 378 Consumer Behavior	3	BUS 313 Sales Management	(3)
Two of the following	6	BUS 335 Interactive Marketing Using the Web	(3)
BUS 207 Entrepreneurship	(3)	BUS 352 International Marketing	(3)
BUS/COMM 232 Advertising	(3)		

E. ENTREPRENEURSHIP

BUS 207 Entrepreneurship	3	BUS/COMM 293 Public Relations	(3)
BUS 335 Interactive Marketing Using the Web	3	COMM 258 Small Group Communications	(3)
BUS 324 Entrepreneurial Finance	3	COMM 319 Leadership	(3)
One of the following	3	COMM 344 Advocacy and Social Movements	(3)
BUS 313 Sales Management	(3)		
BUS/COMM 232 Advertising	(3)		

Business Management

F. MEDIA AND ARTS MANAGEMENT

ART/DANC/THTR 290 History & Mission of Arts Institutions	3	One of the following	3
ART/DANC/THTR 392 Fundraising & Marketing for the Arts	3	ART/DANC/THTR 348 Operations & Management for the Arts (3)	
BUS 335 Interactive Marketing Using the Web	3	ART 320 History of Museums and Collections	(3)
		BUS 313 Sales Management	(3)
		BUS/COMM 232 Advertising	(3)
		BUS/COMM 293 Public Relations	(3)
		BUS 207 Entrepreneurship	3

MINOR: BUSINESS MANAGEMENT

16 Credits

BUS 100 The Contemporary Workplace	3	Business Electives	6
ACCT 215 Principles of Accounting I	4		
BUS Core (choice of one)	3	Note: The Business Management Minor is not available to students majoring in Accounting.	

100. The Contemporary Workplace

This course provides an introduction to the business and economic environment of the 21st Century. It examines the major tasks of business: making decisions, improving quality, communicating with customers, and using resources to achieve profitability. This course also covers important aspects of the external environment that businesses face in the modern world: economic conditions, workplace diversity, global competition, and the state of financial markets. Topics such as the impact of globalization, role of government in business, ethical business behavior, and environmental issues are also addressed. Corequisite: WRIT 101 [Offered: F, S] (3).

102. Personal Computing

Course will introduce students to the fundamental operations of the personal computer using microcomputers and microcomputer software. The course will focus on utilizing the personal computer for research and decision-making. Topics will include use of hardware and software. (3).

103. Personal Finance

Course provides the student with practical information and skills necessary to effectively manage their personal finances. Students engage in learning experiences in both financial planning and management, and in purchasing methods. Topics discussed include personal banking, personal credit and investments, income taxes, health, life and asset insurance, budgeting, estate planning and purchases of consumer goods and housing. A financial planning software package may be used. Prerequisite: MATH 109, if required (3).

200. Management

This course introduces students to management in government, business, and nonprofit organizations. Students will learn the basic managerial functions of planning, organizing, motivating, leading and controlling. Groups of students will design and implement hands-on management projects. Students will keep journals of their experiences. Corequisite: WRIT 101 [Offered: F, S] (3).

207. Entrepreneurship

This course introduces the student to those skills that are necessary to become a successful entrepreneur. Through case studies, students will learn to appreciate the entire entrepreneurial process from feasibility plans, business plans, financing, and managing growth, through exit strategies. In a practical hands-on approach, they will work their own business ideas throughout the course. Prerequisite: BUS 100 [Offered: F] (3).

210. Marketing

This introductory marketing course focuses on the marketing function in business organizations. The course is designed to give students an understanding of the marketing management process, marketing strategy, and elements of the marketing mix, including pricing, distribution, promotion, and advertising. It will also provide an overview of marketing research, consumer behavior, and new product development. Prerequisite: WRIT 101 [Offered: F, S, Sum] (3).

BUSINESS MANAGEMENT COURSES (BUS)

222. Calculus for Business

This course introduces the differential and integral calculus for polynomial, exponential and logarithmic functions. Applications of the derivative, and to a lesser extent the integral, of these functions are the most frequently used models in business and economics. Many of these standard applications of calculus will be developed in this course. Prerequisite: MATH 139 or MATH 141 or permission of department (3).

223. Introduction to Investments

Course is designed to present an overview of investment vehicles and the financial markets in which they operate. Types of investments studies will include fixed-income securities, equity related securities, and leveraged investments. The course will introduce theories of valuation. Prerequisite: MATH 139 or 141 [Offered: F] (3).

224. Statistics for Business

This course surveys methods of organizing numerical data, frequency distributions, graphs, measures of central tendency and dispersion. It also covers elementary probability theory, sampling and sampling distribution. Prerequisite: MATH 139 or equivalent [Offered: F, S] (3).

231. Leadership in the Social Sector

Develop the skills necessary to lead a nonprofit organization efficiently and effectively. Three modules focus on basic executive issues confronting all nonprofits including mission, Board/staff effectiveness, and fund-raising strategies; design and execution of strategic and operational programs including public relations and advocacy; and day-to-day operation, including financial management, legal requirements, and human resources management. Prerequisite: WRIT 102 or exemption (3).

Business Management

BUSINESS MANAGEMENT COURSES (BUS)

232. Advertising

(Same as COMM 232)

This course aims at giving students a broad based introduction to advertising methods and techniques. It covers the social and economic roles of advertising, impact of direct and indirect "restraints," organization of the advertising industry, modern campaign planning techniques and the role of research, the creation of advertising messages, and the changing nature of the media. It also considers the coordination of advertising with other elements of the marketing and communications mix. Prerequisite: BUS 210 or permission of department [Offered: F, S] (3).

276. Business Law II

A systematic presentation of the legal concepts and principles of ownership, control, and management of natural resources (real property); accumulated capital, consumer goods, and legal rights in goods and diverse intangibles (personal property); the structure and functions of business enterprises/partnerships, corporations, and holding companies, the distribution of risks through primary and secondary underwriters (guaranty and suretyship); creditors' rights, failure or rehabilitation of failing firms (creditors' compositions and bankruptcy); and the elements of providing wealth and/or income during life and after death (trust and wills). Prerequisite: BUS 277 (3).

277. The Legal Environment of Business

This introductory course shows how the legal environment affects profit and nonprofit organizations. Topics include antitrust law, securities regulation, product liability, legally permissible business forms, consumer protection, constitutional law, employment law and environmental law. Prerequisite: WRIT 102 [Offered: F, S] (3).

293. Public Relations

(Same as COMM 293)

Course gives a broad-based introduction to public relations methods and techniques and provides insights into the role of public relations in business and nonprofit organizations. It covers PR history and professional opportunities as well as processes of persuasion, use of media, and scope of campaign planning. Course emphasizes problem solving, writing skills, and the creation of public relations campaigns. Prerequisite: WRIT 101 [Offered: F, S] (3).

300. Special Topics in Business:

Trends and Issues

Course may vary from semester to semester but will focus on a single topic of current or historical interest, for example: Strategic Organization Design. Prerequisites: WRIT 102 & BUS 224 (1-3).

309. Financial Management

Course introduces students to the financial manager's role in the corporation. Topics include time value of money, application to securities pricing, analysis of financial statements, break-even analysis, working capital management, and an introduction to capital budgeting. Prerequisites: ACCT 217 & BUS 224 or permission of department [Offered: F, S] (3).

313. Sales Management

This course is designed to give students a basic understanding of both sales functions and management of the sales force. Elements of the sales function will emphasize selling demonstrations and presentations. Sales management topics include organizing, recruiting, training, supervising, compensating, and motivating sales personnel. The difference between retail and industrial selling will be examined. A sales simulation program will be a component of the course. Prerequisites: WRIT 102 & BUS 210 (3).

314. Operations Management

This course provides an introduction to some of the quantitative techniques useful in operations management: decision theory, queuing or waiting time theory, forecasting, optimization, and graphical planning techniques. These techniques will be applied to problems in inventory control, scheduling, facilities location, quality control and maintenance. Additional topics might include product and process flow, and market potential and penetration measures. Prerequisite: MATH 139, 141 or permission of department & BUS 224 (3).

316. Organizational Behavior

(Same as PSYCH 316.)

Modern applications of psychology to the world of business are emphasized in this course. Class participation exercises will be used to enhance understandings of concepts and improve communication skills. A mixture of theoretical approaches, experimental literature, case studies and action methods will be used to illustrate the following topics: motivational concepts related to work; the structure of a business organization, including leadership, management and control; group dynamics such as communication systems, decision-making and conflict resolution; and growth concepts such as training and development. Prerequisites: WRIT 102 & BUS 100, PSYCH 101 or 102 (3).

317. Personnel Psychology

(Same as PSYCH 317.)

This course surveys psychology as applied to the personnel functions of a corporation. Among the major topics covered are: personnel recruitment, selection and training, including job analysis; personnel interviewing and counseling, including psychological assessment; performance appraisal, the supervisory process, morale and job satisfaction. The course format will be a mixture of lecture/discussion and class exercises designed to demonstrate concepts and develop students' communication skills. Research in the field, as well as new developments, such as employee assistance programs (EAP), women managers and affirmative action programs will also be discussed. Prerequisites: WRIT 102 & PSYCH 101 or 102 (3).

321. Business and Society

This course will examine how business interacts with the government, customers, suppliers, shareholders, media and employees, and how business is influenced by worldwide and future international political, social and economic developments. Business ethics, social responsibility, accelerating technological and scientific forces, and current events are also examined. Prerequisites: WRIT 102 & BUS 100 (3).

324. Entrepreneurial Finance

This course will develop financial management practices needed to run and grow a business venture. It will introduce the theories, knowledge, and financial tools needed by an entrepreneur in starting, managing and evaluating a successful business. Prerequisites: ACCT 215 & BUS 207. (3)

Business Management

BUSINESS MANAGEMENT COURSES (BUS)

335. Interactive Marketing Using the Web

This course will build upon introductory marketing and computer concepts in order to market products and services using the Internet and the World Wide Web. It focuses on the integration of the marketing mix with web site development. Students will analyze general marketing, market research and consumer behavior theories relating to web site design and development. Topics also include e-mail, online shopping, computer software and promotional techniques. Prerequisites: WRIT 102 & BUS 210 (3).

337. Securities Analysis

Course is designed to integrate theories of accounting, economics, and finance using both a quantitative and qualitative approach to securities analysis. Students will learn how to apply current techniques used by financial managers in valuing securities. Course content will include analysis of business and economic conditions, industry analysis, and company analysis through the use of financial statements. Prerequisites: ACCT 217, ECO 210 & BUS 347 (3).

342. Risk Management

In this course, students learn how to examine and evaluate an organization to determine its viability to do business. This involves analysis of all aspects of an organization, financial structure, human resource practices, and physical environment. Topics covered will include fundamental concepts of insurance, the process of risk management, measuring loss exposure, actuarial analysis, discounted cash flow and related subjects. Prerequisite: BUS 224 (3).

343. Direct Marketing

This course will be a classic introduction to Direct Marketing. The course is suitable for business students interested in this growing segment of the marketing arena, and executives who wish to hear the basics of the discipline. Topics to be covered include offers, mailing lists/media, creative, and response analysis. We will also study several direct marketers selected by the instructor and students. Guest speakers will be invited. Prerequisites: WRIT 102 & BUS 210 (3).

344. Training & Development

(Same as PSYCH 344.)

The application of management and teaching/learning principles to problems of job training, supervisory development, executive growth and the role of business in meeting urban personnel needs will comprise the focus of this course. Train the trainer instruction is provided for developing and implementing practical programs used in business organizations, including needs analysis, program design, subject matter, resources, facilities, materials, evaluation and follow-up. Prerequisites: PSYCH 101 or permission of instructor & BUS/PSYCH 316 or 317 (3).

345. Marketing Research

This course will introduce students to the basics of marketing research. Topics will include stages in the research process, research designs for data collection, measurement concepts, sampling designs and procedures, data analysis and presentation. It will also provide a brief overview of the roles of global information systems and the Internet in marketing research. Prerequisites: WRIT 102, BUS 210 & BUS 224 [Offered: F] (3).

347. Corporation Finance

This course continues the study of the corporate finance function within the context of the theory of the firm introduced in BUS 309. Topics include capital budgeting, cost of capital, dividend policy, and financial leverage. The student will be introduced to corporate restructuring, mergers and acquisitions. Prerequisites: BUS 224 & 309 [Offered: F, S] (3).

351. International Business

(Same as ECO 351; see course description under Economics.)

352. International Marketing

Course will examine approaches to marketing as it applies to various regions of the world. Consideration will be given to changes in the US position in the international marketplace including the impact of foreign government regulations and cultural differences on the marketing plan, including product, promotion, distribution and price. Prerequisite: ECO/BUS 351 or permission of department (3).

357. International Finance

The rapid expansion of international trade and foreign direct investment has led to the globalization of many business operations. This course presents the concepts and tools most frequently used to deal with the new risks and opportunities resulting from globalization. Topics include foreign exchange risk, political risk, global capital budgeting and financing, reporting evaluation and control of global operations. Prerequisite: ECO 210 or permission of department (3).

378. Consumer Behavior

This course focuses on the ultimate target of all advertising: the consumer. It surveys the theoretical concepts of consumer behavior and their application to marketing strategies and advertising development. Topics include consumers as decision-makers and cultural influences on consumer behavior such as, ethnicity, race, religion and age. Prerequisites: WRIT 102 & BUS 210 [Offered: S] (3)

403. Strategic Management

This advanced course is taken during the student's senior year. The student applies the concepts of management, accounting, marketing, economics and finance to real case situations. Student teams will make classroom presentations. Prerequisites: WRIT 102, BUS 200, 210 & 309 & ECO 210 [Offered: F, S] (3).

297/397/497. Research

298/398/498. Directed Study

299/399/499. Independent Study/Internship

Business Management

INFORMATION TECHNOLOGY COURSES (IT)

These courses are run through the Business Management Department

118. Fundamentals of Programming

This course teaches programming concepts and techniques common to all languages. Topics covered include input/output, looping, subscripted variables, graphics, file creation and file utilization. This course is a prerequisite to all other IT language courses. Prerequisites: CAA 099 & MATH 007, if required & BUS 102 or exemption (3).

201. Introduction to Computer Information Management

This course covers computers and information systems from the perspective of the user of hardware and software. Its primary focus is to introduce computers as a powerful problem solving business tool. Topics include the computer based information system, computer hardware and software, data communications and connectivity, systems analysis and design (3).

318. Programming Languages for the Internet

This course prepares students to design and develop Web pages in the age of e-commerce, utilizing various Web authorizing tools. Topics covered include a systematic study of Hyper Text Markup Language (HTML), and an introduction to basic concepts of Common Gateway Interface (CGI), and Java script. Web authorizing tools such as FrontPage and PhotoShop will be explored. Prerequisite: IT 118 or exemption (3).

330. Business Management and Information Technology

This course will focus on software and spreadsheet applications to prepare students as they apply concepts in finance, economics and accounting to build models and solve business problems. Prerequisites: ACCT 215 & 217 Corequisite: BUS 309 [Offered: F, S] (3).

Chemistry

Chemistry is in the Department of Natural Sciences and Mathematics. Although there is currently no major, the department supports a minor in Chemistry that gives students a solid foundation in this discipline. Chemistry courses also form part of the departmental programs in Biology and the College's area requirements in the Natural Sciences. Biology majors take up to five semesters of chemistry, a large part of their major requirements.

Chemistry Minor Goals and Objectives:

A minor in Chemistry will provide students with a solid foundation in general and organic chemistry and prepare them for graduate and professional programs that require a chemistry background.

By the end of their course of study, students with a Chemistry minor will:

- Demonstrate comprehension of fundamental principles governing chemical reactions and bonding;
- master basic laboratory skills in general and organic chemistry;
- Evaluate and analyze chemical data using the scientific method;
- Demonstrate comprehension of the connection between chemistry and other disciplines;
- Demonstrate knowledge of the physical and natural world.

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MINOR: CHEMISTRY**16-17 Credits****Required Courses:**

CHEM 233/234 General Chemistry I plus lab	4	CHEM 319 Organic Chemistry II	(3.5)
CHEM 235/236 General Chemistry II plus lab	4	CHEM 348 Drugs and the Brain	(3)
CHEM 317/318 Organic Chemistry I plus lab	5	CHEM 441 Biochemistry	(4)
		CHEM 495 Special Topics in Chemistry	(3)
		CHEM 397/497 Research	(3)
One of the Following:	3-4		
CHEM 105 Chemistry and Society	(3)		
CHEM 120 Introduction to Forensic Science	(3)		

NOTE: Chemistry Minor is available to non-Biology Majors only.

Chemistry

CHEMISTRY COURSES (CHEM)

105. Chemistry and Society

Chemistry permeates every aspect of our life, even if we do not realize it. This course will make the students see the connection between our society and chemistry. From bottled water to global warming, from pesticides to cosmetics, the course explores the interplay between chemistry and our everyday life. This course also has a laboratory component. The lab exercises are designed in a way that students will learn chemistry by “doing” it and not just by reading about it. For example, students will analyze the solids in cigarette smoke and the chemicals in shampoos. This course is intended for non-science majors and cannot be credited towards the Major Requirements for Biology (but could be taken as an elective). Two-hour lecture and two-hour lab. Corequisites: WRIT 101 & MATH 113 or higher (3).

120. Introduction to Forensic Science

Forensic Science, by definition the application of science to law, is a relatively new field that has benefited from the recent advances in molecular biology and chemical analysis. You will learn the basic concepts of forensic science, and the scientific basis for solving a crime. We will cover the fundamental aspects of crime scene investigation, including fingerprinting, DNA analysis, toxicology and serology. The importance and relative reliability of physical evidence will be analyzed in detail. Real case readings will be an essential part of the course and you will discuss them by applying the concepts learned in class. No background in science is necessary. Corequisites: WRIT 101 & MATH 113 or higher (3).

233. General Chemistry I

This is the first semester of a two-semester cycle of General Chemistry. Principles of the interaction of matter, as derived from modern atomic theory, are systematically developed and applied to chemical properties, reactions, stoichiometry, thermodynamics, and equilibria. Recitations will focus on problem-solving skills and will include computer-assisted instruction. Three-hour lecture; one-and-one-half-hour recitation. Corequisites: MATH 139, 141 or exemption & CHEM 234; or permission of the department (3).

234. General Chemistry I: Laboratory

This course will introduce the experimental procedures used in analytical, physical and synthetic chemistry. Each student will work individually under the supervision of the instructor. This course should be taken concurrently with General Chemistry I. Three-hour lab. Fee: \$45.00. Corequisite: CHEM 233 (1).

235. General Chemistry II

This course is a continuation of General Chemistry I. Topics will include chemical kinetics, electrochemistry and nuclear chemistry. Some inorganic chemistry will also be covered. Three-hour lecture; one-and-one-half-hour recitation. Fee: \$45.00. Prerequisites: CHEM 233/234; Corequisites: CHEM 236 & MATH 140, 141 or exemption. (3).

236. General Chemistry II: Laboratory

This lab should be taken concurrently with General Chemistry II. Quantitative analytical techniques will be presented. Each student will work individually under the supervision of the instructor. Three-hour lab. Fee: \$45.00. Corequisite: CHEM 235 (1).

247. Inorganic Quantitative Analysis

Course introduces the student to practical application of the principles of gravimetric, volumetric, electrometric and spectrophotometric techniques to quantitative chemical analysis. One-and-one-half-hour class; five-hour lab. Fee: \$45.00. Prerequisites: CHEM 235/236 (4).

251. Introduction to Research

(Same as BIOL 251; see course description under Biology.)

317. Organic Chemistry I

This course explores the chemistry of carbon compounds with emphasis on reaction mechanisms, functional group analysis and synthesis. Stereochemistry will also be covered in detail. Recitation will focus on problem-solving skills. Three-hour lecture; one-and-one-half-hour recitation. Prerequisites: CHEM 235/236 Corequisite: CHEM 318 (3.5).

318. Organic Chemistry I: Laboratory

This course will introduce the experimental procedures used in organic chemistry. Isolations and purifications techniques will be presented and organic synthesis will be introduced. Each student will work individually under the supervision of the instructor. This course should be taken concurrently with Organic Chemistry I. Four-hour lab. Fee: \$45.00. Corequisite: CHEM 317 (1.5).

319. Organic Chemistry II

This course is a continuation of Organic Chemistry I. A thorough analysis of the most important functional groups will be presented, as well as a retro-synthetic approach of organic synthesis. Important biochemical compounds like carbohydrates and lipids, will also be introduced. Three-hour lecture; one-and-one-half-hour recitation. Prerequisites: CHEM 317/318 Corequisite: CHEM 320 (3.5).

320. Organic Chemistry II: Laboratory

This course should be taken concurrently with Organic Chemistry II. Organic synthesis will be the focus of this lab, culminating with a multi-step synthesis of a well-known organic compound. Each student will work individually under the supervision of the instructor. Four-hour lab. Fee: \$45.00. Prerequisites: CHEM 317/318 & MATH 210 Corequisite: CHEM 319 (1.5).

340. Introduction to Organic and Biochemistry (Same as BIOL 340)

In this course, the major organic functional groups will be presented together with the basic concepts of organic reaction mechanisms. Stereochemistry will also be considered. Emphasis will be placed on the biological relevance of organic reactions. In the second part of the course, the basic concepts of structural and metabolic biochemistry will be presented. Four-hour lecture. Prerequisites: CHEM 235/236 (4).

Chemistry

CHEMISTRY COURSES (CHEM)

348. Drugs and the Brain

(same as PSYCH 348)

This course presents a broad perspective on the mechanism of drugs on the brain. As a general information class it benefits students from any major. Some background material covered in the course applies to any type of drug (like dose, route of administration and side effects). The main focus of the course is however to understand the relationship between drugs, the mechanism of action and the resultant behavior. An introduction to the chemistry of the brain will be presented, followed by an overview of the many categories of psychoactive drugs. Prerequisites: MATH 113 & WRIT 102 (3).

411. Physical Chemistry I

Course studies chemical thermodynamics and equilibrium. Topics covered include: kinetics, electro-chemistry, physiochemical properties of solids, liquids, gases, and surfaces, atomic and molecular orbital theory. Laboratory work illustrates these principles. Three-hour class; four-hour lab. Fee: \$45.00. Prerequisites: CHEM 235/236, MATH 211 & 212 (which may be taken concurrently) (4).

412. Physical Chemistry II

This is a continuation of CHEM 411. Three-hour class; four-hour lab. Fee: \$45.00. Prerequisites: WRIT 102 & CHEM 411 (4).

441. Biochemistry (Same as BIOL 441)

This course, the capstone for the Biology Majors, examines the chemistry of life. This course is organized in two fundamental parts. At the beginning it explores the structure and function of biological molecules, from proteins to lipids and carbohydrates. The second part will focus on metabolic pathways and signal transduction. Clinical correlations will be emphasized. Finally, as a last topic, we will explore cancer and DNA repair mechanisms. The laboratory exercises will focus on protein isolation, purification and analysis. Three-hour lecture; three-hour lab. Fee \$45. Prerequisites: WRIT 102, BIOL 220/222 & CHEM 317/318 (4).

495. Special Topics in Chemistry

This course will explore a different topic in chemistry each time that it is offered. Among the topics that may be in focus will be: stereochemistry, polymer chemistry, modern synthetic reactions and physical organic chemistry. Can be repeated for up to 9 credits provided that each time it is taken, it is taken as a different announced topic. Prerequisites: CHEM 319/320 or permission of department. (3).

297/397/497.Science Research

Prerequisite: permission of Department faculty
Fee: \$45 (1-6).

298/398/498. Directed Study**299/399/499. Independent Study/Internship**

Communication Arts

Communication Arts students explore the wide array of subjects associated with the study of communication, including: communication theory, media history, interpersonal and organizational communication, producing for media, creative media, critical media studies, and strategic and relational communication. Each student completes a core of eight courses and then proceeds to select a concentration composed of another seven courses. These concentrations—in Critical Media Studies, Creative Media, or Strategic and Relational Communication—provide students with a focused program of study in a sub-area of the larger discipline. Coursework within the chosen concentration culminates in an in-depth research or creative project as part of the Capstone.

Set in New York City with its diversity of communication industries, the department offers professional intern experiences in a broad range of fields relating to media, organizational communication, public relations, advertising, broadcasting and communication technology. Faculty members assist students in locating internships and designing activities that will assure each student makes the most of their time at the internship site. Guest lectures, field trips, screenings and other special programs complement the coursework.

The department encourages students to consider taking Internships and Independent Studies, although these courses do not satisfy the minimum requirements of the major. Students should note that production classes require outside lab time and should plan their schedules accordingly.

To develop expertise in an area that will broaden their options for career advancement and graduate study, we encourage students to pursue a minor to complement the major in Communication Arts. The following minors are particularly recommended for consideration by Communication Arts majors: Business Management; Creative Writing; French; Gender and Sexuality Studies; Graphic Design; Hispanic Studies; International Studies; Journalism; Philosophy and Religious Studies; Political Science; and Sociology.

Learning Goals for the Major in Communication Arts

Students completing the Communication Arts major will:

- Demonstrate critical writing, thinking, public speaking, creative, analytical, research, and technical skills as media producers and as academic researchers.
- Creatively analyze and criticize mass media and works of media art using appropriate vocabulary and express a creative idea using media tools.
- Demonstrate an understanding of individual, group, and organizational behavior, all of which are shaped through and manifested in communication, with particular emphasis on how principles, models, theories, and paradigms come to influence our global, social, psychological, and behavioral decisions.

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MAJOR: B.A. IN COMMUNICATION ARTS (0601)**45 Credits**

COMM 104 Interpersonal Communication	3	COMM 230 Cultural History of Media	3
COMM 107 Principles and Theories of Communication	3	COMM 236 Public Speaking and Debate in the Digital Age	3
COMM 131 Survey of Film and Video OR		COMM 250 Organizational Communication	3
COMM 108 Survey of New Media	3	COMM 308 Special Topics in Communication	3
COMM 109 Sense and Medium: Intro to Creative Media	3		

In addition to these 8 required classes, students apply for and complete one of the following concentrations.

Critical Media Studies Concentration**21**

COMM 242 Media Criticism	(3)	COMM 328 Special Topics in Film and Literature	(3)
COMM 304 Global Media Studies	(3)	COMM 391 Gender, Sexuality and Media	(3)
COMM 312 Digital Media and Society	(3)	COMM 395 Media, Law and Ethics	(3)
COMM 450 Capstone in Critical Media Studies	(3)	COMM 475 The Avant-Garde in Art, Film and Performance	(3)
		COMM 480 Advanced Seminar in Critical Media Studies	(3)

Three of the following:

COMM 227 Film History	(3)	*If a student elects to take COMM 308 in this concentration, the topic covered must be different than that taken in the core of the major	
COMM 308 Special Topics in Communication Arts*	(3)		

Creative Media Concentration**21**

COMM 403 Creative Media Seminar	(3)	Two of the Following:	
COMM 405 Creative Media Project	(3)		
		COMM 300 Special Topics in Creative Media	(3)
		COMM/DANC 349 Projects in Digital Sound	(3)
		COMM 322 Writing for Television	(3)
		COMM 325 Themes in Interactive Media	(3)
		COMM 326 Producing for Creative Media	(3)
		COMM 341 Themes in 2D Animation	(3)
		COMM 347 Mobile Media	(3)
		COMM 353 Screenplay Writing	(3)
		COMM 359 Themes in Video	(3)

Three of the Following:

COMM 225 Web Workshop	(3)
COMM 233 Video Workshop	(3)
COMM 216 Digital Sound Design	(3)
COMM 244 Media Writing Workshop	(3)

Academic Programs

Communication Arts

Strategic and Relational Communication Concentration 21

COMM 246 Strategic and Relational Communication Theory (3)	One of the following:	
COMM 314 Persuasion (3)	COMM 258 Small Group Communication (3)	
COMM 316 Intercultural Communication (3)	COMM 310 Advanced Public Speaking and Debate (3)	
COMM 452 Strategic & Relational Communication Capstone (3)	COMM 319 Leadership (3)	
One of the following:	One of the following:	
COMM 327 Discourse Analysis (3)	COMM/BUS 232 Advertising I (3)	
COMM 337 Stereotypes and Communication (3)	COMM/BUS 293 Public Relations I (3)	
COMM 350 Organizational Culture and Identity (3)	COMM 344 Advocacy and Social Movements (3)	

MINORS

MEDIA STUDIES 15 Credits

COMM 131 Survey of Film and Video 3	COMM 357 Contemporary World Cinema (3)
COMM 108 Survey of New Media 3	COMM 391 Gender, Sexuality, and Media (3)
COMM 230 Cultural History of Media 3	COMM 395 Media, Law, and Ethics (3)
Two of the following (at least one at the 300-level): 6	Note: Communication Arts majors may not take the Media Studies minor.
COMM 227 Film History (3)	
COMM 242 Media Criticism (3)	
COMM 304 Global Media Studies (3)	
COMM 308 Special Topics in Communication* (3)	
COMM 312 Digital Media and Society (3)	

* when topic is suitable to minor (e.g. *Deconstructing Reality Television*; *The Politics of Popular Culture*; *Manhattan Movie Experience*; *Japanese Fantasy and Animé*; *The Films of Martin Scorsese*; *The Road Movie*; etc.). See Department Chair to verify appropriateness.

STRATEGIC AND RELATIONAL COMMUNICATION 18 Credits

COMM 104 Interpersonal Communication 3	COMM 316 Intercultural Communication (3)
COMM 107 Principles and Theories of Communication 3	COMM 327 Discourse Analysis (3)
COMM 250 Introduction to Organizational Communication 3	COMM 337 Stereotypes in Communication (3)
COMM 246 Strategic and Relational Communication Theory 3	COMM 319 Leadership (3)
Any two of the following,	COMM 341 Organizational Culture and Identity (3)
at least one of which must be at the 300-level:	COMM 310 Advanced Public Speaking and Debate (3)
COMM 258 Small Group Communication (3)	COMM 344 Advocacy and Social Movements (3)
COMM/BUS 293 Advertising (3)	
COMM/BUS 232 Public Relations (3)	Note: Communication Arts majors may not take the Strategic and Relational minor.
COMM 314 Persuasion (3)	

COOPERATIVE PROGRAMS

Pace University Master's Degree in Publishing Program

MMC majors in English, Communication Arts & Business Management are eligible to apply to participate in the MMC/Pace University Master's in Publishing Program. Qualified MMC undergraduates (juniors & seniors) may be permitted to earn graduate credits that fulfill requirements of their undergraduate programs, while at MMC. If admitted to the Pace University M.S. Program, these credits will also be applied to the student's M.S. degree. For information, please contact Dr. Cecilia Feilla, English Department, Division of Humanities.

Communication Arts

COMMUNICATION ARTS COURSES (COMM)

102. Communications Today

This course is an exploration of the world of communications. Students examine aspects of the Self as communicator within interpersonal, intrapersonal, verbal and non-verbal contexts and look at the role of mass media in our society. Classroom activities and exercises strengthen students' communication skills in a variety of settings. The course also highlights field trips to communications facilities in the metropolitan area and presentations by professionals from the communications industry. Corequisite: CAA 099, if required (3).

104. Interpersonal Communication

Course examines the theory and practice of effective interpersonal communication. In-class exercises afford an opportunity to analyze dimensions of the self as communicator. The acquisition of personal communication skills is encouraged through reading, discussion, field exercises, and interaction within and outside the classroom. Key areas of interest are communication motivations, listening skills, self-disclosure, interpersonal communication and the uses and abuses of language. Oral communication contexts include family, workplace, small group and dyad. Corequisite: CAA 099, if required (3).

107. Principles & Theories of Communication

Interpersonal, non-verbal, small group, organizational and intercultural communication, as well as persuasion, rhetoric, and media effects are the major discussion areas designed to heighten students' awareness of the meanings and motivations of spontaneous interactions. Classroom activities and exercises are used not only to amplify the theoretical material but also to improve students' communication in a variety of social situations. Corequisite: WRIT 101 (3).

108. Survey of New Media

New media surround us and permeate our world. The purpose of this course is to situate these phenomena as creative forces that shape modern culture and our everyday lives. Students will study and implement a variety of methodologies and theoretical frameworks for investigating a range of new media. We will also explore ideas and concepts integral to new media including: identity, gaming, databases, convergence, social network theory, and biotechnology. This course will include a combination of new media experiences and screenings as well as lectures, activities, projects, discussions, readings and writing. This is NOT a production course. (3)

109 Sense and Medium: Introduction to Creative Media

This is an experiential learning course that introduces students to methods of media practice and media theory through guided exercises. Students learn how to apply perceptual awareness and production techniques to digital media, sound, and video production. We address three different modalities: the creation of media projects, remixing existing media as a form of criticism, and how scholarship informs practice and practice informs scholarship. By engaging with each of these practices in one course, students learn how to choose a mode of expression that best suits their creative projects (3).

131. Survey of Film and Video

This course is designed to lead the student to gain a basic understanding of the structure and form in these two media. Students will learn the vocabulary and technical form of film and video through visual examples, discussions, lectures, projects, and the viewing and analysis of selected works both in and out of class. NOT a production class. Lab fee: \$25.00. Corequisite: WRIT 101 (3).

216. Digital Sound Design

(Same as DANC 216)

In this course for students interested in all aspects of digital sound creation and design, dedicated and informed listening practices will be cultivated to help students understand and produce audio designs for video and film, radio, podcasts, web applications and live performance. Using industry standard software platforms and packages, students will conceive, record, edit, master, and critique digital audio projects in a variety of formats. Non-musicians and musicians will expand their abilities to compose using sound as a medium, by studying a variety of technical and aesthetic strategies of audio production and workflow, and by continuous examination the act of listening. Prerequisite: WRIT 101 & COMM 109 (3).

225. Web Workshop

Literacy in any medium is the ability to both access (read) materials created by others and to generate (write) materials for others. In this course you will learn to "speak" the language of the web and to become conversant with the web as an expressive medium. Through hands-on training, you will be introduced to creative approaches to web production and to a range of software. The format of this class is designed to bridge practice and theory. Topics will include HTML, CSS, Blogging, Typography, Information Architecture, Interface Design, Social Network Theory, Net Art, Identity and Intellectual Property. We will concern ourselves with "how" and "why" the virtual world is constructed the way it is. Students will be challenged to deconstruct this world and to develop an ability to analyze and critique the cultural implications of virtual/web-based media in our lives. Prerequisite: COMM 109 (3).

227. Film History I

This course surveys the history of narrative film in the United States and Europe from 1890 to 1930. Topics include: the development of cinematic technology, the evolution of film form and style, the social impact of the work of Griffith and Eisenstein, the German Expressionist filmmakers, Chaplin and Keaton, the organization of the studio system, the invention of the star, and the advent of sound film. Films will be screened in class. Fee: \$55.00. Prerequisites: WRIT 101 & COMM 131 (3).

232. Advertising I

(Same as BUS 232; see course description under Business Management.)

233. Video Workshop

This course is a practical introduction to video production and post-production. Presenting video technology as a means of making choices and organizing materials, and with students working in teams, this workshop emphasizes the development of producer skills as much as those of camera person, director and editor. The aim is to enlarge students' capacities for joint development of creative ideas, for explaining intentions clearly, and for effectively carrying out decisions. Students produce three short projects. ADDITIONAL LAB TIME IS REQUIRED. Limited enrollment. Fee: \$60.00. Non-audit. Prerequisite: COMM 108 or permission of the department. COMM 109 (4).

Communication Arts

COMMUNICATION ARTS COURSES (COMM)

230. Cultural History of Media

This course provides an overview of the cultural history of media from the origin of writing to the rise of television broadcast networks. Old and new forms of communication are put in a comparative framework to understand the relationship of culture to technology. Topics for consideration include the theories of Socrates and Plato, responses to the printing press, the advent of media industries, and the impact of 20th century media culture on the individual and society. Prerequisite: WRIT 101; COMM 107; COMM 131 or COMM 108 (3).

242. Media Criticism

This course will acquaint students with the major humanities-based approaches to analysis of media texts. Through reading, writing, watching, listening, and class discussion, students will learn how to apply and challenge media criticism theories. Class readings will reflect the work of scholars in the fields of mass culture theory, semiotics, ideological criticism, psychoanalytic criticism, gender criticism, and critical race theory. Examples will be drawn primarily from television and film, although popular literature and music may be used. The goal of this course is to help students understand how media texts tell us stories about ourselves; to recognize in whose interests those stories are told and to what audience; how stories are read or interpreted; and the way in which these texts relate to society. Prerequisites: WRIT 102; COMM 131 or 108 (3).

244. Media Writing Workshop

This class is an introductory workshop in media writing. Lectures and presentations will inform students about the researching, organizing and pre-writing stages of media writing as well as the multiplicity of media forms and genres that encompass contemporary media writing. Students will gain experience writing PSAs, corporate communications, short film scripts, webisodes, websites, podcasts, and a video game script. They will produce writing for these various forms through in and out of class exercises and assignments and build a wide-ranging portfolio of writing samples over the course of the semester. In class workshops and conferences with the professor will provide feedback toward revision and contribute to a collaborative writing environment similar to some real-world media writing experiences. Prerequisite: WRIT 102 (3).

246. Strategic and Relational Communication Theory

This course will introduce students to theories of strategic and relational communication, with an emphasis on relationship maintenance, leadership, decision-making, and message design. Students will explore where this area has been, where it is now, and where it is going. The course provides the necessary background for pursuing the strategic and relational communication concentration.

250. Intro to Organizational Communication

This course provides an examination of the role of communication in the creation, development, and maintenance of organizations. Students will examine the following: organizational structure, decision-making, persuasion, conflict management, diversity, leadership, communication technology, and networking. Students will gain a deeper understanding of how crucial a tool communication is for organizational processes. Students will develop and apply analytic skills in relation to case studies and observations of actual organizational communication experiences. Prerequisites: WRIT 101 & COMM 107 (3).

258. Small Group Communication

This course is designed to acquaint students with the theory and practice of small group interactions through readings, lectures, case studies, class discussion, and group projects. Students will examine the following: the emergence of small groups, social influence, cohesion, conflict, leadership, dyadic relationships, persuasion, decision-making, conflict resolution, technology, and culture. Students will gain a deeper understanding of the function of communication within the small group setting. Prerequisites: WRIT 101; COMM 104 or COMM 107.

293. Public Relations

(Same as BUS 293; see course description under Business Management.)

300. Special Topics in Creative Media

Topics may vary from semester to semester, but the course will focus on a single topic in creative media. Examples may include: directing, voice-overs, mash-ups. Additional lab time is required. Students may repeat enrollment for credit, but may not repeat topics. Lab fee may be required. Prerequisites: COMM 108 & COMM 233 or 216 (3).

304. Global Media Studies

This course examines the emergence of transnational media corporations, the effects of new communication technologies on and in culture and public life, and the cross-cultural impact of global media. These phenomena are examined from a variety of critical perspectives such as: cultural imperialism, modernization, postcolonialism, localism/globalism, and the political economy of transnational media industries. The class promotes the virtue and importance of understanding contemporary media and culture from an international perspective. Prerequisites: WRIT 102; COMM 107; COMM 131 or 108 (3).

308. Special Topics in Communication

Course may vary from semester to semester, but will focus on a single topic of current or historical interest in the field of communication. Recent offerings include: Fantasy Films and Japanese Anime; Teamwork and Leadership in Groups and Organizations; The Manhattan Movie Experience; The Films of Martin Scorsese; Stereotypes and Communication; War and Film; Sharing 101--Survival Skills for the Digital Citizen; Music and Popular Media; and Persuasion and Advocacy. Students may repeat enrollment for credit, but may not repeat topics. Prerequisites: WRIT 101 & COMM 107; or permission of department. [Offered every semester] (1-3)

310. Advanced Public Speaking and Debate

Being able to prepare and deliver a coherent, well-organized, articulate oral presentation or participate in the give and take of debate are highly desirable skills for success in business, professional and civic life. This course gives advanced training in these skills through extensive class exercises and analysis of live and taped presentations. Prerequisite: COR 200 (3).

312. Digital Media and Society

This course examines the age of digital and networked media. Beginning with the increased democratization of access to the internet and the digitization of media in the 1990s, this course will address the social, political, technological and economic forces that influence media industries and communication. Students will assess the impact of the increasingly digitized, interactive and networked communication processes and industries on individuals, societies and cultures. Topics may include social networking, viral video, Web 2.0, artificial intelligence, global positioning satellites, fiber optics, D.I.Y. media, film, television, music, video games, advertising, branding, and public relations practices in a synergistic media environment. Prerequisites: WRIT 102; COMM 107; COMM 131 or COMM 108 (3).

Communication Arts

COMMUNICATION ARTS (COMM)

314. Persuasion

This course will introduce students to basic theories about how persuasive messages are created and used to maintain or effect change in people's beliefs, values, attitudes and behavior. The course will empower students with theoretical knowledge and practical skills in creating persuasive messages that are vital within a democratic system and a competitive market economy. Topics covered include traditional and humanistic approaches to persuasion, social scientific approaches to persuasion, psychological, logical and cultural premises in persuasion, media and technology in persuasion and creating persuasive messages in various contexts. Prerequisite: COMM 246 (3).

316. Intercultural Communication

People are more familiar with different cultures than ever before because of the media, internet, work, local diversity, and their own travels abroad. Knowledge of intercultural communication is invaluable to anyone communicating to establish relationships or accomplish strategic goals. This course enables student to learn about and reflect on differences between cultures, the challenges associated with intercultural communication, and ways to handle these challenges. Additionally, this course will explore situated moments of cultural construction in which we collaborate to produce our cultural identities. Prerequisite: COMM 246 (3).

319. Organizational Leadership

This course examines leadership through the lens of organizational communication. Through lecture, discussion, and case studies, students will explore and evaluate leadership theories, principles, and applications, as well as the mutual relationship among leadership, communication patterns, interpersonal motivation, goal-setting, teamwork, conflict management, and power. Prerequisite: COMM 246 (3).

322. Writing for Television

Television offers an immense amount of programming in a variety of formats. Students are introduced to the requirements of various television genres: the made for TV movie, TV drama, sit-coms and serial drama are possible topics. Prerequisite: WRIT 102, COMM 131 (3).

325. Themes in Interactive Media

As we survey and analyze current trends in interactive media through frequent screenings/experiences, readings and discussions, students will learn the critical skills necessary to make visually engaging media that are socially and politically aware. Industry standard software allows artists to weave together animation, user interactivity, object-oriented programming and digital media (video, sound, images, etc.) integrating art, design and computer programming. Using industry software, students will develop, design and produce advanced interactive projects. Possible themes could include: gaming, procedural art, data mining, physical computing, culture jamming, media for social/political change, etc. Prerequisite: COMM 225 (3).

326. Producing for Creative Media

The goal of this course is to introduce students to the business processes involved in developing a media project; the creative decision-making that must precede production of a media project; and the skills needed to work with a client on a media project. Students will learn the basic language and procedures of project management; how to create design documents and technical specifications for media projects; and how to budget and plan for media projects. Students in this course collaborates with a local non-profit on a media project. Students may be required to visit the non-profit site outside of class. Prerequisite: Two of the following, COMM 225; COMM 233, 244, or COMM 216 (3).

327. Discourse Analysis

This course focuses on the social construction of identities and relationships through discourse (conversation). Students will gain an appreciation of the collaborative work that goes into everyday talk through analysis of naturally occurring interaction in a variety of interpersonal, small group, and organizational contexts. Prerequisite: COMM 246 (3).

328. Special Topics in Film and Literature

(Same as ENG 328)

This interdisciplinary course will examine interrelationships in film and literature. The organizing focus may vary from semester to semester, and will emphasize the relationships in terms of genre, historic period, theme, or narrative development. Examples: The Crime Film and Novel in America; the 1950s; the New Wave and its Philosophical Context; Biography; Continuity and the Discontinuous Narrative. Prerequisites: WRIT 102, COMM 131, & ENG 200, 268 or a literature course that teaches narrative; or permission of both departments (3).

336. Philosophy and Film

This course studies the philosophical analysis and interpretation of film. Students are given some background of film as a medium, and then learn to discern the philosophical elements of various films, and to analyze philosophically and interpret films on their own. Prerequisites: WRIT 102, COMM 131 & one previous PHIL course (3).

337. Stereotypes and Communication

This course will emphasize how stereotypes are used to both unite and divide people. Students will confront their assumptions about stereotype accuracy and prejudice and will consider whether stereotypes are beneficial or detrimental to communication processes. Students will apply course material to interpersonal and organizational case studies. This class may incorporate lecture, discussion, class activities, group work, presentations, film, and quizzes to help you process and engage in course material. Prerequisite: COMM 246 (3).

339. Communication Management

This course, which combines lecture and group work, focuses on communication as it applies to the functions of a manager in organizational settings. Students learn to develop effective communication policy for all types of organizations. Prerequisite: COMM 250 (3).

341. Themes in 2D Animation

Building upon the concepts and skills from prior courses, students will write, design and produce digital 2D animation shorts. Through frequent screenings, readings, discussions and workshops, students will learn the critical skills necessary to make visually engaging media that are socially and politically aware. Topics to be covered include: vector graphics, perspective, fauve camera movements, strategies for repetitive movements, storyboarding and linear and non-linear animation. Prerequisite: COMM 225 or COMM 233 (3).

Communication Arts

COMMUNICATION ARTS COURSES (COMM)

344. Advocacy and Social Movements

Social movements are advocacy entities. They are collective, organized forces that promote or oppose a program for change. Students will investigate basic concepts and theories and underline persuasive arguments and the rhetorical theories that apply to larger advocacy groups. Prerequisite: COMM 246 (3).

347. Mobile Media

This course is an introduction to producing for mobile media. Portable media devices (like mobile phones, MP3 players, portable game devices, etc.) offer a very different experience for users than a desktop computer or television. Having an intimate personal experience through a hand-held device in a public and constantly changing setting (i.e. public transportation, a park, on the street, etc.) presents a unique set of design and production concerns. Students will explore a number of factors that effect a user's experience and the creation of mobile media, which may include: geography, space, identity, telepresence, embodiment, security, navigation, interaction, and evolving technology. Over the course of the semester, students will be exposed to a variety of technologies and existing projects and will develop and produce their own projects. Prerequisite: COMM 225 (3).

349. Projects in Digital Sound

This course provides an opportunity for students to pursue audio projects in the recording studio in accordance with a semester's theme (see course title). The course will include the introduction of a novel technology or performance practice: a software package, interactive or multidisciplinary technology, collaboration with a live-performance discipline, etc. Projects may involve the recording, editing, and mastering of musical, spoken-word or sound art of any description or source, the generation of mixed media materials, the production of audio content for web application or radio broadcast, or the production of recorded music and effects for live theatrical or interactive performance, dance, film, and/or video. Projects may also involve the composition, creation, and recording of original vocal and instrumental music (live and MIDI). The instructor will present lessons and lectures relevant to the semester's topic and facilitate the presentation of projects in a workshop setting. Prerequisite: COMM 216 or equivalent experience & permission of instructor (3).

350. Organizational Culture and Identity

Although every organization is different in terms of structure, goals, and members, each has a culture that comes to define it. This course investigates the basic assumptions underlying organizational membership, allowing culture to predict how organizations are managed, how organizations resolve conflict, and how organizations deal with certain challenges. Students will analyze the issues of organizational culture and identity from a communication perspective. Prerequisite: COMM 246 (3).

353. Screenplay Writing

This course covers the basics of screenplay writing with primary focus on the elements of the feature film: treatment writing, character development, plot structure, cinematic elements and back story. Prerequisites: WRIT 102 & COMM 131 (3).

357. Contemporary World Cinema

The objective of this course is to explore the nature of feature film production in various nations of the world and how film production in other countries relates to the American film industries. Emphasis will be place on "art film" production rather than the more familiar Hollywood product as this genre is often the source of experimental films and new directors that set the pace for mainstream movies. The course is designed to incorporate films being shown at the annual New York Film Festival at Lincoln Center in September/October as well as at other New York venues. Course Fee determined by ticket prices. Prerequisite: WRIT 102, COMM 131, or permission of department (3).

358. Theories of Organizational Communication

This course presents an examination of the theories of corporate and organizational communication through readings, lecture, case studies, discussion, and field observation assignments. Students will examine theories related to culture, decision-making, nonverbal communication, small groups, corporate identification, employee socialization, and negotiation. Students will gain a deeper understanding of the role that communication plays for both internal and external organizational constituents. Prerequisite: WRIT 102 & COMM 250 (3).

359. Themes in Video

Working within a directed theme, these courses build from "Beginning Video" to develop students' understanding of the creative process in video production. Projects and readings engage students in advanced production techniques in videography, editing and sound recording, fitting for a particular genre, and exhibition strategy. Students may repeat the course if they take a class with a different theme each time. Prerequisite: COMM 233 (3).

391. Gender, Sexuality and Media

Media play a pivotal role in the construction of gender & sexuality. Communication positions us as gendered individuals and sexual subjects, and it is through communication that our identities are structured and maintained. Students will develop critical abilities in reading and responding to theoretical materials about gender and sexuality; become familiar with current ideas and research about gendered communication experiences; recognize the relationship among language, social interaction, and media representations of gender and sexuality; comprehend the variability of social, historical, and cultural contexts of notions of gender and sexuality; and examine the implications of communicating gender and sexuality on their personal practices. Prerequisite: WRIT 102 & COMM 290 (3).

395. Media, Law & Ethics

(Same as JOUR 395.)

This course will explore significant constitutional and ethical issues involving media. Topics include: a history of media regulation, an introduction to theories on ethics, important court decisions, the differences between legal and ethical issues surrounding print and electronic media, and legal, ethical issues arising concerning recent communications technology. Some specifically addressed: television in the courtroom, copyright and newer media, ethics in the newsroom, and privacy and new technology. Students will use mock trials and case studies to assess the different questions surrounding the law and media. Prerequisites: WRIT 102 & COMM 290 or JOUR 225 (3).

Communication Arts

COMMUNICATION ARTS (COMM)

429. Advanced Video

This course gives students a grasp of the four main ways of making documentaries. Through in-class exercises, screenings and discussion, and projects undertaken out of class, it encourages you to engage the aesthetics of Intermediate Video with social and political issues. Your choice of what you wish to film and how you choose to represent it is the central concern. After taking this course, the third in the video producing sequence, you will not only have strong filming and editing skills but a firm ethical and creative position as a producer of television and video. Prerequisite: COMM 359 (3).

403. Creative Media Seminar

This first course in the capstone sequence focuses on pre-production and professional practice. Topics include: grant writing, intellectual property, distribution, resume writing, manifestos, professional organizations, and documentation. Students will undertake pre-production and exploration for a semester-long project to be produced during the second course in the sequence. Exploring connections to other disciplines and media is encouraged. Students will begin their journey by identifying a research question and studying relevant literature and creative works. Students will need to clarify their understanding of the historical and theoretical context of their work in writing before they begin producing their project. Pre-production materials (i.e. storyboards, scripts, sketches) will be developed and revised in a process that includes peer review. Students may choose to work on collaborative projects. This course is part seminar and part workshop. Prerequisite: Two of the Following: COMM 300, 302, 322, 325, 326, 341, 347, 353, or 359 (3).

405. Creative Media Project

This is the second course in the capstone sequence and focuses on production and distribution. Students will produce the projects they proposed during the previous semester. They will develop analytical and time management skills to complete a project on schedule. Skill sharing, brainstorming, collaboration and peer review is encouraged in this pre-professional setting. Students will have an opportunity to share and present their finished work to the MMC community and invited guests. Prerequisite: COMM 403 (3).

452. Strategic and Relational Communication Capstone

In this course students will explore a specific area of relational maintenance, leadership and decision-making, or message design, working closely with the instructor on either an empirical study or an extensive literature review. Coursework will result in a final research paper that will represent the culmination of the strategic and relational communication concentration. Prerequisite: COMM 250; Senior Class Standing (3).

450. Capstone in Critical Media Studies

This senior seminar provides students the opportunity to engage in original research on a topic of their choosing within the field of Critical Media Studies. Class time will be spent in an examination of the contemporary world of communications and media industries, their practices and the major issues in their study through recent and current scholarly work in the field. The senior thesis writing and research process will proceed in stages through work and discussion in and outside of the classroom and under close supervision of the professor. Prerequisites: WRIT102; COMM104, 107, 109, 250 & 308; Senior Class Standing (3).

475. The Avant-Garde in Art, Film and Performance

(Same as ART/THTR 475; see course description under Theatre Arts.)

480. Advanced Seminar in Critical Media Studies

This course provides the opportunity for students to make an in-depth inquiry into a major topic, theory or theories in the area of Critical Media Studies. Each term that this course is offered a different topic and/or theory will be chosen for consideration (previous and possible future examples include: Television in the Digital Age, Propaganda and Censorship, Globalization and Synergy, The Political Economy of the Film Industry, Non-commercial Television in the Post-commercial Age, Radio and the Public Sphere, Theories of Participatory Media.) Students may repeat enrollment for credit, but may not repeat topics. Prerequisites: WRIT 102; COMM 104, 107, 109 & 250; junior standing or Permission of department (3).

481. Digital Media III: Advanced Studio

In this course students deepen their technical and conceptual abilities in creating digital media. Students are guided towards becoming thoughtful media makers who are capable of integrating the ideas and skills necessary to realize their creative pursuits. In this endeavor, during the course of the semester students plan and produce a project of their own design. Collaboration as an approach to digital media production is explored in depth and encouraged. Weekly technical workshops expose students to advanced skills in web production, animation and interactivity that may include XHTML and Cascading Style Sheets (CSS), Javascript, Actionsript and database applications. Through presentations and discussion of critical texts, students engage a wide variety of current topics which might include game design, mobile media, physical computing, interactive fiction, interface design, and network culture. Prerequisite: COMM 325 (3).

297/397/497. Research**298/398/498. Directed Study****299/399/499. Independent Study/Internship**

Creative Writing

The Creative Writing Minor presents students with the opportunity to pursue the study and practice of poetry, fiction, and creative nonfiction in a comprehensive fashion; to expand their awareness of the critical traditions that shape literary history; to utilize their capacity to analyze and examine their own writing in a self-reflective manner while learning the importance

of redrafting and revision; and to work with and in relation to others, through the workshop model, to present ideas and collectively negotiate solutions. Invigorating the imagination and developing the creative process are key. The courses listed below are required to complete the Creative Writing Minor:

Division:	Humanities	Department:	Literature and Language
Division Chairperson:	Peter Naccarato, Ph.D.	Department Chairperson:	Martha L. Sledge, Ph.D.
Division Administrative Secretary:	Eleanor Bazzini ebazzini@mmm.edu	Phone:	212-517-0602
Division Office:	Main 517		
Phone:	212-517-0641		

Department Faculty:

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M.F.A., University of Arizona
Ph.D., Oklahoma State University
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CREATIVE WRITING MINOR

18 Credits

ENG 201 Introduction to Creative Writing I	3	Two of the following:	6
ENG 205 Introduction to Creative Writing II	3	ENG 441 Workshop in Writing Poetry	(3)
ENG 246 Intermediate Creative Writing	3	ENG 442 Workshop in Writing Fiction	(3)
ENG 391 Special Topics in Creative Writing	3	ENG 443 Workshop in Writing Creative Nonfiction	(3)

CREATIVE WRITING COURSES (ENG)

201. Introduction to Creative Writing I

This is an introductory course designed to enhance students' skills in reading, analyzing, and writing about literature. In the process, students will develop a specialized language with which they can discuss the essential elements and techniques utilized in poetry, fiction, and creative nonfiction. An emphasis will be placed on cultivating an appreciation for the power of the imagination in literary creation through critical reading and creative writing practice. Corequisite: WRIT 101 (3).

205. Introduction to Creative Writing II

Building on ENG 201, this course is designed to explore the underlying concepts of poetry, fiction, and creative nonfiction while developing students' literary interests and abilities. Various analytical and imaginative writing assignments will help students to begin crafting their own poems, stories, and memoiristic essays. Understanding how the writer makes meaning is essential to finding one's own aesthetic approach. Prerequisites: WRIT 101 & ENG 201; Corequisite: WRIT 102 (3).

346. Intermediate Creative Writing

This course builds upon ENG 201 and ENG 205. Students begin looking at the formal craft elements of poetry, fiction, and creative nonfiction while reading literary texts with a more critical writer's eye. In addition, students will be encouraged to reflect both on their own literary practice and the literary practice of their classmates through continued presentation and discussion of various writing assignments. Prerequisites: WRIT 102, ENG 201, & ENG 205 (3).

391. Special Topics in Creative Writing

This course gives students an opportunity to study, in greater depth, more specific aspects of poetry, fiction, and creative nonfiction for the purpose of applying this knowledge to their own writing. Topics will vary from semester to semester and may include such subject areas as *Developing a Character in Fiction*, *New Formalism in Poetry*, *Literature of the Vietnam War*, *Literature of the Beat Generation*, *Gender and Ethnicity in Contemporary Nonfiction*, and *Literary Magazine*. (May be taken twice for a total of 6 credits, but the topic may not be repeated.) Prerequisites: WRIT 102, ENG 201, & 205 (3).

Workshops in Writing:

Each of these courses has as its particular purpose the goal of providing students with the opportunity to seriously sharpen their own writing skills in a specific genre, in a group setting, with the guidance of an experienced professional. Special emphasis will be placed on the process of revision. Students also read and discuss literary works along with the criticism and commentary of distinguished practitioners of the discipline. Prerequisites: WRIT 102; ENG 201, 205 & 346 (3).

441. Workshop in Writing Poetry

442. Workshop in Writing Fiction

443. Workshop in Writing Creative Nonfiction

Dance

MMC's Dance Department offers professional training in dance technique, a rich liberal arts curriculum and the opportunity to enjoy New York City's unparalleled cultural resources.

We offer two undergraduate degrees for men and women: the Bachelor of Arts and the Bachelor of Fine Arts. Acceptance into both programs requires a Dance Audition Application that includes an audition for the Dance Department. Auditions take place off campus in San Francisco, Chicago and West Palm Beach in late winter and on campus four times a year in late winter and early spring for fall admittance.

The B.A. in Dance offers interdisciplinary pursuits of dance studies in dialogue with or congruent to concert dance. The Dance Department emphasizes the importance of dance education as applied to pedagogical systems, theorizations of performance practices, an analysis of movement and its implications in a variety of arenas, and the emerging relationships between dance and media. B.A. candidates are given a solid foundation in dance technique and a balanced approach to course work to facilitate the four concentrations in Teaching Dance Arts; Dance Studies; Body, Science, & Motion; and Dance & Media. The curriculum is comprehensive, forward thinking, and pragmatic in its approach to future studies and careers in dance related fields. It is non-performance based and has the flexibility to meet the needs of dance students, dance professionals seeking a degree, and those interested in pursuing a minor or double major in a related field.

The B.F.A. is a 62-credit professional program in dance designed for the student who plans to pursue a career in dance performance and/or choreography. To best facilitate the interests and needs of the student, the B.F.A. has a set curriculum that all candidates must fulfill in one of four areas: Ballet, Modern, Choreography, and Jazz. The B.F.A. Dance program emphasizes the nurturing and further development of each student's technical skills and artistry and requires a minimum two-year residency. Acceptance into the program is competitive; prospective students must not only satisfy the academic requirements for acceptance into the College, but also give strong evidence of professional promise as demonstrated through auditions and interviews.

Each semester following the freshman year, the full-time dance faculty members, in conjunction with the adjunct faculty, assess all B.F.A. students according to the following criteria:

Maintenance of a 3.0 average or better in academic and dance courses; Evaluation of performance in workshops and productions; Evaluation of class work and progress in technique; Participation in juries (twice in the first year; once a year following); Attendance.

Additional Learning Opportunities

The MMC Dance Company is the College's repertory company. The Company has performed at the 92nd Street Y's "Fridays at Noon," The Hostos Center for Performing Arts, Aaron Davis Hall, Parson's Dance Gala and at public high schools in the New York City area. An audition is held each fall for acceptance into the company. If accepted, the commitment is for one year with weekly rehearsals and a special four-week January session with daily classes and rehearsals.

Internships and Independent Studies maintain a bridge from college to the professional dance world. The Dance Department's relationships with several companies and arts organizations help place students in areas such as fundraising, marketing, company/ school management, production and teaching. Recent internships have been held with the schools and companies of Paul Taylor, Merce Cunningham, Martha Graham and Jose Limon and organizations such as the Princess Grace Foundation, Dance Theater Workshop, The Joyce Theatre, Sony, Lifestyle Media, The Village Voice, and The New York State Council for the Arts.

A degree program for dance professionals with extensive performing experience is available through the Prior Learning Assessment Program; interested students individually develop a program with a dance faculty advisor.

By the spring semester of senior year, students can begin to explore options for working/auditioning/interviewing in the New York City area for job placement in their area of specialty. Recent graduates are members of professional dance companies, Broadway shows and touring companies, teachers in both public schools and private settings, operators of their own dance studios, producers of their own choreography, freelance writers for dance, and successful costume designers and arts administrators. Upon graduation, many students pursue graduate work.

Learning Goals for the Major in Dance

As a result of completing the major in dance, students will be able to:

- Demonstrate in movement, writing and speech, critical engagement with practices, theories and histories of dance;
- Integrate creative, intellectual and physical approaches in the study of dance techniques, composition, production and performance, at a level commensurate to sustain and refine growth in their individual areas of concentration;
- Practice discipline, reflection, communication and collaborative skills commensurate with professional and post-graduate environments;

Dance

- Apply sophisticated kinesthetic and physical awareness to work in the discipline and to associated fields of artistic knowledge and knowledge production;
- Respond critically to choreographies and performances using integrated descriptive, analytical, interpretive, and evaluating skills;
- Employ creative and intelligent approaches such as tolerance for ambiguity, negotiation and the development of alternative courses of action, in addressing challenges of collective and individual processes;
- Propose strategies and techniques for arts advocacy and for the participation in the improvement of society through dance on a community, institutional and social level.

Division:	Fine & Performing Arts	Phone:	212-774-0760
Division Chairperson:	David Mold, M.F.A. dmold@mmm.edu	Dance Administrative Assistant:	Christina Rinaldi crinaldi@mmm.edu
Division Administrative Secretary:	Brooke Harbaugh bharbaugh@mmm.edu	Dance Office: Main 506	212-517-0610
Operations Director for FAPA Division:	Ross Chappell rchappell@mmm.edu		
Division Office:	Theatre Office, Main Building		

Department Faculty:

Katie Langan Professor of Dance Chair of Dance Department Former member of Zurich Ballet, Chamber Ballet USA, and Twyla Tharp Dance Company B.A., Marymount Manhattan College Main 506 212-517-0611 klangan@mmm.edu	Jens Richard Giersdorf Associate Professor of Dance M.A., Universität Leipzig, Germany Ph.D., University of California, Riverside Main 508 212-517-0615 jgiersdorf@mmm.edu	Tami Stronach Assistant Professor of Dance B.F.A., SUNY Purchase M.F.A., Hollins College, American Dance Festival Main 508 212-517-0624 tstronach@mmm.edu
Anthony Ferro Associate Professor of Dance Former member of Twyla Tharp, Louis Falco and Dennis Wayne Dance Companies and The Metropolitan Opera Ballet B.A., Marymount Manhattan College M.F.A., Goddard College Main 508 212-517-0613 aferro@mmm.edu	Nancy Lushington Artist-in-Residence, Dance B.A., Adelphi University Former soloist, May O'Donnell Dance Company Main 506 212-517-0614 nlushington@mmm.edu	Andrew Warshaw Associate Professor of Music and Dance B.A., Wesleyan University M.F.A., New York University Nugent 554 212-774-0772 awarshaw@mmm.edu

MAJOR: B.F.A. IN DANCE (1008)

62 Credits

Core courses:			
Ballet (by placement)	12	DANC 303 Anatomy I	3
Modern (by placement)	12	DANC 351 Dance Composition I	3
Jazz (by placement)	3	DANC 352 Dance Composition II	3
Tap (by placement)	1	DANC 354 Dance and Cultural History	3
DANC 120 Stagecraft for Dance	2	DANC 364 Critical Approaches to Dance	3
DANC 203 Rhythmic Training	2	DANC 495 Senior Seminar	3
DANC 291 Music for Dance	3	The remaining 9 credits should be earned by completing one of the following four concentrations	

Dance

BALLET CONCENTRATION

Ballet (by placement)	6	Pointe (for women only, by placement, 1 credit each) or	
Special Topic of Related Interest*	1	Men's Class (for men only, 1 credit each)	2

MODERN CONCENTRATION

Modern (by placement)	6	DANC 340 Improvisation II	1
DANC 240 Improvisation I	1	Special Topic of Related Interest*	1

CHOREOGRAPHY CONCENTRATION

DANC 240 Improvisation I	1	DANC 453 Dance Composition III	3
DANC 340 Improvisation II	1	DANC 496 Choreography for the American Musical Theatre	3
DANC 294 Projects for Choreographers	1		

JAZZ CONCENTRATION

Jazz (by placement)	6	Special Topic of Related Interest*	1
Tap (by placement, 1 credit each)	2	*Examples of Special Topics: Partnering, African, Flamenco, and/or Contact Improvisation	

MAJOR: B.A. IN DANCE (1008)**49 Credits****Core courses:**

Ballet (by placement)	6	DANC 354 Dance and Cultural History	3
Modern (by placement)	6	DANC 364 Critical Approaches to Dance	3
Jazz (by placement)	3	DANC 495 Senior Seminar	3
DANC 120 Stagecraft for Dance	2	The remaining 12 credits should be earned by completing one of the following four concentrations	
DANC 203 Rhythmic Training	2		

TEACHING DANCE ARTS CONCENTRATION

DANC 240 Improvisation I	1	DANC 457 Techniques of Teaching Dance II	3
DANC 291 Music for Dance	3	DANC Elective in Modern or Ballet	3
DANC 303 Anatomy I	3	Special Topic of Related Interest *	1
DANC 340 Improvisation II	1	The student wishing to pursue the Teaching Dance Arts concentration must show proficiency in one of the dance techniques on a 220 level or above at the point of admission to this concentration.	
DANC 351 Composition I	3		
DANC 357 Techniques of Teaching Dance I	3		
** See BFA Special Topics			

DANCE STUDIES CONCENTRATION

ART 252 Survey of Western Art II	3	One appropriate 300 or 400 level course from another Dance BA concentration	3
DANC 261 Introduction to Movement Analysis and Notation	3	DANC 370 Movement, Media, Theory or	
DANC 291 Music for Dance	3	THTR 475 Avant-Garde in Art, Film and Performance	3
DANC 351 Dance Composition I	3		
DANC 458 Criticism Writing Workshop	3		

BODY SCIENCE & MOTION CONCENTRATION (w/optional Biology Minor)

BIOL 116 Nutrition	3	DANC 371 Somatic Awareness	3
BIOL 136 Anatomy I	4	DANC 399/499 Internship	1
BIOL 234 Human Physiology	4	Students in the Body, Science and Motion Concentration must elect to take BIOL 116 Nutrition to fulfill their Lower Level B Shared Curriculum requirement.	
DANC 261 Introduction to Movement Analysis and Notation	3		
DANC 369 Anatomy II	3		

Academic Programs

Dance

DANCE & MEDIA CONCENTRATION

COMM 131 Survey of Film & Video	3	C. Digital Imaging and Web-based Media	
DANC/COMM 216 Digital Sound Design	3	ART 210 Digital Imaging I	(3)
DANC 351 Composition I	3	ART 342 Digital Imaging II	(3)
DANC 370 Movement, Media, Theory	3	COMM 225 Web Workshop	(3)
ART 116 Color and Design or		COMM 325 Themes in Interactive Media	(3)
DANC 291 Music for Dance	3	COMM 326 Producing for Digital Media (3)	
		COMM 347 Mobile Media	(3)
Two sequential courses from any one of the following areas:	6	D. Audio Design and Production	
A. Video		DANC/COMM 349 Projects in Digital Sound	(3)
COMM 233 Video Workshop	(3)	THTR 254 Audio Technology for Performance I	(3)
COMM 359 Themes in Video	(3)	THTR 354 Audio Technology for Performance II	(3)
B. Photography		E. Graphic Design	
ART 121 Phototgraphy I	(3)	ART 237 Graphic Design I	(3)
ART 213 Photography II	(3)	ART 338 Graphic Design II	(3)

Special Notes: Students may not audit performance and production courses, or start full-year courses in the Spring Semester, without departmental approval. All technique courses require placement by audition for credit or audit. A studio fee of \$15.00 per credit is charged for performance and

production classes to offset costs of maintaining facilities and equipment. For additional information about policies and programs, students should consult the current Standard Operating Procedures for Dance Students, available in the Dance Department Office.

DANCE COURSES (DANC)

105. Introduction to Dance for Non-Majors

This course is intended to increase the understanding and enjoyment of dance as a major art form. The basic principles of dance movement (warm-up, technique, dance phrases, improvisation) will be explored in the studio. Studio work will be supplemented with readings, films, lectures and discussions. Fee: \$45.00. Corequisite: WRIT 101 [Offered: All sessions] (3).

108. Tap I

This is a course for the beginning tap dancer interested in learning the basics of tap dance technique and terminology (Brushes, shuffles, ball changes, flaps, cramp rolls, time steps, etc.), carriage of the body, use of upper body and arms, control of tap sounds, and the relationship of sounds to increase foot and rhythmic control. Traditional rhythm phrases will be taught as well as the world renowned Shim Sham Shimee. This course may be repeated for up to 4 credits. Fee: \$15.00 Prerequisite: Dance majors only [Offered: F, S] (1).

120. Stagecraft for Dance

(Same as THTR 120)

This course offers students the hands-on skills necessary for the installation of basic scenic elements and the planning, installation and running of lighting for dance. The operation and installation of a sound system will be addressed. An historical perspective of the technical aspects of theatre design will be emphasized. Students will participate in assigned production responsibilities for the dance performances. Prerequisite: Dance majors or permission of department [Offered: F, S] (2).

145. Ballet Technique I

This course focuses on placement and alignment necessary to execute the style, vocabulary and discipline of classical ballet. Elementary sequences are presented; coordination and musicality are emphasized. Fee: \$45.00 per term. This course may be repeated for up to 12 credits. Prerequisite: Dance majors by audition only [Offered: F, S] (3).

149. Jazz Technique I

This is a course for the dance student interested in developing movement skills of jazz dance. The course material will consist primarily of building a solid technical base, learning isolations, rhythmical differences and dynamics. An introduction to the origins of jazz as an American phenomenon and its changing character throughout the years will also be covered. Course may be repeated for up to 9 credits. Fee: \$45.00 per term. Prerequisite: Dance majors only [Offered: F, Sum] (3).

189. Modern Dance Technique I

Emphasizes development of basic modern dance concepts and technique including increase of student's strength, control and rhythmic awareness. Course may be repeated for up to 9 credits. Fee: \$45.00 per term. Prerequisite: Dance majors only [Offered: F, S] (3).

203. Rhythmic Training

This course is a workshop integrating musical concepts - primarily rhythmic - with the development of dance skills. Beat, tempo, meter, accent, and phrase structure will be analyzed and applied through movement, both improvised and choreographed. The dancers will accompany movement utilizing both percussion and voice. Prerequisite: Dance majors only. [Offered: F] (2).

DANCE COURSES (DANC)

208. Tap II

This is a course for the intermediate tap dancer interested in the continuation of acquiring technical skills in tap dance. A continuation of the concepts learned in Tap I will be cultivated to a level that allows the student to feel proficient enough to have command and confidence in a musical theatre audition. The course material will focus on vocabulary, phrasing, execution, form, style, and performance quality. This course may be repeated for up to 4 credits. Fee: \$15.00. Prerequisite: Dance majors only; DANC 108 or permission of department [Offered: F, S] (1).

216 Digital Sound Design

(same as COMM 216; see course description under Communication Arts)

220. Ballet Technique II

This course builds on the technical skills covered in Ballet I. Alignment, strength, flexibility, musicality, and development of line are emphasized. Introduction of new steps in combinations increase the ballet vocabulary. Daily class meetings are required to develop strength and stamina. This course may be repeated for up to 12 credits. Fee: \$45.00 per term. Prerequisite: Dance majors only by audition and/or proficiency demonstrated in DANC 145 Offered F, S] (3).

230. Costume Construction for Dance

Course explores the methods needed to design and construct costumes specifically for dance. Students will study the history of design and construction as well as current practices. There will be an emphasis on research and collaborative relationships between the costume designer and the choreographer. Students will receive hands-on experience working on costumes for actual dance performances to better understand how these technical aspects are implemented. [Offered: S] (3).

240. Improvisation I

This course is an introduction to the art and skills of non-choreographed spontaneous dancing, as developed and practiced within the modern and postmodern dance traditions. Through awareness training, exploratory exercises, personal reflection and kinetic research students will investigate their impulse to move and acquire confidence and proficiency in creating movement in the moment for future application as a dancer and/or a choreographer. This course may be repeated for up to 3 credits. Fee: \$15.00 per term. Prerequisite: Dance majors only [Offered: F] (1).

243. Modern Dance Technique II

This course is a continuation of Modern Dance I technique studies. It aims at further defining and perfecting basic modern dance technique. Emphasis will be placed upon studio work with introduction to choreographic sequences, performance theory and practice. Fee: \$45.00 per term. Course may be repeated for up to 12 credits. Prerequisite: Dance majors - by audition for placement and/or proficiency shown in Modern I or permission of department [Offered: F, S] (3).

249. Jazz Technique II

This is a course for the intermediate dance student interested in the continuation of acquiring technical skills in jazz dance. The course material will continue with the basics of Jazz Technique I, assuming the basics of jazz vocabulary and idioms. Performance quality and development will be a major component to the course. This course may be repeated for up to 9 credits. Fee: \$45.00. Prerequisite: Dance majors only; DANC 149 or permission of department [Offered: S] (3).

255. Ballet Technique III

This course builds on the principles of technique acquired in Ballet II. Emphasis will be placed on perfecting the students' understanding of the technical and artistic aspects of ballet. Coursework is rigorous in the content of combinations. Strength and stamina are built through exercises; technical and musical challenges are presented and the aesthetic principles of the art form are explored. Daily class meetings develop the discipline and technical skills required of a pre-professional dancer. This course may be repeated for up to 12 credits. Fee: \$45.00 per term. Prerequisite: For Dance majors only, by audition and/or proficiency demonstrated in Ballet 220 [Offered F, S] (3).

256. Beginning Pointe

This course covers the fundamental technical skills required to perform ballet on pointe. Emphasis will be placed on strengthening exercises and the proper execution of rolling through the shoe. Exercises at the barre will constitute the majority of class work with center exercises remaining basic to reinforce theories from the barre. This course may be repeated for up to 4 credits. Fee: \$15.00 per term. Prerequisite: Dance majors only [Offered: F, S] (1).

261. Introduction to Movement Analysis and Notation

This course investigates contemporary issues in dance notation and movement analysis. The course introduces students to a range of frameworks for distinguishing features of movement, and assists them in analyzing and performing by identifying significant elements of dance. Exploring organizational principles and approaches of choreography and dance notation expands students' critical stance towards composition and preservation of dances. Students grasp the multiplicity of approaches to dance analysis as they apply to different dance forms and contexts. This will enable students to become more articulate in analysis and performance. Prerequisite: WRIT 102 [Offered: F, biannually] (3).

290. History & Mission of Arts Institutions

(Same as ART/THTR 290; see course description under Theatre Arts.)

291. Music for Dance

This course will closely examine the relationship of music to dance and the musicality of dancers. Students will develop listening skills and expand their awareness of musical form and style. The course is designed to prepare students to choose music for choreography and to work more confidently with music in any dance context. Prerequisite: DANC 203 or permission of department. [Offered: F] (3).

293. Special Studies for Intermediate Students

Includes MMC Dance Company, work with a faculty member on special projects, performing arts management, etc. Students are under supervision of Dance faculty or other dance professionals and must follow guidelines for Independent Study/Internships. Prerequisite: Audition or permission of department. (1-3).

294. Projects

Individual choreographic projects are created and rehearsed by students and faculty for the Fall production. The student choreographers and dancers rehearse weekly towards the performance of their dances. The faculty works culminate in a performance in the Theresa Lang Theatre. Fee: \$15.00 per credit. This course may be repeated for up to 4 terms. Prerequisite: Dance majors only [Offered: F] (1).

Dance

DANCE COURSES (DANC)

301. Design for Dance

(Same as THTR 301)

This course explores the methods needed to conceptualize the set and lighting design for a dance performance. There will be an emphasis on the collaborative relationship between the designer and choreographer. Students will work in the theatre to observe how the technical aspects enhance the choreographic concept. Participation in assigned production responsibilities for the dance performances is required. Prerequisites: DANC 120, 351, & 352; or permission of the department. [Offered: S] (3).

303. Anatomy I

This course covers a scientific study of basic human anatomy and kinesiology as it relates to movement. Uses kinesiological analysis with particular reference to dance training. Prerequisite: Dance majors only [Offered: S] (3).

317. Design for Directors & Choreographers

(Same as THTR 317; see course description under Theatre Arts.)

324. Careers in Arts Administration

(Same as ART/THTR 324; see course description under Theatre Arts.)

340. Improvisation II

This course is a continuation of study and skill building begun in Improvisation I. It will focus on the use of more narrowly and complexly defined directives, longer solo and group improvisational exercises, and the creation of the students' own improvisational structures. Improvisation will be investigated as a research method for choreography, as a performative practice in itself, and as a tool to expand kinetic awareness. Use of improvisation in forms outside Western modern and post modern dance will also be examined. This course may be repeated for up to 3 credits. Fee: \$15.00 per term. Prerequisite: DANC 240 [Offered: S] (1).

341. Modern Dance Technique III

This is a concentrated study of intermediate technical skills and creative development necessary for performance work. Open to students with demonstrated facility in dance. This course may be repeated for up to 12 credits. Fee: \$45.00 per term. Prerequisite: Audition and/or proficiency shown in Modern II or permission of department. [Offered: F, S] (3).

343. Ballet Technique IV

This is a concentrated study of upper level intermediate ballet technique, principles, placement and strength. Students at this level have already attained a mastery of the execution of the fundamental aspects of technique, placement and alignment. Combinations are intricate in terms of sequence, musicality and execution. The finer points of the technique will be emphasized to highlight the quality of movement as a platform for artistic expression. This course may be repeated for up to 12 credits. Fee: \$45.00 per term. Prerequisite: For Dance majors only - by audition for placement and/or proficiency demonstrated in DANC 255 [Offered: F, S] (3).

348. Operations & Management for the Arts

(Same as ART/THTR 348. See course description under Theatre Arts.)

349. Projects in Digital Sound

(same as COMM 349 see course listing under Communication Arts.)

351. Dance Composition I

This course is an introduction to the elements of the art and craft of making dances, that is, movement invention and development, use of space, use of time, creating cohesive distinctive structure, expression, context, intent, use of music, and individual vision. Students will create short studies in response to class assignments and learn to look at their own and others' work critically and to articulate verbally their responses. The pursuit of individual creativity and skill development will be equally emphasized, and the interplay between them encouraged. Fee: \$45.00. Prerequisite: Dance majors only or permission of department. [Offered: S] (3).

352. Dance Composition II

This is a continuation of the study of the art and craft of choreography and the merging of individual creativity and composing skills begun in Dance Composition I. This intermediate level course will emphasize creating dances with a more complete sense of form, small group works as well as solos for other dancers, and use of music. Through assigned readings, video viewing, written work and class discussion, students will broaden their understanding of issues of aesthetics in choreography and the contexts from which they emerge, and develop deeper analytical skills. Fee: \$45.00. Prerequisite: DANC 351 [Offered: S] (3).

354. Dance and Cultural History

This introductory dance history course--designed for both Dance and non-Dance Majors -- is a survey of dance practices from Greek antiquity through the 21st century. We will examine major developments in Western theatrical dance and the impact of Asian, African-American, and European dance on North American stage practices. The goal of this course is two-fold: (1) to understand how dance practices are bodily enactments of specific historical and cultural developments and (2) to investigate different approaches to choreography and writing of history. Prerequisite: WRIT 102 [Offered: F, S] (3).

357. Techniques of Teaching Dance I: Creative Dance for Children

The emphasis of this course is on teaching creative dance to children. Includes observations, films, readings, and application of teaching methods to children of various ages within specific social environments. Prerequisite: DANC 203 [Offered: F] (3).

358. Advanced Pointe

For the advanced ballet dancer, this course covers in detail the technique of dancing on pointe. The finer points of execution are honed with a continued emphasis on proper placement and the development of strength. The execution of longer sequences and classical variations augment the technical aspect of the training. This course may be repeated for up to 8 credits. Fee \$15.00. Prerequisite: Ballet level must be 255 or above and by permission of department [Offered: F, S] (1).

364. Critical Approaches to Dance

This class critically examines the relationship between Euro-American dance production and cultural identity in Western society. We will track the connection between the aesthetic and the cultural by structuring our investigation into two correlated fields of interrogation -- critical theory and cultural analysis of dance. The class endeavors to determine the overlapping strategies between the choreographies of identification with those of choreographies of dance. This will entitle us to analyze culture through dance and to read dance production and history as political. Prerequisites: WRIT 102 & DANC 354 [Offered: F, S] (3).

DANCE COURSES (DANC)

369. Anatomy II

Course is a continuation of Anatomy I, with emphasis on the application of anatomical vocabulary and kinesiology to corrective exercise and dance training. Prerequisite: DANC 303 & BIOL 136 [Offered: S, biannually] (3).

370. Movement, Media, Theory

This course provides theoretical and historical perspectives on the representation of human movement in traditional and digital media. It surveys principal media applications currently in use in the dance field: film/video, photography, audio recording/editing/design, automated production elements, digital animation, motion capture, movement generation and modeling, web-based and interactive and virtual technologies. Students investigate problems concerning the nature of embodiment in visual and audio media, cross-modal perception in interdisciplinary artwork, and the innovative implementation of movement-based media. It is appropriate for those interested in creative and compositional work, as well as documentary, archival and promotional/marketing projects in movement-related fields. Prerequisites: WRIT 102, COMM 131 & one course from Special Focus courses of B.A. Dance and Media Concentration [Offered: F biannually] (3).

371. Somatic Awareness

This course emphasizes the importance of neuro/muscle/skeletal systems as they impact the potential for human movement in a variety of dance idioms and everyday activities. Laban Movement Analysis, Bartenieff Fundamentals, and Body-Mind centering will be applied to study of anatomy and kinesiology. Dance majors will enhance bodily knowledge from an experiential and scientific approach. Students will increase knowledge of anatomy and through guided methodical practices, heighten awareness of the body and its integral relationship to the mind. Prerequisite: DANC 303 & BIOL 136 [Offered: S, biannually] (3).

392. Fundraising & Marketing for the Arts

(Same as ART/THTR 392; see course description under Theatre Arts.)

425. Dance Production

Students will participate as choreographers, dancers and technicians to produce the Spring Production. All aspects of producing a program will be addressed including publicity, costuming, lighting, and scene design. This course may be repeated for up to 4 terms. Prerequisite: Dance majors only [Offered: S] (1).

441. Modern Dance Technique IV

This course is a continued study of modern dance theory and practice. Advanced skills are developed in technique, vocabulary, alignment and performance. Fee: \$45.00 per term. This course may be taken for up to 9 credits. Prerequisite: DANC 341 or equivalent [Offered: F, S] (3).

445. Ballet Technique V

This is a concentrated study of advanced ballet technique, principles, placement and strength stemming from proper alignment. Dynamics and the intricacies of execution are emphasized along with the increasing mastery of ballet vocabulary. Combinations are intricate in terms of sequence, musicality and execution. The quality of movement for artistic expression is highlighted as the student is expected to use the ballet language as a means of communication. This course may be repeated for up to 12 credits. Fee: \$45.00 per term. Prerequisite: For Dance majors only - by audition and/or proficiency demonstrated in DANC 343

451-452. Externship in Dance

Course provides intensive experience in technique, composition, and production as students work with an artist in summer residence off campus. Credits per term determined through advisement. Prerequisite: Permission of department (1-6).

453. Dance Composition III: Choreographers' Workshop

This advanced level course builds on material covered in Dance Composition I and II and is designed for dance students in the Choreography Concentration or those in other concentrations who wish to continue their studies in composition. Students will gain an in depth understanding of their own art and craft, determining in what areas they need to continue to grow, and where their future choreographic interests may lie. This will be accomplished via work created from teacher directed and/or self generated assignments, class feedback, critical self-examination, and artistic experimentation. It may also include research and writing about current issues in the field and professional contemporary artists. A substantial amount of completed creative work will be expected, some of which will be presented in an informal showing at the end of the term. DANC 351 & 352. Course may be repeated once (for a total of 6 credits) for work on a new choreographic project [Offered: S] (3).

457. Techniques of Teaching Dance II

(Same as EDUC 457)

Course offers a practical workshop in how to teach dance technique. Organization of lesson plans, communication skills, and development of material for ballet, modern, and jazz technique classes will be addressed. Prerequisite: Dance majors only; DANC 203, 291, 303 & 357 [Offered: S] (3).

458. Criticism Writing Workshop

(Same as ART/THTR 458)

Students will enrich their understanding of their particular fields of interest (dance, theatre, film, visual arts, performance art) and sharpen their skills of observation and analysis through writing a series of critical essays and reviews. The traditional and current functions of the critic will be studied, and the work of contemporary critics and reviewers will be analyzed and discussed. Prerequisites: WRIT 102 & ART 250/252, DANC 354/364, or THTR 230/231; or permission of department (3).

Dance

DANCE COURSES (DANC)**494. Special Studies for Advanced Students**

Includes MMC Dance Company, work with a faculty member on special projects such as assistant choreographer on theatre projects, performing arts management, etc. Students are under supervision of Dance faculty or other dance professionals and must follow guidelines for Independent Study/Internships. This course may be repeated for up to 15 credits. Prerequisite: Audition only [Offered: F, S] (1-3).

495. Senior Seminar

Senior Dance majors select a project that strengthens and deepens their focused concentration and interest in dance. This project will be designed and monitored throughout the semester by the instructor and presented at the end of the course. Students are also responsible for weekly readings, discussion of current issues that are facing the professional dance industry, and work on the preparation of materials needed for job placement. Prerequisite: Senior Dance majors, or permission of department [Offered: F] (3).

496. Choreography for the American Musical Theatre

(Same as THTR 496)

This course will explore the skills needed to choreograph dances and stage numbers for musical theatre. The course will be approached from an historical perspective in order to trace the development of dance in the commercial theatre from vaudeville to present day productions. Students will choreograph studies from a variety of shows so as to develop a range of styles. Topics to be covered are: how to develop characterization through movement, how to clarify lyrics, how dance can advance the story line, how to choreograph a dance break, how to choreograph a production number, how to work with a director and with actors. This course will run concurrently with the Musical Theatre course so that students may have the opportunity to work directly with actors and singers. Fee: \$45.00. Prerequisites: DANC 351 & 352 [Offered: F] (3).

297/397/497. Research

298/398/498. Directed Study

299/399/499. Independent Study/Internship

Economics

The economics curriculum provides students with an introduction to the basic principles of economics and an opportunity to explore their application to contemporary issues. It provides a valuable supplement to the educational experience of students in both the professional and liberal arts majors. Economics is

one of the major disciplines contributing to the interdisciplinary major in International Studies and is included in the Business Management core and the Finance, International Business and Economics concentrations.

Divisions:	Social Sciences	Accounting and Business Management
Division Chairs:	Rosemary Nossiff, Ph.D. rnossiff@mmm.edu	Vandana Rao, Ph.D. vr Rao@mmm.edu
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Department Faculty: Faculty from across the College teach Economics courses

Richard Garrett

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ECONOMICS MINOR

15 Credits

IS/ECO 150 Economy, Society and the State	3	Economics Electives (2 of the following at the 300+ level)	6
IS/ECO 210 Principles of Macroeconomics	3	IS/ECO 306 Political Economy of Development and Underdevelopment	(3)
IS/ECO 214 The Global Economy	3	IS/ECO 317 International Economics	(3)
		IS/ECO 334 Gender and Development	(3)
		BUS/ECO 351 International Business	(3)
		BUS/ECO 375 Money, Banking, and Financial Markets	(3)

INTERDISCIPLINARY POLITICAL ECONOMY MINOR

18 Credits

IS/ECO Core

IS/ECO 150 Economy, Society and the State or		IS/ECO 214 Global Economy	3
IS/ECO 210 Macroeconomics	3		

Electives

Four of the following:	12		
ECO 305 Economics of Labor	(3)	IS/ECO 317 International Economics	(3)
IS/ECO 306 Political Economy of Development/Underdevelopment	(3)	IS/ECO 334 Gender and Development	(3)
		IS/ECO 350 Comparative Economics	(3)

Economics

ECONOMIC COURSES (ECO)

150. Economy, Society and the State

(Same as IS 150; see course description under International Studies.)

210. Principles of Macroeconomics

The student will examine the fundamentals of national income theory and develop a working model of the aggregate economy. The model will be used as a tool to investigate spending by consumers, businesses, and government sectors. The operations of commercial banks and the Federal Reserve Bank will be explored. Prerequisite: WRIT 101 [Offered: F, S] (3).

213. Principles of Microeconomics

Course will help the student examine the fundamental topics of price theory and will develop a model of supply and demand price determination. The model will be built on various behavioral hypotheses of consumer and firm behavior and will be used to analyze the current problems of monopoly, price controls, and international trade. Prerequisite: WRIT 101 [Offered: F, S] (3).

214. The Global Economy (Same as IS 214)

This course will examine the changing nature of the global economy, trying to understand better the complex interaction between transnational corporations and the nation-state set within the context of a volatile technological environment. It will pay particular attention to regional and international trading blocks and international organizations such as the World Trade Organization, The International Monetary Fund, and The World Bank. Prerequisites: WRIT 101 & ECO 150 or 210 (3).

227. Work in America (Same as IS 227)

This course will utilize the interdisciplinary approach to current issues in industrial relations. Issues examined in the course will include corporate downsizing, labor market discrimination, employee participation schemes, the role of unions in the workplace, the changing nature of work and wage differentials. Readings for the course will be drawn from the field of industrial relations as well as from economics, sociology and political science. Prerequisite: WRIT 101 (3).

305. Economics of Labor

This course will investigate such topics as employment and unemployment programs, wage theories, industrial labor problems, history of the labor movement, Social Security, and legal aspects of labor relations. Prerequisites: WRIT 102 & ECO 210 or 213 (3).

306. Political Economy of Development and Underdevelopment

(Same as IS 306)

This course will focus on problems and solutions of human development within a changing international political and economic context. The course will focus on the construction of developmental discourse; the reshaping of the world's economic and political relations; the pivotal role of women in human development efforts and the elements of an environmentally sustainable development process. Prerequisites: WRIT 102 & ECO 150 or 210 (3).

317. International Economics

(Same as IS 317)

Examines the history of trade; development of foreign trade doctrines and practices; the balance of payments and adjustments; international financial markets and the monetary system. The theory and practice of regional trading groups, such as the European Union and NAFTA will also be examined. Prerequisites: WRIT 102 & ECO 210 or 213 (3).

334. Gender and Development

(Same as IS 334; see course description under International Studies.)

350. Comparative Economics

(Same as IS 350)

During the last 50 years, Japan and the countries of North America and Western Europe have experienced historically high rates of economic growth and achieved unprecedented levels of economic prosperity for most citizens. While economic outcomes have been broadly similar, there are significant differences among the developed economies. This course analyzes the common experiences of the developed economies while also examining the differences among these countries in terms of economic goals, corporate structures, government policies, labor management systems and financial institutions. These differences are explored through case studies of a set of countries including Japan, Germany and the United States. Prerequisites: WRIT 102 & ECO 210 or 213 (3).

351. International Business

(Same as BUS 351)

This course is an analysis of the principles and practices of foreign trade; the mechanism of international payments; and the scope and significance of international investment. Recent policy tendencies and the position of the United States in the world economy will be discussed. Prerequisites: ACCT 217; MATH 139 or 141 [Offered: F] (3).

375. Money, Banking and Financial Markets

This course is a study of the theory and practice of money, credit and banking. The structure of the monetary and credit systems, their relation to banking and the determination of national income will be analyzed. Prerequisites: WRIT 102 & ECO 210 [Offered: S] (3).

297/397/497. Research

298/398/498. Directed Study

299/399/499. Independent Study/Internship

Education

An exciting and rewarding career in teaching is available to Marymount Manhattan College undergraduate liberal arts and sciences majors, who choose to co-major in education and apply for New York State certification to teach. The College maintains relationships with public, private, and parochial schools throughout the five boroughs. The New York City schools — educating over a million students in 1,300 schools in the five boroughs — provide extraordinary opportunities. NYC pupils are the most culturally diverse in the world. Our programs provide excellent preparation for candidates in training to work with this diverse population at the elementary or secondary school level, as well as at various agencies and other settings.

As an MMC education student you will have field experiences in actual classrooms starting with your first education course. Small class sizes facilitate interaction with faculty who provide personal attention. Teacher education faculty have each had years of extensive experience in elementary, middle and secondary schools and represent a broad range of expertise in areas such as special education, psychology, the arts, literature and educational leadership to name a few. MMC graduates in teacher education are making contributions and improving the lives of children and adolescents. Some work in general education and others teach pupils with disabilities. MMC teacher education candidates are prepared to teach a wide range of pupils and to identify the needs and problems these students might encounter in learning and in life. Our teacher education graduates are catalysts of change in the world, and they are strong advocates for their pupils.

Liberal arts and sciences graduates with a teacher education co-major and New York State Certification will find a wealth of career opportunities. Our program provides choices of levels and certificates as follows: elementary education (known as childhood education 1-6) combined in a dual certification program with special education (teacher of students with disabilities); adolescence education: English or Social Studies (English 7-12;

Social Studies 7-12) and a dual certification in either English or Social Studies and special education. Earning dual certification is highly worthwhile because New York City and other districts across the country now consider teaching students with disabilities as a “critical need” area and employment opportunities abound including choosing one’s school and locale.

The Teacher Education Department has a commitment to preparing excellent teachers who understand the practicalities of classroom instruction and management as well as well-defined standards of practice and performance based upon the most recent research and knowledge. Through their early and continuing field experiences our teacher education candidates gain an understanding of characteristics and needs of a very diverse group of pupils.

We also have a strong interest in literacy development as a lifelong process. Our program includes courses in literacy development, critical thinking and reading strategies. The literacy program is lead by a faculty member of renown in the field.

Education is a co-major and candidates must additionally choose a liberal arts or sciences major. Teacher education candidates for the 7-12 level may choose either English or History. Candidates for the 1-6 level certification may choose from a wide variety of co-majors including Biology, English, History, International Studies, Philosophy and Religious Studies, Political Science, Psychology, and Sociology. Students may also major in Speech-Language Pathology and Audiology and minor in Education which leads exclusively to certification as a Teacher of Students with Speech and Language Disabilities. (See TSSLD program requirements under Speech-Language Pathology and Audiology.)

MMC Teacher Education programs are accredited by the New York State Education Department.

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Education

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CO-MAJOR: TEACHER EDUCATION

(5608)

Students wishing to teach in New York's public schools must become certified by the New York State Education Department (NYSED), which approves and accredits teacher preparation programs, to qualify for Initial Teacher Certification. Marymount Manhattan College's programs of study in Teacher Education have been accredited* by the New York State Regents Accreditation of Teacher Education (RATE), thereby authorizing the College to recommend graduates who have completed any of our teacher education programs for Initial Certification to teach in New York State.

To earn this certification, students must complete the requirements of the teacher preparation program of their choice and additional requirements mandated by the NYSED, described below. The College endorses the certification applications of candidates who have successfully completed all requirements.

General Guidelines

To prepare for teacher certification in New York State, MMC students may complete one of three co-majors in Teacher Education in conjunction with an academic major in the liberal arts¹, and a general education or core curriculum. Thus, each program sets the following requirements for all Teacher Education majors:

1. A general education core in the liberal arts and sciences (that is, completion of MMC's General Education);
2. A content core in the liberal arts or sciences (that is, completion of the student's chosen major or concentration);

3. A pedagogical core, including pedagogical knowledge, understanding and skills, as well as required field experiences, student teaching and/or practica (that is, completion of the specific Teacher Education major).

¹Permitted co-majors with a Teacher Education major are: Art History, English, Psychology, Sociology, Political Science, International Studies, History, Philosophy and Religious Studies, and Biology.)

Programs in Teacher Education

MMC offers three programs in Teacher Education, preparing students to teach particular populations, as follows:

- I. Childhood Education and Students with Disabilities Childhood Education (Grade 1 through Grade 6 - Dual Certification)
- II. Adolescence Education and Students with Disabilities Adolescence Education (Grade 7 through Grade 12 for Social Studies or English - Dual Certification)
- III. Adolescence Education (Grade 7 through Grade 12 for Social Studies² or English)

The Teacher Education program also supports the B.S. Speech-Language Pathology and Audiology/Teachers of Students with Speech and Language Disabilities offered through the Speech-Language Pathology and Audiology program, which leads to certification for Teachers of Students with Speech and Language Disabilities.

²Students seeking certification in Social Studies Education should major in History. (Political Science or International Studies may be approved if particular requirements are met. Students are advised to discuss these options and the accompanying requirements with the Chair of the Education Department.)

* Accreditation was conferred in September 2007 for the maximum period of 7 years.

Degree Requirements leading to Initial Teacher Certification

MMC Program Requirements

Candidates for teacher certification are required to:

- Satisfactorily complete all program requirements of the prescribed course of study. Each program meets all of the educational requirements of the State of New York in the area of specialization: childhood, adolescent, dual certification, etc.
- Maintain a cumulative grade point average of at least 2.75 with a grade of B- or higher in all Education courses (EDUC)
- Demonstrate to faculty in the Education Department adherence to ethical standards of the profession and a disposition consistent with those standards.
- Before graduating, complete all of the New York State requirements outlined below.

General Education Requirements for all programs

The New York State Department of Education requires that candidates seeking initial teacher certification acquire a breadth and depth of knowledge in the liberal arts and sciences and in the subject that will be taught. The Education faculty at MMC recommend specific courses in General Education that enable students to begin to meet the minimum requirements of New York State, while partially fulfilling MMC's requirements in General Education. Students must consult with Education faculty early in their studies to select the most appropriate courses for both General Education and electives, to ensure that they will meet the requirements for the MMC degree and for Initial NYS certification.

For Initial Teacher Certification, NYS requires candidates to:

- Complete 6 credits in each of the following subjects: English, Math, Science, Social Science, and Foreign Language (or American Sign Language). Students are advised to fulfill this requirement through completion of the College's Shared Curriculum requirements. Advisors will assist you in making appropriate selections. See additional explanation below.
- Apply for, take and pass the required New York State Teacher Certification Examinations (NYSTCE), as follows:
 - For candidates in Childhood Education (Grades 1-6): L.A.S.T., Elementary ATS/W, Multi-Subject, and Students with Disabilities
 - For candidates in Adolescence Education (Grades 7-12): L.A.S.T., Secondary ATS/W, and either English Language or Social Studies; additionally, candidates for dual certification in Adolescence Education are required to pass the Students with Disabilities exam
 - For candidates for Speech and Language Disabilities: L.A.S.T., Elementary ATS/W.

Note: Passing these exams is aligned to a schedule of credits completed in the degree program; for example, students are expected to take and pass the L.A.S.T. before completing the first 60 credits of their degree. See your advisor for additional details about this schedule.

- Complete the following workshops: Child Abuse Identification and School Intervention and Prevention. Both workshops are offered in conjunction with EDUC 401 and 416, the student teaching courses in the childhood and adolescence programs respectively.
- Clear the fingerprint-supported criminal history background check.

New York State Requirements

INCLUSIVE CHILDHOOD EDUCATION/STUDENTS WITH DISABILITIES CHILDHOOD EDUCATION PROGRAM [Grades 1-6]

45 Credits

This dual certification program addresses needs of classroom teachers in serving a diverse student population in grades one through six. Ideally, students should begin this program by the second semester of their freshman year. Through coursework and professional field placements, teacher certification candidates develop the knowledge, understanding, and skills needed to work with students with varying learning needs and/or disabilities. Completion of this program leads to eligibility for two initial teaching certificates, one in Childhood Education (Grades 1- 6) and one in Students with Disabilities Childhood Education.

Pedagogical Core Courses

EDUC 207 The American School	3	EDUC 321 The Mathematics, Science,	
SPCH 155 Introduction to Communication Disorders	3	and Technology Curriculum in Inclusive Settings	3
PSYCH 201 Developmental Psychology I: Childhood and Adolescence	3	EDUC 345 Learning, Language, and	
EDUC 210 Children and Youth with Disabilities	3	Literacy and the English Language Arts Curriculum	3
EDUC 220 The Arts and Education	3	EDUC 346 Fostering Language and Literacy Development	
SPCH 251 Normal Language Development	3	through the English Language Arts Curriculum	3
EDUC 307 Inclusive Teaching of Children and Youth with Disabilities	3	EDUC 380 Reflective Practice: Diversity, Issues, and Trends in Inclusive Teaching And Learning	3
EDUC 320 The Social Studies Curriculum in Inclusive Settings	3	EDUC 401 Inclusive Childhood Education/Students with Disabilities Childhood Education Student Teaching/Reflective Practice Seminar	9

Education

INCLUSIVE ADOLESCENCE EDUCATION/STUDENTS WITH DISABILITIES ADOLESCENCE EDUCATION PROGRAM [Grades 7-12]

45 Credits

This dual certification program prepares candidates to teach in the area of their major specialization – Social Studies* or English – at the adolescence education level and also addresses the needs of adolescence education teachers serving a diverse student population in grades seven through twelve. Ideally, students should begin this program in the second semester of their freshman year. Through coursework and professional field placement, teacher certification candidates develop the knowledge, understanding, and skills required to work with students with varying learning needs and, specifically, to work with students with disabilities. Completion of this program leads to two initial teaching certificates, one in Adolescence Education, and one in Students with Disabilities Adolescence Education.

Pedagogical Core Courses

EDUC 207 The American School	3	EDUC 338 Literacy Development in the Content Areas	3
SPCH 155 Introduction to Communication Disorders	3	EDUC 339 Designing Literacy Development Experiences in the Content Areas	3
PSYCH 201 Developmental Psychology I: Childhood and Adolescence	3	EDUC 341 Developing Curricula in Inclusive Adolescence Education Settings	3
EDUC 210 Children and Youth with Disabilities	3	EDUC 380 Reflective Practice: Diversity, Issues, and Trends in Inclusive Teaching and Learning	3
EDUC 215 The Adolescent World	3	EDUC 416A Inclusive Adolescence Education/Students with Disabilities Adolescence Education Student Teaching and Reflective Practice Seminar	9
EDUC 220 The Arts and Education	3		
SPCH 251 Normal Language Development	3		
EDUC 307 Inclusive Teaching of Children and Youth with Disabilities	3		

ADOLESCENCE EDUCATION PROGRAM

33 Credits

This program prepares candidates to teach in the area of their major specialization: Social Studies* or English at the adolescence education level in grades seven through twelve. Through coursework and professional field placements, teacher certification candidates develop the knowledge, understanding, and skills needed to work with students with varying learning needs. Completion of this program leads to the initial certificate in Adolescence Education.

Pedagogical Core Courses

EDUC 207 The American School	3	EDUC 341 Developing Curricula in Inclusive Adolescence Education Settings	3
EDUC 210 Children and Youth with Disabilities	3	EDUC 380 Reflective Practice: Diversity, Issues, and Trends in Inclusive Teaching And Learning	3
EDUC 215 The Adolescent World	3	EDUC 416B Inclusive Adolescence Education Student Teaching and Reflective Practice Seminar	9
EDUC 307 Inclusive Teaching Of Children and Youth with Disabilities	3		
EDUC 338 Literacy Development in the Content Areas	3		
EDUC 339 Designing Literacy Development Experiences in the Content Areas	3		

*Students wishing to minor in Adolescence Social Studies Education must complete a total of 24 credits in history and geography combined.

EDUCATION COURSES (EDUC)

207. The American School

Explores the historical, philosophical, socio-cultural, political, economic, and legal influences on public education and its relation to American families and communities. Examines cultural diversity and the inclusion of all students with diverse abilities and needs. Analyzes the teacher's role in creating a respectful, healthy and safe environment in which all children of richly diverse cultural and economic backgrounds can learn and grow. Field experience: 15 hours. Prerequisite: WRIT 101 (3).

210. Children and Youth with Disabilities

Explores the historical, social, and legal foundations of special education for students with mild, moderate, severe, and multiple disabilities. With Inclusion and Least Restrictive placement constructs as a theoretical underpinning, this course examines the nature and effects of disabilities and special needs on learning, behavioral, social and employment outcomes, and special education, defined as a continuum of appropriate services rather than as a separate location. Introduces skills in assessment, individualizing instruction, assistive technology, computer integration and collaboration with families and community to enable children to meet NY State and national standards and to achieve highest levels of academic growth and independence. Field experience: 30 hours. Prerequisites: PSYCH 201 (with exception of Program IIB) and EDUC 207 for Education minors, except Speech majors (3).

215. The Adolescent World

Defining adolescence as a transitional time in human lifespan, linking childhood with adulthood, this course explores research in adolescent development and highlights current studies of cognitive, physiological, and social-emotional growth and its relationship to the learning processes in adolescent education. Participants examine multiple, research-validated instructional, motivational, and management strategies to optimize learning in diverse school contexts. Includes critical evaluation of assessment, curriculum design and differentiated instruction. Field experience: 30 hours. Prerequisite: EDUC 207 (3).

220. The Arts and Education

Explores the influence of arts education on the cognitive and affective development of students in diverse childhood and adolescent educational settings. Examines philosophical foundations of arts education, as well as curricula and research-validated instructional strategies that provide rich opportunities for interdisciplinary and cross-cultural learning through the arts. Field experience: 15 hours. Prerequisite: EDUC 207 (3).

246. Teaching Methods for the Visual Arts
(Same as ART 246)

Explores theory, practice, analysis, and application of teaching methods in the visual arts. An overview of multiple research-validated strategies for teaching is presented; cultural diversity in the context of teaching the visual arts is examined. Emphasis is given to the interdisciplinary and cross-cultural aspects of teaching the visual arts. Practical projects utilizing appropriate media, construction of units of work, and lesson plan designs are significant components of this study. This course will be of interest to Education students and artists who wish to teach. Field experience: 10 hours. Prerequisites: WRIT 102, ART 111, 116, & EDUC 207 (3).

307. Inclusive Teaching of Children with Disabilities

Honoring the spirit and the word of the Individuals with Disabilities Education Act (IDEA), this course examines the Individualized Education Process (IEP) for students with mild, moderate, severe, and multiple disabilities in inclusive settings. Understanding that high expectations and standards apply to all learners, this course engages students in the examination and practice of multiple, research-validated methods of intervention, assessment, instructional/program planning and outcome evaluation. Explores parental collaboration/involvement in diverse school and community contexts. Field experience: 30 hours. Prerequisite: EDUC 210, (3).

320. The Social Studies Curriculum in Inclusive Settings

Examines curriculum development, instructional planning and multiple research-validated and differentiated instructional strategies, including remediation and enrichment alternatives, for teaching Social Studies to students across a full range of abilities and needs. Emphasis is placed on considerations in planning and implementing programs in diverse, multicultural contexts, using a rich array of resources, including assistive technology and/or computer based interactivity. Field experience: 10 hours. Corequisites: PSYCH 201, EDUC 207 & 210 (3).

321. The Mathematics, Science, and Technology Curriculum in Inclusive Settings

Examines multiple, research-validated instructional strategies for teaching students with a full range of abilities to facilitate all students' development in mathematical analysis, scientific inquiry, and technological competence. Investigates the relationships and themes that connect mathematics, science, and technology with other areas of learning. Participants design and construct differentiated instructional experiences, including remediation and enrichment alternatives, using assistive and computer technology as interactive teaching/learning resources with an emphasis on the development of critical thinking skills. Field experience: 10 hours. Corequisite: PSYCH 201. Prerequisites: EDUC 207 & 210 (3).

338. Literacy Development in the Content Areas

This course designs and implements a multiple, research-validated assessment, evaluation, and instructional strategy for language processes (listening, speaking, writing, and reading) in the content areas with adolescents who are either native English speakers or English Language learners. Building richly literate communities in diverse inclusive and/or high needs school settings, for students at all levels of ability, using assistive and instructional technology as interactive teaching/learning resources. Field experience: 15 hours. Prerequisites: EDUC 207 & 215 (3).

Education

EDUCATION COURSES (EDUC)

339. Designing Literacy Development Experiences in the Content Areas

Integrating theory with practice, participants gain an understanding of adolescents' language development and strengthen their knowledge of the issues, content, and methodology in facilitating literacy development in the content areas. Observation, interviewing, and formal and informal assessment; profile development of a student as reader/writer/speaker/ listener in a content area. Design of enrichment and remedial instruction to accommodate all levels of student need in writing, speaking, and listening, including conferences to empower students to meet the appropriate standards. Field experience: 30 hours. Prerequisite: EDUC 338 (3).

341. Curriculum Development for Inclusive Settings (Grades 7 through 12) – Social Studies and English

Examines principles and practices of curriculum development, differentiated instruction and materials for teaching and learning in the content areas. Emphasis on addressing the full range of student needs through multiple, research-validated instructional strategies in diverse, inclusive settings using assistive and computer technology as interactive resources central to this inquiry. Field experience: 15 hours. Prerequisite: EDUC 339 (3).

345. Learning, Language, and Literacy and the English Language Arts Curriculum

This course serves as a study of theories and current research in language acquisition and literacy development for native English speakers and English Language learners. Emphasis on issues related to building richly literate communities of children in diverse, inclusive and high needs school settings through the design and implementation of multiple, research-validated assessment, evaluation, and instructional strategies. Participants explore their own reading/writing processes through experiences with children's literature and personal writing and with the use of assistive and instructional technology as interactive teaching/ learning resources. Field experience: 10 hours. Prerequisites: EDUC 207, 210, & SPCH 251 (3).

346. Fostering Language and Literacy Development Through The English Language Arts Curriculum

This course emphasizes observing, interviewing, and utilizing formal and informal assessment to compose a profile of the student as reader/ writer/speaker/listener. Participants engage in developing ongoing assessment and teaching strategies. Integrating instructional and assistive technology, appropriate materials, and multiple research-validated language development strategies that include enrichment and remedial instruction, including conferences to empower students to meet the appropriate standards. Field experience: 30 hours. Prerequisite: EDUC 345 (3).

380. Reflective Practice: Diversity, Issues, and Trends in Inclusive Teaching and Learning

With specific reference to the New York State Board of Regents' recognition of the diversity of students in a school setting and to the strong commitment to integrating the education of all students into the total school program, participants re-examine Learning Standards in the seven areas of knowledge "which apply to all students, regardless of their experiential background, capabilities, developmental and learning differences, interests, and ambitions." Discussion based on current research in the most critical instruction/learning areas. Participants analyze and understand the teacher as "reflective practitioner" who is pedagogically and culturally responsive to issues of diversity and inclusiveness in diverse school contexts. Field experience: 15 hours. Prerequisite: EDUC 207 (3).

The Inclusive Education Student Teaching and Reflective Practice Seminars

Each discrete teacher education program culminates with one of the college-supervised student teaching experiences listed below, accompanied by weekly seminars, which integrate the theory and practice of the reflective practitioner. Participants identify and reflect on critical incidents that occur in their student teaching and the implications of those incidents for effective teaching. Student teachers analyze decisions in instruction, classroom management, and conflict resolution. Instructional effectiveness in teaching all students in diverse contexts is emphasized. Understandings of constructivist classroom environments, inclusive education, and home-school partnerships are integral to the discussions. Discrete seminars required by law for certification deal with: preventing child abuse; preventing alcohol, tobacco and other drug abuse and providing safety education. Transitional support and career advisement is provided to students as they develop professional portfolios, resumes, and license and certification applications. Prerequisite: Education Courses; Corequisite: Student Teaching (9).

Consult education faculty for student teaching information related to the following specific program components:

401. Inclusive Childhood Education/Students with Disabilities Childhood Education Student Teaching and Reflective Practice Seminar (9)

416A. Inclusive Adolescence Education/ Students with Disabilities Adolescence Education Student Teaching and Reflective Practice Seminar (9)

416B. Inclusive Adolescence Education Student Teaching and Reflective Practice Seminar (9)

297/397/497. Research

298/398/498. Directed Study

299/399/499. Independent Study/Internship

English and World Literatures

For most people, the desire to study literature begins with a love of reading. Whether it's remembering the books that were read to us when we were children or recalling those books that captured our imaginations when we were young readers, an appreciation for the joy and fascination of reading is the foundation upon which the academic study of literature is built.

Using this foundation, we have built an academic program that introduces students to an incredible range of writing and invites them to explore not only the beauty of the written work but also the power of language and literature across history and cultures. One of the many advantages of studying literature is that it connects us with so many other kinds of study, from history and philosophy to political science and economics. This is because when we study literature, we are also studying the authors and societies that produce this literature. From courses in literature and psychology, or literature and sociology, to courses that focus on the incredible range of social and political issues that every society explores through its literature, we offer our students an opportunity to use the study of literature as a base from which they can study society at large.

Students who major in English and World Literatures are given a responsible role in their own education, for the department affords a large measure of freedom in the selection both of courses and of the means of study. In addition to the courses listed below, we encourage our students to take advantage of the additional learning opportunities described in the following pages. Faculty

members in the department are available to assist students in planning programs that account for their specific needs and interests.

Students who graduate with a degree in English and World Literatures are prepared for a variety of different careers. Their skills in writing, researching, analysis and thinking qualify them to enter the business world or, with further study on the graduate level, the academic world. Recent alumnae include business managers in banking, publishing, advertising, insurance and public relations. In addition, our distinguished alumnae include lawyers, judges, researchers, politicians, executives, secondary and university teachers and librarians whose success in business or the professions they largely attribute to the knowledge acquired and skills developed as English majors at MMC. The department also has a cooperative program with Pace University, in which English majors can begin pursuing their Master's degree in publishing while completing their undergraduate degree. See below for more information about this program.

Learning Goals for the Major in English

After completing the major in English, students will be able to:

- Analyze texts from British, American and World Literary traditions using a variety of critical methods and approaches;
- Write critical analyses of literary texts that frame them within a broader historical and cultural context;
- Utilize a variety of research tools to situate their literary interpretations into a larger critical conversation.

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English and World Literatures

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John A. Costello

Professor Emeritus of English
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M.A., New York University

Priscilla Hoagland Costello

Professor Emeritus of English
B.A. & M.A., New York University
Ph.D., The Union Institute

MAJOR: B.A. IN ENGLISH AND WORLD LITERATURES (1503)

39 Credits

Foundational Courses:

ENG 115 Literary Analysis I	3
ENG 120 Literary Analysis II	3
ENG 207 Literary Research Seminar	3

Anglo-American Based Courses 12

Student must take one course in each of the following areas:

A. Studies in Anglo-American Literature, 17th Century or prior

ENG 306 Chaucer	(3)
ENG 305 Renaissance Literature	(3)
ENG 311 Shakespeare	(3)

B. Studies in Anglo-American Literature, 18th & 19th Centuries

ENG 301 Romantic Literature	(3)
ENG 303 Victorian Literature	(3)
ENG 307 Restoration and Eighteenth Century Literature	(3)
ENG 331 American Romanticism	(3)
ENG 332 American Realism	(3)

C. Studies in Anglo-American Literature, 20th & 21st Centuries

ENG 380 Recent Fiction	(3)
ENG 413 Modern British Authors	(3)
ENG 415 Modern American Authors	(3)

D. Transhistorical Studies in Anglo-American Literature

ENG 316 British Drama and Theatre	(3)
ENG 319 Drama and Theatre in the United States	(3)
ENG 320 The English Novel	(3)

English and World Literatures

World Literature Courses

6

Students must take one course from two of the following areas:

A. Studies in World Literature, 17th Century & Prior

ENG 381 Classical Drama and Theatre	(3)
ENG 382 Classical Literature	(3)
ENG 383 Medieval Literature	(3)
FREN 304 French Literature in the Middle Ages & Renaissance	(3)
FREN 403 17 th Century French	(3)
SPAN 341 Survey of Spanish Literature I	(3)
SPAN 343 Survey of Latin American Literature I	(3)
SPAN 423 Miguel de Cervantes	(3)

B. Studies in World Literature, 18th & 19th Centuries

FREN 405 18 th Century French Literature	(3)
FREN 407 19 th Century French Literature	(3)
SPAN 342 Survey of Spanish Literature II	(3)

C. Studies in World Literature, 20th & 21st Centuries

FREN 411 Seminar on Existentialism & Theatre of the Absurd	(3)
FREN 413 Caribbean Francophone Literature	(3)
ENG 359 Recent World Literature in English	(3)
SPAN 346 Contemporary Latin American Short Story	(3)
SPAN 344 Survey of Latin American Literature II	(3)
SPAN 347 Contemporary Latin American Fiction	(3)

D. Transhistorical Studies in World Literature

ENG 304 Arthurian Literature	(3)
ENG 353 Modern European Fiction	(3)
FREN 303 Explication de Textes	(3)
FREN 409 The French Short Story	(3)
SPAN 316 Latino Literature	(3)
SPAN 357 Hispanic Women Writers	(3)
SPAN 360 Revolution and Literature	(3)
SPAN 361 Voices from the Third World: The Novel in Latin America and Africa	(3)
SPAN 415 Hispanic Theatre: Latin America & Spain	(3)
SPAN 416 Magical Realism: From Latin America to the World	(3)
SPAN 461 Seminar on the Novel	(3)
SPAN 462 Seminar on Poetry	(3)

Required Advanced Courses:

ENG 302 Literary Criticism and Theory Seminar	3
ENG 420 Senior Seminar in Literary Studies	3

Students must take two electives in English, French, or Spanish Literature, Language or Culture chosen from the courses listed above or from the following:

6

ENG 210 The Modern British and Irish Short Story	(3)
ENG 211 Children's Literature	(3)
ENG 215 Social Issues in Literature	(3)
ENG 220 The Short Play	(3)
ENG 223 Woman as Writer, Subject, and Audience	(3)
ENG 233 The Modern American Short Story	(3)
ENG 276 African American Authors	(3)
ENG 290 Ethnic Literature	(3)
ENG 292 Gay and Lesbian Literature	(3)
ENG 357 Psychological Portraits in Literature	(3)
FREN 201 Intermediate French I	(3)
FREN 202 Intermediate French II	(3)
FREN 301 French Translation	(3)
FREN 305 French Phonetics and Conversation	(3)
FREN 309 Advanced Grammar and Composition	(3)
FREN 310 French Conversation	(3)
FREN 325 French for Business	(3)
FREN 326 Contemporary France: Social, Political, and Economic Perspectives	(3)
SPAN 201 Intermediate Spanish I	(3)
SPAN 202 Intermediate Spanish II	(3)
SPAN 207 Spanish Conversation	(3)
SPAN 219 Contemporary Latin American Political Thought	(3)
SPAN 313 Advanced Grammar, Composition and Translation I	(3)
SPAN 314 Advanced Grammar, Composition and Translation II	(3)
SPAN 315 Hispanic Civilization	(3)
SPAN 324 Spanish for Business and International Affairs	(3)
SPAN 336 Intercultural Relations: USA, Latin America, & Spain	(3)

ENGLISH AND WORLD LITERATURES MINOR

21 Credits

ENG 115 Literary Analysis I	3
ENG 120 Literary Analysis II	3
ENG 207 Literary Research Seminar	3

Two Anglo-American Based Courses

6

(See degree requirements for major listed above.)

One World Literature Course

3

(See degree requirements for major listed above.)

One Elective in English, French, or Spanish Literature, Language, or Culture

3

(See degree requirements for major listed above.)

English and World Literatures

CREATIVE WRITING MINOR

18 Credits

See Creative Writing Program

COOPERATIVE PROGRAMS

Joint Program in Publishing with Pace University

Students can complete their undergraduate degree at MMC while beginning a Master of Science in Publishing degree at Pace University. Eligibility requirements: This program is open to students who have reached their junior year, are majoring either in English, Humanities, Business Management or Communication Arts, and who have an overall GPA of 3.0 and a major GPA of 3.2. For more information, contact Dr. Cecilia Feilla.

ENGLISH AND WORLD LITERATURES COURSES (ENG)

110. Story, Play and Film

This course is designed to help students develop the skills necessary to understand and enjoy short stories, novels and narrative poems, and the theatrical and cinematic presentation of story. It will include the study of at least one work of narrative fiction in its original and dramatized forms and the analysis of several theatre and film productions. Not open to students who have completed WRIT 101, ENG 115 or ENG 125. Corequisite: CAA 099, if required (3).

115. Literary Analysis I

This course examines a range of short fiction, short lyric poetry, and drama in relation to several critical approaches to interpreting literature. Working from a foundation in close readings of the texts, students will discover how additional critical perspectives enhance their understanding of the texts. Corequisite: WRIT 101 (3).

120. Literary Analysis II

This course builds on and extends the work of Literary Analysis I to include novels and longer, more complex poetry. Additional critical approaches that have emerged since the 1960s will strengthen students' ability to discuss and write about literature through a broader cultural lens. Prerequisite: ENG 115 & WRIT 101 (3).

125. The Literary Imagination

This course is designed to introduce students to the power of the literary imagination. We will explore how authors exercise their imaginations to communicate their ideas in several literary genres, including poetry, drama, and fiction. Students will learn and practice the skills of close reading, thorough discussion and analytical writing about literature. By the end of this course, students will have studied a range of literature, had opportunities to engage in oral and written analysis of literature, and had the opportunity to appreciate the unique perspective that authors enjoy as they exercise the literary imagination. (3)

201. Introduction to Creative Writing I

(See Creative Writing for Description)

203. Administrative Writing

(Same as BUS 203/COMM 214)

This course provides experience in writing clear, concise business correspondence, researching and analyzing data, and constructing reports. Specific tasks will include writing business letters, memoranda, proposals, instructions, procedures, policy statements, a technical presentation and a grant application. Students will work on such problems as editing, getting approvals, "ghost" writing and reviewing of correspondence. Non-audit. Prerequisite: WRIT 102 (3).

205. Introduction to Creative Writing II

(See Creative Writing for Description)

207. Literary Research Seminar

This course is designed to bridge the current gap between skills acquired by students in their core curriculum freshman writing seminars (WRIT 101 and 102) and the advanced writing and research skills expected of our majors in upper-level English classes. In this course, students will develop and refine their academic writing and research while getting to know the field of literary study. The seminar format of the class will provide an opportunity for hands-on work with primary and secondary texts, as well as the development of a sustained academic research project. Prerequisite: ENG 120 & WRIT 102 (3).

210. The Modern British and Irish Short Story

This course will study a representative selection of English, Irish, Scottish and Welsh short stories, as they reflect their diverse cultures in the 20th century. Particular attention will be paid to writers whose major achievement is in the short narrative form, such as Rudyard Kipling, Katherine Mansfield, Frank O'Connor, Sean O'Faolain, Mary Lavin, and Rhys Davies. Prerequisite: WRIT 101 (3).

211. Children's Literature

Literature for children in the genres of picture books, traditional stories, modern fiction, poetry, plays, biography, and general nonfiction will be examined, with particular emphasis on the nature and uses of narrative. Students will explore children's literature collections in local public libraries and will consider the books appropriate for a child's development and their literary quality. Recommended to all students, and especially to those working with children as parents, teachers, and community workers. Prerequisite: WRIT 101 (3).

215. Social Issues in Literature

(Same as SOC 215)

In this course, students explore how literature can function as a vehicle for addressing various social issues. Students will read literary texts that explore particular social issues and consider what these texts contribute to ongoing social questions and debates. At the same time, students will employ a range of sociological models and concepts to enhance their understanding of these literary texts. Sections of this course may focus on one particular social issue (for example, disability, religion, human rights, the environment) or may explore the intersections between several issues (for example, the intersections of race, class, and gender.) Prerequisite: WRIT 101 (3).

220. The Short Play

(Same as THTR 220; See Theatre Arts for Description)

In the hands of such writers as Edward Albee, Eugene Ionesco, Samuel Beckett, Vaclav Havel, and Harold Pinter, the one-act play has become a major form of dramatic expression. This course will explore a selection of both recent and older short plays with emphasis on their potential for performance. Corequisite: WRIT 101 (3).

English and World Literatures

ENGLISH AND WORLD LITERATURES COURSES (ENG)

223. Woman as Writer, Subject, and Audience

This course will study several representative works of literature written by, about, and for women, emphasizing the societal forces upon women and role of literature in both accepting and challenging roles and options for women. Works by authors such as Charlotte Bronte, Virginia Woolf, Harriet Jacobs, and Jean Rhys may be included. Corequisite: WRIT 101 (3).

233. The Modern American Short Story

This course studies the short story in the social and cultural context of the United States during the twentieth century. Special attention will be given to Faulkner and Hemingway and such recent writers as Baldwin, Flannery O'Connor, Bellow, Malamud, and Tillie Olsen. The unique development of the short story as a narrative form, the growth of regional and ethnic consciousness, and emergence of alienated heroes and antiheroes are some of the topics. Corequisite: WRIT 101 (3).

276. African-American Authors

This course will be a study of the development of African-American literature beginning with the period of slavery and continuing through the present. Authors studied may include Harriet Jacobs, Jean Toomer, Ralph Ellison, Richard Wright, Paule Marshall, Alice Walker, and Toni Morrison. Corequisite: WRIT 101 (3).

278. Essay and Editorial Writing

This course is designed to provide students with the opportunity to develop their writing abilities in description, persuasion and analysis. Students will also become familiar, through their readings, with the range of stylistic devices available to them. Prerequisite: WRIT 101 (3).

290. Ethnic Literature

This course introduces students to a broad range of texts written by writers who engage with issues around ethnic identity. We will read these texts in their historical and cultural contexts in order to understand some of the issues and challenges that have confronted these writers and their communities at various historical moments. Specific authors will vary each semester; however, the course will explore issues of ethnicity across a broad national and cultural spectrum. Prerequisite: WRIT 101 (3).

292. Gay and Lesbian Literature

This course introduces students to a broad range of texts written by gay and lesbian writers. We will read these texts in their historical and cultural contexts in order to understand some of the issues and challenges that have confronted gays and lesbians at various historical moments. Authors may include: E.M. Forster, Radclyffe Hall, Rita Mae Brown, James Baldwin, Djuna Barnes, Jeanette Winterson, Gore Vidal, among others. Prerequisite: WRIT 101 (3).

301. Romantic Literature

This course explores the development of English literature from 1780 to 1830 exclusive of drama and prose fiction. Emphasis is placed on the major poems of Wordsworth, Coleridge, Byron, Shelley, and Keats, their individual characteristics, and the intensely subjective nature of this revolutionary era. Prerequisite: WRIT 102 & ENG 115 or 125 (3).

302. Literary Criticism and Theory Seminar

This course provides students with the opportunity to study two major issues in literary criticism and theory. Building on the foundation in theory and criticism that students learned in Literary Analysis 1 and 2, this course will explore two different theoretical approaches in depth and apply them to literary texts. Different theoretical methodologies and topics will be offered in any particular semester. Prerequisite: WRIT 102 & ENG 207 (3).

303. Victorian Literature

The Victorian Age, alternately described as sentimental, smug, and prudish, or as delightfully nostalgic and charming, was in fact one of intense conflicts, social, philosophical, and artistic. The development of English literature between 1830 and 1900, exclusive of prose fiction and drama, is treated in this course focusing on the determination of Victorian writers to search for meaning in the midst of chaos. Emphasis is placed on the poetry of Tennyson, Browning, Hardy, and Hopkins and on the prose of Carlyle, Newman, Arnold, and Pater. Prerequisite: WRIT 102; ENG 115 or 125 (3).

304. Arthurian Literature

This course will examine the reality, literature and mythology of the great English King Arthur from his earliest appearance in Welsh texts and the lengthy redactions in the texts of Thomas Malory and Chretien de Troyes, through to his re-appropriation by the Victorian writers and artists and finally his use in modern day fantasy literature and film. Prerequisites: WRIT 102; ENG 115 or 125 (3).

305. Renaissance Literature

This course explores the development of English literature from 1560 to 1660, an astonishing era of self-discovery, self-dramatization, and self-doubt. Emphasis will be on the poems of Sidney, Spenser, Shakespeare, Donne, Jonson, Herbert, Marvell, and Milton, and the prose of Bacon and Browne. Prerequisites: WRIT 102 & ENG 115 or 125 (3).

306. Chaucer

This course will examine the "father of English literature," Geoffrey Chaucer, who is among the first and finest to write in an English dialect rather than the preferred French. Over the course of the semester we will read Chaucer's *Troilus and Criseyde*, considered by many to be the first novel written in English, some of his poetry, and most of his seminal work – *The Canterbury Tales*. We will read these texts in their original Middle English. Prerequisites: WRIT 102; ENG 115 or 125 (3).

307. Restoration and Eighteenth-Century Literature

This course offers an exploration of selected writers of Restoration and Eighteenth-Century Britain, from Aphra Behn and John Dryden, through Pope, Lady Montagu, Swift, Fielding, and Johnson, with focus on the many purposes, genres, and styles that characterize the era. The aim is for students to develop an understanding and enjoyment of some of the major works of the eighteenth century while also examining the links between the literature and the complex intellectual, social, and cultural changes of the age, including: the beginnings of the modern novel, the flourishing of satire and wit, the emergence of forms of popular culture and media, the rise of the woman author, and the growing interest in nature, the imagination, and sensibility. Prerequisites: WRIT 102 & ENG 115 or 125 (3).

English and World Literatures

ENGLISH AND WORLD LITERATURES COURSES (ENG)

311. Shakespeare

(Same as THTR 311)

Shakespeare's work is explored in the context of the Elizabethan culture and theatre. A study of selected histories, comedies, romances, and tragedies will reveal how Shakespeare gave dramatic expression to his understanding of human experience. Prerequisites: WRIT 102 & ENG 115, THTR 215 or ENG 125 (3).

312. The Bible as Literature

(Same as RS 312; see course description under Philosophy & Religious Studies.)

316. British Drama and Theatre

(Same as THTR 316)

Beginning with a brief look at its medieval origins, this course will study a selection from the Elizabethan plays of Shakespeare's contemporaries (e.g. Marlowe, Jonson, Webster, Middleton) examples of the "comedy of manners" in the Restoration and Eighteenth Century, and several modern and contemporary works by such playwrights as Shaw, O'Casey, Pinter and Churchill. Prerequisites: WRIT 102 & ENG 115, 125 or THTR 230-231 (3).

318. Religion and Literature

(Same as RS 318; see course description under Philosophy & Religious Studies.)

319. Drama and Theatre in the United States

(Same as THTR 319; see course description under Theatre Arts.)

320. The English Novel

Since its development in the Eighteenth Century, the novel has been the most popular form of imaginative literature. This course will study a selection of major English novels from the works of Defoe, Fielding, Richardson, Austen, the Brontës, Dickens, Eliot, Hardy, Conrad, and Joyce. Prerequisite: WRIT 102; ENG 115 or 125 (3).

322. Literature & Human Rights

In this course, literature is recognized as an essential vehicle for exposing human rights abuses, holding those responsible for them accountable, and promoting change. The course offers students the opportunity to understand the rich history of human rights as a philosophical concept and political objective, to examine theoretical frameworks for linking human rights and literary studies, and to apply this knowledge to an analysis of several novels and books of poetry. Prerequisites: WRIT 102. (3)

328. Special Topics in Film and Literature

(Same as COMM 328; see course description under Communication Arts.)

331. American Romanticism

American literature emerges as a unique national literature between 1800 and 1865 when writers deal with issues confronting the growing United States – nationalism, abolition of slavery, women's rights, Native American rights. This course will explore how these cultural issues are worked out in literature through the writings of authors such as Catherine Sedgwick, Ralph Waldo Emerson, Henry David Thoreau, Edgar Allan Poe, Nathaniel Hawthorne, Herman Melville and Frederick Douglass. Prerequisites: WRIT 102 & ENG 115 or 125 (3).

332. American Realism

This course explores the development and diversity of American literature from 1865 to 1914. Writers investigated post Civil War society with a critical eye, the rapid growth of industrialism creating a complex and often harsh environment in which few could realize the promise of the American dream. Struggle for survival and meaning affected all social classes. Writers from all over the U.S. addressed these issues, introducing the American reading public to regional settings and cultural conditions vastly different from their own. Texts may include works by writers such as Walt Whitman, Emily Dickinson, Rebecca Harding Davis, Mark Twain, Kate Chopin, Mary W. Freeman, Henry James, Theodore Dreiser and Edith Wharton. Prerequisites: WRIT 102 & ENG 115 or 125 (3).

346. Intermediate Creative Writing

(See Creative Writing for Description)

353. Modern European Fiction

This course will study a representative selection of 19th and 20th century European novels and stories. Such authors as Stendhal, Dostoyevsky, Flaubert, Kafka, Proust, and Mann will be included. Prerequisites: WRIT 102 & ENG 115 or 125 (3).

357. Psychological Portraits in Literature

(Same as PSYCH 357)

This course examines how writers use psychological insight to develop characters and how, as Jung realized, imaginative literature frequently provides psychological insight into human behavior prior to scientific formulation. These portraits will be related to current psychological theories and research. Writers from the Greeks to the present will be included, including readings from major psychological works. Prerequisites: WRIT 102 & PSYCH 101 or 102 (3).

359. Recent World Literature in English

The vitality of English language literature in the latter half of the 20th century is nowhere more evident than in England's former colonies. From India to Nigeria, South Africa to Australia, and Jamaica to Canada the literature of these peoples and nations represents a collective determination of these diverse cultures to shape their identities socially, politically, and artistically. Noteworthy stories, novels, poems, and plays by such writers as Narayan, Naipaul, Achebe, Gordimer, Walcott and Davies will be explored within these contexts. Prerequisite: WRIT 102 & ENG 115 or 125 (3).

380. Recent Fiction

Fiction, since the 1960s, grapples with issues of identity and meaning as the individual questions traditional assumptions about the self and society. Technology, commercialism, and violence threaten family, cultural, and philosophical values, and challenge the ability of narrative and language itself to communicate meaningful experience. Readings will be selected from fiction in English, mostly, and will include works by such writers as John Barth, Marguerite Duras, R. Carver, Anne Tyler, Doris Lessing, Roland Barthes, Toni Morrison, M. Kundera, J.M. Coetzee, and Janet Frame. Prerequisite: WRIT 102 & ENG 115 or 125 (3).

381. Classical Drama and Theatre

(Same as THTR 381)

This course will explore the origins and development of ancient Greek and Roman drama and theatre with an emphasis on the plays of Aeschylus, Sophocles, Euripides, and Aristophanes. Some attention will be given to the influence of the classical drama on subsequent periods of theatre history. Prerequisites: WRIT 102 & ENG 115, 125 or THTR 215 (3).

English and World Literatures

ENGLISH AND WORLD LITERATURES COURSES (ENG)

382. Classical Literature

The major authors of ancient Greece and Rome have constantly influenced subsequent Western literature and thought, and they retain their imaginative vitality today. This course will study the epics of Homer, Virgil and Ovid; the development of tragedy in Aeschylus, Sophocles, and Euripides; the comedy of Aristophanes; the lyric poetry of Sappho, Alcaeus, Catullus, Horace and Ovid; and the verse essays and satires of Lucretius, Horace, and Juvenal. This course will study the literature in translation. Prerequisite: WRIT 102 & ENG 115 or 125 (3).

383. Medieval Literature

The Middle Ages in Europe marked an extraordinary flourishing of diverse cultures within the unity of Christendom. This course will explore the literary expressions of that diversity and that unity by studying a group of major heroic and romantic narratives, e.g., *The Gododdin*, *The Cattle Raid of Cooley*, *The Mabinogion*, *Njal's Saga*, *The Niebelungenlied*, *The Song of Roland*, Gottfried von Strasburg's *Tristan*, Wolfram von Eschenbach's *Parzival*, Arthurian romances and Dante's *Divine Comedy*. The course will also treat a selection of lyric poems from Ireland, Wales, France, Germany, Italy, Spain and England. This course will study the literature in translation. Prerequisites: WRIT 102 & ENG 115 or 125 (3).

390. Special Topics in English

This course gives the advanced student an opportunity to study aspects of literature not ordinarily covered in other courses. These may include interdisciplinary approaches to literature, critical theory, performance study, travel study. Specific topics will vary each semester. [This course may be repeated once for a total of 6 credits, but the topic may not be repeated.] Prerequisite: WRIT 102 & ENG 115 or 125 or permission of department (3).

391. Special Topics in Creative Writing

(See Creative Writing for Description)

413. Modern British Authors: 1900-1950

This course explores the diversity and range of British poetry as well as the development of the British novel in the first half of the twentieth century. The poetry of Yeats, Eliot and Auden will be emphasized. Representative works of such novelists as D.H. Lawrence, Conrad, Joyce and Virginia Woolf will also be studied. Prerequisites: WRIT 102; ENG 115 or 125 (3).

415. Modern American Authors

This course investigates the development of American poetry and fiction in the first half of the twentieth century, examining the literary response – both in content and style – to societal upheavals such as World War I and World War II, radical politics and racial issues. Texts may include works by H.D., T.S. Eliot, William Faulkner, F. Scott Fitzgerald, Robert Frost, Ernest Hemingway, Ann Petry, Gertrude Stein, Wallace Stevens, Jean Toomer and William Carlos Williams. Prerequisite: WRIT 102; ENG 115 or 125 (3).

420. Senior Seminar in Literary Studies

This capstone seminar provides students the opportunity to study in depth major issues in literary studies and to engage in advanced research methodologies. Topics and theoretical methodologies studied will vary by semester. Students will produce a senior thesis in which they use a specific theoretical approach to analyze texts. Open to senior English majors only, or by permission of the department. Prerequisites: ENG 302 (3).

421. Internship in Library Service

The purpose of this internship is to introduce students to contemporary practices in academic libraries by providing the opportunity for them to work with the College's professional librarians. Students will be exposed to the reference and research collections, the use of video and other non-print materials, the application of computer technologies to library work, the preparation of aids for the teaching of library skills, and the like, depending on their particular interest. Libraries are changing rapidly today in order to be better able to deal with the "information explosion" and students will be able to learn about their structure, function, and services. Readings, practical exercises, bibliographical research, and computerized retrieval of information will be expected. Prerequisites: WRIT 102 and permission of the Librarian (3).

Workshops in Writing:

441. Workshop in Writing Poetry

442. Workshop in Writing Fiction

443. Workshop in Writing Creative Nonfiction (See Creative Writing for Description)

Additional Learning Opportunities

In addition to the courses listed above, students can meet degree requirements in English through the following methods of study: Independent Study, which allows the experienced student with high academic standing to design an individual project with a faculty mentor; Directed Study, which enables faculty members to develop courses in an academic area of special interest to them and their students but that is not included in the departmental course offerings; Research, in which an individual or group of students may engage in a research project under the direction of a faculty member; Internships, which provide students with opportunities to receive practical training and hands on work experience in an area of interest; Study Abroad, which offers students opportunities to study at colleges and universities in other parts of the world; Prior Learning Assessment, a process through which students can gain credit for learning acquired through their professional, non-college experience. Students interested in taking advantage of any of these additional learning opportunities should begin by reading more about them in the curriculum section of this catalogue and by talking with their academic advisor.

297/397/497. Research

298/398/498. Directed Study

299/399/499. Independent Study/Internship

Environmental Studies

Determining whether environmental problems exist, understanding their complexity, and creating and carrying out solutions to them requires reflection, creativity, and action; therefore, an effective environmental education generates thinkers who can do as well as doers who can think. To this end, the Environmental Studies Minor aims to provide students with a broad background in environmental issues from the perspective of multiple disciplines. Embracing disciplines across the curriculum, Environmental Studies courses are taught by faculty from various departments in the College. In this interdisciplinary minor, students, with the guidance of faculty advisors and the Environmental Studies faculty, have a degree of freedom to explore topics which best

fit with their overall program of study. Students who complete a minor in Environmental Studies will have acquired:

- A basic scientific understanding of the natural world and its connection to human societies and individuals;
- An awareness of social, political, cultural and ethical issues related to the environment;
- Problem solving skills in topics of local, regional and global importance; and
- An appreciation for the importance of multiple perspectives in understanding environmental issues.

Program Faculty:

Faculty from various departments across the College teach courses in the Environmental Studies Minor.

Kelsey Jordahl

Coordinator of Environmental Studies Program
Assistant Professor of Physics
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Ph.D., Massachusetts Institute of Technology/Woods Hole
Oceanographic Institution
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Carrie-Ann Biondi

Assistant Professor of Philosophy
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M.A. & Ph.D., Bowling Green State University
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Richard Garrett

Associate Professor of Economics
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Ph.D., New School University
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Judith Garrison Hanks

Associate Professor of Biology
B.S., The City College of CUNY
M.A., Lehman College, CUNY
Ph.D., CUNY/New York Botanical Garden
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Alessandra Leri

Assistant Professor of Chemistry and Environmental Science
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Linda Solomon

Professor of Psychology
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ENVIRONMENTAL STUDIES MINOR

18 Credits

Required Course:

GS 183 Environmental Science 3

Students must take a minimum of 15 credits from the following:

GS 170 General Geology	(3)	COR.B 300 Environmental Science from an	
IS 207 World Geography	(3)	Ethical Perspective	(3)
PHIL 306 Environmental Ethics	(3)	COR.B 300 The Environment: A Multidisciplinary Approach	(3)
PSYCH 361 Environmental Psychology	(3)	COR.B 300 Natural Disasters and the Environment	(3)
BIOL 392 Ecology	(3)	COR.B 300 Energy and Climate Change	(3)

French

The beauty of the French language has captured the fascination of other cultures and maintained a significant role throughout the ages. At MMC, we recognize that French is an increasingly influential vehicle for diplomacy. It is one of the five official languages of the United Nations, and it is designated as the official or co-official language of 29 countries in Europe, Africa, and the Americas. We offer you a challenging and exciting exploration of the French language and culture.

To meet our students' needs, the French department offers a variety of courses which provide:

- 1) Basic language instruction to develop listening, speaking, reading and writing proficiencies;
- 2) A study of cultural developments in France and the Francophone world;

- 3) An understanding of literature, music, film, and the arts in historical and contemporary contexts;
- 4) Global awareness as a member of a multilingual multicultural community at home and abroad;
- 5) Opportunities to study or volunteer in a French-speaking country.

Students who become proficient in French prepare for a variety of entry-level positions in international business, government, schools, museums and galleries. Recent alumnae include corporate executives, scholars, teachers, curators, translators, interpreters, and diplomats.

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Division Chairperson: Peter Naccarato, Ph.D.
Division Administrative Secretary: Eleanor Bazzini
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Division Office: Main 517
Phone: 212-517-0641

Department: Literature and Language
Department Chairperson: Martha L. Sledge, Ph.D.
Phone: 212-517-0602

Department Faculty:

Julie Ann Huntington

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 M.A., Vanderbilt University
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Carmen Coll

Professor Emeritus of French
 Officier des Palmes Academiques Licence-es-Lettres, University of Nancy
 Maitrise, Sorbonne University
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FRENCH MINOR**18 Credits****For students with no previous French:**

FREN 101 Elementary French I	3
FREN 102 Elementary French II	3
FREN 201 Intermediate French I	3
FREN 202 Intermediate French II	3
FREN 309 Advanced Grammar and Composition	3
FREN Elective	3

Explication de Textes	3
FREN 309 Advanced Grammar and Composition	3
FREN Electives	6

For students with the equivalent of FREN 101-102:

FREN 201 Intermediate French I	3
FREN 202 Intermediate French II	3
FREN 310 French Conversation or FREN 303	

For students with the equivalent of FREN 201-202:

FREN 303 Explication de Textes	3
FREN 301 French Translation or FREN 305 French Phonetics and Conversation	3
FREN 309 Advanced Grammar and Composition	3
FREN 310 French Conversation	3
FREN Electives	6

French

FRENCH COURSES (FREN)

101. Elementary French I

A direct and immediate involvement with the living language is the fundamental aim of the course. Emphasis is placed on understanding and speaking in order to develop a basic knowledge of French. Student participation is vital since this course involves much oral work carried out through interaction among students. Grammatical principles will be introduced through texts relating various aspects of French life. Poems and current events from magazines will be used along with topical readings to help develop a feeling for French. Not open to students who have completed FREN 113 (3).

102. Elementary French II

This course is a continuation of Elementary French I. Prerequisite: FREN 101 or permission of department (3).

113. Elementary French - Intensive Course

The development of a strong, workable knowledge of spoken and written contemporary French in a minimum amount of time is the object of this course. Emphasis is placed on direct and continued student participation. Grammar structures, vocabulary, idioms, and pronunciation patterns are presented within a natural context. Not open to students who have completed FREN 101-102 (6).

201. Intermediate French I

The purpose of this course is to strengthen and expand the student's familiarity with the language as an oral and written instrument of communication. Contemporary stories, grammar, and short poems will emphasize modern idiomatic expressions. Students may begin their study of French at the intermediate level only with permission of the Instructor. Not open to students who have completed FREN 213. Prerequisite: FREN 101-102 or permission of department (3).

202. Intermediate French II

This course is a continuation of Intermediate French I. Prerequisite: FREN 201 or permission of department (3).

223. Study in France or Canada

The course consists in visiting various important cultural centers in France or Canada and writing a paper on related topics in literature, history, art, etc. Lectures, discussions, seminars are conducted by the College faculty and scholars in the country visited. Travel related fees are the responsibility of the student. Prerequisite: Moderate fluency in French [Offered: Summer (3).

301. French Translation

Course stresses translation of texts concerning business, politics, science, journalism, literature, and other fields, with emphasis on modern usage of French and English. Prerequisite: FREN 303 (3).

303. Explication de Textes

This course explores French and Francophone texts with a particular emphasis on the relationship between form and meaning. Through careful analysis of historical, political, and social contexts, we will consider questions of French and Francophone identities throughout the ages. Prerequisite: FREN 201-202 or equivalent (3).

305. French Phonetics and Conversation

Course studies the sound system of French, its proper pronunciation and intonation, with reading and taping. Students will be given the opportunity to practice those sounds during conversations centered on a theme. Prerequisite: FREN 201-202 or equivalent (3).

309. Advanced Grammar and Composition

This course involves an intensive review of French grammatical structure to prepare students to understand and translate correctly literary and non-literary texts. It will also provide extensive practice in writing original compositions. Prerequisite: FREN 201-202 or equivalent (3).

310. French Conversation

This course develops the student's conversational ability with stress on idiomatic expressions and stylistic usage. Students will participate in debates and free exchange of opinions on contemporary topics. Prerequisite: FREN 201-202 or equivalent (3).

315 French and Francophone Cinema

In this course, we will explore the social and cultural implications of film through the analysis of the history, aesthetics, languages, themes and perspectives presented in French and Francophone cinema. Areas of discussion and inquiry include examinations of the impact of the invention of cinema, surrealism and the avant-garde, World War II and the Occupation, the nouvelle vague, global feminisms, sexual orientations and identities, colonialism, and immigration as viewed on the big screen by audiences in France and around the world. Films will be screened in the original version with subtitles. Course readings and discussions will be conducted in English. Prerequisite: WRIT 102 (3).

413. Caribbean Francophone Literature

This course explores dimensions of Caribbean, Antillean, Creolephone and Francophone identities in folklore, films, novels, music and media in present and historical contexts. In our readings and discussions, we will consider the problematic legacies of slavery & colonization, the impact of language practices & policies, political & economic systems, and migration & immigration as they relate to contemporary identity configurations in Guadeloupe, Guyane, Haiti & Martinique as well as in the US and in France. (3)

325. French for Business

This course offers the opportunity to develop French speaking and writing skills. It emphasizes basic vocabulary, idioms, speech structures and writing styles used in business. Prerequisite: FREN 201-202 or equivalent (3).

326. Contemporary France: Social, Political and Economic Perspectives

(Same as HIST/IS 326)

Course is designed to expose students to French politics, society and culture. Emphasis will be placed on the economic development of France: its present and future socioeconomic situation, its position in the European Economic Community and the legislative impact in Europe of opening national borders. Geographical aspects and historical background will serve as a 'toile de fond' to enhance the focus on contemporary civilization. (This course will be taught in English.) Prerequisite: WRIT 102 (3).

FRENCH COURSES (FREN)

403. 17th Century French Literature

This course explores the social, political and psychological complexity of French literature in the 17th century. Such outstanding authors as Moliere, Racine, Corneille, La Rochefoucauld, and Mme. de Sevigne will be examined. (This course will be taught in English.) Prerequisite: WRIT 102 (3).

409. The French Short Story

Course has two objectives: develop skills in reading, writing, and speaking in order to encourage students to express their own ideas spontaneously; to introduce a special form of French literature, presenting the origin and development of the French short story from the seventeenth century to modern times. Works by the most outstanding writers from La Fontaine to Sartre will be examined. Prerequisite: Some knowledge of French (3).

- 297/397/497. Research
- 298/398/498. Directed Study
- 299/399/499. Independent Study/Internship

The following courses have been offered in the past and may be offered in the future in response to student need.

- 213. Intermediate French-Intensive Course
- 304. French Literature in the Middle Ages and Renaissance
- 405. 18th-Century French Literature
- 407. 19th-Century French Prose
- 411. Seminar on Existentialism and Theatre of the Absurd (Taught in English)

Gender and Sexuality Studies

Gender and Sexuality Studies is an interdisciplinary minor that prepares the student for the analysis of sexual and gendered phenomena. The Gender and Sexuality Studies minor is organized around the idea that systems of sex and gender, as well as the individual experience and expression of them, are historically contingent structures, the study of which must take into account relevant forms of social difference, including, but not limited to, race, class, and nationality. Utilizing feminist and social constructivist approaches, the Gender and Sexuality

Studies minor allows the student to study the impact of social, cultural, political and economic organization on the production and experience of systems of sex and gender. The internal logic of the minor requires that students progress from required core courses at the 200- level to more specialized, discipline specific courses at the 300- and 400-levels. Students from any major may pursue the Gender and Sexuality Studies minor. However, students may not count more than one course toward both their major and their minor requirements.

Program Faculty:

Faculty from various departments across the College teach courses in the Gender and Sexuality Studies Minor.

Kathleen LeBesco

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GENDER AND SEXUALITY STUDIES MINOR

18 Credits

Required Courses:

GSS 210 Gender Studies	3
GSS 250 Sexuality Studies	3

PSYCH 311 Psychology of Women	(3)
PHIL 314 Women Philosophers of the Past	(3)
PSYCH 319 Human Sexuality	(3)
GSS 350 Special Topics in Gender and Sexuality Studies	(3)
IS 334 Gender and Development	(3)
ART 345 An Issue of Identity: Images by Women Artists from 1970 to Present	(3)
HIST 356 Black Women in American History	(3)
SOC 356 Women and Work: Research Seminar	(3)
SPAN 357 Hispanic Women Writers	(3)
SOC 360 Queer Theory	(3)
HIST 372 Women and Family in Chinese History	(3)
COMM 391 Gender, Sexuality and Media	(3)
PHIL 408 Feminist Theories	(3)
Or any COR 300 course of appropriate thematic content.	

Students must take a minimum of four courses from the following at least three of which must be at the 300-level or above.

SOC 213 Women, Society and Culture	(3)
ENG 223 Woman as Writer, Subject and Audience	(3)
SOC 245 Stonewall: The Gay Liberation Movement	(3)
PHIL 268 Women, War and Peace	(3)
ENG 292 Gay and Lesbian Literature	(3)
RS 301 Spirituality of Women:	
An Autobiographical Approach Seminar	(3)
HIST 308 Women and Gender in Modern Europe	(3)

Gender and Sexuality Studies

GENDER AND SEXUALITY STUDIES COURSES (GSS)

210. Gender Studies

This interdisciplinary course will provide an overview of the key texts, topics, debates, and politics that inform the field of gender studies. Course instruction involves readings, lectures, media clips, and discussion, as well as student assignments. Topics include the debate between nature versus nurture, intersections of race, ethnicity, nationality, class gender, and sexuality, and social institutions such as family, education, work, and sport. We will pay particular attention to the connection between social structure and human agency -- how people's lived experiences are both shaped by social forces and reshaped through human action. Prerequisite: WRIT 101 (3).

250. Sexuality Studies

The main premise to be studied in this course is that human sexuality is not a given of nature but the product of myriad social and political forces. This course does not negate the biological aspects of the human sexual response, but does argue that the pleasures of the body in any given culture and/or moment in history are facilitated and constrained by the legal, medical and ethical systems that characterize that particular moment in space and time. Utilizing a social constructionist, historically radical, and global approach, this course will allow the student to analyze the impact of political economic, cultural, and social arrangements on the systematization of our sexual and other erotic experiences. Of particular interest in this intellectual journey will be the intersection of matters of sex and eroticism with concerns regarding race, gender, class, and nation, among others. As suggested above, this course will utilize knowledge from a variety of disciplines, including, but not limited to history, sociology, anthropology, economics, literature, and philosophy. Prerequisite: WRIT 101 (3).

350. Special Topics in Gender and Sexuality Studies

Course may vary from semester to semester, but will focus on a single topic of current or historical interest in the field of gender and sexuality studies. Examples: *Conflict and Gender*; *European Feminisms*; *Feminist Methodology*; *Gender, Popular Culture and the 1950s*; *Mothers and Daughters*; *Women and Poverty*; *Women of the Middle East*; *Black Women's Narrative from Slavery to the Harlem Renaissance*; *Asian American Women and Labor, Laws and Love*; *Contested Sexualities*; *Lesbian and Gay Sport Studies*; *Lesbianism in Multinational Reception*; *Scientific Perspectives on Sex and Gender*; *Trans-studies*; *Political Struggle and the "Gay Agenda"*; Queer Media Studies, etc. Students may repeat enrollment for credit, but may not repeat topics. Prerequisites: WRIT 102; GSS 210 or 250 (3).

General Science

General Science courses are taught by the Faculty of the Department of Natural Sciences and Mathematics. These courses are part of the departmental programs in Biology and the College's area requirements in the Natural Sciences.

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Program Faculty:

Faculty from various departments across the College teach General Science courses.

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General Science

GENERAL SCIENCES (GS)

105. Principles of Natural Science

This course provides an integrated introduction to the study of the natural sciences. The basic concepts of mechanics, heat, and sound are introduced as a background for exploration of the principles of interactions with matter. Topics include: levels of organization of matter, the evolution of the universe (physical, chemical, and biological), the chemical basis of life, the nature and function of cells, the fundamental forces in the universe, principles of energy, and genetics. Corequisites: WRIT 101 & MATH 109, if required (3).

106. Principles of Natural Science Laboratory

This companion laboratory course to Principles of Natural Science introduces the student to basic laboratory techniques and covers controlled experiments that illuminate fundamental concepts of the lecture course. Three-hour lab. Fee: \$45.00. Corequisite: GS 105 (2).

170. General Geology

An introduction to the study of the Earth, including its history and component systems. Students will explore topics in plate tectonics, physical geology, and the geological environment of New York City. Field trip required. Two-hour lecture. Two-hour lab. Fee \$45. Corequisites: WRIT 101 & MATH 113 or higher (3).

183. Environmental Science

This course presents a study of our planet with respect to its place in the universe, its origins and evolution. The course examines the earth as a complete environment system; the physical processes in or on earth (storms, earthquakes, continental drifts) that shape this environment; how human technology has been making this into a precarious habitat. Corequisites: WRIT 101 & MATH 113 or higher (3).

201. Introductory Astronomy

This is a survey course in astronomy and space exploration. Starting with a brief discussion of the significant historical events that shaped the ideas of modern astronomy, the course will examine the solar system, stars, pulsars, black holes and galaxies, the theories on the birth and death of stars, and the current thinking on the theories of cosmology. Demonstrations and audiovisuals are used to illustrate and explain some of the scientific principles underlying the discipline. Prerequisites: WRIT 101 & MATH 113 or higher (3).

202. An Introduction to Space Science

This is an introduction to the new field of space science. After a brief survey of the solar system, the stars and the physical universe, the course will explore the questions of the origin of life in space and on other planets; the physical and biological conditions necessary for the evolution of advanced organisms; the evolution and lifetimes of stellar civilizations; interstellar communications and space travel. Prerequisites: WRIT 101 & MATH 113 or higher (3).

239. Color and Light

This course explores the science behind color and light. It presupposes no previous study of science. It will examine the two seemingly opposed characteristics of light; that it behaves both like a wave and like a particle. The interactions of light surfaces will be explored, and the student will be introduced to Newton's experiments with mixing colors and other topics in optics. Applications of the science of color and light in painting, stage lighting, television and photography will be treated. Prerequisites: WRIT 101 & MATH 113 or higher (3).

250. Plagues and Humankind

This course will study the infectious diseases that have threatened humankind throughout the ages, as well as new agents of infection. Students will develop an intrinsic understanding of bacteria, viruses, prions, and protozoan parasites from the standpoint of transmission and virulence. The course will also provide an understanding of the treatment regimes as well as the dynamics of the process of co-evolution, a type of "dance" that occurs between parasite and host (prey). The organisms that have been responsible for "plagues" will be investigated in detail, as well as their effects on society. The newer members of the infectious disease assemblage will be studied to discern what mankind has learned from past experience, how modern society responds to the "unknown" and how the use of advanced tools of diagnosis and treatment contribute to or remove the factor of fear. Those organisms that have been "weaponized" for use in bioterrorism will be "deconstructed". Prerequisites: WRIT 101 & MATH 113 or higher (3).

277. Exploring the Physical World

Provides a broad perspective of the knowledge and insights that physics has afforded about our universe. Topics include matter in motion, electrical and magnetic phenomena and physical processes that shape our environment. May not be credited toward the major requirements for Biology, Chemistry or Mathematics. Prerequisites: WRIT 101 & MATH 113 or higher (3).

284. Introduction to Technology

This course introduces the student to the problem-solving approach typical of engineering. Students will use problem-solving techniques in case studies in communications technology, solar energy systems, medical technology, and nuclear waste disposal. Skills developed will be: critical thinking, decision-making, modeling, and probabilistic problem solving. Prerequisites: WRIT 101 & MATH 113 or higher (3).

287. The Computer, Science, and Society

Course covers the effects of computers and the cybernetic revolution on science, the individual, and society. Treats computer technology as the newest industrial revolution and examines the cultural changes it has caused and the fundamental problems being raised by computerization of society. Prerequisites: WRIT 101 & MATH 113 or higher (3).

340. Sociobiology

(Same as SOC 340)

The issue of "nature versus nurture" in the development of human behavior is still unresolved, although it is clear that both heredity and environment play important roles. This course will present the biological perspective (evolution, natural selection, heredity) as well as the sociological perspective (culture and socialization) on the major forces influencing human behavior. A critical analysis of the political implications of each perspective for understanding and responding to human behavior will be explored. Specific issues to be discussed include aggression, sex roles, intelligence, and the ethics of genetic engineering. Studies of twins reared apart will provide a basis for much of the discussion. Prerequisite: WRIT 102 (3).

345. Science and Civilization

Course will examine the history of humanity as a phenomenon in which natural science emerges as a human activity in each age, at a level appropriate to that age. Discussion will focus on science in its broadest human context, on how civilization and the scientific investigation of the natural world evolved and influenced one another. Prerequisite: WRIT 102 (3).

409. History and Philosophy of Science

(Same as PHIL 409; see course description under Philosophy and Religious Studies)

Hispanic Studies

Spanish is one of the world's most widely spoken languages. The social, political, literary and artistic influences of the countries where Spanish is spoken are evident due to increasing numbers of Spanish-speaking people in the United States. Latino communities are important in New York and other major centers, where Spanish has become the second language.

The Hispanic Studies curriculum offers a strong foundation in Spanish language and emphasizes the history of the socio-cultural changes taking place in Latin America, Spain and Hispanic communities in the United States. As students master the Spanish language, they may take relevant courses in literature, culture, international affairs, and history, some of which are offered in English and may fulfill requirements in other programs.

The Hispanic Studies Minor is an interdisciplinary program that draws upon the social sciences and humanities. Students are encouraged to master the Spanish language while learning about historical and current developments in the Spanish-speaking world. Students in the Hispanic Studies Minor may complete some of their coursework in study-abroad programs in Spanish-speaking countries. The Hispanic Studies Minor also encourages students to participate in internships in Hispanic business, cultural, and community organizations in the New York area.

Students who become fluent in Spanish are prepared for a variety of positions in international business, government, education, and community and cultural organizations that provide crucial services to our society. Recent alumnae include corporate executives, scholars, teachers, writers, researchers, translators, interpreters, social workers, and diplomats.

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Edna Aizenberg

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MINOR: HISPANIC STUDIES

18 Credits

For students with no previous Spanish:

SPAN 101 Elementary Spanish I	3
SPAN 102 Elementary Spanish II	3
SPAN 201 Intermediate Spanish I	3
SPAN 202 Intermediate Spanish II	3
SPAN 315 Hispanic Civilization	3
SPAN Elective	3

SPAN 313 Advanced Grammar, Composition and Translation I or SPAN 314 Advanced Grammar, Composition and Translation II	3
SPAN 315 Hispanic Civilization	3
SPAN Elective	3

For students with the equivalent of SPAN 101-102:

SPAN 201 Intermediate Spanish I	3
SPAN 202 Intermediate Spanish II	3
SPAN 207 Spanish Conversation	3

For students with the equivalent of SPAN 201-202:

SPAN 207 Spanish Conversation	3
SPAN 313 Advanced Grammar, Composition and Translation I or SPAN 314 Advanced Grammar, Composition and Translation II	3
SPAN 315 Hispanic Civilization	3
SPAN Electives	9

Hispanic Studies

HISPANIC STUDIES COURSES (SPAN)

101. Elementary Spanish I

This course provides an introduction to the Spanish language and Hispanic culture. Emphasis is placed on speaking, reading, and writing the language in order to master the fundamental skills. Not open to native Spanish speakers or to students with advanced preparation in Spanish. [Offered: F, S] (3).

102. Elementary Spanish II

Second semester Elementary Spanish. Not open to native Spanish speakers or students with advanced preparation. Prerequisite: SPAN 101 or permission of department [Offered: S] (3).

201. Intermediate Spanish I

Designed to develop strong conversational skills and a solid understanding of Spanish grammar, and syntax. Classroom activities will focus on oral work, writing, and readings in Hispanic culture. Prerequisite: SPAN 101-102 or permission of department [Offered: F] (3).

202. Intermediate Spanish II

Second semester Intermediate Spanish. Prerequisite: SPAN 201 or permission of department (3).

207. Spanish Conversation

Course develops the student's conversational ability to utilize the language through practice in real-life situations. Students will be encouraged to use the language through dialogues, discussions, debates & role-playing. Prerequisite: SPAN 101-102 or equivalent (3).

313-314. Advanced Grammar, Composition and Translation I/II

These courses review Spanish grammatical structure and idiomatic expression. They are helpful in perfecting oral expression, writing, and translation for the student who has native fluency in the language, as well as for the student who has completed Intermediate Spanish. Prerequisite: SPAN 201-202 or equivalent (6).

315. Hispanic Civilization

This course explores the multicultural civilization of the Hispanic world from its beginnings on the Iberian Peninsula to present-day Spain, Latin America and the United States. The course will employ literary texts, historical materials and films to explore the diverse ethnic and religious heritages of the Spanish-speaking peoples. Prerequisite: WRIT 102 (3).

316. Latino Literature

Latinos are among the most innovative novelists, poets, and playwrights on the contemporary US scene. Creating in an invigorating but often painful, contact zone between mainstream and minority cultures, they register issues of identity, ethnicity, bilingualism, and multiculturalism. Their work highlights many of the most important questions in today's American society, even as it incorporates Latin American cultural, linguistic, and literary modes. The course will examine writers of various Hispanic backgrounds, including Richard Rodriguez, Sandra Cisneros, Oscar Hijuelos, Gloria Anzaldúa, Julia Alvarez, Marjorie Agosin and others. Prerequisite: WRIT 102 (3).

324. Spanish for Business and International Affairs

This course offers the opportunity to develop Spanish speaking and writing skills. It emphasizes basic vocabulary, idioms, speech structures, and writing styles used in business and international relations. Prerequisite: SPAN 201-202 or the equivalent (3).

341. Survey of Spanish Literature I

The internationally recognized achievements of the literature of Spain through the Renaissance and the Baroque periods are studied through selections of outstanding works in prose, poetry and drama. Arabic, Catalan, Galician, Italian and French influences are discussed, as well as the effects of the Golden Age on the rest of Europe. Prerequisite: WRIT 102 (3).

342. Survey of Spanish Literature II

Romanticism and Realism in 19th century Spain are studied through representative works. The controversial Generation of '98 is discussed as well as the influence of the Nicaraguan poet, Ruben Dario; the international impact of Ortega y Gasset; Jimenez and Lorca; the decline of literature under the Franco regime; and current writing. Prerequisite: WRIT 102 (3).

343. Survey of Latin American Literature I: The Pre-Columbian Era to the Nineteenth Century

The course will focus on the formation of a Latin American cultural identity and on the subversion of colonial models of language and literature. Readings will include Native American materials, Afro-Hispanic poetry, and nineteenth-century fiction. Prerequisite: WRIT 102 (3).

344. Survey of Latin American Literature II: The Twentieth Century

The course will survey the literary production of this century, including realism and naturalism, poetic traditions, and masterpieces of contemporary magical realist, fantastic, and testimonial fiction. Recent works by younger writers, including U.S. Latino authors, will also be considered. Prerequisite: WRIT 102 (3).

347. Contemporary Latin American Fiction

Studies the development of the Contemporary Latin American fiction to the present. Juan Rulfo, Jorge Luis Borges, Laura Esquirel, Eduardo Mallea, Julio Cortazar, and Gabriel Garcia Marquez and others will be read. Prerequisite: WRIT 102 (3).

357. Hispanic Women Writers

The course will deal with the novels, short stories and poetry of women writers from the Spanish-speaking world. Among those to be studied are Mexico's Sister Juana Ines de la Cruz; the South Americans Gabriela Mistral, Maria Luisa Bombal and Isabel Allende; Spain's Carmen Martin Gaité; and the Puerto Ricans Nicholasa Mohr and Rosario Ferre. Readings, class discussions and assignments will be in English except for Spanish minors who will do the readings and assignments in Spanish. Prerequisite: WRIT 102 (3).

360. Revolution and Literature

(Same as HIST 360)

Sociopolitical concerns have always been important in Latin-American literature. This course will examine the interaction of history and fiction in writing from Mexico, the Caribbean and South America. Topics will include the literature of the Mexican Revolution, the novel of dictatorship, and the U.S. through Spanish-American eyes. Discussions, readings and assignments will be in English. Spanish minors will do readings and assignments in Spanish. Prerequisite: WRIT 102 (3).

Hispanic Studies

HISPANIC STUDIES COURSES (SPAN)

361. Voices from the Third World: The Novel in Latin America and Africa

This course will examine some fundamental issues in Third World literature through a comparative study of Latin American and African novels. Topics to be examined include the search for identity in the historical novel; women's concerns in patriarchal societies; and the challenge of creating new novelistic languages. Among the authors to be studied are Gabriel Garcia Marquez, Carlos Fuentes, Maria Luisa Bombal, Chinua Achebe, Mriama Ba, and Yambo Ouologuem. Reading, class discussions and assignments will be in English. Prerequisite: WRIT 102 (3).

416. Magical Realism: From Latin America to the World

Magical Realism, a provocative mix of realism and fantasy, is a literary mode associated with Latin American writers such as Gabriel Garcia Marquez and Isabel Allende. In recent years, it has expanded from Latin America to many other literatures and art forms, becoming an important part of contemporary cultural expression. This course will explore the origins and development of the mode and its current forms in world literature, film, and art. Major writers to be studied include Jorge Luis Borges, Garcia Marquez, Allende, Ben Okri, Salman Rushdie, Tahar ben Jelloun, and others. Prerequisite: WRIT 102 (3).

463. Seminar on Contemporary Authors

This course provides an in-depth study of select contemporary authors and their writings. Among the authors to be considered are Jorge Luis Borges, Guillermo Cabrera-Infonte and Gabriel Garcia Marquez. Prerequisite: WRIT 102 (3).

297/397/497. Research

298/398/498. Directed Study

299/399/499. Independent Study/Internship

The following courses have been offered in the past and may be offered in the future in response to student need.

113. Elementary Spanish-Intensive Course

213. Intermediate Spanish-Intensive Course

219. Contemporary Latin American

Political Thought

221. Travel Study to Spain

223. Travel Study to Latin America

336. Intercultural Relations: USA, Latin America and Spain

346. Contemporary Latin American Short Story

353. Survey of Contemporary Latin American Poetry

355. Contemporary Spanish Poetry

415. Hispanic Theatre: Latin America and Spain

423. Miguel de Cervantes

461. Seminar on the Novel

462. Seminar on Poetry

History

Historical inquiry expands our conception and understanding of what it is to be human. By studying peoples who lived in other times and cultures we encounter the limitations of our own perspectives and take membership in the entire complex human venture. The courses offered by the History department give students a sense of the past; an ability to think historically about both differences and continuities between past and present; an awareness of the social, cultural and institutional developments that produced our contemporary world; and an understanding of history as a distinctive discipline with its own critical and conceptual skills of inquiry, interpretation, and expression.

A major in History prepares students for a wide range of occupations and professions because of the breath of understanding it gives, and because it develops students' abilities to research issues, read sources critically and contextually, and express understanding in clear focused writing. Historical study is an excellent preparation for archival work; elementary-, secondary- and university-level teaching; work in government agencies, museums, and other kinds of private and public institutions; or, consulting agencies that specialize in developing historical contexts or analyzing historical issues. It provides excellent background or information gathering and interpretative work in all forms of media or public policy, and for the study and practice of law.

History majors at MMC work closely with individual faculty in building their programs. Majors take a minimum of 36 credits, including three credits in the Social Science Core – World Geography or the Social Science Core – Great Social Thinkers.

History requirements include 1) a thematic course that introduces students to historical inquiry as a process of source interpretation and narrative construction and a modern world history course emphasizing the twentieth century from a global perspective; 2) survey and thematic courses in European, American, and Asian history; and 3) an advanced seminar or independent research project resulting in a major research essay. The History faculty helps majors design their programs in light of their career aspirations. The faculty encourages students to study abroad in a region of particular interest, and/or to choose internships exploring possible career paths.

Learning Goals for the Major in History*

- Demonstrate understanding of the past gained through reading, writing, discussion and lectures;
- Demonstrate understanding of their society in context of diverse time frames and perspectives;
- Read and think critically, write and speak clearly and persuasively, and conduct research effectively;
- Demonstrate insight into human values in their own and other cultural traditions;
- Perform successfully at the graduate level in history, law, and other professions; and enter career demanding their knowledge, perspectives, and skills gained through studying history.

*Adapted from The AHA (American Historical Association) "Liberal Learning and the History Major"

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History

MAJOR: B.A. IN HISTORY (2005)

36 Credits

A History major consists of 36 credits of history and related discipline study. Certain courses taken outside the History department may count towards the major: consult with your History advisor for specific information. Credit toward the major will be awarded for a score of 4 or 5 on the Advanced Placement Examination in European or American History.

History Major Requirements:

HIST 213 Historical Themes	3
HIST/IS 218 Making of the Modern World	3
IS 207 World Geography or SOC 330 Great Social Thinkers	3
HIST 401 History Seminar or HIST 497 Independent Study	3

Electives in East Asian, European, United States History

Students are required to complete 6 History courses in the fields of East Asia, Europe, and the United States as follows:

one course from each field at the 100- or 200-level	9
one course from each field at the 300- or 400-level	9

Open History electives:

2 history courses may be taken from any area or period.

One course must be at the 300- or 400-level. 6

MINOR:

18 Credits

A History minor consists of 18 credits of history study. Specific program should be arranged in close collaboration with a History faculty advisor.

HIST 213 Historical Themes	3
HIST/IS 218 The Making of the Modern World	3
4 History electives, 2 at the 300-level or above	12

HISTORY COURSES (HIST)

101. The American Past I

This course, exploring the major events leading to the founding and development of the United States to 1877, is organized around historical and literary readings and lectures and class discussion. Among the topics covered are the Age of Discovery, the impact of the Spanish empire on American colonial development, the establishment of the thirteen colonies, the interaction of European, American, Native American, and African-American peoples, the American Revolution, the Civil War and Reconstruction. Corequisite: CAA 099, if required (3).

103. The American Past II

Beginning with the post-Reconstruction era and ending circa the 1980s, this course provides a study of why and how the United States evolved from a relatively insignificant agrarian nation to the world's major economic and political power. Among the topics to be explored are industrialization, the impact of immigration, urbanization, World Wars I and II, the impact of modernity, the Great Depression, Civil Rights, Vietnam and the beginning of the post-industrial age. Historical and literary texts, lectures and class discussion form the basis exploring these issues. Corequisite: CAA 099, if required (3).

209. English History to 1689

This survey will trace the major social and political developments of the diverse peoples of England from its original Breton inhabitants, through Roman and Saxon settlements, Viking invasion, and Norman Conquest, to its emergence as a nation with its unique cultural identity under the Plantagenets, Tudors, and Stuarts. Emphasis will be placed upon such institutions as monasticism, feudalism, legal and economic systems; such conflicts as those between Church and State, rival dynasties, warring religious groups, monarchs and Parliament; and such persons as Alfred, Beckett and Elizabeth I whose lives influenced these developments. Students will read selected historical sources as Bede's History, biographical and literary works. Prerequisite: WRIT 101 (3).

210. Modern Britain

This course will examine the history of Britain from the late 18th century to the present, with emphasis on the process and impact of modernization on Britain's economy, society, politics, culture and world position. Topics will include the working class experience in the Industrial Revolution, the Victorian ethos, political reform, England and Ireland, Imperialism, the wars of the 20th century. Prerequisite: WRIT 101 (3).

213. Historical Themes

This intensive reading, writing and discussion course introduces students to history as a form of inquiry and imaginative reconstruction through exploration of a specific topic. Students will gain experience in interpreting documents, constructing a coherent story from them, and evaluating contrasting interpretations of facts, and contextualizing such materials. Corequisite: WRIT 101 (3).

HISTORY COURSES (HIST)

215. Ancient Worlds: the Foundations of World Civilization

This course will first examine comparatively the formation and development of the earliest civilizations in the ancient Near East and Egypt, China, India, and the Mediterranean world from ca. 3000 BCE to 500 CE. It will then focus on the inter-regional contacts and cultural exchanges of the Eurasian world after 100 CE, made possible by the existence of a chain of empires extending from Rome via Parthia and the Kushan Empire of India to China, forming an unbroken zone of civilized life from the Atlantic to the Pacific oceans. This cultural area provided an important channel of trade exchange, e.g. along the silk road; transmission of artistic styles, technology and institutions, e.g. the influence of Greek sculptural styles on Buddhist art in India and China; and, most importantly, the dissemination of the great world religions, Confucianism, Taoism, Buddhism, Zoroastrianism, Judaism, and Christianity. This will be a reading, viewing, and discussion course based mainly on primary texts, with lectures and brief secondary materials providing background. Class will regularly visit the Metropolitan Museum of Art and other museums as appropriate. Prerequisite: WRIT 101 or permission of department (3).

216. Europe: Antiquity to Enlightenment

Course provides an overview of European history with emphasis on those institutional and intellectual developments that contributed most directly to forming modern European civilization. It briefly examines foundations: the Greek polis, the Roman Empire, and the rise of Christianity. It then studies the formation of medieval European society; the expansion of Europe via trade, exploration, war and settlement; and its distinctive capitalist and state system formation from the 16th-18th centuries. It also emphasizes the cultural movements of those centuries: the Renaissance, Reformation, Scientific Revolution and Enlightenment. Students will utilize the art and music resources of New York City as part of their learning. Prerequisite: WRIT 101 or permission of department (3).

218. The Making of the Modern World

(Same as IS 218)

This course will examine the history of the twentieth century from a global perspective. It will emphasize the material and cultural processes of modernization and globalization as they have variously affected peoples throughout the world. After providing background on 19th century European and other industrializations, nation state developments and imperialism, the course concentrates on the 20th century: the first half century of war, revolution and international capitalist collapse, and the second half with its emergence of new patterns of political, social, and economic formation, as well as attempts to understand our contemporary situation. This course satisfies General Education, liberal arts and International Studies major requirements. Prerequisite: WRIT 101 (3).

220. Modern Europe

This course surveys European history from the era of the French Revolution to the end of World War II. It examines the impact of the French and Industrial Revolution on 19th century European politics, society and culture; state construction and imperialism; and the catastrophic wars, political extremism, ethnic cleansing and genocide of the 20th century. Corequisite: WRIT 101 (3).

221. Modern Russia

Course examines the major themes and problems of Russian history from mid-nineteenth century to the present. Emphasis will be placed on the debates around modernization, national identity and political participation. Prerequisite: WRIT 101 (3).

232. East Asian Civilizations

(Same as IS 232)

Through literature and museum visits, this course introduces the principal cultural elements of East Asian countries, including China, Korea, Vietnam, and Japan before the onset of Western imperialism. The course focuses on exploring how Confucianism, Buddhism, and Daoism became the building blocks of East Asian civilizations, and how Korea, Vietnam, and Japan maintained their identity while they absorbed Chinese civilizations. Corequisite: WRIT 101 (3).

237. Modern East Asia

(Same as IS 237)

A study of the emergence of four modern East Asian nations - China, Japan, Korea, and Vietnam - during the past two centuries. Topics to be examined include: the impact of imperialism and nationalism in East Asia; revolutions and communism in China, North Korea and Vietnam; industrialization and democratization in Japan, Taiwan and South Korea, and the rise of Pacific Rim and its role in today's global society. Corequisite: WRIT 101 (3).

238. Modern China

(Same as IS 238)

This course surveys the main economic developments, social and political institutions, and historical movements of China from late 19th century to the present. Topics to be examined include: the family in late traditional Chinese society, Western contacts and imperialist penetration, 1911 Revolution and the founding of republican China, May-Fourth Movement and Chinese cultural renaissance, peasant rebellions and Communist revolution, and China's rising economic and political power in contemporary world. Prerequisite: WRIT 101 (3).

239. Modern Japan

(Same as IS 239)

Course examines the development of Japanese politics, economy and society from mid-19th century to the present. Issues to be emphasized will include: Japanese industrialization, emergence as a world power, the post-war "economic miracle," and the impact of these developments on Japanese society. Prerequisite: WRIT 101 (3).

241. Introduction to Africa

This course introduces students to the early history of the peoples of Sub-Saharan Africa, and traces their history through the mid 19th century. While the impact of Islam and the slave trade will be treated, emphasis will be on the indigenous civilizations and the interplay between environment and culture. The aim is to highlight major dimensions of a diverse African experience. Prerequisite: WRIT 101 (3).

History

HISTORY COURSES (HIST)

Modern Africa

Course examines the process of late 19th century colonial conquest and the dynamics of colonial rule in Africa. It looks at ways colonialism affected various Africans and ways in which Africans resisted or worked within the colonial system to achieve their goals. It examines nationalist movements, meanings of nationalism and key themes of post-colonial development throughout Africa. Prerequisite: WRIT 101 (3).

244. African American History: The Black Atlantic

This course explores the experiences of people of African descent in the Atlantic World. While emphasis is on the experience of Africans who came to North America, comparison is made to that of black people in the Caribbean. Among the topics covered are the Atlantic slave trade, slavery, the formation of African-American culture, life in colonial America, slave resistance and rebellions, the Haitian Revolution, the Civil War, and emancipation. Prerequisite: WRIT 101 (3).

246. African-American History Since Reconstruction

This course surveys the history of African Americans in the United States since 1877. It examines the social, political, economic, and cultural forces that led to the rise of Jim Crow, the redefinition of black labor, black mass migration from the South, the development of urban black communities, and the Civil Rights movement. Prerequisite: WRIT 101 (3).

255. Women in American History

This course will examine the changing roles, status, images, and self-consciousness of women in America from colonial times to the present. Emphasis will be placed on the impact of industrialization on women's lives. Among themes to be discussed will be the cult of domesticity as it applied to factory, pioneer, and slave women in the early nineteenth century, sexuality in the Victorian age, theory and action of the women's rights movement, and images and realities for twentieth-century women. Prerequisite: WRIT 101 (3).

287. Latin America: Conquest, Colonization, and Independence

This course will study the cultural, political and economic heritage of Latin America from the pre-Columbian era. Topics will include the Native American societies, African cultures, and the Hispanic legacy. Emphasis will be on the connections between past and present. Prerequisite: WRIT 101 (3).

289. Latin America: The Dynamics of Modernization

(Same as IS/PS 289)

This course will study economic, political, social, cultural developments since independence in Latin America. The influence of the historical experience of selected Latin American states on contemporary situations, and the nature of the systems of formal and informal power in these societies will be emphasized. Prerequisite: WRIT 101 (3).

305. Renaissance and Reformation

This course examines European history from 1300-1650, a period of profound transformation. It begins by examining the impact of the Italian Renaissance humanists, the first to proclaim a new cultural era. It then explores the Europe-wide cataclysmic religious upheavals that destroyed European religious unity in the 1500's, the profound cultural, social and political consequences of that upheaval, and the frameworks of European culture and politics that took shape by mid-17th century. Students will read a variety of primary sources and interpretive texts and make extensive use of the artistic riches of area museums. Prerequisite: WRIT 102; HIST 216 recommended. (3)

306. Cross-Cultural Encounters: 1500-1800

This course explores the significance of expanding connections within and between the hemispheres from 1500-1800. It focuses on cultural clashes, accommodation, and transformations resulting from these encounters. Depending on the instructor, the regional emphasis will either be on connections within Eurasia or on connections established by European expansion south and west across the Atlantic. The course may examine the earliest direct encounters and interactions between Chinese and European civilizations from three perspectives: (1) images and perceptions; (2) Christianity; and (3) the influences of scientific knowledge and material culture. Or it will emphasize interaction of Europeans with Africans, particularly around the Atlantic slave trade, and the formation and diversity of American societies as a result of European exploration, conquest, and plantation. Prerequisite: WRIT 102 (3).

307. Topics in Modern History

This reading, discussion, and research course will focus on a selected issue in 19th and 20th century European, comparative and global history. Possible topics: Comparative industrialization and social change; national formation in central and eastern Europe; the culture of European and American modernism: 1880-1930; the "New Imperialism," Film and the globalization of culture. Prerequisite: WRIT 102 (3).

308. Women and Gender in Modern Europe

This course examines European women as they were affected by the gendered construction of their social, political, economic and cultural worlds, and as they lived, worked and developed and told their stories, from the 18th century to the present. Prerequisite: WRIT 102 or permission of department (3).

309. Twentieth Century Europe

(Same as IS 309)

Course will consider the major political, socioeconomic, and intellectual developments of twentieth century Europe. Emphasis will be placed on the failures and successes of European governments in dealing with crises engendered by world and cold wars, depression and monetary crises, social transformations, and class and ideological conflict. Prerequisite: WRIT 102 (3).

311. Twentieth Century Religious Movements in the U.S.

This course will explore the complex interaction between selected religious movements and twentieth century American society. It will examine how religion affected culture, politics and social change. Among topics studied will be: social gospel movements, fundamentalism, evangelicalism, civil rights, feminism, and conservatism. Prerequisites: WRIT 102 & HIST 103 or permission of department (3).

HISTORY COURSES (HIST)

320. Nazi Germany and the Holocaust

This course will critically examine totalitarianism as exemplified by Nazi Germany. A number of topics will be emphasized: World War I and the crisis of the Weimar Republic, the rise of the Nazi movement and the collapse of democracy, the role and personality of Adolf Hitler, the Nazi seizure of power and establishment of the totalitarian state, the crisis in gender relations and Nazi sexual politics, anti-Semitism, World War II and the Holocaust, the collapse of the regime and the Nuremberg trials. Also examined will be the literature of remembrance of this terrible time. Prerequisites: WRIT 102 & HIST 347 or permission of department (3).

322. Expansion and Disunion, 1815-1890

This course explores the history of the 19th Century in America, with emphasis on the Civil War as a critical mid-point. It focuses on institutional developments; reform movements; westward expansion; slavery; the Civil War, which divided; and the Reconstruction, which did not wholly unite. Prerequisite: WRIT 102 (3).

324. The Ambiguity of Power: The United States, 1900-1945

This course explores the changes that occurred in the United States from 1900 and 1945, along with the transformation in its international role. The course also examines the attempts to manage these changes through 'reforms,' such as Progressivism and the New Deal, and through two world wars. Coursework includes analytical essays on and independent research into reading in primary and secondary sources. Prerequisite: WRIT 102 (3).

325. Cold War America

From 1945 to 1992, the United States sought security, from the Soviet Union in the Cold War and also from future Great Depressions through its guarantor state programs. This course examines how at the same time the United States sought to meet these two challenges other political, economic and international challenges arose. Methods of instruction include reading and viewing relevant sources and secondary materials, and independent research. Prerequisite: WRIT 102 (3).

326. Contemporary France: Social, Political and Economic Perspectives

(Same as FREN/IS 326; see course description under French.)

327. American Foreign Relations

(Same as IS/PS 327; see course description under Political Science.)

328. Colonial and Revolutionary America

Course will first study the culture and society of colonial America with emphasis on the transmission and transformation of English culture in the American environment, interaction with Indian culture, development and role of religion, and changing roles of the family. It will then examine the Revolutionary period through the establishment of the federal republic, with particular emphasis on the nature of the transformations of this "event." Prerequisite: WRIT 102 (3).

330. Silk Road and its Travelers

"Silk Road" is a modern name given to a vastly important commercial and cultural transmission route across mountains and desert from Byzantium or Baghdad to Imperial China. This course studies, via accounts of extraordinary travelers, the expanding networks of cultural communication and commercial exchange within the Afro-Eurasian Ecumen (area of settled civilization and contacts) in the period from ca. 200 B.C.E. to 1500 C.E. along this Silk Road as well as other land and maritime routes lining Africa and Eurasia. We will examine these accounts as sources of knowledge both of the worlds the traveler's came from and the regions where they traveled. This analysis of travelers' texts will be supplemented by visual, and modern musical texts that confirm the Silk Road's role as the cultural transmission system linking China to Europe and all regions in-between. Prerequisite: WRIT 102 (3)

340. Topics in European Cultural Formation: Middle Ages and Renaissance

This course will study some significant literary, artistic and musical texts of the 12th through 16th centuries for what they tell us about conceptions of human nature and life's meanings during that period. Discussion will focus on the 12th century "Renaissance," scholastic culture and its critics, Renaissance humanism and Reformation challenges-all examined in historical context. Among authors read: Abelard and Heloise, Aquinas, Dante, Christine de Pizan, Petrarch, More, Machiavelli, Montaigne, Shakespeare. Prerequisite: WRIT 102; HIST 216 recommended (3).

346. The Middle East in the Twentieth Century
(Same as IS 346/PS 345)

This course examines contemporary international and regional politics of the Middle East. The political and social history of the region will be explored in terms of its effect on current political dynamics. Prerequisites: WRIT 102 & IS/PS 109, HIST 347 or permission of department (3).

348. Poverty in America

(Same as PS 348)

Poverty in the midst of plenty became a national political issue in the 1960's and still haunts the United States today. This course begins with the Johnson Administration's declaration of war on poverty, then examines factors contributing to contemporary poverty: race, gender, age, health, economics. Student responsibilities will be to do assigned reading, participate in class discussions and do a research project. Prerequisite: WRIT 102; some study of American history or politics recommended (3).

356. Black Women in American History

This course examines how the intersection of race, gender, and class shaped the lives, critical thought, and social consciousness of black women in America from slavery to the present. It explores the black woman's role and perception of herself in relation to the domestic sphere of the home, the marketplace, and the community. Although the focus is on black women in the United States, comparisons are made with the experiences of black women in the Caribbean and South America. Prerequisite: WRIT 102; some study of American and/or African American, and/or women's history recommended (3).

360. Revolution and Literature

(Same as SPAN 360; see course description under Spanish.)

368. Islamic Civilization

This course surveys the religious, political and cultural institutions of Islam both in their historical development and contemporary import. It will examine the Qur'an and its interpretations, mysticism, sectarian divisions and modern reform movements. It will give an overview of the political and social institutions of the Islamic world, from Africa to Indonesia as they evolved historically. Finally, students will examine selected oral, literary and artistic cultural expressions of this civilization. Prerequisite: WRIT 102 (3).

History

HISTORY COURSES (HIST)

372. Women and Family in Chinese History

(Same as IS 372)

This course will provide for an examination of women's life and women's roles within Chinese family from antiquity to the modern period. Viewing gender as a historical category in analyzing changes of Chinese society and culture, the course will cover the following topics: property and inheritance between men and women; household economies; marriage; divorce and maternal roles; reproduction, fertility and infanticide; female chastity and Confucian ritual propriety; and women's social networking and the formation of sisterhood. Prerequisite: WRIT 102 (3).

374. History of the People's Republic of China

(Same as IS 374)

A comprehensive analysis of recent Chinese history after 1949, including land reform, thought reform, the Cultural Revolution, the post-Mao era, the consequences of the new economic policies of the 1980s and their social and cultural impacts, the democratic movement since the Tiananmen Square demonstrations, and China's emerging political and economic role in global society. Prerequisite: WRIT 102 (3).

401. History Seminar

This is an integrative capstone course for history majors. Students will each develop and execute a significant project reflecting their interest, under the direction of the instructor. They will meet in a seminar setting to discuss research approaches and methods, and to share their work. Prerequisites: WRIT 102 & HIST 213 or 218 & History Colloquium (3).

297/397/497. Research

298/398/498. Directed Study

299/399/499. Independent Study/Internship

Interdisciplinary Studies

The Interdisciplinary Studies major offers motivated students the opportunity to shape their own program of study in close consultation with their faculty advisors. The IDS major does not have a pre-determined sequence of required classes; instead, IDS majors identify a program of study, selecting courses from across the curriculum with the overall goal of studying a particular issue/problem/topic from a range of disciplinary and

interdisciplinary perspectives. The flexibility of the IDS major invites students to be pro-active and creative in designing their course of study.

The base of knowledge and the analytical and critical skills acquired by IDS majors prepares them for a wide range of career options and for graduate study in a variety of fields.

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Department Faculty: Faculty from across the College participate in the Interdisciplinary Studies major.

MAJOR: B.A. IN INTERDISCIPLINARY STUDIES (4901) 42 Credits

Becoming an IDS Major

Upon completing 30 credits, a student who has maintained a GPA of 3.0 or higher may apply to the IDS major. The student begins this application process by meeting with the Program Coordinator to discuss areas of interest around which he/she might organize his/her program of study and to identify a possible faculty advisor. Once this faculty advisor has been selected, the student works with him/her to identify two additional faculty members who will comprise the committee that will review and approve the student's application, including his/her proposed topic and program of study.

Once this committee has been composed, the student submits his/her application, which includes a written proposal explaining the topic that will guide his/her selection of courses and a preliminary program of study. The committee reviews this application and may request revisions before approving it. Once approved, the student meets regularly with his/her academic advisor to review his/her progress. In the event that the student, in consultation with his/her faculty advisor, decides to make significant revisions to his/her program of study, the student submits a revised proposal to the faculty committee that approved his/her initial plan.

Required Courses	12
IDS 310 Becoming Interdisciplinary	(3)
IDS 399 Independent Study/Internship	(3)
IDS 499 Independent Study Capstone	(6)

Elective Courses	30
In consultation with their Faculty Advisor, students complete the remaining 30 credits by selecting 10 courses from across the curriculum that connect to the student's chosen topic.	

NOTE: No more than four of these courses can be from the same department.
NOTE: No more than three of these courses may be at the 100/200 levels.
NOTE: These courses may include Independent Study/Directed Study as deemed appropriate by the student and his/her faculty advisor

IMPORTANT: In order to ensure that students have met the prerequisites and are adequately prepared for 300- and 400-level courses in any given discipline, it is strongly recommended that they select 100- and 200-level Shared Curriculum courses and elective courses in disciplines they anticipate studying at the advanced level.

Interdisciplinary Studies

INTERDISCIPLINARY STUDIES COURSES (IDS)

310. Becoming Interdisciplinary

In this course, students first examine the concepts of disciplinary and interdisciplinarity, exploring the history of these terms, the relationship between them, and their role in shaping how we learn. From there, students become practitioners of interdisciplinary study as they engage a particular theme/topic from an interdisciplinary perspective. This theme/topic varies each semester, depending on the professor. The overall goal of the course is for students to learn about interdisciplinarity and to begin thinking and learning from an interdisciplinary perspective. Prerequisites: WRIT 101. (3)

312. Critical Methods of Interdisciplinary Study

In this course, we will focus on a number of central questions: Why do we organize knowledge into separate disciplines? How have these disciplines been determined? How flexible are the boundaries between disciplines? What's the relationship between the content and the methodology of a particular discipline? What happens to both content and methodology as we begin crossing the boundaries between disciplines? How does a shift towards interdisciplinarity change how we organize knowledge, how we define knowledge, and how we produce knowledge? We will approach these questions through an engagement with contemporary thinkers who discuss and debate these issues and by engaging in our own interdisciplinary analysis, research, and writing. Prerequisites: IDS 310. (3)

299/399. Independent Study/Internship

Normally, IDS majors take this independent study/internship during their Junior year. If students register for an independent study, it is usually with their faculty advisor. The goal of this independent study is to provide an opportunity for students to bring together the various facets of their study, to explore the interdisciplinary connections that link the various courses they have taken to this point, and to chart a course for their final year of study. In consultation with their faculty advisor, IDS majors may also choose to fulfill this requirement by completing an internship in a field that is related to their topic of study. Prerequisites: IDS 310 (3)

499. Independent Study Capstone

Normally, IDS majors register for a two-semester independent study capstone with their faculty advisors during the final two semesters of their Senior year. The goal of these independent study capstone courses is to provide a culminating experience in which students produce a senior thesis (approximately 30-40 pages). This thesis provides IDS majors with the opportunity to reflect on what knowledge and insights they have gained through their interdisciplinary study of their topic. During the first semester, students finalize the topic for their thesis, develop an extensive annotated bibliography, and write a 5-7 page prospectus of the envisioned project. In the second semester, students use the feedback from the graded annotated bibliography and prospectus to do more research and start drafting the thesis. Students complete a significant draft, the faculty committee gives feedback, and then the student revises and submits a final version to be reviewed and approved by the faculty committee before the end of the semester. Prerequisites: IDS 399. (3)

International Studies

The International Studies Program at MMC provides students with a cross-cultural perspective to help them analyze and evaluate contemporary issues from a global viewpoint. The program strives to equip students with comprehensive training that is interdisciplinary, with a specific emphasis on political science, economics, and history. The curriculum is built around core courses that investigate the institutions and dynamics of the global economy and international politics, as well as the historical origins of the international system. Related coursework in geography, history, sociology, and foreign languages, as well as courses that explore the cultural dimension of human communities supplement these core courses. The department stresses the areas of human rights, development, war and peace, globalization, social movements, and comparative cultures, as well as gender and ethnic relations.

Students majoring in International Studies often choose to minor in one of several other fields such as Business, Political Economy, Economics, Political Science, Promotional and Professional Communication, Sociology, and History. International Studies can also be a fruitful interdisciplinary minor for students interested in any field. The program, leading to a Bachelor of Arts, serves as an excellent basis for future graduate studies in the social sciences and the humanities, as well as professional degree programs in law and business. Students prepare for a wide choice of career opportunities in government and international agencies, non-governmental organizations, transnational corporations, education and research, journalism and publishing.

Students can take advantage of the fact that New York City is host to international corporations and several international

organizations such as the United Nations, Council on Foreign Relations, the Ford Foundation, Human Rights Watch, International Women's Tribune Center, and the World Policy Institute. With the advice and support of the faculty, students can explore learning experiences outside the classroom through study abroad programs, or credit-bearing internships that take full advantage of the many opportunities that are available in the metropolitan area. Some of the internships that the department faculty continue to help students obtain include: the United Nations Populations Fund, the United Nations Commission for Refugees, the United Nations Development Program, United Nations Fund for Women, MADRE, and WEDO.

Students have also been able to work with faculty to conduct joint research or attend conferences globally. Recently students, with the support of the College, attended the United Nations' World Conference Against Racism in Durban, South Africa and the World Social Forum in Porto Alegre, Brazil. In addition, the Department has sponsored several trips to Eastern Europe and other parts of the world.

Upon completing the major in International Studies, students will be able to:

- Demonstrate a critical understanding of global politics, economics and history.
- Demonstrate a cross cultural understanding and be able to analyze and evaluate contemporary issues from a global perspective.
- Demonstrate an understanding of international institutions and their role in the world.
- Demonstrate an ability to write well and conduct research.

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Academic Programs

International Studies

MAJOR: B.A. IN INTERNATIONAL STUDIES (2210)

51 Credits

Social Science Core:

IS 207 World Geography 3
HIST/IS 218 Making of the Modern World or SOC 330 Great Social Thinkers 3

International Studies Core:

IS/PS 109 International Relations 3
IS/ECO 150 Economy, Society and the State or
IS/ECO 210 Macroeconomics 3
IS/PS 231 Comparative Politics 3
IS/ECO 214 Global Economy 3
IS 479 International Studies Seminar 3

Six of the following:

IS 311 Democracy and Its Critics (3)
IS 305 Politics of Developing Nations (3)
IS/ECO 306 Political Economy of Development and Underdevelopment (3)
IS/PS 307 Government and Politics in Russia and Eastern Europe (3)

IS/HIST 309 Twentieth Century Europe (3)
IS 313 Global Issues: Conflict Resolution (3)
IS/PS 315 International Law (3)
IS/ECO 317 International Economics (3)
IS/PS 322 Totalitarian Systems (3)
IS 343 Population and Development (3)
IS/ECO 334 Gender and Development (3)
IS/HIST 346 The Middle East in the 20th Century (3)
IS/ECO 350 Comparative Economics (3)
IS/PS 356 War and Peace (3)
IS/HIST 372 Women and Family in Chinese History (3)
IS/HIST 374 History of the People's Republic of China (3)

Foreign Language

12

Students are required to complete four college-level courses (through intermediate level II) in a foreign language, unless comparable proficiency is demonstrated. Internships are highly recommended.

INTERNATIONAL STUDIES MINOR

18 Credits

IS Core:

IS/PS 109 International Relations 3
IS/ECO 150 Economy, Society and the State or IS/ECO 210 Macroeconomics 3

IS/PS 231 Comparative Politics 3
IS/ECO 214 Global Economy 3

IS Electives:

6

Any two IS courses at the 300 level

INTERDISCIPLINARY POLITICAL ECONOMY MINOR

18 Credits

IS/ECO Core

IS/ECO 150 Economy, Society and the State or IS/ECO 210 Macroeconomics 3
IS/ECO 214 Global Economy 3

Electives Four of the following:

12

ECO 305 Economics of Labor (3)
IS/ECO 306 Political Economy of Development/ Underdevelopment (3)
IS/ECO 317 International Economics (3)
IS/ECO 334 Gender and Development (3)
IS/ECO 350 Comparative Economics (3)

ASIAN STUDIES MINOR

18 Credits

Required:

HIST/IS 232 East Asian Civilizations 3
RS 120 Introduction to Asian Religions 3

Four of the following, two of which must be 300-level or above and two of which must be from non-IS disciplines 12

HIST/IS 237 Modern East Asia (3)
HIST/IS 238 Modern China (3)
HIST/IS 239 Modern Japan (3)
ART 270 Survey of Asian Art (3)
RS 326 Buddhism (3)
RS 327 Hinduism (3)
PHIL 328 Chinese Philosophy (3)

PHIL 329 Indian Philosophy (3)
HIST/IS 372 Women and Family in Chinese History (3)
HIST/IS 374 History of People's Republic of China (3)
THTR 465 Advanced Studies in Theatre: Asian Theatre (3)
THTR 465 Advanced Studies in Theatre: Japanese Theatre (3)
COR.C 300 China Created: Religion and Culture in Traditional China (3)
COR.C 300 Chinese Culture Through Fiction and Drama (3)
COR.C 300 Ghost Stories and Fox Tales in Chinese Culture (3)
COR.C 300 Intellectual-Activists in China (3)
COR.D 300 Reading Contemporary India (3)

International Studies

INTERNATIONAL STUDIES COURSES (IS)

109. International Relations

(Same as PS 109)

Introduces the basic concepts and approaches to the study of world politics and enables them to undertake a systematic analysis of contemporary global problems. Prerequisite: WRIT 101 (3).

150. Economy, Society and the State

(Same as ECO 150)

This course examines the role of the market economy as a means of both achieving economic development and satisfying individual needs. Basic economic concepts are introduced and used to analyze the interactions of consumers, businesses and governmental institutions. The course will also explore a set of related issues including poverty, the distribution of income, global inequality, the limits of the market and the role of the government in a market economy. Prerequisite: WRIT 101 or permission of department (3).

207. World Geography

The purpose of this interdisciplinary and team taught course is to introduce students to the world's major regions: Africa, Asia, Europe, Latin America, the Middle East and North America. The course will examine the diversity of physical environments and natural resources, and its impact on human societies. The evolution of the regions' socio-economic, political, religious and cultural institutions will also be covered. Prerequisite: WRIT 101 [Offered: F, S each year] (3).

213. Women, Society, and Culture

(Same as SOC 213)

This course will consider the condition of contemporary women in our own and other societies. We will study a variety of theoretical perspectives, e.g. psychological, cultural, structural that throw light on the sex/gender relationship; and will explore their applicability in a cross-cultural context. Such issues as male/female relations, economic and political inequality, the role of motherhood, sexuality, and forms of resistance and protest will be discussed. Prerequisite: WRIT 101 [Offered: F, S] (3).

214. The Global Economy

(Same as ECO 214; see course description under Economics.)

218. The Making of the Modern World

(Same as HIST 218; see course description under History.)

221. Modern Russia

(Same as HIST 221; see course description under History.)

230. Social Inquiry

Course looks at how the particular social science disciplines construct knowledge about the social and cultural world. Readings for the course focus on a broad theme and utilize texts that demonstrate methodologies drawn from anthropology, sociology, psychology, political science, economics and history. Prerequisite: WRIT 101 (3).

231. Comparative Politics

(Same as PS 231)

Course is intended to introduce students to recent and contemporary political dynamics in different world regions. Particular attention will be paid to developments in Britain, China, Germany, Iran, Japan, Mexico, Nigeria, and Russia. Course will emphasize the distinctive role that state structures, production systems, democratic processes, and social identities play within and across these countries. Class discussions will be organized around course readings, supplemented by documentary films and guest lectures. Prerequisites: WRIT 101 & IS 109 (3).

232. East Asian Civilization

(Same as HIST 232; see course description under History.)

237. Modern East Asia

(Same as HIST 237; see course description under History.)

238. Modern China

(Same as HIST 238; see course description under History.)

239. Modern Japan

(Same as HIST 239; see course description under History.)

243. Modern Africa

(Same as HIST 243; see course description under History.)

289. Latin America: The Dynamics of Modernization

(Same as HIST/PS 289; see course description under History.)

305. Politics of Developing Nations

(Same as PS 305)

Examines political institutions and the dynamics of political processes in selected developing countries in the context of their historical, cultural, socio-economic and geo-political environment. Prerequisite: WRIT 102 (3).

306. Political Economy of Development and Underdevelopment

(Same as ECO 306; see course description under Economics.)

309. Twentieth Century Europe

(Same as HIST 309; see History Department for course description.)

311. Democracy and Its Critics

Democratic governance has become the "norm" in most regions of the world. Yet the meaning of "democracy" remains contested. Course will examine democratic theory and practice to determine whether liberal democracy represents the best of all possible worlds or whether it is vulnerable to the charges that have been raised by communitarians, socialists, traditional conservatives, and others. Students will be introduced to the ideas of classical democratic thinkers as well as to the approaches of contemporary authors such as Robert Brenner, Ira Katznelson, and Michael Sandel. Prerequisite: WRIT 102 (3).

313. Global Issues: Conflict Resolution

The purpose of this course is to stimulate critical thinking about the dynamics of conflicts, within and among nations, which are consuming human capital and economic resources. It will explore conceptual and operational strategies and provide a road map for analyzing historical, political, economic, ethno-cultural, legal and diplomatic dimensions for crisis management and conflict resolution. Prerequisites: WRIT 102 & IS 109 & 214 or permission of department (3).

315. International Law

(Same as PS 315)

Examines the evolution and development of International Law and its impact on the political and economic relationships among nations. Besides the traditional laws of war, peace and neutrality, the course will cover contemporary international law of cooperation and its social, cultural, humanitarian and technological dimensions. Prerequisite: WRIT 102 (3).

International Studies

INTERNATIONAL STUDIES COURSES (IS)

317. International Economics

(Same as ECO 317; see course description under Economics.)

322. Totalitarian Systems

(Same as PS 322; see course description under Political Science.)

326. Contemporary France: Social, Political and Economic Perspectives

(Same as FREN/HIST 326; see course description under French.)

327. American Foreign Relations

(Same as HIST 327/PS 326; see course description under Political Science.)

334. Gender and Development

(Same as ECO 334)

Course has four main objectives. The first is to provide an analysis of the location of women in the process of development and to understand the centrality of gender in each case. The second is to examine theoretical and conceptual frameworks for that analysis, including an understanding of the interaction of class, race, and ethnicity with gender divisions. The third is to reflect upon the linkages between the global economy and the gendered macro micro processes of development. The fourth is to provide a basis for research, practical action, and policy formation and for evaluating directions and strategies for social change from a gender perspective. Prerequisites: WRIT 101 & ECO 150 or 210 (3).

343. Population and Development

Course introduces students to the dynamics of the interrelationship between population factors and the development process. More specifically, the course introduces students to demographic factors – namely fertility, mortality and migration – to examine how they affect and are affected by development outcome. The course follows a cross-country comparative framework where developed and developing country experiences are integrated and compared with a view to draw conclusions. Feminist perspectives provide an important context while examining the relationship between population growth and economic development. By focusing on the dynamics of population change, in the context of economic growth and globalization the course will provide the students with a demographic perspective on understanding the world. Prerequisites: IS 109 & 150 & MATH 113 (3).

346. The Middle East in the Twentieth Century

(Same as HIST 346/PS 345; see description under History.)

350. Comparative Economics

(Same as ECO 350; see course description under Economics.)

356. War and Peace

(Same as PS 356)

Course studies the recurrent phenomenon of war within the human community, and draws on the perspectives of history and the social, behavioral, and natural sciences, philosophy and theology, literature and the arts to explore the consequences of war, the justification of war, the impact of modern technology on warfare, the possibilities of averting war, and current prospects for war or peace. An area of current conflict will be studied. Prerequisite: WRIT 102 (3).

357. Human Rights in Comparative Perspective

(Same as PS 357)

This course will view human rights within a broad societal context. The course will focus on the different conceptions of human rights prevailing in the world today. Ideological, cultural, political and economic factors will be investigated as determinants of the varying notions of rights. Major controversies such as civil and political vs. economic and social rights, universalism vs. cultural relativism, and individual vs. group rights will be examined in detail. Considerations will be given to recent efforts to recast the foundations of human rights in a “truly” universal human rights doctrine. Prerequisites: WRIT 102 & IS 109 or permission of department (3).

371. Research Methods in Social Science

(Same as PS/SOC 371; see course description under Sociology.)

372. Women and Family in Chinese History

(Same as HIST 372; see description under History.)

374. History of the People's Republic of China

(Same as HIST 374; see description under History.)

376. Nationalism and State-Building

(Same as PS 376)

Nationalism is a powerful force in the contemporary world. The course will examine the relationship between states and nationalism, the impact of colonial rule and underdevelopment on postcolonial states, and the relationship of ethnic/religious conflict to nationalism and state-building. The course will pay particular attention to the regions of Africa, the Balkans, the Middle East and South Asia. Prerequisite: WRIT 102 (3).

477. International Organization

This course will examine the evolution and development of international organization, its role in resolving global conflicts, promotion of human rights and economic cooperation, improving the human rights environment for peace and harmony and in planetary management of resources. A major focus of the course is the United Nations and its specialized agencies. Students are required to select topic for in-depth study. Prerequisites: WRIT 102 & IS 109 (3).

479. International Studies Seminar

(Same as PS 479)

This interdisciplinary capstone seminar will focus on a particular issue each semester it is taught. Topics include: *Labor and the Global Economy*; *Social Movements*. This course is intended for juniors and seniors in International Studies, Political Science, and Sociology. Prerequisites: WRIT 102 and advanced study in IS, PS, and/or SOC (3).

297/397/497. Research

298/398/498. Directed Study

299/399/499. Independent Study/Internship

Journalism

The field of journalism is undergoing an exciting transformation as it adapts to new technologies and branches out into new media outlets. MMC's journalism minor prepares students for careers in this vibrant and evolving profession by providing them with a solid foundation in traditional journalistic skills and equipping students to enter the contemporary workplace. Its foundational courses develop the research, writing, and reporting skills that are necessary across the journalistic spectrum and explore the unique challenges that journalists face in the 21st century, including the impact of new technologies on the profession and the legal questions and ethical issues with which it continually

grappling. Its Areas of Specialization courses allow students to continue developing their skills as reporters as they apply them to specific fields, including the arts, science, business, and politics. Finally, students gain professional experience through an internship, independent study, or journalism practicum. With well-developed journalistic skills, with an understanding of the unique challenges facing journalists in the 21st century, with the opportunity to apply their skills in a range of specific areas, and with practical experience, Journalism minors are ready to become part of an exciting and ever evolving profession.

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MINOR IN JOURNALISM**21 credits****Foundational Courses:**

JOUR 110 Introduction to Journalism 3
JOUR 225 Intermediate Journalism:
Journalism in the 21st Century 3
JOUR/COMM 395 Media, Law & Ethics 3

Areas of Specialization**9****Choose three of the following:**

JOUR 313 Business and Financial Reporting (3)
JOUR 314 Reporting in Science, Medicine, and Health (3)
JOUR 310 Arts and Media Reporting and Criticism (3)
JOUR 312 Public Affairs and Political Reporting (3)
JOUR 340 Freelance Article Writing (3)
Internship/Independent Study/Practicum (3)

Choose one of the following:**3**

JOUR 311 Journalism Practicum (3)
JOUR 399 Internship/Independent Study (3)

Journalism

JOURNALISM COURSES (JOUR)

110. Introduction to Journalism

The goals of this course are two fold: 1) to learn the classic rules of journalism and 2) to teach students to become discerning journalism consumers. This is accomplished by examining a variety of news and feature stories in print, on-line and in broadcast, and by learning basic reporting and writing skills. Students will practice and utilize these skills in their own writing assignments. The overall goal of this class is to emphasize why the rules of classic journalism need to be applied now more than ever. Corequisite: WRIT 101 (3).

225. Intermediate Journalism: Journalism in the 21st Century

In this course, students use and much further develop the skills of writing, researching and reporting that they acquired in the introductory-level course. In doing so, they focus specifically on the impact of new technologies on the field of journalism. They strengthen their ability to compose and communicate in networked environments, with mobile technologies, and in a range of media. They enhance their understanding of design as it applies both to visual and information design. They develop their facility with social media, blogging, audio/video podcasting, web design, and document design. Prerequisite: JOUR 110; WRIT 101 (3).

395. Media, Law & Ethics

(Same as COMM 395.)

This course will explore significant constitutional and ethical issues involving media. Topics include: a history of media regulation, an introduction to theories on ethics, important court decisions, the differences between legal and ethical issues surrounding print and electronic media, and legal, ethical issues arising concerning recent communication technology. Some specifically addressed issues: television in the courtroom, copyright and newer media, ethics in the newsroom, and privacy and new technology. Students will use mock trials and case studies to assess the different questions surrounding the law and media. Prerequisites: WRIT 102; JOUR 225 or COMM 290 (3).

313. Business and Financial Reporting

In this course, students have the opportunity to apply their journalistic skills to the areas of business and finance. In doing so, students will learn the basic language of this industry and they will develop an understanding of the writing skills expected of business and financial journalists. By the end of the semester, students will be able to write clear business stories and also identify compelling enterprise and trend stories. They will be able to understand and write about business psychology and organization. They should be able to handle with ease a deadline story about a company's earnings, merger or layoffs as well as an in-depth company profile. Prerequisites: JOUR 225; WRIT 102; at least one BUS course (3)

314. Reporting in Science, Medicine and Health

In this course, students have the opportunity to apply their journalistic skills to the areas of science, medicine and health. Writing in these fields requires journalists with both the scientific expertise and communications skills to separate real science from fads and popular notions that have questionable factual basis. The purpose of this course is to teach students about science, health, and medical writing in the context of such challenges. Students will learn about particular topics and debates in these fields while also examining how the worlds of science and journalism differ -- and why there sometimes are conflicts between the two. Students will study the scientific process; what makes science and medical news; how to translate jargon; how to evaluate scientific and health risks; ethical problems and other issues. Prerequisites: JOUR 225; WRIT 102; at least one Science course (3)

310. Arts and Media Reporting and Criticism

In this course, students have the opportunity to apply their journalistic skills to the area of art and media reporting and criticism, including the fine arts (theater, classical music, dance and the visual arts) and popular culture (television, movies, pop music). To do so, they will develop their ability to identify, describe and evaluate for readers/viewers the full range of our culture's creative output. This includes recognizing the importance of the historical, social and political context of what they are reporting on and reviewing. As budding arts and media journalists, students will learn how to balance being a reporter and being a critic by studying and practicing how to cover the arts and media as reporters and to craft critical reviews. Prerequisites: JOUR 225; WRIT 102 (3)

312. Public Affairs and Political Reporting

All reporters will, at some time or another, be called upon to come up with a story within the realm of public affairs that is timely, accurate, and relevant to what happened yesterday, what is happening today, and what may happen tomorrow. This is a course in reporting on and writing about public affairs in the broadest sense: the operation of government at all levels; the workings of the legal system, including covering law enforcement; writing about major public policy issues – taxation, finance, social services, the environment, and covering electoral politics. Health care, the environment, education and religion will also be included. Prerequisites: JOUR 225; WRIT 102 (3)

340. Freelance Article Writing

In this course, students develop the unique skills required for freelance writing, including coming up with story ideas and writing and marketing one's own articles. Students examine and practice every aspect of freelancing, from learning how to keep abreast of the publishing scene to conceiving and pitching story ideas and, of course, writing stories. A great deal of time is spent improving journalistic skills to meet professional standards. Throughout the semester students read and examine exemplary magazine articles from the professional press. Prerequisites: JOUR 225; WRIT 102 (3)

311. Journalism Practicum

In this course, students bridge the academic study of journalism with hands-on experience working in the field. Specifically, students enrolled in this course work on either the editorial board of The Monitor or the managerial board of the Radio Station. In the classroom, students explore the challenges of working in these media; outside the classroom, students take a leadership role in editing the newspaper or running the radio station. The overall goal of this journalism practicum is to allow students to utilize what they've learned as journalism minors and apply it to the professional world by working in this field. Prerequisites: JOUR 225; WRIT 102 (3)

299/399/499. Independent Study/Internship

Mathematics

Mathematics is in the Department of Natural Sciences and Mathematics. Although there is no major, the department supports a minor program in Mathematics. Mathematics courses are also part of the departmental programs in Biology, the College's Mathematics requirement, and area requirements in the Natural Sciences.

Mathematics, the science of patterns, is also the language of science; as such, it is a major part of a liberal arts education. The quantitative and analytical skills students gain in mathematics courses apply to future work in the sciences and in many other fields, such as economics and the social sciences. These skills are necessary to participate critically in our society and the world.

All MMC students are required to take one college-level mathematics course. For those students who enjoy Mathematics and have done well in their required courses, the Mathematics minor provides the opportunity to explore more advanced mathematical ideas. This minor is an excellent choice for students of any major to enhance their degree with advanced mathematical skills and knowledge base. It is a valuable addition to a student's preparation for advanced degrees in such areas as mathematics, statistics, science, business, economics, finance and education.

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MATHEMATICS MINOR

15-16 Credits

This minor is appropriate for students who have enjoyed Mathematics and done well in Mathematics courses. It allows students to explore more advanced mathematical ideas.

MATH 210 Calculus I or BUS 222 Calculus for Business*	4 or 3	MATH electives (one may be at the 200-level; one must be at the 300 level or above)**	6
MATH 211 Calculus II	3		
MATH 213 Linear Algebra	3		

*MATH 140 Trigonometry and Functions for Science Majors is not a prerequisite for BUS 222 but mathematics minors with weak backgrounds in Trigonometry should take MATH 140.

**The 200-level elective may be selected from the following Statistics courses: BUS 224 Statistics for Business, PSYCH 223 Statistics for the Behavioral Sciences I, PSYCH 332 Statistics for the Behavioral Sciences II.

Mathematics

MATHEMATICS COURSES (MATH)

Developmental Courses

007. Developmental Mathematics

This course is intended for students whose mathematical background is weak in computational skills. Rudiments of arithmetic are covered. This course is included in the determination of student status (full time/part time) and financial aid eligibility. Tuition is based on 3-credit equivalency; however, no academic credit is awarded. Non-audit. Fee: \$15.00. Prerequisite: Placement by examination (0).

109. Introductory Algebra

This is a course in elementary algebra and is intended for students whose background is deficient in algebra and related skills. This course will specifically prepare students for MATH 113 Quantitative Reasoning or MATH 129 Intermediate Algebra. Prerequisite: MATH 007 or placement by examination (3).

College Level Courses

113. Quantitative Reasoning

This course is an introduction to how one can view the world quantitatively. Students gain experience in solving problems in a variety of areas in the natural and social sciences. The focus is on the reasoning involved in solving these problems as opposed to particular mathematical content. Some of the questions that will be addressed include the following: What can one do with mathematics? What tools should be used when? How does one pull the key information out of a difficult problem? How similar are the approaches to seemingly very different problems? Prerequisite: MATH 109 or exemption (3).

NOTE: MATH 113 satisfies the MMC Mathematics requirement. Any MATH course (3 or more credits) numbered above 113 may be substituted for MATH 113. See General Education section for more information.

115. The Enjoyment of Mathematics

This course provides introduction to various topics in classical and modern mathematics, which are interesting, elegant, and simple. This course may not be credited toward a degree in mathematics either as mathematics requirements or electives. Prerequisite: MATH 109 or exemption (3).

119. Fundamentals of College Mathematics

This is an introduction to set theory, basic logic, graphs, relations and functions, elementary number theory, arithmetic systems, informal geometry, probability, and statistics. This course is especially recommended for satisfaction of the mathematics requirements in the Early Childhood/Elementary and Special Education programs. This course may not be credited toward a degree in mathematics either as mathematics requirements or electives. Prerequisite: MATH 109 or exemption (3).

129. Intermediate Algebra

This course continues the work of Introductory Algebra and gives the student specific preparation for College Algebra or Precalculus. Topics covered will include real numbers, linear equations, polynomials, quadratic equations, functions, graphing and factoring. Prerequisite: MATH 109, placement by examination or permission of department (3).

139. College Algebra

This course, which includes a quick review of algebra, is the study of functions (linear, quadratic, polynomial, rational, exponential, and logarithmic) and their graphs, with an emphasis on modeling and real-world applications. It offers specific preparation for Calculus (MATH 210 Calculus I or BUS 222 Calculus for Business). This course with MATH 140 Trigonometry and Functions for Science Majors replaces the Precalculus course (MATH 141) in the Science majors. Science majors should take both MATH 139 and 140. Prerequisite: MATH 129, or placement by examination or permission of department (3).

140. Trigonometry & Functions for Science Majors

This course covers vectors, trigonometry, functions, and modeling with an emphasis on applications to science. Other topics may include probability, statistics and linear algebra. This course with MATH 139 College Algebra replaces Precalculus (MATH 141). Corequisite: MATH 139, or placement by examination or permission of department (2).

141. Precalculus

This course offers specific preparation for Calculus and covers most of the same material offered in MATH 139 College Algebra and MATH 140 Trigonometry and Functions for Science Majors. Precalculus has been replaced in the Fall and Spring semesters by these two courses but is still offered during the summer. MATH 141 will fulfill the MATH 139/140 requirement for Science majors. Prerequisite: MATH 129, or placement by examination or permission of department (4).

157. Mathematics and Global Survival

This course helps a student to gain confidence in thinking about and using numbers. At the same time, the student becomes aware of the relevance of mathematical techniques when thinking about and solving problems occurring in many critical issues facing all citizens of the world today: issues of population and resources, economics, political science, and ecology. Topics from these areas will be used to refresh basic computational skills and to develop skills in graphing, the interpretation of charts and diagrams, working with sequences, and using concepts in probability and statistics to make valid inferences about populations based on sample groups. Prerequisite: MATH 109 or exemption (3).

209. Discrete Mathematics

Discrete means separate and distinct. Discrete mathematics deals mainly with the natural or counting numbers (1, 2, 3, ...), which are discrete, whereas calculus is concerned with real numbers, which are continuous. This course is an introduction to many of the topics of discrete mathematics such as set theory, logic, discrete probability, linear algebra, computer science, graph theory, game theory, number theory, and group theory. This course teaches some specific techniques and applications, but the emphasis is on problem solving and proof. Prerequisite: MATH 113 or substitution, or placement by examination or permission of department; MATH 129 recommended (3).

210. Calculus I

This course covers the concepts of limits, functions, the derivative, differentiation formulas, application of the derivative to geometry and physics, the integral, integration formulas of trigonometric functions, elementary transcendental functions, and techniques of integration. Prerequisite: MATH 139/140 or 141 or permission of department (4).

211. Calculus II

This course, a continuation of Calculus I, covers elementary transcendental functions, techniques of integration and applications, and infinite series. Prerequisite: MATH 210 or placement by examination (3).

Mathematics

MATHEMATICS COURSES (MATH)

213. Linear Algebra

This course analyzes linear transformations, vectors, matrices, linear equations, determinants, Euclidean spaces, and characteristic equations. Prerequisite: MATH 139, 141, 209 or 210, or permission of department; MATH 209 recommended (3).

224. Statistics

This course presents statistics as the science of collecting, organizing and interpreting data. The focus of this course is to present methods of statistics in a way that emphasizes working with data and mastering statistical reasoning. Real examples from a variety of disciplines will be used throughout the course. This course fulfills the core curriculum quantitative requirement and may be substituted for MATH 113. Prerequisite: MATH 139 or above or permission of department (3).

230. Cryptography

This course is an introduction to cryptography, the study of methods to disguise messages. Various types of cryptosystems from classical ciphers to public-key ciphers are studied and applications of number theory and group theory to cryptography are explored. Prerequisite: MATH 113 or above or permission of department (3).

315. Differential Equations

Course develops methods of solving differential equations of the first and second order with applications to scientific problems. It will include solutions by variations of parameters, the method of undetermined coefficients and solutions by series. Prerequisite: MATH 211 (3).

316. Calculus III

This course is a continuation of Calculus II. It includes the study of polar coordinates, parametric equations, solid analytic geometry, partial derivatives, and multiple integration line integrals and differential equations. Prerequisite: MATH 211 (3).

319. Modern Algebra

This is an introduction to rings, integral domains, fields, groups, homomorphisms and isomorphisms. Prerequisite: MATH 213 (3).

327. Probability

Course explores elementary probability, permutations, combinations, conditional probability, Bayes' Theorem, independence, finite and infinite random variables, expectation, Binomial, Poisson, Normal and Uniform distributions, Law of Large Numbers, Central Limit Theorem. Prerequisite: MATH 211 (3).

331. Statistics II

This course covers topics in inferential statistics including estimation, hypothesis testing, time series analysis, regression and correlation analysis and an introduction to non-parametric statistics. This course is strongly recommended for students intending graduate study. Prerequisite: BUS 224 (3).

332. Combinatorics

Combinatorics, a major branch of discrete mathematics, includes enumeration (counting techniques) and graph theory. This course focuses on enumeration and includes such topics as mathematical induction, the pigeonhole principle, permutations and combinations, generating functions, recurrence relations, and the inclusion-exclusion principle including derangements. This course will emphasize combinatorial problem solving and, to a lesser extent, proof. Prerequisite: MATH 209, 210, 211, 213 or BUS 222, or permission of department; MATH 209 recommended (3).

334. Graph Theory

Graph theory, a branch of combinatorics and discrete mathematics, is the study of graphs consisting of, in the simplest form, vertices (or points) and edges connecting pairs of vertices. This course covers many of the elements of graph theory (paths, cycles, trails, trees, Euler cycles, Hamilton circuits, graph coloring, digraphs, connectivity, networks) with applications to business, computers, and the social and natural sciences. This course will explore both the proof of theorems in graph theory and the use of graphs in proofs. Prerequisite: MATH 209, 210, 211, 213 or BUS 222, or permission of department; MATH 209 recommended (3).

340. Number Theory

Number theory is the mathematical theory of the integers and, in particular, the natural or counting numbers. This course covers the principles of elementary number theory beginning with mathematical induction and divisibility. Topics include the Euclidean algorithm, the fundamental theorem of arithmetic, linear congruences, theorems of Fermat and Wilson, the Chinese remainder theorem, the Moebius inversion formula, reduced residue systems, and prime numbers. The course concludes with quadratic residues, Gauss's famous law of quadratic reciprocity, and current applications to computer data encryption. This course will emphasize the writing of mathematical proofs. Prerequisite: MATH 209, 210, 211, 213 or BUS 222, or permission of department; MATH 209 recommended (3).

345. Emergence

A multi-disciplinary exploration of the interactions underlying both real and simulated systems such as: ant colonies, economies, brains, earthquakes, biological evolution, artificial evolution, computers, and life. These emergent systems are often characterized by simple, local interactions that collectively produce global phenomena not apparent in the local interactions. Prerequisites: WRIT 102 & MATH 139 or permission of department (3).

350. Modern Geometry

The ideas met in Euclidean geometry are extended in three ways: by a study of the foundations of geometry, by advanced topics in Euclidean geometry and by an introduction to projective and non-Euclidean geometries. Prerequisite: MATH 212. (3)

351. History of Mathematics

This course is an historical survey of the fundamental ideas of mathematics from antiquity to the present day. It is designed to give mathematics majors a deeper understanding of, and cultural appreciation for the significance of mathematics in our civilization. Prerequisite: MATH 210 (3).

320. Philosophy of Mathematics

This course examines some of the fundamental problems in the philosophy of mathematics: the conceptual foundations of mathematics, the nature of mathematical objects, and the methodology of mathematics. Responses to these problems will be studied as well as other aspects of mathematics that make it of philosophical interest such as its abstractness, its applicability to the physical world, and the concept of infinity. Prerequisites: MATH 210 or PHIL 109 or permission of department (3).

297/397/497. Research

298/398/498. Directed Study

299/399/499. Independent Study/Internship

Music

Courses in Music are intended for students who have an interest in studying music as a complement to their chosen program. While these courses do not provide a major in Music, the College does offer courses in music history, appreciation, creation, and performance. Additionally, qualified students may take private instruction in performance through an independent study with Divisional approval (an additional charge may be applicable for this instruction).

Students may also elect to take the Music Minor, which is designed to promote musical knowledge and literacy as a component of interdisciplinary scholarship, and to provide a framework for

creative opportunities for students with musical skills already at an intermediate level. The Music Minor requires 18 credits distributed among three areas of study: Music Scholarship (6-9 credits), Musicianship (3-9) and Creative Production (3-6). In this way, students can customize the minor to complement or expand their interests and abilities. Through our articulation agreement with Hunter College, MMC students may take courses during the fall and spring semesters at Hunter as part of their regular MMC course load. The Hunter Music department offers both a B.A. and M.A. in Music and many of their courses are open to MMC students. For further information and current offerings, inquire in the Fine & Performing Arts Divisional Office.

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MUSIC MINOR

18 Credits

Music Scholarship

Two or Three of the following:

MUS 110 Introduction to World Music (3)	
MUS 201 Survey of Music	(3)
MUS 205 Introduction to Twentieth Century Music (3)	
MUS 231 Introduction to Opera	(3)
MUS 235 Folk Music Traditions	(3)
MUS 361 Literature and Music	(3)
MUS 370 History of Rock Music	(3)
MUS 372 History of American Jazz	(3)

Students must complete a total of 12 credits in Music Scholarship and Musicianship. The remaining 6 credits are to be completed in Music Creation and Production.

Appropriate COR 300 courses may be used to fulfill these requirements (with permission of advisor).

Appropriate courses at Hunter College may be substituted for these requirements (with permission of advisor).

Musicianship

Choose from the following:

MUS 108 Elements of Music	
(1. Pitch and Harmony, 2. Rhythm, 3. Improvisation)	(3)
MUS 120 Chorus	(1)
Private Vocal Instruction (Musical Theatre Students Only)	(3)
DANC 203 Rhythmic Training (non-major sections only)	(3)

Appropriate courses at Hunter College (including ensembles) may be substituted for these requirements with permission of advisor.

Music Creation and Production

6

MUS 216 Digital Sound Design	
or COMM 349 Projects in Digital Sound	
or MUS 354 Digital Sound Workshop	(3)
MUS 350 Songwriting in the Studio	
or MUS 398 Special Topics in Music Composition	(3)

Appropriate courses at Hunter College (including ensembles) may be substituted for these requirements with permission of advisor.

108. Elements of Music

This course is designed to develop in the student the ability to read music in two clefs, discern keys, take musical dictation and understand basic rhythmic structures. May be repeated for up to 3 credits (1).

110. Introduction to World Music

This course provides an introduction to the folk and traditional music of Europe, Africa, Asia and the Americas within the contexts of musical experience, aesthetics, spirituality, and culture. Contemporary examples of these traditional forms will also be studied where relevant. Students will be responsible for weekly listening and reading assignments. Opportunities to hear live music in New York City will be encouraged. Corequisite: WRIT 101 (3).

120. Chorus

This ensemble will rehearse weekly to sing a variety of material from many traditions including folk, classical, popular and world music. Students will acquire skills in sightsinging, group dynamics, harmony and diction. This course will help the singer to develop self-confidence when singing in small and large groups. The Chorus will hold a public performance during the year. May be repeated for audit or for credit for a maximum of 4 credits. Prerequisite: Audition or permission of department (1).

201. Survey of Music

An historical introduction to the standard classical repertoire. Students will develop tools necessary for active listening: a basic acquaintance with several historical periods and styles, an overview of the lives and works of major composers, and grounding in aural knowledge of form. Classes include guided listening, in-class guest performances and "field trips" to concerts with pre- and post-concert discussions. Corequisite: WRIT 101 (3).

205. Introduction to Twentieth Century Music

An introduction to the music of our century from 1910 to the present. Emphasis will be placed on the music of Stravinsky, Bartok, Schoenberg, Hindemith, Debussy, Britten and Shostakovich. A portion of the course will be devoted to American composers (Ives, Gershwin, Copland, Barber and Bernstein). Classes will include live performances as well as guest lectures. Prerequisite: WRIT 102 (3).

216. Digital Sound Design

In this course for students interested in all aspects of digital sound creation and design, dedicated and informed listening practices will be cultivated to help students understand and produce audio designs for video and film, radio, podcasts, web applications and live performance. Using industry standard software platforms and packages, students will conceive, record, edit, master, and critique digital audio projects in a variety of formats. Non-musicians and musicians will expand their abilities to compose using sound as a medium, by studying a variety of technical and aesthetic strategies of audio production and workflow, and by continuous examination of the act of listening. Prerequisite: WRIT 101. Not open to Communication Arts majors (3).

231. Introduction to Opera

This course is designed to help students develop the skills and understanding necessary to enjoy opera. It will include the dramatic and musical analysis of several representative operas by such composers as Mozart, Verdi, Wagner and Puccini, and will include attendance at performances. Recommended to all students. Prerequisite: WRIT 101 (3).

235. Folk Music Traditions

This course provides an overview of traditional folk music of the British Isles and America. Research will include the Child Ballads and collections of Cecil Sharp, Alan Lomax, and Carl Sandburg. Folksongs will be examined for their literary and musical content. Instrumental music for fiddle, mandolin, banjo, guitar, concertina, and bagpipes will be surveyed through the various recordings of "fiddle tunes" by The Boys of the Lough, The Bothy Band, The New Lost City Ramblers, and others. Guest artists and field trips will be scheduled. Musicians and nonmusicians are welcome. Prerequisite: WRIT 101 (3).

350. Songwriting in the Studio

A songwriting workshop with exercises and criticism from teacher/mentor. Half the classes meet in the Digital Sound Studio. The course places emphasis on discovering and refining artistic "voice," especially as supported by the tools and techniques of the recording studio, rather than the stage. Students produce recordings of several songs. Prerequisite: by interview/ audition only (3).

354. Digital Sound Workshop

This course provides an opportunity for students to define and complete recording studio projects with the guidance of a teacher/mentor. Digital Sound Workshop projects can involve the recording, editing, and mastering of musical or spoken-word projects, the production of audio programming for internet or radio broadcast, or the production of recorded music or effects for live theatrical performance, dance, film, and video. It could also involve the composition, creation, and recording of original vocal and instrumental music (live and MIDI), or "sound composition" using sampled or pre-recorded sources. The instructor presents lessons relevant to the semester's topic and supervises the presentations of projects in a workshop setting. Prerequisite: COMM 349 or equivalent experience (3).

Music

MUSIC COURSES (MUS)

361. Literature and Music

This course explores interrelationships between literature and music, how selected literary works have inspired compositions, how poems become songs, how legends and folklore become incorporated into music, how human experience becomes creatively expressed in both music and literature. Prerequisite: WRIT 102 (3).

370. History of Rock Music

This course explores rock and roll music from its inception in the mid 1950s to the present. The impact of rhythm and blues, jazz forms, and radio and television upon early rock, and the social and cultural contexts of the times will be studied. Topics to be explored include various evolutionary developments such as “doo-wop,” soul, blues, folk rock, psychedelic rock, heavy metal, and punk. Musical artists/groups can include Janis Joplin, Patti Smith, Frank Zappa, The Rolling Stones, B.B. King, Madonna, Aretha Franklin, The Beatles, The Who, The Buzzcocks, and The Supremes. Students will develop listening and research skills; there will be several substantial writing assignments. Prerequisite: WRIT 102 (3).

372. History of American Jazz

Through a broad investigation of jazz history from its African roots and its beginnings around the turn of the twentieth century, through its various developments to the present, students will gain an appreciation for the diverse styles of American jazz, and the cultural and social dynamics that contributed to this uniquely American form. The styles explored will include “be-bop,” ragtime, blues, swing, funk, fusion, and free jazz. Musical artists to be studied can include Scott Joplin, “Jelly Roll” Morton, Louis Armstrong, Bessie Smith, Duke Ellington, Fletcher Henderson, Thelonius Monk, Charlie Parker, Dave Brubeck, and Miles Davis. Students will develop listening and research skills; there will be several substantial writing assignments. Prerequisite: WRIT 102 (3).

297/397/497. Research

298/398/498. Directed Study

299/399/499. Independent Study/Internship

Philosophy and Religious Studies

Philosophy and religious studies are at the core of the liberal arts. In different ways, each concentration introduces students to both the most profound and universal questions humans have asked, and to their most thoughtful and enduring answers.

The Philosophy and Religious Studies major at Marymount Manhattan College is designed to 1) Help students identify the central questions and issues of human experience, specifically those dealing with the nature of reality, knowledge, and values; 2) Show students how these questions have been dealt with and answered by the greatest minds in history; 3) Give students the tools to investigate, explore, and answer the questions themselves, tools such as the ability to analyze texts critically, and the capacity for basic philosophical reflection; 4) Help students to understand the nature and function of religion in individual life and human society and to understand historical and contemporary differences and similarities of religious systems.

The Philosophy and Religious Studies program offers a major in which students may concentrate in either discipline, as well as minors in both Philosophy and Religious Studies.

Philosophy

Philosophy, literally “the love of wisdom,” is an investigation of the most important and central questions about the world and human existence. Among these questions, are: What can I know? What is truth? Does God exist? What is the highest good for human beings? How ought I to live my life? What is human nature? What is reality? What is art? What is the mind? What is the best government or political arrangement? What is justice?

When he was on trial for his life for having practiced philosophy, Socrates famously said, “The unexamined life is not worth living.” This means that in order to live fully and meaningfully, we need to understand our world and ourselves. As philosophers, then, we pose the central philosophical questions not merely as an academic exercise, not merely to gain theoretical insights or abstract knowledge. Rather, we explore these questions and investigate these ideas as a way to transform our lives. Often, perhaps most often, it’s not the resulting knowledge that’s transformative; it is the process of asking and investigating the questions that changes us. To do philosophy is to live the examined life.

The Philosophy program at MMC focuses on the history of philosophy and the greatest works of that history. Students read and study such thinkers as Plato, Aristotle, Thomas Aquinas, René Descartes, John Locke, Immanuel Kant, Friedrich Nietzsche, and Simone de Beauvoir. These great minds represent diverse ways of approaching, examining, and answering the most important questions. Far from being merely of academic or historical interest, they continue to show us different ways to investigate

and transform our lives. In reading their works, in talking and arguing about them, we understand the world and ourselves better. In addition, students also consider recent critiques of Western philosophy from the perspective of Asian and African cultures, of feminism and revisionist philosophical positions.

Religious Studies

The Religious Studies concentration emphasizes an interdisciplinary and cross-cultural approach to the study of world religions. Students are encouraged to examine a plurality of religious world-views through various humanistic and social scientific perspectives. The study of religion begins with historical and literary analysis in order to acquire a solid grounding for understanding belief systems around the world. The student is then encouraged to reflect upon the meaning of religious concepts in a dialogue with his or her own beliefs and academic disciplines such as sociology, art, psychology, philosophy, and science. The academic study of religion explores the range of humanity’s cultural and social development, setting a broad foundation for the experience of other cultures and for critical thinking in a variety of fields.

Philosophy and Religious Studies and Your Life After College

The Philosophy and Religious Studies program at MMC emphasizes the reasoning, argumentation, and critical thinking skills essential to the examination and understanding of human existence and the world at large. These skills are universally applicable in our lives and professions, and are necessary tools for living the examined life. Students who become proficient in philosophy and religious studies thus not only have a better, richer understanding of themselves and the world around them, they are also well prepared for entry level positions in a broad range of professions and in business. They are likewise prepared for further professional study and research. (In addition, the study of philosophy and religious studies is excellent pre-law training, since reasoning and argumentation are essential tools for attorneys.)

Upon completing the major in Philosophy and Religious Studies, students will be able to:

- Identify the central questions and issues of human existence, specifically those dealing with the nature of reality, knowledge, and values.
- Articulate how these questions have been dealt with and answered by the greatest minds in history.
- Investigate, explore and answer the questions themselves, using tools they will have developed such as the ability to analyze texts critically, and the ability for basic philosophical reflection and critical thinking.
- Explain the nature and function of religion in individual life and human society, and historical and contemporary differences and similarities of religious systems.

Philosophy and Religious Studies

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MAJOR: B.A. IN PHILOSOPHY AND RELIGIOUS STUDIES (1599)

36 Credits

Core Requirements

PHIL 101 Introduction to Philosophy	3	One of the following:	3
PHIL 103 Introduction to Ethics	3	RS 207 Religion and Psychology	(3)
RS 120 Introduction to the Religions of Asia	3	RS 318 Religion and Literature	(3)
PHIL 322 Philosophy of Religion	3	RS 333 Religion, Society, and Culture	(3)
		and	
One of the following:	3	PHIL/RS 420 Philosophy and Religious Studies Seminar	3
PHIL 201 Ancient Philosophy	(3)		
PHIL 203 Medieval Philosophy	(3)	The remaining 15 credits should be earned by completing	
PHIL 293 Modern Philosophy	(3)	one of the following concentrations	

And one of the following concentrations:

PHILOSOPHY CONCENTRATION

Students must take at least 3 credits in the History of Philosophy group, and at least 6 credits in the Topics in Philosophy group. Students must take at least 3 courses at the 300/400-level. Classes taken as part of the Major's core requirement cannot count for the History of Philosophy requirement.

History of Philosophy

PHIL 201 Ancient Philosophy	(3)	PHIL 329 Indian Philosophy	(3)
PHIL 203 Medieval Philosophy	(3)	PHIL 333 19th Century Philosophy	(3)
PHIL 211 American Philosophy	(3)	PHIL 334 20th Century Philosophy	(3)
PHIL 305 Modern Philosophy	(3)	PHIL 401 Plato	(3)
PHIL 307 Phenomenology	(3)	PHIL 403 Aristotle	(3)
PHIL 314 Women Philosophers of the Past	(3)	PHIL 407 Marx	(3)
PHIL 317 Existentialism	(3)	PHIL 410 Classical Philosophical Texts	(3)

Philosophy and Religious Studies

Topics in Philosophy		6		
PHIL 109 Introduction to Logic	(3)	PHIL 310 Philosophy of Art	(3)	
PHIL 206 The Philosophy of Life, Death, and Dying	(3)	PHIL 330 Metaphysics	(3)	
PHIL 228 Science and Technological Issues and Philosophy	(3)	PHIL 332 Popular Culture and Philosophy	(3)	
PHIL 251 Aesthetics and Criticism	(3)	PHIL 336 Philosophy and Film	(3)	
PHIL 261 Political Philosophy	(3)	PHIL 338 Mind and Body	(3)	
PHIL 263 Contemporary Political Philosophy	(3)	PHIL 345 Value Theory	(3)	
PHIL 268 Women, War and Peace	(3)	PHIL 347 Contemporary Ethical Issues	(3)	
PHIL 287 Philosophy of Law	(3)	PHIL 357 Problems in Philosophy	(3)	
PHIL 306 Environmental Ethics	(3)	PHIL 408 Feminist Theories	(3)	
PHIL 308 Epistemology	(3)			

RELIGIOUS STUDIES CONCENTRATION

Students must take at least 3 credits in the Themes and Methods group, and at least 6 credits in the Areas and Traditions group. Students must take at least 3 courses at the 300/400 level. Courses taken as part of the major core cannot count towards the concentration.

Themes and Methods in Religious Studies		3	Areas and Traditions in Religious Studies		6
RS 207 Religion and Psychology	(3)		RS 101 The Hebrew Bible	(3)	
RS 216 Religion and Sexuality	(3)		RS 107 The New Testament	(3)	
RS 254 Art and Religion	(3)		RS 115 Introduction to Judaism, Christianity, and Islam	(3)	
RS 301 Spirituality of Women: An Autobiographical Approach Seminar	(3)		RS 200 World's Major Religious Texts	(3)	
RS 312 The Bible as Literature	(3)		RS 321 Development of Christianity	(3)	
RS 315 Religion and Experience	(3)		RS 324 Mysticism: East and West	(3)	
RS 318 Religion and Literature	(3)		RS 328 Chinese Philosophy	(3)	
RS 333 Religion, Society, and Culture	(3)		RS 329 Indian Philosophy	(3)	
RS 466 Religion and Social Justice	(3)		RS 332 Judaism	(3)	
			RS 337 Buddhism	(3)	
			RS 339 Hinduism	(3)	
			RS 402 Faith After the Holocaust	(3)	

MINOR: PHILOSOPHY

18 Credits

Two courses as follows:		6	Four Philosophy electives, three of which must be at the 300 level or above		12
PHIL 101 Introduction to Philosophy or					
PHIL 103 Introduction to Ethics	3				
PHIL 109 Introduction to Logic	3				

MINOR: RELIGIOUS STUDIES

18 Credits

All of the following:		9	Three Religious Studies electives, two of which must be at the 300 level or above.		9
RS 115 Introduction to Judaism, Christianity, and Islam	3				
RS 120 Introduction to the Religions of Asia	3				
PHIL 322 Philosophy of Religion	3				

Philosophy and Religious Studies

PHILOSOPHY COURSES (PHIL)

101. Introduction to Philosophy

This course introduces the student to some of the basic themes in Western philosophy in so far as it is a study of the structure of reality and a study of the ways of knowing. Special attention will be paid to methods philosophers use to achieve their insights. Corequisite: CAA 099, if required [Offered: F, S each year] (3).

103. Introduction to Ethics

This course introduces the student to the basic themes in the Western tradition of ethics. The nature of virtue, the criterion of morality, and moral absolutes will be explored. The basic division between value systems that take experience at face value and those that do not will be emphasized. Corequisite: CAA 099, if required (3).

109. Introduction to Logic

In this course the student is introduced to basic concepts and techniques of formal and informal logic. Immediate inferences, syllogisms, fallacies, and propositional calculus will be explored. Emphasis will be placed on the concepts of form, substitution, and replacement. Non-audit. Corequisite: CAA 099, if required (3).

201. Ancient Philosophy

Differentiation of philosophy from mythic culture, the contributions of the Milesians, Pythagoreans, and Eleatics, the importance of Socrates, Plato's vision, Aristotle's work of systematization, the Stoics and Epicureans, and the ecstatic philosophy of Plotinus constitute the content of this course. Prerequisite: WRIT 101 (3).

202. African Philosophy

This course will study African Philosophy, in Africa and in the African Diaspora, from ancient times to the present, with emphasis on the last two hundred years. Particular attention will be given to colonization, the anti-colonial struggles, de-colonization, development, and globalization. (3).

203. Medieval Philosophy

This course studies the origins of medieval thought in Augustine, Plotinus, and Boethius and examines the developments of the twelfth-century Renaissance and its fruits in such thirteenth-century philosophers as Aquinas and Bonaventure. Prerequisite: WRIT 101 (3).

206. The Philosophy of Life, Death, and Dying

This course will examine various metaphysical and ethical issues that arise once we begin to reflect on our mortality. What does it mean to say that a person has died? What kind of fact is that? What happens when we die? The possibility that physical death may not be the end is considered. If we were immortal, would that be desirable? Also, different attitudes toward death are evaluated. Is death an evil? How? Why? Is suicide or euthanasia ever permissible? How should the knowledge that I am going to die affect the way I live my life? What does it mean to say that a person is alive? And what is the meaning of life? Prerequisite: WRIT 101 (3).

211. Introduction to American Philosophy

This course considers the historical development of American thought from the colonial period to the present. Areas of emphasis include the American Dream, Puritan ethic, and the notion of progress and process. Major consideration is given to the development of Pragmatism as the outstanding philosophical position in American thought. Prerequisite: WRIT 101 (3).

228. Science and Technological Issues and Philosophy

This course will explore current issues in science and technology from the point of view of philosophy and provide philosophical analysis of the public debate on these issues. Internet development, the relation of logic and computer development, and stem cell and fetal research will be among the issues considered. Corequisite: WRIT 101 (3).

242. Latin American Philosophy

This course will survey Latin American Philosophy, from ancient times to the present, with emphasis on the last five hundred years. Particular attention will be given to the conquest, colonization, the anti-colonial struggles, de-colonization, development, and globalization. Latin American liberation philosophy is the region's unique contribution to philosophy, and we will spend some time focusing on it. (3).

251. Aesthetics and Criticism

(Same as ART 291)

This course introduces the student to major contributions to the philosophy of art and beauty. It examines the role of criticism in the arts and its relation to philosophical considerations. The first part of the course considers the aesthetic theories of Plato, Aristotle, Plotinus, Kant, Hegel, and Nietzsche. In the second part of the course the nature of criticism in the arts and its relation to aesthetic theory is explored. Prerequisite: WRIT 102 (3).

261. Political Philosophy

Course provides an overview of the major developments of political thought in the Western philosophical tradition. The course also contrasts the classical tradition with contemporary political philosophies. Major authors to be read include Plato, Aristotle, Machiavelli, Hobbes, Locke, Jefferson, Thoreau, Marx, Gandhi, and Fanon. Prerequisite: WRIT 101 (3).

263. Contemporary Political Philosophy

This course will examine major topics in Western political thought since the 19th Century. Topics include: capitalism and communism, colonialism and anti-colonial struggles, development vs. liberation, globalization and anti-globalization forces, and terrorism. Prerequisite: WRIT 102 (3).

265. Topics in History of Philosophy

At various times, select topics or themes in the history of philosophy will comprise the focus and content of these courses. Prerequisite: WRIT 102 (3).

287. Philosophy of Law

The course begins with a survey of a few central texts in jurisprudential thought that range over natural law theory, legal positivism, and critical legal studies. In this part of the course, students perform a conceptual analysis of the law, asking such questions as: What is law? How is it different from other systems of norms, such as morality? What role do judges play in the creation of the law, or do they merely apply it? The second half of the course will deal with questions of normative jurisprudence. Specifically, students investigate what moral limits there are on what the law can command or prohibit. This investigation begins with the classical liberal defense of the "harm principle," and then goes on to examine challenges to that principle including legal moralism, legal paternalism, and the legal prohibition of offense. Prerequisite: WRIT 101 (3).

Philosophy and Religious Studies

PHILOSOPHY COURSES (PHIL)

305. Modern Philosophy

This course surveys major themes of Rationalism and Empiricism, as developed in the 17th and 18th centuries by thinkers such as Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. The mind-body problem, the relationship between experience and science, questions of knowledge and of the existence of God, issues of subjectivity and objectivity, and the understanding of substance and nature are explored. Prerequisite: WRIT 102 & one previous PHIL course (3).

306. Environmental Ethics

This course investigates the question of our ethical relations and responsibility to objects and systems in the natural world, including animals, other living beings, non-living entities, ecosystems, and “nature” as a whole. It also asks about nature as such: what nature is, what the place in it is of humans, the role of human action in transforming nature, etc. This approach to environmental issues places equal weight upon metaphysical and ethical inquiry, because justice can only be served if one knows the nature of the beings with whom one would live justly. Prerequisites: WRIT 102 & PHIL 103 or permission of department (3).

307. Phenomenology

This course approaches phenomenology as a critique and alternative to the Cartesian conception of human beings and our relation to the world. The course considers the work of Locke, Berkeley, and Hume as the background against which phenomenology derives its philosophical force. The course focuses on the major figures in the phenomenological movement, including Husserl, Heidegger, and Merleau-Ponty. Within the Cartesian framework, several classical philosophical problems are sharpened, e.g., the relation between mind and body, the “reality” of the external world, and our relationship to others, including the existence of other minds. Phenomenologists argue for an alternative way to conceive of human beings and their relation to the world. Prerequisites: WRIT 102 & one previous PHIL course (3).

308. Epistemology

What is the difference between knowledge and mere belief or opinion? What do we really know, and how do we know it? Are we capable of knowing anything other than our own states of mind, including the minds of others, the future, and our physical surroundings? Epistemology—the study of the nature and scope of knowledge—is the branch of philosophy concerned with such questions. This course covers historical and contemporary approaches to the question of what knowledge is, what makes a belief true, and how beliefs are justified. Skepticism about the possibility of knowledge will also be discussed, as will possible responses. Other topics may include induction, naturalism, and the internalism/externalism debate. Prerequisites: WRIT 102 & one previous PHIL course (3).

310. Philosophy of Art

(Same as ART 310)

This course is intended to help the advanced student understand the philosophical perspectives that inform particular periods or trends in the history of art. It will also analyze the degree to which these perspectives have shaped or can shape the way we look at or interpret works of art. These issues will be explored through readings in theoretical texts, artists’ writings, and visual analysis of works of art. Prerequisites: WRIT 102 & ART 250 or 252 & PHIL 101, 103 or PHIL 251/ART 291 (3).

314. Women Philosophers of the Past

This course examines the work of women philosophers of the past. It will consider writings that stress philosophical, ethical, and political issues central to the writer’s time. Previously neglected or unknown works will be studied in relation to developments of the time and to revisionist understanding in philosophy. At different times the course will consider women of different periods and their works. Examples include Heloise, Hildegard of Bingen, Christine de Pizan, Elizabeth of Bohemia, and Margaret Cavendish, among others. The course may be repeated as a special topics course with different subject matters. Prerequisites: WRIT 102 & one previous PHIL course (3).

317. Existentialism

This course examines major thinkers in the existentialist movement. Precursors such as Kierkegaard, Dostoevsky, Kafka, and Nietzsche are surveyed. Special emphasis is placed on the study of Heidegger, Jaspers, Marcel, and Sartre. Prerequisite: WRIT 102 & one previous PHIL course (3).

322. Philosophy of Religion

This course is an advanced seminar that investigates central issues in philosophy of religion, including religious diversity and pluralism, proofs for the existence of a monotheistic God, the sources and validity of religious knowledge, the nature of religious experience, and the problem of evil. Prerequisites: WRIT 102; Two PHIL courses or one PHIL & one RS course (3).

324. Business Ethics

This course investigates the purposes, relationships, and responsibilities involved in business activities from various ethical perspectives. Students will confront a number of morally and legally complex issues that arise on both a domestic and international scale. Topics covered include the nature and purpose of business, ongoing and emerging controversies regarding hiring and firing practices, financial practices, the conduct of multi-national corporations, the globalization of the economy, labor rights, environmentalism, and information disclosure. Students will learn to articulate and defend informed views on topics of contemporary concern in business ethics. Prerequisites: WRIT 102; PHIL 103 or permission of instructor (3).

328. Chinese Philosophy

(Same as RS 328. See course description under Religious Studies.)

329. Indian Philosophy

(Same as RS 329. See course description under Religious Studies.)

330. Metaphysics

Metaphysics is the branch of philosophy that seeks to understand the ultimate nature of reality—what the nature of the world really is, what things the world contains, what the different categories of existing things are, and what relations exist among those things. This course will consider issues such as existence and identity, personal identity, possibility and necessity, substance, matter, form, free will, universals and particulars, space and time, consciousness, and causation. Prerequisites: WRIT 102 & one previous PHIL course (3).

Philosophy and Religious Studies

PHILOSOPHY COURSES (PHIL)

332. Popular Culture and Philosophy

This course examines the intersection of popular culture phenomena, e.g., television shows, films, etc., and philosophy. Specifically, we will look at these phenomena both as a vehicle for exploring traditional philosophical themes and ideas, and also as philosophically interesting texts in their own right, i.e., as texts which either contain philosophically relevant ideas and/or as texts which are in some sense themselves worthy of philosophical analysis. Prerequisites: WRIT 102 & PHIL 101 or 103; or permission of department. (3)

333. 19th-Century Philosophy

The course covers the movement of thought in Europe after Kant, focusing on such topics as: history as an articulation of reason; critiques of religion and morality; and notions of human individuality and life that became the basis for the 20th century philosophies, phenomenology and existentialism. Figures studied may include Kant, Fichte, Schelling, Schiller, Schopenhauer, Hegel, Dilthey, Feuerbach, Marx, Dostoevsky, Kierkegaard, and Nietzsche. Prerequisites: WRIT 102 & one PHIL course. (3)

334. 20th-Century Philosophy

This course is a survey of major philosophical questions and themes of the 20th century. The developments of process thought, analytical and symbolic thinking, structuralism, and postmodernism are explored. Positions developed in Europe and the United States and reactions to these positions from African, African-American, Latino, and feminist points of view, among others, are considered. This course satisfies the Philosophy Minor in General and History of Philosophy Areas and provides insight into many aspects of 20th-century literature, psychology, politics, and science. Prerequisites: WRIT 102 & one PHIL course. (3)

336. Philosophy and Film

This course studies the philosophical analysis and interpretation of film. Students are given some background of film as a medium, and then learn to discern the philosophical elements of various films, and to analyze philosophically and interpret films on their own. Prerequisites: WRIT 102 & one PHIL course (3).

338. Mind and Body

This course focuses on the relationship between the mind and the body in Western philosophy. The course begins with selections from Plato and Aristotle and pinpoints the genesis of the “mind-body” problem in Descartes’ dualism and his rejection of Scholastic, i.e., Aristotelian, philosophy and science. There is also consideration of recent thinkers from the “analytic” tradition for answers to this problem—Gilbert Ryle, Hillary Putnam (early), John Searle, and Paul Churchland, among others. Prerequisites: WRIT 102 & PHIL 101 or other course in history of philosophy (3).

345. Value Theory

This course explores various metaethical and moral epistemological theories that underlie competing normative theories and respond to moral skepticism. Topics to be studied may include the truth-value of moral claims, the structure of value, types of value, monism versus pluralism, subjectivism versus objectivism, naturalism versus nonnaturalism, the fact/value distinction, the nature of moral entities, moral motivation, and methods of moral knowledge. Prerequisites: WRIT 102 and PHIL 103 (3).

347. Contemporary Ethical Issues

This course examines the complexity of issues that surround many situations people must experience. The questions of abortion, media morality, government morality, euthanasia, and responsibilities of rich nations to poor nations will be among those explored. Prerequisites: WRIT 102 & PHIL 101 or 103 (3).

357. Problems in Philosophy

This course will explore some particular problems in philosophy that will be announced in each semester that the course is offered. Some possible topics include: the problem of God, the nature of causality, the problem of knowledge, or the problem of objectivity in values. Prerequisites: WRIT 102 & PHIL 101, 103 or 109 (3).

401. Plato

In this course major works of Plato are examined: *Apology*, *Crito*, *Phaedo*, *Republic*, *Phaedrus*, *Symposium*, *Gorgias*, and *Sophist*. Themes such as the soul, virtue, knowledge, the real and the apparent, and the ideal state will be discussed. Prerequisites: WRIT 102 & two previous PHIL courses, or by permission of the department (3).

403. Aristotle

In this course the major contributions of Aristotle to Western philosophy are explored. Emphasis is placed on the *Organon*, the *Metaphysics*, the *Physics*, and the *Nichomachean Ethics*. Prerequisites: WRIT 102 & two previous PHIL courses, or by permission of the department (3).

407. Marx

Course is a study of the main features of Marx’s philosophy in the context of its 19th-century development. It will include intensive reading in Marx and a consideration of the implications, political and philosophical, for the contemporary world. Prerequisites: WRIT 102; two previous PHIL courses or one previous PHIL course & SOC 330, PS 334, PS 355 or IS 311; or by permission of the department (3).

408. Feminist Theories

Course explores themes and issues in the development of feminist theory in the modern and post-modern world. Questions studied will include the role of feminism as critic of philosophy, the challenge to categories of “public” and “private,” common good and private interest, the examination of “subjective” and “objective” description, and changing understandings of ethics and virtue. Transformation of philosophical understanding in light of increasing global consciousness will also be considered in light of the role of feminism and the leadership of women in recent socio-political and economic changes. Prerequisites: WRIT 102 & PHIL 101, 103 or SOC 213; or permission of department (3).

409. History and Philosophy of Science

(Same as GS 409.)

This course examines and traces the development of scientific thought through the eyes of both philosophers and scientists and examines the controversies and restructuring of our outlook, especially with the introduction of relativity and quantum mechanics in the early 20th Century. These ideas are therefore studied for what they tell us about how humans relate cognitively to the universe, in both active and passive senses. Prerequisite: WRIT 102; PHIL 101 recommended (3).

Philosophy and Religious Studies

PHILOSOPHY COURSES (PHIL)

410. Classic Philosophical Texts

This course is a seminar for advanced students centered around one great work from the history of philosophy. The great work under consideration will vary, but such works could include: Plato's *Republic*, Aristotle's *Nicomachean Ethics*, Kant's *Critique of Pure Reason*, Hegel's *Phenomenology of Spirit*, or Heidegger's *Being and Time*. The seminar will emphasize close reading of the text, but we will also explore the genesis of the text and major strands of interpretation that it has inspired. Students must have already had significant exposure to the history of philosophy and have developed some capacity for philosophical thinking. Prerequisites: WRIT 102 & two PHIL courses, one of which must be at the 300-level or above, or permission of the department (3).

420. Philosophy and Religious Studies Seminar (same as RS 420)

This is an integrative and interdisciplinary capstone course for the Philosophy and Religious Studies major, intended for juniors and seniors who have completed most of their major departmental requirements. A different topic or series of topics will be covered in any particular semester and the course may, on occasion, be team taught. Topics covered include: Theories of Human Nature, Free Will, God and the Problem of Evil. Prerequisites: PHIL 101, 103 & 322 & RS 120.

423. Nietzsche and Freud

This course studies some of the major works of the two thinkers and focuses on each as both a philosopher and a psychologist. Further, the influence of Nietzsche on Freud's thinking will be emphasized, in particular the critique of religion; the development of the notion of the unconscious; the idea of unconscious motivation; the theory of repression and sublimation; and theories about the way that society in general is psychically deforming and the way that it prevents the satisfaction of human desires and the expression of instincts and thus obstructs human happiness. Works studied may include Nietzsche's *Beyond Good and Evil* and *On the Genealogy of Morals* and Freud's *Civilization and Its Discontents*, *The Future of an Illusion*, and *The Ego and the Id*. Prerequisite: At least one introductory PHIL course. (3)

440. Kant

Immanuel Kant's work had a major impact on almost all of the sub-disciplines of philosophy: metaphysics, epistemology, ethics, aesthetics, logic, and political theory. And while there are many philosophers who disagree with Kant, very few have been able to avoid his influence altogether. His impact has been felt most dramatically in metaphysics, epistemology, and ethics. This course, which is designed to familiarize students with the most important aspects of Kant's work, will focus on these three topics. Prerequisites: WRIT 102 & two previous PHIL courses, or by permission of the department (3).

396/496. Teaching Apprenticeship

297/397/497. Research

298/398/498. Directed Study

299/399/499. Independent Study/Internship

The following courses have been offered in the past and may be offered in the future in response to student need.

220. Intermediate Logic

225. Philosophy of Education

238. Great Philosophers of China

241. Russian Philosophy

279. Philosophy of Criminal Justice

289. Problems in Ethics and the Life Sciences

327. Introduction to Analytic Philosophy

411. Arabic Thought

413. Sociology of Knowledge

417. Business and Society

421. Topics in Political Philosophy

467. Philosophy of Myth

RELIGIOUS STUDIES COURSES (RS)

101. The Hebrew Bible

The Hebrew Bible is foundational for Jews, Christians, and Muslims, and its cultural influence has been profound. This course engages in historical and literary analysis of the text, with a special emphasis on its development and genres: the primordial and national narrative, legal/ritual codes, the historical and prophetic texts, the wisdom literature, and later apocalyptic writings. Prerequisite: WRIT 101 (3).

107. The New Testament

The New Testament is the authoritative collection of scriptures in the Christian tradition, and its cultural influence has been profound and widespread. This course engages in historical and literary analysis of the text, with a special emphasis on its development and genres: the gospels (Matthew, Mark, Luke, and John), the Pauline letters, history of the early Christian movement (Acts), and apocalyptic (Revelation). Prerequisite: WRIT 101 (3).

110. Faith and Doubt

Does religious faith remain a valid, well founded, and necessary aspect of human experience? Or have the events of the last century (or the last decade) shattered it beyond repair? This course offers an introduction to normative questions in the study of religion by investigating the experience of faith and doubt during the last century. We will attend closely to the effects of science, war, genocide, discrimination, and terrorism on religious consciousness, through literature, memoir, and film. Readings may be from C.S. Lewis, Freud, Wiesel, Malcolm X, Ayaan Kirsi Ali, and the "New Atheism" (3).

Philosophy and Religious Studies

RELIGIOUS STUDIES COURSES (RS)

115. Introduction to Judaism, Christianity, and Islam

This course offers an introduction to the major religions of the West (Judaism, Christianity, and Islam) that focuses on their historical development, grounding concepts, and dominant practices. Special attention will be devoted to the common lineage of these traditions and the radical divergences between them, leading up to a consideration of the religious divisions that trouble our world today. Selected readings from primary sources, audio-visual material, and site visits will provide vital data for the course (3).

120. Introduction to the Religions of Asia

This course offers an introduction to the religions of Asia, with a particular emphasis on the traditions of India, China, and Japan. Emphasis will be placed on Hinduism, Buddhism, Taoism, and Confucianism, but Jainism, Islam, Sikhism, Chinese popular religion, and Shintoism will also receive attention. Students will gain literacy in the historical development, grounding concepts, and dominant practices of these traditions, while also attempting to engage empathetically with a widely divergent set of religious worldviews. Selected readings from primary sources, audio-visual materials, and site visits will provide vital data for the course (3).

200. World's Major Religious Texts

The course centers on the texts of the world's major religions: Hebrew and Christian scriptures, the Islamic Qur'an, and major texts of Buddhism and Hinduism. Each text will be studied against its historic/geographic background. The focus will be on notable similarities and differences informed by contemporary scholarship. Prerequisite: WRIT 101 (3).

207. Religion and Psychology

(Same as PSYCH 207)

This course will examine the complementation of religion and psychology in many aspects of the human person through the media of selected films, dramas, and stories. Prerequisite: WRIT 101 [Offered: F, S] (3).

216. Religion and Sexuality

This course examines the often intimate connection between religion and sexuality. Emphasis will be placed on the ways a variety of religious traditions have both imagined and constructed human sexuality, with special attention to creativity and reproduction, rites of passage, ritual behavior and sexual conduct, the sexual act(s), eroticism and the mystical path, sex and gender roles (especially marriage), and sexual orientation. The course will conclude with a consideration of a contemporary issue (e.g., abortion or same-sex marriage) that is at the intersection of religion and sexuality. Prerequisite: WRIT 101 (3).

301. Spirituality of Women:

An Autobiographical Approach Seminar

This course is an investigation of the spiritual development of outstanding women as revealed in story form. Correlations will be made with the contemporary struggle of women for recognition and the uniqueness of the feminine contribution to the Church. Some life stories will be explored: Simone Weil, Dorothy Day, Teresa of Avila, Therese of Lisieux, and Teresa of Calcutta. Prerequisite: WRIT 101 (3).

312. The Bible as Literature

This course will investigate the Bible (both the Hebrew Bible and the New Testament) as a literary text. Theories of authorship and audience will be investigated, building towards literary analysis of the Bible's development, language, and genres (narrative, poetry, wisdom literature, gospels, letters, etc.). Students will also employ contemporary literary theories in analyzing the text. Prerequisite: WRIT 102 and one RS or ENG course (3).

315. Religion and Experience

What makes an experience "religious?" This course will inspect the ways in which religion manifests itself in human consciousness in a variety of religious traditions. Through our examination of religious emotions, attitudes, visions, and conversations, we will describe the value ascribed to these experiences while also investigating their validity and authority. Readings may include William James, *The Varieties of Religious Experience*, the *Tao Te Ching*, Augustine, *Confessions*, *The Autobiography of Malcolm X*, and Shunryu Suzuki. Prerequisite: WRIT 102 & one RS course or permission of the department (3).

318. Religion and Literature

This course is a historical and genre-based exploration of the intersection between religion and literature. The course will include consideration of scriptural texts, as well non- or post-religious texts that persist in expressing religious themes. Course readings to include examples of Greek tragedy, biblical texts, Hindu and Buddhist scripture, mystical poetry, post-Holocaust literature, and the modern/post-modern novel. Prerequisite: WRIT 102 & one RS or ENG course or permission of the department (3).

320. Islam

This course offers a thorough introduction to the history, beliefs, and practices of Islam. Beginning with the cultural and religious context from which this tradition arose, the course goes on to explore the life of the prophet Muhammad, the teachings of the Qur'an, central doctrines and rituals, and the diversity of global Islam. Finally, we will examine the relationship between Islam and modernity, as well as the way that Islam and Muslims are perceived in post-9/11 America. Prerequisite: WRIT 102 & RS 115, 200 or 216; or permission of the department (3).

321. Development of Christianity

This course will introduce students to the early decades of the development of Christianity from the time of Jesus to the spread of Christianity through Paul to the period of Christianity's emergence as the state religion of the Roman Empire under Constantine. The interrelationship between Judaism and Christianity will be explored as well as the multiple portraits of Jesus and the leadership roles of women within early Christianity. Prerequisite: WRIT 102 & RS 107, 115, 200 or 216; or permission of the department (3).

324. Mysticism: East and West

This course is a study of the mystical element in the religious traditions in Judaism, Christianity, Islam, Hinduism, Taoism, and Buddhism. Differences as well as similarities will be considered, drawing upon influential theories in the contemporary study of mysticism. Readings may include selections from the Bible, the Zohar, medieval Christian saints and mystics, Sufi poets, the Upanishads and Bhagavad Gita, the *Tao Te Ching*, and Zen Buddhist writings. Prerequisite: WRIT 102 & one PHIL or RS course or permission of the department (3).

Philosophy and Religious Studies

RELIGIOUS STUDIES COURSES (RS)

328. Chinese Philosophy

(Same as PHIL 328.)

This course examines the main strands of Chinese philosophy, with particular emphasis on the foundations of Chinese thought (Confucius, Mencius, Laozi, Zhuangzi, Mozi, Xunzi, and Legalism), along with the contributions of Chinese Buddhism and Neo-Confucianism. The course will conclude with a consideration of a contemporary issue in Chinese philosophy (e.g., Marxism, human rights, or "New Confucianism"). Prerequisite: WRIT 102 (3).

329. Indian Philosophy

(Same as PHIL 329.)

This course offers an exploration of the main strands of South Asian philosophical reflection. Emphasis will be placed on the scriptural foundations of both Hindu and Buddhist thought forms, the "orthodox" schools of Hindu thought, their dialogue with Buddhist schools, and the contributions of modern Hindu thinkers, like Gandhi and Aurobindo. Prerequisite: WRIT 102; one course in PHIL & RS 120, 200, 324, 337 or 339; or permission of the department (3).

332. Judaism

This course provides an introduction to the texts, beliefs, and practices of the Jewish tradition. This will include in-depth examination of the Bible (Tanakh) and its composition, developments in the Second Temple and diaspora periods (the Rabbinic tradition and the emergence of the synagogue), trends in medieval and early modern Judaism (mysticism, messianism, and Hasidism), and the profound challenges posed by the modern period. Jewish practice and its historical and textual precedents will also be a focus in the course. Prerequisite: WRIT 102 & RS 101, 115, 200 or 216; or permission of the department (3).

333. Religion, Society and Culture

(Same as SOC 333).

This interdisciplinary course is designed to explore diverse religious, ideological, and cultural environments, and to analyze their impact on social, economic, and political relations among people and nations. The course will also inquire into the conceptual parameters of a global culture focusing on human dignity, freedom, justice, and peace. Prerequisite: WRIT 102 [Offered: F, S] (3).

337. Buddhism

This course investigates the texts, beliefs, and practices of the Buddhist tradition, with careful attention to its historical development and cultural variations. Starting with the life and teachings of the historical Buddha, the course continues with an examination of Theravada Buddhism, the early foundations of Mahayana Buddhism, and later forms of Buddhism in Tibet, China, and Japan. Prerequisite: WRIT 102 & RS 120, 200 or 216; or permission of the department (3).

339. Hinduism

This course will investigate the Hindu religious tradition. Early Vedic scriptures, later religious literature (e.g., the *Bhagavad Gita*, the *Laws of Manu*, and the Puranas), and Hinduism's historical encounter with Islam and "the West" will be examined, with an eye towards interpreting and understanding contemporary beliefs and practices. Prerequisite: WRIT 102 & RS 120, 200 or 216; or permission of the department (3).

402. Faith After The Holocaust

This question is applicable both to Jews and non-Jews. The historic origin of the Holocaust and the results of it will be examined. Audiovisual material will be used. The writings of Jewish thinkers published both before and after the Holocaust will be brought to bear on many problems. This course will deal with the ways that religious faith has changed as a result of the experience of World War II. Works of the following thinkers will be read in whole or part: Kaplan, Buber, Rosenzweig, Rubenstein, Schwarz-Bart, Wiesel, Wyman, Frank, and others. Prerequisite: WRIT 102 (3).

411. Senior Seminar

An advanced seminar is offered for seniors concentrating in religious studies. Different topics will be explored in different years. Prerequisite: WRIT 102 (3).

420. Philosophy and Religious Studies

Seminar

(Same as PHIL 420. See Philosophy courses for description.)

465. Advanced Study in Religion

This course will offer the advanced student in religious studies an opportunity to engage in specialized, in depth examination of a specific topic in the field. The topic may be a specific historical period, a branch of a larger religious tradition, the life and works of a significant religious figure, a strand of religious thought, or a single religious text or body of texts. Prerequisite: WRIT 102 and at least two courses in Religious Studies (3).

466. Religion and Social Justice

This course will explore how religious ideas and values shape social justice movements. Special consideration will be given to the religious response to the social challenges posed by secularization and pluralism. A historical survey of religious thinking on social justice will be followed by a discussion of major 20th century figures in the field. Prerequisite: WRIT 102 (3).

396/496. Teaching Apprenticeship

297/397/497. Research

298/398/498. Directed Study

299/399/499. Independent Study/Internship

Physics

Physics is in the Department of Natural Sciences and Mathematics. There is currently no major, but physics courses are part of the department's programs in Biology and the College's area requirements in the Natural Sciences. Biology majors take either a semester of Physics (PHYS 201 for B.A. students) or a full year (PHYS 261-262 for B.S. students).

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PHYSICS COURSES (PHYS)**201. Introduction to Physics**

This survey course, requiring only basic algebra, will explore the classical themes of physics in the study of matter and energy. The topics include mechanics, fluids in motion, sound, electromagnetism, optics and themes from modern physics. The laboratory exercises form an integral component and help round out the lecture discussions. Three-hour class; three-hour lab. Fee: \$45.00. Prerequisite: MATH 129 (4).

261. General Physics I

This course explores basic concepts of mechanics, heat and sound. It includes computer-assisted problem solving techniques. Laboratory experiments are designed to help the student probe empirical truths about the physical world. Three-hour lecture; one-and-one-half-hour recitation; three-hour lab. Fee: \$45.00. Prerequisite: MATH 139/140 or MATH 141, or exemption (5).

262. General Physics II

This course explores basic concepts of electricity, magnetism, and light with an introduction to modern physics. Includes computer-assisted instruction. Three-hour lecture; one-and-one-half-hour recitation; three-hour lab. Fee: \$45.00. Prerequisite: PHYS 261 (5).

297/397/497 Science Research

Prerequisite: permission of department faculty. Fee \$45 (1-6).

Political Science

Political Science is the study of government and politics. It is concerned with the control, use and abuse of power in institutions, public policy, and social and cultural systems. The program at MMC offers courses that focus on political theory, American political institutions, processes and behaviors, and comparative politics.

In close collaboration with faculty advisors, students plan programs to prepare them for careers ranging from entry-level positions in government and criminal justice to graduate degrees in law, public policy, and public administration. Majoring in political science is also excellent preparation for careers in journalism, teaching, and business. In particular, faculty members help and encourage students to supplement their academic study with internships in New York and Washington, as well as with study abroad opportunities.

Our graduates distinguish themselves in the fields of law, government, politics, civil service, private and public corporations, and teaching. Political Science faculty members make special efforts to keep in touch with those who are prominent in their fields, inviting them back for frequent contact with current students, both formally as guest lecturers in classes and informally at get-togethers with undergraduates.

While not required, Political Science majors are encouraged to pursue a minor which will assist them in developing a marketable

competency and help them prepare either for entry into the job market or for specialized graduate programs.

The following minors are available and recommended for Political Science majors:

Applied Minors: Business Management, Media Studies, and Social Work

Liberal Arts Minors: English, French, Hispanic Studies, History, International Studies, Journalism, and Sociology,

Students are also encouraged to pursue internships, which are available at numerous organizations, including: Policy Link; Legal Aid Society; Center for Constitutional Rights; and various legal firms. Travel/Study opportunities may be offered as well.

Learning Goals for the Major in Political Science

Upon completing the major in political science, students will be able to:

- Critically analyze contemporary political trends and developments.
- Communicate effectively, both orally and in writing, about political topics.
- Conduct qualitative and quantitative research on political topics.
- Pursue graduate studies in political science, journalism, law and other professions; and enter careers that require a strong background in political studies.

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Political Science

MAJOR: B.A. IN POLITICAL SCIENCE (2207)

37 Credits

Social Science Core:

IS 207 World Geography	3
SOC 330 Great Social Thinkers	3

Political Science Concentration:

PS 106 Introduction to Politics and Government	3	PS 324 Law, Government and Politics in America	3
PS 261 Political Philosophy	3	PS 371 Research Methods in Social Science	4
PS 262 Politics of American Democracy	3	PS 402 American Constitutional Law	3
PS 231 Comparative Politics	3	Political Science Electives (3 courses, at least 2 at the 300+ level)	9

MINOR: POLITICAL SCIENCE

18 Credits

PS 106 Introduction to Politics and Government	3	PS 231 Comparative Politics	3
PHIL 261 Political Philosophy	3	2 Political Science Electives at the 300 level or above	6
PS 262 Politics of American Democracy	3		

POLITICAL SCIENCE COURSES (PS)

106. Introduction to Politics and Government

This course will introduce students to political science by exploring its basic concepts, notably power and authority, nature of the state, forms of government, political ideologies such as communism, socialism, pluralism and fascism. Government and politics of modern states, relations among nations and basics of international law and organization will be discussed. Political problems posed by current domestic and international issues will be examined. Corequisite: WRIT 101 [Offered: F, S] (3).

107. Introduction to Criminal Justice

(Same as SOC 107)

The purpose of this course is to survey and analyze the origin, development, and classification of the criminal law. The principal topics to be covered will be grouped into the following areas: crime as a legal concept, the objectives of punishment, an overview of the American criminal justice system, the trial, the role of the attorneys, judges, and the jury, the bail system, plea bargaining, sentencing, jails, prisons, probation, and parole. Visits to courts and prisons will be included in the course. Prerequisite: WRIT 101 (3).

109. International Relations

(Same as IS 109; see course description under International Studies.)

231. Comparative Politics (Same as IS 231)

This course is intended to introduce students to recent and contemporary political dynamics in different world regions. Particular attention will be paid to developments in Britain, China, Germany, Iran, Japan, Mexico, Nigeria, and Russia. The course will emphasize the distinctive role that state structures, production systems, democratic processes, and social identities play within and across these countries. Class discussions will be organized around course readings, supplemented by documentary films and guest lectures. Prerequisites: WRIT 101 & IS 109 (3).

262. Multiculturalism and Democracy

This course considers the relationship between democracy and multiculturalism in the United States. It examines both the strengths and weaknesses of American democracy and explores whether and how people rule. The course examines how the definition of democratic citizenship has created exclusions based on categories of race, ethnicity, nationality, language, culture, gender and sexuality. Students will study competing perspectives on the meaning of multiculturalism. Prerequisite: WRIT 101 (3).

263. Power and Politics in the City

Cities highlight the dramatic interplay of wealth, poverty, racial and ethnic hierarchy, diverse cultures, work and space in American politics and society. This course examines the politics of class, racial and gender inequality, of work and neighborhood, and of community development and community organizing from both historical and contemporary perspectives. Special attention will be given to the policy issues and politics confronting New York City. Prerequisite: WRIT 101 (3).

264. Public Policy Analysis

This course will systematically analyze factors affecting public policy making and implementation and then apply that understanding to an examination of four or five selected contemporary issues in national public policy. Students will explore these issues through individual research, class exercises, discussions and group projects. Prerequisites: WRIT 101 & PS 106; or permission of department (3).

289. Latin America: The Dynamics of Modernization

(Same as HIST/IS 289; see course description under History.)

305. Politics of Developing Nations

(Same as IS 305; see course description under International Studies.)

307. Government and Politics in Russia and Eastern Europe

In this course the rise and fall of communist economic and political systems in Russia and Eastern Europe are examined. The topics to be explored include: historical and socio-economic foundations; the theory of Marxism-Leninism; the practice of communism under Stalin, Khrushchev, and Brezhnev; the meaning of "glasnost" and "perestroika" under Gorbachev; and the collapse of communism and the emergence of democracy in Eastern Europe. Prerequisites: WRIT 102 & IS 106; or permission of department (3).

315. International Law

(Same as IS 315; see course description under International Studies.)

Political Science

POLITICAL SCIENCE COURSES (PS)

322. Totalitarian Systems

(Same as IS 322)

This course studies the characteristic features of modern totalitarian systems. Using the examples of Nazi Germany, the Soviet Union under Stalin, and China under Mao, it explores the ideology, practice and the political, economic, social and cultural aspects of totalitarianism. Prerequisites: WRIT 102 & IS 106; or permission of department (3).

324. Law, Government and Politics in America

This course surveys and analyzes the basic features of the American constitutional, legal, governmental and political systems. The main topics to be discussed include the constitution, statute law, common law, civil liberties, civil rights, criminal justice system, equal protection of the laws, key features of American politics, role of public opinion, pressure groups, political parties, the electoral process, and main institutions of the federal government. Students will explore a several controversial political issues using a variety of primary sources. Prerequisite: WRIT 102 (3).

327. American Foreign Relations

(Same as HIST/IS 327.)

This course surveys U.S. foreign relations from the late 19th century to the present. Power politics and interstate relations will provide our framework. We will also examine the wider economic, social and cultural dimensions of American engagement with the world, including the changing rationales informing American international activism and the interplay between interest and values in policies pursued. Prerequisite: WRIT 102 (3).

334. Conservative Political Thought

This course introduces students to core readings in the conservative political tradition. The aim of the course is to expose students to the intellectual foundations of one of the major political currents of the modern world. Rather than emphasizing contemporary debates, the course will focus on canonical authors whose ideas helped shape modern conservative thought. The readings touch on such perennial themes as the sources of legitimate authority; the role of the market; the relationship of politics, community, and religious faith; and the appropriate ends of politics. The course is also concerned with the development and revival of conservative political thought as a direct challenge to the liberal and socialist political traditions as exemplified by such writers as John Locke, John Stuart Mill, and Jean-Jacques Rousseau. Prerequisite: WRIT 102 (3).

337. Crime and Society

This course places crime and criminal activity in a broader social and historical context by examining the ways in which different societies have defined the boundaries of criminal and noncriminal behavior. Special emphasis will be placed on the changing patterns of criminal activity and the role that cultural forces play in stimulating and preventing criminal behavior. The course will also explore the representation of crime in the mass media as well as theories of crime causation. Some of the authors whose works will be featured include: Mike Davis, Michel Foucault, Lawrence Friedman, Gary La Free and Christian Parenti. Prerequisite: WRIT 102; PS 107 recommended (3).

340. Political Participation

Who participates in American Politics and why this matters is explored in this course. It examines the historical roots of the party system, the decline in voter turnout, the ascendancy of social movements and organized interest, the power of money in electoral politics, and how the media influence political participation and shape public policy. Prerequisites WRIT 101 & PS 106 (3).

345. The Middle East in the Twentieth Century

(Same as HIST/IS 346; see course description under History.)

348. Poverty in America

(Same as HIST 348; see course description under History.)

350. Comparative Economic Systems

(Same as ECO 350)

This course will present an analytical look at the free market system in relation to the centrally planned economies of Europe and Asia, the socialist countries of Europe, the newer economic structures of Japan and China, and the interplay of forces with Third World countries. Prerequisite: WRIT 102 (3).

355. Green Political Thought

This course applies the ecological paradigm to the traditional concerns of political theory, such as the sources of power and authority, the struggle for justice, individual rights and communal obligations, and the search for normative foundations for human action. The course will explore competing conceptions of the relationship between human societies and the natural world, and will address such issues as environmental ethics, sustainability, green parties, environmentalism and the left/right axis, and animal rights, with a special emphasis on new forms of environmental activism on political theory and practice. Prerequisite: WRIT 102 (3).

356. War and Peace

(Same as IS 356; see course description under International Studies.)

357. Human Rights in Comparative Perspective

(Same as IS 357; see course description under International Studies.)

360. The American Presidency

This course explores the nature of presidential power. It examines the historical, political and economic factors that have transformed the office of the presidency in the nineteenth century into the most powerful branch of government in contemporary America. Some of the topics analyzed are the constitutional origins of the presidency, the institutional aspects of the office, the relationship amongst the three branches, and the role of mass media in expanding the reach of the presidency. Prerequisite PS 106 (3).

371. Research Methods in Social Science

(Same as SOC 371; see course description under Sociology.)

376. Nationalism and State-Building

(Same as IS 376; see course description under International Studies.)

402. American Constitutional Law

This course is a study of the formation and interpretation of the American Constitution. Class discussions will focus on leading Supreme Court decisions in various areas of the law. The major topics to be covered include: Judicial review, the Courts, federalism, freedom of speech, press, assembly and religion, libel, slander, obscenity, privacy, criminal procedure, and equal protection of the laws. Prerequisites: WRIT 102 & PS 106 (3).

479. Senior Seminar

(Same as IS 479 see course description under International Studies.)

297/397/497. Research**298/398/498. Directed Study****299/399/499. Independent Study/Internship**

Psychology

People study psychology because they have an interest in understanding human behavior. MMC's Psychology program encompasses diverse areas that have as their goal preparation for living in a complex society. Courses in biological and sociocultural influences on behavior encourage the recognition and appreciation of diversity. Our program is designed for students with a range of goals and interests, from preparation for graduate work to gaining insight into their study or work in related fields. The Psychology program at MMC prepares students for advanced graduate training in all areas of psychology, as well as in other fields such as education, social work, business and the helping professions. While giving students the tools to understand human behavior, the program emphasizes critical thinking and the scientific method, important preparation for many psychology-related careers.

An important goal of the program is to provide students with a broad background and foundation in the field by offering courses in core traditional content areas, such as Personality, Learning and Cognition, Neuroscience, and Social Psychology, as well as various applied fields such as Forensics and Industrial/Organizational Psychology. Students gain proficiency in research techniques through courses in Statistics and Experimental Psychology and also benefit from a broad spectrum of electives including, Animal Behavior, Human Sexuality, Psychology of Sleep, Psychology of Women and Psychological Portraits in Literature. Psychology has natural links to other areas of study and our courses are open to non-majors.

Psychology students at MMC benefit from additional learning opportunities through a certificate program in Industrial/Organizational Psychology. This is an ideal choice for those interested in the business environment from a psychological perspective, helping to launch a career in such areas as human resources or market research. Students may also minor in Neuroscience or Forensic Psychology. The Forensic Psychology minor provides students with the necessary tools for understanding and critically assessing important questions of law and mental health issues. The minor addresses such important social and political issues as crime investigations, racial profiling, the death penalty, problems with the prison system, the psychology of violence and the assessment and treatment of defendants and convicted offenders. The Neuroscience Minor is the interdisciplinary study of the neural basis of cognition and behavior and includes courses in biology, chemistry, neurolinguistics and psychology. Our goal is to expose students to the relationships between the nervous system, the mind, and behavior by examining mechanisms and processes from the molecular to the systems level with an evolutionary perspective. The Neuroscience Minor provides students with theoretical and practical skills for careers in basic and applied science, future

graduate school studies, and the critical analysis of issues at the interface of science and humanity.

Additional Learning Opportunities

We encourage students interested in graduate study to take advantage of the numerous research and field experiences available in New York City. Psychology faculty work with students to locate internship opportunities, and MMC students have worked in field placement settings as diverse as hospitals, psychotherapy clinics, criminal court psychiatric clinics, human resource offices, and public schools. They have worked with diverse populations including, psychiatric inpatients, children in foster care, children in therapeutic nurseries and homeless teen mothers and their children. Recent graduates have enrolled in doctoral programs in Clinical Psychology, Environmental Psychology, Neuropsychology, Industrial/Organizational Psychology, Educational Psychology and in masters programs in Social Work and Childhood Special Education.

Students have had the opportunity to collaborate with faculty on ongoing research projects, as well as to explore their own research interests. Recent student projects have included: "Attitudes towards solitary confinement", "Sleep paralysis in a college population", "Gender differences in stress coping techniques," and "Gender bias and stereotypical sex-roles in children's literature." Faculty/student research reports have been presented at annual conventions of the Eastern Psychological and American Psychological Associations and also have been published in such journals as the Academic Psychology Bulletin, the Journal of Social Psychology, the Journal of Psychology and Law and Psychology Reports. Recent publications which included student authors include: "Flashbulb Memories of Personal Events of 9/11 and the Day After for a Sample of New York City Residents", "Asian American Defendants: A Study of Psychiatric, Psychosocial and Legal Factors" and "Response to Mentoring as a Function of Attachment Style."

Learning Goals for the Major in Psychology

After completing the major in psychology major, students will be able to:

- Demonstrate knowledge of diverse areas in psychology.
- Evaluate and perform research.
- Communicate psychological material clearly and in appropriate format and style.
- Perform competently in situations (e.g., internships, graduate school, employment) requiring application of psychological knowledge.

Psychology

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MAJOR: B.A. IN PSYCHOLOGY (2201)**34-35 Credits****A. Foundation Skills****Take all of the following:**

PSYCH 101 General Psychology:
 Social and Clinical Processes 3
 PSYCH 102 General Psychology: Physiological
 and Cognitive Processes 3
 PSYCH 223 Statistics for the Behavioral Sciences I 3
 PSYCH 332 Statistics for the Behavioral Sciences II 3
 PSYCH 426 Experimental Psychology 4

B. Cognitive and Biological**Take one of the following:**

PSYCH 232 Psychology of Learning (3)
 PSYCH 237 Motivation and Emotion (3)
 PSYCH 241 Perception (3)
 PSYCH 328 Theories of Learning (3)
 PSYCH 333 Behavioral Neuroscience (3)
 PSYCH 359 Cognitive Psychology (3)
 PSYCH 379 Animal Behavior (4)

Academic Programs

Psychology

C. Applied and Experiential

Take one of the following:

PSYCH 285 Introduction to Counseling Techniques	(3)
PSYCH 250 Introduction to Forensic Psychology	(3)
PSYCH 313 Group Dynamics	(3)
PSYCH 330 Tests and Measurements	(3)
PSYCH 316 Organizational Behavior	(3)
PSYCH 369 Dynamics of Interviewing	(3)
PSYCH 399 Internship	(3)

3

E. Capstone and Integrative

Take one of the following:

PSYCH 411 History and Systems	(3)
PSYCH 491 Senior Seminar	(3)
PSYCH 492 Senior Honors Thesis	(3)
PSYCH 499 Independent Study	(3)

3

Also two further Psychology electives

6

D. Psychodynamic and Interpersonal

Take one of the following:

PSYCH 201 Developmental Psychology I: Child Psychology	(3)
PSYCH 231 Personality Psychology	(3)
PSYCH 235 Social Psychology	(3)
PSYCH 363 Abnormal Psychology	(3)

3

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY CERTIFICATE PROGRAM (5620) /MINOR

18 Credits

This minor is appropriate for students who are planning to pursue a major in Psychology. The program trains students to work effectively in a range of business and industrial settings as well as preparing them for graduate level work. Attention will be given to research, theory, and practical experience through internship opportunities. This program is also appropriate for the returning student seeking a career change.

A rapidly growing field, Industrial/Organizational Psychology develops and applies psychological insights to the modern organization, both on the individual and group level, with topics such as: human relationships viewed as resource exchanges, management as a dynamic process, and structure/development of organizations.

Required courses:

BUS/PSYCH 316 Organizational Psychology	3
(Students should begin program with this course)	
BUS/PSYCH 317 Personnel Psychology	3
PSYCH 369 Dynamics of Interviewing	3
PSYCH 399 Internship	3

Two of the following electives:

PSYCH 313 Group Dynamics	(3)
PSYCH 330 Tests and Measurements	(3)
PSYCH 340 Career Development Cycle	(3)
BUS/PSYCH 344 Training & Development	(3)
BUS 320 Human Resources Management	(3)

6

MINOR: PSYCHOLOGY

18 Credits

PSYCH 101 General Psychology: Social and Clinical Processes or	
PSYCH 102 General Psychology: Physiological	
and Cognitive Processes	3
PSYCH 223 Statistics for the Behavioral Sciences I	3

One of the following:

PSYCH 313 Group Dynamics	(3)
PSYCH 359 Cognitive Psychology	(3)
PSYCH 363 Abnormal Psychology	(3)
PSYCH 333 Behavioral Neuroscience	(3)

3

Three of the following:

PSYCH 201 Developmental Psychology I: Child Psychology	(3)
PSYCH 231 Personality Psychology	(3)
PSYCH 232 Psychology of Learning	(3)
PSYCH 235 Social Psychology	(3)

9

Psychology

MINOR: FORENSIC PSYCHOLOGY

18 Credits

Required Segment

Take all of the following:

PSYCH 250 Introduction to Forensic Psychology	3
PS/SOC 107 Introduction to Criminal Justice	3
PSYCH 350 Advanced Forensic Psychology	3

Psychology Segment

Take one of the following:

PSYCH 363 Abnormal Psychology	(3)
PSYCH 499 or 399 Internship	(3)
PSYCH 499 or 399 Independent Study	(3)

Political Science/Sociology/Chemistry Segment

Take one of the following:

PS 324 Law, Government and Politics in America	(3)
PS 337 Crime and Society	(3)
SOC 204 Valuing Difference	(3)
CHEM 120 Introduction to Forensic Sciences	(3)

Students must take one additional course from either the Psychology or Political Science/Sociology/Chemistry segments above.

3

MINOR: NEUROSCIENCE

18 Credits

BIOL 136 Anatomy	4
BIOL 220 General Biology I	4
BIOL 234 Human Physiology or BIOL 329 Physiology	4

PSYCH 333 Behavioral Neuroscience	3
PSYCH/BIOL 497 Research	3

PSYCHOLOGY COURSES (PSYCH)

101. General Psychology: Social and Clinical Processes

This course is designed to introduce students to the basic processes of behavior including brain processes, human development, psychological disorders, therapy, stress, personality and social psychology (3).

102. General Psychology: Physiological and Cognitive Processes

This course is designed to introduce students to the basic processes of behavior including brain processes, sensation and perception, learning, memory, thinking, language, intelligence and motivation (3).

201. Developmental Psychology I: Child Psychology

This course studies the human life cycle from birth through early adolescence. The course discusses both theory and research concerning environmental, psychological and physiological influences on development. Areas include cognitive, personality, social and emotional development. Prerequisites: WRIT 101 & PSYCH 101 (3).

207. Religion and Psychology

(Same as RS 207; see course description under Philosophy and Religious Studies)

212. Psychology of Exceptional Children and Youth

This course examines exceptional children in terms of psychological adjustment, interpersonal development, education and training. The exceptionalities studied include physical, mental and emotionally handicapping conditions, as well as, those children labeled "gifted." Observations of children within various settings are part of the scope of the course. Prerequisites: WRIT 101 & PSYCH 101 (3).

216. Developmental Psychology II: Adult Years

Viewing development as a process, which continues throughout the human life cycle, this course investigates the special issues of the period from late adolescence through early adulthood and middle age, while maintaining continuity with broader developmental issues. Through examination of the research literature and the newly developing theories on adult development, the course will examine such issues as: the relationship between biological and psychosocial development; the impact and interaction of theory and research; and the integration of cognitive, personality, social and emotional components during the adult years. Prerequisites: WRIT 101 & PSYCH 101 (3).

223. Statistics for the Behavioral Sciences I

This course aims at the development of skills in the use of statistical methods as applied to behavioral sciences. The course includes the topics of data collection, types of measurement, populations and samples, tables and frequency distributions, graphs, descriptive statistics of central tendency and variability, correlation, normal curve, and probability. The course introduces the concepts and uses of statistical decision-making, inferential statistics and t-tests. Prerequisites: MATH 113 or equivalent & PSYCH 101 or 102 (3).

231. Personality Psychology

Designed as a beginning-level approach to the study of personality, this course will explore issues relating to the historical background of personality study (such as philosophical models and the scientific method). The dimensions of personality (structure, motivational and developmental processes), theoretical approaches and applications of personality to psychotherapy, dreams, personality assessment, and research will be discussed. Prerequisites: WRIT 101 & PSYCH 101 (3).

Psychology

PSYCHOLOGY COURSES (PSYCH)

232. Psychology of Learning

Basic learning process such as acquisition, extinction, spontaneous recovery in instrumental learning and classical conditioning will be considered. Escape and avoidance conditioning, punishment, discrimination learning, errorless discrimination learning, generalization, transposition effects, and contrast effects will be covered. The influence of motivational variables on learning, such as drive and incentive, will also be discussed. Prerequisites: WRIT 101 & PSYCH 101 or 102 (3).

235. Social Psychology

The interaction between the individual and the social world will be studied by examining current research dealing with helping behavior, aggression and violence, group structure, leadership, person perception, attraction, affiliation, attitude formation, attitude change, dissonance, compliance and obedience, conformity, and authoritarianism. Prerequisites: WRIT 101 & PSYCH 101 or 102 (3).

237. Motivation and Emotion

This course explores systematic approaches developed to explain the application of causality to behavior, and the origin and functions of human emotion. A variety of theoretical contributions will be examined. Prerequisites: WRIT 101 & PSYCH 101 or 102 (3).

241. Perception

The aim of this course is to introduce the student to basic principles in the field of sensation and perception. Among the topics covered will be receptor function and physiology, psychophysics, constancy and attention. Prerequisites: WRIT 101 & PSYCH 102 (3).

250. Introduction to Forensic Psychology

This course focuses on the intersection of law and psychology. Criminal areas studied include assessment of criminal competency and criminal responsibility and the evaluation of treatment for offenders. Civil areas studied include juvenile delinquency, child custody, treatment of mentally disabled individuals, personal injury and workers' compensation matters. This course explores careers in the psychological, legal and criminal justice fields. Prerequisites: WRIT 101 & PSYCH 101 or 102 (3).

257. Culture and Personality

(Same as SOC 257)

This course studies, on a cross-cultural basis, the effects of cultural conditioning on the biological foundations of personality. Emphasis is on theories, methodological approaches, and case studies. Prerequisites: WRIT 101, & PSYCH 101 or 102, or SOC 101 or 103; PSYCH 231 recommended (3).

262. Alcohol and Chemical Dependency: An Overview

This course surveys the current body of knowledge in the field of alcohol use and abuse. Alcoholism as a public health problem is viewed from a social, psychological, familial, and physiological perspective. Alcoholism as a disease process will be discussed and the roles of various treatment modalities and their effectiveness will be considered. Prerequisites: WRIT 101 & PSYCH 102 (3).

285. Introduction to Counseling Techniques

Course acquaints students with the major current theories and techniques of individual, group, and family counseling and psychotherapy by means of lectures, readings, demonstrations, films, and experiential simulations of counseling processes. Attention will also be given to the contexts of practice, professionalism, and ethical problems. Topics include: Client-centered therapy, Existential/Humanistic therapy, Gestalt therapy, Rational Emotive therapy, Behavior therapy, Psycho-drama, Psychoanalytic therapies, Transactional Analysis, Marriage Counseling, Family therapies and Crisis Intervention. Prerequisites: WRIT 101 & PSYCH 101 (3).

286. The Aged in Society

Course is the general introduction to the certificate sequence. The dynamics of aging, the position of the aged in American society, and society's response to the needs of the older adult are examined. Particular emphasis is given to the social and physio-psychological aspects of aging and the aged. Prerequisite: WRIT 101 (3).

290. Departmental Seminar

This course allows the student to expand and deepen interest in topics chosen by the faculty to represent current trends in the field of Psychology, which are areas of faculty interest and expertise. Topics may include such areas as: Alcoholism, Children and T.V., Child Abuse, Freud vs. Jung, Psychodrama. Prerequisites: WRIT 101 & PSYCH 101 or 102 (3).

311. Psychology of Women

This course focuses on theoretical viewpoints and research findings relevant to female development, psychology and functioning. Particular issues studied will include: gender development, sex differences, sex-roles, socialization, and life cycle events particular to females. Prerequisites: WRIT 102 & PSYCH 101 or 102 (3).

313. Group Dynamics

Utilizing an experiential laboratory approach, the goals of this course are to enhance student's ability to observe group behavior; through group interaction, students will develop the ability to communicate their observations in verbal and written formats. This increases both the functioning efficiency of the group and the students' communication skills. Course explores basic concepts of group behavior such as role, structure, function, cohesiveness, leadership styles, conformity, and communication systems. Prerequisites: WRIT 102 & PSYCH 101 or 102 (3).

316. Organizational Behavior

(Same as BUS 316; see course description under Business Management.)

317. Personnel Psychology

(Same as BUS 317; see course description under Business Management.)

319. Human Sexuality

Course studies the physiological, social, cultural, psychological, moral, artistic, and legal aspects of human sexuality. Fee: \$10.00. Prerequisites: WRIT 102 & PSYCH 101 or 102 (3).

320. Theories of Motivation

This course examines theories of motivation developed to explain the application of causality to behavior. Theories examined cover physiological, psychological, social, and organizational aspects of motivation. An emphasis is placed on application of theories to everyday life, psychotherapeutic case studies, and organizational behaviors. Students will analyze theories through a variety of readings, including the texts of the original authors of various theoretical models. Prerequisites: WRIT 102 & PSYCH 101 or 102 (3).

Psychology

PSYCHOLOGY COURSES (PSYCH)

328. Theories of Learning

Course surveys the theoretical interpretation of basic learning processes. Theorists covered include Pavlov, Watson, Guthrie, Thorndike, Skinner, Miller, Lewin, Tolman, Hull, and Estes. Prerequisites: WRIT 102 & PSYCH 232 (3).

330. Tests and Measurements

This course is designed to provide a basic understanding of concepts, principles, and methodology necessary to the construction and interpretation of psycho-educational tests and assessment procedures. The theoretical nature of testing and types of testing procedures currently in use in psychology, education and industry will be studied. The measurement of intelligence, achievement, and personality will be included. Prerequisites: WRIT 102 & PSYCH 101 or 102 & PSYCH 223, BUS 224 or MATH 224 (3).

332. Statistics for the Behavioral Sciences II

This course covers the topics of decision-making and inferential statistics in some depth. The rationale and application of such procedures as regression, t-tests, chi square, one and two way analysis of variance, and non-parametric statistics are taught. The course also provides a basic understanding of research design and the fit between design, analysis and interpretation. Techniques of literature review and use of American Psychological Association format are also covered. Prerequisites: WRIT 102 & PSYCH 223, BUS 224, or MATH 224 (3).

333. Behavioral Neuroscience

(Same as BIOL 333)

The student will learn the structure and function of the central nervous system in relation to sensory processes: sleep and wakefulness, motivation, emotion, learning, and other selected topics. Prerequisites: WRIT 102 & PSYCH 102, GS 105 or equivalent (3).

334. Death and Bereavement

(Same as SOC 334)

Designed to provide opportunities for the student to explore personal feelings and develop positive attitudes about death, dying, and the process of mourning. Death and bereavement will be studied from psychological, biological, cultural, and social perspectives in terms of the impact upon the individual, the bereaved and social institutions. Prerequisites: WRIT 102 & PSYCH 101; or permission of department (3).

340. Career Development Cycle

This course will be an active discussion seminar with a dual purpose: Students will first read and discuss the background literature and recent developments in the fields of career counseling and adult development; then students will apply these insights to their own career experience by exploring a model developed by the Professor, called the Career Development Cycle (CDC). The CDC will allow students to integrate theory with their own practical experience. Ideal for graduating seniors or anyone with an interest in the field, this course will allow the individual student, with support from the Professor and the group, to understand his/her own experience within the context of theory and assist with decision-making and problem solving in regard to career issues. Prerequisites: WRIT 102 & PSYCH 101 or 102 (3).

342. Social and Emotional Maladjustment in Children

This course presents an overview of childhood and adolescent maladjustment. Major areas to be covered include concepts of normality and abnormality, symptomatology and diagnosis, theories of causality, as well as techniques of intervention, which are useful in treating or educating the emotionally handicapped child, the autistic child and adolescent. Prerequisites: WRIT 102 & PSYCH 201 or 212 (3).

344. Training & Development

(Same as BUS 344; see course description under Business Management.)

347. Family Processes: Psychology of the Family

The course attempts to deepen students' understanding of the ways in which families function and how the person is defined in relation to family origin. Students will study their own families within a multigenerational family systems perspective through text and research reading, experiential exercises, film and videotape. Structural and theoretical developments in the field will be used to broaden the students' knowledge beyond their own family structure, and topics will include: the family-life cycle, effects of sibling position, comparative models of family functioning, uses of the genogram, single-parent, step and reconstituted family structures, triangles, and intergenerational transmission processes. Prerequisites: WRIT 102 & PSYCH 201 or 231 (3).

348. Drugs and the Brain

(Same as CHEM 348; see course description under Chemistry.)

350. Advanced Forensic Psychology

In this advanced course we will follow the following topics in depth: Eyewitness accuracy, the psychology of confession evidence, amnesia and recovered memory, competency, malingering, juvenile violence, mental state at the time of the offense, involuntary commitment, risk assessment and the assessment and treatment of sex offenders. One important goal is to develop abilities to analyze and critique research and clinical data. Students will develop abilities to integrate psychological theories into real clinical cases and current events. Videotapes of defendants will be integrated in the course. A term paper will be assigned. This is a course for those students who are interested in the field of forensic psychology, law or criminal justice. It would benefit students who are considering or intend to pursue graduate work in these fields. Prerequisite: PSYCH 101 or 102 (3)

353. Philosophical Psychology

This course is a study of the nature of psychological explanation and information and a comparison of psychological and philosophical considerations of human nature. Personality, human knowing, and human willing are also studied and critically analyzed. The scientific method will also be covered. Prerequisites: WRIT 102 & PSYCH 101; or permission of the instructor [offered as needed] (3).

357. Psychological Portraits in Literature

(Same as ENG 357; see course description under English.)

359. Cognitive Psychology

Course will focus on the nature of human thought processes. The topics will include: simple and complex modes of problem solving; the relationship of language to thought; mental structures as they relate to plans, perceptions and attributions; models of artificial intelligence; physiological bases of thought; and shifts in cognitive process as utilized in therapy and education. Prerequisites: WRIT 102 & PSYCH 101 or 102, plus six additional credits in Psychology, or permission of the instructor (3).

Psychology

PSYCHOLOGY COURSES (PSYCH)

361. Environmental Psychology

This course focuses on the interrelationships between human behavior and experience and the physical (natural and built) environment. Environmental psychology is an interdisciplinary field of study with a concern for the solutions to practical problems. The topics in the course include innate and learned responses to the natural environment, the effects of such environmental variables as noise and crowding on human behavior, the impact of both natural and technological disasters on physical and psychological functioning, the human contribution to climate and weather changes and the effect of climate and weather on stress and coping responses, research on behavior change, and the options for design of such environments as cities, parks, museums, and workplaces. Students will complete several class projects requiring data collection and suggestions for environmental design. Prerequisites: WRIT 102 & PSYCH 101 or 102; or permission of department (3).

363. Abnormal Psychology

This course will focus on the various models of mental illness, the psychotic, neurotic and character disorders and approaches to treatment. Phenomenological, as well as empirical and theoretical, aspects of the various disorders will be considered. Various historical and contemporary models of diagnosis will be discussed. Prerequisites: WRIT 102 & PSYCH 101 or 102 (3).

369. Dynamics of Interviewing

This course includes didactic and experiential components, providing both theoretical knowledge and applied practical experience in the skill of conducting a variety of interviews. Feedback discussion between interview participants and observers will enhance both effective communication and students' observations, improving interview skills and performance. Different types of interviews including personnel, appraisal, structured, open-ended, group, counseling, and exit interviews will be demonstrated and/or simulated. The dynamics of the interview as interpersonal communication and as personal interaction will be explored, using tapes, cassettes and films, as well as live interview situations. Field visits may be required. Prerequisites: WRIT 102 & PSYCH 101 or 102 (3).

371. Developmental Psychology III: Psychology of the Later Years

This course examines a developmental approach to the last phase of the human life cycle. The biological basis and the impact of environment on behavior are reviewed. The behavioral processes in the later years and psychopathology of the older adult are presented. Prerequisites: WRIT 102 & PSYCH 101 or 102; (3).

379. Animal Behavior

(Same as BIOL 379)

This course will take an ethological approach to the examination of behavior. We will examine the genetic, neural and physiological bases of behavior from an evolutionary perspective. Topics to be covered will include aggression, communication, development, mating and reproduction, social behavior, navigation and migration. Prerequisites: WRIT 101 & BIOL 220, PSYCH 101 or 102; or permission of department (3).

393. Special Topics in Psychology

This course will offer both student and faculty the opportunity to focus on one or more topics of current relevance to the general discipline of Psychology (i.e. newly developing areas within the discipline) or to the interests of a special interest sequence within the major (Substance Abuse, Gerontology or Organizational Psychology). Prerequisites: WRIT 102 & PSYCH 101 or 102 & one 200-level PSYCH course; depending on the breadth of the topic, the course will be offered for 1, 2 or 3 credits. [Offered as needed] (1-3).

411. History and Systems

The goal of this course is to provide a broad overview of psychology and its evolution from the parent disciplines of philosophy and medicine. The development of the major systems in psychology (including associationism, structuralism, functionalism, behaviorism, gestalt and psychoanalysis) will be traced from the origins through the present. The major historical developments, experiments, and significant research will be studied. This course is highly recommended for students planning graduate work in psychology. Prerequisites: PSYCH 101 or 102, at least 15 credits in Psychology & permission of department (3).

426. Experimental Psychology

Course is designed to teach the basic principles of psychological research and their application to the study of social, perceptual or cognitive behavior. Students will conduct laboratory, field and survey investigations, and evaluate the outcomes as they relate to theory. Students will use computer software to analyze data, will write complete lab reports using APA format, and will present their research to the group. Nonaudit. Prerequisites: PSYCH 101, 102 & 332 (4).

491. Senior Seminar

Designed to be an integrative experience for senior psychology majors, this small group seminar will direct the student toward the dual goals of reviewing major content areas within the field and completing assignments to demonstrate major skills. These skills will include writing an analytical literature review, oral presentation of psychological research and theory, and articulation of an integrative knowledge of the broad field of psychology. Working with a seminar coordinator, the entire psychology faculty and psychologists from outside the college will serve as guest lecturers in their areas of expertise and will create assignments, which reflect both content and skills areas. Prerequisites: PSYCH 101, 102 & 332 & 15 additional credits in Psychology; or permission of department (3).

492. Senior Honors Thesis

Particularly designed for the student intending to go to graduate school, this course involves conducting a professional research study under the mentorship of a member of the Psychology faculty. A substantial topic would be selected and a study would be designed, conducted and interpreted according to the American Psychological Association standards with the ultimate goal being publication of the study in a psychological journal. Prerequisites: PSYCH 101, 102 & 426; or permission of department (3).

297/397/497. Research

298/398/498. Directed Study

299/399/499. Independent Study/Internship

Sociology

The mission of the Sociology Department is to prepare students to become critically active and civically responsible agents in the world. With such preparation, students develop their concern for and participation in society into focused mechanisms for its improvement.

Sociology is one of the core majors of the social sciences. It is organized around the study of the complex forces that influence human behavior in modern societies. As a field of study it emerged in the 19th- and 20th-centuries as part of an effort to identify the underlying dynamics of urbanized industrial societies. In the decades following World War II, the field became highly empirical and grew exponentially.

Today, Sociology is a thriving field of study with an impressive span of theoretical perspectives and thematic concerns. Its areas of inquiry range from ethnicity, gender and sexuality to social organization of urban life and the social impact of science and technology. Its theoretical arsenal ranges from its traditional underpinnings in conflict and consensus theory to feminist, post-colonial and queer theories.

The Sociology major offers a carefully crafted sequence of courses that takes students on a journey from basic concepts to advanced critical analysis. The program places particular importance on exposing students to a variety of theoretical approaches that may be used in professional settings as well to acquire the empirical research skills for collecting, analyzing and understanding data through sociological methodology.

The major also sponsors a program in Social Work that helps prepare students for graduate education and careers in human services. Social Work is a focused study of interactions between individuals and their physical and social environments. It also includes the study of specific practice skills geared to improving the quality of these interactions. The minor in Social Work at MMC is based on systems theory and the strengths perspective. Students train to view problems within the contexts of both interpersonal and social dynamics. Courses in the sequence enhance the quality of each student's civic and community involvement.

Career Possibilities:

The study of Sociology will benefit students interested in the matrix of social and cultural forces shaping individual, community and international behavior and values. Sociological knowledge is especially helpful for business and communications majors, or any student whose career goals are likely to involve extensive contact with the public.

Students majoring in Sociology have gone onto successful careers in journalism, urban planning, survey research, human resources, business, law, criminal justice, social work, and nonprofit administration. Graduates of the program have also entered academically competitive programs at the Master's and Ph.D. levels.

Opportunities for Faculty-Student Interaction:

The Sociology Department takes maximum advantage of its small size to foster careful collaboration between faculty and students for academic advising; writing and researching, developing independent study courses, arranging and supervising internships and supporting activities sponsored by the Sociology Club.

Departmental Resources:

The Sociology Department faculty members share an office that maintains graduate school catalogues and career information. Library resources are kept current to support the academic program. Faculty members make extensive use of New York City as a social laboratory and as a source of internships.

Learning Goals for the Major in Sociology

Students who complete a major in Sociology will be able to:

- Analyze human behavior from a sociological perspective, understanding the influence of social and cultural forces and the interplay of biography and history.
- Analyze social situations utilizing the different theoretical perspectives implicit in the sociological imagination including functionalism, conflict theory, symbolic interactionism, postmodernism and psychoanalytic theory.
- Design valid and reliable research consistent with scientific methodology while at the same time recognizing the limits of science for studying human behavior. (Our department values and will accept many forms of social knowledge production. However, we will demand competence in the methods of science as to make them competitive in the field of sociology)
- Read critically qualitative and quantitative research articles in the field.
- Recognize that their understanding of human relations and interactions gives them a unique and valuable perspective that can be used in many career settings.

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MAJOR: B.A. IN SOCIOLOGY (2208)**37 Credits****Social Science Core**

IS 207 World Geography	3
ECO 150 Economy, Society and the State	3

Sociology Concentration

SOC 101 Introduction to Sociology	3	SOC 371 Research Methods in Social Science	4
SOC 330 Great Social Thinkers	3	SOC 491 Senior Seminar	3
SOC 361 Cultural and Social Change	3	SOC electives, at least two must be at the 300+ level	15

MINORS:**SOCIOLOGY MINOR****18 Credits**

SOC 101 Introduction to Sociology	3	SOC 330 Great Social Thinkers	3
SOC 204 Valuing Differences	3	SOC electives, one at the 300-level	9

SOCIAL WORK MINOR**18 Credits**

SOC 105 Introduction to Social Work	3	SOC 315 Field Experience in Human Services I	4
SOC 204 Valuing Difference	3	SOC 415 Field Experience in Human Services II	4
SOC 209 Method and Skills in Social Work Practice	4		

Students must pass each course with a final grade of C or better to advance to the next course in the sequence.

SPECIAL INTEREST SEQUENCE IN GENDER STUDIES

18 Credits

The Sequence in Gender Studies is an interdisciplinary approach to the study of women’s and men’s roles and the function gender distinctions serve in society, both past and present. The sequence includes three core courses recommended for all who elect the program and three additional courses selected from among the various disciplines listed below.

Recommended Core Courses:

SOC 213 Women, Society and Culture	3
COR.D 300 Lives of Women	3
PSYCH 311 Psychology of Women	3

Electives:

9

ART 261 Images of Women in Art	(3)	RS 301 Spirituality of Women: An Autobiographical Approach	(3)
ENG 223 Woman as Writer, Subject, & Audience	(3)	SOC 355 Women and the Economy	(3)
HIST 255 Women in American History	(3)	SPAN 357 Hispanic Women Writers	(3)
PHIL 268 Women, War and Peace	(3)		
PSYCH 290 Departmental Seminar: Women Pioneers in Psychoanalysis	(3)		

Additional Learning Opportunities

Internships: Students may take advantage of internship opportunities in a wide range of social service and international organizations in New York. Students have interned in community organizations dealing with issues such as housing, homelessness, the elderly, immigrant rights, civil rights, legal and educational advocacy and international organizations, such as the United Nations High Commission for Refugees, and a number of non-governmental organizations (NGOs) such as Doctors Without Borders. The Social Work minor includes required internships as part of the Human Services courses in its curriculum. Students in the minor volunteer for agencies and institutions such as: Mt. Sinai Hospital’s Sexual Assault and Violence Intervention Program; NY Cares; God’s Love We Deliver; Green Chimneys Children’s Services; City Harvest; Mary Manning Walsh Nursing Home; Memorial Sloan Kettering; The Lesbian, Gay, Bisexual and Transgender Community Center (SAGE); Bedford Hills Correctional Facility Parents’ Center.

Study and travel abroad enables students to learn about different cultures and societies and how they address social issues and concerns. Students have studied in a variety of countries around the world, including: Australia, Spain, Sweden, and some have

participated in international work projects such as building homes for the poor in Nicaragua and digging in archeological expeditions in Belize and among Navaho communities.

Research possibilities: Students are encouraged to carry out independent empirical research based on projects developed during major course work or as independent study. The College’s annual Honors Colloquium provides one such forum for students to present the best student work to the academic community. The American Sociological Association invites students to present papers at regional and annual meetings.

Student-Faculty collaboration: Close faculty/student interaction is facilitated by the small size of the Sociology program and its classes. Faculty members work intensively with students not only in sponsoring independent studies, research projects and supervising internships, but also in daily class work by stimulating thoughtful discussions and developing challenging writing assignments. Faculty members provide one-on-one guidance to students in identifying effective research sources and in articulating effective arguments characterized by the clear development of ideas supported by quality evidence.

Sociology

SOCIOLOGY COURSES (SOC)

101. Introduction to Sociology

The purpose of this course is to acquaint the student with the field of sociology and to provide a basis for a greater understanding of contemporary society. The socialization process, culture, institutions and inter-group relations are among the topics explored. Attention will be given to forces of stability and change inherent in the relationship between the individual and society. Corequisite: WRIT 101 [Offered: F, S] (3).

103. Anthropology

The purpose of this course is to provide the students with an understanding of the interrelationship of social structure and cultural patterns. Through anthropological and analytical means, it will examine the works and activities of man (social, artistic, and technological) as well as theories of social and cultural change. Prerequisite: CAA 099, if required [Offered: F, S] (3).

105. Introduction to Social Work

This course provides an introduction to social work as a profession and to social welfare. It will include: a history of the development of the field, an overview of social work ethics and values, discussion of professional roles and settings as well as an introduction to current theories and practices. It features an introduction to the eco-systems and strengths perspectives. Students also learn beginning assessment skills. [Offered: F, S] (3).

107. Introduction to Criminal Justice

(Same as PS 107; see course description under Political Science.)

201. Criminology

Each of us has a preconceived definition of crime, of criminal behavior, as well as opinions about the causes of and solutions to crime. In other words we are all "armchair criminologists." This class is an introduction to the sociology of crime: we will refine and move beyond our armchair criminology by employing the theories, methods and habits of the mind that sociology offers. We will make use of the methods of the social sciences, as well as the traditions of critical thinking and social theory to gather and interpret evidence about the behaviors typically defined as "criminal" in the U.S. and globally. We will move beyond the popular focus on the individual as violator of law to consider state and corporate deviance and criminal activity. We will come to understand distinct theoretical approaches to the study of behaviors that violate formal social norms (laws), consider the causes of such behaviors as well as the variety of social control mechanisms upon which societies rely to control those behaviors. (3)

204. Valuing Difference

Drawing from both theoretical and personal sources, this course seeks to heighten each student's awareness and appreciation of our human differences. Understanding our diversity will also make our commonalities more apparent. Students will explore how ideology, as well as public and private discourse, constructs issues related to race, ethnicity, class, religion, gender, sexual orientation, age and differing abilities, and how each of these concepts works in combination with others to weave a complex web of human behaviors. Power and authority will be featured elements in discussions of identity formation and social dynamics. Course will be taught from a social work perspective, highlighting the consequences of racism and privilege for everyone in a community. Prerequisite: WRIT 101 [Offered: F, S] (3).

205. Urban Sociology

Topics discussed in this course will include the origin of cities, the processes of urbanization and suburbanization, the growth of metropolitan communities and current developments in urban planning. While emphasis will be on the analysis of American society, cross-national and cross-cultural comparisons will be made throughout. Although the focus will be on cities, the course perspective will encompass a broader scope – looking at entire societies whose institutions are influenced by urbanism in all its manifestations. Urbanization in underdeveloped as well as in modern metropolitan communities and world cities will be examined. Prerequisite: WRIT 101 (3).

209. Method and Skills in Social Work Practice

Course provides a close examination of social work method: data collection, assessment, intervention and evaluation. It also focuses on skill development and provides an overview of the various modalities (individual, family, group and community work) used in social work practice. Students learn the value of understanding all human behavior in its environmental context. A concurrent internship in a local community based agency, which offers students direct experience in the field, is also required. The internship is intended to provide students with the opportunity to understand how agencies are organized and how they function on behalf of clients. Students will work in an agency for three hours per week throughout the semester. They will keep regular journal entries and prepare a summary report on their experience in the agency. Prerequisites: WRIT 101 & SOC 105; or permission of department [Offered: S] (4).

210. Anthropology at Museums in New York City

Course will be an ethnographic survey of the world's culture areas and will be oriented towards museum exhibits in New York City. Classroom lectures and assigned readings will be designed to complement and supplement several museum tours taken by the class. Students should be prepared to pay the nominal student admission fees to these museums. Prerequisite: WRIT 101 (Visiting students need not meet this requirement.) [Offered: Sum] (3).

213. Women, Society, and Culture

(Same as RS 213)

This course will consider the condition of contemporary women in our own and other societies. We will study a variety of theoretical perspectives, e.g. psychological, cultural, structural that throw light on the sex/gender relationship; and will explore their applicability in a cross-cultural context. Such issues as male/female relations, economic and political inequality, the role of motherhood, sexuality, and forms of resistance and protest will be discussed. Prerequisite: WRIT 101 [Offered: F, S] (3).

215. Social Issues in Literature

(Same as ENG 215; see course description under English.)

216. New York City: Diversity and Change

Course will explore the historical roots and dynamic nature of New York City's diverse and specialized neighborhoods. Class will meet at MMC for initial class lectures and library orientations and thereafter for analysis of observations and guidance for research projects. Class will tour off-campus at various scheduled sites, including the Museum of the City of NY, the Planning Commission, South Street Seaport, Battery Park City, Rockefeller Center, Roosevelt Island, Greenwich Village, Harlem, and Orchard Street. Each student will do an individual project on changes in NYC planning policies, zoning regulations, historic preservations and restorations, or changing neighborhood communities. Prerequisite: WRIT 101 (visiting students need not meet this requirement) (3).

221. Social Problems

This introductory, survey course focuses on analyzing the broader social and structural forces responsible for a variety of social problems in American society. Utilizing a number of theoretical approaches – structural-functionalist, conflict, symbolic interactionist, and deviance – we will explore the nature, causes, consequences, and social solutions to, among others, mental illness, alcoholism, crime, terrorism and war, poverty, racism, and sexism, amongst others. Special attention will be paid to the manner in which social power differentials influence how some issues become problems or not, for example, the role of the media in the construction of social problems will be an important focus. Since new and unforeseen social problems will emerge in the future, the course will strive to help students learn not only about specific social problems, but also learn how to apply in critical fashion those analytic frameworks sociology has developed to study and understand social problems. Prerequisite: WRIT 101; SOC 101 strongly recommended (3).

230. Psyche & Society

Through an interdisciplinary selection of readings students will understand the social and cultural forces that bring very specific forms of consciousness into existence. In other words, the main goal of this course is to help the student realize the extent to which the experience of “self” in society and culture is not governed by the immutability of physiological processes or the maturation of the human organism. This course will explore how the content and the experience of self is largely the result of traditions and practices that are historical and thus highly susceptible to transformation. While a sociological perspective informs the collection of readings, these are not always sociological and are culled from a variety of disciplines. Prerequisite: WRIT 102 & SOC 100 or permission of instructor.

236. The Native Americans

This course will examine the peoples and cultures of aboriginal North America. It will include an in-depth discussion of traditional cultures and the impact that United States jurisdiction has had on the expression of traditional beliefs and practices. Contemporary problems of Native American groups will also be analyzed. Prerequisite: WRIT 101 (3).

245. Stonewall: The Gay Liberation Movement

In this course we will study the Stonewall Riots through the lens of social movement theory to understand how these riots led to one of the most successful social reform movements in the United States, the Gay Rights Movement. Prerequisite: WRIT 101 (3).

247. Special Topics in Anthropology

This course may vary from semester to semester, focusing on such topics as Urban Anthropology, Ethnography, Women in Film, Symbol, Ritual and World View or on area studies of Latin America, Africa, etc. Students may repeat enrollment but may not repeat topics. Prerequisite: WRIT 101 (3).

277. Archaeology: Methods

A general survey of the prehistory of man in the Old World and the New World; the nature of archaeological data and the methods by which these data are gathered, dated, and analyzed; men of the Ice Age, the Neolithic Period and the agricultural revolution; the beginning of civilization in the ancient Near East from the Nile to the Indus. Prerequisite: WRIT 101 (3).

304. Sociology of Culture

“Culture” is everywhere, but what exactly is it? Is it the arts? Language? Everyday life? The structure of thought shared by people? Or the beliefs shared by people who are bounded by a specific location? This course analyzes the concept of culture through both theories of culture and empirical research. Specifically, it investigates how social, economic, political and historical processes produce culture and how this is reproduced by people in practice. This investigation can include a broad range of topics, ranging from food, art, cities, and the body to religion, history, knowledge, and nature. Prerequisite: WRIT 102 (3)

306. Sociology of the Arts

The sociology of art critically analyzes the concept of “art”. Foremost, it explores the socio-historical origins of the category of “art”. Thereafter, it examines the social worlds and relations that have developed alongside and in relation to “art”: institutions, such as museums, galleries and art schools, social roles, such as patron, artist, dealer, curator, and art historian, as well as the process of creativity itself. Ultimately, through this class, you will discover the social nature of art and art worlds. Prerequisite: WRIT 102

Sociology

SOCIOLOGY COURSES (SOC)

308. Material Culture

Culture is meaning. Traditionally, meaning has been investigated in terms of ideas and structures of thought. This class aims to investigate an overlooked component of this traditional approach: the material world. Towards this end, we will analyze how material, whether objects, buildings or raw matter, inform and structure the interactions between people, as well as their perceptions and understandings of the world. While theoretical readings will guide this exploration, we will continuously draw from our own field research. Prerequisite: WRIT 102

312. Family Diversity in America

This course will examine the changing understandings of different forms of family life in the contemporary United States. Among others, these include: single parent families, stepfamilies, same sex, extended and multi racial families. Prerequisite: WRIT 102. (3).

315. Field Experience in Human Services I

This is the first of the advanced courses in social work practice. It will be conducted as a seminar and includes an internship experience. The class work will focus on highlighting the importance of substantive knowledge in social work and will introduce the varieties of theories that inform social work practice, including crisis intervention theory. Students apply their knowledge and develop practice and evaluative skills to the work they do in the agency. Students will work in an agency for three hours per week throughout the semester and will be supervised by a sponsor at the agency and the course instructor. Those who are taking the course as part of the minor in social work will begin a field placement in the fall and will continue their internship in the same social service agency during Field Experience II in spring. Prerequisites: SOC 209 & 204 for students taking the minor in social work. Students, who are not pursuing the social work minor, may register for the course if they have completed at least two courses at the 200-level in their major or if they have the permission of the Coordinator of Social Work Education. [Offered Fall] (4).

319. Sociology of Childhood

A variety of social factors shape who we are and to some extent what will become of us. The institutions of the family, kinship, education as well as the peer group, the media and the legal system, in varying degrees, play a role in the shaping of our social selves and our future goals. This course analyzes these influences from infancy through adolescence with the intent of understanding the impact of the larger society on the development of the individual. Prerequisite: WRIT 102 (3).

323. Urban Community Analysis

This Urban Community Analysis course will develop community research skills and familiarize students with the political structures, social resources and demographics of neighborhood communities. Students will use census tract data to describe the characteristics of the inhabitants of a specified community (including population size, age profile, race and ethnicity, sex ratio, marital status, average income, types of occupations and educational level). Observations of community land use will enable students to both map and describe the dynamics and functionality of that community. (Observations will include types of housing and its condition, transportation systems, types and physical distribution of businesses, available open spaces and recreational areas, cultural and entertainment facilities, community centers and facilities and social service agencies.) Students will survey community resources identifying local political leaders, scan community newspapers for local issues of concern, and identify block associations and other community organizations. Prerequisite: WRIT 102 (3).

324. Immigration and Its Impact

Course will analyze the impact of immigrants, refugees, migrant workers and illegal aliens on society. Issues to be covered include race and prejudice, discrimination, extent of cultural and social assimilation, "brain drain," and social, political and economic adjustments. Prerequisite: WRIT 102 (3).

330. Great Social Thinkers

In this course, a selected number of classical and contemporary social thinkers who have made major contributions to social thought will be examined. Among those to be considered are Comte, de Tocqueville, Adam Smith, Karl Marx, Max Weber, Veblen, Keyes, Freud and Michels. In addition, students will select, for purposes of a research paper, a major contemporary social thinker from the social sciences other than those discussed in class, e.g. Toynbee, Lasch, Arendt. Prerequisite: WRIT 102 [Offered: F, S] (3).

333. Religion, Society and Culture

(Same as RS 333; see course description under Philosophy and Religious Studies.)

340. Sociobiology

(Same as GS 340; see course description under General Science.)

342. Social Movements, Protest and Conflict

This course covers theoretical perspectives and research on the causes and effects of social movements. Theoretical topics will include: collective behavior, rational choice theories, resource mobilization, political opportunity, collective identity and the role of mass media. Substantive topics may include: labor movements, abortion rights and anti-abortion movements, civil rights, animal rights, environmental movements, revolutions and new religious movements. Prerequisite: WRIT 102 (3).

347. Politics, Power and Society

This course surveys, from a macro-sociological viewpoint, theories controversies and research concerning key topics in political sociology. These topics include: the concept of power, the formation of states, political institutions, social policies and political participation and collective action. The studies develop critical analysis of American politics from a comparative and historical perspective. Prerequisite: WRIT 102 (3).

356. Women and Work: Research Seminar

Students select a major issue related to women's problems in the workplace and explore that issue in depth. These issues may include some of the following: affirmative action, comparable worth, sexual harassment, integrating work and family roles, tokenism, and employment in male-dominated professions, to name a few. Students meet once a week to discuss their progress, but work primarily on their own. The results of the students' efforts will be evaluated on the basis of a major paper submitted upon completion of the course. Prerequisite: WRIT 102 (3).

360. Queer Theory

This course will help students master the fundamental questions around which queer theory emerged in the United States during the latter part of the 20th-century. Through the work of Michel Foucault, Eve Sedgwick and Judith Butler we will study the ways in which the social order is constructed through the normalization and regulation of erotic relations. In addition to a thorough understanding of the work of these theorists, the course will also help students understand how this later work articulates with, challenges, and expands on those descriptions of modern life associated with the earlier work of Karl Marx and Sigmund Freud. Prerequisites: WRIT 102, COR 200 & SOC 330; or COR.C 301: Intro to Lesbian and Gay Studies; or permission of department (3).

359. Race and Ethnicity

In the United States, the terms "race" and "ethnicity" have been subject to a variety of shifting meanings and definitions over the course of the last century. This course will explore contemporary meanings of race and ethnicity and examine the social, political, economic and cultural forces that shape those meanings. It will also introduce students to a variety of sociological theories of race relations, including theories of prejudice and discrimination. Students will also explore the economic, social and historical contexts of race relations in the U.S., including the legacy of slavery and the history of immigration, through an overview of minority groups in the United States. Using a sociological and historical lens, we will address contemporary issues in race relations, including the affirmative action debates, multiculturalism, model minority status and immigration. Prerequisite: WRIT 102 (3).

361. Cultural and Social Change

Course will examine major historical and contemporary theories of social change. A variety of examples of social change will be studied in order to understand the factors effecting change in individuals, in organizations and social movements, and in society as a whole; and the ways in which these changes are interrelated. The objective of the course is to enable students to develop an understanding of the process of social and cultural change and to develop their analytical abilities for evaluating ongoing, spontaneous, or planned social change. Prerequisite: WRIT 102 (3).

363. Population Studies

This course will address theories of population as well as rates and ratios pertaining to the vital events of fertility, mortality and migration. Socio-economic determinants as well as consequences of population patterns and trends will be an important part of the course. By the end of the course, students will become familiar with the census, including how to interpret the census tables and how to calculate various rates and ratios based on census data. Prerequisite: WRIT 102; IS 207 recommended (3).

371. Research Methods in Social Sciences

(Same as PS/IS 371)

This course is an introduction to the basic scientific methods used in social science investigation including problem formation, study design, data collection, in the techniques of observation, questionnaire construction, interviewing, sampling, and statistical analysis. Prerequisite: WRIT 102; Sociology majors are also required to take SOC 330 (4).

373. Latin America: Social Justice and the Consolidation of Democracy

This course examines recent social, economic, and political developments and culture in Latin America with emphasis on Mexico and the Southern Cone. Of particular interest will be the institutionalization of the liberal ethos in contemporary Latin America and the shifting US business and diplomatic relations in the region. Prerequisite: WRIT 102 (3).

384. Valuing Difference II: Knowledge and Action for Equity

In a continuing effort to think through how discriminatory practices operate to determine socio-economic status, the students in this course will monitor the many ways in which mechanisms of discrimination operate daily (by gender, religion, nationality, race, sexual orientation, age and ability) to effectively marginalize select groups and canonize others. At the same time, students will examine how persons, groups, communities, organizations, policies and practices (both past and present) have challenged and undermined the status quo. Students will study activist models and activities in order to inform themselves about efforts directed toward progressive change. Prerequisite: SOC 204 (3).

401. Seminar in Comparative Sociological Theory

Provides a critical examination of the relationship between social thought and the social reality which gives rise to such thought. Students will have an opportunity to pursue the sociological perspectives. Prerequisite: SOC 330 (3).

415. Field Experience and Public Policy

This is the capstone experience in the minor in social work. The course will be devoted to directing students to think about social policy and macro level social work practice. It will focus on increasing the knowledge and skills necessary to provide community based social services. Students will think about the relevance of developmental theory to their work in internships. They will also research the history of a social policy or belief system that impacts the well being of clients in their field placements. Students will continue the internships that they began in Field Experience I and will use their knowledge and experience from both the class and the field to evaluate critically the success of the agency in providing services. [Offered S] Prerequisite: SOC 315 (4).

491. Senior Seminar

Intended for juniors and seniors who have completed most of their major departmental requirements, this course provides the student with an opportunity to study in depth major issues in sociology, many of which have been introduced in earlier courses. A different topic or series of topics will be covered in any particular semester and the course may, on occasion, be teamtaught. Topics may include the politics of poverty, women: change agents in the developing world, humanizing technology and its impact, utopian communities past and constructing a utopian future, and literature, drama and social change. Prerequisite: WRIT 102, SOC 371, & SOC 330 (3).

297/397/497. Research**298/398/498. Directed Study****299/399/499. Independent Study/Internship**

The following courses have been offered in the past and may be offered in the future in response to student need:

355. Women and the Economy**372. Advanced Research Methods**

Speech-Language Pathology and Audiology

This major, housed in the Department of Communication Sciences and Disorders, offers students an overview of human communication and its disorders. Through study in this discipline, one develops an appreciation of the normal development of speech, language and hearing; the theoretical bases underlying normal processes in speech, language and hearing; communication disorders, including problems in hearing, language, articulation, voice and fluency; the evaluation and management of these disorders; and the professional roles of the speech-language pathologist and audiologist. The major provides pre-professional preparation for graduate study in Speech-Language Pathology and Audiology.

The department offers internship opportunities on site in the Ruth Smadbeck Communication and Learning Center. In addition, students complete an internship in the New York City public schools as part of their program of study. The majority of alumni pursue graduate study to become speech-language pathologists, audiologists, and speech and hearing scientists. Many obtain graduate scholarships and fellowships.

Career Possibilities:

The undergraduate degree in Speech Pathology and Audiology prepares students to go on to graduate school to earn the required master's degree to practice as a speech pathologist or audiologist. It may also be used as a foundation for other graduate education such as special education and linguistics. The New York City Department of Education hires undergraduate educated speech language majors with a teaching minor as provisional certificate holders of the Teaching of Students with Speech and Language Disabilities. Currently, such individuals have five years within which to complete their masters' degrees.

Opportunities for Faculty-Student Interaction:

One of the most unique aspects of the Speech Pathology major is the close interaction with faculty. As a clinical teaching discipline, there is close mentorship of the students both in the classroom and in external learning activities. These include lectures, research, independent studies, internships and on-site clinic rotation as well as community externships in the field of speech pathology.

Departmental Resources:

The department has an on-site speech clinic, audiology suite and speech research laboratory. The department is well equipped with professional and technical resources, including a student resource area and library, as well as three treatment rooms with CCTV observation capacity.

Additional Learning Opportunities:

The department staff and faculty include researchers who are actively engaged in many projects related to the development of the field of speech pathology, linguistics and audiology. There is opportunity for qualified students to function as research assistants, to apply for grant support and scholarships.

Learning Goals for the Major in Speech-Language Pathology & Audiology

Upon completion of the major in Speech-Language Pathology and Audiology, students will:

- Exhibit professionalism in behavior, speech, and writing across genres.
- Demonstrate scientific literacy in both reading and writing skills, as it pertains to the human communication system.
- Effectively demonstrate knowledge of a range of normal, different, and disordered functions of the human communication system to their work across varied cultural contexts.
- Devise research studies, employing state of the art technology as is current in the contemporary speech, language, and audiological workplace.
- Demonstrate knowledge of how successful completion of this major constitutes a foundation for professions and careers beyond speech-language pathology and audiology, in order to successfully pursue post-B.A./B.S. careers.

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MAJOR: B.A. IN SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY (1220) 39 Credits

A Speech-Language Pathology and Audiology Major consists of 36 credits in Speech-Language Pathology and Audiology courses with the following specific requirements:

SPCH 155 Introduction to Communication Disorders	3	SPCH 263 Audiology I: Disorders, Diagnosis and Treatment	3
SPCH 160 Introduction to Linguistics	3	SPCH 351 Speech-Language Pathology I	3
SPCH 202 Phonetics	3	SPCH 352 Speech-Language Pathology II	3
SPCH 210 Research Methods in Communication Sciences and Disorders	3	SPCH 435 Diagnostic Principles and Procedures in Speech-Language Pathology	3
SPCH 251 Normal Language Development	3	SPCH 475 Clinical Methods in Speech-Language Pathology/Audiology	3
SPCH 260 Speech and Hearing Science	3	SPCH 476 Practicum in Speech-Language Pathology/Audiology	3
SPCH 261 Anatomy and Physiology of Speech and Hearing Mechanisms	3		

To meet the General Education requirements and the requirements of the American Speech-Language Hearing Association, Speech-Language Pathology/Audiology Majors must complete three credits in physical science, three credits in biological science, and three credits in Math. In addition, we strongly recommend

the following course in statistics:		and one of the following Electives:	
PSYCH 223 Statistics for the Behavioral Sciences I	(3)	PSYCH 201 Developmental Psychology I	(3)
		PSYCH 223 Statistics for the Behavioral Sciences I	(3)
the following Science course:		SPCH 320 Management of the Communicatively Impaired in Academic Settings	(3-6)
GS 129 Heredity	(3)		

Specific Additional Requirements for the Major:

1. A minimum overall grade point average of 2.5;

2. A minimum grade point average of 2.5 in SPCH courses;

3. A minimum grade of C or better in all SPCH courses, as well as in WRIT 101 and WRIT 102

4. Students may retake only one course within the major;

5. Students must continue to follow the prescribed sequence outlined in the SPPA student Handbook even if a course is to be retaken;
6. Mandatory semester-end reviews may result in a required change of major;

The American Speech-Language-Hearing Association requires that students in the major fulfill 25 supervised observation hours before enrolling in practice in speech-language pathology.

*Theater Arts and Acting majors who wish to pursue the Speech-Language Pathology and Audiology minor may count THTR 202-203 towards the major and in substitution for SPCH 202 towards the minor.

Speech-Language Pathology and Audiology

MINOR: SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY

21 Credits

SPCH 155 Introduction to Communication Disorders	3	SPCH 260 Speech & Hearing Science	3
SPCH 160 Introduction to Linguistics	3	SPCH 261 Anatomy & Physiology of the Speech & Hearing Mechanism	3
*SPCH 202 Phonetics	3	SPCH 263 Audiology I: Disorders, Diagnosis and Treatment	3
SPCH 251 Normal Language Development	3		

MAJOR: B.S. IN SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY/TEACHERS OF STUDENTS WITH SPEECH AND LANGUAGE DISABILITIES (0815)

51 Credits

A student who completes the following sequence may earn an initial Certificate for Teaching Students with Speech and Language Disabilities (TSSLD) at the childhood education and adolescence education levels in grades one through twelve.

Requirements:

SPCH 155 Introduction to Communication Disorders	3	EDUC 307 Inclusive Teaching of Children and Youth with Disabilities	3
SPCH 160 Introduction to Linguistics	3	SPCH 320 Management of Communicatively Impaired Children in Academic Settings	3
EDUC 210 Children and Youth with Disabilities	3	SPCH 351 Speech-Language Pathology I	3
SPCH 202 Phonetics	3	SPCH 352 Speech-Language Pathology II	3
SPCH 210 Research Methods in Communication Sciences and Disorders	3	SPCH 403 Organization of the School Speech and Hearing Program	3
SPCH 251 Normal Language Development	3	SPCH 475 Clinical Methods in Speech-Language Pathology/Audiology	3
SPCH 260 Speech and Hearing Services	3	SPCH 476 Practicum in Speech-Language Pathology/Audiology	3
SPCH 261 Anatomy & Physiology of the Speech & Hearing Mechanism	3		
SPCH 263 Audiology I: Disorders, Diagnosis and Treatment	3		

To meet the General Education requirements and the requirements of the American Speech-Language Hearing Association, Speech-Language Pathology/Audiology Majors must complete six credits in math and science. We recommend the following courses to be completed either as Shared Curriculum requirements or electives:

One course in Biology	(3)	PSYCH 201 Developmental Psychology I	(3)
		PSYCH 223 Statistics for the Behavioral Sciences I	(3)

Specific Additional Requirements for the Major:

1. A minimum overall grade point average of 2.5;
2. A minimum grade point average of 2.5 in SPCH courses;
3. A minimum grade point average of 2.75 in EDUC courses;
4. A minimum grade of C or better in all SPCH courses, as well as in WRIT 101 and WRIT 102
5. A minimum grade of B- in EDUC courses;
6. Students must successfully complete NYS certification examinations: L.A.S.T. (before the completion of 75 degree credits), ATS/W (before the completion of 90 degree credits);
7. Students may retake only one course within the major;
8. Students must continue to follow the prescribed sequence outlined in the SPPA student Handbook even if a course is to be retaken;
9. Mandatory semester-end reviews may result in a required change of major;
10. Students must complete the following workshops: Child Abuse Identification, School Violence Intervention and Prevention (Both of these workshops are normally offered as part of EDUC 401 and 416 and online.); and,
11. Students must clear the fingerprint-supported criminal history background check.

Speech-Language Pathology and Audiology

SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY (SPCH)

112. The Structure of English

This course offers an extensive review of English grammar: the structure of the language and the rules by which language units combine to form phrases, clauses, and sentences. In addition, it places grammar in a socio-education context and covers the current theories and debates in the linguistic literature. We focus on 1) English Morphology—the inflectional system of suffixes and other markers that impart grammatical information on words; and 2) English Syntax—the rules for building larger units. We look at English grammar from several angles: spoken vs. written; standard vs. non-standard forms; academic and creative variations. We explore current theories of language discussed in the linguistics literature (3).

155. Introduction to Communication Disorders

This course will provide an overview of the field of human communication. Models of verbal and nonverbal communication, and theories of speech, language and hearing development will be presented as background to understanding communication disorders. Topics include: the nature and cause of communication disorders, the role of professionals, such as speech-language pathologists, audiologists, educators, psychologists and others who manage treatment of disorders, and the terminology that is used by those professionals in diverse settings. This course requires 2.5 hours of observation of speech-language therapy. Speech-Pathology majors must take this course within their first year. Corequisite: WRIT 101 [Offered: F, S] (3).

160. Introduction to Linguistics

This is an introductory course for students with no background in linguistics; it is designed to familiarize students with linguistic terminology and concepts and with the techniques for analyzing language. The student will explore the main components of language - phonetics and phonology, morphology, semantics and syntax - in order to relate them to the study of various disciplines. Corequisite: WRIT 101 [Offered: F, S] (3).

202. Phonetics

The sound system of American English is analyzed in detail. A major focus is mastery of the International Phonetic Alphabet (IPA) for both reading and transcription purposes. A further objective is to develop the ability to apply phonetics to the study of special speech patterns including dialects and speech sound disorders. Corequisite: WRIT 101 [Offered: S] (3).

205. Phonetics and Diction Training for the Non-Native Speaker of English

This course will introduce students to the basic concepts of Standard American English (SAE) and the International Phonetic Alphabet (IPA) as an aid to correct speech sound pronunciation. A further objective is to develop a student's ability to understand how his/her speech patterns differ from SAE and how s/he can successfully modify those patterns using audiotaping, tutorial services and/or technology applications. Prerequisite: Non-Native English language background [Offered: S] (3).

209. American Sign Language I

Students are taught fundamental principles of ASL grammar and syntax with the emphasis on signed language, although aspects of deaf culture and history will be covered. Emphasis is placed on finger-spelling, basic sentence structure, tenses, time, negatives and sentence types. Many aspects of deaf culture will be touched upon and students are encouraged to investigate deaf actors, artists and writers [Offered: F, S] (3).

210. Research Methods in Communication Sciences and Disorders

This course is an introduction to the basic scientific methods used in communication sciences and disorders research and clinical practice. The main components include types of research, research design, methodology, data organization and statistical analysis. Prerequisites: SPCH 155, MATH 113, WRIT 102 (3).

251. Normal Language Development

This is a basic course in the study of language development from infancy through the adult years. The content will cover theory and research in the acquisition of phonology, semantics, syntax, and pragmatics. Prerequisite: WRIT 101 [Offered: S] (3).

252. Special Topics in Language Processes

The goal of this course is to study the theories and issues behind the phenomena of such language processes as bilingualism and narratives. The class will take a linguistic perspective but one that places language in a social and educational context. Prerequisite: WRIT 101 (3).

260. Speech and Hearing Science

Course is designed to cover aspects of speech and hearing science, including acoustics, physics of sound, speech acoustics, speech perception, spectrum analysis and speech production. Prerequisite: SPCH 202 [Offered: F] (3).

261. Anatomy and Physiology of the Speech and Hearing Mechanisms

The basic structures and functions of the auditory and vocal mechanisms and the language system are discussed in detail. Emphasis is on the practical applications of the material to the field of speech and hearing and its usefulness in the clinical treatment of the communicatively impaired. Prerequisites: WRIT 101 & SPCH 155. Corequisite: SPCH 260 [Offered: F] (3).

263. Audiology I: Disorders, Diagnosis and Treatment

Students are introduced to the field of Audiology, which is the study of hearing and hearing disorders. Topics include physics of sound, pathology and treatment of auditory disorders, interpretation of audiograms and introduction to impedance testing and masking principles, public school hearing-conservation programs, and habilitation and rehabilitation of hearing-impaired children and adults. Theoretical material will be supplemented by observations in the Ruth Smadbeck Communication and Learning Center. Students will also learn and perform audiometric screenings. This course requires 2.5 hours of observation of audiometric testing. [Offered: S] (3).

303. Organization of the School Speech and Hearing Program

Students will become familiar with the organization, administration and procedures of a remedial program in speech, language and hearing within an educational setting. This course is required for teacher certification and is to be taken prior to student teaching. Corequisite: SPCH 351 & 352 [Offered: S] (3).

Speech-Language Pathology and Audiology

SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY (SPCH)

309. American Sign Language II

All topics covered in SPCH 209 will be reviewed, drilled and employed with emphasis being placed on the more difficult receptive skills used in finger-spelling, complex sentence types, and idioms. Expressive finger-spelling will be drilled and mastered for clarity, accuracy and speed. Topics covered will be classifiers, more sophisticated grammar and syntax, quantifiers, locational relationships, the use of time and numbers, interpreting as a career and students will develop a more fluent ability and a greater understanding of ASL and creative signing and slang. Students will increase their vocabulary by another 200 words (approx) and will practice conversations and dialogues in sign. This course will incorporate several field trips, outside projects, sign language interpreted events and guest speakers. Movies and videos that have to do with ASL or deafness will be shown and discussed in greater detail. Literary works by deaf authors will be assigned and discussed. Prerequisite: Grade of B or higher in SPCH 209, or Permission of Instructor (3).

320. Management of the Communicatively Impaired in Academic Settings

This course prepares students in speech-language pathology and education to work with communicatively impaired children in educational settings. Auditory learning, amplification systems, mainstreaming and educational considerations, and communication development of hearing impaired children are covered. School observations are required. Prerequisite: SPCH 155; [Offered: F] (3).

351. Speech-Language Pathology I

This course covers topics relating to the nature and cause of communication disorders in infants, children, and adults. Diagnostic procedures, techniques, and strategies for intervention will be reviewed. Topics may include a detailed study of voice, fluency, articulation, and craniofacial-based problems. This course requires 10 hours of observation of speech-language therapy. Prerequisites: SPCH 251 [Offered: F] (3).

352. Speech-Language Pathology II

Course will cover topics relating to the nature and cause of communication disorder in infants, children, and adults. Diagnostic procedures, techniques, and strategies for intervention will be reviewed. Topics may include a detailed study of language disorders as well as problems related to cerebral palsy, aphasia and dysphagia. This course requires 10 hours of observation of speech-language therapy. Prerequisite: SPCH 202 [Offered: S] (3).

435. Diagnostic Principles and Procedures in Speech-Language Pathology

Course is designed to familiarize the student with procedures and materials used in the evaluation of speech-language disorders. Course will emphasize the theory, administration and critical evaluation of standard-tests, analysis of linguistic behaviors, synthesis of clinical information, report writing, parent interviewing and counseling skills. This course requires 5 hours of observation of speech and hearing disorders. Prerequisite: SPCH 351 & 352 [Offered: F] (3).

475. Clinical Methods in Speech-Language Pathology

Course will provide the student with exposure to theoretical and professional issues in Speech Language Pathology. Students will intern in the Ruth Smadbeck Communication and Learning Center. Corequisite: SPCH 435 [Offered: F] (3).

476. Practicum in Speech-Language Pathology Disabilities

A continuation of SPCH 475, this course focuses on the emerging and ever-changing student, student-teacher, intern, clinical fellow, newly employed and later seasoned professional. Classroom readings will focus on the varied and dynamic solitary and/or collaborative roles that students engage in during the process of clinical engagement with clients (and their families and significant others). Students will intern in the New York City Public Schools. Prerequisite: SPCH 475 [Offered: S] (3).

297/397/497. Research

298/398/498. Directed Study

299/399/499. Independent Study/Internship

Descriptions for:

EDUC 210 Children and Youth with Disabilities and

EDUC 307 Inclusive Teaching of Children and Youth with Disabilities

can be found under Education.

Theatre Arts

The Theatre Arts Programs at MMC offer professional theatre training combined with a liberal arts education. Individualized attention and a strong faculty advisement program enable qualified students to take on substantial projects and roles. Independent study projects provide opportunities for specialized training and performance experience. Junior and senior level students may also study abroad for credit at schools such as the Royal Academy of Dramatic Art and the Drama Studio, London. Internships in a variety of settings (Broadway, Off- and Off-Off-Broadway, television, film and dance) develop experience and a potential network in the NYC performing arts community. Cocurricular minors in Musical Theatre, Drama Therapy, Music, and Arts Management can complement the major in Acting or in Theatre Arts.

Performance opportunities include four main stage productions per year such as *The Three Sisters*, *As You Like It*, *Endgame*, *Road, She Loves Me*, *The Colored Museum*, and *The Grass Harp*. The MMC Directing Projects are performed in the Box Theatre each semester. These short, contemporary plays are directed by student directors and are cast with student actors. Past playwrights include Sam Shepard, Harry Kondoleon, Irene Fornes, Roslyn Drexler, Athol Fugard, Eugene Ionesco, and Christopher Durang. The MMC Play Readings provide student playwrights with an opportunity to hear and see their works-in-progress. The Senior Acting Showcases provide a venue for actors and musical theatre performers to show their work to professional agents and casting directors.

MMC Theatre Arts programs are unique in offering specialized opportunities to the qualified student. Theatre faculty teach students through flexible programs in which intensive production experience can be gained. MMC Theatre Arts graduates leave with

viable, competitive portfolios. They have made successful careers in theatre, film, and television, and have been accepted into highly competitive graduate programs.

Admission to the Programs: All students who wish to major in Theatre Arts or in Acting must audition or show a portfolio for acceptance into these programs. Contact the Theatre Arts Department for more information.

Special Notes: Students may not audit performance and production courses, or start full-year courses in the Spring Semester, without departmental approval. A studio fee of \$10.00 per credit is charged for performance and production classes to offset costs of maintaining facilities and equipment. For additional information about policies and programs, students should consult the current MMC Theatre Arts Student Handbook, available in the Theatre Office and online on the MMC website.

Learning Goals for the Major in Theatre Arts

Upon completing the major in theatre arts, students will be able to:

- Demonstrate comprehension of achievements in drama and theatrical production across a range of periods and cultures.
- Demonstrate comprehension of interdisciplinarity of theatre study and the collaborative nature of theatre production.
- Demonstrate writing, research, performance, and technical skills as a foundation for building specific expertise in selected secondary areas of concentration.
- Draw on external resources for further study and work experience by utilizing museums, theatres, performing arts organizations, libraries, and other institutions in New York City and abroad.

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Theatre Arts

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MAJOR: B.A. IN THEATRE ARTS (1007)

42 Credits

There are six areas of concentration which develop specific expertise within the general program:

- Theatre Studies
- Directing
- Design & Technical Production
- Writing for the Stage
- Theatre Performance
- Producing and Management

A flexible program, the 42-credit B.A. program can be pursued full or part time and is suited to those applying for prior learning experience credit.

Theatre Arts

Major Requirements:

THTR 110 Stagecraft*	3
THTR 215 Script Analysis	3
THTR 230-231 Theatre History I & II	6
THTR 305 Elements of Directing	3
THTR 311 Shakespeare	3
THTR 465 Advanced Studies in Drama & Theatre	3

One of the following:**3**

THTR 243 Educational and Community Theatre	(3)
THTR 252 Lighting Mechanics	(3)
THTR 253 Scenery & Prop Technology	(3)
THTR 266 Costume Construction	(3)
THTR 290 History & Mission of Arts Institutions	(3)
THTR 296 Introduction to Playwriting	(3)
THTR 238 Stage Management I	(3)
THTR 345 Dramaturgy	(3)
THTR 355 New York City Arts Seminar	(3)
THTR 378 Producing Performance	(3)
THTR 385 Directing II	(3)
THTR 465 Advanced Studies in Drama & Theatre	(3)
Any 300 level Dramatic Literature course	(3)

***Students who are pursuing the Design & Technical Production concentration should take one of the following instead of THTR 110 Stagecraft:**

THTR 200 Technical Production	(3)
THTR 266 Costume Construction	(3)
THTR 252 Lighting Mechanics	(3)
THTR 253 Scenery and Prop Technology	(3)

Students must also complete one of the six following concentrations for the remaining 18 credits of the major:

THEATRE STUDIES CONCENTRATION

THTR 320 Dramatic Forms & Genres	3	THTR 381 Classical Drama & Theatre	(3)
THTR 380 Dramatic Theory & Criticism	3	THTR 475 The Avant-Garde in Art, Film & Performance	(3)
THTR 355 New York City Arts Seminar*	3	ART/COMM/THTR:	
THTR 499 Dramaturgy Internship	3	A 300 or 400 level non-Western film, literature or art history course	(3)

Two of the following:**6**

THTR 316 British Drama and Theatre	(3)	*If THTR 355 is taken as a choice in the major, select an additional course from the group above.
THTR 319 Drama & Theatre in the United States	(3)	
THTR 345 Introduction to Dramaturgy	(3)	

DESIGN AND TECHNICAL PRODUCTION CONCENTRATION

Students in this concentration must choose one of the following design emphases:

For Sound Design:

THTR 240 Design Assistant Practicum	3
THTR 254 Audio Technology for Performance I	3
MUS 216 Digital Sound Design	3
MUS 354 Digital Sound Workshop	3
THTR 354 Audio Technology for Performance II	3
THTR 499 Internship	3

For Scenic Design:

THTR 238 Stage Management*	3
THTR 240 Design Assistant Practicum	3
THTR 302a-b Scenic Design I	6
THTR 402a-b Scenic Design II	6

For Lighting Design:

THTR 238 Stage Management*	3
THTR 240 Design Assistant Practicum	3
THTR 304a-b Lighting Design I	6
THTR 404a-b Lighting Design II	6

For Costume Design:

THTR 238 Stage Management*	3
THTR 240 Design Assistant Practicum	3
THTR 303a-b Costume Design I	6
THTR 403a-b Costume Design II	6

*students must also take THTR 238 Stage Management (if not taken as a requirement in the major) or a 3-credit design elective not taken from the above.

Academic Programs

Theatre Arts

DIRECTING CONCENTRATION

		One of the following:	3
THTR 211-212 Acting I	6	THTR 317 Design for Directors & Choreographers	(3)
THTR 238 Stage Management I, taken in Theatre Arts Core	(3)	MUS 216 Digital Sound Design	(3)
THTR 343 Theatre Production Workshop	3	THTR 302a Scenic Design I	(3)
THTR 320 Dramatic Forms & Genres	3	THTR 303a Costume Design I	(3)
THTR 385 Directing II	3	THTR 304a Lighting Design I	(3)

THEATRE PERFORMANCE CONCENTRATION

THTR 202-203 Voice & Speech for the Actor I & II	6	THTR 341-342 Acting II	6
THTR 211-212 Acting I	6		

WRITING FOR THE STAGE CONCENTRATION

		One of the following:	3
THTR 296 Introduction to Playwriting	3	COMM 322 Writing for Television	(3)
THTR 396a-396b Intermediate Playwriting Techniques I & II	6	COMM/ENG 328 Special Topics in Film and Literature	(3)
THTR 496a-496b Advanced Playwriting I & II	6	COMM 353 Screenplay Writing	(3)
		THTR 410 Playwright/Director Workshop	(3)
		THTR 499 Internship in Literary Management	(3)

PRODUCING & MANAGEMENT CONCENTRATION

		*If these courses are taken as part of the major, then choose credits from the following:	
THTR 238 Stage Management I*	3	THTR 385 Directing II	(3)
THTR 290 History and Mission of Arts Institutions*	3	DANC 425 Dance Production	(3)
THTR 338 Stage Management II	3	Technical Production or Design course	(3)
THTR 346 Production Management	3		
THTR 378 Producing Performance	3		
THTR 499 Internship	3		

MAJOR: B.F.A. IN ACTING (1007)

60 Credits

The B.F.A. in Acting is an intensive 60-credit program focusing on performance work and acting techniques. Prospective students for the BFA must not only satisfy the academic requirements for acceptance to the College, but must also give strong evidence of professional promise as demonstrated through an interview and audition. The program usually requires a three-year residency at the College.

Continuation in the BFA Acting program is based on the Theatre faculty's evaluation of each student's progress and potential. All BFA students are evaluated each year and recommendations for continuation in the program are made according to the following criteria:

- Maintenance of a 2.8 cumulative average or better in all course work and a 3.0 average or better in all major courses.
- Participation in freshman, sophomore and junior Acting Observations.
- Yearly evaluation by the student's acting mentor in consultation with the Acting Program Coordinators.

THTR 110 Stagecraft	3	Dramatic Literature Course 300/400-level	3
THTR 215 Script Analysis	3	THTR 305 Elements of Directing	3
THTR 202-203 Voice & Speech for the Actor I & II	6	THTR 311 Shakespeare	3
THTR 211-212 Acting I	6	THTR 352-353 Acting III	6
THTR 341-342 Acting II	6	THTR 431-432 Acting IV	6
THTR 223-224 Movement for Actors I & II	6	THTR 465 Advanced Studies in Drama & Theatre	3
THTR 230-231 Theatre History I & II	6		

Theatre Arts

MINOR: ARTS MANAGEMENT**19 Credits**

The Arts Management program is designed to educate students for administrative positions in a variety of settings including theatre, dance and opera companies, museums and galleries, auction houses, music ensembles, festivals, foundations, community centers, arts advocacy groups and government arts agencies. By completing the sequence of courses and experiential projects in this minor, students acquire the knowledge and skills required to manage visual and performing arts organizations and events, and gain an understanding of how social, economic and political factors influence the development and implementation of arts programs and institutions.

ART/DANC/THTR 290 History and Mission of Arts Institutions	3	Choose two from the following:	6
ART/DANC/THTR 392 Fundraising & Marketing for the Arts	3	ART 319 The Artist's Career	(3)
ART/DANC/THTR 348 Operations & Management for the Arts	3	ART 320 History of Museums & Collections	(3)
ART/DANC/THTR 324 Careers in Arts Administration	1	ART 361 Curatorial Skills Seminar	(3)
ART/DANC/THTR 499 Art, Dance or Theatre Management		THTR 378 Producing Performance	(3)
Internship	3	THTR 346 Production Management	(3)
		COMM 326 Producing for Creative Media	(3)

MINOR: MUSICAL THEATRE**24 Credits**

This minor is open to Theatre Arts and Acting majors by audition. Contact the Theatre Office for further information

THTR 274a-b Fundamentals of Musical Theatre		THTR 330-331 Scene into Song	6 credits + lab
	6 credits + lab	THTR 424 Auditioning for Musicals	3 credits + lab
THTR 228-229 Musical Theatre Techniques I and II		THTR 434 Senior Showcase	3 credits + lab
	6 credits + lab		

MINOR: THEATRE**15 Credits**

THTR 101 Theatre Games and Improvisation	3	A student may design an individual theatre minor in consultation with a Theatre Faculty advisor.	
THTR 103 Acting for Non-Majors	3		
THTR 110 Stagecraft	3		
THTR 214 Exploring the Performing Arts	3		
THTR 215 Script Analysis	3		

MINOR: DRAMA THERAPY**18 Credits**

This minor integrates study in psychology, biology and theatre and prepares students for post-Baccalaureate programs in Drama Therapy or to pursue NADT accredited certification programs.

THTR 101 Theatre Games & Improvisation	3	BIOL 145 Human Biology or BIOL 220 General Biology I	
THTR 103 Acting for Non-Majors or THTR 211 Acting I (for BA		(For BA/BS Biology Majors only)	3
Theatre or BFA Acting Majors only)	3	Internship: PSYCH or THTR 499	3
PSYCH 290 Psychodrama	3		
		And one of the following:	3
		PSYCH 285 Introduction to Counseling Techniques	(3)
		PSYCH 313 Group Dynamics	(3)
		PSYCH 363 Abnormal Psychology	(3)

Theatre Arts

THEATRE ARTS COURSES (THTR)

101. Theatre Games and Improvisation

Course develops the actor's facility in spontaneous and creative invention, encouraging the free use of mind and body to invent relevant action and reaction in character (or as oneself as a tool to explore character) -- an essential skill for the creative performing artist. Fee: \$30.00
Corequisite: THTR 211 [Offered: F, S] (3).

103. Acting for Non-Majors

This one semester course orients the non-major student to the basic elements of acting, starting with group exercises to develop concentration, relaxation, imagination, and the use of movement and voice. These exercises will be applied to develop the student's emotional and physical capacity to discover and interpret a monologue or scene study. The primary focus of the course is on the individual's interest in acting, and to introduce the student to the kind of activities and preparation that acting entails, rather than teaching a specific technique. Students will be encouraged to attend performances Off-Broadway and at the Theresa Lang Theatre. Fee: \$30.00. Corequisite: WRIT 101 [Offered: All sessions] (3).

105. Introduction to Drama and Theatre for Non-Majors

This course is designed to help students develop the skills and understanding necessary to enjoy theatre in its many forms. Through class discussion and several guided writing assignments over the course of the semester, students will analyze works of dramatic literature and of theatrical production. Students will be encouraged to attend live performances. Not open to theatre majors. Corequisite: WRIT 101 (3).

110. Stagecraft

This course introduces students to the knowledge, skills and responsibilities associated with the wide variety of positions to be found in the world of technical theatre. Combining classroom theory with laboratory practice, students will have the opportunity to gain direct experience in areas such as light and sound board operation, carpentry, properties, light hang and focus, running crew, rigging, wardrobe crew and costume construction. Stage safety will be addressed, as well as imperatives of public assembly and fire codes. Two and one half hours of class are required each week. In addition, students will complete sixty hours of practical laboratory work in the running of, either a mainstage or a box theatre production. Prerequisite: MATH 007, if required [Offered: F, S] (3).

120. Stagecraft for Dance

(Same as DANC 120; see course description under Dance.)

122. Introduction to Acting for Majors

This course is an investigation into some basic tenets and techniques of acting. The aims of the course are to define the essence of acting, to discover the self as basic instrument, and to explore basic acting and rehearsal techniques leading to character development. Exercises aim at developing the actor's intellectual, physical and emotional resources and applying these to the work of developing a character/role. Emphasis will be on relaxation, concentration, focus, imagination and application of specific techniques to exercises, monologues, and scene studies. Fee: \$30. Corequisite: WRIT 101 (3).

200. Technical Production

This course covers the methodology of carrying the design from drawings to reality. Students will learn how to estimate material and labor costs to achieve the set on time and within budget. The class will explore how to set up and monitor a production schedule and will examine the collaborative process, which involves the entire production team. Projects will include hands-on work related to the current term's productions. Prerequisite: THTR 110 or permission of department (3).

202-203. Voice and Speech for the Actor

Fundamental technique course intended to develop the actor's breath, tone, range of the voice and the muscles of the articulators. Through an integrated approach of movement and voice, the student begins to develop balance among the body, the voice, the diction, and finally the thought. Vocal techniques employed include those of Clifford Turner, Lessac and Linklater. The bodywork can include Bartenieff Fundamentals, Alexander Technique, and Feldenkrais. Phonetics training (Edith Skinner) and vocal practice, which includes speaking short texts, provide the basis for developing simple, clear, unaffected speech. Fee: \$30.00 per term. Prerequisite: THTR 212 [Offered: F, S] (3-3).

209. Special Topics: Dance & Movement for Theatre

This course provides an introduction to basic techniques in jazz, ballet, and ballroom styles, with study of the historical developments of these styles as well as their physical requirements. The foundation for all technical study will be an anatomical analysis of each student's physical strengths and challenges. Fee: \$30.00. Corequisite: WRIT 101 (3).

211-212. Acting I: Process and Technique

In this course the student is introduced to basic acting techniques, physical, vocal, and mental exercises. Exercises aim at developing the actor's emotional and physical capacity to interpret and find a personal approach to characterization. Actors apply exercises and techniques to improvisations, monologues, and scene studies. Open to majors only. Fee: \$30.00 per term. Corequisite: WRIT 101. [Offered: F, S] (3-3).

214. Exploring the Performing Arts

This course is designed to introduce students to the performing arts. Through weekly group attendance at a wide variety of performances in NYC (including theatre, dance and music), students will explore and analyze the many elements that comprise a performance. Students write critiques of each performance and events are discussed in class. Additional reading and research will be assigned. Ticket cost to be determined. Corequisite: WRIT 101 (3).

215. Script Analysis

Class is based on the intensive analysis of theatrical structure of scripts primarily from the viewpoint of the actor, director, and designer. The emphasis of this analysis is to develop the student's ability to synthesize the intellectual and intuitive work required to create a theatrical experience from a written text. Psychological, physical, thematic, musical, and abstract structures will be explored. Students acquire a thorough understanding of beat analysis and the working vocabulary of actors. Secondary readings and several short papers are required. Corequisite: WRIT 101 [Offered: F, S] (3).

220. The Short Play

(Same as ENG 220; see course description under English.)

THEATRE ARTS COURSES (THTR)

223. Movement for Actors I

This course focuses on exploring the individual's body as an expressive tool of the creative imagination and the actors craft. Through a series of guided studies, and formal and informal exercises, students build confidence in their ability to translate impulses into physical action. Students will be assessed on an individual basis in their development of dynamic alignment, breath connection, strength, flexibility, range of motion, stamina, and relaxation techniques leading to their kinetic application in acting choices. Fee: \$30.00. Prerequisites: THTR 212 & 215 (3).

224. Movement for Actors II

This course continues the work of Movement I in translating impulse into physical action. Further development of the student's dynamic alignment, breath connection, strength, flexibility, range of motion, stamina, and relaxation techniques will be applied to explorations of the interactions between text and movement. Students will be assessed on an individual basis on the development of these skills as they are applied to text. Fee: \$30.00. Prerequisite: THTR 223 (3).

228-229. Musical Theatre Techniques

This course explores the problems unique to the musical theatre and emphasizes the expression of a dramatic situation through song interpretation, character and movement. Students explore song and dance material drawn from major periods of the American musical theatre. Short papers are assigned which require outside reading and research. Fee \$30.00 per term. Course includes Private Voice and Daily Dance labs which require a separate fee. Prerequisites: THTR 212 & THTR 274B [Offered: F, S] (3-3).

230. Theatre History I: Antiquity to the Restoration

Beginning with the earliest ritual forms, this course surveys the major periods and trends of the theatre from ancient times to the Restoration. Periods studied include Greek, Roman, Medieval, Renaissance, and Neo-Classic. Emphasis is on kinds of performance environments, theatre architecture, scene and costume design, acting styles, scripts, audiences, and the social and cultural conditions out of which these conventions emerged. Prerequisite: WRIT 101 [Offered: F] (3).

231. Theatre History II: 18th Century to the Present

This course surveys the major periods and trends in the theatre through an examination of performance environments, theatre architecture, design, acting styles, scripts, audiences, and the social and cultural conditions of the times. Romanticism, Realism, and 20th century movements will provide a chronological focus for a comprehensive survey. Prerequisite: WRIT 101 [Offered: S] (3).

233. Theatrical Make-up

An exploration of the styles and techniques of make-up application with an emphasis on each student's own facial characteristics. Students examine age make-up, character make-up, and the use of prosthetics to change facial characteristics. Course will also cover special effects and the use of masks and hair. Differences among stage, television and film applications will be discussed. Historical research and styles of make-up and hair will be explored. Fee: \$30.00. Prerequisite: WRIT 101 (3)

235. Scenic Painting and Treatments

This course offers students a chance to explore the skills and techniques needed to execute theatrical painting. Techniques and practices include the mixing of various paints and colors, brush selection and attributes, specific applications of paint for effect, and the proper use of additives. Applique and textures, faux finishes, ornamental details, foliage, and aging and distressing are among the techniques considered. There will be a strong emphasis on the safe use of paint and treatment products. An additional two and a half lab hours are required each week, which will feature projects which make use of current industry practices, and which will enhance the development of speed and accuracy in execution. Open to non-majors by permission of the Department. Fee: \$30.00. Prerequisite: WRIT 101 (3).

237. Drafting and Model Making

This course offers students a fundamental knowledge of the graphic and model making skills required for the execution of designs in the theatre. Projects will include the use of a wide variety of working materials and an exploration of architectural perspective, orthographic and isometric projection. Two and a half lab hours are required each week. Prerequisites: THTR 110 & MATH 007, if required [Offered: F] (3).

238. Stage Management I

Students will examine and experience the responsibilities of the stage manager in the production of live performance. Major responsibilities will include: cueing in a variety of settings, blocking notation, union rules and contracts, production and organizational skills, and personality management. Additional lab time is required. Fee: \$30.00 Prerequisites: THTR 110 & THTR 215 (3).

240. Design Assistant Practicum

Through individual mentorship, the intermediate design student will hold the position of crew chief on a main stage production. The student will meet regularly with designers and technical director and attend all production meetings, and will be monitored in collaborative skills. Student responsibilities will vary depending upon the nature of the production but could include serving as master electrician, wardrobe supervisor, master carpenter, or chief scenic artist. Prerequisites: THTR 110 and permission of department [Offered: F, S] (1-3).

243. Theatre in Education & Community

This course explores methods of applied theatre for teaching, arts programs, and community building. An overview of theoretical and practical approaches (including process drama, forum drama, ethnodrama, games and creative dramatics) is presented. Discipline-based instruction in performance, playwriting, and production for students is discussed and interdisciplinary and cross-cultural opportunities are emphasized. Creating practical projects utilizing specific theatre techniques for school- and community- based performance are significant aspects of this course. Additional hours of field experience are required. Prerequisites: WRIT 102 & THTR 215 (3).

Theatre Arts

THEATRE ARTS COURSES (THTR)

248-249. Voice, Speech, and Movement for the Actor

This is a full-year, fundamental technique course that develops the actor's breath, tone, range of voice, and the muscles of articulators in conjunction with the body as a whole. Through an integrated approach to movement and voice, the student begins to develop a balance among the body, voice, and diction that is responsive to moment-to-moment impulses. Vocal techniques employed may include those of Clifford Turner, Lessac, and Linklater. The movement work may include Laban: Effort/Shape/Space, Alexander Technique, Feldenkrais Method, and Bartenieff Fundamentals. Phonetics training (Edith Skinner), imaginative and practical movement and voice exercises provide the basis for developing a visceral connection to vocal sound and simple, clear, unaffected speech that is connected to the actor's body. This two-semester course is for students in the Theatre Performance concentration of the BA Theatre Arts program and is a substitute for the THTR 202/203 requirement. Students who successfully complete both semesters are eligible to take Movement II as an elective credit. Prerequisite: Minimum "B" average in THTR 211/212 (3-3).

252. Lighting Mechanics

This course offers students the skills necessary for the execution and running of stage lighting through a comprehensive look at lighting equipment, electrical hook-ups, and rigging. Students will learn how to read a light plot and the related paperwork necessary to turn the concept into reality. Open to non-majors. Prerequisite: MATH 007, if required (3).

253. Scenery and Prop Technology

Course offers students a fundamental knowledge of the planning, building, finishing and shifting of stage scenery and props. In addition, students will engage in a hands-on exploration of the materials, tools, and construction techniques currently used to create scenery and props. Students will learn to read a drafting and turn it into a three-dimensional object. Open to non-majors. Prerequisite: MATH 007, if required (3).

254. Audio Technology for Performance I

This course looks at the science, equipment, theory, and practice associated with sound reinforcement and support of live entertainment. The course will include specifications, layout and installation techniques, operation and maintenance of basic theatre sound systems. Prerequisites: THTR 110 or permission of the Department & MATH 007 if required (3).

257. Exploring The Production Arts

This course introduces students to the integration and application of the various design elements found in the production arts. Through readings, in-class discussions, and several guided tours throughout New York City, students are introduced to the fundamental principles behind the many elements that comprise a production. Students gain a sense of the entire production process as it relates to theatre, dance, film, television, and the other various forms of media. Topics covered will include composition, style, unity and design and technical processes. Corequisite: WRIT 101 (3).

266. Costume Construction

This course offers students the skills necessary to construct, fit, alter, treat and maintain costumes. Students will acquire various techniques for hand and machine sewing. Open to nonmajors. Prerequisite: MATH 007, if required (3).

274a-b. Fundamentals of Musical Theatre

This yearlong course, required of all freshmen accepted in the Musical Theatre minor, consists of two modules, one in musicianship and the other in the history of the musical. Musicianship will enable students to read music in the musical theatre repertoire while also giving them the tools to sing with proper breath support. The historical module will use archival video and recordings along with selected readings to present a survey of musical theatre history. There will be mid-term and final examinations. Course includes Private Voice and Daily Dance labs which require a separate fee. Corequisite: WRIT 101 (6).

283. Performing Arts in London

This course includes visits to the best available theatre, dance, opera, and music in London with seminars and lectures conducted by MMC faculty and British arts professionals. Cost of trip: to be determined. May be repeated for up to 6 credits. Prerequisite: WRIT 101. [Offered: Jan] (3).

290. History & Mission of Arts Institutions

(Same as ART/DANC 290.)

This course provides a comprehensive view of visual and performing arts administration and serves to prepare students for specialized courses. The course traces the development of arts institutions and explores the relationship of economic, political and social factors on arts and culture in the United States, with comparisons to arts organizations abroad. It provides an overview of management functions including planning, organizing, and managing within non-profit, public, and for-profit structures, and the interrelationship of organizational mission, vision and leadership. Readings and lectures will be supplemented by weekly discussions of current developments in the field. Prerequisite: WRIT 101 (3).

293. Special Topics in Design and Technical Theatre

This course covers the historical background of a subject and develops skills and knowledge in a particular aspect of design and/or technical theatre. Topics may include: Perspective Drawing and Rendering, Technical Direction, Stage Mechanics, and Moving Light Technology. Prerequisites: WRIT 101 & THTR 110 or permission of department (3).

296. Introduction to Playwriting

A combination lecture, discussion, and lab course in which students explore play structures and aspects of the creative process through weekly exercises devised around key elements of dramatic writing (time, place, action, voice). Students will also read and discuss a variety of contemporary plays, which will be chosen for their relevance to the topics of the weekly writing assignments. Prerequisite: THTR 215 [Offered: F, S] (3).

301. Design for Dance

(Same as DANC 301; see course description under Dance.)

Theatre Arts

THEATRE ARTS COURSES (THTR)

302a-b. Scenic Design I

Aesthetics and practices of scene design will be studied with an emphasis on the theoretical, imaginative and analytical underpinnings of the design process. Activities of the class will focus on the various modes of execution available to present a design concept, historical context, production styles, organization and techniques of production. Lab work and design projects will be assigned which will enhance the development of collaborative skills. Open to non-majors by permission of the Instructor. Fee: \$30.00 per term. Prerequisites: THTR 253 & 237; or permission of department [Offered: F, S] (3-3).

303a-b. Costume Design I

Aesthetics and practices of costume design will be studied with an emphasis on script analysis, research, character revelation and organization. Lab work and design projects will be assigned which will enhance conceptual and collaborative skills. Open to non-majors by permission of the Instructor. Fee: \$30.00 per term. Prerequisite: THTR 266 or permission of department [Offered: F, S] (3-3).

304a-b. Lighting Design I

Aesthetics and practice of lighting design are studied with reference to script breakdown and analysis, research, color theory, and concept development. Students will learn to utilize currently available lighting units and control equipment to execute design ideas. Lab work and design projects will be assigned to develop collaborative skills and the techniques needed to produce a light plot, hook-up sheets, magic sheets, and shop orders. Open to non-majors by permission of the instructor. Fee: \$30.00 per term. Prerequisite: THTR 237, 252 or permission of department [Offered: F, S] (3-3).

305. Elements of Directing

This course introduces the student to the history, theory and technique of stage direction. Basic directorial concepts are studied and applied to scenes and short plays. Topics include stage visualization; composition and movement; play analysis with emphasis on the theatrical content of scripts; production research; rehearsal techniques; and collaboration with other theatre artists. Student work includes selected scenes and projects prepared for class presentation. Outside rehearsal work is required. Students will concurrently study the history of stage directing through assigned readings and discussions. Students will write a major research paper on a director and will present an oral report based on his/her work. Fee: \$30.00. Prerequisites: WRIT 102 & THTR 215 [Offered: F, S] (3).

307. Dialects for the Stage

A one-semester technique class to develop a process for acquiring a dialect and to become proficient in the most commonly requested dialects for the stage. Fee: \$30.00. Prerequisite: completion of THTR 203 with a grade of "B" or better or permission of department [Offered: S] (3).

309-310. Voice and Speech Practicum

A continuation of the body/voice techniques begun in THTR 202-203, the emphasis of this course is on the application of these techniques to various styles of text, developing "standard stage speech," character choices for voice and speech, maintaining the health and safety of the voice when difficult demands are made, and transcription (Edith Skinner). Fee: \$30.00 per term. Prerequisite: completion of THTR 203 with a grade of "B" or better (3-3).

311. Shakespeare

(Same as ENG 311; see course description under English.)

314. Special Topics in Acting

Topics are offered on a rotating basis, and will focus on an aspect of acting technique. Past topics include Acting for Camera, Audition Techniques, Stage Combat, Comedy Techniques, Experimental Acting Styles, and Autobiographical Theatre. Students may repeat enrollment for credit, but may not repeat topics. Fee: \$30.00. Prerequisites: THTR 203 & 342 (3).

315. Performing Shakespeare

Course introduces the student to the challenges involved in acting Shakespeare and verse. Issues include scansion, breath control, and how to recognize and take advantage of rhetorical devices found in Elizabethan verse. Fee: \$30.00. Prerequisites: THTR 203 & 342 (3).

316. British Drama and Theatre

(Same as ENG 316; see course description under English.)

317. Design for Directors & Choreographers

(Same as DANC 317)

This is a one-semester course that will give students an understanding of the design process. There will be an emphasis on visual clues in text and music, research methods, and collaborative skills. Students will also gain a brief history of design and knowledge of a design vocabulary. The course will explore the common ground in designing sets, lights, costumes, media or sound as well as their specific goals and needs. Fee: \$30.00. Prerequisite: THTR 305 or DANC 351 (3).

319. Drama and Theatre in the United States

(Same as ENG 319.)

Beginning with a brief look at early popular entertainments, this course moves through the major periods and forms of theatre and drama up to the present. Representative works by Eugene O'Neill, Arthur Miller, Tennessee Williams, Edward Albee, August Wilson, Sam Shepard, and David Mamet are studied, as well as plays by a wide variety of contemporary playwrights such as Mac Wellman, Suzan-Lori Parks, Tony Kushner and Diana Son. Attendance at relevant theatre productions in New York City is stressed. Prerequisites: WRIT 102; THTR 230, 231 or ENG 200 (3).

320. Dramatic Forms and Genres

This course provides a systematic survey of the major genres and forms of dramatic literature. Through a coordinated examination of plays, dramatic theory, and production history, students engage in a dramaturgical analysis of a wide variety of texts. Students will present several short oral and written reports, and a substantial research paper. Prerequisites: WRIT 102, THTR 215, THTR 230 & 231 [Offered: S] (3).

Theatre Arts

THEATRE ARTS COURSES (THTR)

324. Careers in Arts Administration

(Same as ART/DANC 324)

This workshop examines career opportunities, service organizations, placement services, resumes and interviews. Topics also include the changing role of the arts in society, mainstream and alternative employment settings, and an overview of the job market. Students will prepare resumes and an employment strategy. Prerequisite: completion of all other courses for the minor (1).

343. Theatre Production Workshop

Course combines theory and practice by rigorous study and work in the areas of acting, directing and dramaturgy, and collaboration in the areas of stagecraft and production/stage management. The emphasis is on rehearsal/performance process and production values/techniques, while incorporating advanced research processes. The course produces a play at MMC during the course of the term. Additional lab hours are assigned. Theatre Production Workshop may be repeated for up to 9 credits. Fee: \$30.00 per term. Prerequisites: WRIT 101, THTR 211, THTR 215, Audition or permission of department (3).

330-331. Scene into Song

Course provides advanced level work in performing musical theatre material. Students will work on scene-into-song studies from traditional "book" style musicals as well as from specialized forms. Students will produce a series of staged "mini-musicals" where they are responsible for complete roles. Audition materials suitable for each individual student will also be developed and prepared. Fee: \$30.00 per term. Course includes Private Voice and Daily Dance labs which require a separate fee. Prerequisite: THTR 229 [Offered: F, S] (3-3).

332. Dance Study in New York

This course provides theatre majors an opportunity to study dance technique within the environment of an off-campus professional New York City dance studio. Students are placed by audition only and must demonstrate the technique and commitment necessary to participate in classes on an advanced level. May be repeated for an additional three credits. By Audition (3).

334. Audition Techniques

This course focuses on the skills necessary to audition successfully for theatre, film and television. Topics include cold readings, monologues, television commercials and the business of dealing with agents and casting directors. Fee: \$30.00. Prerequisites: THTR 203 & 342 [Offered: F, S] (3).

335. Advanced Contemporary Scene Study: Comedy

This course is designed to help actors build on the techniques they have developed with further, more intense examination and analysis of text. Actors will further develop their abilities to use the information and clues in the text to choose acting styles, make informed choices and build characters. This course will examine such playwrights as: Alan Ayckbourn, Charles Busch, The Five Lesbian Brothers, Caryl Churchill, Christopher Durang, David Ives, Charles Ludlam, Nicky Silver and Wendy Wasserstein, among others. This includes emphasis on rhythm (the music of the text) and letting the words and images fill the body and awaken the imagination. Actors will learn how to bring the world of the play and the images in their imagination to life on stage. Learning goals include: a broad knowledge of contemporary playwrights and texts, actor flexibility (character development, the clear and decisive playing of actions and emotional, psychological and physical depth), a deep understanding of a wide variety of circumstances and an ability to perform "style." Prerequisites: THTR 203 and THTR 342 (3).

336. Advanced Contemporary

Scene Study: Drama

This course is designed to help actors build on the techniques they have developed with further, more intense examination and analysis of text. Actors will further develop their abilities to use the information and clues in the text to choose acting styles, make informed choices and build characters. This course will explore such playwrights as: Maria Irene Fornes, Naomi Iizuka, Romulus Linney, David Mamet, Suzan-Lori Parks, Sarah Ruhl, Wallace Shawn, Sam Shepard and Naomi Wallace, among others. This includes emphasis on rhythm (the music of the text) and letting the words and images fill your body and awaken your imagination. Actors will learn how to bring the world of the play and the images in their imagination to life on stage. Learning goals include: a broad knowledge of contemporary playwrights and texts, actor flexibility (character development, the clear and decisive playing of actions and emotional, psychological and physical depth), a deep understanding of a wide variety of circumstances and an ability to perform "style." Prerequisites: THTR 203 and THTR 342 (3).

338. Stage Management II

A combination lecture, discussion, and lab course in which students will acquire advanced skills in notation and cueing in a variety of performance genres, which can include dance, musical theatre, performance art, opera, and multi-media productions. Course will also cover technical production and design elements, union rules and contract obligations, budgeting of resources and staff organization. Additional lab time is required. Fee: \$30.00. Prerequisite: THTR 238 (3).

340. Intermediate Design Assistant Practicum

Through individual mentorship, the advanced design student will assist a professional designer on a main stage or off-campus production. The student will meet regularly with the designers and technical director and attend all production meetings and will be monitored in collaborative skills. Student responsibilities will vary depending on the nature of the production but could include production research, model making, drafting, color swatching, and production paperwork. Prerequisite: Permission of the design faculty [Offered: F, S] (1-3).

Theatre Arts

THEATRE ARTS COURSES (THTR)

341-342. Acting II: Rehearsal and Scene Study

This course is designed to continue the training acquired during Acting I through a variety of approaches to acting, while incorporating advanced research processes, script analyses and character development. Primary goals of Acting II include the rigorous development of scripted scene work and the performing of heightened circumstances and the imagistic/poetic language found in the plays of American Realism. There is still an emphasis on actor physicality, playing of actions, connection to partner and moment-to-moment techniques, as in Acting I. However, Acting II moves into scene work within the first two weeks of the fall semester, and students are expected to apply technique to their work with text immediately. Several writing assignments are also required. Fee: \$30.00 per term. Prerequisites: THTR 212 & 215 [Offered: F, S] (3-3).

345. Introduction to Dramaturgy

Dramaturgs are collaborative artists and critical advisors who contextualize the world of a play both for those involved in its planning and production, and for those in the audience. In this course students will study the dramaturg's various responsibilities through research and practice. Assignments might include: serving as the dramaturg on a hypothetical production; designing and proposing a theoretical season for a theatre; or shadowing a professional dramaturg. The course requires students to engage both local and international sources as they undertake intensive historical research in New York museums, libraries and archives. In addition students must take advantage of the city's many theatrical resources actively and independently. Because dramaturgs must learn to communicate clearly with many individuals, students will practice different methodologies of description, communication, and analysis throughout the semester. Prerequisites: WRIT 102 & THTR 215, 230 & 231 (3).

346. Production Management

This course explores the interconnected relationships among the different management areas (stage management, technical direction, design, artistic staff, production crew) and the performance process. Students study production management in the U.S. and develop an understanding of new directions and technologies. Emphasis will be placed on current practical aspects of the field and topics include staffing, scheduling, touring, budgeting, contract negotiations, facility and safety oversight, project estimation, and site specific work and festival planning. Through in-class discussions and several field trips to New York City theatres and production companies, students will acquire knowledge of current production management and its relationship to artistic goals and business concerns. Prerequisites: WRIT 102 and THTR 238. (3).

348. Operations & Management for the Arts

This course focuses on the systematic planning and implementation of all activities required for a performance or exhibition. Topics include securing and managing facilities, scheduling, artistic programming staff/personnel management, representation, unions, contracts, licensing and copyrights, insurance, incorporation, and code compliance (environmental, ADA, state and federal). Readings and lectures will emphasize case studies, and students will make use of New York City cultural institutions and government agencies for their assignments and projects. Prerequisite: WRIT 102; ART/DANC/THTR 290 & ART/DANC/THTR 392.

354. Audio Technology for Performance II

This course is a study of the technical aspects of audio as they relate to the use of, and experimentation with, various techniques in the design, installation and specification of theatre sound systems. In this course students will learn the advanced signal chain involved in sound system design and apply that knowledge to a design and specification of a complete audio system. Prerequisites: THTR 254, 240 & DANC/COMM 302; or permission of department (3).

352-353. Acting III: Language and Style

This course provides an environment in which the student can refine technical skills. Emphasis is placed on the delivery of the text and how the actor's body can communicate the world of the play. Material will be taken from plays composed with heightened language and style that goes beyond contemporary naturalism. Playwrights may include Chekhov, Ibsen, Strindberg, Coward, Wilde, Shaw, Churchill, Stoppard, and others. Emphasis is placed on individual student research and several writing assignments will be required. Open to BFA Acting majors only. Fee: \$30.00 per term. Prerequisites: THTR 203 & 342 (3-3).

355. New York City Arts Seminar

Course builds on general appreciation and 100 and 200 level technique courses to provide students with an intermediate, comparative exploration of performance currently available in New York City. Students will attend diverse events (dance, theatre, music, performance art), which will be discussed and analyzed in depth during class sessions. Students will be assigned ongoing readings in cultural and performance theory which will be discussed in light of actual performance and which will serve as the basis for several short essays and a longer critical paper. Fee: Ticket cost to be determined. Prerequisites: WRIT 102 & 100/200 level "Area E" course (3).

370. Beyond Naturalism

This course allows students to experiment with diverse styles of theatricality. Particular attention will be placed on the abstractions of thought, the visual possibilities of the spoken word, and the actor's body in space. Postmodern writings by a variety of theatre artists including Antonin Artaud, Augusto Boal, Peter Brook, Steven Berkoff, Richard Foreman, Naomi Iizuka, Robert Lepage, Simon McBurney, Charles L. Mee, Jr., Stephan Schultz, Tadashi Suzuki, Mac Wellman, and Robert Wilson will be explored. Through play readings, class discussions, the creation of scene compositions and solo-performances, and the viewing of live performances, the student will delve into the intricacies of acting in postmodern plays, at the same time establishing an understanding of the demands placed on the director, playwright, and designer. Fee: \$30 plus ticket cost to be determined. Prerequisites: THTR 203 & 342 [Offered: S] (3).

Theatre Arts

THEATRE ARTS COURSES (THTR)

372. Acting Solo

In our study of Acting in the medium of solo-performance, we will identify and explore the unique parameters of the solo-artist's theatrical voice. Through the use of historical, non-dramatic, biographical, and original materials, the student will create several performance pieces exploring the varying forms of solo-performance including: the monologist, the storyteller, the performance artist, and the cabaret performer. Solo-artists studied may include Sandra Bernhard, Karen Finley, Spalding Gray, Danny Hock, Holly Hughes, Eddie Izzard, Daniel MacIvor, Robbie McCauley, and Tim Miller, among others. Prerequisite: THTR 370 (3).

378. Producing Performance

This is a course for theatre and dance artists who want to learn how to produce their own work or form their own company. Topics include defining the artistic and producing goals of the project; locating the right venue; securing rights; establishing a budget; finding sources of funding; dealing with unions, establishing not-for-profit status, engaging artistic and production staff, and establishing and administering a dance or theatre company. Over the course of the semester, students will be engaged in analyzing case studies from established companies, and will utilize the resources of New York City to research and create their own production plans. Prerequisite: WRIT 102 (3).

380. Dramatic Theory and Criticism

This course presents a study of major issues in dramatic theory and criticism, including the nature of imitation and representation, the relationship of text to performance, the formation of dramatic genres, and the role of the spectator. Readings include plays and theoretical essays. Prerequisites: WRIT 102 & THTR 215, 230 & 231 (3).

381. Classical Drama and Theatre

(Same as ENG 381; see course description under English.)

385. Directing II

This course focuses on directing techniques for contemporary, realistic plays. Consideration is given to choosing material, visualizing a production, auditions and casting, rehearsal techniques, characterization, physicalization, and the actor-director relationship. Students will work on scenes and exercises in class, and will complete several projects, which necessitate rehearsal time in addition to class time. Fee: \$30.00. Prerequisite: THTR 305 [Offered: F, S] (3).

392. Fundraising and Marketing for the Arts

(Same as ART/DANC 392.)

This course will cover several key areas of visual and performing arts management: financial management and budget planning; accounting practices; marketing and audience development; fundraising; individual, foundation, corporate and government support; partnerships, community building and education outreach programs. Special emphasis will be given to grant proposal research and writing. Assignments will include case studies of current New York City arts institutions. Prerequisites: WRIT 102; ART/DANC/THTR 290 (3).

396a-396b. Intermediate Playwriting

Techniques I & II

In this year-long course the student will develop a technique that is individual, yet grounded in fundamental dramatic writing skills. During the first semester, students will write weekly scenes, and be guided through exercises to develop facility with storytelling, plotting, stage action, dialogue, and thematic unity. During the second semester, students will select one or two scenes from the first semester and finish a longer play that grows out of this selected scene. Student work will be read and discussed at each class. Prerequisites: WRIT 102 & THTR 296; or permission of department (6).

402a-b. Scenic Design II

This course provides an in depth study of the design process, with emphasis on research and the skills needed to communicate a design concept to a director and scenic shops. Projects will be varied and students will learn to do thumbnail sketches, color renderings, models, set plans, sections, elevations, and paint elevations. The class will study the history of scenic design, including the latest technical advances in set design execution. Fee: \$30.00 per term. Prerequisite: THTR 302b or permission of department (3-3).

403a-b. Costume Design II

This course provides an in depth study of the design process, with emphasis on research and the skills needed to communicate a design concept to a director and costume shops. Projects will be varied and students will develop the skills and knowledge necessary to produce finished costume sketches with construction details and fabric swatching. The class will concurrently study the history of costume design. Fee: \$30.00 per term. Prerequisite: THTR 303b or permission of department (3-3).

404a-b. Lighting Design II

This course provides an in depth study of the design process, with an emphasis on research and all paperwork. Projects will be varied and students will be expected to complete all production paperwork (magic sheets, light plot, shop order, instrument schedules, hook-up charts), and cut color list and production script with cues. Students will learn to use Lightwright. The course will cover the latest advances in lighting equipment and control and will discuss the problems associated with touring and repertory. Fee: \$30.00 per term. Prerequisite: THTR 304b or permission of department (3-3).

406. Directing III

Students participate in a directing lab from the first day of class through practical directing exercises on selected scenes. Attention will be given to advanced directorial problems of interpretation, planning and rehearsal, characterization, style, language, visualization, production values and the actor-director relationship. Course work will be supplemented by guest lectures and attendance at theatre events. Students direct a 20-minute theatre piece as their final project for public performance for which a minimum of 45 hours spent in independent rehearsals is required. May be repeated for up to 6 credits. Fee: \$30.00. Prerequisites: THTR 238, 385 & permission of department (3).

Theatre Arts

THEATRE ARTS COURSES (THTR)

410. Playwright/Director Workshop

The focus of this class will be on the process of creating a text and its development through dramaturgical investigation, rehearsal, class discussion, and performance. The process will be as follows: a writer will be assigned a director and a cast of three actors. A play will be written within specific parameters (15-20 minutes in length, minimal production values, with roles for specific actors). Within a particular time period of four or five weeks the piece will be given a cold reading, rehearsed, and brought into class for several showings and revisions. Through this procedure, the student will experience the collaborative process of playwright/director/actor within a supportive environment, which encourages risk and exploration. Final projects will be given a public performance. Fee: \$30.00. Prerequisites: THTR 342, 406 or 396, depending on student's emphasis & audition/interview. Contact Theatre Office for more information (3).

424. Auditioning for Musicals

This course focuses on the skills necessary to audition successfully for musical theatre productions. Topics include: the approach to an audition, cold and prepared readings, 16 bar cuts, agents and casting directors, pictures and resumes, creating an audition portfolio. This performance class will culminate in a mock audition. Fee \$30. Course includes Private Voice and Daily Dance labs which require a separate fee. Prerequisites: THTR 331 & 342 (3).

431-432. Acting IV: Shakespeare and Period Styles

This advanced scene study class is designed to help the student acquire the skills necessary to perform the texts of Shakespeare, Moliere, and Restoration and Eighteenth-century playwrights. Students will experiment with techniques and will delve into the worlds of these plays through text analysis, advanced voice and bodywork, and new approaches to characterization. Emphasis is placed on language, both the understanding of it and the ability to communicate text to an audience within the demands of style and character. Several writing assignments will be required. Fee \$30.00 per term. Open to BFA Acting majors only. Prerequisites: THTR 311 & 353 [Offered: F, S] (3-3).

434. Senior Showcases

Focusing on the business of acting, students in this course will prepare audition material and learn all aspects of producing a professional acting and musical theatre showcase. The course covers many aspects of the business of acting and musical theatre: the selection of appropriate performance material, choosing headshots, creating resumes, and corresponding with industry professionals, as well as introducing students to how the various unions for performers function. The class culminates in a student-produced showcase performed at a New York theatre for an invited audience of casting directors, legitimate talent agents, managers, artistic directors, and producers. Prerequisites: THTR 203, 334, 342 or 424; completion of 90 credits; and a successful audition. (Check with the Theatre Department for specific date and time.) [Offered: S] (3).

440. Advanced Design Practicum

Through individual mentorship, the advanced design student will assist a professional designer on a main stage or off-campus production. Student will meet regularly with the designer and attend all production meetings and will be monitored in collaborative skills. Student responsibilities will vary depending upon the nature of the production but could include production research, model making, drafting, color swatching and production paperwork. May be repeated for up to 6 credits. Prerequisite: permission of design faculty (1-3).

458. Criticism Writing Workshop

(Same as ART/DANC 458; see course description under Dance.)

465. Advanced Studies in Drama & Theatre

This course gives the advanced theatre student an opportunity to acquire more advanced research skills and to explore a variety of city resources including specialized library and museum collections. Different topics will be offered each semester; previous topics include: Modern Irish Dramatists, Russian Theatre, American Musical Theatre, Asian Theatre, and The Dynamics of Silence: Pinter and Chekhov. Prerequisites: WRIT 102 & THTR 230 & 231 (May be repeated for up to six credits.) [Offered: F, S] (3).

475. The Avant-Garde in Art, Film and Performance

(Same as ART/COMM 475)

This course examines major 20th century avant-garde movements (Futurism, Cubism, Surrealism, Modernism, Post-Modernism) and their interrelated movements from the perspective of their achievements in art, film, dance, music and theatre. In double-class lecture/ discussion sessions, the ideological, political, and aesthetic dimensions of the avant-garde are explored from their earliest nineteenth century roots, through the World Wars, to our contemporary world. This interdisciplinary course is team-taught. A major research paper is required. Prerequisites: WRIT 102 & ART 166, 252, COMM 131 or THTR 231 (3).

496a-496b. Advanced Playwriting Techniques I & II

This year-long course provides the student with progressive and advanced assignments in writing for the stage. Emphasis will be placed on patterning and structuring of one-act and longer works, non-realistic approaches to character and environment, and the theatrical potential of language. Other topics include the variety of source materials for dramatic works, writing from improvisation, and the challenges inherent in writing for a particular performer. Students will complete a one-act play over the course of each semester. Prerequisite: THTR 396b (6).

496. Choreography for the American Musical Theatre

(Same as DANC 496; see course description under Dance.)

297/397/497. Research**298/398/498. Directed Study****299/399/499. Independent Study/Internship**

The College Website

The Marymount Manhattan College website: www.mmm.edu offers a wealth of information about the campus community and is readily accessible onsite and offsite. Computer access and usage is available across campus.

Computer Stations, Laptops and Connectivity

While many students bring their own computers to campus, the Library has an additional 66 laptops available to students for loan. The library also provides dedicated comfortable space which accommodates our student's computer based work. The first floor houses 12 computers designated specifically for research. On the second floor of the library there are 22 PC workstations, 2 MACs and one computer loaded with Kurzweil software and a scanner for people with disabilities. A limited number of general PC workstations in the Nugent Lounge and on the 4th floor of the Nugent building are also available for student use. Wireless connectivity to the MMC network is available across the campus.

Technology-Enhanced Classrooms (TECs)

Students are likely to have classes in one of the TECs that include Main 509, 606, 703 and Nugent 558. In addition, all classrooms on the fourth floor of Nugent are equipped with multimedia instructional technology and they provide a wireless environment.

Workstation-Equipped Classrooms (WECs)

WECs, Main 410 and Main 411 are equipped with Intel-based computer workstations. Nugent 556 and 559 are Macintosh Multimedia Labs. Both Main 410 and 411 are open for student use when classes are not in session; however, students must vacate these rooms when a class begins. Failure to do so may result in disciplinary action.

Computer Specifications

For students who wish to bring their own computers to campus, specifications for both Mac and PC formats are available at <http://marymount.mmm.edu/become/whattobring/technology/laptopspec.html>. MMC students may purchase their own computers at a discount through the College's account with Dell. Apple Computers purchased with these specifications will be compatible with all MMC systems. As of this printing, we do not recommend that students purchase computers equipped with Vista operating systems.

Student Email Accounts/MMC Connect

At MMC students receive individual email accounts and access to the MMC network including Blackboard and MMC Connect. All students are expected to adhere to the "Guidelines for Appropriate Use of Technology at MMC," published in the MMC Student Handbook and on the website at the following link. <http://www.mmm.edu/study/resources/mmctechnologyusepolicy.html>. MMC Connect for Students enables students to review their student profile, academic progress and grades, to manage their student account, and register for courses online. A student's email account allows him/her to enroll in the Blackboard™ course management system used by faculty for web-enhanced and online courses. In addition, the College communicates regularly with students via email. In order to stay informed, students are advised to check their MMC email accounts for important information sent from various offices and faculty members throughout the academic year.

Blackboard™

Many faculty members use the course management system Blackboard™ for web-enhanced and online courses. Students are able to access reserve material, post assignments, engage in online discussion and chart their progress in a given course through the Blackboard™ site associated with the particular course.

Online and Blended Courses

MMC offers a limited number of online and "blended" courses each semester. Online courses are taught entirely on the internet using the Blackboard™ system to create an online classroom. Blended courses have an online component, as well as traditional classroom sessions. Students should check the MMC Course Bulletin for a given semester to determine which courses are offered in an online or a blended format.

Academic Standards

Colleges and universities in the United States establish and consistently apply standards of “good academic standing” to all students matriculated for degrees¹

Maintaining “Good Academic Standing”

Colleges and universities define and apply measures of good academic standing in two categories leading to degree completion: academic progress and academic pursuit.

Academic Progress

Academic progress is a qualitative measure; matriculated students must attain and maintain a minimum GPA of 2.0 for each semester and cumulatively. Failure to achieve and to maintain the minimum standard GPA requires that the student be placed on academic probation. To resume satisfactory academic progress (and have one's probationary status revoked), a student must raise his/her GPA to a level of at least 2.0 within the next academic year or two semesters. Failure to achieve this goal will result in dismissal from the College.

Academic Pursuit

Academic pursuit is a quantitative measure; each academic year matriculated students must complete a specified number of credits. Failure to meet these credit requirements results in probationary status for the student. The College allows students on probation one additional academic year or two major semesters to complete the required number of credits. Failure to achieve this goal will result in dismissal from the College.

For Program Pursuit, Full time students must complete a minimum of:

- 15 credits by the end of the first year of study;**
 - 36 credits by the end of the second year of study;**
 - 60 credits by the end of the third year of study; and**
 - 108 credits by the end of the fourth year of study.**
- (see the complete chart in the Financial Aid section under Academic Standing)**

Pursuit requirements for part-time students are pro-rated based on a fulltime status. The number of transfer credits accepted by MMC and class standing indicated by that number determines the pursuit requirements for transfer students.

Probation

Students are placed on academic probation when they do not meet requirements for good standing for either progress or pursuit.

Students on probation for progress:

- May not receive a grade of Incomplete during a probationary period.
- May not enroll for an independent study, internship or research project.
- Will not receive approval for Maintenance of Matriculation.
- May not register for more than 12 credits in a fall or spring semester until they regain good standing and must see an advisor in the Office of Academic Advisement, in addition to a faculty advisor, in order to be cleared for registration for the subsequent semester.

Students who fail to restore their good academic standing within one academic year will be dismissed from the College

Students placed on academic probation for failure to meet the standards of progress and pursuit may receive campus-based aid and federal aid during the probationary period. However, failure to regain good standing

within the prescribed period of time will result in a loss of financial aid. (For students receiving aid from New York State, the New York State Tuition Assistance Program (TAP) sets different criteria for the determination of good academic standing and eligibility and information is available from the Center for Student Services. Students who remain on probation during the prescribed period lose their eligibility for aid.)

Dismissal from the College

Students, placed on academic probation, who do not meet the requirements of progress and pursuit within the prescribed time face dismissal from the College. The Academic Dean, in consultation with the Academic Standing Committee, reviews the records of such probationary students and renders a decision on the student's status. Further, the College may dismiss students whose GPA is so low that it is unlikely that they can improve their academic standing during the prescribed period of time. The College will also dismiss students when they are unable to remain in school without detriment to health or who, in the judgment of school authorities, fail to live up to required standards and regulations.

The Vice President for Academic Affairs informs students by certified letter of a dismissal decision. If a student wishes to appeal such a decision, he/she must submit an appeal in writing to the Vice President. In either case, the College considers the decision of the Vice President for Academic Affairs as final.

1. In conjunction with this requirement, the federal government requires each college receiving funds from Title IV programs of financial assistance to maintain these standards. This federal requirement (Section 497e of the Higher Education Act of 1965) ensures that only those students who make good progress toward their degree objectives continue to receive financial assistance.

College Policies

Academic Honesty Policy

MMC fosters an academic community; students and faculty work together to create a learning experience that imparts knowledge and forms character, the hallmarks of a university culture. To achieve this, the College adheres to a policy of Academic Honesty, one that teaches students to complete tasks in a thoughtful, honest manner so as to breed a positive ideal of self-knowledge within each student. It is through this quality that a student understands her/his true capabilities. This policy instructs students to honor their colleagues by producing work that is based on their own capabilities so fellow students receive their equal consideration in the eyes of their professor. Honest work – on the computer or in writing, is important in the development of the academic character. MMC desires for each student to finish each course, each program, with a developed sense of self, a pride in the integrity of his/her own work toward his/her own level of achievement; this will create a true community of dedicated, life-long learners.

Categories of Academic Dishonesty:

A. Plagiarism means to present, as one's own, the work, writing, words, or computer information of someone else. You commit plagiarism if you submit as your own work or make use of:

1. Part or all of a written, spoken, or computer-generated assignment copied or accessed from another person's manuscript, notes, computer disks or mainframe account.
2. Part or all of an assignment copied, paraphrased, or accessed from a source, such as a book, magazine, pamphlet, computer disk, or mainframe account without attribution.
3. A sequence of ideas, arrangement of material, pattern of thought of someone else, even if expressed in your own words. This means that

Academic Standards and Policies

paraphrasing (or rephrasing) someone else's ideas, without attributing them as the source of the idea, is also plagiarism. In this example, even if there is no proof that "part" has been stolen because no three words occur in the same sequence as in the original document, plagiarism has still occurred if there is an obvious parallelism among documents.

4. Plagiarism occurs when such a sequence of ideas is transferred from one source, including electronic sources, without the process of digestion, integration, and reorganization in the writer's mind, and without acknowledgement in the work.
- B. You are an accomplice to academic dishonesty and equally guilty if you:
1. Allow access to your computer account, disks, or to your writing or ideas, in outline or finished form, to be copied in any way and submitted as the work of someone else.
 2. Prepare an assignment for another student and allow it to be submitted, as her/his own work.
 3. Keep or contribute to a file of work with the clear intent that this work be copied and submitted as the work of other students.
 4. Allow access to your computer account or disks with the intent of permitting someone else to submit that material under his/her own name.
 5. Multi-purpose a paper. This means you cannot submit a paper for one class and then submit it again to fulfill the assignments of another class without consultation with faculty. Even a slightly modified resubmission is considered a form of academic dishonesty.
 6. Cheating or assisting others in cheating.
 7. Forging the signature of a faculty member, administrator, or another student.
 8. Forging the signature or the documents containing the signature, of any official (physician, attorney, etc.) authorizing information contained in such documents which are submitted to the College by the student to support some claim.

Please note: Students found in violation of the Academic Honesty Policy will not be permitted to drop the course in which the dishonest act is discovered. If a student is found in violation of policy and the faculty member or Review Board sanctions an "F" grade for the class, the student's transcript will reflect a letter grade of "F". If a student should process a withdrawal form while the case is pending, the grade will subsequently be changed to an "F" grade.

The faculty of Marymount Manhattan College composed and approved this Academic Honesty Policy; in the case of academic dishonesty, the instructor has the authority to, but is not obligated to, fail the student for either or both the assignment and the course. In consultation with the Associate Dean for Academic Affairs, the instructor may also recommend other disciplinary action in accordance with College policy. However, in all cases, whether or not such action is taken, the names of all students who have violated the policy will be recorded in a file maintained by Academic Affairs.

Reporting Students

All faculty (including part-time and full-time) must report all cases of academic dishonesty to the Office of Academic Affairs (OAA) no matter how they choose to resolve the case. Faculty should identify cases of academic dishonesty as soon as possible, but no later than within a month of the incident.

The Academic Integrity File

A central file for cases of academic dishonesty is maintained by the OAA. When faculty report cases, these reports go into the file. Each reported student will receive written notification that a report has been filed. Access to the file is limited. Under most circumstances, only the Associate Dean for Academic Affairs and the Vice President of Student Affairs will have access to the file. Information about individual cases will be made available to a Review Board on an as needed basis.

Actions Based on Files on Record

The Office of Academic Affairs will take the following actions when reports of academic dishonesty are submitted:

First Notice: Students will be mailed a written notice requiring them to schedule an in-person meeting with the Associate Dean for Academic Affairs. Students who fail to schedule this meeting within the specified time will be denied access to his/her records until the required meeting takes place.

Second Notice: Students charged with academic dishonesty subsequent to having met with the Associate Dean [for similar infraction(s)] will face a Review Board that will consider and impose academic and/or disciplinary sanctions if warranted

Academic Integrity Review Board

The Review Board will convene under the following circumstances:

1. A second charge of academic dishonesty: instituted by the College
Any student cited for a second instance of academic dishonesty will automatically be called before a Review Board for consideration of action.
2. Student Appeals
A student may challenge an initial report of academic dishonesty by following the procedure outlined here:

Process for Appeals

1. A student may request a hearing with the Academic Review Board within thirty days (as determined by the date on the notification letter) of a charge of academic dishonesty.
2. The Chair of the Review Board must schedule a hearing within sixty days after receiving a student's request for an appeal. The hearing itself must take place prior to the end of the following semester. All efforts should be made to guarantee that hearings take place in a timely manner.

Review Board Membership

The Review Board for each case will consist of five voting members. Two members will be faculty, two members will be students, and one member will be an administrator from the College.

1. The faculty members will be drawn from the Academic Standards Committee. Members for a specific appeal hearing will be selected from within the committee on a case-by-case basis for each individual hearing, with emphasis placed on avoiding conflicts of interests and on maintaining representation of different Divisions.
2. Student members will be solicited each year by the Vice President for Student Affairs. Interested students will hand in an application that includes a resume and cover letter expressing their interest. Each year, four students will be selected to the Review Board by the Vice President for Student Affairs and the Associate Dean, who serves as the Chair of the Review Board. Two students will serve on each case, and they will be selected based on a rotation system. However, if there is a conflict of interest, those students will need to recuse themselves. To qualify, students must be sophomores or

higher class, not be on academic probation, and possess no judicial record. Students also must have completed two consecutive semesters at MMC.

3. The Associate Dean will serve as the Chair of the Review Board. In cases when the Associate Dean needs to recuse him/herself, the Dean of the Faculty will appoint an alternative member to the Review Board. The Vice President for Student Affairs will serve as an ex officio member of the Board.
4. All members of a Review Board hearing are expected to maintain the highest level of discretion and confidentiality regarding all proceedings rendered.

The following Rules and Procedures will apply to the Review Board:

1. Any member of the Review Board who has a conflict of interest with the case in question must recuse him/herself from the case.
2. The student will be informed by the Chair of the Review Board of his/her right to provide any evidence at the hearing.
3. The student will be allowed to bring one person with him/her to the hearing. The Chair of the Review Board must be informed of that intention within seventy-two hours prior to the hearing. This person may be a faculty member, a staff member, or another student from within the College. This person's role is to provide emotional support. He/she does not have the right to speak or ask questions.
4. Final decisions will be recorded in the Academic Integrity file and the student's file. As per the "Policy on Academic Integrity" only the Associate Dean for Academic Affairs and the Vice President for Student Affairs have access to the Academic Integrity file.

The Review Board has the following responsibilities:

1. Determine whether the parties acted according to the College's policies regarding academic dishonesty.
2. Decide whether the allegations of academic dishonesty are warranted.
3. Decide whether the disciplinary action was valid.
4. Consider a number of resolutions such as clearing the student, placing the student on disciplinary probation, deeming the student ineligible for honors at Baccalaureate and Commencement, or recommending academic counseling. The Review Board may also make a recommendation of suspension to the Dean of the Faculty. The Associate Dean will inform the interested parties of the decision within thirty days. All decisions made by the Review Board are final.

Attendance Policy

The value of a college education depends upon full participation in the life of the college community. Because students are expected not merely to receive information passively or to pass examinations, but to participate actively in class, it is important that unnecessary class absences be avoided. Therefore, students are expected to be present for all classes and no absence, for whatever reason, will be automatically excused. All faculty members will define their own attendance and grading policies in their written course syllabi, with which students must comply. Failure to meet such requirements may result in academic penalties for the course in question.

Additionally, the College determines whether students are in attendance. This census is taken after the Program Change period. Students who are deemed not to be in attendance, and who have not officially withdrawn, are considered inactive. These students will be dropped from all registered classes and will forfeit tuition according to the College's tuition cancellation policy.

Religious Observance

It is the policy of the College to respect its members' observance of their major religious holidays. Administrators and instructors responsible for the scheduling of required academic activities or essential services are expected to avoid conflict with such holidays as much as possible. Such activities include examinations, registration, and various deadlines that are a part of the Academic Calendar. When scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor involved, students and instructors should consult the appropriate Chair or Director. If an additional appeal is needed, it may be taken to the Vice President for Academic Affairs.

Withdrawal Policy

Permanent Withdrawal from the College

To withdraw permanently from the College during a given semester, a student must formally withdraw from all registered courses by completing a special withdrawal form available in Office of Academic Advisement. At the time of withdrawal, students must complete an exit survey, signed by the Offices of Academic Advisement, the Center for Student Services (Financial Aid and Student Accounts) and Residence Life, as appropriate. Such a withdrawal will take effect as of the date the student completes and signs the official withdrawal form, regardless of the student's last date of course attendance. In addition, a student who chooses to withdraw voluntarily from the college will be held liable for tuition and other charges as of the effective withdrawal date, consistent with the College's tuition cancellation policy.

During the course of a given semester, a student who chooses to withdraw from all classes may incur failing grades for all such withdrawn courses. It is therefore the responsibility of the student to become fully aware of the academic implications of such withdrawals at the time that such action is taken. The course(s) from which a student withdraws will appear as a part of the student's permanent transcript, unless such withdrawals occurred prior to the official "last date to drop a class without a grade." Students withdrawing after this period will receive a "W" grade which carries no academic penalty and is not computed into the student's GPA. However, students withdrawing after the last date to withdraw with a "W" grade will receive a "WF" grade, which counts as an "F" grade with 0 points.

Students who register for courses and cease attending these courses without officially withdrawing will be given a grade of "UW"; this grade will factor into the student's GPA and will count as an "F" grade. Students should know that neither ceasing to attend classes nor notifying an instructor of intent to withdraw constitutes an official withdrawal. Further, a student who withdraws on medical or psychological grounds is subject to the above policies and procedures, unless he/she supplies appropriate documentation and receives the approval of the Dean of Academic Advisement and Student Retention. It is important to note that the student is responsible for all charges on the account due to his/her withdrawal.

Withdrawal From the College for a Semester

Students who wish to withdraw temporarily during a given semester must complete a withdrawal form as described above, and they must complete an exit survey indicating their desire to return to the college within a given time period. If, due to circumstances beyond the student's control, the student cannot complete the withdrawal form, a letter to the Dean of Academic Advisement and Student Retention or a phone conversation with

the Dean of Academic Advisement and Student Retention will constitute official withdrawal notification. Where appropriate, students seeking a

temporary withdrawal from the college may apply for maintenance of matriculation for the up-coming semester. Failure to secure maintenance will require the student to apply for re-admission prior to any future registration.

Maintenance of Matriculation

Matriculated (degree-seeking) students are expected to maintain continuous enrollment for all consecutive fall and spring semesters once they have been admitted until they have completed their degrees. Students who for medical or personal reasons, cannot register for a fall or spring semester, are advised to request Maintenance of Matriculation. To do so, students must apply to through the Center for Students Services and will be registered appropriately. Such a registration will effectively “holds their place” and acts as an approval of a ‘leave’ to be away from school temporarily. In addition, a student on Maintenance of Matriculation is permitted to register for classes on their official priority days for the subsequent semester and reserves any financial aid they may have been receiving, provided all other factors in the determination of a financial aid package remain unchanged and the student remains eligible. Students who fail to register for Maintenance of Matriculation and do not enroll for courses for either a fall or a spring term effectively forfeit their matriculation. Should they subsequently wish to return to their studies, these students must apply for re-admission to the college by submitting a Readmission application to the Office of Academic Advisement. The effects of such application are: the student must comply with degree requirements in effect at the time of re-admission; and financial aid, including institutional scholarships, may no longer be available to the student.

Withdrawal from one or more courses in a semester

If a student withdraws from one or more courses during a given semester, the withdrawal is effective as of the date the student officially withdraws and a grade of “W” appears on the student’s transcript. Students may only withdraw without academic penalty during the official withdrawal period in each semester/session, listed in the Course Bulletin and at MMC’s Web site.

A student who ceases to attend a course or withdraws after the official withdrawal period is subject to academic penalty and she or he will receive a grade of “UW” for the course(s) in question. Students receiving financial aid should seek the advice of a Financial Aid counselor before withdrawing to understand the full effect of the withdrawal on his/her financial aid package for both the semester in question and any subsequent semester.

Medical Withdrawals: Procedures and Policies

A student may apply for a medical withdrawal when, due to some physical or psychological problem, he or she is unable to complete their course of study during a given semester. In such circumstance, the student must make such a request prior to the last day of the given semester and/or before the faculty have submitted final grades for the courses involved. It is important to note that an approved medical withdrawal will withdraw the student from all courses for which he/she is currently registered. In general, any student who receives at least one passing academic grade in a given semester may be deemed ineligible for a medical withdrawal. Further, students seeking only to withdraw from some courses in a given semester will be handled according to our normal withdrawal process.

The following is an outline of the procedures and policies regarding medical withdrawals:

1. Students seeking a medical withdrawal from a given semester must first notify the Office of Academic Advisement of their desire to withdraw from all courses for which they have registered. Upon such notification, the student will immediately be withdrawn and awarded a grade based upon the effective date of when such a withdrawal is determined.
2. To complete the process, the student will then be asked to complete a Medical Withdrawal Request form to be submitted along with a formal letter stating the basis for such a request to the Dean of Academic Advisement and Student Retention.
3. In addition, the student must submit to the Dean of Academic Advisement and Student Retention a letter from a licensed medical or mental health professional (as determined by the reason for withdrawal), certifying that due to some medical problem – physical or psychological – the student is unable to continue his/her studies during the current semester. Where the medical problem is of a psychological nature, such a request will be forwarded to the Director of the Counseling and Wellness Center and the student may be required to undergo an evaluation prior to the approval of his/her request for medical withdrawal or leave of absence (see section on Policy for Involuntary and Voluntary Leave for Psychological Reasons and Readmission).
4. Except under highly extenuating circumstances, all requests for medical withdrawals, along with substantiating documentation, must be made no later than 30 days after the end of the semester for which such consideration is sought.
5. Once the request is granted, the Dean of Academic Advisement and Student Retention will immediately authorize that the Registrar award a “W” grade in all courses for which the student had registered during the semester.
6. Students whose requests have been granted will then receive a letter either from the Dean of Academic Advisement and Student Retention confirming the authorization of such request and outlining the terms and conditions associated with the approval of such a request.
7. It is understood that the granting of a medical withdrawal, whether psychological or physical, does not in any way constitute or imply a cancellation of tuition or other fees for which the student is currently liable. The determination of any refund will be in accordance with the College’s refund policy. However, in extenuating circumstances, a student may apply to the Director of Student Financial Services for financial reconsideration. The student’s account must be paid in full, at the time of the withdrawal, in order to be reviewed for financial reasons.
8. A student whose medical withdrawal request was granted may apply for maintenance of matriculation for up to two subsequent semesters. However the request for such maintenance of matriculation must be made to the Registrar in the Center for Student Services prior to the start of each subsequent semester.
9. A student whose request for medical withdrawal was granted are required to submit a letter of clearance from a medical practitioner no sooner than 30 days before the start of next semester for which registration is sought. In cases where such withdrawal was based on psychological reasons such a clearance is mandatory (see section on Policy for Involuntary and Voluntary Leave for Psychological Reasons and Readmission).
10. As in all cases, students who fail to register for a given semester (Fall or Spring) and who had not been granted a maintenance of matriculation must apply for and be approved for readmission prior

to further registration. In the event where such an absence from the college was initiated by a medical withdrawal, the medical clearance letter becomes mandatory, and must be submitted along with the application for readmission.

11. In all cases, students whose medical withdrawal was granted may not re-register for any subsequent semester without prior approval by the Dean of Academic Advisement and Student Retention. In addition, at the discretion of the Dean, a student whose medical withdrawal was granted may be required to take an involuntary leave of absence from the college for up one year.
12. All international students, as well as students in special programs such as HEOP and Academic Access, must inform their respective directors of any intention to request a medical withdrawal.

Psychological Leave of Absence

Overview

For a variety of reasons, sometimes students are in need of greater psychological services than the college is able to provide. In some of these cases, the college will require a student to take a leave of absence from the college to improve his/her mental health. In some other cases, the student may realize that he/she needs to take a leave of absence from college to address mental health issues. The college has developed the following policy for both voluntary and involuntary leaves of absences. The Director of the Counseling and Wellness Center will review all decisions regarding involuntary or voluntary leaves on a case-by-case basis and make recommendations to the Dean of Academic Advisement and Student Retention. Students granted psychological leaves will have a "hold" placed on their record, and will not be permitted to re-enroll unless cleared by the Dean of Academic Advisement and Student Retention, after consultation with the Director of the Counseling and Wellness Center. Below are general policies and guidelines regarding the issue of voluntary/involuntary leave of absences for psychological reasons and the protocol for a student to be readmitted to Marymount Manhattan College.

Involuntary Leave of Absence

An involuntary leave of absence is applied to any student who is currently enrolled in MMC who engages, or threatens to engage, in behavior which poses imminent danger of causing substantial harm to self or others, or engages, or threatens to engage, in behavior which would cause significant property damage, or directly and substantially impedes the lawful activities of others. Any student engaging in behavior that negatively impacts the emotional and/or physical welfare of any member of the MMC community may also be subject to an involuntary leave. In some cases, college personnel will counsel voluntary leave of the student from the college and/or residence hall. However, if deemed necessary and appropriate, involuntary leave procedures will be implemented. Once a student has been placed on involuntarily leave from the campus, he/she must follow all readmission procedures for psychological leave of absences in order to be reinstated. Additionally, financial obligations are not waived by such withdrawals. Further, students asked to take an involuntary leave of absence will be awarded administrative W grades in all courses for which they had been registered.

Voluntary Leave of Absence

A voluntary leave is identical to an involuntary leave except that in these cases, the student has decided on his/her own accord (or by conferring with parents/guardians or other college professional personnel), that a voluntary psychological leave is in his/her best interests. In situations in which the student has been treated by an outside mental health practitioner (psychiatrist, psychologist or social worker or a combination thereof), documentation from that professional or professionals, along

with a meeting with the Director of the CWC and the Dean of Academic Advisement & Student Retention, will be necessary for the voluntary leave to be granted. For students who do not have an external mental health practitioner, documentation from the CWC will be sufficient. In all cases, proof that the student's psychological/psychiatric issues are placing the student, or others, at risk for harm, or is significantly impeding the student's ability to function at school, will be needed in order to grant a leave without academic penalty. Once a student has taken a voluntarily leave from the campus, he/she must follow all readmission procedures for psychological leaves in order to be reinstated. Additionally, financial obligations are not waived by such withdrawals.

Hospitalization & Inpatient Admission

If a student is hospitalized or admitted to an inpatient facility for psychiatric and/or substance abuse related issues, while attending MMC, he or she is required to inform the Director of CWC and provide documentation from the facility's mental health practitioner who was in charge of the student's care, in order to be eligible to return to the college. The documentation must include the reason for admission to the facility, length of stay, course of treatment, discharge diagnosis, and outpatient treatment recommendations. This documentation, as well as past history of psychiatric and/or substance abuse symptoms/hospitalization and treatment, will be reviewed and a determination will be made as to whether the student may return for the duration of the semester (or at all). Prior to the student's return to school an evaluation is necessary at CWC.

Leave of Absence & Residential Hall Status

All students who take an involuntary or voluntary leave of absence and who live in the residence halls will not be able to continue to reside in the halls for any portion of the semester which coincides with that leave. In some instances, a student will be permitted to complete his or her academic semester even though there has been a loss of MMC residential hall status. In these situations, where a student is permitted to complete the semester, alternative housing will need to be found for the student, which is deemed safe and appropriate (e.g., living with relatives in a private home). The decision to remove the student from MMC housing but allow the student to stay enrolled in school would be agreed upon by the Vice President for Student Affairs/Dean of Students, Academic Advisement, CWC, and Residence Life.

Notification of Others

Parents of dependent students and, where appropriate, family members of independent students will be contacted if the student is being considered for either a voluntary or involuntary leave of absence. In cases involving alcohol where the student may not need to leave the college, Residence Life staff will also contact family members. Should a student be taken to the hospital for a psychiatric or substance abuse related incident, or for fear of harming him/herself or another, or because the student has engaged in self-harm, parents will be notified. Should the College discover later in the semester that a student engaged in risky behavior or was hospitalized at any point since the beginning of the semester, parents will be notified. Parents will be contacted either by Residence Life Staff, or the Vice President/Dean of Students.

Financial Obligations to Marymount Manhattan College

Students on a psychological leave will be expected to fulfill all financial obligations to the College for that semester, in accordance with published liability dates. Students will be charged forfeiture based on the date of official withdrawal and the College's tuition cancellation policy. In order to not be billed for a given semester a student must be withdrawn by the end of business on the first official day of classes for that semester.

Academic Standards and Policies

Readmission Process for Psychological Leaves of Absence

In order to be readmitted after a voluntary or involuntary psychological leave of absence, a student must meet certain conditions. The “hold” which prohibits reenrollment will not be removed from the student’s record until approval for readmission has been granted. The conditions are as follows:

1. At least 3 months away from school while on leave
2. A continuous course of treatment while the student is away from school
3. A “Certificate of Readiness to Return” form (available from CWC) sent to the director of CWC by the student’s therapist.
4. An evaluation with the Director of CWC

Based on these conditions, the Director of CWC makes a recommendation to the Dean of Academic Advisement and Student Retention. If the recommendation is not to readmit, the Director of CWC will specify the conditions that need to be met before readmission will be considered. If the decision is to readmit, the Director of CWC will specify the conditions, if any, which the returning student must meet, such as ongoing contact with a CWC counselor and formal consent for that counselor to obtain information from the student’s current outpatient therapist.

While the Director of CWC makes recommendations regarding medical leave or return from medical leave, the Dean of Academic Advisement and Student Retention makes the final decision. Whenever the Director of CWC recommends medical leave or a return from medical leave, the student then must make an appointment with the Dean of Academic Advisement. In particular, all newly readmitted students will need to consult with the Dean of Academic Advisement and Student Retention to determine optimal course load and course selection given past psychological leave and other factors. The decision of the Dean of Academic Advisement and Student Retention will be considered final and thus, re-admission will be contingent on compliance.

Matriculation

A matriculated student is one who has stated an intention to complete the degree requirements of the College, has satisfied all entrance requirements of the College, and has been accepted for admission for part-time or full-time study. Students who wish to take leave of a semester while pursuing their degree, must file a Maintenance of Matriculation with the Registrar for their degree program to remain in place. NOTE: all matriculating transfer students must complete the College residency requirement and the residency requirement for their chosen major. The College cannot guarantee that a student who transfers to MMC with the maximum number of transfer credits (90) will be able to complete the degree requirements, including the residency requirements within the remaining 30 credits.

Matriculated students will be classified on the following basis according to the number of credits completed:

First Year - - - - - 0-29 credits
Sophomore - - - - - 30-59 credits
Junior - - - - - 60-89 credits
Senior - - - - - 90+ credits

Maintenance of Matriculation

Students who must interrupt their studies for a compelling reason (for example, sustained illness, personal or financial matters that impede their ability to continue study) may be allowed to leave school for a stated period, not to exceed one year or two consecutive semesters. To do so, and thereby, retain one’s matriculated status, a student may request to maintain

matriculation by completing a “Maintenance of Matriculation Application” form. The form is available in the Center for Student Services or can be downloaded from MMC’s website: <http://marymount.mmm.edu/learn/administrative/css/registration/registrationforms.html>. Such applications are only approved and processed under the following circumstances: students must be in good academic standing (that is, the student’s cumulative GPA must be at least 2.0); students must have satisfied all past and current financial obligations to the College; students must not have had any disciplinary action taken against them, while in attendance at MMC. Students should not plan on matriculating at another college/institution while maintaining matriculation at MMC. Such application must be submitted prior to the beginning of the given semester for which the Maintenance of Matriculation is sought. Students will be notified as to whether or not their requests for Maintenance of Matriculation have been approved.

If the student’s request for Maintenance of Matriculation is approved, the student’s permanent academic record or transcript will indicate that the student had maintained active status via this registration. However, students with an approved Maintenance of Matriculation are not considered enrolled and cannot receive verification of enrollment from the College for that time period. In addition, maintenance of matriculation does not prevent a student from entering loan re-payment, if applicable. Maintenance of Matriculation has no bearing on the student’s full- or part-time status. Students who have been approved to register for Maintenance of Matriculation are notified, along with all continuing students of the registration period for the subsequent semester. Thus, students who have been approved to register for Maintenance of Matriculation do not need to apply for readmission to the College and may be assured that any academic scholarships they may have been awarded at the time of their admission to the College will remain available to them, provided they continue to meet the eligibility criteria. Lastly, these students will be bound by the catalogue requirements in effect at the time of their initial enrollment at the College, provided that the date of that catalogue does not exceed the statute of limitations (10 years) imposed by the State of New York.

Students who require a second semester away from the college may indicate so by checking off both terms on the application form. Under no circumstances will a student be permitted to maintain matriculation for more than two consecutive semesters. Students who either fail to apply for Maintenance of Matriculation or who do not return after their registration for Maintenance of Matriculation has elapsed will be required to apply for re-admission in order to return to their studies at MMC. Students who seek re-admission are subject to the catalogue requirements in effect at the time of their re-admission and will have forfeited any financial assistance awarded them by the College at the time of their original admission to the College.

International students, who must attend classes to maintain their F-1 Visa status, are not eligible for Maintenance of Matriculation. They should consult the Director of International Recruitment in the Office of Admissions for additional information.

Re-Admission Policy

To request re-admission to the College, students must complete a Re-Admit application, available in the Center for Student Services or online at the College’s Web site (www.mmm.edu). There will be no charge for such an application. Students must submit the completed Re-Admit application to the Center for Student Services for review by the Dean of Academic Advisement. In some cases, a student may be required to have a personal meeting with the Dean as part of the review process. All continuing degree

students who fail to register for a given semester and who are not registered for Maintenance of Matriculation, will have an RA hold placed on their record by the Center for Student Services and must be approved for re-admission prior to registering for future semesters. All approved students will be notified by mail and will be asked to set up a special re-admission advisement appointment with one of the academic advisors in the Office of Academic Advisement.

Academic Recognition

Dean's List

The Office of Academic Affairs awards Dean's List honors each semester to all full-time and part-time students who have successfully completed a minimum of 12 and 6 credits respectively at MMC during the previous semester, and who in that period have attained a GPA of at least 3.50. In order to qualify, students must clear any INC grades. All Dean's List students receive invitations to the annual Honors Reception, held in October. The Registrar indicates recognition of a student's achievement as a Dean's List honoree on the student's academic transcript for the semester(s) for which the student received the honor.

Honors Reception

Each fall, MMC recognizes those students who achieved academic excellence during the previous year at a reception held in their honor. Invited students are those who have earned election to the Dean's List for the previous year's academic work.

Honors Day

Each spring, the Faculty Standards and Honors Committee and the Alpha Chi Honor Society sponsor an Honors Day at MMC. This is a day dedicated solely to the celebration of excellence in our institution, building awareness among students of the importance of intellectual achievement within the academic community. This day provides an opportunity to showcase the talents of individual faculty and the excellent work achieved in their classrooms through the sharing of scholarly work. The events of the day center on the Honors Colloquium, where selected students present research papers and scholarly works, creative projects (such as paintings, dramatic or dance performances), scientific projects or psychological experiments to the College community. Other events include the ceremonies to induct deserving students into the College's honor societies, the presentation of the Teaching Excellence Award and a faculty panel of on-going scholarship presentations.

Honor Societies

Alpha Chi

Alpha Chi is a national honor society dedicated to the pursuit of knowledge and scholarship. Society members are chosen for their academic excellence. MMC's Iota chapter was founded in November 1979. To be eligible for membership, students must attain junior or senior standing, have completed at least 24 credits at MMC and have maintained a 3.75 GPA. Induction ceremonies are held each spring, and eligible students are notified by mail. Membership in Alpha Chi is lifetime, and MMC's chapter is composed of both alumnae/i and current students. Chapter meetings are held several times during the academic year. Alpha Chi activities include planning an event to celebrate Women's Heritage Month and cosponsoring with the Faculty Honors Committee the annual Honors Day.

Kappa Delta Pi

A chapter of Kappa Delta Pi, the International Honor Society in Education, was initiated at MMC in 1997. The purpose of Kappa Delta Pi is to promote excellence in and recognize outstanding contributions to education. Members must maintain a high degree of professional fellowship, enhance professional growth, and honor achievement. Membership is extended to students who exhibit commendable professional qualities, worthy educational ideals, and sound scholarship. The society accepts applications each spring and induction takes place the following September. Criteria to be determined by the end of the spring semester include the completion of at least 60 college credits and at least 3 courses in the education sequence. Applicants must have earned a cumulative GPA of 3.0 and a minimum GPA in the education sequence of 3.3.

Lambda Pi Eta

Lambda Pi Eta is the National Communication Association's Honor Society. The MMC chapter recognizes, fosters and rewards outstanding scholastic achievement in communication studies. The society seeks to establish and to maintain close relationships and mutual understanding between speech communication faculty and students to assist in exploring options for graduate education in communication studies. Other goals include: the stimulation of interest in the field of communications College-wide and the provision of time and opportunity to discuss and exchange new developments in the field of communication.

Omicron Delta Kappa

The Omicron Delta Kappa Society, Inc., the National Leadership Honor Society for college students, recognizes and encourages superior scholarship, leadership and exemplary character. Membership in ODK is a mark of highest distinction and honor. To be eligible for admission, a student must be a junior or senior whose academic rank places her/him within the upper 35% of her/his class and have, in the opinion of the voting members, earned special distinction in at least one of the five phases of collegiate activity: general scholastic ability; athletics; campus or community service, social, religious activities, or campus government; work in journalism, speech or the mass media; ability in the creative and performing arts. The society emphasizes the development of the whole person, both as a member of the college community and as a contributor to a better society. MMC's chapter was established in 1995.

Pi Sigma Alpha

Pi Sigma Alpha, the national political science honor society, exists to encourage and reward high achievement in the study of political science. Only junior, senior, and graduate political science students enrolled in institutions where chapters of the honor society are located qualify for membership. With over 550 chapters nationwide and over 6,000 new students initiated each year, Pi Sigma Alpha is one of the largest collegiate honor societies in America. It is also a leader among honor societies in supporting programs and awards that directly benefit its members.

Psi Chi

Psi Chi is the National Honor Society of Psychology at MMC. To be considered for admission, a student must either be a major in Psychology or be recommended by the Psychology faculty. A student must complete at least 18 credits in Psychology at MMC after achieving a GPA of 3.5. Psi Chi is an affiliate of the American Psychological Association and a member of the Association of College Honor Societies.

Academic Honors and Recognition

Sigma Beta Delta

The purposes of Sigma Beta Delta are to encourage and recognize scholarship and achievement among students of business management and administration, and to encourage and promote personal and professional improvement in a life distinguished by honorable service to humankind. Membership in Sigma Beta Delta is the highest national recognition a business student can receive at a college or university with a Sigma Beta Delta chapter. To receive an invitation from the faculty officers, business students must rank in the upper 20 percent of the junior or senior class.

Sigma Tau Delta

The purpose of Sigma Tau Delta, the International English Honors Society, is to confer distinction upon students of the English language and its Literature. Membership is granted by invitation to students with a minimum overall grade point average of 3.0, and a minimum grade point average of 3.3 in their English coursework. To be invited into the society students must have completed at least four semesters of College course

Graduation Honors

At MMC the official dates for the completion of degree requirements are February 1, June 1, and September 1. Commencement ceremonies are held only once a year in May; the College confers graduation honors only at Commencement. At the Commencement exercises all students who have completed degree requirements since the previous Commencement are awarded any honors they earned during their years at MMC. To qualify for honors at Commencement, students must have earned a minimum of sixty (60) credits at MMC. Only credits earned through coursework at MMC will be counted towards graduation honors; credits earned through Prior Learning Experience, CLEP, CPE and other similar exams as well as transfer credits are excluded from consideration.

NOTE: A student who has a maximum of 6 credits to complete and will have a graduation date of September 1, may request permission to walk at the Commencement ceremony held the previous spring. If such permission is granted and the student elects "to walk," he or she automatically forfeits any and all MMC honors she or he may have been eligible for, due to the fact that his/her degree will not have been formally completed by the date of the ceremony. Students will, however, achieve cum laude, magna cum laude or summa cum laude, at the time their degree is actually conferred, provided that they have achieved the requisite final grade point average and the 60 credit minimum requirement.

cum laude

Students who have a GPA of 3.90 or higher are graduated *summa cum laude*; those who have attained a GPA of 3.70 or higher are graduated *magna cum laude*; those who have attained a GPA of 3.50 or higher are graduated *cum laude*.

Gerard Scholar

Gerard Scholar is the highest scholastic honor MMC bestows. To be named Gerard Scholar at Commencement, a graduating senior must have completed at least 60 college credits at MMC and have maintained a GPA of 3.90 or higher; no more than 2 courses or 6 credits may have been taken under the Pass/Fail option. Calculation of the required credits and of the cumulative index will be based only on those credits earned for coursework completed at MMC. Students must have resolved any INC grades to be eligible.

Curian Honors

Curian Honors are bestowed on the basis of academic achievement. A graduating senior is eligible for election to the Curian Honor Society at Commencement, if his/her GPA is between 3.70 and 3.89, based upon the completion of at least 60 credits earned at MMC; no more than 2 courses

or 6 credits may have been taken under the Pass/Fail option. Calculation of the required credits and of the cumulative index will be based only on those credits earned for coursework completed at MMC. Students must have resolved any INC grades to be eligible.

Gold Keys

A Gold Key is awarded in each discipline to one graduate who has achieved a high degree of excellence in his/her chosen academic field. The criteria for the major medal are: a 3.50 GPA based on all credits in the major field completed by Commencement; a cumulative GPA of 3.00 based on the 60 or more credits taken at MMC; command of subject matter; self-reliance in independent learning and research ability; written clarity of expression; verbal clarity of expression, and breadth of purpose. Faculty members in each department decide on the recipients of the Gold Key award.

Valedictorian

The Valedictorian is the senior who maintains the highest GPA based on the highest number of credits earned at MMC. To qualify, students must have earned a minimum of 60 institutional credits.

Senior Class Speaker

Members of the senior class vote for the graduating senior who has made the most consistent contribution in fostering community spirit among the graduation class. Once the nominations are tallied, the candidate's name is forwarded to the Dean of Students for review. The Class Speaker will make brief, inspirational remarks during the Commencement ceremony.

The MMC Crest

Established by the College in memory of Mother Joseph Butler, who was responsible for establishing a network of colleges throughout the United States called, "Marymount," the MMC Crest is awarded to the senior who has best demonstrated the spirit and embodiment of the educational mission of MMC: academic excellence and leadership within a strong liberal arts program.

The Rowley Founder's Medal

Established in memory of Mother Rita Rowley, founder of Marymount Manhattan College, the Rowley Founder's Medal is awarded to the senior who, through extraordinary determination and effort, has been able to attain educational achievement.

The Raymunde McKay Award

Established in memory of Sister Raymunde McKay, the first President of Marymount Manhattan College, the Raymunde McKay Award is awarded to the senior who has made an outstanding contribution toward meeting the problems and demands of our society through service at MMC and in the larger community.

The Alumni Association Medal

This medal is awarded to the senior who, in the opinion of her/his classmates, has shown outstanding leadership and has made the most noteworthy contribution to MMC. The Alumni Association Medal will be awarded during the Baccalaureate ceremony.

The Trustees' Award

In recognition of student leadership and volunteerism, the Trustees' Award is awarded to a senior who has made a significant contribution to the building of community among the students at MMC.

The Silver "M"

Through faculty and staff nomination, the Silver "M" is awarded to seniors who have shown overall leadership and contributive involvement in the College during their years at MMC.

Degree Requirements

In order to complete an undergraduate degree at MMC, students must fulfill the following requirements:

1. Satisfactory completion of a minimum of 120 credits at the 100-level or above, with at least 30 credits at the 300-level or above, at least 3 credits of which must be at the 400-level.
 2. Continuous maintenance of a cumulative grade point average of 2.0 or above in courses taken at MMC based on the grading scale currently published in this catalogue.
 3. Fulfillment of:
 - a. All General Education requirements;
 - b. Requirements in declared major(s) in which the College offers a degree;
 - c. Requirements in specified minor(s), if the student has elected such course of study.
 4. College Residency Requirement: Completion of at least 30 credits in courses taken in attendance at MMC; these may not include independent studies, prior learning experiences, internships, or exchange credits, e.g., credits taken in exchange programs with other institutions (such as the New York Institute of Finance).
 5. Residency Requirement for the Major: Completion of at least 12 credits in the student's major discipline in courses taken at MMC (excluding independent studies, prior learning experience, internships and exchange credits). These 12 credits may be used in fulfilling the College Residency Requirement.
 6. While MMC encourages all students to explore a variety of fields and disciplines during their undergraduate experience, it is appropriate for this exploration to occur within the first 60 credits. As such, all students must declare a major (with a possible field of concentration) upon or before the completion of 60 credits. Students transferring to MMC with 56 credits or more must file their Declaration of Major upon admission or before completion of 15 credits at MMC. Students must file Declaration Forms in the Office of Academic Advisement in the Center for Student Services.
2. In fulfilling the 120-credit minimum, no more than 15 credits earned through independent study and/or internships will be applied to the degree. Independent studies or internships do not fulfill either the 30 credit College Residency Requirement or the 12 credit Major Residency Requirement.
 3. D grades will be credited toward the degree, but not toward the fulfillment of requirements in the major, an elected minor, or a Certificate Program. A student receiving a grade of D or below in a required major, elected minor, or Certificate Program course must repeat the course. When a student repeats a course, both the D grade and the new grade compute in the cumulative grade point average, but credit is only counted once. In the case of required general education and elective courses the grade of D is acceptable and does not require repetition. A student may elect to repeat such courses to raise his/her grade point average, but credit is only counted once. In no case may a student take any course more than twice during his/her entire career at MMC.
 4. Students entering the college with insufficient writing or mathematical skills will also be required to take certain developmental courses. Students needing to improve their writing skills will be placed into either CAA 099 (Introduction to Writing) or CAA 097 (Introduction to Writing ESL). If either of these courses is required, it must be taken as part of the student's first semester program. Students who are required to complete MATH 007 (Developmental Mathematics) and/or MATH 109 must do so within their first 30 credits at the College. None of these courses, except MATH 109, earns credit toward graduation and none fulfills the requirement of completing a college-level math course, which is required by all degrees.

Classification of Degree Students

Matriculated/Degree students will be classified on the following basis according to the number of credits completed:

First Year 0-29 credits
Sophomore 30-59 credits
Junior 60-89 credits
Senior 90+ credits

NOTE: All transfer students must complete the College Residency Requirement and the Residency Requirement for the Major. The College cannot guarantee that a student who transfers into MMC with the maximum number of transfer credits (90) will be able to complete the degree requirements, including the Residency requirements within the remaining 30 credits.

Limitations and Exclusions

The completion of an undergraduate degree is governed by the following limitations and exclusions:

1. In fulfilling the 120-credit minimum, a student may elect the Pass/Fail Option for elective courses only, according to the following schedule and limit: no more than 1 course per term may be taken as Pass/Fail and no more than an overall total of four courses or 12 credits (whichever is fewer) may be applied to the degree. Students may not elect the Pass/Fail Option for courses that fulfill requirements in their major or in General Education.

Academic Regulations and Requirements

Grades

The Grading System

Once submitted by instructors and processed by the Center for Student Services, grades are considered permanent and may not be changed unless serious extenuating circumstances apply. Final grades for courses and independent work may be academic or administrative grades. The following are academic grades awarded by the faculty, and the quality points associated with each:

A	Excellent	4.00 points
A-		3.67 points
B+		3.33 points
B	Good	3.00 points
B-		2.67 points
C+		2.33 points
C	Average	2.00 points
C-		1.67 points
D	Poor	1.00 points
F	Failure	0.00 points
INC	Incomplete course	0.00 points

NOTE: INC grades are automatically converted to grades of F, if not removed in the prescribed time.

The following grades are considered administrative grades and are only issued by the Registrar under special circumstances:

W	Withdrawal within prescribed time (0 points; not tabulated in GPA)
WF	Withdrawal/Failure after prescribed time (0 pts-Tabulated as F)
UW	Unofficial Withdrawal (0 pts-Tabulated as F)
P	Pass (not tabulated in GPA)
N	No credit (not tabulated in GPA)*
NA	Not tabulated in GPA (for GRAD 000 listing)
Y	Course in progress (0 points; not tabulated in GPA)
AUD	Audit No Credit
Z	No grade submitted by instructor

* limited to specific developmental courses.

Grade Waiver Codes

C-# Grade Waiver (Not computed in GPA)

D# Grade Waiver (Not computed in GPA)

F# Grade Waiver (Not computed in GPA)

Computing the Grade Point Index (GPA)

The following is the method by which a student's GPA is calculated:

1. Multiply the quality points equal to the grade by the number of credits or which the grade was earned
[A=4.00 quality points x 3 credits = 12.00 points];
2. Add the total quality points earned in a semester;
3. Divide by the total number of credits for a semester.

Example:

Grades Quality points x Credits = Total quality points

A-	3.67	x 3.00	= 11.01
B	3.00	x 3.00	= 9.00
A	4.00	x 3.00	= 12.00
B+	3.33	x 3.00	= 9.99
	12.00	41.97	

The total quality points, 41.97 divided by 12.00 credits equals 3.4974, which is the G.P.A. for the semester. To compute a cumulative grade point average, include all MMC courses taken to date and divide by the total number of credits for which grades other than W or P have been earned.

Pass/Fail Option

Students may choose to forego a letter grade and take courses under the Pass/Fail Option according to the following conditions:

Eligibility:

- The student must have completed sixty credits of academic work, including transfer credits.
- The student may not be on academic probation.

Terms:

- The Pass/Fail Option may be applied to courses taken as electives only and not to courses intended to fulfill degree requirements, including:
 - a. Courses intended to fulfill General Education requirements;
 - b. Courses in the student's major, in a selected minor or a certificate program;
 - c. Courses intended to meet the requirements of graduate schools or other post-collegiate institutions, except where divisions shall provide otherwise.
- Independent Study courses and Internships.
- No more than one course in a single term and no more than an overall total of four courses or 12 credits (whichever is fewer) under the P/F option will be applied to the MMC degree.
- All requirements for the course must be completed to be eligible to receive the grade of Pass (P).
- A grade of Pass (P) is not counted toward the student's cumulative index, but a failing grade (F) is computed in the index. The grade of Pass is considered equivalent to a grade of D or better.
- Once a student chooses the P/F option, he/she may not later decide to take a letter grade.

Process:

- Students must file a request for Pass/Fail Option with the Center for Student Services during the Program Change period each term; Under no circumstances will a student be allowed to apply the pass/fail option to any course once the Program Change period has ended.
- Request forms must be signed by the instructor of the course.

NOTE:

Grades of P generally do not transfer to other institutions. Grades of P received at other institutions do not transfer to MMC. Credits taken under the Pass/Fail option are not calculated in the student's grade point average and, therefore, may not be counted among the 60 credit minimum MMC credits necessary to receive honors at Commencement.

Incomplete Grade (INC)

An Incomplete (INC) is a valid grade option awarded by a faculty member upon formal request by the student only to address extenuating circumstances and provided specific requirements are satisfied, that is, that the majority of course requirements and assignments have been completed and that the student must postpone, for serious medical or personal reasons beyond his/her control, the completion of a particular final paper, report, examination or other assignment.

Students must submit a "Petition for Grade of Incomplete" to the instructor prior to the week of the final exam or the student will receive the regular letter grade earned thus far for the course. The student and faculty member must complete a "Contract to Resolve an Incomplete Grade" outlining the outstanding assignments/requirements and the date on which these will be due to the instructor.

The petitioning student must understand that:

1. Financial Aid for the following term may be withheld until the final grade has been processed by the Center for Student Services and reported to federal and State granting offices and/or lending institution(s).
2. Failure to complete the course may cause the student to drop below full time status, resulting in loss of some or all financial aid for the following term.
3. Honors cannot be considered until all INC grades have been resolved.
4. An INC grade will be changed to an administrative "F" unless it is removed by the following March 1 for fall and January terms and by the following October 1 for spring and summer terms.

NOTE: All incomplete grades for graduating seniors must be cleared before the 1st of September, the 1st of February or the 1st of June, depending upon the student's anticipated graduation date.

Change of Grade and Grade Appeals

Marymount Manhattan College asserts that grades earned by a student reflect the quality of his/her academic performance, as judged by the instructor of the course and pursuant to the requirements set forth in the course syllabus; in the spirit of academic freedom, the course instructor should have sole responsibility for determining all academic grades.

The institution recognizes that, though rare, a student may feel that his/her work has been graded unfairly, or that his/her grade is based on some standard other than academic performance in the course in question. In such cases, the Grade Appeal Procedure offers the student a vehicle by which to seek clarification and/or resolution.

Grades entered on a student's transcript (except for the INC grade) are considered permanent; consequently, students who wish to appeal a grade must make their request as soon as possible after receiving his/her grade report. As a first step, students are required to make his/her appeal to the faculty member for whose course the grade was earned. The decision to review a student's work and the grade earned is made at the sole discretion of the faculty member. Should a disagreement remain unresolved at this level, the student may seek redress with the Chairperson of the Department or Division through which the course was offered. Final appeals may be made to the Associate Dean for Academic Affairs.

Barring instructor error, grade appeals are entertained in cases where unusual or extenuating circumstances apply. In any case students may not request to appeal a grade beyond one semester after the original grade was received.

Course Duplication Policy

Course Duplication (for all students):

- Under no circumstances may a student take any course* offered by the College more than twice; i.e., only one repetition is allowed.
- If a student repeats a course, both grades are calculated into the student's cumulative GPA, unless a student has an approved Grade Waiver Petition for the course (see below).
- In all cases, the credits for the course will be granted only once in determining a student's total credits completed.
- Students who fail a course twice will:
 - in the case of Core Curriculum courses, not be allowed to continue his/her studies at MMC;
 - in the case of a course in the student's major, be required to declare a new major in order to continue his/her studies at MMC.

NOTE: Repeating a course may affect a student's full-time status for financial aid purposes.

This policy does not apply to certain courses for which content changes, e.g.: Directed Study (298,398), Cultural Studies (COR 300), Special Topics (see Department listings for codes).

Grade Waiver Petition

Matriculated degree students may petition for a grade waiver for course taken within their first year of study at MMC in which they earned grades of C-, D, or F under the following circumstances only:

- The course to be waived must have been taken in their first year of college study (within their first 31 credits attempted);
- Except for extenuating circumstances, they must be continuously matriculated at MMC;
- Grade waivers will not be approved for more than 4 courses with a maximum 15 credits;
- Students must repeat the identical course for which the original grade was earned, unless such course is no longer offered, in which case a suitable substitute may be approved by the divisional chair;
- Under no circumstances will a student be permitted to petition for a grade waiver for a course in which a prior grade waiver was granted;
- Credits earned for Internships, Independent Study, Prior Learning Assessment, under the Pass/Fail grade option, and/or other non-traditional means may not be considered for grade waivers;
- The course to be repeated must be taken prior to the student's completion of 60 credits;
- All grade waiver petitions must be submitted to and approved by the Dean of Academic Advisement by the last day of the semester in which the repeated courses is taken;

NOTE: In accordance with state, federal and institutional financial aid regulations, credits for repeated courses (where students earned grades of D or C- in the original course) do not count toward student's full-time or part-time status.

If approved, the following conditions apply to the waiver of a grade:

- Upon completion of the repeated course, the student will be awarded the new grade, regardless of whether it is higher or lower than the original grade; only the new grade will be applied in the calculation of the term and cumulative GPAs.
- The old grade will not be used to calculate the GPA but will remain on the student's transcript record and designated to indicate that a grade waiver was granted.
- Although the new grade will replace an existing F, D or C- grade, in cases of the D or C- grades, no additional credits will be granted for the course.

Academic Services

Transfer Students

The Office of Admissions at MMC is continuously developing resources for full and part-time transfer students. With individualized attention, constant counseling and advisement, prospective applicants receive detailed information in order to make their final decision. Once enrolled, advisors are assigned to assist in mapping out student schedules through graduation. Departments work together in order to identify specific transfer needs, beginning with the Office of Admissions, which provides tours and one-on-one sessions with counselors to ensure the application process is done accurately and efficiently. The Office of Academic Advisement conducts transfer credit evaluations and the advisement and registration process; and Student Affairs coordinates event programming.

Admitted students will receive credit for course equivalencies based on the specific grade and program requirements. There is potential to receive up to 60 credits from a two-year regionally accredited institution and up to 90 credits from a four-year institution. In addition to these services provided, programs and activities are continuously being created in order to fully address the needs of transfer students and encourage learning through all facets of our college experience.

Returning Adult Students

MMC supports non-traditional aged adults, 25 years and older, who wish to continue their education and achieve a bachelor's degree. The Office of Admissions provides support to adult applicants in all the areas of the admissions process, including the application and counseling on the final decision. The office reaches out to the community, providing information sessions and individual appointments specifically geared towards the returning adult student. It also works with employers to provide assistance for staff members interested in returning to college for a degree or certificate.

International Students

MMC welcomes students from all over the world; the College's students come from about thirty-six countries. The Director of International Recruitment serves as a resource for international students and facilitates their adjustment to the College and life in the United States. In conjunction with the Office of Admissions, MMC commits to assisting international students with maintaining their visas' validity. The Office provides personal counseling, as well as programs to promote cross cultural and international understanding.

Students on F-1 Visas must report to the Director of International Recruitment upon arriving at MMC and they must attend a mandatory international student orientation. F-1 students must maintain a full course of study (minimum of 12 credits) each semester. The Director of International Recruitment, the campus Primary Designated School Official, must authorize a drop below a full-time course of study if necessary. All International F-1 visa students must ensure that their I-20 forms are properly endorsed before they travel outside the United States. F-1 visa students may be employed at MMC provided that they receive clearance from the Director of International Recruitment. In addition, all international students must participate in the College's health insurance plan.

Higher Education Opportunity Program (HEOP)

The Arthur O. Eve Higher Education Opportunity Program (HEOP) has served at MMC since 1969. HEOP developed out of the need for private colleges and universities in New York State to provide higher education for students who have academic potential but lack the necessary preparation and demonstrate financial need. HEOP receives funding from the New York State Higher Education Opportunity Grant along with MMC funding.

Students in HEOP receive the supportive services of academic courses, tutorial work and counseling (academic, personal, and career planning). Students entering the College through this program are required to participate in the six-week summer program. Students wishing to apply for HEOP must submit an Admission application and supporting data to the Admissions Office. A personal interview is required for all applicants. Students must be eligible for TAP and Pell awards. For information concerning eligibility requirements, please contact the HEOP office.

Students in the HEOP program are required to meet standards of progress and pursuit as previously defined for New York State Aid. Their good standing is maintained by their continued success in meeting these standards. Detailed guidelines governing these standards for progress and pursuit are available from the Office of Financial Aid. All students covered by HEOP must remain eligible for TAP awards in order to remain in the HEOP program at MMC. HEOP students who fall below the HEOP standards are subject to dismissal from the program and from the College.

Speech-Communication Services

The Ruth Smadbeck Communication and Learning Center provides speech-language and audiological diagnostic services to the Marymount community, and also serves as a training clinic for students majoring in Communication Sciences and Disorders. Speech therapy is available for both children and adults, under the supervision of the faculty and Clinic Director. Language and speech disorders ranging from articulation, voice, dysfluency, language delay and other conditions effecting communication are treated.

The clinic also houses an after-school speech clinic; a service program for adults requiring advanced voice and diction instruction for professional speaking; and an after-care program for aphasic individuals. The Center's speech science laboratory is utilized to conduct research, education and deliver training modules.

Tutoring

The Center for Academic Advancement, located on the fourth floor of the Nugent Building, offers free individual coaching in all disciplines to help students achieve greater academic success. The CAA staff is comprised of professional coaches with advanced degrees and peer coaches who have excelled in their subjects. Recently the center has begun to offer test preparation for graduate entrance examinations as well as individualized sessions in software packages such as InDesign and SPSS.

The Center also provides courses for students who need the opportunity to reinforce their skills in reading comprehension, vocabulary and grammar proficiency, and basic writing. Enrollment in these courses is determined by performance on SAT or ACT examinations. Popular subjects include:

- Writing
- Math
- Economics
- French
- Philosophy
- Sign Language
- Spanish
- Statistics

Academic Advisement

The Office of Academic Advisement is responsible for the effective coordination and management of the College's academic advisement services. Our primary goals are to assist students in making appropriate academic choices and to provide them with the individual guidance they may need to complete their academic course of study in a successful and timely fashion.

We consider the process of academic advisement to be an invaluable interaction between a student and his/her faculty advisor. By providing students with critical information regarding their majors, minors, elective courses, career options, as well as co-curricular activities, the advisement process allows students to make the best of their college experience. Through our faculty-based advisement system, students are not only able to develop meaningful academic relationships with their faculty advisors, but also stand to benefit from the expert guidance of someone within their selected area of study.

Notwithstanding such support from qualified faculty advisors, here at Marymount Manhattan College, we expect students to assume full responsibility for their own educational decisions. As such, we view advisement as a working partnership between the student and his/her faculty advisor, in which the advisor, who is fully grounded in the academic requirements, helps to bring clarity and logic to the student's choices. Working in concert with the academic advisors in the Office, faculty advisors are expected to assist students in making the best academic decisions from selecting a major to dropping a course. Equally, students are expected to work closely with their advisors to gain a clear understanding of all their degree requirements, and to make appropriate choices in order to ensure efficient completion of their degree programs.

While every student is assigned a faculty advisor, all students are welcome to make an appointment with one of our academic advisors in the Office of Academic Advisement to discuss specific academic issues, declare or change their major, add a minor, clarify program requirements, seek permission to take a course at another college, or simply ask questions about academic policies, procedures or regulations. To schedule such an appointment, students should call 212-517-0568. In addition, students are also encouraged to visit the college's website to access advisement forms and information.

The Advisement Process

During the course of a given semester, students are encouraged to meet frequently with their faculty advisor and/or their program director (HEOP, ACCESS) to discuss their progress towards the fulfillment of degree requirements and to explore opportunities for internships and other career-related matters. In addition, prior to the registration period, students are specifically invited to make an appointment with their faculty advisor to discuss their course schedule for the upcoming semester. Such advisement sessions are normally conducted on one of two Advisement Days, specially reserved for one-on-one meetings between students and faculty advisors. On these Advisement Days, no classes are scheduled, allowing students and faculty the freedom to meet at a mutually suitable time.

Advising 'at-risk' Students

As part of our overall mission, the Office of Academic Advisement shares the responsibility of ensuring that all students are afforded the best support and resources for achieving academic success, through timely intervention and academic counseling. At the start of each semester, all faculty members are asked to notify the Office of those students who are

experiencing academic and/or personal challenges, and who may be in danger of failing by filing an Early Alert notice. Upon the receipt of such notices, the Office of Academic Advisement makes the determination of what specific set of support services or intervention would best work for the student. Often, this involves one-on-one meetings with the student and his/her instructor to discuss methods of and strategies for improving the student's current academic performance. Such recommendations could require the intervention of other offices such as the Center for Academic Advancement or the Counseling and Wellness Center (CWC).

Additionally, at the end of each semester, the Office of Academic Advisement works closely with the Office of Academic Affairs to conduct the Academic Review, determining which students have failed to meet the requirements for good standing in the College (see page 155). Students who fail to meet these requirements will be placed on academic probation. Students on academic probation are required to meet with an assigned academic advisor within the Office of Academic Advisement to discuss and plan their future schedules and design strategies to return them to good standing.

Advising Special Student Populations

While the Office of Academic Advisement is responsible for supporting the faculty with the advisement of all students, those incoming students who are not yet ready to declare a major are especially encouraged to meet regularly with one of the academic advisors within the Office. The majority of these students will be assigned to a specific academic advisor, who is responsible for designing and coordinating programs geared towards career exploration. The Office of Academic Advisement also works very closely with the Directors of HEOP and the Access Program to support the specific needs of students within those programs.

Advising Students about Non-Traditional Credits

Marymount Manhattan College may accept non-traditional credits under the following categories:

- Prior Learning Assessment
- The College Level Examination Program (CLEP)
- The NYU Foreign Language Proficiency Test
- The College Proficiency Examination (CPE)
- Selected coursework completed by Registered Nurses
- College level courses offered by the US Military, which have been evaluated by the American Council on Education (ACE)

Acceptance of such credits is subject to the following conditions:

- No more than thirty (30) combined non-traditional credits are accepted towards their degree requirements;
- Credits earned through the above examinations may never be applied to requirements at the 300-level or above;
- No more than six (6) credits may be applied within a student's major;
- CLEP and CPE will not count towards the thirty (30) credit residency requirement, or towards the twelve (12) credit minimum requirement in the field of concentration or major;
- Students must have successfully completed at least twelve (12) credits at MMC with a GPA of 2.0 or better prior to the official granting of credit;
- Students who have earned fifty-four (54) or more college credits may receive College credits for CLEP Subject Examinations only;
- Students who have earned less than fifty-four (54) credits are eligible to receive credits for General Examinations and Subject Examinations, provided the standards established by the College Board have been met.

The Division of Student Affairs

The Division of Student Affairs is responsible for the overall administration of Marymount Manhattan's student life program and works to provide an environment that complements the college's academic mission.

The Division of Student Affairs provides comprehensive services and diverse opportunities that enhance the learning environment and support the needs of our dynamic student body. We strive to promote personal growth and wellness, encourage leadership development and social responsibility, and support success during and after college. Our objective is to help students appreciate diversity, become active community members and reach their academic and personal goals.

The Division of Student Affairs comprises the offices of Student Development & Activities, Counseling & Wellness Center (CWC), Dow Zanghi Student Health Center, Health Immunization Records, Academic Access, Disability Services, Residence Life, Career Services and Campus Ministry. In addition, we support all recognized student clubs and organizations and coordinate many special events, including Commencement.

Student Affairs is located in 807 Main (212-774-0750)
studentaffairs@mmm.edu

Student Development & Activities

The Office of Student Development & Activities (SDA) is an integral part of student life at Marymount Manhattan College. As part of the Division of Student Affairs, the Office provides students with ample opportunities to enhance personal and social development outside the classroom. We are committed to developing a sense of community among staff, faculty and students at the College.

SDA comprises five general areas: Orientation, Office Programs, Leadership Development, Clubs and Organizations and Intramural Sports. SDA is the center of information on student events and leadership development for the College. Students may make the most of their college experience by taking part in one or more of the areas SDA has to offer. Genuine involvement outside the classroom aids in creating a more holistic experience for students and fosters leadership development and skills students may use throughout their careers.

Student Development & Activities is located in 807 Main (212-774-0788)
activities@mmm.edu

Counseling & Wellness Center (CWC)

CWC helps students handle personal and psychological problems. These problems include stress, homesickness, loneliness, anxiety, depression, family conflicts, identity, culture, eating and body image, self-esteem and alcohol or drugs. Whatever a student's troubles may be, CWC is here to help.

CWC offers short-term individual counseling, psychiatric services (to evaluate students for prescription medications), health and wellness workshops and programs, and referrals to care in the community. Walk-in hours (no appointment necessary) are Monday, Wednesday and Friday 3-4 and Tuesday and Thursday, 10-11. All services are free of charge and, except in life-threatening emergencies, confidential. The staff includes clinical psychologists, a clinical social worker, a psychiatrist and advanced doctoral psychology trainees. All are experienced and enjoy working with students.

The Counseling & Wellness Center is located in 806 Main (212-774-0700)
counseling@mmm.edu

Dow Zanghi Student Health Center

The Dow Zanghi Student Health Center is committed to providing quality health care to all students. The health center provides free primary care, including treatment for colds, flu and minor injuries, physicals, STI/HIV testing and women's health care services. Some tests and vaccinations are subject to fees, which the student can submit to his or her health insurance provider for reimbursement. The services are provided by the Beth Israel Medical Center, Student Health Services Network.

Hours

Monday, Thursday, and Friday 9 am to 5 pm
Tuesday and Wednesday 12 noon to 8 pm

Appointments/Walk-Ins

Call the Dow Zanghi Student Health Center at 212-759-5870 to schedule an appointment, or just walk in.

After Hours

Through the Center, students have access to a 24/7 on-call Beth Israel triage doctor. The doctor can be reached by calling 212-420-2882.

Dow Zanghi Student Health Center is located at the 55th Street Residence Hall, first floor (212-759-5870) healthcenter@mmm.edu

Health Records and Information

Immunization Requirement

New York State Law §2165 requires college students enrolled in six or more credits per semester and who were born on or after January 1, 1957 to demonstrate proof of immunity against measles, mumps and rubella. Those students, born before 1957, do not need to submit proof of immunity, but must submit proof of age. Proof of immunity consists of an official record of immunization or a letter from a doctor on his or her stationery detailing immunization history.

All students enrolled in at least six credits per semester are also required to document a decision about the meningococcal meningitis vaccine. The vaccine is optional; the documented decision is required.

Failure to comply with immunization requirements will result in an administrative withdrawal from all classes.

Health Insurance

All Marymount Manhattan students enrolled in 12 or more credits per semester are required each year to submit proof of adequate health insurance coverage. Not all out-of-state policies offer sufficient coverage in New York, and students should carefully review their plans. If a student does not have adequate coverage under another plan, the student is required to purchase the affordable health insurance policy offered by the College. Students must either enroll in the College plan or waive it during an enrollment period at the start of each academic year. Information about the enrollment period is mailed to the student's permanent home address and emailed to the student at his or her MMC email address. All international students are required to participate in the College's health insurance plan.

Program for Academic Access

The Program for Academic Access is for students with learning disabilities. The program is designed to provide a structure that fosters individual growth and academic success. The Access Program welcomes applicants whose school records and documents evidence the skills, intellectual potential, and commitment necessary to addressing their learning difficulties. With accommodations and multifaceted support they will be able to handle the same curriculum as other qualified applicants to Marymount. The

program fee, a cost above tuition, includes tutoring services, counseling/advisement, and priority registration. The Access Program also offers Marymount students referrals for low cost psychological evaluations. Interested students should contact the program.

The Program for Academic Access is located in 706 Main (212-774-0724)

Disability Services

Marymount Manhattan College provides accommodations for students with learning, physical, and/or psychological disabilities. In order to receive academic accommodations due to your qualifying disability, you must register with the Office of Disability Services no later than the end of the third week of classes. To obtain special housing accommodations, you must register with Disability Services no later than our published move-in dates.

To register, come to our office on the 7th floor, Main Building. We will help you with the registration process. Your accommodations will be provided when all supporting documentation has been submitted and reviewed.

Some examples of accommodations, depending on the disability, include:

- Student note-takers for classes
- Permission to tape-record lectures
- Extended time, separate testing space, use of computer for exams
- Wheelchair access
- Use of Kurzweil reading station in MMC Library
- Use of laptop computer to take class notes
- Left-handed desk

We look forward to meeting you and helping you navigate through MMC. Disability Services is located at 706 Main (212-774-0724)

Residence Life

The Residence Life Program at Marymount Manhattan College is committed to the overall growth, development and education of its residents. Our primary goal is to provide a safe, secure and comfortable educational environment while providing residents the opportunities to become involved, exercise their leadership skills and be a part of a residential community. We seek to promote individual growth: Challenging values and attitudes, developing qualities of respect for others, intellectual curiosity, social responsibility, cultural awareness, self-discipline, independent judgment and personal responsibility.

Housing is available to nearly eight hundred full time students in three residence halls located within a 20-35 minute commute to the College. Students who wish to live in a College residence hall must complete a housing application and submit a \$500 non-refundable deposit and a \$250 damage deposit to secure housing for the coming academic year. Marymount Manhattan College requires all students who request and are granted housing to remain in the residence for the full academic year. Only those who withdraw from the College may break their contract. Because space is limited in the facilities, applicants should submit their housing application and housing deposit by established deadlines.

Residence Life is located in 807 Main (212-517-0665)
residencelife@mmm.edu

Career Services

Marymount Manhattan's Office of Career Services assists students and alumni in their initial and continuing professional development by providing a wide-ranging series of career-related workshops and seminars, individual career counseling and access to full-time and part-time job and internship listings. Resume and cover letter review, interviewing techniques, job search strategies and transferable skills are just a sample of the topics

offered by the Career Services staff. These programs, also offered during the Summer Sessions, are intended to enhance career development and marketability for both students and alumni. Emphasis is on relating studies, interests and goals while developing a solid career strategy.

A developmental approach to career counseling is favored at MMC, with a four-year roadmap that suggests the student's career planning focus for each year. First year students develop a resume and job search skills as they adapt to life at the College. The second year focus is on the exploration of majors and their relation to possible careers. Third and fourth year career development focuses on internships, completing a career portfolio and developing the skills needed to make the transition to post-undergraduate life.

Job listings are available online through the MMC Career Connection, accessed through Marymount Manhattan's webpage at www.mmm.edu/succeed. The Office develops and maintains relationships with companies locally and nationwide. Offerings are tailored specifically for Marymount students. Also, the Office maintains short-term, free-lance job listings.

Career and Internship Fairs, held twice annually, company information sessions and the Annual Etiquette Dinner are sponsored by the Office in conjunction with various academic departments within the College.

Career development professionals provide individual and group career counseling, career inventories, graduate and professional school application advisement in addition to fellowship/ scholarship support and advisement.

Career Services is located in 106 Main (212-774-4860)
careerservices@mmm.edu

Internships

Marymount Manhattan's Academic Credit Internship Program is administered through the Office of Career Services. Many students participate in this program and take advantage of the many professional opportunities available in New York City. The College has close ties with cultural institutions, businesses and media organizations in the city. The internship experience connects the student with the professional world in a unique way and builds networks that will be useful in the job search.

Internships are an excellent career counseling tool because they help students make informed career decisions as they progress through their college years. Marymount Manhattan students are eligible to take internships for academic credit if they have completed 30 credits and have a minimum GPA of 2.8. Transfer students are eligible after one semester of full-time study at MMC with a minimum GPA of 2.8. Academic requirements for the internship program are available in greater detail in the Curriculum section of the MMC Catalogue. Online information is available at www.mmm.edu/study/catalog.html.

Academic requirements for an internship vary by department and advisor. Students should consult with faculty and then meet with a career counselor in the Office of Career Services in order to register for the internship. Internships may be obtained through a career counselor, faculty or by the students themselves.

Campus Ministry

Marymount Manhattan's Campus Ministry provides interfaith programming that serves and supports the students, faculty and staff of the College. The Ministry assists in the development of the spiritual and religious life by providing individual spiritual direction/counseling and opportunities for expression of all faith traditions that promote peace and interreligious understanding.

Student Affairs

Also, the Ministry provides a heightened awareness and engagement in social justice issues locally and globally by linking spirituality of faith to other areas of expression such as drama, dancing, singing, poetry, art/story and community service. Experiential methods and projects are utilized that enhance human and vocational development for all

The Campus Ministry is located at 412 Main (212-774-0723)

Code of Conduct

MMC has a Student Code of Conduct that specifies that students behave in a responsible and mature manner on campus. The Code describes the process for conducting disciplinary procedures and enacting sanctions. The Student Code of Conduct is detailed in the Marymount Manhattan College Student Handbook. Students are responsible for reviewing the Student Handbook and receiving a copy from the Office of Student Affairs.

The Center for Student Services

Registration and Records

Students' academic records are maintained by the Registrar. All processes/transactions pertaining to registration and the updating of academic records are conducted in the Center for Student Services. Students seeking assistance with any matters concerning their academic records are directed to the student service representatives in the CSS.

Because academic records change continuously throughout a student's progress toward degree completion, the following procedures are conducted in the CSS:

- Registering for courses and making program changes
- Withdrawing from courses or from the College
- Obtaining official or student copies of transcripts and grade reports
- Requesting confirmation of enrollment status
- Submitting changes of address or contact information
- Processing change of name (based upon sufficient documentation)
- Reviewing a student's degree audit for graduation
- Requesting Maintenance of Matriculation

Registering for Courses

While a wide range of transactions is carried out in the CSS, the most regular and frequent of these is registration for classes. All students register twice annually: in the Fall (November) for Spring and Summer Classes; in the Spring (April) for Fall and January Classes. The schedule of courses being offered for these sessions is available during advisement, through the MMC website, as a pdf file, and on MMC Connect. Each semester prior to advisement, students are sent an email notification to inform them about registration and to access the "On-line Registration Manual" for detailed instructions and procedures. Students are also instructed to access MMC's registration portal. The portal window will show:

- Student's registration date and time.
- A count down of the time remaining until the student can access MMC Connect for registration.
- Any restrictions (holds) on the student's account
- Student clearances for immunization (IC) and registration (HBA).

Faculty advisors meet with students on one or two advisement days held each semester to plan a schedule for the next term. After meeting with her/his faculty advisor, each student is permitted to log on to MMC Connect to register online for courses. To register for a few independent activities such as: internships, study abroad, independent study, etc., students must register in person.

New and readmitted students may register during the time between the end of the regularly scheduled registration period for continuing students, and the end of Late Registration. Although students may register online, they may not completely withdraw from their entire schedule online. Students wishing to withdraw from the College must complete a total withdrawal form and an Exit Interview with an Academic Advisor.

Late Registration

Students who do not register during the official registration period have the opportunity to register late (just before the start of the term). Late registration for the Fall semester begins in late August and for the Spring semester in mid-January. (Consult the appropriate semester Course Bulletin, and MMC Connect for specific dates.) Continuing students who register late will be charged a \$175 late registration fee. New Students who register late are not charged a late registration fee.

Program Changes

Students may add or drop courses online without incurring fees until the day before classes begin. After this date, the official Program Change period begins and a charge of \$30 is imposed for every program change transaction made. (Dates for Program Change are listed in the Course Bulletin for each term.) During the official Program Change period, students must make all changes in person by following this procedure: obtain a Program change form in the Center for Student Services; consult with an advisor; obtain the advisor's signature; and return the form to the Center for Student Services for processing before the end of the Program Change period. Students may not add courses once the Program Change period has ended; however, they may continue to drop courses without a grade according to dates published in the academic calendar. Students who shift their credit load for the semester from full- to part-time will have their tuition and fees and financial aid recalculated for the semester, according to the College's Tuition Cancellation Policy. Similarly, students, who drop all courses in their semester program, during this period, will be charged tuition and fees according to the College's Tuition Cancellation Policy. (See Student Account Section.)

Grade Reports

Students may access grade reports on MMC Connect (after all final grades have been received). Students wishing to receive a paper report of their grades for a given semester may go to the MMC Web page and download a "Grade Report Request" form. Students with holds will not have access to grade reports and cannot view previous academic history through MMC Connect. Students with holds, however, can have their grades issued on non-letterhead paper upon request.

Transcripts

A student may request an official copy of her/his transcript at any time for submission to graduate schools and universities or to employers. Transcripts are processed in the order in which applications are received (determined by the date of submission). Only the work completed at MMC is recorded on a student's official transcript. Coursework transferred to MMC from another institution will be listed as a credit total on a student's MMC transcript; that is, neither individual courses nor grades earned for courses transferred to MMC will be indicated.

Applications for copies of transcripts are available in the Center for Student Services. There is a \$5.00 charge for each transcript, payable in cash or by check. All transcripts are normally sent within two business days. However, additional time for processing may be required during grading and registration periods, as well as for those students who attended MMC or Finch College before 1982.

Transcript request forms with instructions can be downloaded from the MMC Web site. The CSS reserves the right to refuse transcript requests either because the form is incomplete or inaccurate and/or the student's record contains a financial hold. We cannot be held responsible for incorrect addresses or postal delays.

Each student receives a final unofficial complimentary copy of his/her transcript upon completion of the requirements for her/his degree.

Enrollment Status Verification

Students requiring evidence of their enrollment status may contact the National Student Loan Clearinghouse at <http://www.nslc.org>. Under "Student/Alumni" NSLC provides Enrollment Verify which is an online service that allows you to obtain enrollment verification certificates to provide to credit issuers, health insurance companies, student housing providers, and others. There may be a fee for each transaction.

Students can also submit requests to the CSS. After confirming a student's active enrollment, a letter verifying that the student is matriculated and either full- or part-time will be completed. Completing these requests normally requires two days.

Change of Address/Change of Name

A student is responsible for notifying the CSS of any change to her/his address, either permanent or local, at the time the change is effective. A student who changes her/his name must also notify the office of any such change.

All of the following must accompany the request:

- birth certificate
- copy of certificate of naturalization
- legal notice of name change (esp. published newspaper)
- copy of marriage certificate or divorce decree (if applicable)

Degree Audit Process for Graduation

Step 1: Initiating Process

- Each semester those students who have completed 75 credits will be enrolled in GRAD 000. This shows that the student is eligible to file for Graduation. A \$175.00 Graduation fee will be assessed at that time. The graduation fee is a one-time, non-refundable fee and will be included in that semester's registration charges.

Step 2: Preliminary Degree Audit

- A degree audit will be done for students who have completed at least 75 credits at the end of the semester. The degree audit will list the courses (including those taken and in-progress) that are required to complete their degree.
- The audit will be based upon the student's current degree program, catalogue year, and current academic records.
- Upon completion of all reviews a copy of the student's preliminary degree audit will be mailed to the student.
- A file of the students who completed 75 credits and all their outstanding requirements will be provided to the Office of Academic Advisement. They will review the file and share it with the faculty advisors.
- Should a student have questions about outstanding requirements or see any discrepancies, the student has the option to seek out his/her faculty advisor or the Academic Advisement office to resolve any issues.
- Supporting documents (course substitution, transfer credit, grade changes, AP credit, etc.) received after the preliminary audit, will be updated in the student's academic record and on the electronic spreadsheet.

- The result of the degree audit will determine the student's graduation date, which may be adjusted if the student's requirements cannot be completed by the anticipated completion date.
- The student will have sufficient time to resolve discrepancies and complete any outstanding requirements for graduation in advance of one of the official dates for completion of MMC degree requirements: September, February, or May.

Faculty advisors can then ensure that their advisees are on track with meeting their degree requirements. They can use both the web based student information system (Colleague's EVAL program) and the electronic spreadsheet as guides to assist their students with choosing their courses during registration.

Students are responsible to ensure that all paperwork (i.e. approved course substitutions, official college transcript, grade changes, etc.) is submitted at least one month before the student's anticipated degree conferral* date (see below) to the Center for Student Services.

*Conferral means that the Registrar will mark a notation of a degree awarded on the student's academic record in MMC's student information system. For most purposes, the terms "graduation" and "conferral of degree" are synonymous. "Commencement" is a ceremony which is held once a year. Participating in commencement does not imply graduation or conferral of degree.

Step 3: Applying for Graduation

- All candidates for degree must file a formal application for graduation with the Registrar's Office in the Center for Student Services. Students who complete or will complete 120 credits do not automatically graduate or receive a diploma. Degree candidates must file for graduation by the application deadline date. Students who are not completing their degree requirements should not apply for graduation. It is the student's responsibility to ensure that he/she will have at least 120 credits upon graduation.

Degrees are conferred three times a year: September, February, or May. The deadline dates to submit the graduation application are listed as follows:

Degree Conferral Date	Deadline to Submit Graduation Application
September	May 15
February	September 15
May	November 15

- When the candidate's graduation application is received it will be date stamped and a copy of the form will be given to the candidate. This will provide proof that the student has filed the application.
- Candidates will also receive an email confirmation approximately two (2) weeks after deadline submission date. If a candidate does not receive an email the student should contact the Associate Registrar in the Center for Student Services in the Nugent Building, lower level.
- Applications received after the deadline date will be deferred to the next graduation period. Applications for graduation expire at the end of the appropriate academic year.
- If a student opts to use to a different catalogue year, the student must file a "Catalogue Change Petition" form. The petition must be approved by the Office of Academic Advisement, and submitted before the student applies for graduation.

The Center for Student Services

Special Note – Inactive Students

Students who withdrew from MMC or left MMC without having applied for graduation and who have completed all their graduation requirements must re-apply for admissions – (Refer to “Re-Admission Policy” Page 159 in catalogue). The Dean of Academic Advisement and Student Retention will determine if the student is eligible to remain in the student’s original catalogue year, whereby the catalogue’s degree requirements may remain in effect. If the re-admit application is approved, the student will need to apply for graduation. The degree conferral date is dependant on the date of submission. Under no circumstances will conferral dates be backdated.

Step 4: Final Degree Audit

At the end of the student’s final semester, when all final grades are processed, a graduation evaluation for each student who applied for graduation will be done. The graduation evaluation is the official graduation degree audit. This audit supersedes other offices or staff who assisted in mapping the student’s degree program. The student will be notified if h/she is cleared for graduation. Students who have outstanding requirements are considered ineligible for graduation and will be deferred to the next graduation period (degree conferral date) in that academic year.

Step 5: Diploma and Transcript

The Registrar’s Office will mail the degree recipient’s diploma when the degree requirements have been certified by the appropriate department. The diploma will be mailed within 6 to 8 weeks after the degree conferral date. In addition to the student’s diploma, the degree recipient will receive an unofficial final transcript from MMC.

If the student has any outstanding obligations, the diploma and transcript will be withheld from the student until all obligations have been satisfied.

***Name on Diploma** - MMC issues diploma under the student’s legal name or the name as it appears on the student’s academic record. Nicknames or variations from the student’s legal name will not be published on the diploma.

Students requesting a different name on the diploma will be required to submit an “Official Change of Name form”. Students must provide proof by attaching a copy of the marriage license, divorce decree, court papers, copy of certificate of naturalization, or similar documents.

Catalogue Requirements and Degree Audit

A student may choose to have her/his record audited according to catalogue requirements in place during any of the following catalogue years:

1. The entering year catalogue with requirements in effect on the date the student first entered MMC; this catalogue must be dated more recently than 10 years prior to the graduation date.
2. The graduation year catalogue with requirements in effect on the date of their graduation*
3. The catalogue preceding the graduation date by one or two years.

*Students who plan on using catalogue requirements in option 2 or 3 will need to file a “Catalogue Change Petition” form with the Office of Academic Advisement. The petition must be submitted and approved by the Dean of Academic Advisement and Student Retention before the student applies for graduation with the Center for Student Services.

The Registrar’s Office evaluates each student who has formally filed an application for graduation on the basis of requirements published in the catalogue year using one of the three options above. Under no circumstances may a student elect to be evaluated for degree requirements under a catalogue in effect prior to his/her first term of studies.

Re-Admitted Students

Re-admitted students will follow the new catalogue requirements in effect at the time of enrollment. The catalogue at the time of their original admission is no longer in effect. Readmit students may request an alternate catalogue based upon special request/circumstances (e.g. graduating senior who could not complete final semester). The Dean of Academic Advisement and Student Retention will review requests on a case-by-case basis.

Students who have completed 75 credits or more will automatically be registered for GRAD 000*. This code initiates the student’s graduation process. Students who are enrolled in GRAD 000, will be contacted to set up an appointment to discuss his/her degree audit. Students will be required to meet to individually review his/her academic transcript to determine what academic requirements have and have not been fulfilled. Students are responsible for sharing the audit results with their faculty advisor and for planning an appropriate course schedule in order to ensure timely graduation. This timing allows a student to resolve discrepancies and complete any outstanding requirement(s) for graduation in advance of one of the official dates for completion of MMC degree requirements; these dates are: September 1, February 1, and June 1 of a given calendar year.

The result of the degree audit can determine the student’s graduation date, which may be adjusted if her/his requirements cannot be completed by the anticipated completion date.

*A \$175.00 Graduation Fee, which covers the cost of auditing the student’s record, and any other fees associated with graduation activities, This fee will be included in the bill covering the semester’s registration charges.

Note: This is a one-time, non-refundable fee.

Substitutions, Exceptions, Exemptions

Certain program/degree requirements may be completed alternately to specifications detailed in a given catalogue. To request an exemption from a requirement or to substitute a different course from the course required to fulfill a requirement, the student must seek the approval of the Chair of the Division overseeing the requirement in question.

In other cases, both the Division Chair and the Academic Dean must approve, in writing, all exceptions required as a result of curricular changes (e.g., elimination of major, courses), pertaining to the student’s major field of study, The Academic Dean approves exceptions in the general college requirements. The Academic Dean will forward the information in question to the Registrar and that information will become a part of the student’s permanent record. Such exceptions apply only to the awarding of the bachelor’s degree and not to special programs or teacher certification.

Request to Participate in Commencement (Walk)

Students who complete all requirements (including degree recipients from September of the previous calendar year as well as those from February and June of the current year) and who receive clearance by the Registrar by the date posted in the academic calendar will be eligible to participate in that year’s commencement proceedings.

A senior, who has no more than 6 credits remaining in order to complete his/her degree, may choose to participate in the May commencement. Candidates who request permission to “walk” must agree to complete the remaining credits in the summer sessions that immediately follow commencement. Students may register for no more than a combined total of 6 credits during the summer sessions, and must pay for those credits by the summer payment deadline in order to participate. Requests must be made by the deadline posted for each year.

Note: A student who participates in that year's commencement ceremony before completing her/his degree forfeits eligibility for honors at the Baccalaureate ceremony. Once the student's degree is completed, summa, magna and cum laude honors will be recorded on the student's diploma and transcript, if s/he is found to have earned such distinction.

Information and Recommendations:

Students are advised to consider the following when making decisions about study options outside of MMC in their senior year of study:

- Study Abroad – It is recommended that students do not take study abroad courses in their final semester. Transcripts from foreign institutions, which often follow a different calendar from ours, may be received after the graduation deadline. Should a transcript not be received on time, the student's graduation will be postponed to the next graduation period.
- Course waiver and course substitutions must be approved by the appropriate authorities (Division/Dept. Chairs, Dean, and Vice President of Academic Affairs) and submitted before the graduation deadline date. Any delay in the submitting these documents may postpone a student's graduation date.
- Students, who are completing their final semester of study should not request a grade of INC for any course in her/his program. Delay in resolving an incomplete grade may postpone graduation to the next graduation period.
- Participating (Walking) during the commencement ceremony does not guarantee that a student will graduate. In all cases, students who are permitted to participate before completing the requirements/credits for any degree are required to complete those requirements before his/her degree will be awarded. The College is under obligation to the State Education Department to certify as graduated only those students who have successfully completed all requirements for the degree for which the student was matriculated.
- Diplomas are not distributed at Commencement but are normally available within 6 - 8 weeks after graduation. If a student requires proof of graduation prior to receiving his/her diploma, the student may contact the Center for Student Services to request a "Certification of Graduation" letter.
- In the event a diploma is lost or damaged, the student may request a duplicate diploma for a fee. If the diploma was lost, the student must inform the Registrar by letter in order to request that a replacement be issued. The letter must include the following information: the student's name, address, graduation date, and the degree awarded. If the diploma was damaged, the student must return the damaged diploma, accompanied by a letter requesting that a replacement be issued.

Requests may be submitted to:

Marymount Manhattan College

Center for Student Services

221 E. 71st Street

New York, NY 10021

Attn: Associate Registrar

- Graduates must clear their financial accounts with the College. In cases where a student's financial account is in arrears, the student's diploma will be not be released, nor will any official transcripts be released until the entire outstanding balance is paid in full and the student's account is cleared. A record of academic history can be made available on non-letterhead paper only.
- No changes may be made to the academic transcript or record, after a degree has been awarded to a student. Requests for student's name change, address, and/or review of grades will be denied.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) exists to protect the privacy of the educational record of college students. Colleges are not allowed to release any information to parents or others about a student's educational record or disciplinary proceedings without the written consent of the student.

Notification of rights under the Family Educational Rights and Privacy Act:

1. The right to inspect and review your education records.
2. The right to request the amendment of education records to ensure that they are not inaccurate, misleading, or otherwise in violation of a student's privacy or other rights.
3. The right to consent or to refuse to consent to disclosures of personally identifiable information contained in your educational records, except to the extent that FERPA and regulations issued pursuant to it, authorize disclosures without consent.
4. The right to file with the US Department of Education a complaint concerning alleged failures by Marymount Manhattan College to comply with the requirements of FERPA.

Student records policies and procedures for Marymount Manhattan College:

1. **Annual Notification:** Students will be notified of their FERPA rights annually by the issuance, on an annual basis, of the Marymount Manhattan College Student Handbook.
2. **Definitions:** For the purposes of this policy, Marymount Manhattan College (the College) has used the following definitions of terms:
 - a. Student – any person who attends or has attended the college.
 - b. Education Records – any record (in handwriting, print, tapes, film, computer, or other medium) maintained by the College or an agent of the College which is directly related to a student, except:
 - i. A personal record kept by a staff member if it is kept in the sole possession of the maker of the record and is not accessible or revealed to any other person except a temporary substitute for the maker of the record.
 - ii. An employment record of an individual, whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual's employment.
 - iii. Records made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional if the records are used only for treatment of a student and made available only to those persons providing treatment.
 - iv. Alumni records which contain information about a student after she or he is no longer in attendance at the College and which doesn't relate to the person as a student.

3. Procedure to Inspect Education Records:

- a. Students may inspect and review their education records upon written request to the appropriate records custodian.
- b. Students should submit to the records custodian or an appropriate College staff person a written request that identifies as precisely as possible the record he/she wishes to inspect.
- c. The records custodian or an appropriate College staff person will make the needed arrangements for access as promptly as

possible and notify the student of the time and place where the records may be inspected. Access must be given in 45 days or less from the date of receipt of the written request by the College.

- d. When a record contains information about more than one student, the student may inspect and review only the records that relate to him/her.

4. Limitation on Right of Access: Marymount Manhattan College reserves the right to refuse to permit a student to inspect the following records:

- a. The financial statement of the student's parents.
- b. Letters and statements of recommendation for which the student has waived his/her right of access, or which were maintained before January 1, 1975.
- c. Records connected with an application to attend the College or a component unit of the College if that application was denied.
- d. Those records which are excluded from the FERPA definition of educational records.

5. Refusal to Provide Copies: The College reserves the right to deny copies of records, including transcripts, not required to be made available by FERPA in any of the following situations:

- a. The student has an unpaid financial obligation to the College.
- b. There is an unresolved disciplinary action against the student.
- c. The education record requested is an exam or set of standardized test questions. (An exam or standardized test that is not directly related to a student is not an education record subject to FERPA's access provisions.)

6. Copies of Records: The College will search and retrieve all records subject to FERPA's access provisions at no charge; however, there may be a charge imposed for copies in accordance with College policy at the time copies are to be made.

7. Disclosure of Education Records: The College will disclose information from a student's education records only with the written consent of the student, except that records may be disclosed without consent when the disclosure is:

- a. To school officials who have a legitimate educational interest in the records. A school official is:
 - i. A person employed by the College in an administrative, supervisory, academic or research, or support staff position including health or medical staff.
 - ii. A person elected to the Board of Trustees.
 - iii. A person employed by or under contract to the College to perform a special task, such as an attorney or auditor.
 - iv. A student serving on an official committee, such as a disciplinary or grievance committee, or who is assisting another school official in performing his/her tasks.
- b. A school official has a legitimate educational interest if the official is:
 - i. Performing a task that is specified in his or her position description or contract agreement.
 - ii. Performing a task related to a student's education.
 - iii. Performing a task related to the discipline of a student.
 - iv. Providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid.
 - v. Maintaining the safety and security of the campus.
- c. To officials of another school, upon request, in which a student seeks or intends to enroll. The College will make a reasonable attempt to notify the student of the record's request.

d. To certain officials of the US Department of Education, the Comptroller General, and state and local educational authorities, in connection with audit or evaluation of certain state or federally supported programs.

- e. In connection with a student's request for or receipt of financial aid to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.
- f. To state and local officials or authorities if specifically required by a state law that was adopted before November 19, 1974.
- g. To organizations conducting certain studies for or on behalf of the College.
- h. To accrediting organizations to carry out their functions.
- i. To parents of an eligible student who is claimed as a dependent for income tax purposes.
- j. To comply with a judicial order or a lawfully issued subpoena.
- k. To appropriate parties in a health or safety emergency.
- l. To individuals requesting directory information so designated by the College.
- m. The results of any disciplinary proceeding conducted by the College against an alleged perpetrator of a crime of violence to the victim of that crime.

8. Record of Requests for Disclosures: The College will maintain a record of all requests for and/or disclosures of information from a student's education records. The record will indicate the name of the party making the request, any additional party to whom it may be re-disclosed, and the legitimate interest the party had in requesting or obtaining information. The record may be reviewed by the student.

9. Directory Information: The College designates the following items as Directory information: student name, parents' names, address, telephone numbers, date and place of birth, major field of study, participation in officially recognized activities, dates of attendance, degrees and awards received, most recent previous school, educational agency or institution attended photograph, and class schedule. The College may disclose any of those items without prior written consent, unless notified in writing to the contrary by October 15th of each year.

10. Correction of Educational Records: Students have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. Following are the procedures for the correction of records:

- a. A student must ask the appropriate official of the College to amend a record. In so doing, the student should identify the part of the record to be amended and specify why the student believes it is inaccurate, misleading, or in violation of his/her privacy rights.
- b. The College may comply with the request or it may decide not to comply. If it decides not to comply, the College will notify the student of the decision and advise the student of his/her right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's privacy rights.
- c. Upon request, the College will arrange for a hearing and notify the student reasonably in advance, of the date, place, and time of the hearing.

- d. The hearing will be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an official of the College. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may be assisted by one or more individuals, including an attorney.
- e. The College will prepare a written decision based solely on the evidence presented in the hearing. The decision will include a summary of the evidence presented and the reason for the decision.
- f. If the College decides that the information is inaccurate, misleading, or in violation of the student's privacy rights, it will amend the record and notify the student, in writing, that the record has been amended.
- g. If the College decides that the challenged information is not accurate, misleading, or in violation of the student's rights of privacy, it will notify the student that she/he has the right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.
- h. The statement will be maintained as part of the student's education record as long as the contested portion is maintained. If the College discloses the contested portion of the record, it must also disclose the statement.

Health Insurance Requirement

All full-time students enrolled in 12 credits or more, are required to maintain adequate health insurance coverage. Each year students must either enroll in the College-sponsored health insurance plan or waive it by demonstrating that they have sufficient alternative coverage. All international students are automatically enrolled in the College-sponsored plan. For more information on student health insurance, visit the College Web site at www.mmm.edu/current/health/healthinsurance or contact the Counseling & Wellness Center at (212) 774-0700.

Student Accounts

NOTE: Students who register for classes at MMC are responsible for satisfying all financial obligations by the designated payment dates. Payment dates are available each semester in the course bulletin. All students are bound by the payment due date (determined by your initial registration date) **whether or not a computerized bill is received.** Students can view their billing statements online on MMC Connect.

Tuition Payment Options

By Mail:

Pay by check or money order payable to Marymount Manhattan College for the exact amount of the bill. Please include the student's full name and College ID number **on the check or money order. Payments must be received by the designated due date.**

Mail payments to:

Marymount Manhattan College, Center for Student Services
221 East 71 Street, New York, NY 10021.

In-Person:

Make a payment in-person in the Center for Student Services on the lower level of the Nugent Building during business hours.

On-line Payments and Monthly Payment Plan

Pay in full on-line or open a monthly payment plan through Nelnet Business Solutions, via e-cashier. Through e-cashier you will be able to:

- Arrange for monthly payments
- Make a partial payment immediately and arrange for monthly payments, or
- Pay in full immediately.

You can make automatic payments from your checking or savings account, or you can charge a payment to your Visa, MasterCard, American Express or Discover Card.

To sign on to participate go to www.mmm.edu and on the left sidebar select "tuition payment." Under on-line payments click on the e-cashier icon and follow the directions.

Electronic Payment

Payment may be made by wire transfer directly to Marymount's bank account. For information please call the Center for Student Services at 212 517-0500. To ensure proper crediting of your account, please include the student's name and ID number on any correspondence.

Financial Aid Recipients

Only valid Financial Aid awards will appear on your bill. If there is a discrepancy or aid is missing, please contact the Center for Student Services. Balances not covered by financial aid must be paid by the designated due dates. In the event that the aid is received after payment has been made, a refund will be issued according to financial aid regulations and based on the existing credit on account. For additional information, please refer to the section concerning Refund Policy. Students can view their award letters online on MMC Connect.

For information on types of financial aid and how to apply, please see the Financial Aid section beginning on p.177.

The Center for Student Services

Third Party (Employer) Billing

Students may apply for third party billing in lieu of actual payment. All deferments must be submitted using the third party billing application available at the Center for Student Services. All paperwork must be submitted by the official payment deadline. Third party billing will only be accepted as long as the sponsoring agent assumes responsibility for payment upon receiving an invoice from the College.

Students must submit the following by the payment due date in lieu of payment in full:

- 1) A letter from the sponsor on official stationary with the following information:
 - Promise to pay upon receipt of invoice and grades;
 - Student's name and Social Security number;
 - Semester being covered by agreement (a separate letter is needed for each semester that student is enrolled);
 - maximum dollar amount to be covered (if applicable);
 - specific courses to be covered (if applicable);
 - maximum number of credits to be covered (if applicable).
- 2) Completed Third Party Sponsorship Agreement form
- 3) All fees not covered by the sponsor must be paid by the tuition due date
- 4) Completed form allowing MMC to release final semester grades to third party.

Additional Notes Regarding Payment

Personal checks are accepted as payment of tuition and fees. A charge of \$50 is assessed for each check returned unpaid by the bank. The College reserves the right to exclude the use of personal checks and may require payment by certified check or money order if an account is more than 90 days in arrears.

Students in arrears to the College may not obtain academic transcripts nor be permitted to register for additional semesters until all prior balances are paid in full. Payments received for new enrollments will be applied to any outstanding balance due.

Delinquency of outstanding balances, including those from payment plans, financial aid reductions, or third party billings, are subject to collection by the College or its designated agents. There is no statute of limitations for outstanding financial obligations to the College. Student accounts that are sent to a collection agency may be subject to additional collection costs.

Tuition and Fees (subject to change)

Please note that all rates listed below are in effect beginning Fall 2010 through Spring 2011. All published rates may be subject to change at the discretion of the College.

Tuition per Semester

Full-time (12 - 15 credits)	11,210.00
Part-time per credit rate	716.00
Per credit rate in excess of 15 credits	716.00

Mandatory Fees per Semester (Non-refundable)

Registration Fee - (full-time students)	142.00
Registration Fee - (part-time students)	107.00
Library Usage Fee (full-time students)	178.00
Library Usage Fee (part-time students)	132.00
Technology Usage Fee (full-time students)	178.00
Technology Usage Fee (part-time students)	132.00
Registration Fee - (winter/summer session)	107.00
Student Activities Fee (full-time students Fall & Spring only)	60.00
Student Activities Fee (part-time students Fall & Spring only)	10.00
New Student Orientation Fee (one time fee)	75.00

Housing Charges per Semester

55th Street, DeHirsch, and Manhattan Park Residences	5708.00
Resident Student Meal Charge (per semester)	
All students with start term of Fall 2006 or later.....	1000.00
Continuing students who enrolled prior to Fall 2006	400.00

Miscellaneous Fees

Admission Application Fee	60.00
Audit Fee, per credit	358.00
Audit Fee, per credit, alumni (non-refundable)	180.00
Audit Fee, per credit, senior citizens (non-refundable)	180.00
Certificate Fee.	50.00
Change of Program Fee	30.00
Graduation Filing Fee	100.00
Health Insurance Fee (annual plan)	820.00
Health Insurance Fee (Spring only plan).....	480.00
Late Payment Fee	175.00
Late Registration Fee	175.00
Orientation Fee.....	75.00
Bad Check Fee.....	50.00
Special Course Fees	Vary

Note: Certain courses carry additional lab or course fees that are noted in the semester class bulletin next to each course section.

Deposits

Tuition Deposit (newly admitted students)	200.00
Housing Deposit (due with housing application)	500.00
Housing Damage Deposit (due with housing application)	250.00

Please refer to the College Web site (www.mmm.edu) for the most up-to-date information about programmatic and administrative matters.

Tuition Cancellation Policy

An official withdrawal from any or all classes does not always entitle a student to a refund of tuition and fees paid or a reduction of costs incurred. It is important to note that all charges and cancellations are based upon tuition commitments for the full semester. The effective date of withdrawal and cancellation, if any, will be the date when formal application is filed with Academic Advisement in the Center for Student Services.

Students receiving financial aid who withdraw from school completely will have their financial aid eligibility calculated based on the federal formula for Title IV withdrawals.

If a student withdraws from one or more classes but does not drop below full-time status (12 credits) no forfeiture of tuition will be charged.

If a student withdraws from one or more classes and becomes less than full-time, forfeiture will be charged for the difference between full- and part-time tuition rates based on the schedule below.

Students using payment plans or receiving financial aid are responsible for completing all payments if a balance exists after cancellation of tuition.

Please note that all fees are non-refundable after the first day of the semester and only tuition will be cancelled according to the following schedules:

COMPLETE WITHDRAWAL

Fall and Spring Sessions (based on a 15 week term)

if you withdraw	% of Cancellation
On or before term start date	full cancellation
During the first week of term	75 %
During the second week.....	50%
During the third week	25%
During & after the fourth week	0%

Summer Sessions (based on a five or six week term)

if you withdraw	% of Cancellation
On or before term start date.....	full cancellation
During the first week of term.....	75 %
During the second week.....	25 %
During & after the third week.....	0%

January Session (based on terms shorter than five weeks)

if you withdraw	% of Cancellation
On or before term start date.....	full cancellation
On the 2 nd & 3 rd day of term.....	75%
On the 4 th & 5 th day of term	50%
On the 6 th & 7 th day of term	25 %
During & after the second week	0%

PARTIAL WITHDRAWAL**

Fall and Spring Sessions (based on a 15 week term)

if you withdraw	% of Cancellation
on or before term start date	full cancellation
During the first week of term	75 %
During the second week.....	50%
During the third week	25%
During & after the fourth week	0%

**** change in status from full-time to part-time will incur forfeiture charges for the difference between the full-time and part-time tuition rate.**

NOTE: Program Change Fees may apply to partial withdrawal.

Housing and Meal Plan Cancellation Schedule

Fall and Spring Sessions (based on a 15 week term)

If you withdraw	% of refund
On or before term start date	75% housing and 85% of remaining balance of meal plan
During the first week of term	0% housing and 85% of remaining balance of meal plan
After the first week of term	0% housing and 50% of remaining balance of meal plan

Summer and January Sessions

If you withdraw	% of cancellation
On or before term start date.....	50%
After first day.....	0%

Student Refund Policy

Students with credit balances resulting from excess financial aid funds, tuition cancellations, etc., will be emailed to pick up their check. If not picked up it will be mailed within 14 days from the date of processing. Refund checks are generally mailed to the permanent home address on file unless we receive a different written instruction from the student. Students may request to apply their credit balance to future semester charges by completing the appropriate authorization form at the Center for Student Services.

When a student's registration status changes and he/she is a recipient of financial aid funds, the student's record must be reviewed by a financial aid counselor before a refund can be issued. Credit balances resulting from the disbursement of Parent Plus Loans will be refunded directly to the parent unless written instruction is submitted to the Center for Student Services by the parent authorizing the student to receive the funds.

Financial Aid

Our Financial Aid Counselors in the Center for Student Services work closely with families to assist them in identifying resources that help make a student's education at MMC affordable. Through our merit-based scholarships and need-based financial aid programs, we are able to assist students with their cost of attendance.

Marymount Manhattan College awards need-based grants and all federal financial aid to students based upon the completed Free Application for Federal Student Aid (FAFSA). All current and prospective students are urged to complete a FAFSA form each academic year with the Department of Education. Our Federal School Code is 002769.

For full consideration of Marymount Manhattan College's need-based grants and federal aid programs including student and parent loans, all students must have a FAFSA on file that is officially processed by the Department of Education, no later than: March 15 for fall entrants and November 15 for spring entrants.

Only valid Financial Aid awards will appear on your bill. If there is a discrepancy or aid is missing, please contact the Center for Student Services. Balances not covered by financial aid must be paid by the designated due dates. In the event that the aid is received after payment has been made, a refund will be issued according to financial aid regulations and based on the existing credit on account. For additional information, please refer to the section concerning Refund Policy. Students can view their award letters online on MMC Connect.

The Center for Student Services

General Financial Aid Eligibility Requirements

To be eligible for financial aid, students must:

- Be enrolled or accepted for enrollment, at least half time, in a degree program;
- Be a U.S. citizen, national or permanent resident alien;
- Make satisfactory academic progress in their program of study;
- If male, be registered with the Selective Service, if required;
- Not have had her/his eligibility suspended or terminated due to a drug related conviction;
- Have a valid Social Security number;
- Not be in default on a federal student loan or owe a repayment of a federal student grant;
- Have financial need as determined by the FAFSA.

Cost of Attendance

The Cost of Attendance (COA) includes tuition, fees, books and supplies, room and board, transportation and personal expenses. The Estimated Family Contribution (EFC) consists of the expected parental contribution and/or student contribution, based on the student's status as a dependent or independent student.

The EFC is calculated in a consistent and equitable manner using Federal Methodology, a standard formula established by the U.S. Congress, which determines a family's contribution based on the information provided on the FAFSA. The difference between the COA and the EFC is called the student's "financial need."

Cost of Attendance – Expected Family Contribution = Financial Need

A student's financial planning should begin with an estimate of the total cost of attending MMC for one academic year. Direct costs include: tuition, fees, room and board charges. Indirect costs include: books, supplies, personal needs, and travel. The Office of Financial Aid establishes standard budgets, adjusted for such variables as enrollment status, dependency status, and whether the student lives at home or in MMC's residence halls.

Types of Financial Aid

Financial aid awards are presented in a "package;" to eligible students. The award package letter offers a combination of different kinds of assistance that includes scholarships, grants, loans and/or work-study.

Scholarships awarded by MMC are listed in a chart, which appears at the end of this Financial Aid section.

Scholarships and grants do not have to be repaid. They are available from many sources, including the federal government, state agencies, professional and service organizations, private foundations, and Marymount Manhattan College.

1. Federal Pell Grant

Eligibility is determined based on the EFC as derived from the FAFSA. The U.S. Congress sets the maximum Federal Pell grant annually. For 2010-2011 academic year the Federal Pell Grant range is from \$588 to \$5,550 based on the student's enrollment status and EFC. New Federal regulations stipulate a student may receive up to two consecutive Pell Grant awards during a single award year to accelerate their program toward their degree. A student must be enrolled at least half-time and in a program that leads to a bachelor's degree at MMC. If you received a Pell Grant for the first time on or after July 1, 2008, you can only receive a Pell Grant for up to 18 semesters or the equivalent. A student who is not eligible for a Federal Pell Grant may be eligible for other federal aid.

2. Federal Supplemental Educational Opportunity Grant (FSEOG)

The Department of Education allocates limited FSEOG funds each academic year to help students who show exceptional financial need. Priority is given to Federal Pell Grant recipients.

3. Academic Competitiveness Grant (ACG)

Students must be eligible for a Federal Pell Grant and enrolled at least half-time in their first or second year of study. ACG candidates must have completed a rigorous high school program and graduated after January 1, 2006 for first year eligibility and graduated after January 1, 2005 for second year eligibility. MMC will confirm and determine if you are eligible for the ACG grant, based on a review of your finalized academic records enrollment and Federal Pell Grant eligibility. The maximum first year ACG grant is \$750 and up to \$1300 for the second year and is prorated based on enrollment status.

4. National SMART Grant

The National Science and Mathematics Access to Retain Talent Grant, also known as the National Smart Grant is available during the third and fourth years of undergraduate study to at least half-time students who are eligible for the Federal Pell Grant and who are pursuing a major in certain eligible SMART specific subject area. Students must have at least a 3.0 GPA prior to each payment period and continue to maintain a 3.0 GPA.

5. Federal Work-Study (FWS)

The FWS program funds part-time employment opportunities for both on and off-campus jobs. These programs provide students with the ability to earn money to offset a portion of their educational expenses. Students are offered a specific work-study grant allocation to indicate the total wages they are eligible to earn during their employment and cannot exceed this allocated amount. Students can work up to 19.5 hours per week, the number of hours worked weekly is determined by the student's schedule and the number of hours required by the employer. Awarding of FWS does not guarantee job placement. There is a limited number of jobs available, so placement is on a first-come, first-served basis. FWS students must be paid at least the federal minimum wage rate. Students must complete a FWS agreement and submit all other required paperwork before their employment can begin. Federal Work-Study funds cannot be applied to a student's account balance.

6. Federal Direct Loans

On March 25, 2010, the U.S. House of Representatives and the U.S. Senate passed The Health Care and Education Reconciliation Act of 2010 - HR 4872. This bill mandates that effective July 1, 2010 all Federal student loans Stafford and PLUS loans for the 2010-11 Academic Year be originated and processed through the **William D. Ford Federal Direct Loan Program**. The Family Federal Education Loan Program, which permitted private lenders to originate these loans, is eliminated effective June 30, 2010.

Federal Direct loans are either subsidized or unsubsidized. A student can receive a subsidized loan and an unsubsidized loan for the same enrollment period. A Federal Direct Subsidized loan is awarded on the basis of financial need. A student will not be charged any interest before repayment or during authorized periods of deferment because the federal government "subsidizes" the interest during these periods. Repayment begins six months after graduation or after a student drops below half-time status. The interest rate for Federal Direct Subsidized Loans for all students disbursed on or after July 1, 2010 will be 4.5%.

A Federal Direct Unsubsidized loan is not based on financial need. Interest is charged from the time the loan is disbursed until it is paid in full. If a student allows the interest to accumulate while in school or during other

periods of nonpayment such as grace, and deferment periods it will be capitalized – that is, the interest will be added to the principal amount of the loan. You can pay interest during these periods or it can be capitalized. The interest rate for Federal Direct Unsubsidized Loans for all students disbursed on or after July 1, 2010 will be 6.8%.

Direct Stafford Loan Fees

Federal Direct Stafford Loans, are assessed an origination fee of 1.0% of the total loan with an up-front rebate of 0.5% automatically awarded. To keep this up-front rebate, the borrower must make their first twelve payments on time once entering repayment. The net disbursement will reflect these fees; therefore, the amount credited to the student's account will be less than the loan amount. This fee is determined by the U.S. Department of Education.

How a Direct Stafford Loan is disbursed

Generally, a loan will be for a full academic year and MMC will make at least two disbursements. Disbursements will be applied at the beginning of each semester of the academic year. MMC will disburse the loan money by crediting it to the student's account to pay tuition, fees, room, board, and other authorized charges. If the loan disbursement amount exceeds the student's school charges, the school will pay the remaining balance of the disbursement directly by check to the student borrower. MMC will notify the borrower in writing each time a disbursement of loan funds is made and will provide information about how to cancel all or part of the disbursement.

The following schedule shows the annual decreases in the fixed interest rates on undergraduate Federal Direct subsidized loans:

- 6.0% for loans first disbursed between 7/1/08 - 6/30/09
- 5.6% for loans first disbursed between 7/1/09 - 6/30/10
- **4.5% for loans first disbursed between 7/1/10 - 6/30/11**
- 3.4% for loans first disbursed between 7/1/11 - 6/30/12

The rate for loans disbursed prior to July 1, 2006 is variable (subject to change each year) but does not exceed 8.25%. Variable interest rates are adjusted each year on July 1. You will be notified of variable interest rate changes throughout the life of your loan.

7. Federal Direct Parent Loan for Undergraduate Students (PLUS)

The Federal Direct PLUS Loan Program is a loan from the U.S. Department of Education for parents of undergraduate students enrolled at least half time and have a valid FAFSA on file. The maximum amount a parent will be eligible to borrow for the 2010-2011 school year will be indicated on the MMC award letter and is limited to the difference between the students' cost of attendance and other financial aid. Parents often elect to limit the amount which they borrow to the difference between annual direct costs and other financial aid the student has received. Direct costs are those paid directly to MMC including tuition, fees, and room and board for resident students. Indirect costs consist of all other expenses that relate to attendance at MMC. The interest rate on PLUS loans is 7.9%.

PLUS Loan Eligibility Requirements

Parent PLUS loan borrowers cannot have an adverse credit history (a credit check will be done). In addition, parents and their dependent child must be U.S. citizens or eligible noncitizens, must not be in default on any federal education loans or owe an overpayment on a federal education grant, and must meet other general eligibility requirements for the Federal Student Aid programs. You can find more information about these requirements in Funding Education Beyond High School: The Guide to Federal Student Aid available at: www.studentaid.ed.gov.

Credit check & endorser alternative

When you apply for a Direct PLUS Loan, the Department will check your credit history. To be eligible for a PLUS Loan, you must not have an adverse credit history. If you are found to have an adverse credit history, you may still borrow a PLUS Loan if you get an endorser who does not have an adverse credit history. An endorser is someone who agrees to repay the Direct PLUS Loan if you do not repay the loan. The endorser may not be the student on whose behalf a parent obtains a Direct PLUS Loan. In some cases, you may also be able to obtain a Direct PLUS Loan if you document to the satisfaction of the U.S. Department of Education that there are extenuating circumstances related to your adverse credit history.

PLUS Loan Fees

Federal Direct PLUS loans, are assessed an origination fee of 4.0% of the total loan with an up-front rebate of 1.5% automatically awarded. To keep this up-front rebate, the borrower must make their first twelve payments on time once entering repayment. The net disbursement will reflect these fees; therefore, the amount credited to the student's account will be less than the loan amount. This fee is determined by the U.S. Department of Education.

How a PLUS loan is disbursed

Generally, a loan will be for a full academic year and MMC will make at least two disbursements. Disbursements will be applied at the beginning of each semester of the academic year. MMC will disburse the PLUS loan money by crediting it to the student's account to pay tuition, fees, room, board, and other authorized charges. If the loan disbursement amount exceeds the student's school charges, the school will pay the remaining balance of the disbursement directly by check to the borrower. The parent can give written permission to MMC to disburse the remaining balance of the PLUS loan money directly to the student. MMC will notify the borrower in writing each time a disbursement of loan funds is made and will provide information about how to cancel all or part of the disbursement.

Grace Period and Deferment for Parent PLUS Borrowers

Beginning July 1, 2008, parents can request to defer payments on a PLUS loan until six months after the date the student ceases to be enrolled at least half time. Accruing interest could either be paid by the parent borrower monthly or quarterly, or be capitalized quarterly.

8. Tuition Assistance Program (TAP)

TAP is New York State's largest grant program. It helps eligible New York residents attending in-state post-secondary institutions pay for tuition. Awards range from \$275 to \$5,000. TAP is a grant; therefore it does not have to be paid back. MMC's NYS TAP code is 0447.

Eligibility:

To be eligible for TAP, a student must:

- Be a United States citizen or eligible non-citizen.
- Be a legal resident of New York State at least one year prior to the start of college. (Dependent students' parents must meet residency requirement.)
- Study full time (at least 12 credits per semester applicable towards degree).
- Have graduated from a U.S. high school, or have a GED, or have passed a federally-approved Ability to Benefit test. If home-schooled, the student must provide a letter from the District Superintendent, or take and pass an approved ATB test or the GED test.
- Be matriculated in an approved program of study and be in good academic standing.
- Have at least a cumulative "C" average after receipt of two annual payments.

The Center for Student Services

- Not be in default on a student loan guaranteed by HESC and not be in default on any repayment of state awards.
- Meet income eligibility limitations.

Undergraduate students enrolled in four-year programs may receive up to four years of assistance for full-time study, and up to five years of assistance in an approved specialized program such as HEOP.

Transfer students who have been TAP recipients will be required to meet the standards that apply based on the number of credits accepted in transfer plus those accumulated while at Marymount Manhattan College. For financial aid purposes, students will be considered first term students if they are applying for TAP for the first time, regardless of the number of credits they may have completed or the number of terms they may have attended at any post-secondary institution.

9. Part-time TAP:

Students who have completed requirements as a first-time freshman in 2006-07 and thereafter may qualify for a part-time TAP award. Students must be enrolled for 6 to 11 credits and in the previous academic year have earned two consecutive semesters of 12 credits each (24 credits total) and maintained a "C" average. Awards are based on New York State net taxable income, tuition charged, type of institution attended and number of credits taken. Must file a TAP application.

How to Apply for TAP:

Complete and submit the Free Application for Federal Student Aid (FAFSA) electronically at www.fafsa.ed.gov. You can also get a paper FAFSA from a high school guidance office, the local library, or Marymount Manhattan College's Center for Student Services. To sign the FAFSA form electronically, the student and one parent must have a federal pin number. Go to www.pin.ed.gov to apply for a pin number.

All TAP applicants must establish a HESC PIN (personal identification number) for TAP at www.hesc.com. The HESC PIN will allow you to complete your application, keep track of your application information, or make changes later. After establishing your PIN, you will be able to your family's calculated NYS net taxable income will be pre-filed on your TAP on-the-web application with instructions provided. The final filing deadline for TAP is May 1 of the academic year for which aid is sought.

10. Aid for Part-time Study (APTS)

The NYS APTS program provides grant assistance for eligible part-time students enrolled in approved undergraduate studies. Awards provide up to \$2,000 per year for part-time undergraduate study at participating institutions in New York State. An APTS award cannot exceed tuition charges.

For this program, part-time study means being enrolled for at least 3 but fewer than 12 semester hours per semester.

Eligibility:

To be considered for an APTS award, students must:

- Be enrolled as a matriculated part-time student in an approved undergraduate degree program.
- Meet the program income limits.
- Be New York State residents and either United States citizens or qualifying non-citizens.
- Not have used up Tuition Assistance Program (TAP) eligibility.
- Maintain good academic standing.
- Not be in default on a Federal Family Education Loan.

- Have achieved at least a cumulative "C" average after having received the equivalent of two full years of payment of State-sponsored student financial aid.
- Be a high school graduate, or have received the equivalent of a high school certificate, or have received a passing grade on a federally approved examination if receiving a State-sponsored award for the first time in the 1996-97 academic year.

Selection for an APTS Award:

The New York State Higher Education Services Corporation (HESC) distributes APTS funds to participating colleges in New York State. College financial aid administrators will select recipients from eligible applicants based on the availability of funds and NYS income limits.

How to Apply:

To apply, an APTS application must be obtained from the Center for Student Services. The student should complete the application, attach a copy of their NYS tax form, and return it to the Center for Student Services for processing as early as possible, as funds are limited.

Note: The amounts of Federal and State grants are subject to legislative approval and can change. The amounts listed in this catalogue are accurate as of the date of printing.

11. War Orphans or Armed Services Benefits

Students who are dependents of a veteran who died or who is permanently disabled as a result of military duty, are between the ages of 18 and 26, and are enrolled on a full time basis may be eligible for educational benefits.

12. G.I. Educational Benefits

Students who qualify may receive benefits under the following GI benefit programs:

The Post-9/11 GI Bill is for individuals with at least 90 days of aggregate service on or after September 11, 2001, or individuals discharged with a service-connected disability after 30 days. You must have received an honorable discharge to be eligible for the Post-9/11 GI Bill. The Post-9/11 GI Bill will become effective for training on or after August 1, 2009.

Yellow Ribbon Program - an agreement with the VA to fund tuition expenses that exceed the highest public in-state undergraduate tuition rate. The institution can contribute up to 50% of tuition expenses and VA will match the same amount as the institution. The Yellow Ribbon Program is on a first-come first-served basis.

The Montgomery GI Bill - Active Duty, called "MGIB" for short, provides up to 36 months of education benefits to eligible veterans for college.

The Montgomery GI Bill - Selected Reserve program provides up to 36 months of education benefits.

Reserve Educational Assistance Program - REAP program designed to provide educational assistance to members of the Reserve components called or ordered to active duty in response to a war or national emergency (contingency operation) as declared by the President or Congress. This new program makes certain reservists who were activated for at least 90 days after September 11, 2001 either eligible for education benefits or eligible for increased benefits.

For a detailed listing of eligibility requirements and application process please contact the Veterans Affairs office. Call toll free 1-888-GI-BILL-1 or visit the Department of Veterans Affairs website at www.gibill.va.gov

13. Certificate Programs

Students enrolled in approved Certificate Programs are eligible for aid in the form of loans only, provided they are registered at least half time.

Return of Title IV Funds Policy

This policy applies to students who withdraw, officially or unofficially.

These rules govern the return of Title IV funds disbursed for a student who completely withdraws from a term, payment period, or period of enrollment. The rules assume that a student earns his or her aid based on the period of time he or she remains enrolled.

The term Title IV Funds refers to the Federal Financial Aid programs authorized under the Higher Education Act of 1965 and includes the following programs: Subsidized and Unsubsidized FFEL loans or Direct loans, PLUS (Parent Loans for Undergraduate Students), Federal Pell Grants and Federal SEOG (Supplemental Education Opportunity Grant), Federal Perkins Loans, Federal ACG (Academic Competitiveness Grant), Federal SMART Grant.

Date of institution's determination that a student withdrew 668.22 (l) (3)

1. The date the student began the institution's withdrawal process (as described in the MMC Catalogue), or officially notified the institution of intent to withdraw. The date of the institution's determination that a student withdrew is used for two purposes:
 - a. It provides the dividing date between disbursed aid and late disbursements.
 - b. It starts the clock for the period of time within which the institution must return funds.
2. The midpoint of the period for a student who leaves without notifying the institution.
3. The student's last date of attendance at an academically related activity in lieu of any other withdrawal date. An "academically-related activity" is one that has been confirmed by an employee of the college (such as an exam, computer assisted instruction, academic counseling, academic advisement, turning in a class assignment, or attending a study group assigned by the institution).

Unearned Aid 668.22 (a) (1), (e) (4)

Unearned Title IV funds must be returned. Unearned aid is the amount of disbursed Title IV aid that exceeds the amount of Title IV aid earned as per the Federal Government formula.

Earned Aid 668.22 (e)

During the first 60% of the period, a student "earns" Title IV funds in direct proportion to the length of time he or she remains enrolled. That is, the percentage of time during the period that the student remained enrolled for that period equals the percentage of aid for that period that the student earned. A student who remains enrolled beyond the 60% period earns all the aid for that period. Aid is "disbursable" if the student could have received it at the point of withdrawal. Total disbursable aid includes aid that was disbursed and aid that could have been (but was not) disbursed as of the student's withdrawal date.

Percentage of period enrolled 668.22 (e) (2)

The percentage of the period that the student remained enrolled is derived by dividing the number of days the student attended by the number of days in the period. Calendar days are used, but breaks of at least 5 days are excluded from the numerator and denominator.:

Repayment of unearned aid 668.22 (g), (h), (l)

The responsibility to repay unearned aid is shared by the institution and the student in proportion to the aid each is assumed to possess. The institution's share is the lesser of:

- The total amount of unearned aid; or
- Institutional charges multiplied by the percentage of aid that was earned. The student's share is the difference between the total unearned amount and the institution's share.

Academic Standing & Financial Aid Eligibility:

Each college is required to establish and consistently apply standards of good academic standing to all students who receive funds from Title IV programs of financial assistance. This federal requirement is contained in Section 497(e) of the Higher Education Act of 1965, as amended, and is meant to ensure that only those students who make good progress toward their degree objectives continue to receive financial assistance.

Students placed on academic probation for failure to meet the standards of progress and pursuit may be entitled to campus based aid and federal aid during the probationary period. The New York State Tuition Assistance Program sets different criteria for the determination of good academic standing and eligibility for TAP. Information is available from the Center for Student Services. Students who have exhausted their probationary period will lose their eligibility for aid.

Satisfactory Academic Progress for Federal Student Aid

Semester Count	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
# of credit Completed	7	15	25	36	48	60	72	84	96	108	120	132	144	156	168	180
GPA	.50	1.0	1.2	1.40	2.0	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00

To calculate semester count for pursuit divide the number of attempted credits (including transfer, CLEP, AP, etc) by 12. Round down to the nearest whole number. (ie. 8.3 is 8 semesters and 5.9 is 5 semesters).

All students must meet the academic standards set above in order to continue to receive Federal aid. All recipients of federal financial aid will be reviewed for academic progress at least once a year. All students who do not meet the criteria are placed on probation. Students may receive aid while on probation for two consecutive semesters.

If the student does not regain satisfactory academic progress within the two semesters, the student is no longer eligible for aid.

NOTE: The Office of Academic Affairs reviews academic progress of ALL students after each Fall and Spring semester to determine students' academic standing. See explanation of the requirements to maintain good standing on page 155. All students must complete their degree program by 180 attempted credit hours. (Note: All MMC degree programs are 120 credit hours.)

New York State Satisfactory Academic Progress for TAP

Baccalaureate Program

Calendar: Semester	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
Before being certified for this payment student must have accrued at least this many credits	0	6	15	30	45	60	75	90	105	120
With at least this GPA	0	1.5	1.8	2.0	2.0	2.0	2.0	2.0	2.0	2.0

Note: Only students in five-year programs, approved pursuant to Section 145-2.7 of the Regulations, are eligible for more than eight semesters of undergraduate awards.

New York State Satisfactory Academic Progress for TAP Recipients in the HEOP Program

Baccalaureate Program

Calendar: Semester	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
Before being certified for this payment student must have accrued at least this many credits	0	6	12	21	33	45	60	75	90	105
With at least this GPA	0	1.1	1.2	1.3	2.0	2.0	2.0	2.0	2.0	2.0

Note: Only students in five-year programs, approved pursuant to Section 145-2.7 of the Regulations, are eligible for more than eight semesters of undergraduate awards.

Program Pursuit for New York State Aid

A student must receive a passing or failing grade (A-F letter grade) in a certain percentage of courses each term, depending on the number of awards the student has received. The percentage is determined by the following schedule:

Number of payments by semester:	Must receive a grade for:
1, 2	50% of minimum full-time requirement (6 credit hours/semester)
3, 4	75% (9 credit hours/semester)
5 or more	100% (12 credit hours/semester)

2010-2011 MARYMOUNT MANHATTAN COLLEGE BUDGETS

Dependent Commuter Students		Dorm Resident/Off Campus Students	
Tuition and Fees (full-time)	\$ 23,536	Tuition and Fees (full-time)	\$ 23,536
Home Maintenance	\$ 5,000	Room	\$ 11,416
Books	\$ 1,000	Board	\$ 2,000
Transportation.	\$ 1,000	Books	\$ 1,000
Personal Expenses	\$ 3,000	Transportation	\$ 1,000
		Personal Expenses	\$ 3,000
	\$ 33,536		\$ 41,952

*Budgets are prorated for less than full time attendance and/or 1 semester attendance.

MARYMOUNT MANHATTAN COLLEGE SCHOLARSHIPS

Scholarships are offered to freshman and transfer students and are given on the basis of academics, talent and service. A combination of scholarships may be awarded. However, total scholarships may not exceed tuition costs minus TAP and Federal Pell Grant. All students are required to file the Free Application for Federal Student Aid (FAFSA) each year for consideration for all Federal, State and institutional need-based aid they are eligible to receive. Students must be attending full time (12 or more credits) each semester to be eligible for their scholarship. Scholarship recipients whose averages drop below the GPA required for renewal will lose their MMC scholarships.

PROGRAM	ELIGIBILITY	SELECTION CRITERIA AND AMOUNT	APPLICATION	RENEWAL
Academic Excellence Scholarship	Full-time degree seeking undergraduates who enter MMC directly from high school	1. SAT of 1150 (critical reading and math sections) or higher and a 3.0 GPA from high school. 2. New Freshmen 3. U.S or Permanent Resident 4. \$8000 award.	No application required. Considered at time of acceptance.	1. Maintain full-time status. 2. Cumulative GPA of 3.0 or higher. 3. Awarded fall/spring terms only from Freshmen year for a maximum of four years.
Competitive Scholarship	Full-time degree seeking undergraduates majoring in Theatre, Dance, or Fine Arts	1. New Freshmen or Transfer student. 2. Competitive demonstration in specialized area. 3. \$1000 - \$4000 awarded per academic year.	Audition, Interview, or Portfolio review with respective department.	1. Maintain full-time status. 2. Cumulative GPA of 3.0 or higher in major. 3. Overall cumulative GPA of 2.8 or higher. 4. Must continue to major in area of scholarship. 5. Award possible for fall and spring terms only from entering year for a maximum of four years.
Student Leadership Scholarship	Full-time degree seeking undergraduates Working towards first Bachelor's degree	1. New Freshmen or Transfer student 2. Must have demonstrated leadership abilities during high school or college in such areas as student government, student newspapers, magazines, clubs and service activities. The student must also show potential for future leadership in college. 3. U.S. Citizen or Permanent Resident 4. \$2000 awarded per academic year.	Leadership essay. Letter of support from school or community leader Leadership Scholarship Application	1. Maintain full-time status. 2. Cumulative GPA of 2.8. 3. Award possible for fall entrants only for a maximum of four years. 4. Successful completion of annual requirements. 5. Meeting with Assistant Dean of Student Development and Activities at end of spring term to evaluate the quality of involvement.
Transfer Academic Excellence Scholarship	Full-time degree seeking undergraduates who enter MMC from another college. Working towards first Bachelor's degree	1. New Transfer student 2. Cumulative GPA of 3.5 or higher from all colleges attended. 3. U.S. Citizen or Permanent Resident 4. \$6000 awarded per academic year.	No application required. Considered at time of acceptance.	1. Maintain full-time status. 2. Cumulative GPA of 3.0 or higher
Transfer Academic Merit Scholarship	Full-time degree seeking undergraduates who enter MMC from another college. Working towards first Bachelor's degree	1. New Transfer student 2. Cumulative GPA of 3.0 -3.49 from all colleges attended. 3. U.S. Citizen or Permanent Resident 4. \$3000 awarded per academic year.	No application required. Considered at time of acceptance	1. Maintain full-time status. 2. Cumulative GPA of 3.0 or higher
New York City High School Scholarship	Full-time degree seeking undergraduates who enter MMC directly from high school	1. New Freshmen 2. Resident of New York City 3. Graduate of New York City High school. 4. \$2000 awarded per academic year. 5. SAT of 1150 (critical reading and math sections) or higher and a 3.0 GPA from high school.	No application required. Awarded at time of acceptance.	1. Maintain full time status 2. Award possible for fall and spring terms only and for a maximum of four years.

Chart continues on the next page

MARYMOUNT MANHATTAN COLLEGE SCHOLARSHIPS (cont.)

PROGRAM	ELIGIBILITY	SELECTION CRITERIA AND AMOUNT	APPLICATION	RENEWAL
Veteran's Scholarship	Full-time, degree-seeking undergraduate Current recipients only	1. Proof of honorable discharge from US Armed Forces 2. \$5000 per year	Letter with application requesting consideration sent to Dean of Admissions	1. Maintain full-time status 2. Cumulative GPA of 3.0
Community College Honor Society	Full-time, degree-seeking undergraduate entering from a Community College	1. Proof of member of a recognized community college honor society (Phi Theta Kappa, Alpha Beta Gamma, etc.) 2. U.S. Citizen or Permanent Resident. 3. \$1000 per year	Letter with application requesting consideration	Maintain full-time Cumulative GPA of 3.0
AmeriCorps Scholarship	Full-time, degree-seeking undergraduate	1. Alum of AmeriCorps 2. U.S. Citizen or Permanent Resident 3. Match up \$2000 of AmeriCorps Award	Letter with application requesting consideration	1. Maintain full-time 2. Cumulative GPA of 3.0
21st Century Scholarship	1. Full time degree seeking undergraduate 2. Foreign students only, U.S Citizens or permanent residents are not eligible for this scholarship	1. Must be a degree seeking student. 2. Must have achieved a score of 550 or more on the TOFEL 3. Recommended by Director of International Recruitment academic year 4. \$5000 award per academic year	Interview with Director of International Recruitment	1. Maintain full time status. 2. Fall and spring terms only for a maximum of four years. 3. Overall cum GPA. of 2.5.
Diplomatic Scholarship	1. Full-time freshman or transfer students 2. U.S Citizens or permanent residents are not eligible for this scholarship	1. Student must show evidence that he/she is a member of a foreign mission or consulate, or the United Nations, or that he/she is the son /daughter or spouse of a member of one of the above. 2. Must have achieved a high school GPA of 3.0 or more or a 550 on the Test of English as a Foreign Language 3. \$5000 award per academic year	Confirmation letter of involvement with foreign mission or consulate or United Nations.	1. Maintain full time status 2. Fall and spring terms only for a maximum of four years. 3. Overall cumulative GPA of 2.5 or higher. 4. Must submit confirmation letter each year

MARYMOUNT MANHATTAN COLLEGE GRANTS

Grants are offered to entering students on the basis of financial need. Some of these grants continue to be offered to students who maintain a specific cumulative grade point average. (If cumulative GPA is also a criterion, the required GPA is shown under eligibility.) All grants and combinations of grants with supplemental grants are awarded up to tuition costs only depending on individual need.

Marymount Manhattan College Need-Based Grants	Full-time degree seeking undergraduates	Demonstrated financial need	1. Renewal FAFSA 2. Demonstrate need 3. Maintain full-time status
Support A Student Grant	Full-time degree seeking undergraduate Working towards first Bachelor's degree	1. Demonstrated financial need 2. Reviewed by Committee	1. Renewal FAFSA 2. Demonstrate need 3. Maintain full-time status
Returning Student's Grant	Undergraduate, degree seeking students taking at least 6 credits	1. Demonstrate financial need 2. \$1000 award per academic year	1. Renewal FAFSA 2. Maintain good academic standing 3. Maintain at least 6 credits
Career Development Award	Undergraduate part-time degree seeking students taking at least 6 credits per semester	1. Interview with Admissions 2. Essay 3. \$2000 award per academic year	1. Renewal FAFSA 2. Maintain cumulative GPA of 2.8 3. Maintain at least 6 credit status

Marymount Manhattan Institutional Scholarships and Grants are funded by donations from alumnae, Trustees, corporations, and foundations. There are many students who are academically qualified to attend Marymount Manhattan but face financial challenges. One of the key initiatives of This is the Day, the campaign for Marymount Manhattan, is increased scholarship support for students who need help most. The College is very grateful to all those members of the MMC community - trustees, alumni, parents, friends, faculty and staff - who have provided such strong support to the campaign, thus enabling us to increase need based grants and our funding of the Support -a- Student grant

Note: Funding received may be used to replace all or part of a previously awarded MMC. Scholarships are awarded based on donors specified criteria and are not guaranteed of renewal.

FEDERAL AND STATE EXTERNAL GRANTS AND SCHOLARSHIPS

Federal and State grants are based on need. Each student is reviewed for eligibility when the Free Application for Federal Student Aid (FAFSA) is filed for federal eligibility. MMC requires full-time students who are New York State residents to complete requests for information from HESC to determine eligibility for TAP.

Program	Eligibility	Selection Criteria and Amount	Application	Renewal
Federal PELL Grant (MMC FAFSA code #002769)	1. Matriculated undergraduate 2. Must not possess a B.A. 3. Enrolled for at least 3 credits each semester 4. Demonstrate need according to federal guidelines 5. U.S. Citizen or eligible non-resident 6. Maintain Good Academic Standing 7. Not in default on a student loan or owe repayment on a PELL or SEOG grant	Awards range from \$558 to \$5550 per academic year. Federal government determines eligible students and amount of grant Funded by the Federal government	1. FAFSA 2. Income documentation (if required)	1. Must file a renewal FAFSA each year. 2. Continue to meet eligibility requirements. 3. Maintain Good Academic Standing
Academic Competitiveness Grant (ACG)	Student must be eligible for a Federal Pell Grant enrolled full-time. ACG applicants need a 3.0 GPA for second year eligibility. Must have completed a rigorous high school program and graduated January 1, 2005 or January 1, 2006 and thereafter.	First Year ACG is up to \$750 full time award. Second Year ACG is up to \$1300 full time award. Awards are prorated based on enrollment.	1. FAFSA 2. Finalized high school transcript 3. Transfer Student - official college transcript from all Colleges previously attended	1. ACG is only for the first two years of college based on credits accumulated in each academic year. 2. Must have a 3.0 GPA at the end of first academic year and be Pell eligible for review of second year ACG.
National SMART Grant	Students must be, eligible for a Federal Pell Grant and enrolled full time in his or her third or fourth academic year of an undergraduate degree program. SMART recipients must be pursuing a major in certain specific subject areas. Students must have at least a 3.0 GPA at the end of the second award year and continue to maintain a 3.0 GPA prior to each payment period. Students must be enrolled in at least one course in their major each semester	Third Year SMART is up to \$ 4000 Fourth Year SMART is up to \$ 4000 Awards are prorated based on enrollment	1. FAFSA 2. Official College transcripts from all colleges previously attended	1. SMART is only for the Third and Fourth years of college, based on credits accumulated in each academic year. 2. Students must have at least a 3.0 GPA at the end of the second award year and continue to maintain a 3.0 GPA prior to each payment period. 3. Students must be enrolled in at least one course in their major each semester.
Federal Supplemental Educational Opportunity Grant (FSEOG)	Must be PELL Grant eligible. Must be full-time (12-15 credits per term)	1. Demonstrate financial need 2. Awards are offered in combination with MMC grants. 3. \$100 - 1500 awards	Same as PELL grant.	Same as PELL grant.
New York State Tuition Assistance Program (TAP) (MMC TAP CODE #0447)	1. NY State resident 2. Enrolled full-time (12 credits per semester) 3. Family income cannot exceed statutory limits. 4. Matriculated and maintaining satisfactory academic progress as per TAP regulations.	1. NY State funds program, selects students, determines amount of each student's grant. 2. Awards can range from \$250 to \$5000 for the year.	1. FAFSA 2. TAP Application	1. Must file a TAP application each year. 2. Continue to meet NYS eligibility requirements.
Part-time TAP	Available beginning in 2007-08 for students who have completed requirements as a first-time freshman in 2006-07. Students may qualify for a part-time TAP award if they are taking 6 to 11 credits and in the previous academic year have earned two consecutive semesters of 12 credits each (24 Credits total) and maintained a "C" average.	Determined by New York State. Awards are based on New York State net taxable income, tuition charged, type of institution attended and number of credits taken.	1. File a FAFSA 2. Must file a TAP application	1. Must file a TAP application 2. Continue to meet NYS eligibility requirements

FEDERAL AND STATE EXTERNAL GRANTS AND SCHOLARSHIPS CONTINUED

Program	Eligibility	Selection Criteria and Amount	Application	Renewal
NY State Aid for Part-Time Study (APTS)	Same as TAP except must be enrolled for 3 -11 credits.	1. NY State funds program, selects students, determines amount of each student's grant. 2. Awards can range from \$250 - \$2000 for the year. 3. For income limits see current APTS Application.	1. APTS Application 2. Copy of your NYS tax return for current tax year	1. Retain Good Academic Standing. 2. Continue to meet eligibility requirements. 3. Re-file all applications each year by deadline.
NY State Higher Educational Opportunity Program (HEOP)	1. Must meet NY State economic and academic guidelines for admissions criteria. 2. Must be admitted to MMC as a HEOP student.	Awards \$600 in NYS tuition grant and can include a maintenance stipend.	New students must contact the Admissions Office or the HEOP Office at MMC for details.	1. Must continue to satisfy HEOP and satisfactory academic requirements according to NY State guidelines. 2. Must file a renewal FAFSA each year. 3. Continue to meet eligibility requirements.
NY State Child of a Veteran Award	Provides aid to children of veterans who served in the U.S. Armed Forces during 1941-46, 1950-53, 1961-73 or national emergency and as a result of service or when prisoner of war or missing in action died or suffered 50% or more disability. Qualifications: 1. Full-time student 2. New York State resident 3. Matriculated and making satisfactory progress	\$450 per academic year up to four years, without consideration of income, for tuition and other education costs. If TAP award is also received the combination award cannot exceed the tuition costs. TAP is reduced accordingly.	1. Student submits a special application supplement form supplied by HESC upon request. 2. FAFSA 3. HESC information requests.	1. Must file a renewal FAFSA each year. 2. Must refile NYS forms each year.

LOAN PROGRAMS

This section describes all loans that are available to both students and parents of dependent students. The federal loan programs are known as the Federal Direct Loans

Program	Eligibility	Selection Criteria and Amount	Application	Renewal
Federal Direct Loan Student Loan A. Direct Subsidized Loan	1. Enrolled for 6 credits or more per semester 2. Not in default of a prior student loan or in repayment of a PELL Grant or SEOG. 3. Enrolled in a degree program	Demonstrate financial need	1. Must sign a Master Promissory Note (MPN). and Complete an Entrance Counseling Session at www.studentloans.gov . 2. No payment is due and no interest accrues while student is continually enrolled for at least 6 credits. Interest accrues and repayment begins 6 months after the student is no longer enrolled for 6 credits.	1. FAFSA renewal 2. Automatically renewed unless notification is given to Financial Aid in writing.
B. Direct Unsubsidized Loan	1. Enrolled for 6 credits or more per semester 2. Not in default of a prior student loan or in repayment of a PELL Grant or SEOG. 3. Enrolled in a degree program	1. Loan is based on the student's cost of education minus any other financial aid received 2. All Students who meet the federal eligibility requirements for the Stafford loan program are automatically Eligible for \$2,000 in the Unsubsidized loan. 3. Students qualify for an additional \$4,000 unsubsidized loan. If they are "federally" independent or if a dependent student's parent is denied a parent PLUS loan.	1. Can apply for the Subsidized and Unsubsidized loan with the same MPN. 2. Repayment of interest begins 30 to 60 days after disbursement of the loan. (Interest can be deferred until 6 months after the student is no longer enrolled for 6 credits but it does accrue.) 4. Repayment of the principle begins 6 months after the student is no longer enrolled for 6 credits.	Same as for subsidized loan
Federal Direct PLUS Loan Parent Loan for Undergraduate Students	1. Parents of financially dependent students 2. Students must meet Stafford eligibility requirements 3. Parents must receive credit approval	1. Loan is based on the student's cost of education minus any other financial aid received. 2. Parent and student must complete the PLUS MPN at www.studentloans.gov	1. Fixed interest rate, as published by the Department of Education not to exceed 9% 2. Repayment begins 60 days after loan is completely disbursed. 3. There is an origination fee that is charged on the amount borrowed.	1. Must file a FAFSA renewal each year. 2. PLUS Pre-Approval each year for renewal.

Annual Stafford Loan Limits for Dependent Students (effective July 1 2008)

Year in School	Base Subsidized/ Unsubsidized Amount	Additional Unsubsidized Amount	Total Amount	Additional Unsubsidized if parent is denied PLUS loan
Freshmen	\$3,500	\$2,000	\$5,500	\$4000
Sophomores	\$4,500	\$2,000	\$6,500	\$4000
Juniors/Seniors	\$5,500	\$2,000	\$8,500	\$4000

STUDENT WORK OPPORTUNITIES

Many students help finance their education by securing part-time employment. This type of assistance is considered to be a form of “self-help”. Marymount Manhattan College provides employment assistance in the form of Federal Work-Study for those students who show financial need. Positions are also available through the regular student employment program, which is based on financial need. Descriptions of these programs and procedures for applying are listed below:

Program	Eligibility	Selection Criteria and Amount	Type of Position	Application	Renewal
Federal Work Study (FWS)	1. Enrolled for at least 6 credits each semester 2. Must show financial need	1. Awards average \$3000 per academic year. 2. MMC selects eligible students and determines amount of each student's award based on need.	Job listing available on the MMC website.	1. Must complete I-4 and W-9 forms. 2. Submit a copy of Social Security card.	1. Continue to meet eligibility requirements 2. Availability of funds at time your application is complete
Federal Work Study Off-Campus Community Service jobs	Same as above	Same as above		1. Complete a Public Service Corps Application and submit to Financial Aid Office	
Regular Student Employment	Any Marymount student	Selection varies	Jobs are available in on-campus departments. Contact department offices for available jobs. Students may work up to 19 1/2 hours per week.	1. Must complete I-4 and W-9 forms. 2. Submit a copy of Social Security card.	May be renewed upon approval of individual supervisor.

Administration in the Center for Student Services

Academic Advisement and Career Services:

Michael G. Salmon,

Dean of Academic Advisement and Student Retention

Melissa Benca,

Director of Career Services and Internships

Student Financial Services:

Maria DelInnocentiis,

Director of Student Financial Services, Registration, and Records

Christina Bennett,

Director of Financial Aid

Regina Chan,

Registrar

Jonathan Mador,

Director of Student Accounts

Admission to the College

MMC seeks students who show potential for scholarship, leadership, self-expression and social responsibility. The College believes that these qualities can be most effectively evaluated through review of scholastic records, teacher/employer recommendations, essays, extra-curricular activities, and personal interviews. Admission Officers review student records on an individual basis to identify academically motivated students who can benefit from MMC's unique educational experience.

A wide variety of students choose to attend MMC. Of these there are two distinct categories: degree-seeking students and non-degree students.

Degree-Seeking Students

A degree-seeking (matriculated) student is one pursuing a degree at MMC by following the program plan of the degree and of the student's chosen major. Degree-seeking students may study on either a part-time or a fulltime basis.

All degree students must file the *Application for Admission* as a degree seeking student. A complete application includes the following:

- Completed application
- Official high school or secondary school transcript or General Equivalency Diploma (GED) results
- SAT and/or ACT scores (freshman and transfers with less than 12 college credits completed at time of application)
- Two letters of recommendation
- Personal essay
- Personal interview (recommended, may be required)
- \$60 Non-refundable Application Fee

MMC requires that all applicants have completed a minimum of sixteen academic units, which should include the following:

Subject Area	Number of Units
English	4 (required)
Language (Foreign or Classical)	3 (recommended)
Mathematics	3 (required)
Social Sciences	3 (required)
Science	*2 (required) +1 (recommended)
Academic Electives	4 (recommended)
*We recommend that 2 of these units be laboratory science.	

Please Note: Additional requirements apply for admission to the B.A. and B.F.A. Programs in Acting, Dance and Theatre Arts.

Online or correspondence schools' high school transcripts are only accepted if the school is accredited by one of the six regional accrediting agencies**, or is recognized or approved by the state department of education in which the school resides.

**Middle States Association, New England Association, North Central Association, Northwest Association, Southern Association, and Western Association

Home schooled students must ensure that:

- At least one of the required recommendation letters is NOT from a parent
- Curriculum must meet homeschool requirements for the state in which the student resides

and must additionally submit:

- Transcripts indicating completed coursework and grades with a brief summary of course content for each
- Recommend (2) SAT II Subject Tests
- Homeschool Student Information Form

Transfer students must additionally submit:

- Official transcripts from any and all post-secondary institutions attended
- Judicial Record Form (in lieu of one required recommendation letter)

International students must additionally submit:

- Certification of Funds (sponsor information)
- Evaluation of Foreign Educational Credentials (may not be necessary if the transcript is in English)
- TOEFL, IELTS, or PET exam scores (if English is not the native language)

Procedures after Admission for Degree-Seeking Students

Students must submit the following after receiving their notice of acceptance to MMC:

1. Tuition Deposit (HEOP students are exempt.)
2. Housing Application and Non-Refundable Housing Deposit (if housing is requested)
3. Registration
4. Immunization Form
5. Final High School and/or College Transcripts
6. Payment

Non-Degree Students

A non-degree (non-matriculated) student is one who is not necessarily following a program plan or pursuing a degree. Non-degree students may register for courses of their own choosing provided that they meet the prerequisites for those courses. A non-degree student is either taking courses for credit while not pursuing a MMC degree or is auditing courses for no credit.

All non-degree students need to submit an *Application for Admission* as a *Non-Degree Student*.

A completed application includes:

- Completed application
- Copy of the applicant's official final high school transcript (unofficial copy if not planning to matriculate in a future semester)
- Judicial Record Form (if previously in College)
- Additional materials may be requested as necessary by the Office of Admissions
- \$60 Non-refundable application fee

Categories of Non-Degree Students:

The following are specific categories of non-degree students:

Alumnae/i

Alumnae/i (graduates of MMC) may audit courses at MMC for a reduced cost (see tuition and fee schedule under the Center for Student Services). All regulations governing auditors apply to alumnae/i (see below). No more than two courses may be audited in any given semester. Audit students will lose their place in class in favor of degree students who may require a specific course to fulfill their degree requirements. An alumnus may take courses for credit with the understanding that s/he may be asked to withdraw if the course becomes oversubscribed. Courses taken and grades received after graduation become a part of the alumna/us' permanent transcript at the College.

Auditors

An auditor is a student who attends a class for the purpose of acquiring knowledge, but not to earn credit. The auditor must attend all classes, do assigned readings, and participate in class discussions, but s/he is not required to take examinations. An audited course can never be applied toward college credit or a college degree. An auditor may never change to credit status nor a credit student to audit status during a semester.

Admissions

Once students audit a course, they may not take that course for credit toward a degree. As a rule, students also enrolled in credit-bearing courses may not audit more than one course in any given semester. Auditors are admitted to class only if space permits and are subject to the fees and regulations prescribed for regular students. Senior citizens 65 years of age or older are eligible to audit classes at a reduced audit fee. Audit students will lose their place in class in favor of degree students who may require a specific course to fulfill their degree requirements. Not all courses are open to audit, and admission to audit is at the discretion of the department offering the course. Audit fees are not refundable.

Visiting Students

Visiting students are those enrolled at another college or university who want to take courses at MMC for transfer to the home institution. Students may register for up to fifteen credits per fall or spring term. Degree-seeking students at institutions that have reciprocal visiting agreements with MMC are subject to the terms of those agreements. Contact the Registrar for further details. Exchange students from other countries are considered Visiting Students and may require additional documentation. Please contact the Office of Admissions for further information.

Special Categories of Admission

Deferred Admission

A student may request deferment of his/her enrollment for one semester after acceptance to the College and may only defer within the same academic year; fall to spring term or spring to summer term. Students must apply again if admission is not accepted within the academic year. The Office of Admissions reserves the right to re-evaluate an applicant who chooses to defer based on any new academic information, for example final high school and college transcripts. Deferment is not guaranteed until confirmed by Admissions. If a student registers for a program of study prior to deferring admission, the student must take official action to drop current classes. Such action requires that notification be made in writing to the Office of Admissions, including the student's signature and social security number. In order to avoid academic and financial penalties, students must notify the College prior to the onset of the next semester for which s/he is registered.

Non-Degree to Degree

Any non-degree student who wishes to matriculate at MMC must file an official Application for Admission as a Degree Student with the Office of Admissions. These students are expected to submit all required data for review by the Office of Admissions. (See Admissions Procedures for all degree students.) Courses taken at MMC as a non-degree student do not ensure admission to degree status. If accepted for admission, students receive credit for any coursework completed for credit at MMC. Please consult the Office of Admissions for applications and further information.

Guidelines for Transfer of Credit

Marymount Manhattan College (MMC) accepts credit in transfer for coursework completed at colleges and universities accredited by the regional agencies of the United States Commission on Higher Education according to the following guidelines:

- A maximum of 90 credits will be awarded for coursework completed with a grade of C- or higher that corresponds to the MMC curriculum.
- Courses which appear to be equivalent to MMC courses are accepted as such; courses which do not appear to be equivalent may be considered based on a review of the learning goals and assessments of the course(s).
- The College cannot guarantee that all degree requirements can be met within the remaining 30 credits.

- Students who have completed coursework at institutions not accredited by the regional agencies of the United States Commission on Higher Education may petition for credit through the Prior Learning Assessment process (see page 17).
- Departmental faculty will review requests to transfer internships and independent study credit on a case-by-case basis.
- The College does not typically award credit for courses taken at an institution for which the student earned a grade of P (Pass).
- The College does not typically award credit for remedial courses.
- College-level English composition courses completed with a grade of B or better exempt students from Marymount's equivalent courses; Otherwise, open elective credit is awarded. Transfer students are referred to placement policies for appropriate writing courses as determined by the Center for Academic Advancement.
- College-level math courses completed with a grade of B or better transfer to meet Marymount's core math requirement; otherwise the courses transfer as Math Electives. Transfer students are referred to placement policies for appropriate math courses as determined by the Math Department.
- Placement in technique courses for both Dance and Theatre Arts will be determined by the faculty on the basis of a student's ability as demonstrated during his/her post-admission evaluation in the respective discipline.

Marymount Manhattan College typically awards a maximum of 60 credits in transfer for coursework completed at accredited two-year colleges; in unusual cases, the awarding of additional credits may be considered. The following guidelines apply:

- A. The College grants credit for those liberal arts courses, taken in A.A., A.S., A.A.S. and A.O.S. degree programs, in which a grade of C- or better was achieved, provided that those courses correspond to the MMC curriculum.
- B. Credit at the 300-level is most likely to be given for technical and specialized courses such as accounting, mathematics and video production.

The following guidelines govern the acceptance of transfer credit from institutions other than accredited colleges and universities:

1. Non-Collegiate Sponsored Instruction

Students or prospective students may have completed college-level courses offered by the military for which no college credit was earned. The College will recognize and grant credit as appropriate for courses that have been evaluated by the American Council on Education. Nonevaluated coursework may also be submitted for review through the Prior Learning process.

2. Advanced Placement Credit

High school seniors and traditional transfer students who have taken Advanced Placement examinations administered by the College Board, and who receive a score of 3,* 4, or 5 will be awarded credit to be applied to MMC degrees, either as specific course credits or as open elective credit, according to the table that follows. (*For credit to be awarded for certain AP exams, the score must be 4 or 5; see below.) The student must have the official score sheet sent to MMC. Eligibility will be determined and credit awarded to the student upon enrollment in the College. A maximum of 30 credits earned through AP exams will be awarded and applied to MMC degrees and will not count toward the thirty-credit residency requirement. Waiver of requirements in any given subject area will be at the discretion of the Divisional Chair.

3. International Baccalaureate Credit

Transfer credit for the International Baccalaureate is granted for scores of 4 or higher for the Higher Level Examinations. No credit is granted for the Standard level Examinations. The student must have the official score sheet sent to MMC. Eligibility will be determined and credit awarded to the student upon enrollment in the College. Such credit will not exceed a maximum of thirty credits and will not count toward the thirty-credit residency requirement. Waiver of requirements in any given subject area will be at the discretion of the Divisional faculty.

4. Foreign Language Credit

Students who are fluent in a foreign language but whose instruction in that language did not take place in a formal classroom setting, may have their skills and fluency in the language evaluated for possible transfer credit by taking either the CLEP exam or the NYU Language Proficiency exam. Official scores earned must be sent to Marymount Manhattan College. Students may earn up to 12 credits for language proficiency, but these credits may not be applied at the 300-Level or above.

The following requirements apply to all transfer students:

- At least 30 credits must be completed at Marymount Manhattan College. These will not include credit for internships, independent study, or prior learning experience.
- All transfer students must complete a minimum of 12 credits in their major at Marymount Manhattan College, regardless of the number of transfer credits awarded within the major.
- All transfer students must complete all Core and distribution requirements of the General Education Curriculum, even if in doing so the total number of credits exceeds the 120 credits required for a Marymount Manhattan College degree. Transfer credits may be directly applicable to these requirements.
- Students must complete a minimum of 60 credits at MMC to be eligible for academic honors at Commencement.

NOTE: Transfer articulation agreements exist or are in progress between Marymount Manhattan College and a wide range of institutions in the New York metropolitan region. For further information, please contact the Office of Admissions. Marymount Manhattan College is the final arbiter of transferability of credit.

TRANSFERABILITY OF AP CREDIT

AP EXAM SUBJECT	SCORE	MMC EQUIVALENT	# of CREDITS	COMMENTS
Art 2D Design	3, 4, 5	ART 116	6	3 Additional credits ART elective
Art 3D Design	3, 4, 5	ART elective	6	
Art History	4, 5	ART 166	6	3 additional credits ART elective
Biology	4, 5	BIOL 220/222	8	
Calculus AB	3, 4, 5	MATH 210	4	
Calculus BC	3, 4, 5	MATH 210/211	8	
Chemistry	4	CHEM 233/234	8	3 additional credits CHEM electives
Chemistry	5	CHEM 233/234; CHEM 235/236	8	
Computer Science A	3, 4, 5	IT elective	3	
Computer Science AB	3, 4, 5	IT elective	6	
Economics: Macro	4, 5	ECO 210	3	
Economics: Micro	4, 5	ECO 213	3	
English Language and Composition	4, 5	open elective	6	
English Literature and Composition	4, 5	ENG 125	6	3 additional credits ENG elective
Environmental Science	3, 4, 5	GS 183	3	
European History	3, 4, 5	HIST 216	6	3 additional credits HIST elective
French Language	4, 5	FREN 101/102	6	
French Literature	4, 5	FREN elective	6	
German Language	4, 5	Language elective	6	
Government and Politics: Comparative	4, 5	PS elective	3	
Government and Politics: United States	4, 5	PS 106	3	
Human Geography	3, 4, 5	IS elective	3	
Latin Literature	4, 5	Language elective	6	
Latin: Virgil	4, 5	Language elective	6	
Music Theory	3, 4, 5	MUS elective	6	Fulfills a lower-level General Education requirement
Physics B	3, 4, 5	PHYS elective	8	
Physics C: Electricity and Magnets	3, 4, 5	PHYS elective	4	
Physics C: Mechanix	3, 4, 5	PHYS elective	4	
Psychology	3, 4, 5	PSYCH 101	3	
Spanish Language	4, 5	SPAN 101/102	6	
Spanish Literature	4, 5	SPAN elective	6	
Statistics	3, 4, 5	MATH 224	3	
Studio Art: Drawing	3, 4, 5	ART 111	6	Pending portfolio review; 3 additional credits ART elective
U.S. History	3, 4, 5	HIST 101/103	6	
World History	3, 4, 5	HIST 218	3	

Facilities and Resource Centers

Marymount Manhattan College is centrally located in Manhattan at 221 East 71 Street between Second and Third Avenues, near bus and subway lines. Facilities are accessible to physically handicapped students. The College has the following Academic Facilities and Resource Centers:

Main Building

The Main Building houses classrooms, administrative and faculty offices, art, photography, theatre, and dance studios, new state-of-the-art science labs, the Academic and Administrative computer centers, a chapel, a dining room and a formal meeting and reception room.

Hewitt Gallery of Art

The Hewitt Gallery of Art, located in the main esplanade and adjacent black and white galleries in the Main and Nugent Buildings, is a highly recognized showcase gallery that offers both well-known and emerging artists an opportunity for exposure within the art world and the MMC community. Works reflecting a wide range of concerns, styles and media, such as painting, drawing, photography, sculpture, video, and multimedia installations are exhibited on a regular basis throughout the year. The Gallery allows our students the opportunity to engage in an ongoing dialogue with contemporary art and artists, as many of the exhibitors are guest presenters in our art department classes in both studio and art history. Hundreds of artists, critics, collectors, and curators visit the Gallery each year, and the visibility of innovative and challenging works of art throughout the College plays an important role in expanding the creative horizons of MMC students. Through internships and curatorial studies, students have the opportunity to participate directly in a professional gallery environment.

The Regina S. Peruggi Room

The Mezzanine, named in honor of the College's sixth President is located on the second floor of the Main building and serves as a formal meeting and reception space.

The Commons

The Commons consist of 5,000 square feet adjacent to The Lowerre Family Terrace. Accessible from the terrace and from the third and fourth floors of the Main Building, the Commons will include a new kitchen and extensive, flexible dining and lounge space.

Technology Enhanced Classrooms

Increasingly, MMC students are bringing laptops to campus, though it is not required at this time. Information on purchasing a laptop from approved MMC vendors and a list of service providers are available from the Office of Student Services or at <http://marymount.mmm.edu/become/whattobring/technology/laptopspec.html>.

Students who wish to use computer workstations on campus can do so at the following locations: Main 410 and Main 411 are each equipped with PC workstations; Nugent 556 and Nugent 559 are each equipped with Macintosh computers. A schedule is posted on the door to these classrooms indicating "open" hours for student use.

The Samuel Freeman Science Center

The Samuel Freeman Science Center for Science Education, dedicated in 1997, with new biology, chemistry and physics laboratories, allows MMC to enhance the educational experience of all students. These state of the art laboratories provide the venue for students to explore the natural sciences through both standardized and inquiry based laboratory opportunities. These labs also provide facilities where students can engage in faculty

mentored research projects, thereby preparing our students to enter many areas of the biomedical field. The Ruth Smadbeck Communication and Learning Center The Ruth Smadbeck Communication and Learning Center is a valuable educational asset that provides on-site supervision and training for students in Speech-Language Pathology and Audiology. Such training is not usually available at the undergraduate level. The newly designed facilities contain therapy rooms equipped with a state of the art closed circuit audio/visual system to maximize teaching and learning opportunities. The Center has new soundproof rooms that house the audiology and speech science labs. The Center is located on the seventh floor of the Main Building in the Departments of Communication Sciences and Disorders and Psychology. The Program for Academic Access is located within this center as well.

The Lowerre Family Terrace

The Lowerre Family Terrace, the College's 5,000-square foot quad, offers a respite in a natural setting and features a water wall, heated trellis and garden areas that foster the community interaction essential to student-centered learning.

Joseph C. Nugent Building

Adjoining the Main Building is the Joseph C. Nugent Building, opened in September 1974. This facility houses classrooms, administrative and faculty offices and specialized laboratories, including: the Center for Student Services, the Nugent Lounge, the Theresa Lang Theatre, the Thomas J. Shanahan Library/Media Center and Archives, the Center for Academic Advancement, the Theresa Lang Center for Producing, WMMC Radio and WMMC-TV.

The Theresa Lang Theatre

The Theresa Lang Theatre affords students training and work experience in a professionally equipped facility, while also serving as a performance space for professional music, dance, opera and theatre companies. Through student and professional performances, master classes and open rehearsals, students can view a wide range of events from Restoration comedy to Caribbean dance. Forums about the American theatre are held with such theatre professionals as Stephen Sondheim, John Guare, George C. Wolfe and Harold Prince. The Lang Theatre is the primary venue for exhibiting the work of students in the Dance and Theatre programs.

The Nugent Lounge

The Nugent Lounge, located on the first floor of the Nugent Building is a student lounge, equipped with computer stations for students wishing to work, as well as with comfortable furniture for relaxation and social exchange. The Lounge also houses Java City, a café serving beverages and light snacks.

The Thomas J. Shanahan Library, Media Center and Archives

The Thomas J. Shanahan Library offers facilities, resources, and services in support of the instructional and cultural programs of the College as well as supports the research needs of the faculty. The Library is dedicated to providing information and instruction as a central and integral part of the total educational experience of every student.

Its collection of 50,000 books, 5000 videos and CDs, 625 paper subscriptions, and over fifty electronic databases (available via remote access) is easily accessible to both students and faculty. Nowhere is the College's commitment to new technological learning resources more visible than in the Library. The library system, Koha, has many advanced features that allow its users to go directly to e-books and full-text journals. Koha, an

open source web-based system, also enables its users to simultaneously search the catalogues of 15 other local colleges along with MMC's own catalog. Both the new catalogue and 50 full-text databases are accessible through MMC's Web pages on the Internet. In the past year the library has significantly increased its e-book collection, and now offers over 44,000 e-books that are directly accessible through MaMaCat, the library's online catalogue.

During the summer of 2009 the library underwent a major renovation to provide comfortable and attractive space for students to study. It also created another entrance/exit on the third floor of Nugent (the second floor of the library) that directly connects Nugent to the Lowerre Family Terrace and to the new Commons in the Main building.]The renovation was very successful, evidenced by the increasing number of students using the library.

Now in its ninth year, the lending laptop program continues successfully. Students may now check out a laptop for up to ten hours and use it throughout the main campus. The Dell computers feature Microsoft components such as, Excel, PowerPoint, Word, and Internet capability. Printing and copying are available in two areas in the library.

The Library's collections span a broad spectrum of subjects, from the classical to the contemporary and are available in various formats accessible outside the Library. Over the past few years, faculty suggestions have helped to develop the collections in the arts, sciences, women's studies, business and communications. The Library receives an annual grant from the State of New York specifically for collection development. Over the next few years the Library plans to increase the number of e-journals while at the same time adding hard copy editions of critical literature and scholarship in the humanities.

The Library's main circulation, reserves and reference services are available on the second floor. Articles placed on reserve are available electronically through the Blackboard system. Also, the second floor houses an extensive reference collection, a large study space, an area with 13 specifically designated computers for research, current and past periodicals, a copying center, and the Media Center. The circulating collection, twenty PCs and four Macs, a printing/copying center, large study areas, and the MMC archives are housed on the third floor, as is a direct entrance to the Lowerre Family Terrace.

In addition to its own archives, MMC houses the archives of alumna Geraldine Ferraro, the first woman to run for Vice President of the United States on a major political ticket. Recently, the college received the papers of William Harris, a noted dance and theatre critic, and the personal papers of Ethel and George Martin, noted Broadway choreographers.

The Media Center houses an extensive video library, consisting of over 5000 contemporary and scholarly films and has four flat monitors for students to view them, interactive multimedia CD-ROMs, and DVDs. It also provides audiovisual hardware including all manner of AV equipment. The Media Center has four flat monitors for student viewing and acquired the Criterion Collection, a critically acclaimed set of 600 major foreign and domestic films.

With the support of a Mellon Grant, the library installed an Internet Protocol Television (IPTV) system on the local college network. The LAN enabled students and staff to view videos, workshops, and presentations from computers in the network. Faculty members place reserve items on the IPTV network so students can view videos on their laptops. When IPTV's

vendor Sisco Systems, stopped supporting its IPTV product, the Media Center Coordinator, in collaboration with I.T. and Mac support, developed an in-house product that allows for greater expansion and allows viewers to stream films.

The Media Center also supports the Communication Arts curriculum by providing equipment and assisting students in the use of basic film editing.

In addition to the collections of the Thomas J. Shanahan Library, MMC students and faculty have access to the resources of some of the world's greatest research libraries located in New York City and in the surrounding suburbs. MMC students and faculty may access these resources through a variety of cooperative and resource sharing programs that the Library participates in, including METRO, WALDO, and OCLC. Library staff members are available to help with searches, to secure interlibrary loans, and to deliver research documents for free, or at minimal cost to users.

The Library staff is available to provide individual assistance and instruction in the use of library resources. The Library's active participation in the formal instruction of library research methods provides students in the First Year Mentoring 101, and Writing Seminar II, and other research-related courses with necessary assistance. Tours, orientation talks, and specialized lectures and workshops are available upon request.

Library Membership is available to the community through MMC's Friends of the Library Program. Alumnae receive borrowing privileges as part of their membership in the Alumni Association.

During the fall and spring semesters the Library/Media Center is open from 8:00 a.m. until 10:00 p.m. Monday through Thursday; 8:00 a.m. until 7:00 p.m. on Friday; 11:00 a.m. until 5:00 p.m. on Saturday; and from noon until 6:00 p.m. on Sunday. The library extends its hours during exam periods. The Library/Media Center operates on a slightly reduced schedule during the January and summer sessions. (Check current postings and library Web site for specific times.)

The Center for Academic Advancement

Located in Nugent 451 and 462, the Center for Academic Advancement has three primary functions - providing academic support for all Marymount Manhattan students, conducting courses in academic writing and thinking for students with developmental and/or ESL needs, and offering placement tests for incoming students.

The Center's academic support services offer assistance in all academic subjects. The Center prides itself on providing one-on-one support for every student. For students who need the opportunity to reinforce their skills in reading comprehension, vocabulary and grammar proficiency,

and basic academic writing, the Center provides courses in these subject areas. Performance on placement exams determines enrollment in these courses; Center staff administer and evaluate the exams.

It is the mission of the Center to provide these services in any reasonable manner in order to secure student futures; the Center's main objective is to assure the success of each student who passes through its doors.

Institutional Information

Technology Enhanced (TEC's) and Workstation Equipped (WEC's) Classrooms

Students are likely to have classes in one of many Technology-Enhanced Classrooms (TECs) including Main 509 and Nugent 558. In addition, all classrooms on Nugent 4 contain state of the art instructional technology, including student access to the network in a wireless environment.

Other classes are held in Workstation-Equipped Classrooms (WECs); these include Main 410 and Main 411, each equipped with Intel-based computer workstations. Nugent 556 and Nugent 559 each have Macintosh workstations.

The Theresa Lang Center for Producing

The Theresa Lang Center for Producing extends education in the liberal arts into the pre-professional arena, making connections to New York City's exciting internship experiences, and providing students with the knowledge and skills they need to become creative leaders in the media industries. The Center comprises an experimental video studio, digital sound design and graphic design rooms, a suite of non-linear digital video editing rooms and a digital media lab, where students publish their work on a Web server, and broadcast programming over the Internet. Macintosh workstations run a broad array of industry standard software including, Maya for 3-D design, Pro-Tools for sound design, and Final Cut Pro for video editing. Ancillary equipment includes digital video camcorders and mini-disc recorders.

Residence Halls

The College maintains residence facilities to house approximately 750 students at the following locations:

The 55th Street Residence Hall, located on East 55th Street between Second and Third Avenues;

The de Hirsch Residence, located on East 92nd Street and Lexington Avenue;

The Manhattan Park campus apartments, located on Roosevelt Island.

Institutional Information

Crime Statistics

The Marymount Manhattan College Advisory Committee on Campus Safety will provide, upon request, all campus crime statistics as reported to the United States Department of Education. This information can be found online at <http://ope.ed.gov/security/> or obtained by contacting the Director of Campus Safety at 212-517-0685.

Equal Opportunity/Nondiscrimination Policy

MMC policy prohibits discrimination on the basis of race, color, national or ethnic origin, religion, age, disability, veteran status or other basis prohibited by law. This policy extends to all rights, privileges, programs, and activities including admissions, employment, financial assistance, educational and athletic programs, and is required by federal law, including Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, and the regulations there under. Inquiries concerning the application of these laws to MMC should be addressed to the Director of Human Resources, 221 East 71st Street, New York, New York 10021, (212) 517-0532.

Family Education Right to Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 exists to protect the privacy of the educational record of college students. The College is not allowed to release any information to parents, guardians, or any other party concerning a student's educational record or disciplinary proceedings without the written consent of the student. The College's policy with regard to this act can be read in detail in the MMC Student Handbook.

HIV/AIDS Policy

MMC does not discriminate on the grounds that a student has or is believed to have AIDS or to have tested positive for the HIV virus. This policy applies to all departments and divisions of the College.

Religious Observance

It is the policy of the College to respect its members' observance of their major religious holidays. Administrators and instructors responsible for the scheduling of required academic activities or essential services are expected to avoid conflict with such holidays as much as possible. Such activities include examinations, registration, and various deadlines that are a part of the Academic Calendar. When scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor involved, students and instructors should consult the appropriate Chair or Director. If an additional appeal is needed, it may be taken to the Vice President for Academic Affairs.

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In addition to our esteemed full-time faculty, the College employs many exceptional part-time faculty members, who are experts in their respective fields and whose knowledge and backgrounds add breadth and depth to our programs. Part-time faculty are valued members of the MMC community and provide invaluable support to our students and to the accomplishment of our goals.

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