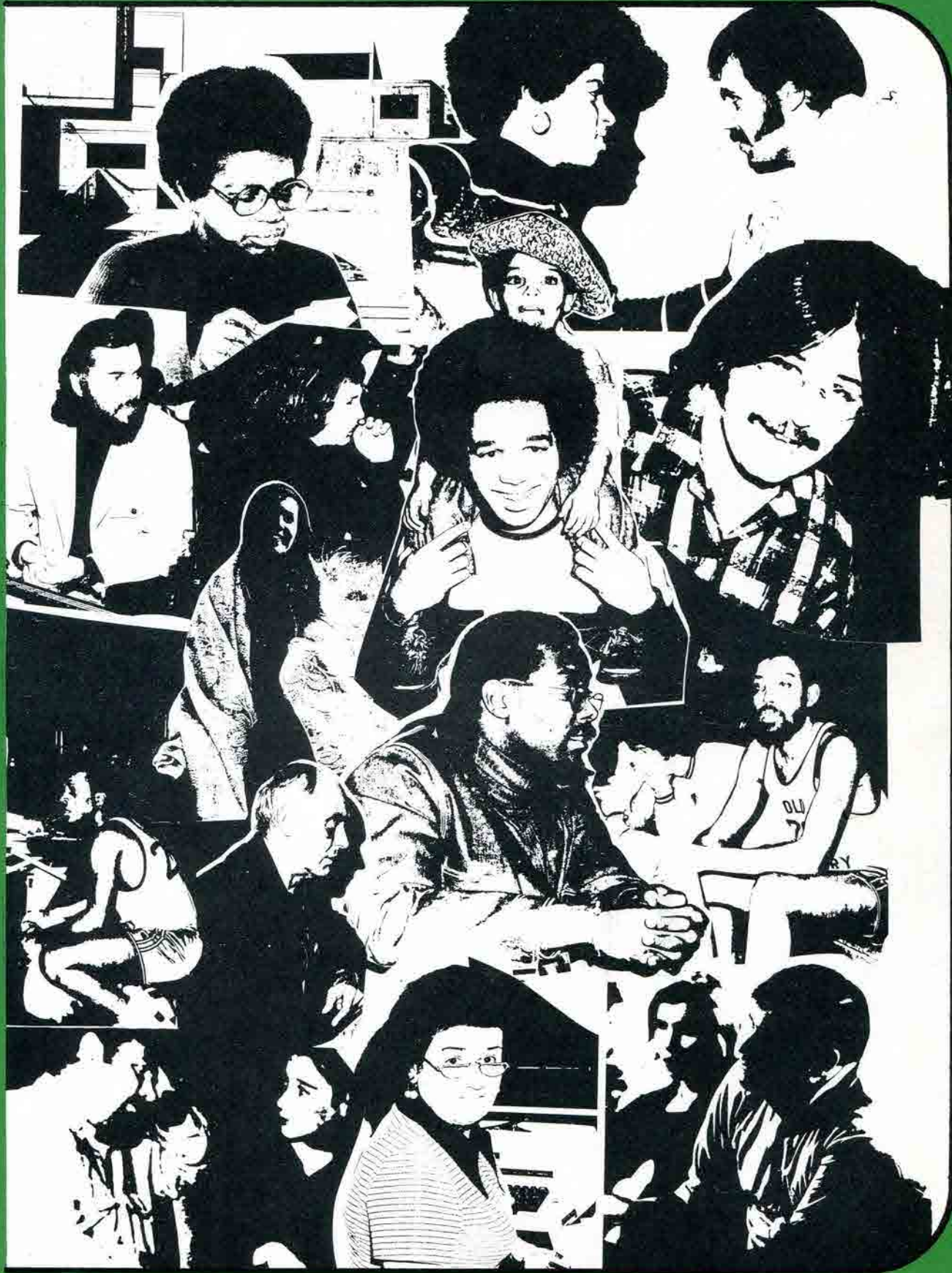


State University of New York/College at Old Westbury





We do have an obligation to try to balance and seek to redress what I think has been a major social error. Up until now we simply screened and took those students who had done well and those who had the financial ability to pay for college. In the process, not consciously but subtly, we maintained an elitist culture. Which means that there are those gifted, those who are sort of born in the right star, who are going to get all the benefits, and they're going to somehow exercise social, economic and political power over all the others. And we know that's not right.

It's not consistent with our mission as an institution; it's not consistent with our ideals as a nation. I think the University and the schools have an obligation to seek to counter this.

Chancellor Ernest L. Boyer
State University of New York (Reprinted
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AL LECTOR

El Colegio está comprometido a desarrollar un programa académico multi-cultural, así como a admitir un gran número de estudiantes puertorriqueños y latinoamericanos en general de esta región, los cuales se encuentran entre aquellos que reciben los servicios académicos menos adecuados. Según vayamos desarrollando programas multi-culturales habremos de traducir todas las publicaciones oficiales del Colegio, tales como catálogos, por lo menos al español. Invitamos a todo estudiante a consultar cuidadosamente la sección "Introducción al Currículo: Un Enfoque Bi-cultural."

TO THE READER

The College is committed to developing a multi-cultural academic program, as well as to admitting a large number of Puerto Rican and other Latin students from this area who are among those who receive the least adequate academic services. As we work to develop multi-cultural programs, we plan to have all official publications of the College, including catalogues of this kind, translated at least into Spanish. We encourage all students to consult carefully the section on "Introduction to the Curriculum: A Bi-Cultural Approach."

Guide To College at Old Westbury 1972

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Statement from the President

Old Westbury is a new college. Its special identity results from the combination of three features: its accessibility for students, its commitment to excellence, and its concern for the needs of contemporary society.

The College is open to people from all walks of life and is available to students of all income levels, races, ages, cultural and national backgrounds and stages on the educational ladder. Although drawn primarily from Long Island, its student body is extraordinarily diverse.

While Old Westbury's students vary enormously when they enter, as first year or transfer students, one reality binds them together: a common commitment, shared by faculty and staff, to academic excellence. The primary qualities the College seeks in its students are a manifestation of personal motivation, aspiration to achieve, and the willingness to work with an unusually gifted faculty to reach high standards of academic performance. The faculty and the curriculum attempt to meet each student at his level when he enters. From this point, we utilize various teaching approaches and techniques to move each student at his own speed to a full educational experience which will enable him to be productive in the larger world.

Located in Nassau County, the fastest growing section of New York State, the College at Old Westbury is developing in an environment that is experiencing most of the major problems of contemporary American society. Although inquiry and education are our primary mission, we are deeply committed to exploring the basic problems and challenges of Long Island and making freely available our socially useful knowledge. Hence, we encourage both the movement of students into a variety of significant work situations in the area and the use of the College's resources by community groups.

Old Westbury thus seeks to be a College for the present and for the future. It stresses diversity in programs, flexibility in process and quality in outcome. Its goal is to become a socially responsive, imaginative institution of higher education characterized by academic performance of the highest quality.

If you share these commitments, Old Westbury welcomes you warmly.

John D. Maguire
President

Palabras del Presidente

Old Westbury, aunque su nombre suene viejo, es un colegio nuevo. Su naturaleza especial viene de tres aspectos: su accesibilidad a los estudiantes, su meta de excelencia, su interés en las necesidades de la sociedad contemporánea.

El Colegio está abierto a gente de todas las áreas de la vida, a la disposición de estudiantes de todo tipo de ingreso económico, de todas las razas, edades y trasfondo cultural y nacional, no importe su nivel educativo. Aunque viene mayormente de Long Island, el estudiantado es grandemente diverso.

Aunque los estudiantes de Old Westbury varían mucho entre sí al ingresar, sea como estudiantes de primer año o transferidos, una realidad los une: un compromiso común, compartido por la facultad y la administración, para con la excelencia académica. Las cualidades principales que el Colegio busca en sus estudiantes son la motivación personal, la aspiración de lograr algo, y el deseo de trabajar con una facultad de grandes dotes para lograr altos niveles de éxitos académicos. La facultad y el currículo reciben a cada estudiante al nivel intelectual con que llega. De ahí en adelante, utilizamos diversas técnicas y métodos de enseñar para acelerar el proceso de aprendizaje y conducir a cada estudiante hacia una completa experiencia educativa que pueda compartir con orgullo y que también le haga posible el ser productivo en el mundo de hoy.

Localizado en el Condado de Nassau, la sección de mayor crecimiento en Nueva York, el Colegio en Old Westbury se desarrolla en un ambiente que está experimentando casi todos los problemas de la sociedad norteamericana contemporánea. Aunque la educación y la investigación son nuestra misión principal, estamos profundamente comprometidos a explorar los problemas y los retos que encaran a Long Island, y a contribuir libre y tenazmente nuestros conocimientos sociales. Por eso, entusiasmamos a nuestros estudiantes a trabajar en empleos de valor social en el área, y ofrecemos nuestros recursos a grupos de la comunidad.

Old Westbury, por lo tanto, trata de ser un Colegio tanto del presente como del futuro. Recalca la diversidad en sus programas, la flexibilidad en el proceso de lograr sus metas y la calidad en sus logros. Su meta es ser una institución universitaria que, con imaginación, responda a los retos sociales y se caracterize por su excelencia académica.

Si usted comparte este cometido, Old Westbury le da una calurosa bienvenida.

John D. Maguire
Presidente

Introduction

A NEW PUBLIC COLLEGE ON LONG ISLAND

The College at Old Westbury is a public undergraduate college unit of the State University of New York. It began operations on its permanent site in the Village of Old Westbury on Long Island in September of 1971 after the expiration of a pilot program at Oyster Bay.

The College enjoys correspondent status with the Middle States Association Commission on Higher Education and will petition the Commission for full accreditation during the academic year 1974-75. Correspondent status attests that an institution has given evidence of sound planning and of having the resources to implement its plans, has indicated its intent to work toward accreditation and appears to have the potential for attaining this goal.

During 1971-72 the College has been preparing an academic master plan for approval by the University Chancellor and the University's Board of Trustees. The plan, when finally adopted, will guide the maturation of the College over the next ten years, during which time the student body will grow in size from approximately 400 full-time students to its currently programmed ultimate enrollment of 5,000 students by 1980-81.

Throughout the next ten years the academic program of the College will be in a constant state of development and refinement. The College will have a limited capacity and less than full program flexibility until it reaches appropriate levels of personnel and physical facilities. Enrolling students should understand that the College is new and developing as they make their personal study plans. They are strongly advised to seek academic counseling at the time of enrollment to assure that their college objectives will be met. Because the College is a unit of the State University, some possibilities for cross registration within the University system will be available to students who find that the embryonic and developing programs at the College are not sufficiently comprehensive during the next few years to satisfy their study plans.

At the present time, the College has the equivalent of 41 full-time faculty, representing an unusually favorable faculty-student ratio. While

some increase in that ratio can be anticipated over the next several years, the College at Old Westbury, as a developing institution, expects to continue to enjoy a better than average ratio until it reaches its ultimate size.

Beginning in July, 1970, the College committed itself to fashioning a curriculum that would be responsive to the most urgent higher educational needs of the geographical area within which it is located. The College is centered in Nassau County on Long Island, which has the highest growth rate in New York State. An analysis of this growth indicates that migration to the suburbs from the New York metropolitan area is one of the major factors contributing to the changing demography on Long Island. From an area of predominantly white, upper-middle and middle class population in the years immediately following World War II, the County has grown to include some of the highest density and racially mixed centers in the country. There are large numbers of white ethnic working-class families and a fast-growing black and Spanish-speaking population. These socio-economic groups, comprising a large percentage of Long Island's population, are among those least represented in higher educational institutions today. Many, regardless of age, are first generation high school graduates, motivated by a desire for upward mobility to seek additional educational opportunity. They are frequently constrained by economic circumstances to seek access to relatively low-cost public institutions. Indeed, these demands and the lack of sufficient existing resources have provided the State University with the original justification for establishing a new four-year college on Long Island.

The most pressing demand for baccalaureate degree programs during the last decade has come from graduates of the three major two-year institutions on Long Island. These graduates seek a senior public college in which to complete their undergraduate study. The College at Old Westbury will continue to be responsive to this demand. A substantial percentage of transfers from these institutions will be included in its student body and its curriculum will allow transfers to continue their work through the baccalaureate level.

The College will, within its limits, seek to demonstrate the possibility of universal access to higher education by every citizen who desires it and can capitalize upon it. Accordingly, we expect that the College will continue to employ admissions criteria that maximize its accessibility to a broad, diverse public, including large numbers of those previously by-passed by higher education.

WHO SHOULD APPLY ?

- We encourage especially those who have had some intervening life experience since their last formal education: a job, raising a family, military service, travel, community service or any other kind of non-formal academic experience that would now make them interested in returning to study because of a real desire to apply their education to personal and community needs.

- We likewise encourage students to apply as transfers from other colleges -- particularly community colleges, wherever our curriculum is appropriate for their needs.

- Students should come to Old Westbury if their interests include a combination of a liberal education with training in one of the professions. This opportunity currently exists at the College in the Health Sciences and in the program in Education.

- President Lowell of Harvard, when asked what it took to build a great university, replied, "about 300 years." The new College at Old Westbury plans to move at a faster pace, but it is just finishing its first year, and any student coming to the College must find it a challenge, not an ordeal, to be part of a developing institution with expanding and sometimes altered academic programs and with extra-curricular life calling for student initiative, maturity and responsibility.

- Students who would welcome the opportunity to study in a multi-cultural environment will be able to add a variety of perspectives to their study and to student life generally at the College.

- We seek students with a strong concern for social justice and a desire to apply knowledge to the major problems confronting American society.



Admission and Financial Information

THE ADMISSION PROCESS

The admission process at Old Westbury is heavily dependent upon the candidate having rather clearly defined his academic goals. The responsibility rests mainly with the applicant to know the College well enough to make a thoughtful and realistic choice based upon what the College has to offer him at this stage of its development. Every applicant should assess himself in relationship to the College as it is and should respond carefully to the question "Why do you wish to attend the College at Old Westbury?" The student's personal statement combined with his background of experiences are more important criteria for admission than are his test scores and grade point averages. While tests or transcripts are de-emphasized in selection, such information as is available from them will be kept for use in advising of students.

Because the number of inquiries is very large and the staff is small, individual conferences will not be conducted except by invitation in special circumstances. However, a series of open meetings will be held on several Saturday mornings on the campus during the Spring and some small group conferences will be organized around specific curricular objectives in order to provide prospective students with an opportunity to view the campus and to meet with faculty and students. The admission staff does conduct meetings in communities where considerable numbers of applicants reside or when they are invited to do so by special interest groups.

The College at Old Westbury uses its own application forms for admission in order to obtain supplementary data not called for on the State University Of New York Application for Admission. There is no application fee charged for processing our local forms; however, we do require all students accepted for admission to complete the S.U.N.Y. Application as well. The required \$15.00 fee which must accompany that application will be waived for those students who receive state Educational Opportunity Program funds.

Students may apply for admission on either a part-time or a full-time basis. A minimum of three courses (twelve credits) is required for a full-time load. Normally a student will register for four

courses (sixteen credits). Part-time students are encouraged to take two courses.

The College offers courses from early morning through late evening to accommodate the schedules of working students. However, it must be clearly understood by students that, until the College's resources allow for fuller coverage, they cannot expect to find a complete range of courses available entirely in the morning, afternoon or evening.

A selection committee will make admission decisions directed to the student composition projected for the College. The majority of students admitted will have had some post high school experience - in other colleges, military service, community programs or various types of employment and training. The student body tends to be older, less affluent, from varied racial, cultural and ethnic backgrounds. The majority of students come from the immediate area -- primarily from Long Island plus the New York City metropolitan area, some from elsewhere in New York State and a small number from other states and countries.

For 1972-73 our enrollment will increase by approximately 350 new students to a total of 700.

Late this Summer we will move into our new campus facilities. The majority of the applicants we accept for admission in 1972-73 will of necessity be on-campus residents. We hope, however, that some spaces will be available for commuting students. Those persons who apply for admission as resident students and later change their status from resident to commuter after being accepted, may not be guaranteed admission.

State University of New York policy requires all candidates accepted for admission to submit an advance tuition deposit of \$50. within thirty days after the date of notification of acceptance to the College. This deposit will be credited toward charges for the first semester and cannot be deferred except for students whose college costs are met by scholarships or other grants. Residential students will be required to pay an advance room deposit of \$50.

TRANSFER OF COURSES

Students entering Old Westbury may expect

to receive an evaluation of academic work satisfactorily completed at other colleges and universities. All course work that an entering student may already have taken, regardless of the length of elapsed time, may be presented for credit evaluation. Credit from non-accredited institutions may also be accepted by the College upon petition and individual review. A student who has attended any other institution of higher learning at any time must submit an official transcript from each such institution.

Transfer credits may qualify a student for exemption from any of the all-College or individual degree program requirements. Accumulation of transfer credit will in no way substitute for the minimum requirement of 32 credits a student must earn at Old Westbury.

Further information and application forms may be obtained by contacting the:

Office of Admission and Financial Aid
S.U.N.Y. College at Old Westbury
Box 210, Old Westbury, N.Y. 11568

FINANCIAL AID ELIGIBILITY

No student genuinely interested in the College at Old Westbury should fail to apply for financial reasons alone. Although financial aid funds may not be sufficient to assist all students with need, the College has requested sizeable amounts of aid from various federal and state sources.

You are eligible to be considered for financial aid if: (1) you will be enrolled at the College full-time, e.g., taking a minimum of three courses each semester; (2) you are making normal and satisfactory progress toward your degree, and (3) you are a citizen of the United States or in this country on a permanent visa.

Financial aid is awarded to students on the basis of need. Financial need is the difference between the expense of attending the College and the financial resources available to the student to meet this expense. Financial assistance is not granted to make it possible for students both to attend the College and to maintain payments on expensive automobiles, a large accumulation of debts, long-distance vacation transportation, etc. Students should understand that our financial aid program can at best do little more than help them with basic College-related expenses.

How to Apply

All applicants for financial aid should obtain

a Financial Aid Application from the College (a copy is included with admission applications), and the College will then furnish the appropriate parent or student financial statement form. In addition to the College Application for Financial Aid, a Parents' Confidential Statement (PCS) must be submitted by parents of students who have been claimed as dependents for income tax purposes within the last two years and by any other student from whom the financial aid office requests parental information even if he or she is independent.

If the applicant is completely independent of his parents financially and was not claimed by them in their federal income tax reports for 1970 and 1971, he may, in place of the PCS, submit a Student Financial Statement (SFS). Students should understand that our first responsibility is to provide financial assistance to students from families that clearly cannot afford the expense of college attendance so a clear understanding of the student's background is necessary. **PRIORITY IS GIVEN TO PERSONS WITH A HISTORY OF LOW INCOME.** The financial aid officer may require parental information of independent students as part of the necessary documentation of need.

The College Scholarship Service estimates of financial need are used as a guide. All applications are carefully reviewed by professional staff members of the Financial Aid Office. The College will determine the extent of the need, whether a candidate is offered aid and the amount of aid that is to be awarded.

Financial Aid Awards

Most awards will be made in the form of a "package" including a grant, loan and/or part-time work-study job. Financial awards are renewable each year, although the amount of grants will be reduced somewhat and loan/job amounts will increase as students move successfully through college and can assume greater responsibility for college expenses. The "package" is built on the assumption that students will save from summer employment and that parents can be expected to contribute to the costs of a college education depending upon the net family income and the number of dependent children.

PLEASE NOTE: Because of the time required to process checks once financial aid awards have been made, all aid recipients must arrive on campus with enough money to meet initial costs of food, registration fees, books and supplies for the

first six weeks of the semester. The amount needed varies from \$150 to \$200.

Duration and Renewal of Aid

Students are required to reapply for financial aid each year since most aid is awarded for one year only. Renewal is NOT automatic. A College application and CSS form are required each year and these forms must be filed by deadlines which will be announced.

Conditions of Financial Aid Awards

A financial aid award is based on the information in the Application for Financial Aid and the PCS or SFS. Since one's resources are subject to change, the College reserves the privilege of reviewing and possibly revising the awards. It is the applicant's responsibility to notify the Financial Aid Officer immediately if either his own or his family's financial situation changes.

Students are required to make normal and satisfactory academic progress as a condition of retaining grant awards and to carry a full-time program of study.

Further information and application forms may be obtained by contacting the

Office of Admission and Financial Aid
S.U.N.Y. College at Old Westbury
Box 210, Old Westbury, N.Y. 11568

Foreign Students

Foreign students who plan to attend the College at Old Westbury or are currently attending college on student visas may obtain information regarding scholarships and loans by contacting the:

International Student Advisor
Office of Admission and Financial Aid
S.U.N.Y. College at Old Westbury
Box 210, Old Westbury, N.Y. 11568

**COLLEGE FEES 1972-1973
(Fall and Spring Semester)**

	Freshman/Sophomore	Junior/Senior
Tuition: N.Y. State Resident	\$ 650.00	\$ 800.00
Out-of-State Resident	\$1075.00	\$1300.00
College Fee:	\$ 25.00	\$ 25.00
Student Health Insurance Fee:		
individual	\$ 44.75*	\$ 44.75*
student and spouse	\$ 93.75*	\$ 93.75*
student, spouse & children	\$ 146.50*	\$ 146.50*
Student Activity Fee:	\$ 35.00*	\$ 35.00*
Residence Charges:		
room	\$ 665.00	\$ 665.00
board (approximate)	\$ 700.00	\$ 700.00

(*1971-72 figures)

The above figures are subject to change. A statement of all charges, along with the schedule for payment, will be sent to the student prior to the beginning of the academic year.

Tuition is due and payable at registration. In cases of extreme financial hardship, the Financial Officer of the College may be able to permit deferral of payments, provided he is consulted PRIOR to registration. A full semester's tuition is charged for a program of twelve credits or more. A student taking fewer than twelve credits is charged by the course and is considered a part-time student.

Physical presence in New York State does not constitute legal residence in the State. New York students are defined as those who, at the time of their registration, have in good faith established a permanent home in this state. A student in college cannot gain residential status unless he can clearly establish that his previous domicile has been abandoned and a new one established in New York for purposes other than attending the College.

FEDERAL AND STATE FINANCIAL AID PROGRAMS

The principal aid programs administered by the College at Old Westbury are either federal or state sponsored.

Federal U.S. Office Of Education Sponsored Programs:

National Defense Student Loans

This program is sponsored under the National Defense Education Act of 1958. The Office of Education allocates money to universities, and in turn, they lend the money to students. Loans are made without consideration for academic standing.

A National Defense Student Loan makes it possible for you to borrow up to \$1000 each year to a total of \$5,000 for your undergraduate study and up to \$2500 each year for graduate or professional study. The financial aid officer is responsible for determining which students are eligible and the amount of the loan.

Repayment begins 9 months after you cease at least half-time study and may extend over a ten-year period. Interest charges of 3 percent also begin at the start of the repayment period. No repayment is required and no interest is charged for any period up to 3 years during which you are serving in the Armed Forces, Peace Corps or VISTA. The program also provides for partial or total loan cancellation for borrowers who become full-time teachers in public or non-profit elementary or secondary schools particularly where there is a high concentration of students from low income families or in institutions of higher education.

Federal law requires students who borrow from the NDEA loan fund to sign a loyalty oath.

The College Work-Study Program

The program may assist you by providing a job opportunity in the College itself or in a public or private non-profit agency—such as a school, a social agency, or a hospital—working in cooperation with the College. You may work an average of 15 hours weekly while classes are in session and 40 hours per week during the summer or other vacation periods. In general, the salary paid is at least equal to the current minimum wage, although, it is frequently higher. The financial aid officer is responsible for determining the students to be employed, the amount of money that can be earned and for the general administration of the program.

Students are paid only for hours actually worked. Job performance must be satisfactory to the supervisor.

Educational Opportunity Grants

The EOG program is a federal program that permits the College to make grants of money to freshmen and other undergraduates whose need for financial aid is VERY serious. Awards are made strictly on the basis of information presented in the Parents' Confidential Statement. These grants range between \$200 and \$1000 but may not exceed half the amount that we calculate as the student's need. The grant must be matched with other forms of aid—a loan, a scholarship, or earnings from campus or work-study employment or some combination of these.

Grants may be renewed each year through the fourth year of undergraduate work. A student's eligibility for a grant ends when he has completed his 8th semester of college or university undergraduate work. As is true of other kinds of financial aid, grants are not renewed automatically; a new application must be submitted each year. Application deadlines are well publicized on campus. On the basis of need, the Financial Aid Office determines who will receive a grant and the amount to be awarded each student.

New York State's Scholarships And Loan Programs:

Educational Opportunity Program (EOP)

The State University of New York has thirty Educational Opportunity Programs on various campuses including six community colleges. These programs are designed to service the educationally and economically disadvantaged students of all races who are New York State residents. The ultimate goal of these programs is to make higher education possible for students who lack the credentials for college admission, but do have the potential for academic success.

This program where deemed necessary, attempts to lessen the burden of the applicant's financial commitment to the College. The applicant must be a resident of New York State and have obtained a New York State high school diploma or its equivalent. The financial aid package of each individual in the program is determined by the financial aid officer. The Parent's Confidential Statement (PCS), the individual College Financial Aid Application, are instruments used for review and analysis to determine the student's financial status.

Scholar Incentive Awards & State University Scholarship

This program provides grants to New York State residents to cover tuition costs at colleges within the state. Eligibility is based upon family income. Up to eight semesters of assistance is available to full-time undergraduate students. State University Scholarships were instituted to insure that there would be no net tuition cost for students in very low income economic brackets.

Note: Awards from the above noted State sponsored programs cannot exceed tuition cost. Students must be registered for 12 semester hours to be eligible for this aid.

War Service Scholarships

This program provides for Regents Scholarship for veterans who have had any active duty since January 1961, and who were New York State residents at the time of induction and are residents at the time of application. For additional information write to the Regents Examination and Scholarship Center, 99 Washington Avenue, Albany, New York, 12210.

Regents Scholarships for Children of Deceased or Disabled Veterans

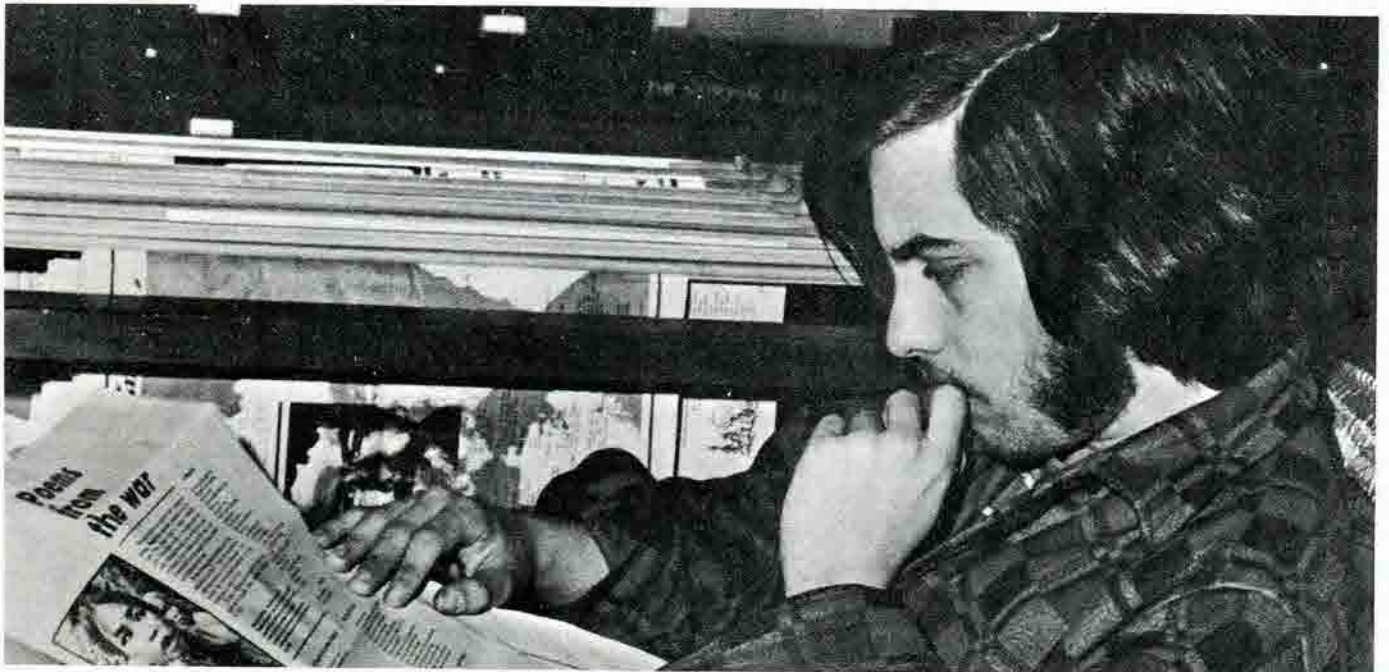
Candidates must meet the eligibility requirements of the Regents College Scholarship. On the basis of a written competitive examination, \$450 per year for four or five years is awarded in addition to a Regents College Scholarship.

Regents College Scholarships

On the basis of state-wide competitive examination high school seniors may win scholarships amounting to from \$250 to \$1000 yearly depending upon need and upon the tuition cost of the college. Scholarship funds are only available to state residents who plan to attend college within the State of New York. If you want further information, write to: Regents Examination and Scholarship Center, 99 Washington Avenue, Albany, N.Y. 12210.

New York Higher Education Assistance Corporation Student Loans (NYHEAC)

A New York State resident may receive up to \$2,500 a year to a maximum of \$12,500 for assistance in meeting college costs by borrowing funds, with a NYHEAC guarantee from participating commercial and savings banks, loan associations, credit unions and pension funds. The student does not pay any interest on the loan while in school or in the nine months following. If the student is serving in the Armed Forces, Peace Corps or VISTA, his interest payments may be postponed up to three years. Upon completion of his studies, the student is allowed up to ten years, depending upon the amount borrowed, to repay loan and interest in full. The College financial aid officer must approve the amount of the loan and the College Registrar must certify the official status of the student.



College Government

THE ASSEMBLY FORM OF GOVERNMENT

Governance at Old Westbury has as its goal the cultivation of a spirit of collaboration and openness. The unusual diversity within the College—in terms of age, gender, race, culture, residential students, commuting students, full-time, part-time—is reflected in the composition of the college-wide Assembly. The Assembly, a thirty-member body, operates through committees involving more than sixty members of the College community. Fifteen students, ten faculty and five members of the administrative staff comprise the Assembly. They are elected from their respective constituent groups, which, during the spring of 1972, are form their own governments that determine and recommend policies and practices immediately affecting that particular group.

The Assembly form of government seeks to provide participation for all people who are formally connected with the College and its programs. Hence, meetings of the Assembly and its committees are announced in advance and are open to all members of the College, though actual voting is limited to duly elected Assembly or committee members. The intention is that individuals most affected by decisions are to have, so far as possible, a substantive voice in their determination and are to be consulted in any deliberations with the College by College government groups of particular concern to them.

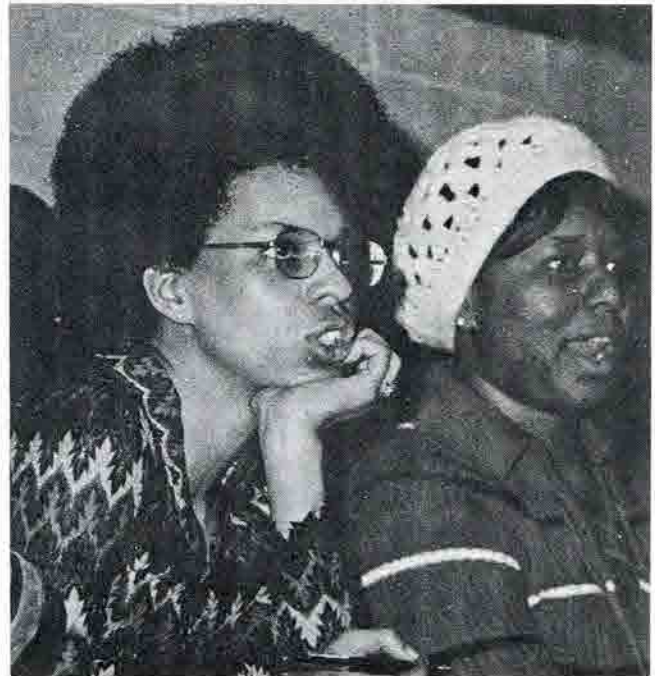
The Assembly form of government seeks, wherever possible, to proceed with delegated responsibility and accountability. The College is, nevertheless, a unit in the State University of New York system, and its form of internal government must be seen in the context of policies set by the Board of Trustees.

These policies, as well as the State's Education Law, vest the nine-member College Council, a lay body appointed by the Governor, with certain authority and responsibilities and they are permitted to attend any Assembly meeting in a non-voting status.

The Trustee's Policies permit the President of the College to delegate considerable responsibility and accountability within the College - a power that the present administration is

disposed to exercise - but the final voice in decisions which affect the entire College lies, by law, with the President.

A productive, healthy government that balances community participation with administrative accountability is the aim of the Assembly.



Facilities

CAMPUS DESIGN

The campus of Old Westbury College lies near the north shore of Long Island in Nassau County, twenty-two miles from Manhattan, on a 600 acre tract of woods and rolling fields. The total institutional plan for the College by 1980 calls for five clusters of academic and dormitory buildings -- each a small college. The clusters and gymnasium and playing fields are all grouped around a central core of academic buildings which include a library designed to hold 500,000 volumes, a large theatre, extensive areas for film and video production, art studios, music and dance rooms. The bulk of the science facilities will be concentrated in one of the small colleges.

During the academic year 1972-73, the first of the five clusters of buildings will be ready for partial occupancy. The architectural design for this first complex is that of a small village for 800 residents. A village street circles through the buildings expanding into plazas and connecting residence halls with academic facilities.

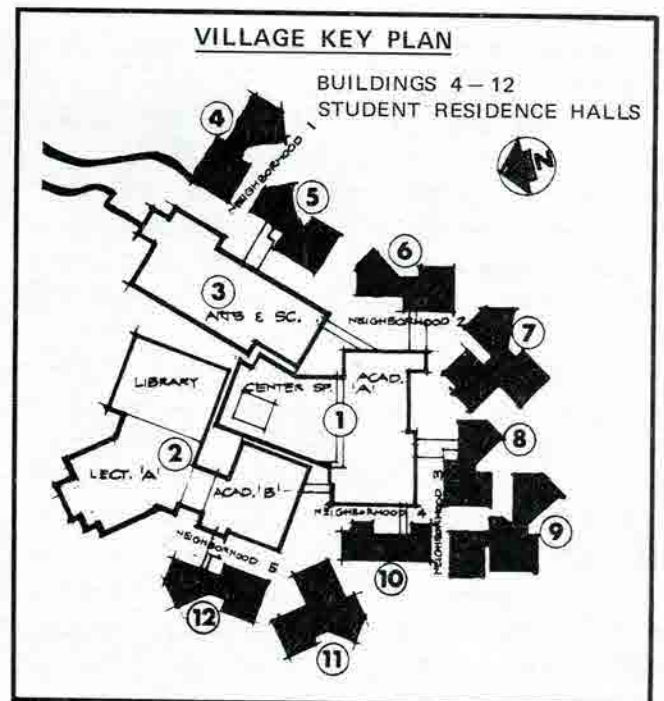
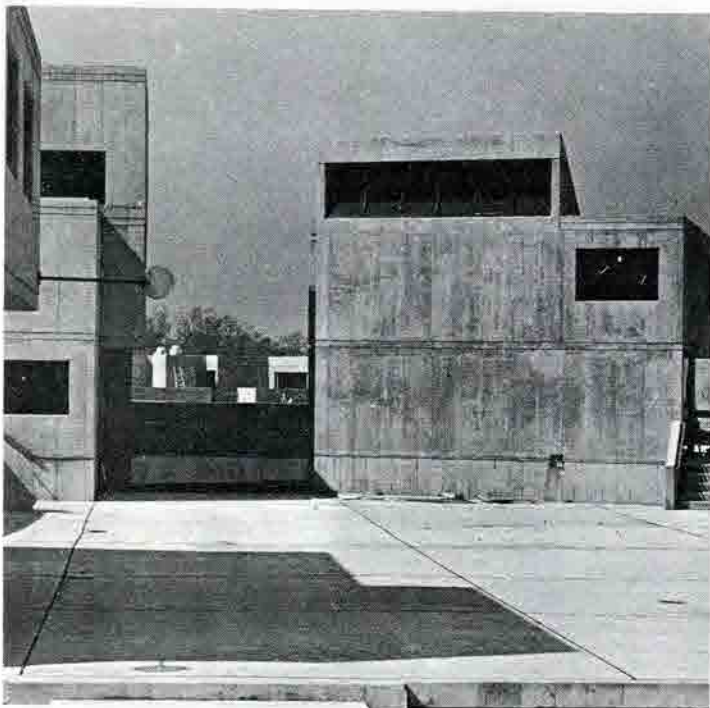
Two academic buildings house 24 classrooms

and seminar rooms as well as 110 faculty offices. Adjoining these buildings are two lecture halls, academic building contains four large and eight small science laboratories; two art studios, a movie and sound studio suite; music rehearsal and practice rooms, 22 faculty offices and a roof top restaurant seating 200. Our initial library, to house 60,000 volumes and seating for 180 readers is the fourth building in the academic group. Eventually the library will be moved to a new central campus library building designed to hold 500,000 volumes rary building designed to hold 500,000 volumes.

The nine residential buildings which can house 800 students vary in size from 82 to 96 beds per building and no more than 24 per floor. Distributed through these buildings are 24 small attractive student lounges and 12 roof deck sitting areas.

Connected to three of the residential buildings are restaurants each seating 100. One will have the added feature of a coffee house and another a rathskeller.

Serving this cluster of academic and residential buildings will be a parking area for 300 cars, and a general parking area nearby for another 800 cars.



Student Services

THE OFFICE OF STUDENT AFFAIRS

The Office of Student Affairs incorporates the functions of counseling, housing, health services, student activities and recreation. It provides services for students which develop from the anticipated and expressed needs of students.

COUNSELING SERVICES

Counseling services at Old Westbury for 1972-73 will include a Director of Counseling, at least one clinically-trained counselor, a residence counselor in each dormitory unit, and a student-run "Drop-In" counseling/information center. In addition, specific counseling and/or information functions currently are provided in the areas of financial aid, part-time employment, veterans' affairs, senior graduate school and job placement. For counseling about legal assistance, family service, drug education and rehabilitation, and other services, the resources of community programs are available to supplement college services.

Academic advising of "majors" is primarily a faculty responsibility. Members of the student affairs staff, along with student counselors, assist the faculty in counseling students who have not reached conclusions about their vocational choices or their principal academic interests. We recognize the importance of these considerations and seek to allow students ample time to examine themselves, their values, and the options available to them. While students must eventually declare a "concentration of study" in an aspect of the curriculum, they are given as much information as we can provide them to make the best choice.

HOUSING

For 1972-73, dormitory accommodations for approximately 400 full-time or part-time students will be available. Most rooms are arranged in suites for six or eight persons, in combinations of mostly double and some single rooms. Very few additional single rooms are available, and priority for these will be given to those with physical handicaps or

medical problems. There are numerous lounges and recreational rooms, with several dining areas and laundry facilities. No decision about food has been made for 1972-73, but the final contract probably will include a modified mandatory food plan.

There is currently no housing on campus for married students and families. The housing office attempts to maintain listings of available housing, but the limited staff does not permit the active solicitations of such possibilities. Students who are contemplating a move to Nassau County should understand that the housing situation in the county is extremely limited and expensive.

In the late Spring of 1972, a housing booklet will be available, describing housing arrangements in more detail and the rules of residence.

HEALTH SERVICES

For the Fall of 1972, the College will have an infirmary staffed by nurses and part-time physicians. The resources of the infirmary are supplemented by community programs, so that adequate physical and mental health care is accessible to students.

All students are required to have a physical examination and to carry adequate health insurance, which is available through the College if the student has no other coverage.

ACTIVITIES AND RECREATION

Though a small staff is responsible for the management of student life, it is expected that most initiatives in this area will come from students and/or student groups. The Student Activity Fee Board supports a variety of cultural, social, educational and recreational programs. Facilities for student activities in our new campus are considerable and varied. There is no gymnasium at Old Westbury; limited outdoor facilities are available, and recreational facilities in the local area are used as needed.

Academic Programs and Policy

DEGREE PROGRAMS

The College is authorized by the State of New York to offer the Bachelor of Arts and Bachelor of Science degrees. In the spring of 1972 the College is preparing an academic long range plan which, when accepted by the State University's Board of Trustees, will chart the development of permanent degree programs. During 1971-72, the College has offered a variety of courses within the interdisciplinary program structures of American Studies; Comparative History, Ideas and Cultures; and Politics, Economics and Society. Under planning at this time for introduction as soon as the College's resources allow are additional major programs in Communicative and Creative Arts and in Science and Technology. With approval from faculty advisors and the Academic Policy Committee, students may construct study plans that combine parts of existing programs.

Complementing these degree programs are several pre-professional and professional degree programs, selected because they provide both undergraduate career training as well as areas of study involving a broad range of social issues. The Health Sciences program, begun in 1971-72, offers the basic natural and social science courses for students whose career plans include registered nursing, pre-medical training and biological science for research or technician jobs. Students seeking the Bachelor of Science degree in Nursing may complete their basic preparation at Old Westbury. Under the terms of a cooperative agreement between the two schools, students who qualify will transfer to the Stony Brook School of Nursing to complete the clinical science and clinical practice requirements.

A second pre-professional program in education has been in planning during 1971-72. The first phase of the program is planned to concentrate on preparation of teachers for nursery through the sixth grade, emphasizing early childhood education. The program will be submitted for approval by the faculty and the appropriate State agencies during the spring of 1972.

Other programs will be developed and imple-

mented as the College's resources allow and as the needs of students and the community are determined.

COLLEGE-WIDE DEGREE REQUIREMENTS

In addition to the particular requirements of a pre-professional, professional or liberal arts degree program, students must satisfy five college-wide requirements. Two of these general requirements are linked under the auspices of the Communicative and Creative Arts. First, students must demonstrate proficiency through an examination in reading and writing English and, as soon as a bilingual program is developed, a knowledge of Spanish-American language and culture. Furthermore, they must take at least one course from among several (film, art, music, mathematics, languages) designed to make students aware of how forms of communication shape and control thought rather than serving as neutral channels of communications.

A third all-College requirement is for students to spend at least one semester in Field Studies, where they will have the opportunity to extend their academic work beyond the classroom to the community. Finally, a student must earn at least 32 credits at the College at Old Westbury and must accumulate a minimum total of 120 credits overall for the degree.

The evaluation of any other college-level examinations will be on an individual basis, guided both by the recommendations from the examining agency and by any information about the content on which the examination was based, provided either by the student or by the agency. Credit from these examinations will be accepted toward fulfillment of the total of 120 credits required for the degree. A student wishing to use exam results to satisfy other requirements must gain the approval of the appropriate program area. Accumulation of credit for proficiency examinations will in no way substitute for the College's minimum matriculation requirement of 32 credits.

PROFICIENCY EXAM CREDIT

Academic credit can be obtained through the results of the college-level examination which may

indicate educational development, knowledge of a specific area, or special competence. The College will grant credit for results from the subject examination of the College Level Examination Program (CLEP) and/or the New York State College Proficiency Examination (CPE), according to the policy recommendations for these examinations which reflect average scores earned by college students with grades of C or better.

CREDIT FOR LIFE EXPERIENCE

There are many ways to achieve the preparation that is normally thought to encompass a college education. Many persons, within the course of their lives, have had experience which may be the equivalent of the formal preparation that the College requires of its graduates. The College at Old Westbury is prepared to award up to 32 credits for such experience if it is demonstrably relevant to a student's academic objectives. It can be applied to the general requirements for a degree at

Old Westbury. These experiences must not have been previously accredited through any formal system of evaluation. It should be understood that this process is not intended to award credit merely for years of living or years of working. The award of this credit will be based on materials presented by the student, including appropriate documentation.

THE GRADING SYSTEM

The grade of Credit, No Credit, or Incomplete is recorded for each student in each course at the end of each semester. The official transcript, however, carries only those courses in which the student has earned a grade of Credit. Supplementary forms of evaluation -- a grid-questionnaire, written statement, or letter grade -- are recorded on individual grade forms retained in the Registrar's Office in a student's back-up file, to be used only at the student's discretion. The Academic Policy Committee will assess the effectiveness of these various options in the Spring of 1972 to determine a possible uniform system of grading in the future.



Curriculum

INTRODUCTION: A BI-CULTURAL APPROACH

Culture is a learned experience shared by a people and those who would sincerely understand that people. In the greater metropolitan New York area many cultures are expressed both in English and in other languages. Understanding some of these cultures, besides one's own, is one of the certain ways in which social understanding and justice can be achieved in our society or anywhere in the contemporary world.

One of the few academic requirements for students at the College at Old Westbury will be what we would call "culture learning." Students will be required, through courses and other academic programs, to become familiar with another culture besides that of their own social group in the vast varieties of cultures which make up the United States. This "culture learning" will, we hope, be achieved by creating the proper atmosphere at the College, inside and outside of the classrooms.

The College's goal is to create in the years ahead opportunities for "multi-cultural learning." At the present time, however, given the limited resources of the College, the first effort in "cultural learning" at Old Westbury will be a bi-cultural and bilingual one.

The Old Westbury experience hopefully will make students and faculty aware of the principal cultural traditions in the Western Hemisphere -- European, African, Mediterranean, Asian and Indian -- as these traditions are expressed in variations of two of the major languages -- English in North America and Spanish in South America.

The bi-cultural and bilingual experience at the College means that members of the College community are committed to achieving, during their years at the College, an adequate understanding of both their own cultural group in the U.S. society and of Latin American, especially Puerto Rican, culture. As the College unfolds in size and variety of programs, other possibilities of "culture learning" will be developed.

FIELD STUDIES

The Field Studies program is designed to give students a chance to move outside of the College community to experiment with practical applications of acquired knowledge. Each student at Old Westbury will be encouraged to spend at least one semester on a field studies project during his undergraduate experience.

In order to avoid a program where learning occurs only by chance or accident, as so many programs of this type do, we will insist that all field studies projects be designed as an integral aspect of the student's total academic program. There will be three basic approaches for involving students in this form of action-inquiry:

1. As many individual courses as possible will build in a field studies component.
2. Individual students or groups of students can develop special projects with the guidance of a faculty advisor.
3. Field training will be required as a part of a specific academic program, such as health or education.

The goal of field studies projects is not only to give students first-hand experience but also to provide them with the kind of analysis and understanding that will produce new methods and approaches for bringing about change. The variety of field studies projects available to students will range from work in social service agencies to internships in banking establishments to practice teaching. Because of the older, working student body from Nassau County we will locate most field studies projects in Nassau County and the greater New York City area.

The field studies program is not itself a credit-granting element but rather will play a coordinating role between students and faculty. A Faculty-Student Committee will review all field study projects.

THE LIBRARY/MEDIA CENTER

The Library at Old Westbury is a Media Center. The book collection now totals about 44,500 volumes, with approximately 1,000 periodical titles. It also has the following assemblage of media for use in and out of the Library: records, film loops, film

strips, motion pictures, cassette tapes, slides, microfilm and microfiche. The book collection will grow to about 70,000 volumes by 1975-1976, when it will be moved to permanent quarters in the Central Core with a capacity for at least 500,000 volumes.

In addition to holdings on the campus, the Library/Media Center is fortunate to be able to rely on one of the most thorough and efficient inter-library loan services, under the Long Island Library Resources Council. This service supplements the Library's resources in books and reprints of articles in periodicals; it has an excellent record of "filled requests."

It is anticipated that the Library/Media Center will not only establish programs and procedures to support the curriculum of the College, but also offer to the community at large a variety of services, i.e. lectures, film and book talks which will involve them in the creative functions of the College and assist them in individualized programs of development.

Educational technology will be put to work in the form of study carrels which link readers to lectures, audio-taped and video-taped material, and self-help machinery. Faculty and staff are encouraged to participate in the selection of media through departmental meetings, distribution of publishers' catalogs and program liaison committees.

The academic community is also invited to attend orientation lectures, general in scope, which are intended to introduce them to the physical plant and the resources of the Library. In addition, there is a special Library lecture series geared to specific programs in the curriculum.

COMMUNICATIVE AND CREATIVE ARTS

The College-wide requirement in Communicative and Creative Arts is two-fold. First, a student's work within the College, as well as in the outside world, requires proficiency in reading, writing and speaking English. Workshops and courses in this area will be integrally related to the work a student is doing in other areas of the College.

The College is strongly committed to the study of Spanish-American (especially Puerto Rican) culture, so that a deep knowledge of this culture will be added as a requirement for all faculty and students as soon as a bi-cultural program is developed. This commitment grows out of the College's decision to admit and design programs

for a large number of Spanish-speaking students from the region. A bi-cultural program is therefore required both to facilitate students' work outside the College and to increase understanding and enrich the life of the community within the College. This requirement can be fulfilled through a functional knowledge of Spanish (a goal for all members of the College community), through history, anthropology, and a study of literature in translation with an instructor who knows the culture and language well.

The academic and cultural programs geared to providing a bilingual and bi-cultural experience for the College community at Old Westbury will be accomplished through formal courses, tutorials, field and independent studies in collaboration with various academic programs at the College.

A second part of the requirement is in recognition of the impact on society of complex and often unperceived forms of communication in the modern world. Students will take at least one course in some form of communication that will provide them with an awareness of how such forms shape and control thought rather than serving as neutral channels of communication. Thus, the student will, in effect, learn to think in a new "language," a new perspective or mind-set from his customary one. This form of communication could be visual as in film and art; symbolic, as in math and logic; aural, as in music; or any combination of these. The emphasis throughout is on the interrelationships of ways of perceiving and communicating and on an investigation of how the development and technology of modern forms of communication -- the camera, scientific and musical instruments, and so on -- have themselves strongly influenced and delimited the substance being communicated.

Courses in Communicative and Creative Arts, 1971-'72

- **READING, WRITING, AND SPEAKING PROFICIENCY**

(English)

Fundamentals of Writing

A two-semester course, structured for students who need work in grammar, sentence structure, paragraph development. The second semester will concentrate on organization of papers, and introduce students to techniques of library research.

Fall and Spring

Structure and Style

The class will read, discuss and write about a variety of literature: essays, poems, short stories, a short novel, a play, tales, scripture, and a dialogue.

Readings will be brief and where possible selections will be used. In writing, emphasis will be placed on organization, argument, analysis, and style. Some library research will be required.

Fall and Spring

Writing for Non-Writers

An exploratory course for students who do not think of themselves as writers, but who may have some talent for writing, and for those who want to write, but find it hard to get anything down on paper. Assignments will be short and personal, designed to break through "writing blocks," and to uncover ability that might otherwise be neglected (a good ear for dialogue, a reportorial eye, facility with imagery, etc.).

Fall and Spring

Instructive Reading

This course is designed for the student who has mastered basic reading skills and who now wants to improve study efficiency and increase overall speed. Materials for this course, selected from courses in which the student is enrolled, will include newspapers, journals, periodicals, and other consumable reading materials.

Fall

Reading Lab

Students who desire additional developmental work and those seeking to reinforce new techniques may sign up for this laboratory experience which will utilize machines and direct tutorials.

Spring

Conversational English/Fundamentals of Writing

This course is designed for Spanish-dominant students who need help in developing proficiency in reading, writing, and speaking English. The written material used in class will primarily deal with the Puerto Rican experience in mainland U.S.A.

Fall and Spring

(Spanish)

Basic Spanish I

This course is open to those beginning students interested in learning to read, write, and speak Spanish. Great stress is placed on learning to communicate orally in the new language.

Fall and Spring

Elementary Spanish Conversation

Open to students having some training in Spanish already. Emphasis on expanding vocabulary, improving speaking and reading ability.

Spanish Language and Puerto Rican History

This course offers instruction in the spoken and written forms of the Spanish language with special emphasis on Puerto Rican history and culture.

The second half of the same course has a special emphasis on Puerto Rican literature from the late 1870's to 1970.

Fall and Spring

Film, Culture and the Spanish Language

A basic introduction to the use of the Spanish language in Puerto Rico and other areas of Spanish America, using the spoken cultural and political manifestations found in contemporary films. The films will be analyzed emphasizing language as the main tool in transmitting and sharing a culture and way of life. The course will be a bilingual experiment in both learning and/or relearning the Spanish language through an understanding of the life and politics of the people who speak it in the films.

Spring

Intermediate Spanish/Español Intermediario

Designed for students of Spanish-speaking background who have a strong verbal ability in Spanish but whose reading and writing ability is limited. Also, open to students of English-speaking background whose verbal ability in Spanish permits oral communication. To be given in Spanish.

Fall

- **FORMS OF COMMUNICATION**
(second part of requirement in Communicative and Creative Arts)

The Sociology of Cinema

See description in Comparative History, Ideas, and Cultures program.

Fall and Spring

Introduction to the Elements of Music

See description in Comparative History, Ideas, and Cultures program.

Fall and Spring

Perception

See description in Comparative History, Ideas, and Cultures program.

Fall and Spring

Verbal and Non-Verbal Conversations

In this course there will be very few reading requirements, no written assignments and sometimes no talking. Our main goal will be to try to bridge the gap between the supposed reasonable language of most group discussion and not so reasonable, even fanatical language of our deepest convictions. Subjects for conversation will be whatever seems to arouse strong feelings in most of the group. At least once during the semester, Melvene Dyer-Bennet, an extremely gifted interpreter of non-verbal expression, will sit in on the class to see how well our verbal conversation matches what we are saying in other ways (gestures, manner, tone, posture, etc.).

Fall

Principles of Descriptive Linguistics

A general introduction to descriptive linguistics which will emphasize tools, techniques and nomenclature. It will introduce phonemics, morphology and syntax, including transformational grammar.

Fall and Spring

The Politics of Language

See description in Comparative History, Ideas, and Cultures program.

Spring

Computers – Their Language and Use

A basic course in building computer programs, learning computer language and

solving problems by computer. Not offered in 1971-72.

Introduction to Logic

Principles and practice of logical reasoning in ordinary language and in formal symbolism.

Fall

Arithmetic and Algebra

Students in this course will be involved in an approach which treats arithmetic as mathematics. The emphasis will be on permitting the learner to work on himself in a process of developing mental mathematical structures which enable him to generate what he does not know from what he does know.

This approach will give the student the confidence, understanding and exposure in mathematics which is necessary to bridge the gap between "basic math" and "college math," thereby easing his entry into science courses.

Fall and Spring

Algebra and Trigonometry

The content of this course will be the "college" algebra and trigonometry necessary for beginning the study of analytic geometry and calculus.

Fall and Spring

Demystifying Functions

A pre-calculus course. The course will include study of the historical implications of functions, relations and functions and their graphs, basic analysis of geometry, exponents and logs, circular and trigonometric functions, polynomial functions, and real world applications of all these.

Fall and Spring

Pebbles, Curves and Functions

An introduction to the fundamentals of calculus. Subjects covered are the historical implications of calculus, review of the calculus concepts, analysis of geometry, the limits and continuity of functions.

Fall and Spring

Elementary Set Theory

This is a foundation course for computer technology and for advanced work in the language of the natural and social sciences.

Fall and Spring

AMERICAN STUDIES

This program aims to help students develop a critical understanding of American history, government, sociology, economics, and literature. The emphasis will be focussed chiefly on working people (including women, black and Third World people) and on the institutions that organize and control their lives. Some courses will trace the historical development of key institutions (labor unions, corporations, educational systems, etc.) and their consequences for the United States and the rest of the world.

The American Studies program will emphasize the development of those skills necessary for analysis, research, and creative action. We are interested in providing students with the knowledge about U.S. society and the critical skills and understanding necessary for them to function effectively in their workplaces and communities.

A concentration in American Studies will be useful to the student who wishes to pursue graduate studies in literature, history, sociology or other social sciences; or to pursue professional careers in social work, labor, law, journalism, the health sciences and education.

Requirements for a major in American Studies:

Eight courses (32 credits) will satisfy the minimum requirement. One or two of these courses may take the form of a senior project (a long paper or thesis; a field study project; a film; or some other endeavor to be determined by the student and an advisor). Two of the courses may be arranged as independent study with members of the American Studies staff. Transfer credits may qualify a student for exemption from two courses (8 credits) of the eight courses (32 credit) minimum degree requirement.

We expect students to work out, with their advisors, a coherent body of course work and/or independent study, field work, and senior project. Students and their advisors should be able to explain how an individual's program makes sense as a large unit of intensive study.

Courses in American Studies, 1971-'72

The American People

The class will concentrate on the re-emergence of mass social movements (civil rights, black and ethnic nationalism, anti-war, women, student and "youth culture") in the Sixties, their roots and impact, and the living conditions and work experience of poor and working people. Also, the course will seek

out the historical sources of contemporary society in the period from 1877-1919.

Fall and Spring

The Condition of the Working Class: 1972

In this course we will try to understand why and how working class people are finding it harder to make ends meet, harder to keep families together, harder to feel satisfaction with life. We will study working class history and related contemporary economics and sociology.

Spring

History of the Working Class

First semester - The Immigrant Experience. An analysis and critical look at American Society through the re-examination of the immigrant experience. The class is organized so as to permit different groups of students to examine different waves of immigration: Irish 1840-1890, Southern Italians 1870-1920, Germans 1830-1870, etc.

Second semester - The Trade Union Movement. History and analysis of the origin and development of the organized labor movement in the United States.

Fall and Spring

American Foreign Policy: 1890-1972

A survey of major issues and events in American foreign policy since 1890, culminating in a case-study of the war in Southeast Asia.

Fall and Spring

American Literature in a Time of Social Change: 1840-1860

We will read both standard "literary" works (by writers like Melville, Emerson, Hawthorne, Thoreau) and other "literary" and "non-literary" works. The major thrust of the course will be to examine the literature in the context of the social and political conflicts in which it was written and read.

Spring

Twentieth Century Poetry

This is an introductory course for students who want to read poetry (and perhaps try writing a bit); and especially for those who want to read it in the context of social and political currents in the U.S.

Spring

Investigative Reporting

This seminar is for students who are interested in carrying out projects in the study and reporting of various aspects of life on Long Island.

Spring

**Regions, Classes and Sections:
America in the Nineteenth Century**

In this course we will trace the frontier across the continent. We will discuss the attempts to subdue the minds as well as the bodies of those who lay in its path. We will examine the conquest of the West in body and soul by the leaders of the Northeast. We will also examine the conflict between free and slave labor. And in the process, we will examine ourselves and the roots of our present.

Spring

Black Literature

The readings for this course will be selected primarily from the period of the Harlem Renaissance. Discussion will emphasize both literary style and the social mood of these black writers in America.

Fall

**Women: An Introduction to Their Sociology,
History, Physiology and Culture**

This is a year course, the first half of which will serve to introduce students to conceptions of role-definition, to the treatment of women in literature, to the methods through which women are educated or socialized, and to women's physiology. In the second part of the course, the emphasis will fall on the history of women especially in the U.S. and on the politics of the earlier feminist movement in comparison to the present one.

Fall and Spring

History and Politics of the Women's Movement

This is a course that will deal with the origins of the Women's Movement in the Nineteenth Century, with its relationship to the Abolition Movement, and with the class nature of the Women's Movement itself. The prime focus will be on the Women's Movement, past and present, in the United States, although references to other movements may be called upon.

Spring

The History of Women's Education in the U.S.

Why educate women at all? What to educate us for? Responses to these questions in nineteenth and twentieth century America will be examined through autobiography, memoirs, letters, and fiction.

Spring

**American Poetry and Sexual Stereotypes:
A Workshop**

This is an experimental course for people who

would like to write poetry; and for those who, at the same time would like to try to talk about, read about, grow conscious of sexual stereotypes and the way in which they control image-making and human perception.

Spring

Feminist Press Writing Workshop

The Feminist Press is a small independent publishing house (located at the College) interested in rediscovering and recreating the history and achievements of women through a series of biography and reprints. This workshop is open to people interested in writing, editing, and producing biographies.

Spring

**COMPARATIVE HISTORY, IDEAS
AND CULTURES**

The program in Comparative History, Ideas and Cultures offers courses in theories of behavior (psychology), theories of culture (anthropology and sociology), history of cultures (African, Asian European), literature of cultures (African, white American, black American, Hispanic, European), religions of cultures (Eastern, European, American). Many of the courses are cross-disciplinary (e.g., combining philosophy and psychology, or literature and psychology, philosophy and religion, etc.). Most courses are cross-cultural, comparing either two different time periods or mind-sets within one geographical area or two different geographical areas. Some of the courses offer professional training; most are preparatory for professional training, including preparation for graduate school in the humanistic disciplines.

Requirements for the Major, 1971-'72

Students must complete eight courses in three categories in order to major in this program. The first category are methodology courses (of which there are at present six), from which the student may choose any two; these should be taken during the student's first year of study. The second category contains all the other courses in the program, from which the student can choose any five, according to interest and career plans. The third category is the senior project or seminar, a guided research project to be completed during the student's final semester in the College.

Students transferring into the college with many credits from previous college experience may trans-

fer no more than three courses for credit toward this program major. Four courses, in addition to the senior project, must be completed within the program. The purposes of this requirement are to insure depth and to help bring as much unity and coherence as possible into what is often a disparate collection of credits from various institutions over a number of years.

Courses in Comparative History, Ideas, and Cultures, 1971-'72

● HISTORY AND CULTURE

Culture: Concept and Reality

This course will be an introduction to the study of cultures -- an introduction in other words, to the analysis of the distinguishable ways of life and thought of groups of people.

Spring

Uses and Abuses of History

What are the uses of history? What does it mean to think historically? Broad questions of historical causation, subjective and objective factors in historical interpretation.

Spring

Black Church History in America

Analysis of the black church in American society; 1800 - present. Particular emphasis will be placed on the role of the black church in the radical development of the black community.

Spring

Black History

This course is designed to show the interrelationship between Africa, the Caribbean, and Blacks in the United States.

Spring

Culture of Islam

In the first semester students will study the Jahaliya, the historic setting, the institutions, the texts and leaders, and the basic principles of Islam. In the Spring semester the course will cover the spread of Islam through the middle east, Europe, Africa, Asia and the western hemisphere.

Fall and Spring

Social Change in the Late Middle Ages

We will explore the psychology of Western European people up until 1200, and its influence on Western institutions.

Spring

Culture of the European Renaissance

A multi-disciplinary study, dealing with the politics, art, literature, education, philosophy, and religion of western Europe during the period designated 'The Renaissance', ca., 1300-1600. An attempt will be made to reveal the unity of culture through all these phenomena and their relation to the rise of nation-states, voyages of exploration, invention of the printing press, etc. The purpose of the course will be to help students see culture as a unified structural way of perceiving the world, and to understand the ways in which such unification is built up and destroyed.

Fall

Protestant Reformation as a Revolutionary Movement

A study of the Protestant Reformation both as a political and as a religious movement. Attention will be given to each of its major verities (Lutheran, Calvinist, Anabaptist, Anglican), both in political and religious/theological terms. In the later weeks of the course, the question of the influence of the Reformation on western institutions (e.g., capitalism) and values will be dealt with.

Spring

Social History of Guilt

We will, in this course, endeavor to use every possible means of analysis to lay bare the social roots of guilt. We will plunge back to Puritan Massachusetts and will follow the lead pilot over Hiroshima on August 6, 1945. We will confront ourselves and our pasts.

Spring

History of Science:

The Copernican Revolution

What does it mean to think scientifically? Focusing first on Kuhn's The Structure of Scientific Revolutions, we shall explore this question through a study of works by and about the founders of modern science from Copernicus to Newton. The purpose of this aspect of the course is to help students understand the power of symbol-systems, their creation, persistence, and destruction by alternative symbol-systems. As time allows, we shall turn to the technological revolution as seen in the rise of industrialism, which followed the scientific revolution, and to the more general question of the relation between science and technology.

Fall

Puerto Ricans at Home and in the U.S.A.

This course is designed to provide an extensive

summary of the cultural development of Puerto Rico and a realistic appraisal of the conflicts which result from Puerto Ricans' residency in the United States.

Fall and Spring

History of Puerto Rico

A study of the history, culture, and politics of Puerto Rico.

Fall

Seminar and Field Work Project: The Relationship Between the Puerto Rican and the Community

This course will provide Puerto Ricans with an in-depth study of the social, political and economic dynamics which have beset the Puerto Rican community in the United States.

Fall and Spring

Culture and Colonialism

The development of Puerto Rico and the Puerto Rican people, on the Island and in the United States, will be examined in the light of the literature on colonialism and on the effects of foreign domination, influence and interference on the national lives of any people.

Spring

Puerto Rican Culture and United States Society: Seminar and Field Work

An examination, through readings and field research, of cultural conflicts in the Puerto Rican community and the problems created by such conflicts in relation to the United States society. An attempt at exploring solutions through an understanding of Puerto Rican culture, history and social development.

Fall and Spring

An Introduction to Chinese Studies

This course will be divided into two parts, the first to consist of an introduction to the Chinese culture and language from the historical as well as the contemporary context; the second, to consist of the exploration and discussion of various philosophies and political affairs of China.

Spring

• LANGUAGE AND LITERATURE

Politics of Language

This course will use English as the linguistic orientation to demonstrate the language as a factor in stratification and as a control mechanism

in society. The course will include analysis of the bi-dialectalism, 'accent', traditional and contemporary linguistic routes in black English, phonological similarities of black speakers in other linguistic communities in the Western hemisphere. A parallel course, *La Política del Lenguaje*, is given in Spanish.

Spring

Literature and Psychology

A study of 20th Century writing that has challenged and deepened our understanding of the self and its dualisms: conscious and unconscious behavior; inner time versus clock time; "the divided self."

Spring

Representative Contemporary Novelists

An examination of beliefs, values and views of the world embodied in the form and substance of 12 novels by six American novelists in the middle third of the twentieth century: Faulkner, Penn, Warren, Percy, Mailer, Updike, Reed.

Spring

Tragedy, Justice and Law

An inquiry into the political origins of American society, its stated principles and unstated assumptions, its movements, and a critical examination of its current paralysis.

Spring

Literatura Y Revolución: Cuba (to be given in Spanish)

This course will deal with theories concerning the role of literature (and by extension, culture) to social change: What is the function of literature (and by literature is meant magazines and pamphlets as well as more traditional genres such as poems, novels, short stories) in certain pre-revolutionary situations as compared to post-revolutionary situations? Theories of Plekanhov, Trotsky, Marcuse, among others, will be read. Highlights of the literary production of Cuba (1959-1971) will be read as the concrete example of the role of literature in a revolutionary context.

Fall

Introduction to the Study of Black American Literature

This course is designed to acquaint students with significant texts and with recurrent themes in literature written by black Americans; to encourage critical reading of texts in their historical setting; and to trace the development of black literature from 1845 to the present.

Spring

● PHILOSOPHY

Dialogues of Plato

It has been said that a critical reading of Plato could make the difference between a century of folly and one of wisdom. The seminar will read, discuss, and occasionally write about several of the dialogues, including the Apology, Crito, Meno, Symposium, Phaedo, Phaedrus, Republic, Sophist and perhaps others.

Spring

Ethical Inquiry

An inquiry into the bases of moral obligation and some associated problems, e.g., Free Will vs. Determinism and the implications of moral relativism.

Spring

Existentialism and Western Culture

A study of the writings of major existentialist writers from Kierkegaard to Sartre.

Introduction to Logic

Principles and practice of logical reasoning in ordinary language and formal symbolism.

Fall

Introduction to Philosophical Reasoning

An introduction to philosophical problems and practice in analytic reasoning.

Spring

Philosophy and Psychoanalysis

Underlying every psychoanalytic system are philosophic assumptions that analysts themselves are sometimes reluctant to acknowledge. We will explore some of the assumptions discussing, among other things: a contradiction underlying Freud's conception of the mind, sources of knowledge according to Jung and Plato; existential versus orthodox psychoanalytic theory; the myth of the value-free judgment.

Spring

● PSYCHOLOGY

Development of Social Behavior and Perception

This seminar will be concerned with the question of early socialization processes and their effect on later perceptions and behavior. We will consider the results of the acculturation of each of us as individuals and further consider how great is our shared acculturation as Americans.

Fall and Spring

Statistical Methods and Research Design

Standard statistical methods for describing data, testing relationships, and drawing conclusions about studies will be covered.

Fall and Spring

Creativity

What is a creative act? What are its elements? What psychological and sociological factors encourage and inhibit it? How do we recognize it in ourselves? We shall explore these and other questions through discussion both of ourselves and of relevant literature from a variety of sources.

Fall

● MUSIC AND DANCE

African and African American Dance

Introduction to the Elements of Music

This course will introduce students to elements of music within the context of African - American Music, including language; oral and aural perception; vertical and horizontal constructs; and linear/non-linear space/time relationships.

Fall and Spring

Aspects of African-American Music

Spirituals; Shouts; Cries and Hollers; Minstrelsy; Musical Comedy; Blues; European oriented composition; Ragtime; Jazz; Swing; Boogie Woogie; Rhythm and Blues; Be Bop; Funky; Third Stream and Free Form.

Fall and Spring

Functional Composition

Composition and arranging on the basis of concepts taken from the African-American Music course which is a prerequisite.

Fall and Spring

Lab Band

Improvisation, phrasing, sound, and articulation in the African-American tradition. Students will need in advance to be able to read music.

Fall and Spring

Group and Private Instruction in Music

Applied music, including piano, percussion, strings and winds.

Fall and Spring

● CINEMA

The Sociology of Cinema

Through the investigation of documentary and

feature films dealing with issues of social relevance, students will be able to re-examine films as an alternative to implement change within the social order.

Fall and Spring

Film Writing

Organizing and writing brief synopses, treatment and script training in elementary filmic vision and listening. Analysis of relevant films.

Spring

Film Theory and History

Emphasis on comparative origins and development of film in various countries.

Fall

The Techniques of Documentary Film Making

The first part of this course will be an introduction to the basic techniques of film making, using 16 mm. film and quarter inch videotape.

In the second part, students will proceed to advanced techniques of film editing, double-system synchronous sound, cinematography and directing.

Fall and Spring

• ART

Perception

A pre-aesthetic course in which everyday, automatic, socially conditioned actions and reactions are put in creative context. The student will see in each analyzed act how far functionality inhibits perception and vice versa.

Fall and Spring

Poster Workshop (silkscreen)

Research Study in Anonymous Art Produced without Art Instruction

Students will search for and record graffiti, wall drawings, spoken images (proverbs, metaphors, insults with more than informative content, etc.) games, tunes, etc., preferably in the location from which the students come. The material will be sorted in meaningful and meaningless categories according to each student.

The aim of the class will be to define the reasons for the final choices, to extract notions of relevance and to pin down aesthetic values.

Fall

Note: Individual and small group tutorials are encouraged for intermediate and advanced students in Music, Cinema, and Art, as faculty time makes them possible.

POLITICS, ECONOMICS AND SOCIETY

Politics, Economics and Society is an interdisciplinary social science program which is being built with the following characteristics:

1. A comparative, multidisciplinary emphasis in course content and general program direction,
2. An emphasis upon Third World (and therefore, international) studies,
3. A concentration upon social scientific aspects of minority experiences in the United States, and
4. A flexible approach to specialization, which allows the student to prepare for a variety of possible career goals all within the same program.

The direction and scope of the Politics, Economics and Society program is designed to complement (rather than conflict with or overlap) the development of current sister programs in American Studies and in Comparative History, Ideas and Culture.

Serious consideration has been given to the question of student careers after graduation in the program. A random survey of students currently identified with the program reveals sizeable groups interested in law, business administration and graduate school (especially in anthropology and sociology). We have looked at the current entry criteria of several graduate schools as part of the process of program building; similarly, the question of professional specialization has had a great deal to do with the structuring of courses and requirements.

It is our expectation that the average student with no serious skills deficiencies will normally graduate from the Politics, Economics and Society program (when fully developed) at the end of three years (6 semesters) with a solid education in the basic social sciences and with excellent preparation for any of the following careers or goals:

Graduate School in Political Science, Economics, Sociology, Anthropology, International Studies (and ultimately in Black Studies, Caribbean, Latin American or African Studies)

Business Administration (after one year's graduate work)

Law and/or Politics

Administration, Planning and Community Development

In conjunction with other programs in the College, Politics, Economics and Society will also provide useful preparation for teaching and journalism, to cite only two possible occupations.

Requirements for the Major, 1971-'72

Students must accumulate 32 credits in courses approved by the program as satisfying the requirement. Each student's plan of study is to be tailored to his special needs, in consultation with his advisor and the program convenor. This plan of study may include independent study, field experience or on-the-job apprenticeship; it may also include courses taken at another institution with the approval of the program convenor.

The student will normally be expected to take the Senior Seminar or to complete a senior project before graduation. The student may also be required, when he first registers with the program, to take certain courses in the program; for 1971-'72, these are Social Science as Ideology and/or Introduction to the Third World.

Courses in Politics, Economics and Society, 1971-'72

Social Science as Ideology

This course deals with the explicit and implicit assumptions in Western European (American) social science, both at the level of theoretical and empirical approaches. It will attempt to make the student self-conscious about ways of thinking and methods of study in the social sciences.

Fall

The Politics of Independence

How do independence movements arise? How does political change come about in political countries? By looking at independence movements in Haiti, Ghana, Guyana, Tanzania and Mozambique, this course will attempt to answer these questions.

Fall

Introduction to the Third World

This course will introduce students to some of the current problems facing the poor nations of Africa, Asia and Latin America, which come under the designation of the "Third World."

Political, economic and social problems will be examined within a framework of both space and time.

Spring

Political Economy

An introduction to the basic concepts and concerns of economics, the nature of the economic systems, and the relationship between the economy and the social and political system of which it is a part.

Fall and Spring

Pre-Colonial Subsistence Economies of the Third World

An examination of the interrelationships between habitat, economy and society in traditional subsistence economies with examples drawn from Africa, Asia and Latin America. Some emphasis will be placed on the analysis of the agricultural systems which evolved in these areas accompanying conquest and colonization.

Fall

Economic Development in Sub-Saharan Africa

A comparative analysis of the economies of East and West Africa, and of the aims and policies of development planning.

Spring

The Economic Geography of the Caribbean

A problem-oriented discussion which takes cognizance of size and resource limitations; of fragmentation - physical and political; of overpopulation and underdevelopment; of the legacy of colonialism and the plantation.

Fall

The Black Experience in the Americas

This course will deal with the historical experience of blacks and selected other minority groups in the U.S., Canada, the Caribbean, and Central and South America, up to the end of the 19th Century.

Fall and Spring

Politics and Culture in Cuba

The main topics to be covered will be the circumstances leading up to the Revolution, the nature of the Revolution itself. Several of its key protagonists will be studied in detail.

Spring

Black Americans and the Third World

The course analyzes the social, cultural, political and economic relationships between black Americans and the peoples of Africa, Asia and Latin America.

Fall and Spring

Introduction to the Language and Literature of Social Science

The purpose of this course is to prepare students for substantive work in the social sciences through exposure to the styles of thought and expression which prevail in these fields.

Spring

Comparative Cultures

This course is designed to expose students to some basic concepts in sociology and anthropology, particularly approaches to the study of values and beliefs in Indian, African, and American culture.

Fall

Comparative Colonial Systems

A comparison between domestic and foreign "broker" colonial systems in their pure colonial and neo-colonial phases. Empirical data will be drawn from contemporary South Africa, Israel, the "colonial" situation of black Americans, American Indians, Chicanos, and Puerto Ricans living in the United States.

Fall

HEALTH SCIENCES

This program comprises the basic natural and social science offerings for students whose career trajectories include registered nursing, pre-medical training, and biological science (for research or technician jobs). Students interested in registered nursing must transfer to Stony Brook. Under the terms of a joint agreement between the two schools, Stony Brook will accept up to thirty qualified students for transfer to the School of Nursing for the Fall semester. In future years, additional options will be added. In addition, portions of the program will articulate with the education program and with any social service or social work program to be developed at the College (for medical social worker, community health workers, etc.)

The distinctive purpose of this Health Sciences Program is that it is designed to focus on the needs of the particular student body being admitted to the College at Old Westbury — an older, more experienced, racially, ethnically, and culturally diverse student body that has been traditionally overlooked by higher education. The number of such students on Long Island, especially those who can afford only part-time schedules, is large. The community needs for this kind of trained health worker, for an improved health care delivery system, are great. The overall goal of the College at Old

Westbury — the design of pedagogical forms for an open enrollment type of student — makes the Health Sciences Program an appropriate commitment for the College.

The core of the program is a series of courses which in sum include the equivalent of traditional basic biology, chemistry, physics and math, together with a social science component emphasizing the social context of science and the structure and function of health institutions. All students planning pre-med, registered nursing, or biology careers will be expected to take this health sciences core. In addition, for each of these programs, additional courses will be required according to career orientation: psychology, additional chemistry for pre-med, additional biology for biology.

Courses in Health Sciences Core

Basic Health Sciences

An integrated course, comprising the equivalent of two semester courses in biology, and one in social science, with related topics in math. The course will be organized around four sub-units: human reproduction, nutrition and metabolics diseases, infectious diseases, and man-made diseases. This course will be the major program for those students with education or social services goals, or for those who simply wish some exposure to science. It will include some laboratory experience.

Fall and Spring

Basic Health Sciences: Chemistry Component

A course in introductory or general chemistry with emphasis on general concepts and principles underlying Structures, Periodic Properties, Physical Properties, and Reactions.

Two sections, using two different teaching modes: (1) Lecture-Recitation Mode; and (2) Personalized Instructions or Self-Paced Mode - each with laboratory experience.

A third semester of this course will be required for students whose scores on an end-year proficiency examination do not reflect the standards required for entering more advanced chemistry courses. It will include laboratory experience.

Fall and Spring

Advanced Health Sciences

An integrated two-semester course in human anatomy, physiology, and microbiology. This course affords advanced training in those areas of human biology which were introduced during the first-year

course, Basic Health Sciences. Principles of biochemistry are introduced in the discussions which pertain to function.

The two-semester laboratory portion of Advanced Health Sciences provides practical experience in dealing with major concepts presented in the lectures.

Fall and Spring

Advanced Health Sciences: Organic and Biochemistry

The elementary organic chemistry will include a mechanistic approach to the study of aliphatics and aromatic hydrocarbons and derivatives; selected topics pertaining to health will also be included.

The elementary biochemistry will consist of the chemical constitution of life enzyme catalysis and bioenergetics.

Two semesters with selected laboratory experiments.

Fall and Spring

The Nursing Profession

A seminar on the history, sociology and current problems of the nursing profession. Emphasis will be on the changing role of the nurse in the face of changing technology, changing community needs, and the accelerating unionization of health workers. How does the nurse define her role as a worker, professional, as a woman (or a man)? The seminar will require some reading but will draw most heavily on interviews and discussions with practicing nurses, other nursing students and health care consumers.

Fall and Spring

Health Institutions

A study of the economics, politics, and sociology of the American health systems. Emphasis will be placed on health care of the poor and of minority groups.

Fall and Spring

Public Health

A course covering elements of public health — epidemiology, sanitation, preventive medicine, environmental problems, etc. Emphasis will be on learning to identify and solve community health problems that students are likely to encounter in their work as health professionals.

Fall and Spring

Not offered in 1972-'73

Women and the Health and Mental Health Systems

This discussion seminar will examine health and mental institutions through the central theme of

their impact on women as a social caste. In addition to institutional analysis, we will analyze the ideology and cultural assumptions underlying health and mental health treatment as it relates to women. Topics will include professionalism; psychoanalytic theories of women; abortion and contraception; childbearing and rearing; sexuality; and women as health workers.

Spring

Supplement to Women and the Health and Mental Health Systems

A supplementary writing and discussion section will be offered for students who wish to explore a certain topic or topics in greater depth. Open to women and men.

Spring

Additions to the Core

In addition to this basic health sciences program, we assume that students in this program will meet the college-wide requirement in Communicative and Creative Arts. This work is calculated to supplement the health program by adding training in communication skills and in the social sciences relevant to students' work in health. Also, students will be encouraged to design with their advisors a complementary and coherent course of study drawn from either the American Studies or Politics, Economics, and Society programs.

Work in the health sciences core program need not be completed at this institution. Credit will be granted by the health sciences faculty team for equivalent work done elsewhere.

Due to the need for trained bilingual (Spanish-English) health workers, students are encouraged to develop proficiency in Spanish as suitable courses are designed and offered at the College.

Each student is to work closely with an academic advisor to develop an individualized course of study based on guidelines for his/her chosen major. In order to encourage students to be open-minded about their choice of a health vocation, all three majors follow essentially the same course of study for the first year, and similar course the second. The following program guidelines are not final in any sense as we are in a continual process of evaluation and growth.

Program Guidelines: Health Sciences

There are three major areas within the Health Sciences Program:

1. **Pre-medical and Biology.** This major pre-

prepares the student for advanced training in graduate school and in medical school.

2. **Community Health.** At present, this major does not prepare the student for a specific credentialed occupation. It should be of interest primarily to two types of students: (a) Registered Nurses who desire formal training in health issues and related topics in the Social Sciences. For such students, advanced standing will probably reduce the overall length of the program. (b) Students interested in a career in medical social work. Such students will be required to take courses necessary to meet the requirements for admission to a School of Social Work.
3. **Pre-professional.** The student seeking a bachelor's degree in nursing may complete the basic academic preparation (courses in science, communication skills, social sciences, etc.) at Old Westbury. The student who qualifies may then complete the clinical science and clinical practice requirements for New York State registration in Nursing (R.N.), and the baccalaureate at the School of Nursing at Stony Brook, which will accept up to 30 such qualified students in the Fall semester.

Course Sequences

1. Pre-medical and Biology
2. Community Health
3. Pre-professional

● PRE-MED AND BIOLOGY

Required Courses

Basic Health Sciences
Basic Health Sciences - Chemistry Component
Advanced Health Science - Organic and Bio-chemistry
Math through calculus
Physics
Psychology (pre-med only)
Health Institutions (pre-med only)

Strongly Recommended Courses

Science, Education and Racism
Advanced biology courses (to be developed)
Courses on science as a social institution
(to be developed)

Sample Sequence of Required Courses

First year:

Basic Health Sciences
Basic Health Sciences - Chemistry Component

Math
Electives

Second year:

Advanced Health Sciences - Organic and Bio-chemistry
Physics
Health Institutions

Third year:

Advanced Chemistry
Psychology or Advanced Biology

● COMMUNITY HEALTH

Required Courses

Basic Health Sciences

(Note: The chemistry component of this course may be waived for Community Health majors on the advice of Health Science faculty.)

Arithmetic and Algebra
Algebra and Trigonometry
Health Institutions
Psychology

(Note: In math, students may be exempted from courses listed by demonstrating equivalent proficiency in an exam.)

Strongly Recommended Courses

Seminar on Women and the Health and Mental Health Systems and/or any yet-to-be developed courses in the social sciences related to health.

(Note: There is considerable elective time in this major. Students will be required to articulate their Health Science Program of courses with a coherent course of study drawn either from American Studies or Politics, Economics and Society. Inter-program academic advising will be made available to facilitate the development of an integrated total program.)

Sample Sequence of Required Courses

First year:

Basic Health Science
Math
Electives

Second year:

Basic Health Science - Chemistry Component
(unless waived)
Health Institutions
Psychology

● PRE-PROFESSIONAL

Required Courses

Basic Health Sciences
Basic Health Sciences - Chemistry Component
Health Institutions
Arithmetic and Algebra
Algebra and Trigonometry
Psychology

(Note: in math, students may be exempted from the courses listed here by demonstrating equivalent proficiency in an exam.)

Strongly Recommended Courses

Seminar in the Nursing Profession
Seminar on Women and the Health and Mental Health Systems
Advanced Health Sciences
Physics

(Note: Physics and Advanced Health Sciences are very strongly recommended for people interested in nursing education or nursing specialties.)

Sample Sequence of Required Courses

First year:

Basic Health Sciences
Basic Health Sciences - Chemistry Component
Math
Electives

Second year:

Advanced Health Sciences
Health Institutions
Psychology
Physics

EDUCATION

The first phase of the Education program is planned to concentrate on preparation of teachers for nursery through the sixth grade, emphasizing early childhood education. Students completing the program will receive a B.A. with provisional certification for teaching in Grades N-6. The program is being submitted for approval by the faculty and appropriate state agencies during the Spring of 1972.

Statistics show a considerable surplus of trained teachers on the job market at this time. But the Education Advisory Board, composed of three non-education faculty at the College and three

interested students, has concluded that there is a need for the kind of program in Education the College plans, focused as it is on several areas that address major problems facing Long Island. We are aware, for example, of the small number of teachers trained to work bilingually in Spanish-speaking communities. We also know of the need for teachers trained especially to work with creative results in school districts undergoing often difficult changes in ethnic and racial distributions. Furthermore, it appears that current legislation concerning day-care, if passed, would find New York State, and certainly Long Island, without adequate professionals to staff or to train new staff to implement the kind of day-care programs called for in the legislation.

The kind of diverse student body the College has attracted allows the Education program to start with the following resources:

1. A Spanish-speaking population at the College that allows us to make the bilingual program effective immediately.
2. The motivation and reinforcement of an older population consisting of homeowners or residents on Long Island who are not mobile and who will probably feel, themselves, the impact of the changing racial composition in their own school districts.
3. Mothers and fathers of small children who will be directly affected by the impact of day-care and training in early childhood education.
4. Provision for in-service training at the College for Education personnel in other areas who wish to return for more training to meet the kinds of challenges the College's program offers.

Curriculum

New staff, who will be arriving during the summer, will participate in the final shaping of the program's full academic content and in scheduling courses for the fall semester of 1972. As a result, courses are not yet formalized and will not appear in the school's fall catalogue, but in a special supplement. However, the overall design of the program is now clear and informs the developmental process. Our goal is to educate quality teachers and not merely to satisfy minimum certification requirements.

The following educational themes are the frame of reference that underlies the course

structure and sequencing envisioned for the program:

1. The program places heavy emphasis on practical experience at the very beginning and throughout the student's stay at the College.
2. This practical experience will be used to inform both the student and the College whether Education should be his career orientation.
3. Head Start, local day-care centers and various off-campus reading labs will be used for the practical experience to give the program a community focus and an emphasis on real problems.
4. The liberal arts curriculum will be combined with professional training to insure that potential teachers receive a well-rounded education.
5. An interdisciplinary course will be designed for the third year student (the "impact" year) which will emphasize the integration of practical and theoretical knowledge.
6. The "cultural variable" and bilingualism will be emphasized in the design of curriculum materials and methods of presentation.
7. By designing curriculum units into two-year course sequencing, the program will be able to allow for two entry levels (first or third year).
8. Staffing patterns will allow for a maximum

amount of flexibility, a small permanent staff with a variety of part-time and temporary staffing arrangements.

The final organizing of courses and scheduling will be determined by the program faculty during the summer of 1972.

Student Teaching Placements

The concentrations of ethnic and socio-economic groups in Long Island communities afford us the opportunity to select from a large number of school districts those schools which will provide the kind of work situation that our particular students themselves will choose when they enter the profession. We will select different districts according to their ethnic or socio-economic composition. The statistics show a school population that is 25 percent black and yet the school lists only one black professional on the entire staff. Elsewhere there are insufficient Spanish-speaking professionals in schools with a burgeoning Spanish-speaking population. In keeping with our mandate to be of service to the Long Island region, we will place student teachers in areas that exhibit the most need.

Enrollment

In September of 1972 we expect to limit the program to 75-85 students. If we experience any growth after that it will be in direct response to a documented indication of increased need and in consideration of a plan for regionalization of educational program developments on Long Island.



Faculty and Staff



Emile L. Adams

Assistant to the President, was trained in management and industrial relations at the University of Chicago and has his B.A. from the University of New Hampshire. Has had extensive business administrative experience.

Myrna C. Adams

Director of Admission, received her B.A. in Spanish, University of Illinois; M.Ed. in Counseling, University of Southern California and has done graduate study in Latin American Studies at the University of Michigan. She was formerly in counseling and administration at Malcolm X College in Chicago, Illinois, and at the University of New Hampshire.

Arthur Adlerstein

Professor of Social Sciences, received his B.A. from Long Island University and his Ph.D. in psychology from Princeton University. Most recently he has served as Associate Dean of Livingston College, Rutgers University.

Samuel Anderson

Assistant Professor of Mathematics, received his B.A. from Lincoln University, has done graduate work at City College of New York and Hunter College, and is a poet and author of articles in several black journals.

Betty Barney

Instructor of Dance at the College, has studied at City University of New York, Juilliard School of Music and

Pratt Institute. She has been a specialist in dance for the N.Y. City Board of Education and has choreographed several off-Broadway productions.

Everard Barrett

Associate Professor of Mathematics, has a B.A. in Physics from City College in New York and has studied at Adelphi University and St. John's University. Most recently he has served as mathematics coordinator for the Ocean Hill-Brownsville demonstration school district in Brooklyn, N.Y.

Rosalyn Baxandall

Lecturer at the College, received her B.A. from the University of Wisconsin and her M.S.W. from Columbia School of Social Work.

Alan Berkow

Assistant Director of Business Affairs, was previously Assistant Facilities Program Coordinator at State University of New York, College at Purchase, and Senior Administrative Analyst with the State University Central Office. He received his B.A. from Adelphi University.

Donald Bluestone

Assistant Professor of Humanities, was assistant Professor of History, Roosevelt University, 1966-68. He received his B.A., Cornell, 1961; M.A. University of Wisconsin, 1965; and his Ph.D. in American History from the University of Wisconsin, 1972.

Richard J. Brown

Vice President for Operations, was Deputy Commissioner for Youth Services in the State of Connecticut. At Wesleyan University in Connecticut, he was the Director of the Upward Bound Program and was a Lecturer in Education. He has done graduate work at Western Connecticut State where he also obtained his B.S. in Education.

Virginia Calvey

Assistant Professor in the Natural Sciences, received A.A. from Nassau Community College and a B.S. from SUNY at Stony Brook.

Luis Camnitzer

Assistant Professor of Humanities, a graduate of the University of Uruguay, has taught art in a number of universities and has exhibited his work extensively in group and one-man shows.

Philip A. Camponeschi

Associate Professor Humanities, received his B.A. from St. John's College and L.L. B. from the University of Maryland Law School. He was Director of the Peace Corps Training Center in Puerto Rico.

E. John Capello

Director of Facilities, was formerly Director of Facilities at State University of New York at Stony Brook. He is a registered Architect and received his B.Arch from Rensselaer Polytechnic Institute.

Leonard Cohen

part-time Lecturer in the Natural Sciences, received his B.S. from the University of Wisconsin and is a candidate for the Ph.D. at Queens College, where he has been teaching Chemistry.

Elizabeth Collett

Associate Dean of Students, is also teaching in Women's Studies at Old Westbury. She attended Bryn Mawr College and received her M.A. in personnel work from Columbia University's Teachers College. She has worked as counselor and dean at Hunter, Queens, Sarah Lawrence and Wesleyan Universities.

Jonathan Collett

Associate Professor of Humanities, received his B.A. from Haverford College and M.A. and Ph.D. in English at Columbia University. He taught most recently at Wesleyan University and is now the Acting Academic Vice President at Old Westbury.

Daniel Davila

Associate Librarian, received a B.A. from the University of Puerto Rico, an M.A. and M.S.L.S. from Columbia University. He is currently a PhD. candidate in Education at Columbia. Before coming to Old Westbury he was Librarian, Media Services, at Nassau Community College.

Roldolfo Dieguez

Assistant Professor of Social Sciences, has a B.A. and M.A. from Adelphi University where he has been teaching.

Anne Driver

Assistant Professor of Humanities, has an M.A. in Religion from Union Theological Seminary and expects a Ph.D. in Medieval History from Columbia University in 1972.

Shirley Dye

Lecturer at the College, has served as a teacher in various areas of early childhood education for the past ten years.

Barbara Ehrenreich

Assistant Professor in the Natural Sciences, has a B.A. from Reed College and a Ph.D. from Rockefeller University. She was a staff member of the Health Policy Advisory Center (Health-PAC), New York City, and is, along with John Ehrenreich, the author of The American Health Empire: Power, Profits, and Politics.

John Ehrenreich

part-time Adjunct Assistant Professor in the Natural Sciences, graduated from Harvard College and received a Ph.D. at Rockefeller University in Life Sciences. He has done scientific research and publication and has been a staff member of The Health Policy Advisory Center in New York.

Deirdre English

Lecturer and Student Affairs Counselor, is a graduate of Sarah Lawrence College.

Neil Finnin

Head Engineer, is in charge of engineering and maintenance of the buildings and grounds. He was previously principal engineer at the Suffolk State School for Retarded Children.

William Fordham

Admission Counselor in Student Affairs, studied and taught in Europe before completing his B.A. at State University of New York, College at Old Westbury.

Sylvia Gaines

Lecturer at the College, has worked extensively in early childhood education, most recently as a teacher with the Westbury Headstart Program.

Jose Garcia

Associate Professor of Humanities, is a writer, director, cinematographer and producer of films.

Angela Gilliam

Associate Professor of Humanities, received a B.A. from the University of California at Los Angeles and has studied at the National School of Anthropology and History in Mexico City. She has been the Director of the Bilingual Education Program at New York's P.S. 201.

William Grant

Assistant Professor in the Natural Sciences, received his B.S. from Livingston College, his M.S. and Ph.D. from North Carolina State University.

Onita Hicks

Assistant Professor of Humanities, has a B.A. and M.A. in English Literature from Columbia University. She has taught at the Borough of Manhattan Community College and most recently at Columbia University.

Florence Howe

Professor of the Humanities, graduated from Hunter College and did her graduate work in English at the University of Wisconsin. She has taught most recently at Goucher College and has recently co-authored The Conspiracy of the Young with Paul Lauter.

Monica Jardine

Assistant Professor in the Social Sciences, received a B.A. from the University of the West Indies and is expecting her Ph.D. in 1972 from Columbia University.

Angela Jorge

Assistant Professor in the Humanities, has a B.A. and M.A. from New York University. Most recently she has been teaching in an east New York City Intermediate School.

Stephen Karakashian

Associate Professor of Natural Sciences, has a Ph.D. in Genetics from the University of California. He has taught Biology at Reed College and Rice University and published articles in genetics and cell biology.

Zonia Krassner

part-time Associate Professor in the Sciences, received her A.B., M.S. and Ph.D. in Biology from New York University.

Peter Kwong

part-time Lecturer, holds a B.A. degree from Whitman College, B.S. and M.A. from Columbia University, and is in the process of completing his Ph.D. at Columbia University.

Stanley Kwong

part-time Lecturer, is presently studying at the State University of New York at Stony Brook, where he is completing his baccalaureate degree.

Paul Lauter

part-time Professor of Humanities, taught most recently at the University of Maryland, Baltimore campus. He is the author of articles and books on literature and education, and co-author with Florence Howe last year of The Conspiracy of the Young. He has a Yale Ph.D.

Barbara Lawrence

Associate Professor of Humanities, is a graduate of Connecti-

cut College and received her M.A. in Philosophy at New York University. She has had wide experience as a magazine editor.

Hermine Lewis

part-time Lecturer, received her B.A. and M.A. from New York University and is presently a candidate for a professional diploma in reading at Hofstra University. Most recently she has served as a reading specialist at the Urban Center in New York City.

Jose Maria Lima

Associate Professor in the Natural Sciences, received a B.S. in Mathematics from the University of Puerto Rico, M.A. in Mathematics from Berkeley. He has been teaching at the University of Puerto Rico for more than ten years.

Graham Leonard

Associate Professor of Humanities, has a B.A. from the University of Tennessee, an M.A. from Syracuse University and is a Ph.D. candidate at Harvard University. He most recently has served as consultant to UNESCO in Paris on literacy and new methods in education.

John David Maguire

President, received his B.A. degree from Washington and Lee, B.D. from Yale Divinity School, and Ph.D. from Yale University. He was Associate Professor and Associate Provost at Wesleyan University before coming to Old Westbury. He is the author of The Dance of the Pilgrim and a number of articles on education.

Francis X. Mark

Professor of the Social Sciences, has his M.A. and Ph.D. from the University of Edinburgh. He has extensive teaching experience in the Caribbean, England and the United States and has published articles in the field of economic, social, and political development.

John McDermott

Professor of the Social Sciences, is a graduate of Brooklyn College and has done graduate studies at Columbia University. He has published widely on the role of universities in society, on technology, and on American social movements. Most recently he has been a Fellow at The Cambridge Institute in Cambridge, Massachusetts.

Charlotte McIntyre

Counselor, received her B.A. degree at Wesleyan University. She has served as a high school history teacher in Middletown, Connecticut, and as a Teaching Assistant in Sociology at Wesleyan University.

Ken McIntyre

Professor of the Humanities, is a graduate of the Boston Conservatory of Music. He is a composer, multi-instrumentalist, professional performer, and educator with wide experience.

Benjamin W. McKendall, Jr.

Vice President for Student Affairs, has had extensive experience in student affairs administration at Brown University, Occidental College, Reed College and with the College Entrance Examination Board. He has a B.A. from Brown University and has done graduate work at Brown and Stanford.

Madelaine Mikes

Assistant to the Director of the Libraries, was educated in Hungary and has worked at the Hofstra University Library.

Louis Mirabelli

Assistant Purchasing Agent, studied Business Administration at New York University and has held a variety of positions in the field of purchasing in private industry before coming to Old Westbury.

Michael Novak

Associate Professor in the Humanities, has an A.B. from Stonehill College, a B.T. from Gregorian University, Rome, and an M.A. from Harvard University. His most recent book is The Rise of the Unmeltable Ethnics. He is on leave in 1971-72.

Marilyn Paley

Assistant Librarian at Old Westbury, has a B.A. from Cornell and an M.L.S. from Long Island University. She previously worked as research librarian for the U.S. Office of War Information.

Douglas W. Palmer

Vice President for Administration, was Director of Harvard University's Office for Administrative Systems Analysis as well as a lecturer on Education and a tutor in Quincy House. He received a B.A. from American International College and a M.A. from Yale University where he taught philosophy.

Elaine Palmer

Manager of General Institutional Services, has had wide administrative and counseling experience in the Peace Corps and at Old Westbury, and is working towards completion of her B.A. degree in Psychology at Hofstra University.

George Pitman

Assistant Vice President for Operations and Director of Business Affairs, was formerly the Assistant Director of Business Affairs at the State University Central Administration and Acting Director of Business Affairs at the State University Conference Center. He received his B.A. degree from Russell Sage College.

Samuel Quiñones

Assistant Professor of the Humanities, received his B.A. from Columbia University and his M.A. at New York University. He has served as a Counselor in the New York University School of Social Work and as Coordinator of

campus and academic activities for Puerto Rican students at Columbia.

Albert Rabil, Jr.

Associate Professor of Humanities, is a graduate of Duke University and has a B.D. from Union Theological Seminary and Ph.D. from Columbia University. He has published books on Erasmus and Merieau-Ponty.

Sheila Reilly

Director of Personnel, was formerly the Senior Personnel Administrator with the State University Central Office. Her B.A. is from The College of New Rochelle, her M.A. from the University of Wisconsin.

Lawrence Resnick

Professor of the Humanities, has an A.B. and Ph.D. in Philosophy from Cornell. He was formerly Professor of Philosophy and Dean of Arts and Sciences at the State University of New York at Cortland.

Jon Rinnander

Assistant Professor of the Humanities, has a B.A. from the University of Pennsylvania and M.A. from Princeton University. He is on leave in 1971-72.

Roberta Salper

Associate Professor in Humanities, is a graduate of Boston University and received a Ph.D. from Harvard University. She has most recently directed a program in women's studies at the University of California, San Diego, and is the editor this year of a collection of essays, Female Liberation.

Edwin Sanders

Director of Field Studies, has a B.A. from Wesleyan University and has done graduate work at Yale University. He has been Acting Assistant Academic Vice President during 1971-72.

Elaine Seaton

Associate Librarian, has a B.A. from the University of Chicago and M.S.L.S. from Long Island University. She was formerly Reference Librarian and Head of Adult Services for Shelter Rock Public Library, Alberton, New York.

John Sevier

Assistant Professor of Social Sciences, has a B.S. and M.S. from Stanford University, an M.A. from Berkeley, and M.B.A. from Harvard University. He will receive his Ph.D. in Sociology in 1972 from the University of California at Berkeley.

Coby Smith

Assistant Professor in the Social Sciences, received his B.A. in Political Science from Southwestern College and is a candidate for a Ph.D. at the University of Massachusetts.

He has most recently served as tutor-counselor with the Equal Opportunity Program at Old Westbury. He is on leave in 1971-72.

Warren Smith

Associate Professor of the Humanities, has a B.S. in Music Education from the University of Illinois and earned an M.M. in percussion from Manhattan School of Music. Most recently he served as director of the Black Studies Program at Adelphi University.

Steve Talbot

Lecturer in Social Sciences and Student Affairs Counselor, has a B.A. from Wesleyan University. He has directed prize-winning films on the 1969 March on Washington and on the Veterans' Anti-war movement.

Councill Taylor

Professor of Anthropology, most recently directed the S.U.N.Y. College at Old Westbury, Planting Fields campus. He received a B.A. and Ph.D. in anthropology from Yale University and is author of two books in anthropology. He is on leave, 1971-72.

Amilcar Tirado

Professor of the Humanities, received a B.A. from the University of Puerto Rico and M.A. from the University of California. He has also studied at Temple University and Yale University, and has been a film maker for over twenty years.

Samuel von Winbush

Professor of the Natural Sciences, received a B.A. from Tennessee State University, M.S. from Iowa State University, and Ph.D. from the University of Kansas. He most recently was Professor of Chemistry at Fisk University and consultant at the Oak Ridge National Laboratories.

Paul Welcher

Associate Professor of the Social Sciences, has studied at Kent State University, Youngstown University and Webster College. He was Director of the Equal Opportunity Program at the Planting Fields campus of the College at Old Westbury.

Kay Whitmore

Assistant Professor in the Social Sciences, has worked as a teacher counselor in the Equal Opportunity Program, S.U.N.Y. Old Westbury. Her B.A. is from Hiram College and she is doing graduate work at Goddard College.

Shirley Whitney

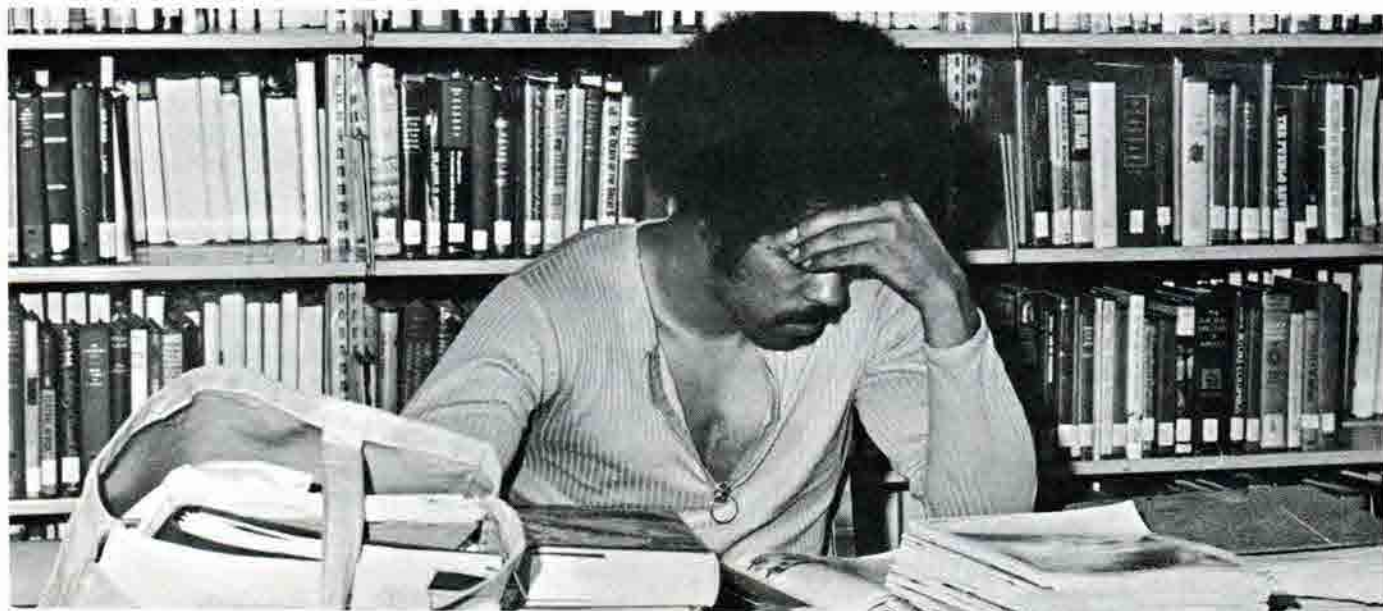
Associate Professor and Director of the Health Sciences Program, received her B.S. degree from Hunter College and her M.S. from Queens College. She has done extensive work in the health profession and also has many years of experience in counseling.

Frederick Willerford

Professor and Director of the Libraries, comes to Old Westbury from Manhattan Community College where he was Chief Librarian and Professor in the Department of Library. He received his B.A. degree at the University of Washington, his M.A. from Columbia University and his M.L.S. from Pratt Institute.

Gloria YoungSing

Associate Professor of Social Sciences, received a B.A. and Ph.D. in Economic Geography at Queens University in Belfast. Most recently she has served as Regional Planning Advisor to the Ministry of Planning and Development for the governments of Trinidad and Tobago.

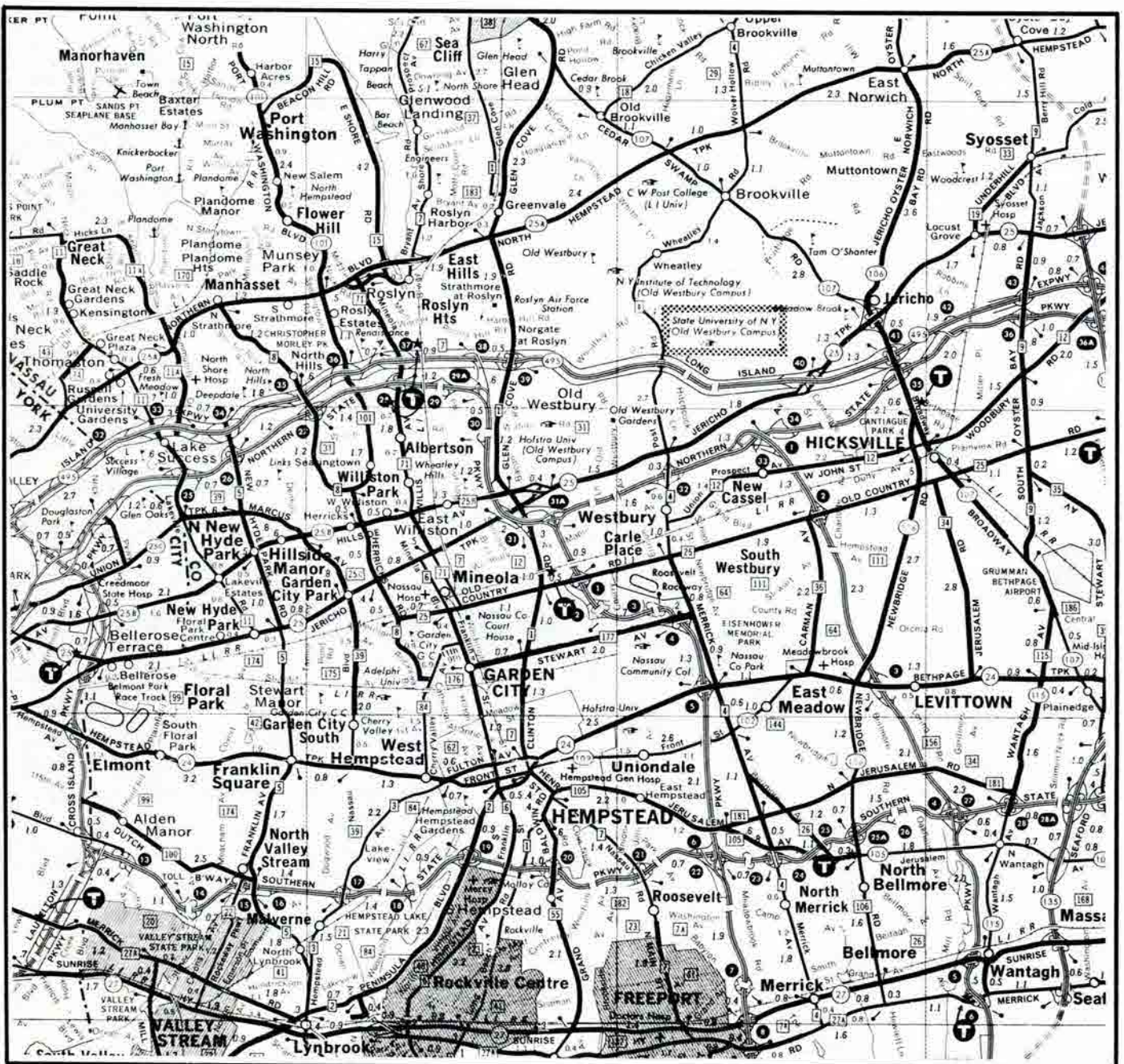


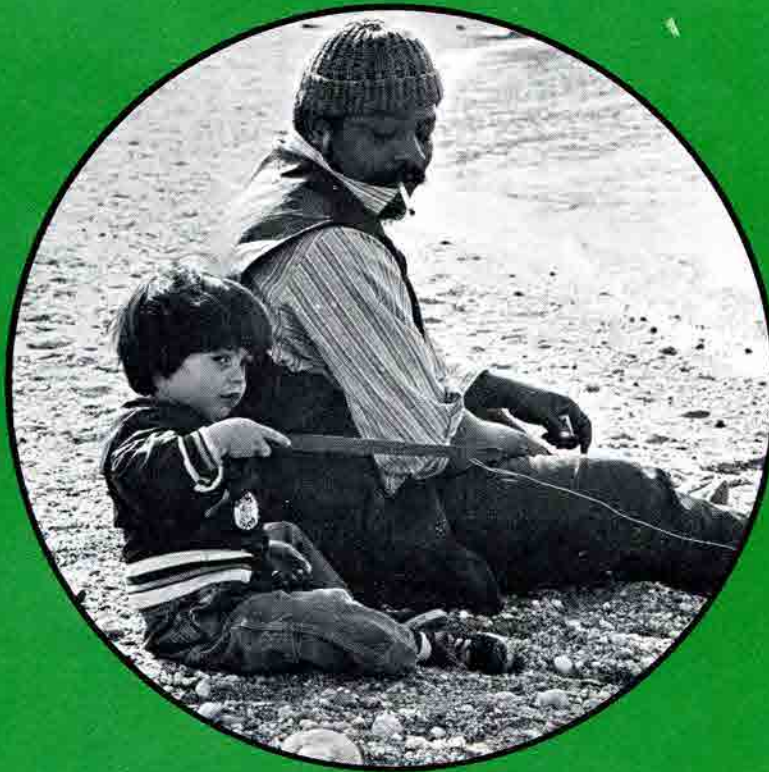
Academic Calendar, 1972-1973

RESIDENT HALLS OPEN	SEPTEMBER 5, 1972
ORIENTATION AND REGISTRATION	SEPTEMBER 6, 7, 8, 1972
CLASSES BEGIN	SEPTEMBER 11, 1972
LATE REGISTRATION DAY	SEPTEMBER 15, 1972
LAST DAY TO ADD COURSES	SEPTEMBER 27, 1972
LAST DAY TO DROP COURSES	OCTOBER 4, 1972
THANKSGIVING RECESS BEGINS	NOVEMBER 22, 1972
CLASSES RESUME	NOVEMBER 27, 1972
PRE-REGISTRATION FOR SPRING SEMESTER	DECEMBER 7, 8, 1972
LAST DAY OF CLASSES	DECEMBER 22, 1972
GRADES DUE IN REGISTRAR'S OFFICE	JANUARY 5, 1973
CHRISTMAS RECESS BEGINS	DECEMBER 22, 1972
CHRISTMAS RECESS ENDS	JANUARY 22, 1973
REGISTRATION FOR SECOND SEMESTER	JANUARY 22, 23, 1973
CLASSES BEGIN	JANUARY 24, 1973
LATE REGISTRATION	FEBRUARY 2, 1973
LAST DAY TO ADD COURSES	FEBRUARY 9, 1973
LAST DAY TO DROP COURSES	FEBRUARY 16, 1973
SPRING RECESS BEGINS	MARCH 23, 1973
CLASSES RESUME	APRIL 9, 1973
PRE-REGISTRATION FOR FALL SEMESTER	APRIL 30 & MAY 1, 1973
LAST DAY OF CLASSES	MAY 18, 1973
FINAL GRADES DUE IN REGISTRAR'S OFFICE	MAY 23, 1973
COMMENCEMENT	MAY 26, 1973

Directions to the Campus

1. Via the Long Island Expressway - 495 - Use exit 40. Loop under the expressway to the service road westbound at the YMCA building. Proceed $\frac{3}{4}$ of a mile on the service road until you reach the entrance to the College grounds. Turn right.
2. Via Northern State Parkway eastbound. Use exit 32, Post Avenue. Follow Post north to the Long Island Expressway. At the stop light turn right onto the South service road (Store Hill Road). Continue to Rte. 25 West (Jericho Turnpike). Turn left and continue under the Expressway to the westbound service road at the YMCA building. Proceed on the service road $\frac{3}{4}$ mile to the entrance to the College grounds.
3. Via Northern State Parkway westbound. Use Exit 35 (Broadway, Jericho). Continue north to Jericho, turning right under the bridge to Jericho Turnpike. Continue westbound on the service road for the Expressway until you come to the entrance to the College grounds.
4. The Long Island Railroad stops at Westbury. Taxi service to the Campus is available and the College is hoping to be able to continue the shuttle service it currently provides.





STATE UNIVERSITY OF NEW YORK / COLLEGE AT OLD WESTBURY
Old Westbury, New York 11568 (516) 333 - 7800