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The program and requirements set forth in this bulletin are necessarily subject to change without notice.
LaGuardia Community College, formerly known as Community College Number Nine, opened in September, 1971. It is one of the twenty branches of the City University of New York and is located in Long Island City, Queens. It is sponsored by the Board of Higher Education of the City of New York and operates under the program of the State University of New York. As a branch of CUNY, LaGuardia Community College has an open admissions policy which guarantees admission to any New York City high school graduate, subject to space availability.

LaGuardia is the only unit of the City University of New York to offer a work-study program to all of its students. The Cooperative Education plan offers the student the opportunity to combine classroom learning with practical work experience.

Upon completion of the academic program, a student receives one of the following degrees: Associate in Arts (A.A.); Associate in Science (A.S.); Associate in Applied Science (A.A.S.).

Two program options called CAREER and TRANSFER are available. The CAREER option enables a student to select a two-year program and immediately enter the world of work following receipt of the A.A.S. degree. The TRANSFER option allows a student to select a program which offers preparation for transfer to a four-year unit of the City University without loss of credit. The TRANSFER program leads toward the A.A. degree or, in certain cases where there is a concentration in science, toward the A.S. degree. Students receiving an A.A.S. degree may also transfer and receive credit for many of their courses.

The College is located in Long Island City, Queens at 31-10 Thomson Avenue, very near Queens Plaza and easily accessible via public transportation.

As a comprehensive community college, LaGuardia Community College aims to provide:

- quality career programs for students who plan to enter the labor market on a technical or para-professional level after graduation;
- transfer programs for students who plan to complete baccalaureate programs at a four-year college or university;
- broad educational offerings geared to the needs of adults residing or working in the geographic area served by the College;
- a range of developmental and individualized programs to meet the needs for personal, professional or broadly educational growth.
LaGuardia Community College is premised on the notion that learning takes place in many different settings. Through its Cooperative Education Program, the College provides off-campus and non-classroom learning. Cooperative Education is designed to help students determine and explore their own individual goals and, in general, to help them:

1. Develop increased knowledge and skills in their major field of study;
2. Explore different career possibilities;
3. Obtain experiences which will promote educational as well as personal growth.

The Program has two essential components: a work-related assignment; and a practicum seminar, which aims to connect the practical and the academic experiences. The two-pronged program is a degree requirement for all students, whether full- or part-time.

Built into the structure of the College, Cooperative Education helps keep the College in touch with developments outside of it. Identifying internships and placing students on various jobs attunes the College to changing needs, in terms of career opportunities and related curricula. At the same time, this interaction aids the College in bringing its resources to public and private agencies and to its own community.

LaGuardia operates on a year-round quarter system. This unusual calendar reflects the cooperative nature of the College. It gives a student the opportunity for several short-term (13-week) internships, while it permits the College to offer employers year-round coverage of positions.

Full-time students spend their first two quarters studying on campus and then begin to alternate off-campus internship terms with on-campus study terms. In the course of the basic two-year program, a student will take five study quarters and three internship quarters. In general, students are randomly assigned to the "A" or "B" pattern of alternation.

<table>
<thead>
<tr>
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<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
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<td>Study</td>
<td>Intern</td>
<td>Study</td>
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<tr>
<td>Pattern B</td>
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<td>Study</td>
<td>Intern</td>
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<td>Intern</td>
<td>Study</td>
<td>Intern</td>
<td>Study</td>
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<tr>
<td>Pattern B</td>
<td>Study</td>
<td>Intern</td>
<td>Study</td>
<td>Intern</td>
</tr>
</tbody>
</table>

In three internship quarters, a student gains 39 weeks, or 9 months, of valuable work experience, and receives a total of 9 credits (3 each internship quarter) toward the Associate Degree.
AN INDIVIDUALIZED PROGRAM OF PREPARATION AND PLACEMENT

Each student has a "coop" adviser who is responsible for preparing and placing him on his internship. The preparation period is devoted to helping students set personal and career goals, specifically to help the student:

1. assess his own experience, strengths and weaknesses;
2. build the confidence to project his strengths, especially in an interview;
3. begin to develop career goals;
4. identify goals for the internship;
5. identify skills necessary for a particular internship or career;
6. understand the employer's goals and needs, and what he will expect of the intern;
7. understand the philosophy and procedures of the LaGuardia program and his responsibility to it;
8. select initial internship in context of larger goals.

When a student is ready for his internship, he works closely with his coop adviser to select an internship which meets his own needs.

Once placed on an internship, the student is supervised by the cooperating employer and is visited by a coop adviser who will be constantly available, should problems emerge.

VARIETIES OF INTERNSHIP OPPORTUNITIES

LaGuardia has developed a broad range of internships: in the private sector and the world of business and industry; in the public, nonprofit and service areas; in the New York City area and, increasingly, nationwide; internships which are three-quarter sequential training programs leading directly to a position in the agency; internships which do not expect students to return to the same firm and thus permit him to explore different fields.

Internships should help a student to grow and learn, and to develop career possibilities. Thus, a data processing student may not spend all three internships in a data processing department. He may take a position in another department of a firm to see the implications of data processing to that area of the firm's efforts. On the other hand, the same student may wish to use one of his internships to explore a very different field which he does not wish to pursue as a career but wants to experience: for example, ecology and environmental protection.

A liberal arts student may be certain that social work is his calling and want to have three social work-related internships. That student, however, may want to spend one internship working in industry, in order to enhance his understanding of the conditions under which his clients work. Another liberal arts student may not have defined his career plans and may use his internships to test out different career areas and different academic areas. He may, for example, explore political science through working on a political campaign in one internship. In another internship he may work in a City agency or in a large corporate firm to observe its political and sociological structure. He may also try teaching the subject in a teaching internship.

In general, the Division of Cooperative Education develops the internships. Students, however, are encouraged to identify their own internships, to propose unusual placements or to develop existing part-time jobs into educationally valid internships. The possibilities for internships are unlimited.

THE INTERNSHIP AS AN EDUCATIONAL EXPERIENCE

LaGuardia sees the internship as a central feature of its educational program. Internships are developed for their educational value; and, accordingly, some may be salaried experiences, while others may not be paid or paid at a stipend rate.

The unique educational component of LaGuardia's Cooperative Education Program is the Practicum.

The Practicum is an internship seminar designed to provide the educational bridge between the off-campus and on-campus experiences. Specifically, the Practicum aims to:

1. maximize the student's ability to obtain learning from the internship;
2. aid the student in relating the field experience to previous classroom education;
3. provide foundation and motivation for learning in subsequent courses.

The student's internship experience forms the content base of the Practicum. The Practicum, in turn, focuses on the internship, aiming to give it an academic framework and using the internship as source material. Faculty will guide students in posing questions of their experience and in seeing their internship in a larger educational context. While the students are actually functioning on the job, the Practicum will permit them to analyze the experience in a systematic fashion. It will also permit them to compare their experience with other students in related placements. Both similarities and differences can be explored to provide a broader understanding of the experience.

A range of Practicums will be offered to permit different perspectives on the work experience. One Practicum, for example, may be concerned with the role and function of the secretary, another with the banking industry, and another with the psychology of work.
FOCUS ON STUDENT DEVELOPMENT

The basic purpose of the Division of Student Services is to aid LaGuardia students to achieve specific developmental goals which are essential to their academic and personal growth and successful integration into the adult community. These goals include:

1. Accurately assessing personal interests and abilities.
2. Selecting an appropriate career.
3. Formulating an educational plan.
4. Implementing a career decision.
5. Preparing for marriage and family life.
6. Building leadership skills.
7. Maximizing individual growth.

The Division places equal emphasis on service to problem-free students and to those who need remedial aid. The concept of student development is that all students must achieve the goals listed above, and that this can be accomplished through professional guidance. Students whose functioning is impaired will receive individualized help, but without the threatening connotation that they are unique.

The programs include the following:

I. Orientation
   A multi-phased program designed to facilitate the freshman's smooth transition from High School to College. During this period the new student has many opportunities to discover the College, meet and have dialogue with other members of the College community, learn about the programs and activities and to begin planning his College experiences.
   - Phase I
     Incoming Freshmen are visited in their High Schools by representatives of the College.
   - Phase II
     Open House — Incoming freshmen spend a day at the college participating in a program run by students and faculty.
   - Phase III
     Individualized counseling, advisement and registration.

II. Counseling and Advisement
   Each student is a member of a group of 20 students which works closely with an Advisory-Counseling Team, consisting of a faculty member, a Cooperative Education Coordinator and a Student Services Counselor.

   Through weekly meetings the student receives assistance in planning his college experience and in preparing for his post-college life, including his entrance into the world of work. In addition, each student may avail himself of individualized personal, vocational and educational counseling services through the college counseling department.

III. Health Services
   This department is concerned with the physical and mental well-being of the College community. LaGuardia offers a broad range of health services. The department conducts programs relating to such areas as sex, family, marriage, abortion, nutrition and personal health. Health Services includes the services of a nurse, a medical doctor and a psychologist.

IV. Financial Aid
   Students who are in need of financial assistance should contact the Student Services' Financial Aid Office. Such assistance is based on financial need. An application may be obtained from the Financial Aid Office. All financial aid applicants are required to file a Parents' Confidential Statement of family's finances. Loans are available from the New York State Higher Education Assistance Corporation and the National Defense Education Act. Loan applications are processed through the Financial Aid Office.

   Educational Opportunity Grants are available to students of exceptional financial need. These grants must be matched by some other form of financial assistance.

STUDENT ACTIVITIES

The LaGuardia Student Activities program plays a vital role in student development. The program is designed to offer a wide variety of leisure-time activities, to provide means for students to explore similar interests, to increase students' leadership and administrative skills, and to influence student life at the College in a positive way.

Some students serve their Cooperative Education internships in the Student Activities office. They work as advisors to campus organizations, aid in preparation of budgets, organize and publicize college and student functions, and serve as supervisors of lounges and other student facilities.

As enrollment grows, student activity offerings will change to meet the increased diversity of student interests. The activities program will sponsor plays, films, concerts, sports events, and other events of interest to stu-
Students and neighborhood residents. It is planned that student activities will also provide programs of student service in the surrounding community. Such programs will include tutoring of high school and junior high school students, counseling to youngsters from difficult home situations, and conduct of courses for the elderly and disabled. In developing such programs, the student activities staff will work closely with local community and social agencies and with a Student Community Service Committee to be established. Students will receive college credit for participation in such programs, or for the on-campus training they will receive to function effectively in them.

CLUBS AND FACILITIES
A variety of student clubs and organizations are available. A bowling league; a dance workshop; a film club; an art workshop; a poet's club; dejavu, a student crisis center; Ujama, a Black students' cultural club; Adelante, a Hispanic students' cultural club, and several others. In addition, students may participate in a Student Council (a nine-member governing body) and a Student Faculty Association, which is a financial corporation, directed by students and faculty, which distributes student activity fee funds.

Facilities available for students include designated areas for handball, tennis, volleyball, badminton, basketball, ping-pong, billiards, weights, game tables, and several student lounges.

ADMISSION PROCEDURES
The Admissions Program of the College is administered by the Office of Admissions, under supervision of the Dean of Student Services. Inquiries regarding admission should be directed to the Admissions Office, (937-9200).

Applications for admission as matriculated students by those currently in high school, or by high school graduates who have not attended college, are processed by the University Application Processing Center, Box 14B Vanderveer Station, Brooklyn, New York 11210. Application forms may be obtained from the Center or from local high schools.

APPLICANTS FOR ADMISSION must have graduated from an accredited four year high school or possess a New York State High School Equivalency Diploma. There are no residence restrictions for matriculation or attendance at LaGuardia Community College. Matriculants who are qualified residents of New York City attend the College tuition-free, subject to space availability and appropriate funding. All others are required to pay tuition fees in accordance with a fee schedule set by the City University of New York.

FEES

UNDERGRADUATE

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<tr>
<td>New York City Residents</td>
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<tr>
<td>Matriculated Students</td>
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</tr>
<tr>
<td>Non-Matriculated Students</td>
<td>$15.00 per contact hour</td>
</tr>
<tr>
<td>Out-of-City New York State Residents</td>
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</tr>
<tr>
<td>Full time Mitchell Brooke Student with Certificate of Residence</td>
<td>$275.00 per semester</td>
</tr>
<tr>
<td>Part time Mitchell Brooke Student with Certificate of Residence</td>
<td>$20.00 per contact hour</td>
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<tr>
<td>Out-of-State Students</td>
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<td>Full time Matrics and Non-Matrics</td>
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<td>Part time Matrics and Non-Matrics</td>
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<tr>
<td>Consolidated Fee (Full time)</td>
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<tr>
<td>Consolidated Fee (Part time)</td>
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<td>Late Registration Fee</td>
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<tr>
<td>Change of Program Fee</td>
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<tr>
<td>Absentee Examination Fee</td>
<td>$5.00 per course ($15.00 for three or more)</td>
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<tr>
<td>Transcript of Record Fee</td>
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Payment of tuition and fees must be for the exact amount of money and if possible, by check or money order. Please make financial arrangements (loans, waivers, grants, financial aid, etc.) before you register.

Note: All fees subject to change.
LaGuardia Community College's Office of Continuing Education offers a wide variety of courses and programs designed to meet the needs and interests of the adult population of Queens.

The offerings include hobby or leisure time activities such as photography, arts, literature; professional development such as data processing, small business administration, secretarial studies; and educational preparation such as high school equivalency training, Spanish, and English for foreign born persons.

There are also several large-scale projects funded by government grants which are offered through this Division. These include a Veterans Education Center which provides high school equivalency and college preparatory education as well as vocational counseling and placement (see section of Veterans Education Center). A Health Aide Training and Upgrading Program is also offered through the cooperation of the Queens Licensed Practical Nurses Association and Astoria General Hospital. A series of courses for senior citizens are also offered at the Queensbridge Senior Citizen Center.

In the coming years the Office of Continuing Education hopes to continue its current activities and expand to provide greater opportunities for adults, particularly in education and skills areas which will enable students to obtain employment or advance in their careers.

special programs

Veterans Education Center
The Veterans Education Center gives veterans the opportunity to develop basic academic skills and receive vocational counseling in a community college setting. Veterans enter the Center for twelve weeks to thirty-six weeks to achieve goals varying from obtaining a high school equivalency degree prior to taking on job training to preparing for admission to two or four-year college programs.

There are no admissions requirements. Veterans are admitted on a space available basis and veterans are accepted throughout the year. The length of the course depends on the individual's goals, his initial mathematics and reading levels, and his rate of progress. Individualized instruction and the College's mathematics and reading laboratories allow for maximum flexibility in scheduling so that working veterans may take advantage of the Center.

Veterans who want to attend college but who want first to develop basic academic skills may take college preparatory courses which help veterans develop reading, writing, and mathematical skills, and independent problem-solving techniques that can be used in college study. A high school equivalency course helps veterans to develop the skills needed to pass the New York State Equivalency Examination. Classwork is devoted to techniques of test taking; to studying and analyzing readings in subjects covered by the test — natural sciences, social studies, and literature; and to developing basic mathematical skill and language skills required by the examination. Teachers will periodically administer diagnostic tests and advise students when to take the examination.

All students in the Center are given the option of matriculation at LaGuardia Community College or assistance in obtaining admission to other units of the City University.

The tuition fee is covered by veteran's educational benefits received under the Public Law 91-219.

Extended Day Session
The Extended Day Session was established to provide students with a broader flexibility in course selection and the educational benefits of a single college concept. The Extended Day Session is a continuation of the scheduled day classes. The students enrolled in the Extended Day Session are permitted to enroll in any courses offered at the College, as their time permits. This same concept holds true for the regular full time day student.
who may desire to enroll in a course after the regularly scheduled day classes. The Extended Day Session offers the same opportunities as the regular day session such as, Student Services, Health Services, laboratory (English, Mathematics, Foreign Language and Sciences) facilities, administrative processing and academic counseling.

The Extended Day Session primarily serves the adult working population, housewives, and veterans.

The process of enrolling in the Extended Day Session is as follows:

a) Students would enroll as non-matriculating students by completing the application and submitting a ten dollar application fee.

b) Students would receive the necessary academic advising and select courses according to needs.

c) Upon successful completion of six credits the student would be eligible for matriculation.

d) The fees for courses are fifteen dollars per contact hour, and a general fee.

ACADEMIC OFFERINGS

The curricula at LaGuardia Community College are divided into four academic divisions: Business, Language and Culture, Social Sciences, and Natural Environment. Students who select the TRANSFER option (meaning those who wish to continue their studies at a four year institution) may enroll in Business Administration or Liberal Arts. Students who select the CAREER option (meaning those students interested in immediately entering professional employment at the end of two years) may enroll in Accounting, Business Management, Data Processing, or Secretarial Science. Students in the CAREER programs who later decide to transfer may do so, if a satisfactory record is maintained. These students may not necessarily receive full credit from a four year college for all courses taken at LaGuardia Community College.

CHOICES OF MAJORS AND REQUIREMENTS

Liberal Arts and Science (A.A. Degree)
Communication Skills
Interpersonal Communications (English I, II) 6 Credits
Symbolic Communication (Mathematics) 3 Credits
Urban Core Curriculum (Liberal Arts and Science Intensive) 9 Credits
Cooperative Education 9 Credits

For the remaining credits each student is expected to take a balanced distribution between each of the divisions of the Liberal Arts curriculum (normally a minimum of 6 credits in each division). In every case, a student is encouraged to work out course selections within the Liberal Arts curriculum which will express his own special interests.

Total 67 Credits

BUSINESS ADMINISTRATION (A.S. DEGREE)
BUSINESS MANAGEMENT (A.A.S. DEGREE)
Communication Skills
Interpersonal Communication I (English) 3 Credits
Symbolic Communication (Mathematics) 3 Credits
Urban Core Curriculum (Liberal Arts and Science Intensive) 9 Credits
Business/Business Administration and Business/Business Management Requirements 24 Credits
including the following:
- Principles of Accounting I, II
- Business Organization and Management
- Principles of Finance
- Statistics
- Economics
- Introduction to Data Processing
- Business Law

Cooperative Education 9 Credits
Liberal Arts Electives 12 Credits
(for A.A.S., 3 L.A. Electives needed)
Other Electives 7 Credits
(for A.A.S., 16 Electives needed)

Total 67 Credits
### ACCOUNTING (A.A.S. DEGREE)

<table>
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<td>Interpersonal Communication I (English)</td>
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<tr>
<td>Symbolic Communication (Mathematics)</td>
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<td>Urban Core Curriculum (Liberal Arts and Science Intensive)</td>
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<tr>
<td>Principles of Accounting I, II</td>
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<tr>
<td>Business Organization and Management</td>
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<td>Intermediate Accounting 1-A, 1-B</td>
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<tr>
<td>Business Law, and Cost Accounting</td>
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<tr>
<td>Economics</td>
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<td>Introduction to Data Processing</td>
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<td>Cooperative Education</td>
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<td>Liberal Arts Electives</td>
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<td>Business or Accounting Electives</td>
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### DATA PROCESSING (A.A.S. DEGREE)

#### MACHINE OPERATIONS OPTION

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<td>Business and Data Processing Requirements</td>
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<td>Introduction to Business Data Processing</td>
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<tr>
<td>Business Organization and Management</td>
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<tr>
<td>RPG Programming</td>
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<td>Basic Computer Operations</td>
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<tr>
<td>Basic COBOL Programming</td>
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<td>Advanced Computer Operations</td>
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<td>Teleprocessing Operations</td>
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<tr>
<td>Applied Statistics and Programming</td>
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<td>Economics</td>
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<td>Liberal Arts Elective</td>
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### DATA PROCESSING (A.A.S. DEGREE)

#### PROGRAMMING AND SYSTEMS OPTION

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<td>Business and Data Processing Requirements</td>
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<td>Introduction to Data Processing</td>
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<td>Basic COBOL</td>
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<td>Basic RPG</td>
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<td>FORTRAN or PL/1</td>
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<td>Systems Analysis and Design</td>
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<td>Advanced Programming</td>
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<td>Assembly Language Programming</td>
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<td>Operating Systems</td>
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### SECRETARIAL SCIENCE (A.A.S. DEGREE)

#### EXECUTIVE OPTION

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<tr>
<td>Symbolic Communication (Mathematics)</td>
<td>3</td>
</tr>
<tr>
<td>Urban Core Curriculum (Liberal Arts and Science Intensive)</td>
<td>9</td>
</tr>
<tr>
<td>Business and Secretarial Science Requirements</td>
<td>24</td>
</tr>
<tr>
<td>including the following:</td>
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<tr>
<td>Stenography I, II, III</td>
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<td>Typewriting I, II</td>
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<tr>
<td>Transcription I, II</td>
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<tr>
<td>Office and Personnel Management</td>
<td></td>
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<tr>
<td>Executive Secretarial Practice</td>
<td></td>
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<tr>
<td>Cooperative Education</td>
<td>9</td>
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<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>67</strong></td>
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SECRETARIAL SCIENCE (A.A.S. DEGREE)

LEGAL OPTION

Communication Skills
Interpersonal Communication (English I, II) ............................................. 6
Symbolic Communication (Mathematics) ....................................................... 3
Urban Core Curriculum (Liberal Arts and Science Intensive) ......................... 9
Business and Secretarial Science Requirements ............................................ 30
  Including:
  Stenography I, II, III
  Typewriting I, II
  Business Law
  Legal Stenography I, II
  Legal Vocabulary I, II
  Executive Secretarial Practice

Cooperative Education .................................................................................... 9
Liberal Arts Electives ...................................................................................... 3
Other Electives .................................................................................................. 7

Total 67

EDUCATION ASSOCIATE (A.A. DEGREE)

Communication Skills
Interpersonal Communication (English I, II) ............................................. 6
Structure of the Number System I, II ............................................................ 6
Urban Core Curriculum (Liberal Arts and Science Intensive) ......................... 9
Practicum ........................................................................................................ 9
Education Associate Curriculum Requirements ............................................ 23
  Including the following subjects:
  Psychology I, II
  Sociology I, II
  Music
  Art
  Science
  Science Laboratory
  Seminar

Liberal Arts Electives ...................................................................................... 9
Other Electives .................................................................................................. 5

Total 67

NEW CURRICULA

A Human Services Program is being developed with a special orientation toward community service. The proposed curriculum enables students either to pursue further academic education or to enter directly into full time employment. Fields of specialization may include mental health associate, assistant teacher, community service assistant, legal aide, and health assistants. Students wishing this program should register for Liberal Arts, although by September 1972 Human Services will be a separate curriculum.

The College is currently studying the possibility of developing a Communications curriculum.

INTENSIVES

At the beginning of each quarter, courses will be offered in each Division which students may take to satisfy this requirement. The courses, called "Intensives", will introduce students to the method of study appropriate to the disciplines within that Division, by examining selected topics or problems.

The approach is selective and concentrated. It is consistent with one purpose of the College, which is to encourage students to learn by doing. The emphasis is on the process and not simply the results of learning. Every effort will be made to reinforce classroom learning with direct experience in the surrounding urban laboratory, and vice versa.

A student will participate in an intensive in each of the Liberal Arts Divisions during different study quarters. An Intensive will meet every day for five days during the first week of the quarter, and it is the only course the student takes during that time. Throughout the quarter, it will meet for an hourly seminar once each week. The flexible schedule permits a faculty member to arrange trips or projects with his class during the first week, which a normal calendar would not allow. In addition, the weekly seminars during the quarter permit the completion of the project assigned during the first week.

The Intensives have two strong educational values. By breaking with a uniform pattern of learning, they permit and encourage a student to explore different ways of analyzing and comprehending material which may already be familiar to him. They permit a different mode of learning than the ordinary schedule. The second advantage is that they encourage multi-disciplinary approaches to the study of the urban environment, insofar as the Intensives in each Division are able to focus on a common set of problems.
ACADEMIC RULES AND REGULATIONS

A. ACADEMIC STANDING

Matriculation
1. Full-Time Students: By the end of the first year all students on a full-time program must have attained a minimum of 21 credits.
2. Part-Time Students: A currently matriculated part-time student in good academic standing at another unit of City University will maintain his matriculated status if he is admitted to LaGuardia as a transfer student or as an extended day student.
3. Non-Matriculated Students: A student who enters LaGuardia Community College as a non-matriculated student must accumulate 6 passing credits or more in order to be eligible for matriculation.

Exemption, Advanced Standing, Transfer
1. Students with demonstrated competence in specific areas may be granted credit for courses related to these areas, in any event not to exceed a total of 10 credits toward graduation. (This does not relate to coop or to credits transferred from other collegiate institutions.) Such decisions are left to the Divisional Chairmen.
2. Students who demonstrate competence in a specific skill may be exempted from a course whose purpose is a mastery of that skill. Exemption will be determined by the appropriate division.
3. Credit will be granted for courses taken and passed at other accredited colleges. Credit is granted for courses comparable to those meeting degree requirements of the student’s curriculum. Transfer credits shall not exceed 39 in number.

Registration, Withdrawal, Attendance
1. A student may not register a second time for a course for which he has already received credit.
2. If a student withdraws from a course before the end of the sixth week, no statement will appear on his permanent record. Students withdrawing after the sixth week will receive a No Credit (N.C.) grade for the course.
3. Attendance may be taken into account in grading a student’s performance. Methods are left to the discretion of the instructor.

B. REGULATIONS

Grading
1. The three designated passing grades are:
   (a) E (excellent)
   (b) G (good)
   (c) P (pass)
2. There is only one non-passing grade:
   No Credit (N.C.)
3. The (N.C.) designation (where it represents incomplete work) can be changed to a passing grade by the end of the next quarter. The grade cannot be converted beyond this time except in cases where the instructor grants an extension which may not exceed one additional quarter.
4. If a student registers for a course in which he has previously received an N.C. grade, the original and any subsequent N.C. grades will remain on his transcript.
5. To change any grade the student gets in touch with his instructor to discuss the grade. If no equitable solution is reached, the student may then go to the instructor’s Divisional Chairman for consultation. If no agreement can be reached, the student has the option to appeal his case in writing to the Academic Standing Committee, indicating his reason for the appeal.
6. Probation in its traditional form is not part of the LaGuardia warning system. Instead, notices of students in academic difficulty will be transmitted by the Registrar to the Advisory Teams for appropriate action.

Special Requirements
1. Credit Distribution: For the Liberal Arts and Science degree (A.A.), after requirements are met, students are required to take a balanced distribution of courses in each of the divisions of the Liberal Arts (Normally a minimum of 6 credits in each division).
2. Intensives: All students are required to take three intensives. Liberal Arts majors will take one intensive minimally in each of the Liberal Arts divisions. Business majors must take at least one business intensive and two additional in the Liberal Arts.
3. Normally all students must take Interpersonal Communications 101 and Symbolic Communications 101 within their first two quarters. It is usually not advisable to take them at the same time in the same quarter, unless a student takes a limited program.
4. Students in the following areas should take Symbolic Communications within the first quarter: Accounting, Data Processing, Business Management.
COURSE OFFERINGS

Division of Language and Culture

FOUNDATIONS IN ART. DESIGN AND COLOR  CAA 100:  3 credits, 3 periods
A course designed to examine a wide range of materials and techniques used by artists in visual expression. Students will be expected to complete a number of studio projects.

INTERPERSONAL COMMUNICATION I—LCE 101:  3 credits, 3 periods
This course explores the parallels between the literary and visual arts. Composition and reading skills are developed within the context of current topics. In addition to classroom meetings, teacher-student conference hours as well as language laboratory sessions are required.

INTERPERSONAL COMMUNICATION II—LCE 102:  3 credits, 3 periods
This course continues the writing work done in Interpersonal I. Essay writing is coordinated with reading in a variety of literary genres.

SOCIAL CURRENTS IN AMERICAN LITERATURE  LCE 201:  3 credits, 3 periods
A view of significant political and social issues as they have been reflected in American literature up to World War I. Included are the works of H. B. Stowe, Twain, Crane, Dreiser, and others.

SOCIAL CURRENTS IN AMERICAN LITERATURE II—LCE 202:  3 credits, 3 periods
A view of political and social issues as they have been reflected in American literature from World War I to the present. Included are the works of Dos Passos, Farrell, Wright, Mailer, Malamud, and others.

TRENDS IN AFRICAN LITERATURE I—LCE 230:  3 credits, 3 periods
An introduction to African writing through a study of such themes as the quest for identity, tradition versus urbanization, and the politics of independence. African religious motifs—including the mask, the dance, and the song—will also be studied as they relate to creative expression.

AFRO-AMERICAN LITERATURE  LCE 230:  3 credits, 3 periods
This survey of social and intellectual life within the Black community makes use of novels by Black writers.

THE SHORT STORY  LCE 250:  3 credits, 3 periods
An analysis of techniques used in the short story. The emphasis will be on the nineteenth and twentieth century fiction.

THE NOVEL  LCE 260:  3 credits, 3 periods
An analysis of techniques used in the novel. The emphasis will be on nineteenth and twentieth century fiction.

SPANISH

ELEMENTARY SPANISH I—LCS 101:  3 credits, 5 periods, 3 lectures, 2 labs
An intensive course for beginners designed to develop comprehension, speaking, reading, and writing skills through work in the classroom and the language laboratory.

ELEMENTARY SPANISH II—LCS 102:  3 credits, 5 periods, 3 lectures, 2 labs
This is a continuation of Elementary Spanish I.

INTERMEDIATE SPANISH  LCS 103:  3 credits, 4 periods, 3 lectures, 1 lab
Further development of speaking, reading, and writing skills through direct interaction with Spanish-speaking people. Emphasis will be placed on the ability to understand and interpret media, to take notes in conferences conducted in Spanish, and to develop creative writing skills. Students will be exposed to many members of the Spanish-speaking community as well as to commentary on current social issues and will be involved in an individual project which will demonstrate both oral and written abilities.

LITERATURE OF THE CARIBBEAN  LCS 270:  3 credits, 3 periods
A comparative study of the poetry, essay, drama and novel of Puerto Rico, Cuba, and Santo Domingo from 1800 to the present. Included are Jose Marti, Heredia, Cirillo Villaverde, Eugenio Maria de Hostos, Francisco Munoz del Monte. Satisfactory knowledge of spoken and written Spanish required. Permission of the instructor required.

SPANISH FOR FLUENT SPEAKERS  LLS 101:  3 credits, 5 periods, 3 lectures, 2 hr. lab
A course designed for those students who are fluent in the spoken language and wish to develop skills in reading comprehension and writing ability. Composition and reading skills are developed within the context of current topics. In addition to classroom meetings, an individual project related to the student's field of interest will be required.

ITALIAN

ELEMENTARY ITALIAN I—LCI 101:  3 credits, 5 periods, 3 lectures, 2 labs
An intensive course for beginners designed to develop comprehension, speaking, reading, and writing skills through work in the classroom and the language laboratory.

ELEMENTARY ITALIAN II—LCI 102:  3 credits, 5 periods, 3 lectures, 2 labs
This course is a continuation of Italian I.

FRENCH

ELEMENTARY FRENCH I—LCF 101:  3 credits, 5 periods, 2 labs
An intensive course for beginners designed to develop comprehension, speaking, reading, and writing skills through work in the classroom and language laboratory.
SKILL MAINTENANCE IN FOREIGN LANGUAGES—LCF 150, LCI 150, LCS 150: 2 lab hours, 1 credit
A laboratory course (1 quarter) designed to maintain Foreign Language Skills during an interruption in the study sequence. Individual instruction directly related to student's particular field of interest. Hours to be arranged.

INTENSIVES

An investigation of the creative process as it relates to artistic expression. Emphasis will be placed on the artistic representation of selected themes which affect the quality of contemporary life. Students will be expected to work on a variety of individual projects.

"MEDIA ARTS WORKSHOP"—LCI 199: 3 credits, 3 periods
An investigation of the methods of media production. During the Intensive week, there will be field trips to a newspaper production plant, a television studio, and a theatre where a play is in production.

During the quarter, students will select as a class unit some activity for development in one of the media; as a group students will be responsible for preparation, advertising, casting (if any), and production of an original project for college-wide appreciation.

"PERSONAL EXPERIENCE AND THE CREATIVE ACT: MAKING AUTOBIOGRAPHY ART."—LCI 199: 3 credits, 3 periods
An exploration of the potential in individual experience as the source of creative expression. Although the focus will be upon creative writing and the basic tools of the writer's craft, photographs, paintings, drawings, sculpting—as they reflect individual experiences and responses—will be encouraged as representations of personal reactions to events. Through a series of exercises designed to improve the quality of creative expression, students will move toward the preparation of an autobiography that dramatizes one essential aspect of their lives.

Reading and writing will be carried out in class and at home. Students will be asked to read parts of one novel that focuses upon intense personal experiences of the hero.

"VIOLENCE IN AMERICAN ART AND CULTURE."—LCI 199: 3 credits, 3 periods
An investigation of the aura of violence in contemporary American life and institutions, and an appraisal of the ways in which various art forms reveal and frequently reinforce it. Serious forms of literature—history, the novel, and drama—will be carefully scrutinized. Moreover, special emphasis will be placed on the mass media (newspapers, film, and television) and on popular literature, including the detective novel and the comics. Members of the class will work on creative term projects, either individually or in conjunction with other people who want to examine a common problem.

"CREATIVE WRITING WORKSHOP."—LCI 199: 3 credits, 3 periods
Although there are no prerequisites for this Intensive, students who enroll in it should be prepared to submit creative work and to offer technical assistance (typing, editing, layout and design) in the preparation of a literary magazine. Initial meetings will be devoted to organizational discussions and to an examination of the rudiments of creative writing and photography. Subsequent sessions will be given over to readings and discussions of stories, poems, plays, and literary and photographic essays which individual members have produced. The final intensive week will be reserved for editorial selection and the actual preparation and distribution of the magazine.

"IDEAL SOCIETIES: PLANNING FOR THE FUTURE"—LCI/SS 199: 3 credits, 3 periods
This course will investigate the nature of ideal societies (utopias) as they have been treated by artists, philosophers, and social scientists. The class will look into the ways utopian thinking can affect communities and states. It will concentrate on such aspects of contemporary life as American communes, city planning, the revolution in education, and politics and ideology. During the entire quarter, contacts will be made with communes, planning commissions, educators, and such organizations as the Institute for the Future.

"THE PUERTO RICAN COMMUNITY: A MINORITY GROUP EXPERIENCE"—LCI 199: 3 credits, 3 periods
This course will study the similarities and differences in the socio-cultural patterns of large waves of immigration and their impact on the urban environment. Particular emphasis will be placed on the Puerto Rican community in order to provide an enhanced awareness and sensitivity to the value systems of our city's minorities. Throughout the quarter, students will participate directly in the experiences of the target community and will be attached to agencies, theatres, newspapers, or publishing houses. Relevant books will also be assigned. (This course is complementary to Spanish 102, although Spanish 102 is not a prerequisite.)

"ART AND SOCIAL CHANGE"—LCI 199: 3 credits, 3 periods
A comparative course designed to investigate the ways in which the artist promotes, reflects, or inhibits social change. Concentration will be on the Italian Renaissance and the modern period. The class will discuss the lives of artists in each period to discover what it meant to them to be artists and what they thought about their society.

There will be museum trips, poetry readings, films, required texts, and quarterly projects in which students compare one Renaissance artist and one contemporary artist.

"ART, POLITICS AND PROTEST"—LCI 199: 3 credits, 3 periods
This course will have a dual focus—on such traditional examples of political art as street theatre, political surrealism, realism, pop song and photomontage; and on what is happening in New York in these areas.

After a first week of trips to theatres and museums, of films, and of guest artists, students will spend the rest of the quarter setting up the structure for an improvisatory theatre group at LaGuardia, and for a group of students working on photomontage. Readings will be on a group and individual basis.
*Humanities Intensive: "NON-VERBAL COMMUNICATION" LCI 199: 3 credits, 3 periods
This intensive will include field trips and student projects which deal with the artistic, cultural, and scientific implications of non-verbal communication. Students will learn techniques of observation and hypothesis development as well as participate in forms of non-verbal communication. Such books as Personal Space by Robert Sommer and Body Language by Julius Fast will be read.

* Humanities Intensive: "RURAL AMERICA FROM AN URBAN PERSPECTIVE" LCI 199: 3 credits, 3 periods
An investigation of the role which the Wilderness has played in shaping American thought, culture and literary life. Special attention will be devoted to the interrelation of rural and urban problems, and to the impact of industry and tourism on wilderness areas.
In an effort to experience directly the complex issues of conservation and industrial development, the class will spend the Intensives week in the Adirondacks where local residents, authorities, and guest speakers will examine the personal, aesthetic, political and economic forces involved in the current struggle to preserve the wilderness. During the quarter students will read from books by Thoreau, Stewart Udall, Robert Frost, James Dickey, Loren Eiseley, and others. Students will also be expected to develop a project that explores the force of the artist's environment on his work.
Prerequisite: Costs for the Intensive week may run to a maximum of $45. per student.

* Humanities Intensive: "URBAN ARTS WORKSHOP" LCI 199: 3 credits, 3 periods
An exploration of the City's social and technological impact on artists. The first week will include visits from writers and film makers, and trips to magazine production facilities.
Projects will be in such areas as the photo essay, film, and creative writing.

COURSE OFFERINGS

Division of Natural Environment

SCIENCE COURSES

TOPICS IN BIOLOGICAL SCIENCES NEB 101: 3 credits, 2 lectures, 2 labs
A study of the scientific method, origin and organization of life, reproduction and ecology. The relevance of modern biological theory to human life in particular areas (urban pollution, population control, etc.) will be emphasized.

TOPICS IN PHYSICAL SCIENCES NEP 101: 3 credits, 2 lectures, 2 labs
A non-mathematical survey of the major concepts in astronomy, physics, chemistry and geology. Special emphasis will be placed on the historical development and the social significance of these ideas.

HISTORY OF SCIENCE NES 101: 3 credits, 3 lectures
A survey of the historical development of the major scientific concepts from the ancient world up to the present. Special emphasis will be placed on the social significance of these concepts. No scientific background is needed.

MATHEMATICS COURSES

SYMBOLIC COMMUNICATION NEM 101: 3 credits, 4 lectures, 2 labs
This course attempts to develop an appreciation for the power of mathematics as a tool for clear systematic reasoning in a broad number of areas. Students are introduced to mathematical topics of a different nature than previously studied. Skill instruction—both in the classroom and in the laboratory—will be provided as the need arises from these topics. Among the topics to be included are logic, sets, topology, some elements of probability and statistics.

PROBABILITY AND STATISTICS NEM 250: 3 credits, 3 lectures
A study of the basic concepts in statistics—making tables, correlating data, drawing graphs, averages, normal curve—and the probability theories behind statistical concepts.
Prerequisite—NEM 101 or exemption.

STRUCTURE OF THE NUMBER SYSTEM I, II—NEM 103, 104: 3 credits, 3 lect.
A two-quarter sequence devoted to the study of the structure of the real number system and its sub-systems. Among the topics to be included are the language and nature of deductive reasoning, operations on whole numbers, numeration systems, rational numbers and real numbers, elementary number theory. Of particular value to prospective teachers.
Prerequisite—NEM 101 or exemption.
COLLEGE ALGEBRA NEM 200: 3 credits, 3 lectures
The first course in the two-quarter sequence in preparation for calculus. The class will work in close conjunction with the mathematics laboratory which will enable students to work in clusters at their own pace. Topics to be covered include signed numbers, linear equations, products and factors, logarithms and exponents, quadratic functions, coordinate geometry. Prerequisite—NEM 101 or exemption.

PRE-CALCULUS MATHEMATICS NEM 201: 3 credits, 3 lectures
The second course in the two-quarter sequence in preparation for calculus. Topics to be covered include analysis and graphing of the following functions: polynomial, exponential, logarithmic, circular, and trigonometric. Prerequisite—NEM 200 or permission of Chairman.

INTENSIVES

"GETTING SICK IN NEW YORK" NEI 199: 3 credits, 3 periods
A study of health and sickness in an urban environment. Social and scientific problems in providing the necessary medical care. Students will learn about health in New York through class discussions, films, speakers, laboratory work and trips to hospitals and medical research centers.

"WHAT IS SCIENCE?" NEI 199: 3 credits, 3 periods
A course designed to explore the conceptual nature of science. Activities are presented to introduce science as an on-going process and product. Students are required to perform original problems, which they develop.

"INTERACTION BETWEEN SCIENCE AND SOCIETY" NEI 199: 3 credits, 3 periods
A consideration by means of speakers, films, field trips, reading and participation — of the problems of applying modern technology and science to contemporary society.

"POLLUTION AND THE NEW YORK CITY AREA" NEI 199: 3 credits, 3 periods
Studies will be made of marine (Orchard Beach) and freshwater (Hudson and East Rivers) environments. Processes of pollution removal systems, such as sewer treatment plants will be investigated also. Biological and social vectors of pollution — man, rats, roaches, etc. — will be studied and how they relate to the politics of pollution.

"MATHEMATICS IN NATURE AND ART" NEI 199: 3 credits, 3 periods
To acquaint students with the mathematical patterns and aesthetic coherence in nature and in man-made objects. This will be accomplished through introductory lectures, slide demonstrations, museum and architectural field trips and practical projects involving construction and measurement of various figures and spaces.

"THE POLITICS OF HEALTH" NEI/SS 199: 3 credits, 3 periods
To acquaint the student with the political, social and scientific aspects of the production and delivery of health care within the United States. This will be accomplished through field trips, talks by representatives of different viewpoints on solutions of health problems, reading and participation.

COURSE OFFERINGS

Division of Business

SECRETARIAL SCIENCE

STENOGRAPHY I—BUS 101: 2 credits, 4 periods
Students who have not previously studied shorthand receive an intensive presentation of the basic theory of Gregg shorthand (Diamond Jubilee) or machine shorthand. At the conclusion of the quarter, they are expected to have mastered the basic principles and to have acquired a writing speed of 40 words a minute and the ability to read shorthand from textbook plates and homework notebooks.

STENO MACHINES I—BUS 102: 2 credits, 4 periods
A presentation of the basic keyboard of the stenographic machine, known as "Touch Shorthand". In addition to keyboard theory, correct stroking technique, practice in rapid reading of touch notes, and abbreviations are emphasized. Final speed goal is 40 words a minute.

STENOGRAPHY II—STEN, PITMAN, OR MACHINE—BUS 103: 2 credits, 4 periods
Review of basic principles of Gregg, Pitman, or Machine shorthand and speed building in both reading and writing of shorthand. Final speed reading goal of 50-60 words a minute. Pretranscription drills are commenced in preparation for the beginning of transcription.

STENOGRAPHY III—STEN, PITMAN, OR MACHINE—BUS 104: 2 credits, 4 periods
Additional practice in rapid reading of touch notes, and abbreviations are emphasized. Final speed goal is 60 words a minute.

TRANSCRIPTION I—STEN, PITMAN, OR MACHINE BUS 105: 4 credits, 8 periods
Review of basic principles of Gregg, Pitman, or Machine shorthand and speed building in both reading and writing of shorthand. Final speed goal is 60 words a minute.

TRANSCRIPTION II—STEN, PITMAN, OR MACHINE BUS 106: 4 credits, 8 periods
Practical work in shorthand at a writing speed of 100 words a minute. Specialized work is done in preparation for the beginning of transcription.

TRANSCRIPTION III—STEN, PITMAN, OR MACHINE BUS 107: 4 credits, 8 periods
Further practical work in shorthand at a writing speed of 100 words a minute. Specialized work is done in preparation for the beginning of transcription.

TRANSCRIPTION IV—STEN, PITMAN, OR MACHINE BUS 108: 4 credits, 8 periods
Further practical work in shorthand at a writing speed of 100 words a minute. Specialized work is done in preparation for the beginning of transcription.

TYPEWRITING I—BUS 200: 2 credits, 4 periods
This course includes elementary instruction in rough typewriting; the rules of form applicable to letter writing, tabulation, and college report writing; the care of the typewriter.

TYPEWRITING II—BUS 201: 2 credits, 4 periods
This is a continuation of Typewriting I and includes improvement of basic skills; individual remedial instruction and practice in the typewriting of business letters, manuscripts, statistical matter, legal and business documents.
EDUCATIONAL PROBLEMS OF THE SCHOOL SECRETARY I—BUS 210: 2 credits, 2 periods
This course is designed to provide the school secretary with a knowledge of the educational developments in the United States, educational organization and supervision, principles and practices, methods and materials, and research and experimentation. The course will include lectures and class discussions of topical course content, individual and group presentations of relevant topics; case studies of school secretarial problems; and assigned readings and written reports.

SCHOOL RECORDS AND ACCOUNTS BUS 211: 2 credits, 2 periods
The course is designed to develop an understanding of New York City elementary school records and accounts and administrative procedures. Class work will consist of actual implementation of selected school records and accounts. Problems characteristic of daily administrative procedures will be reviewed, discussed and analyzed. Assignments material will be reviewed by the class.

ACCOUNTING

PRINCIPLES OF ACCOUNTING I—BUA 101: 3 credits, 4 periods
(Elementary Accounting) — part I Fundamental principles of accounting, including the use of accounting tools and techniques. The entire accounting cycle is analyzed from basic operations through adjusting and closing entries.

PRINCIPLES OF ACCOUNTING II—BUA 102: 3 credits, 4 periods
(Elementary Accounting — Part II) — A continuation of Accounting I, with topics including voucher system, partnership and corporation accounting; also covered are sales of business, asset valuation, some tax aspects of accounting. Prerequisite: Accounting I

INTERMEDIATE ACCOUNTING IA—BUA 201: 3 credits, 4 periods
Completion of accounting techniques and procedures peculiar to the corporate and partnership form of organization. Overview of accounting practice with emphasis on principles involved in determination and presentation of income statement and balance sheet. Other topics to be examined include long-term liabilities and investments.

DATA PROCESSING

INTRODUCTION TO BASIC DATA PROCESSING BUD 100: 3 credits, 5 periods
The student is introduced to the basic conceptual aspects of commercial data processing and is also instructed in operation of punched card and other equipment in the data processing laboratory. Fundamentals of COBOL programming are introduced. This course is a prerequisite to all other Data Processing Courses.

BASIC 360 COBOL PROGRAMMING BUD 106: 3 credits, 5 periods
Students move from theoretical to practical COBOL programming by means of programming drills, exercises and case studies, utilizing basic input and output devices. Prerequisite: Introduction to Data Processing

REPORT PROGRAM GENERATOR BUD 108: 3 credits, 5 periods
Report Program Generator language is presented by means of practical experience in writing programs in this computer language. The card reader, card punch, printer and tape drives are utilized. Prerequisite: Introduction to Data Processing

SYSTEMS ANALYSIS AND DESIGN BUD 110: 3 credits, 3 periods
Methods used to develop systems for computer applications are taught in this course. Students prepare procedures, documentation and operating instructions for the machines involved in the system. Prerequisite or Corequisite: Basic 360 R.P.G. or Basic 360 COBOL.
BUSINESS ADMINISTRATION AND MANAGEMENT

PRINCIPLES OF FINANCE  BUF 200: 3 credits, 3 periods
An introduction to the principles and practices of the financial organization and the operation of a corporation. The financing of a new and growing business, sources of capital, banking and credit procedures are also examined.
Prerequisite: Symbolic Communication Accounting I and II
or by permission of Divisional Chairman

BUSINESS LAW  BUL 101: 3 credits, 3 periods
A study of the basic law of contracts, are applied to business transactions. Case studies are used to analyze various principles of contract law and their applications in order to promote understanding of the legal aspects of contracts and contractual obligations.

MARKETING

INTRODUCTION TO MARKETING  BUK 101: 3 credits, 3 periods
Case studies dealing with the entire marketing cycle of goods from place of origin to ultimate consumer. The institution methods and policies are analyzed and evaluated. Consideration is given to methods for improving efficiency and lowering costs.

RETAILING MANAGEMENT

PRINCIPLES OF RETAILING MANAGEMENT  BUR 101: 3 credits, 3 periods
An introductory course dealing with management and merchandising. Organization and techniques in large and small operations will be explored.

INTENSIVES

“EXECUTIVE SECRETARIAL PRACTICE”  BUI 199: 3 credits, 3 periods
An intensive coverage of the non-stenographic aspects of the secretary’s position. Communication, personal relationships, telephone and equipment usage are stressed. Students will have an opportunity to develop dictaphone, filing and other technical abilities as well as such topics as receiving callers and planning itineraries.

BUSINESS ADMINISTRATION

“BUSINESS ORGANIZATION AND MANAGEMENT”  BUI 199: 3 credits, 3 periods
This course will provide a conceptual foundation for successful managerial performance through understanding organizational relationships. The systems concepts as well as traditional viewpoints are re-examined and the decision-making process is explored by means of case studies, management games and computer assistance.

COURSE OFFERINGS

Division of Social Sciences

HISTORY

HISTORY OF THE U.S.  SSH 101: 3 credits, 3 periods
An examination of social, political and economic currents in U.S. history through the end of the Civil War.

THEMES IN AMERICAN HISTORY SINCE 1865  SSH 102: 3 credits, 3 periods
The course will examine basic themes in American History since the Civil War. Among the themes will be history of American minorities, the rise of Industrial America, the growth of the American political economy, the reformist tradition, and the growth of empire. The course will examine these themes and will integrate them to allow students to better understand the nature of contemporary society.

HISTORY OF MINORITIES IN THE UNITED STATES  SSH 200: 3 credits, 3 periods
The cultural, social and political impact of minority groups in the shaping of American destiny. Major ethnic, religious and racial groups, and the great tides of urban immigration in the nineteenth and early twentieth centuries.

AFRO-AMERICAN HISTORY  SSH 231: 3 credits, 3 periods
An examination of major social, economic and political developments affecting the course of Black people in the United States. These developments will be treated within the broad framework of basic American History.

POLITICAL SCIENCE

U.S. FEDERAL GOVERNMENT  SSP 101: 3 credits, 3 periods
The organization, powers, and function of the federal government. The ideological foundations of federalism; constitutional precepts and their origin, evolution, and interpretation; the branches of government and their fields of influence.

COMPARATIVE POLITICAL SYSTEMS  SSP 200: 3 credits, 3 periods
A detailed consideration of the major and minor U.S. political parties, past and present, party organization and leadership, political philosophies of the right, left and center; special interest groups and congressional lobbying machinery.

POWER AND POLITICS IN URBAN AMERICA  SSP 230: 3 credits, 3 periods
The course will concentrate on urban politics and social life in relation to recent efforts to establish decentralized, locally controlled institutions and social processes in schools, day-care centers, health centers, living collectives, and media oriented institutions. This course will include readings and discussions, as well as field work on urban problems and community developments in New York City.
PSYCHOLOGY

GENERAL PSYCHOLOGY I (PSYCHOLOGY AS A SOCIAL SCIENCE)—SSY 101: 3 credits, 3 periods
An overview emphasizing human behavior in the social context. Topics include personality formation; human learning capacities; behavior disorders and their treatment; aptitudes, intelligence, and individual differences; motivation and emotion; social determinants of behavior; and child psychology.

GENERAL PSYCHOLOGY II (PSYCHOLOGY AS A NATURAL SCIENCE)—SSY 102: 3 credits, 3 periods
An investigation of the basic, underlying principles of behavior analysis, with an emphasis on experimental methodology. Topics include learning and conditioning; the biological basis of behavior; sensation and perception; hereditary and environmental influences on behavior; and thinking and problem-solving.

PERSONALITY SSY 200: 3 credits, 3 periods
Factors in personality development; variation in personality adjustment, traits, types, and styles; theories of personality; techniques of evaluation.

PHILOSOPHICAL AND SOCIAL FOUNDATIONS OF EDUCATION SSY 210: 3 credits, 3 periods
An examination of the historical, philosophical and cultural roots of contemporary education. Current issues and significant innovations in education will be discussed and students could be encouraged to explore an educational problem in depth.

ABNORMAL PSYCHOLOGY SSY 230: 3 credits, 3 periods
This course will cover the following topics:
1. Definition of abnormality and the types of mental illness.
2. Study of schizophrenia in children and adults.
4. Methods of treatment (past and present) for psychosis and neurosis. Readings will include Bettelheim, Erikson, Freud, Laing, Skinner. This will be supplemented by relevant novels (Hannah Greene, Ken Kesey) and also films illustrating mental illness and mental health facilities. Students will be responsible for specific reading assignments which will be evaluated periodically.

CHILD PSYCHOLOGY SSY 240: 3 credits, 3 periods
A consideration of the physiological and psychological factors in individual development from birth through adolescence; emotional and behavioral disorders of children; principles of child guidance.

PRINCIPLES AND PRACTICES OF EARLY CHILDHOOD SSY 241: 3 credits, 3 periods
Principles underlying behavior and personality from birth to adolescence and how these affect and influence classroom behavior. Important contributions from psychology, sociology and allied fields enrich insights into the normal crises, tasks and growth potentials of the child in our dynamic cultural setting.

SOCIOLOGY

INTRODUCTION TO SOCIOLOGY SSS 101: 3 credits, 3 periods
Development of a systematic framework for understanding the structure of contemporary society. The forces binding groups together; why some people deviate while others are controlled; how social institutions affect political, economic, and psychological relationships.

URBAN SOCIOLOGY SSS 102: 3 credits, 3 periods
Analysis of the profound influence of the urban life style. The unique social history and emerging ecological structure of metropolitan areas; problems of urban education, religion and family organization; the welfare systems; the impact of urban culture on human personality and growth.

URBAN COUNTER CULTURES SSS 201: 3 credits, 3 periods
The theme of alienation will be treated as a factor in creating cultures that go against the main trends of society. Assignments will be drawn from the fields of such subjects as juvenile delinquency, activist youth, drug addiction and homosexuality.

A SOCIOLOGY OF BLACK LITERATURE SSS 230: 3 credits, 3 periods
Chronology ranges from the 1890's to the 1970's and includes works by Griggs, Dunbar, DuBois, Thurman, Hurston, Attaway, Fisher, Schyler, Wright, Ellison and Baldwin.

SOCIOLOGY OF RELIGIONS SSS 240: 3 credits, 3 periods
An introduction to the sociological approach to an interpretation of religious phenomena. There will be an attempt to examine the ideas and ideals, shared belief and practices which are inherent in religious movements, institutions, and the social context.

ECONOMICS

INTRODUCTION TO ECONOMICS SSE 101: 3 credits, 3 periods
A general survey of capitalistic economic theory: money and banking; production, consumption, and competitive pricing; investment; resource allocation; the influence of labor, welfare, and the tax structure on the economy.

INTERDISCIPLINARY

PERSONALITY AND CULTURE—SSI 100: 3 credits, 3 periods
An interdisciplinary introduction to the study of man and his culture in the past, present and future. What are the questions a social scientist asks about the people and institutions in his society? Concepts, such as self, roles, values, groups, culture conflicts, change will be discussed in relation to a specific problem chosen for each quarter (i.e. the family).
SOCIAL PROBLEMS AND POLITICS IN AMERICAN SOCIETY SSI 102: 3 credits, 3 periods
An introduction course in Social Science and American society concentrating on social problems and politics. The main focus will be an examination of the institutional processes in American society and how these processes relate to individuals and groups. The course will be analytical in nature and will attempt to answer the question of how social and political change have taken place in recent American history.

INTENSIVES

"THE EFFECTS OF CROWDING (HIGH POPULATION DENSITY)" SSI 199: 3 credits, 3 periods
Research and theory on the social and biological effects of crowded living conditions, such as exist in modern cities and in the Far East. Emphasis is on research techniques used in the biological and social sciences and how they are applied to modern biosocial problems. Topics also include human ecology, demography (population science), birth control, world food supply, and other matters related to the "population explosion."

"THE POLITICS OF HEALTH" SSI/NEI 199: 3 credits, 3 periods
To acquaint the students with the political, social, and scientific aspects of the production and delivery of health care within the United States. This will be accomplished through field trips, talks by representatives of different viewpoints on solutions of health problems, reading and participation.

"URBAN COUNTER CULTURES" SSI 199: 3 credits, 3 periods
To expose students to the range of services and contacts needed in developing a neighborhood program for the rehabilitation of drug users.

"COMMUNITY CONTROL" SSI 199: 3 credits, 3 periods
An evaluation of the investment of control (power and wealth) in American communities, and how it is gained. The focus is on problems of community development and the process of social change. Field study of local community control organizations and projects are included.

"COMMUNITY PSYCHOLOGY" SSI 199: 3 credits, 3 periods
The thrust of this course is to visit community mental health clinics in New York with a span of different approaches of treatment. These clinics (ranging from the Veterans Administration Hospital to store-front clinics) will be compared and evaluated in daily classroom meetings during the week. At the same time methods of psychological intervention will be explored through discussion, role-play, and group exercises.

"THE NATURE OF BUREAUCRACY" SSI 199: 3 credits, 3 periods
The course is designed to learn the various methods of solving problems when dealing with bureaucracies. The major focus of the course will be on real life, everyday problems. Among the bureaucracies that are investigated include education, welfare, housing and city government.

"THE VIETNAM WAR: CAUSES AND EFFECTS" SSI 199: 3 credits, 3 periods
The course will trace the course of the Vietnam War and will analyze its impact upon the Vietnamese and American people. Among the topics to be studied are military strategies, the politics of war, the economics of war, and the war and American ideology.

"THE INDIVIDUAL AND THE URBAN CRISIS" SSI 199: 3 credits, 3 periods
An exploration of the alienation of people from one another and from the institutions of their social environment. Included will be an analysis of current attempts to overcome the process of alienation, e.g., women's liberation, emerging counter-cultures, etc.

"RELIGION AND SOCIAL CHANGE" SSI 199: 3 credits, 3 periods
This interdisciplinary intensive course will cover the following topics:
1. Responses of churches to changing ethnic patterns.
2. Religion and social class.
3. Religious groups and the struggle for urban power.

Readings will be drawn from Lee: Churches and Cities; Herberg: Catholic, Protestant, Jew; Lenski: The Religious Factor; Younger: Urban Power Structure.

Readings will be supplemented by visits to local churches, as well as denominational headquarters of those groups active in the effort at metropolitan social change.

"PRACTICAL POLITICS IN N.Y.C." SSI 199: 3 credits, 3 periods
The aims and objectives of this course are to develop an understanding and working knowledge of our city government. Utilizing this knowledge and gaining practical insights from this course, local projects will be developed and executed. Students will learn about city government through class discussions, political speakers and visits to governmental agencies.

"IDEAL SOCIETIES: PLANNING FOR THE FUTURE" SS/LC 199: 3 credits, 3 periods
An investigation of the nature of ideal societies (utopias) as they have been historically treated by philosophers, artists and social scientists. Through films, field trips, reading and discussion, the ways in which utopian thinking can affect the nature of future communities will be analyzed. Emphasis will be placed on models of utopian and dystopian (imperfect societies) planning, as it is reflected today in various attempts to reshape urban and rural America.

"EXPERIMENTS IN URBAN HIGHER EDUCATION" SSI 199: 3 credits, 3 periods
During the Intensive week, the course will have two main objectives: A look at several different models for urban colleges using case studies. As members of task forces, students will develop skills in research techniques. In other words, by seeing how planning was done at other colleges, students will be able to compare that with our own situation. At the end of the Intensive week, students will become members of task forces to study aspects of the college which are still in the planning stage, in order to make some specific recommendations about the future of the college. These task forces will deal with such topics as curriculum development (Human Services, Communications, Middle College) and Cooperative Education. Each task force will work directly with a member of the college staff.
RESOLVED, That the Board of Higher Education in compliance with Chapter 191 of the Laws of 1969, hereby adopt the following rules and regulations for the maintenance of public order on college campuses and other college property used for educational purposes.

RULES AND REGULATIONS FOR MAINTENANCE OF PUBLIC ORDER

PURSUANT TO ARTICLE 129A OF THE EDUCATION LAW

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

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

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

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

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

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

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

I. RULES

1. A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall he interfere with the institution's educational process or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.

2. Individuals are liable for failure to comply with lawful directions issued by representatives of the University/college when they are acting in their official capacities. Members of the academic community are required to show their identification cards when requested to do so by an official of the college.

3. Unauthorized occupancy of University/college facilities or blocking access to or from such areas is prohibited. Permission from appropriate college authorities must be obtained for removal, relocation and use of University/college equipment and/or supplies.

4. Theft from or damage to University/college premises or property, or theft of or damage to property of any person on University/college premises is prohibited.

5. Each member of the academic community or an invited guest has the right to advocate his position without having to fear abuse, physical, verbal or otherwise from others supporting conflicting points of view. Members of the academic community and other persons on the college grounds, shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.

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

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

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

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

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

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

APPENDIX

SANCTIONS DEFINED:

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

B. WARNING. Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may be cause for more severe disciplinary action.

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

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

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

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

G. EXPULSION. Termination of student status for an indefinite period. The conditions of re-admission, if any is permitted, shall be stated in the order of expulsion.

H. COMPLAINT TO CIVIL AUTHORITIES.

1. EJECTION.

RESOLVED, That a copy of these rules and regulations be filed with the Regents of the State of New York and with the Commissioner of Education.

RESOLVED, That these rules and regulations be incorporated with each college bulletin.

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

STATEMENT BY THE BOARD OF HIGHER EDUCATION ON THE MAINTENANCE OF CAMPUS ORDER (AMENDMENT TO THE INTERIM STATEMENT OF THE EXECUTIVE COMMITTEE DATED AUGUST 13, 1970)

In adopting the “student due process bylaws” (Article XV) it was the intention of this Board to provide the means to enable the administration, faculty, and students of each college of the University to administer a system of student conduct and discipline designed to maintain campus order and protect the rights of members of the college community.

The legislation creating the Board of Higher Education granted to the Board the power and the responsibility to govern and administer the college system under its jurisdiction and to prescribe the conditions of student admission, attendance and discharge. Accordingly, the Board, mindful of this responsibility provided in the Bylaws (Section 15.5) that “The Board reserves full power to dismiss or suspend a student or suspend a student organization for conduct which impedes, obstructs or interferes with the orderly and continuous administration and operation of any college, school, or unit of the University in the use of its facilities or in the achievement of its purposes as an educational institution.”

The Board believes that in situations involving the enforcement of its Rules and Regulations for the maintenance of Public Order pursuant to Article 129A of the Education Law (popularly known as the “Henderson Rules”), the procedures outlined in Article XV will be inadequate to the protection of individual rights and the maintenance of order at a particular campus and that in such cases the Board has the responsibility to exercise the powers reserved in Section 15.5.

Accordingly, the Board now serves notice that it will exercise its powers under Section 15.5 when the Chancellor determines, on his own motion or when a President so certifies to the Chancellor, that a violation of the Henderson Rules exists, and that such violation constitutes conduct which impedes, obstructs, or interferes with the orderly and continuous administration of a unit of the University in the use of its facilities or in the achievement of its purposes as an educational institution and requests the Chancellor to constitute a hearing panel as hereinafter described. In such cases the Board will invoke the following procedures:

1. Written charges signed by the President, the Acting President or a full dean shall be personally delivered or sent to the student at the address appearing on the records of the college by registered or certified mail. The charges shall contain a complete and itemized statement of the charges being brought against the student including the rule which he is charged with violating and the possible penalties for such violation.
2. Along with the charges, there shall be served upon the student involved a written direction to appear at a time and place to be designated by the Chairman of the hearing panel for a hearing upon such charges and statement of the students rights in the proceeding and possible consequence. The student shall be notified that anything he may say at the hearing may be used against him at a non-university hearing, that he may remain silent at the hearing without assumption of guilt, and that he has a right to have legal counsel and witnesses participate at the hearing.

3. The student shall be notified of the time, place and date of the hearing at least five school days prior thereto unless the student consents to an earlier hearing. The notice may be personally delivered or sent to the student by first-class mail to the address appearing on the college records. In the event the student has been temporarily suspended by the President or a full Dean the hearing shall be scheduled for a date not later than seven school days after the effective date of the suspension.

4. At the hearing the proof in support of the charges will be adduced and the student, with such advisor as he deems appropriate, shall have the opportunity to controvert the charges or to make such explanation as he deems appropriate. Both sides may introduce evidence and cross-examine witnesses. In the event the student does not appear the hearing nevertheless shall proceed.

5. A record of each such hearing by some means such as a stenographic transcript, a tape recording or the equivalent shall be made. The student involved is entitled upon request to a copy of such a transcript without cost.

6. The hearing shall be public or private as the hearing panel as hereinafter provided shall state the penalty therefor. The decision of the hearing panel shall be final except that a suspension for a year or longer or expulsion shall be appealable to a committee designated by the Board. Any appeal under this section shall be made in writing within fifteen days after the delivery of the hearing panel’s decision. This requirement may be waived in particular case for good cause by the Board Committee.

7. The hearing panel shall consist of such persons as the Chancellor may designate. One such person shall be designated by the Chancellor as the presiding officer. One person shall be a student selected from a roster submitted by the University Student Senate, but such student shall not be from the college attended by the student under charges. One person shall be a member of the permanent instructional staff selected from a roster submitted by the University Faculty Senate, but such faculty member shall not be from the college attended by the student under charges. In the event that no roster has been submitted by the University Student Senate or by the University Faculty Senate, or in the event that no person on one or the other of such rosters is available or willing to serve in a particular case, the Chancellor shall designate a student or a member of the permanent instructional staff, as the case may be, to serve on the hearing panel.

8. The hearing panel shall consist of such persons as the Chancellor may designate. One such person shall be designated by the Chancellor as the presiding officer. One person shall be a student selected from a roster submitted by the University Student Senate, but such student shall not be from the college attended by the student under charges. One person shall be a member of the permanent instructional staff selected from a roster submitted by the University Faculty Senate, but such faculty member shall not be from the college attended by the student under charges. In the event that no roster has been submitted by the University Student Senate or by the University Faculty Senate, or in the event that no person on one or the other of such rosters is available or willing to serve in a particular case, the Chancellor shall designate a student or a member of the permanent instructional staff, as the case may be, to serve on the hearing panel. The presiding officer shall be in charge of the hearing and shall make such rulings in the course of the hearing as he deems appropriate for a fair hearing. The presiding officer shall be empowered to proceed in the absence of the faculty member or student member, or both.

9. A request by the President that a hearing panel be constituted under the provisions of this statement shall not affect the power of a president or full dean temporarily to suspend a student or temporarily suspend the privileges of a student organization as provided in Section 15.5 of the bylaws.

10. In the event that a student is suspended or expelled under these procedures or the procedures of Section 15.3 of the bylaws and the suspension or expulsion is subsequently vacated on appeal or by the courts, the college will provide at no cost to the student the academic services lost as a result and will delete the suspension or expulsion from the student’s academic record.

Adopted by the Board of Higher Education at its meeting held November 23, 1970

DRUG POLICY

The legislature of the State of New York and Federal Statutes have made the possession, sale, or the purchase of certain drugs without the proper authorization a crime.

All members of LaGuardia Community College are expected to abide by the college’s code of conduct and the laws of the city, state, and federal governments. The College cannot serve as a sanctuary and will not insulate its members from the consequences of illegal acts. LaGuardia Community College will not protect members of the college community from prosecution under the law. Individuals who choose to use, sell, purchase, or keep illegal drugs in their possession must be prepared to accept complete responsibility for their actions.

As an educational institution, the College has the responsibility to provide its members with information regarding the potential dangers and consequences of drug use, drug misuse, and abuse. Information should be conveyed through distribution of printed materials, films, lectures, panel discussions and curricula.

The College community is encouraged to obtain information and assistance in the area of drug use information at Deja Vu, the college student-to-student education and counseling program, or from the staff.
PROCEDURES FOR ADJUDICATING AND HEARING A CASE

When there is an accusation against a member of the college community which could result in disciplinary action it shall be submitted in writing to the Dean of Student Services. The accusation shall contain:

- the place, date, approximate time, and nature of the alleged act in sufficient detail to give the adjudicator, SFRB and the parties involved notice of the act or acts intended to be proven.

The accused is entitled to written notification of the charges. Such notification shall be given to the accused by the Adjudicator in person, or by certified or registered mail at least seven days before the adjudicatory hearing.

The notice shall include:

1. A statement of the charge, rule, by-law or regulation violated.
2. The possible penalties for such violation.
3. A statement of rights including the right to remain silent, the right to legal counsel, and the right to be represented by a student, counselor, faculty member, or other qualified college official, in no way connected with the events out of which the accusation arose.

In his capacity as counsel for the accused, such student, counselor, faculty member, or other qualified college official shall be precluded from testifying in any college hearing about information concerning the alleged violation received from the accused unless the accused gives permission, in writing, for the release of such information.

4. The date, time and place of the Adjudicatory Hearing.

PROCEDURE FOR MEETING WITH THE ADJUDICATOR

The Adjudicator shall ascertain whether the accused understands his rights and is ready to proceed with the hearing. The Adjudicator has the authority to:

1. Recommend to the SFRB that the complaint be dismissed for lack of sufficient evidence.
2. Accept a plea of guilty or not guilty.

If the accused enters a plea of guilty, the Adjudicator shall hear evidence, if any, of mitigating circumstances and shall refer the case to the Student Faculty Review Board (SFRB) for sentencing.

If the accused enters a plea of not guilty, the Adjudicator shall refer the case to the SFRB for a hearing.

The accused is entitled to written notification of the date, time, and place of the SFRB hearing. Such notification shall be given to the accused by a member of the SFRB in person, or by certified or registered mail at least five days before date of the hearing.

A written record of the Adjudicatory Hearing shall be kept and shall be made available to the accused upon request.

All faculty, staff, and student members of the SFRB with the exception of the Chairman, shall serve as the Adjudicator on a rotating basis.

The Chairman upon request of a SFRB member, who is due to be the Adjudicator, may appoint another adjudicator out of sequence.

PROCEDURE FOR THE STUDENT FACULTY REVIEW BOARD HEARING

1. The charges shall be read to the accused.
2. The accused shall be entitled to change his plea from not guilty to guilty. If the accusedelects to do this, the hearing shall terminate and the SFRB shall hear testimony relevant to sentencing. The SFRB shall then adjourn to consider its sentence.
3. If the accused denies the charges or remains silent the hearing shall proceed, the accuser proceeding first. Both sides may introduce evidence and cross-examine witnesses.
4. If after a hearing on the merits the SFRB finds the accused not guilty, it shall so state on the record.
5. If after a hearing on the merits the SFRB finds the accused guilty, it shall so state on the record and adjourn to consider its sentence.
6. All the parties to the action are entitled to written notification of the determination of the SFRB. Such notification shall be given to the parties by a member of the SFRB in person, or by certified or registered mail.
7. A written record of the Hearing shall be kept and shall be made available to the accused upon request.

When the accuser has completed the introduction of evidence in support of the charges, the accused may move for dismissal of the charges on the grounds that the accuser has failed to make a sufficient case. The SFRB shall consider this motion whether or not it is entered on the record by the accuser. In determining the motion, all the accuser's evidence shall be assumed to be true, and every reasonable inference shall be drawn in the accuser's favor.

APPELLATE PROCEDURE FOR THE ACCUSED

The accused shall have the right to appeal the decision of the SFRB to the President of the College. All requests for an appeal shall be in writing within seven business days after the accused has received notice of the decision.
Appeals shall be of two types:

Type I—On appeal from the decision of the SFRB after a finding of guilty.
Type II—On appeal from the decision of the SFRB after a plea of guilty.

If the appeal to the President is from Type I appeal, the President shall have the power to:

1) Affirm the decision of the SFRB in which case the decision is final.
2) Reduce the sentence imposed by the SFRB.
3) Remand the case to the SFRB with recommendation for a re-hearing on the merits or a re-hearing on the sentence imposed.

If the accused takes issue with the decision of the SFRB on remand, he may appeal the decision to the President who shall have the power to:

1) Affirm the decision of the SFRB.
2) Reduce the sentence imposed by the SFRB.
3) Remand the case to the SFRB with recommendation for a re-hearing on the sentence imposed.

If the appeal to the President is from a Type II appeal, the President shall have the power to:

1) Affirm the sentence imposed by the SFRB in which case the decision is final.
2) Reduce the sentence imposed by the SFRB.
3) Remand the case to the SFRB with recommendation for a re-hearing on the sentence imposed.

If the accused takes issue with the decision of the SFRB on remand, he may appeal the decision to the President who shall have the power to:

1) Affirm the decision of the SFRB.
2) Reduce the sentence imposed by the SFRB.

The decision of the President in this case is final.

If the decision of the President is to remand the case to the SFRB and if, after a re-hearing on the merits, the original finding of the SFRB is affirmed, the decision is final.

If the decision of the President is to remand the case to the SFRB and if, after a re-hearing on the merits, the SFRB reverses its original finding and finds the accused guilty, it shall adjourn to consider its sentence. If the accused takes issue with the finding of the SFRB on remand, he may appeal the decision to the President of the College in the same manner as in the case of a Type I appeal.

A hearing on appeal shall be held not later than 15 business days from the date of receipt of the accused's intention to take an appeal.

SUSPENSION OR DISMISSAL

The Board of Higher Education has full power to dismiss or suspend an accused or a college-wide organization for conduct which impedes, obstructs, or interferes with the orderly operation of any college of the University.

A President may in an emergency or extraordinary circumstances, temporarily suspend an accused or temporarily suspend the privileges of the organization pending an early hearing.

COLLEGE COMMUNITY DEFINED:

Every member of the Student Body, the Faculty, and the Administration is considered a Member of the College Community.

Any and all persons registered at the College for any and all credit and non-credit bearing programs and courses shall hereby be considered a student.

Any and all persons, contracted or otherwise, employed by the College in any and all areas of the College's operation, shall fall under the category of faculty and administration.
FACULTY

ABRAHAM, DAVID
College Laboratory Technician

ADESMAN, ALICE
Director of Admissions
B.S., New York University
M.S., New York University

AGBIM, (OKEKE), PATRICIA
Instructor
B.A., St. Mary's College
M.L.S., Indiana University

ASSA, SONIA
College Laboratory Technician
B.A., University of Paris - Nanterne
M.A., University of Paris - Nanterne

AUSTIN, AUDREY, H.
Director of Personnel
B.G.E., Omaha University

BAIM, BENJAMIN
Lecturer
B.A., Hobart College

BARBER, SARAH
Instructor
B.A., Rollins College
M.A., New York University

BARNETT, LEO
Director of Computer Services
B.A., New York University
M.S., New York University

BERGER, KENNETH
Institutional Researcher
B.S., Columbia University
M.A., City College

BERNARD, ROGER
Executive Assistant to the President
B.S., Fordham University
M.A., Fordham University

BIHN, JOHN
College Laboratory Technician
B.S., St. John's University
M.S., St. John's University

BOCCHIERI, SALVATORE
Business Office
A.A.S., Baruch College
B.B.A., Baruch College

BOWEN, RAYMOND
Associate Professor and Associate Dean of Faculty
B.A., University of Connecticut
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