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The program and requirements set forth in this bulletin are necessarily subject to change without notice at any time at the discretion of the Administration.
"We will never bring disgrace to this, our city, by any act of dishonesty or cowardice nor ever desert our suffering comrades in the ranks. We will fight for our ideals and sacred things of the city, both alone and with many. We will revere and obey the city's laws and do our best to incite a like respect in those above us who are prone to annul them and set them naught. We will strive unceasingly to quicken the public sense of duty. *THUS IN ALL THESE WAYS WE WILL TRANSMIT THIS CITY NOT ONLY NOT LESS BUT FAR GREATER AND MORE BEAUTIFUL THAN IT WAS TRANSMITTED TO US."

From LaGuardia Comes to Power, 1933, by Arthur Mann, J. P. Lippincott Co., 1965, p. 21. The quotation, known as the "Oath of the Young Men of Athens," was used by Mayor Fiorello LaGuardia to conclude his first Inaugural Address delivered at the National Broadcasting Company's radio studio in New York on January 1, 1934.

From the minutes of the Board of Higher Education's meeting of October 26, 1970:

**NAME FOR COMMUNITY COLLEGE NUMBER IX**

RESOLVED, That, in proud recognition of Fiorello H. LaGuardia's lifelong public service to the people of the City of New York and of the United States, and his ambitious and successful leadership of good government campaigns to provide decent living conditions and guarantee democratic processes for all, the Board of Higher Education name Community College Number Nine "FIORELLO H. LAGUARDIA COMMUNITY COLLEGE".

EXPLANATION: Fiorello LaGuardia was born in 1882 of mixed European parentage and was raised in Nebraska. In New York he obtained his law degree, going to school at night, and then opened his practice to the needs of the infant unions fighting against the sweatshop conditions of the early part of the century.

After the war he returned to New York and became President of the Board of Aldermen, fighting to protect low transit fares and to preserve the direct primary as the defense of the voter against the political bosses.

For more than a decade LaGuardia was a Congressman who moved his battle for democracy from New York to Washington. Whether it was confronting those congressmen who imposed severe immigration quotas, or fighting those men who protected "free enterprise" to the detriment of the public welfare, LaGuardia spoke out, and challenged — indeed, tried to educate — the men who served these interests. His most famous congressional activity was the co-authorship, with Senator Norris, of the famous anti-injunction law bearing their names.

Drafted to bring a non-partisan fusion government to New York City, LaGuardia brought twelve years of reform government to City Hall. His achievements are almost too numerous to be cited: battling corruption in city departments, modernizing all aspects of the civil service, rescuing the City from the extortion of the underworld, opening new cultural institutions, such as the New York City Center and looking ahead for such needs as new airports, and a more efficient city government.

Since the name of LaGuardia has been associated with public service of the most generous and productive nature, it is fitting that a community college joining a university of exactly such a tradition of service to all residents of New York City, whether they were of native or foreign origin, be named after Fiorello H. LaGuardia.
### FALL QUARTER

- **First Day of Intensives**: September 9
- **Professional Development (No Classes)**: September 16, 19, 20
- **Rosh Hashanah (No Classes)**: September 17, 18
- **First Day of Regular Classes**: September 23
- **Yom Kippur (No Classes)**: September 25, 26
- **Columbus Day (No Classes)**: October 14
- **Last Day to Drop a Course Officially**: October 26
- **Election Day (No Classes)**: November 5
- **Veteran's Day (No Classes)**: November 11
- **Thanksgiving (No Classes)**: November 28, 29, 30
- **Last Day of Fall Quarter**: December 14
- **Intersession Week (No Classes)**: December 16 thru 21

### WINTER QUARTER

- **Winter Recess (No Classes)**: December 23 thru January 1
- **First Day of Regular Classes**: January 2
- **Human Rights Day (No Classes)**: January 14
- **Classes will meet according to “Wednesday” Schedule**: January 15
- **Lincoln's Birthday (No Classes)**: February 1
- **Washington's Birthday (No Classes)**: February 17
- **Last Day of Winter Quarter**: March 15
- **Intersession Week (No Classes)**: March 17 thru 22

### SPRING QUARTER

- **Spring Recess (No Classes)**: March 24 thru 29
- **First Day of Regular Classes**: March 31
- **Memorial Day (No Classes)**: May 3
- **Classes will meet according to “Wednesday” Schedule**: May 26
- **Last Day of Spring Quarter**: June 7
- **Intersession Week (No Classes)**: June 9 thru 14

### SUMMER QUARTER

- **First Day of Intensives**: June 16
- **First Day of Regular Classes**: June 23
- **Independence Day (No Classes)**: July 4
- **Last Day to Drop a Course Officially**: July 26
- **Last Day of Classes**: August 30
- **Intersession Week (No Classes)**: September 1 thru 6
LaGuardia Community College opened in September, 1971, and is one of the twenty branches of the City University of New York. It is located in Long Island City, Queens. LaGuardia 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 that 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 Program 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 begin a vocational career following receipt of the A.A.S. degree. The TRANSFER option program offers preparation for transfer to a four-year unit of the City University without loss of credit to senior colleges of the State University of New York, or to other colleges of the student's choice. The TRANSFER program leads toward the A.A. or A.S. degree. Students receiving an A.A.S. degree may also transfer within C.U.N.Y., and receive full credit for their courses in parallel programs at the senior colleges.

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

As a comprehensive community college, LaGuardia Community College's goals are 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 to meet the needs of adults residing or working in the geographic area served by the College;
- a range of developmental and individualized programs to facilitate personal and professional educational growth.

LaGuardia is committed to providing not only the opportunity to enter these programs, but, by offering supportive services—the opportunity to succeed. This commitment is at the heart of the City University's Open Admissions policy, which is concerned with an open, not a revolving door to higher education.

The College is dedicated to an educational program that combines classroom learning and work experience. Learning occurs both in the classroom and in the “co-op” internship. The purpose is to create a total learning experience through which students will gain not only specific skills and a broad range of knowledge, but also a sense of professional, financial, and personal responsibility. The educational program provides the traditional academic foundations for learning, and at the same time, helps students meet real-life requirements of urban living and employment. It communicates the excitement of disciplined thought and reflection, and coordinates student guidance and support services, faculty instruction and field assignments in an overall education program.

The above statements of purpose are made more specific in the following objectives:
1. to provide all students with the academic, technical, and personal skills they need—either for continued education or for entry into a vocational career;
2. to help all students learn more about themselves by discovering how they interact with other people, cultures, and the natural environment;
3. to help all students acquire the skills and values they need to live creatively in an urban setting.

In pursuit of those objectives, the College provides a program in which students alternate periods of full-time classroom study with periods of full-time practical experience. Students also vary conventional academic sequences with selected intensive learning modules. Through the College's team counseling approach, under the leadership of Student Services staff, a human environment in which learning may flourish is created for each student.

The three basic components of the LaGuardia program—formal instruction, cooperative internships, and student services and counseling—are interdependent. Each is designed and implemented with the others in mind.
Cooperative Education Program

LaGuardia Community College has as its major premise the notion that learning takes place in many different settings—both in and outside the classroom. Through its Cooperative Education Program, the College seeks to provide off-campus, non-classroom learning experiences. Cooperative Education is designed specifically to help students determine their own individual goals, and generally to assist them in:

1. Application of knowledge, in either their major field of study or in other areas of academic interest appropriate to non-classroom situations.
2. Development of increased knowledge, in either their major field of study or in other areas of academic interest, which can best be obtained through appropriate non-classroom situations.
3. Exploration of the realities of different career options.
4. Development of a better understanding of roles in the world of work.

Cooperative Education helps keep the College in touch with changing conditions in the business world. By developing internships and placing students on assignments, the College is able to modify curricula to meet market needs. This interaction aids the College in bringing its resources to public and private agencies, and to its own community.

The "co-op" experience is a 9-credit* degree requirement for all LaGuardia students. In general, students take three 3-month internships—the field experiences. They combine these with Internship Seminars—workshops that relate the practical and academic components of education. The College tailors its idea of "co-op," or "experiential" education, to its wide range of students and programs.

Most LaGuardia students, especially those who are full-time day students, normally spend their first two or three quarters studying on campus, and then begin to alternate off-campus internship terms with on-campus study terms. They tend to select internships from those developed by the Cooperative Education staff. In the course of the basic two-year program, a student will take five study quarters and three internship quarters. Typical sequences are:

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

* The Cooperative Education requirement for the Educational Associate Program is 12 credits.

In three internships quarters, students will accumulate 9 months of valuable experience. Students are evaluated and graded for each internship according to the LaGuardia grading system. For each successfully completed internship, students will receive 3 credits, or a total of 9 credits (3 each internship quarter) toward the Associate Degree.

AN INDIVIDUALIZED PROGRAM OF PREPARATION AND PLACEMENT

Each student has a "co-op" coordinator who is responsible for preparing and placing him or her on an internship.** The preparation period helps students in the following areas:

1. Assessing their own experiences, strengths and weaknesses;
2. Building the confidence to project their strengths, especially in an interview;
3. Beginning to develop career goals;
4. Identifying goals for the internships;
5. Identifying skills necessary for a particular internship or career;
6. Understanding the employer's goals and needs, and his expectation of the intern;
7. Understanding the philosophy and procedures of the LaGuardia program and their responsibility to it;
8. Selecting initial internships in the context of their larger goals.

When students are ready for their internships, they work closely with their "co-op" adviser to select an internship that meets their own needs.

Once placed on internships, students are supervised by the employer and visited by the internship coordinator. Advisers are available during the internship, should situations or problems arise.

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; accordingly, some may be salaried experiences, while others may be paid at a stipend rate or be unpaid.

* Students in specialized curricula, such as Human Services, follow a different pattern. Generally, after two quarters of study, they divide their week between classroom study and a part-time internship in a Human Services assignment.

** Most students are required to attend the Co-op "Prep" course, which meets for one period each week for one quarter.
Internship Seminar

A distinctive educational component of LaGuardia's Cooperative Education program is the Internship Seminar. This class, taken concurrently with the field work experience, is designed to provide the educational bridge between the off-campus and on-campus experiences. Specifically, the goals of the Seminar are to:

1. Maximize the students' ability to learn from their internships, which are not regarded as "just jobs."
2. Aid the students in relating the field experience to their career exploration and development, as well as to previous classroom experience;
3. Provide the foundation and motivation for learning in subsequent courses.

A sequence of Seminars is offered to permit different perspectives of the work experience. The first, for example, may be concerned with the various types of need satisfactions occupations can provide, while subsequent seminars may cover topics such as specific job opportunities in a career area.

The field experience is viewed as the laboratory to test out ideas presented in the Seminar, while at the same time providing the content base of the Seminar. Faculty guide students in examining their experiences and in viewing their internships in a larger educational context. While the students are functioning on their internships, the Seminar encourages them to analyze their experiences in a systematic manner. It also permits students to compare their experiences with those of other students in related placements. Both similarities and differences are fruitfully explored to provide a broader understanding of the total experience.

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; three-quarter sequential training programs leading to a position within an agency; opportunities that permit a student 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 in another 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 that 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 choose to spend one internship working in industry, so as 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 different career and academic areas. He may, for example, explore political science through working on a political campaign in one internship. Subsequently, 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. While there is a great variety of internships available, they generally reflect the realities of labor market conditions and cannot meet every student's individual requirements. Students are encouraged to identify their own internships, to propose unusual placements, or to develop existing part-time jobs into educationally valid internships.

Placements have included such diverse experiences as being a teacher assistant on a Navajo Indian reservation, working on an Israeli kibbutz, functioning as an apprentice artist as a student at the Art Students League, combining a part-time paid and one part-time volunteer assignment, and structuring a position as a postal clerk as a field experience in sociology. The possibilities for unusual and individualized internships are unlimited.

COOPERATIVE EDUCATION FOR EXTENDED DAY STUDENTS
The Cooperative Education policy for Extended Day students is listed on p. 22. Copies of the document, "What Cooperative Education Provides for the Extended Day Student" are available in the offices of the Dean of Cooperative Education and the Director of the Extended Day Session.
Student Services Programs

FOCUS ON STUDENT DEVELOPMENT
The programs of the Division of Student Services are designed to help LaGuardia students achieve specific developmental goals that are essential to their academic and personal growth and successful integration into the adult community. Those 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 and group membership skills.
7. Maximizing individual growth.

The concept of student development is that all students can be assisted in meeting the goals listed. Through regular interaction with counselors and other Division staff members, each student is helped to clarify his goals and assess his progress. Where special academic or personal needs exist, they are met by individualized services.

ORIENTATION
To facilitate the transition from high school to college, the new student is provided many opportunities to explore the College, meet and talk with other members of the College community, learn about programs and activities and begin planning his college career.

Phase I
Incoming freshmen visited in the high schools by representatives of the College.

Phase II
Open House for incoming freshmen who spend a day at LaGuardia participating in a program run by students and faculty.

Phase III
Individualized counseling, advisement and registration. (The Advisory Team sessions, described below, continue the Orientation process and provide the framework for continuing advisement and counseling throughout each student's two years at LaGuardia.

COUNSELING AND ADVISEMENT
Each student is a member of a group of 20 students that works closely with an Advisory-Counseling Team, consisting of a faculty member, a Cooperative Education Coordinator and a Student Services Counselor. Through weekly team meetings the student receives assistance in planning his college experience and in preparing for post-college life, including furthering his education or entering the world of work.

In addition, each student is encouraged to see his counselor individually for personal, educational or vocational counseling as questions or problems arise.

The Counseling Department also offers a variety of theme-centered workshops in response to student concerns. Group topics have included transferring to a four-year college, student housing, changing sex roles, money management, work-related problems, adjusting to a new country, and developing individual values and life-styles.

HEALTH SERVICES
The Department of Health Services is concerned with the physical and mental well-being of the College community. LaGuardia offers a broad variety of health services, including programs relating to sexuality, family planning, marriage, abortion, nutrition and personal health. The services of a nurse, a medical doctor and a psychologist are provided.

STUDENT ACTIVITIES
The LaGuardia Student Activities Program is designed to offer students a wide range of activities in recreation and intramural sports, visual and performing arts and human development programs.

In the Visual and Performing Arts Office, students assist in the planning of the educational and cultural programs that are presented for the college and local community, including concerts, film series, lectures, exhibits and social hours.

In the Human Development Center, students receive training and experience in peer counseling, drug counseling, and organization leadership and management. They provide assistance to their fellow students on campus and offer counseling and tutoring services to social agencies such as "Big Brother" and "Straus House" of Hillside Hospital, and to other organizations within the local community.

Students may apply for a number of different Cooperative Education internships in the Student Activities Department.

CLUBS AND FACILITIES
An increasing number of student clubs and organizations meets regularly. The College's student clubs and organizations are assisted, encouraged and guided by student activities' professional staff and by peer counselors trained in the Human Development Center. Of special importance among student activities are the Student Council, an elected 12-member student governing body, and the Student/Faculty Association, a financial corporation directed by students and faculty that is responsible for distributing funds collected as student activity fees.

Student clubs and organizations include:
the Accounting Club; Adelante (Hispanic Culture Group); Bowling Club; Business and Career Club; Chess Club; Chinese-American Club; Chorale Ensemble; Committee (Inter-ethnic Social Activity Club); Fiorello's Flute (Student Newspaper); Greek Club; Haitian Club; The Humanist (Student Newsletter); International Club; Karate Club; Law and Society Club; Literary Club; Masada Club (Jewish Culture Club);
Mutakabbie African Dance Club; Radio Club; Society for the Advancement of Management; and Ujama (Black Culture Group).

Facilities available to students include designated areas in handball, tennis, volleyball, badminton, basketball, ping-pong, billiards, weight-lifting, game tables and several student lounges.

CAREER ADVISORY CENTER

Students desiring assistance in making career decisions, setting occupational goals, and learning about training and educational requirements for various careers are encouraged to use the resources available in the Career Advisory Center. The Center houses a library of occupational and educational information, and career counselors are available for students who seek assistance in using the materials or to help those who would like individual advisement in formulating their plans.

ADMISSION PROCEDURES

The Office of Admissions, under the supervision of the Dean of Student Services, answers inquiries regarding College entrance (phone 937-9200, ext. 300).

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 148 Vanderveer Station, Brooklyn, New York 11210. Application forms may be obtained from the C.U.N.Y. Office of Admissions Services, 875 Avenue of the Americas, New York, New York, or from local high schools.

Applicants must have graduated from an accredited four-year high school or possess a New York State High School Equivalency Diploma. 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.

An applicant who has previously attended another accredited college or university may be admitted directly to LaGuardia Community College. The acceptance of students requesting transfer to LaGuardia will be determined by the availability of seats and budget consideration.

Credit is granted for courses taken and passed at other accredited colleges if such courses are comparable to those meeting the degree requirements in the student's curriculum. The determination of comparability is vested in the Divisions involved. The number of transfer credits granted toward a degree is limited to 30.

LaGuardia Community College will allow in transfer the number of credits originally granted for a course by the college from which a student has come.

Advanced Standing Admissions Applications may be obtained in the Admissions Office.

FINANCIAL AID

At LaGuardia Community College every effort is made to help students overcome financial hardships.

The Financial Aid Office, located in Room 117B, is staffed with professional counselors to assist any student with financial problems in securing financial aid to meet his individual needs.

The general types of assistance are:

A. Federal Aid
1. Supplemental Educational Opportunity Grant (SEOG)
   This is a federally-funded program established to help students who have exceptional financial need. The amount of the grant must be matched by the allocation of other aid funds by the College. Determination of need is made by the financial aid counselor who applies federal guidelines following submission of information and discussion with the student.

2. Basic Educational Opportunity Grant (BEOG)
   These federal grants, which do not have to be repaid and do not have to be matched by other College funds, range from $200-$1400 per academic year. Only students who are enrolling in college for the first time after July 1, 1973 are eligible for this grant.

B. Self Help
1. College Work-Study (CWS)
   This federal program provides the student with an opportunity to meet some of his educational expenses while gaining valuable work experience. The student must have a financial need as defined by federal guidelines in order to qualify.

2. National Direct Student Loan (NDSL)
   Loans under this program are available to matriculated full- and part-time students. Undergraduates who qualify may borrow up to a maximum of $1,000.00 a year at a 3% simple interest rate and take up to 10 years to repay, beginning nine months after leaving school.
   If the borrower teaches for one academic year in a public institution, ten to fifteen percent of the loan and interest may be cancelled. Up to 50% of the loan may be cancelled in this way.

C. State Aid
1. New York Higher Education Assistance Corporation Loans (NYHEAC)
   This is reserved for qualifying New York State residents who may borrow up to $1,500.00 for the first and second years of study at 7% interest. These loans are negotiated through approved commercial banks. Interest does not accrue, nor is repayment required until the student leaves school.
2. Scholar Incentive Program
New York State residents paying tuition of more than $200.00 per academic year are eligible for Scholar Incentive Awards. Application forms are available from the Regents Examination and Scholarships Center, State Education Department, Albany, N.Y. 12204.

Restrictions
All financial aid programs outlined above are reserved for citizens of the United States, or permanent residents who have filed a "Declaration of Intention" of becoming a citizen. Unless otherwise noted, a student must be fully matriculated and carrying at least 12 contact hours.

Filing of Applications
Applications for aid are available in the Financial Aid Office. For information concerning deadline dates and completion of forms, the student should visit the Financial Aid Office, or call 937-9200, ext. 304.

Extended Day Session

The Extended Day Session, a continuation of the scheduled day classes, was established to provide students with a broad flexibility in course selection and the educational benefits of a single college concept. Students enrolled in the Extended Day Session are permitted to select any courses offered at the College, as their time permits. Similarly, regular full-time day students who wish to enroll in a course after the regularly scheduled day classes may do so. The Extended Day Session offers the same services as the regular day session: Student Services, Health Services, laboratory (English, Mathematics, Foreign Language and Sciences) facilities, administrative processing and academic counseling/advising. Extended Day serves primarily the adult working population, housewives, and veterans.

EXTENDED DAY STUDENT STATUS
The Extended Day student is a part-time matriculated student or a non-matriculated student. A non-matriculated student is one who must pay tuition and has not been formally accepted by the College as a degree candidate. A non-matriculated student is considered eligible for matriculation after successfully completing six credits and providing the College with proof of a high school diploma or an Equivalency Diploma.

A part-time matriculated student must enroll for seven or fewer credits per quarter (the quarter normally averages eleven weeks in duration). An Extended Day student (a part-time matriculant) at LaGuardia may enroll for more than seven credits once in every four quarters of attendance.

The Extended Day student may choose to become a full-time student. Upon earning matriculation, a student begins to evaluate his total involvement in academics, family commitments, employment, and the length of time in which he plans to achieve the goal of a College degree.

The part-time or full-time student may decide to change his enrollment (full or part-time) status. This may be done only once. If an exception is required the student must petition the Ad Hoc Committee on Adults through his counselor.

COUNSELING
All students entering the College through the Extended Day Session are strongly encouraged to meet with their counselor in order to formulate their academic and career plans.

HOW TO ENROLL
To enroll in the Extended Day Session:

a. Students apply as non-matriculants by completing an application and submitting a ten dollar application fee.

b. Testing — While there are no admission tests required for entry into the College, the California Achievement Test (CAT) is required of all students before they may register for English or Mathematics coursework. English and Mathematics courses should be taken during the student's first two quarters of enrollment at the College.

c. Students receive assistance with academic planning and course selection prior to registration.

d. The fees for courses are $15 per contact hour, and a general fee for N.Y.C. residents. Students who possess F. 1 visas (Foreign Student Visas) must apply for admission through the Admissions office.

COURSE SCHEDULING
The structure of course offerings provides flexibility in earning a college degree. Classes meet in a pattern that allows the student to enroll in two courses on the same evening; one may also enroll in a Saturday morning course.

Evening courses meet on a Monday-Wednesday or a Tuesday-Thursday sequence. The first classes meet from 5:20 to 7:50; the second from 8:00 to 10:30. Saturday classes meet for one session weekly, from 9:20 to 1:10.

REQUIREMENTS FOR MATRICULATION

I. Successful completion of 6 credits at LaGuardia, on a tuition-paying basis.

II. Submission of proof of high school graduation.

1. Diploma or transcript showing date of graduation.
2. If you are married and your high school diploma is in your maiden name, a xerox copy of your marriage certificate is required.

3. If your diploma is from a school outside of the U.S., a notarized copy in English is required.

NOTE: It is to your advantage to hand in all the necessary documents to the Extended Day Office no later than the 5th week of classes during the first term of your attendance.

ACADEMIC POLICY
A non-matriculated student must successfully complete six (6) credits before becoming eligible for matriculation. At the end of his 4th quarter after achieving matriculation, a part-time matriculated student must have completed a minimum of nine (9) credits in order to maintain matriculation status.

At the end of his 8th quarter after achieving matriculation, a part-time matriculated student must have completed a minimum of eighteen (18) credits in order to maintain matriculation status.

The student may appeal loss of matriculation to the Chairperson of the Academic Standing Committee. Appeal forms may be obtained from the Extended Day office or from counselors.

COOPERATIVE EDUCATION POLICY FOR THE EXTENDED DAY STUDENT
Students entering LaGuardia through the Extended Day Division or the Veterans Program will be given the option of participating in the Cooperative Education Program; i.e., they may choose not to take any Cooperative Education courses, or as many as nine credits. Students will be invited to attend a Cooperative Education orientation program, at which time they will decide to what extent they wish to take the Cooperative Education elective. This meeting will take place during the first study quarter in which the student matriculates.

The successful completion of nine Cooperative Education credits is a degree requirement for all LaGuardia day students admitted through the regular University Application procedure.

For students admitted through the regular University Application procedure, where the Cooperative Education program is inappropriate to the student’s educational objectives, all, or a portion of the required nine credits of Cooperative Education may be waived by the Dean of Cooperative Education.

This policy is retroactive for all students entering the College since September, 1971.

Copies of the document, "What Cooperative Education Provides for Extended Day Students" are available in the offices of the Dean of Cooperative Education and the Director of Extended Day Session.

Continuing Education Programs

LaGuardia Community College’s Division of Continuing Education offers a wide variety of courses and programs designed to meet the interests of the general population in Queens and to serve the needs of special groups of adults.

The Division’s course offerings include educational preparation such as high school equivalency courses in both English and Spanish, adult basic education, and English as a second language; professional development courses such as speed reading, typing and bookkeeping; and hobby and leisure time activities such as photography, cabinet making, tennis, yoga and auto repair.

There are also several special projects that the Division administers. These include: The Veterans Education Center, which provides high school equivalency and college preparatory education as well as a range of counseling and referral services to recent veterans; the English Language Center, which provides intensive and non-intensive programs in English as a second language; a Health Aide training program offered in cooperation with the Queens Licensed Practical Nurses Association and Astoria General Hospital; and a program of adult education courses for senior citizens at four senior citizens centers—the Queensbridge, Woodside and Catherine Sheridan Senior Citizens Centers and the senior citizens center at the Goodwill Terrace Housing Project in Astoria. The Division administers a special adult education program for the inmates of a nearby New York City Department of Corrections House of Detention for Men and an Educational Associate program, which provides training to paraprofessionals employed in the City school system as education assistants.

The Division responds to the needs of employers in western Queens through its Institute for Professional Development. The Institute offers courses to help professionals from business and industry keep abreast of the latest developments in their fields and provides occupational training and academic education to entry-level employees. Examples of programs offered by the Institute are Occupational Safety and Health Seminars for professionals in business and industry, and college study skills for employees of First National City Bank.
Special Programs in the Division of Continuing Education

VETERANS EDUCATION CENTER
The Veterans Education Center at LaGuardia Community College helps veterans choose career goals and develop the academic skills necessary to continue their education or training. A counseling staff offers career and placement advice, personal counseling, and testing services to any veteran by appointment or on a drop-in basis. Veterans without diplomas may enroll in a tuition-free, full-time high school equivalency and vocational counseling program. Those who have high school diplomas but wish to improve their academic skills before entering college may enroll in a tuition-free college preparatory course. Participants in these programs are eligible for V.A. educational benefits. For further information veterans may visit the Veterans Education Center, LaGuardia Community College, Room LB-12, 31-10 Thomson Ave., Long Island City 11101, or call 937-9200, ext. 401.

THE ENGLISH LANGUAGE CENTER
The English Language Center is a new program in The Division of Continuing Education that offers both part-time and full-time classes in English as a second language. Part-time classes are offered weekday afternoons, evenings, and on Saturdays. Full-time classes meet weekdays from 9:00 a.m. to 3:00 p.m. Both part-time and full-time classes are for foreign visitors, recent immigrants, and non-English speaking residents. The full-time program, however, is designed primarily to improve the English use of students who hope to continue their education at an American college, university or vocational school. Brochures for these programs are available by calling 937-9200, Extension 209.

The Library Media Resources Center
On the First Floor of the Library there are approximately 28,000 volumes, Government documents, career and pamphlet files, varieties of record albums, film loops, filmstrips, slides, framed painting reproductions, and a complete file of ERIC documents on microfiche. The Lower Level Library houses extensive collections of current and back issues of magazines, newspapers, periodical indexes, and college catalogs plus the Audio-Visual section of the Library. Material or information not available on the campus may often be obtained from another institution through the Interlibrary Loan Services. Instruction in the use of Library resources is a regular part of LaGuardia’s educational program. Librarians and instructors arrange integrated lessons in which Library lectures are tied in with class assignments to encourage independent study and research. Audio-Visual equipment such as tape recorders, automatic self-threading film projectors, record players, instamatic and polaroid cameras may be obtained from the Audio-Visual section of the Library. Films and other instructional materials are also available.

Most of the Library collections are on open shelves and are selected on a self-service basis. Carrels are available to allow private, quiet study with a minimum of distraction. The Library is open weekdays, evenings, and Saturdays.
GENERAL POLICIES AND PROCEDURES

Tuition and Fees

The College reserves the right to change the cost of tuition, fees and other charges after publication of the catalog, bulletin, and any registration material issued by the College without prior notice at any time. In the event of any increase in fees or tuition charges, payments already made to the College will be treated as partial payment, and notification will be given to the student of the additional amount due and the time and method of payment. In the event of an overpayment, the appropriate amount will be refunded.

I. NON-INSTRUCTIONAL FEES

A. Consolidated Fees (These are non-refundable fees paid each quarter at registration prior to class selection).
   1. Full-time Day Session Students
      General Fee ........................................... $10.00
      Student Activity Fee ................................. 20.00
      Total per quarter $30.00
   2. Part-time Extended Day Students
      General Fee ........................................... per quarter $7.50
      Student Activity Fee ................................. 2.50
      Total per quarter $10.00
   3. Students on Co-op Internship
      General Fee ........................................... per quarter $10.00

B. Special Fees
   1. Application Fee ...................................... $10.00
      This is a non-refundable one-time charge to direct applicants for full-time admission to the Day or Extended Day.
   2. Transcript Fee ...................................... $ 2.00
      The fee is charged for each transcript after the first, and is waived for transcripts sent to units of the State University and the City University of New York.
   3. Special Examination Fees ......................... $ 5.00
      The fee is charged for each examination (up to a maximum of 3), requested by the student at an unscheduled time, when permission is granted by the College.
   4. Lost Identification Card Fee ..................... $ 2.00
      The fee is charged for replacement of student I. D. Cards.
   5. Duplicate Bursar’s receipt ......................... $ 1.00
      The fee is charged for issuance of duplicate bursar receipts at the request of the student.

C. Penalty Fees
   1. Late Registration Fee ................................. $10.00
      The fee is charged for registration after the close of the official registration period.
   2. Change of Program Fee ............................... $ 5.00
      The fee is charged whenever the student changes his program by dropping or adding one or more courses, or by changing from one section to another section of the same course. The fee is waived when the College assumes responsibility for the change.
   3. Library Fines
      Fines are levied by the Library for overdue books.

II. TUITION

A. Tuition fees for full-time matriculated students (those admitted to full-time matriculated status and registered for 7 or more credits and/or cooperative education internship in any quarter)
   1. Bona-fide residents of New York City — No tuition fee except that:
      a. A student who has changed his degree objective more than once (and who must therefore complete extra required courses) may incur additional charges as defined in Section D below.
      b. A student taking more than 4 credits beyond the requirements for a degree — $18.00 per each additional contact hour for those credits beyond the degree requirements plus 4 credits.
   2. Tuition fees for bona-fide residents of New York State (but not New York City) with a Certificate of Residency
      per quarter $137.50
      Note: No student will be permitted to register unless he/she has presented a Certificate of Residence to the Registrar.
   3. Tuition fees for non-residents of New York State
      per quarter $300.00

B. Part-Time Matriculated Students (those admitted to part-time matriculated status and registered for 6½ credits or fewer per quarter.)
   1. Tuition fees for bona-fide residents of New York City — No tuition fee except that:
      a. A student who has changed his degree objective more than once (and who must therefore complete extra required courses) may incur additional charges as defined in Section D below.
b. A student taking more than 4 credits beyond the requirements for a degree — $18.00 per each additional contact hour for those credits beyond the degree requirements plus 4 credits.

2. Tuition fees for bona-fide residents of New York State (but not New York City), with a Certificate of Residency —
   per contact hour $20.00

Note: No student will be permitted to register unless he/she has presented a Certificate of Residence to the Registrar.

3. Tuition fees for non-residents for New York State —
   per contact hour $40.00

G. Non-Matriculated Students (those admitted with non-matriculated status)
1. Tuition fees for bona-fide residents of New York City —
   per contact hour $15.00

2. Tuition fees for bona-fide residents of New York State (but not New York City) —
   per contact hour $20.00

Note: No student will be permitted to register unless he/she has presented a Certificate of Residence to the Registrar.

3. Tuition fees for non-residents of New York State —
   per contact hour $40.00

D. Limitation on Tuition-Free Credits
1. A matriculated student who is a bona-fide resident of New York State may take, tuition free, the number of credits required to complete the degree for which he is currently registered, plus 4 credits. He must pay tuition for any credits taken beyond this number.

2. "Credits taken" is defined as the total credit value of:
   a. All courses completed by the student (credits earned).
   b. All courses in the last quarter from which the student withdrew after the last day for dropping courses without penalty.
   c. All courses for which the student receives a grade designating "Incomplete".
   d. All courses transferred from another institution that are creditable toward the student's final choice of degree, and all advanced-standing credit granted and applicable to the degree.
   e. All courses taken while in non-matriculated status and creditable toward the degree even though such courses were paid for.

3. "Credits taken" does not include the credit value of:
   a. All courses for which an "N" grade is received.
   b. All courses that are not creditable toward the student's final choice of degree, for which he paid tuition.

III. RESIDENCY REQUIREMENTS
In order to qualify as a New York City resident, the applicant must have established legal residence immediately preceding the date of registration in New York State, for a period of at least one year, and in New York City for a period of at least six months.

Any applicant who is a minor, and whose parents do not reside in New York City, cannot establish legal residency under the requirements stated above. Any applicant who is in the United States on a visa from a foreign country cannot establish legal residency under the requirements stated above.

Any applicant who does not meet the residency requirement stated in the preceding paragraphs will be charged tuition as a nonresident.

Students who are legal residents of counties in New York State (outside of the City of New York) must present to the Registrar of the College a Certificate of Residence from the Chief Fiscal Officer of the county prior to registration.

Questions regarding residency status or requests for change of residency status should be directed to the Office of the Registrar.

IV. REFUND POLICY
The date on which Change of Program forms or Withdrawal forms are filed with the College is the official withdrawal date that serves as the basis for computing any refunds to the student.

No portion of the consolidated fee, special fees, or penalty fees is refundable except in cases where the student's registration is cancelled or altered for the college's convenience. Refunds of tuition for courses dropped by the student will be made in accordance with the following schedule:

<table>
<thead>
<tr>
<th>Withdrawal Type</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawal before the scheduled opening date of the course</td>
<td>100% refund</td>
</tr>
<tr>
<td>Withdrawal before the 3rd session on which a course meets</td>
<td>75% refund</td>
</tr>
<tr>
<td>Withdrawal before the 5th session on which a course meets</td>
<td>50% refund</td>
</tr>
<tr>
<td>Withdrawal before the 7th session on which a course meets</td>
<td>25% refund</td>
</tr>
<tr>
<td>Withdrawal after completion of the 7th session of the course</td>
<td>No refund</td>
</tr>
</tbody>
</table>
V. MILITARY REFUND, PEACE CORPS AND VISTA RECRUITS

The following principles govern refunds to students withdrawing from the college for service in the Military, Peace Corps, or Vista:

A. Evidence of Service
Military service must be documented with a copy of induction orders or military orders. Service in the Peace Corps or Vista must be documented with appropriate letters or other evidence of service.

B. Qualification for Grades
No refund will be made for any course in which a student has been assigned a grade regardless of whether the grade is passing or failing. In order to obtain a grade, a student must usually attend classes for approximately 8 weeks.

In instances where a student does not attend classes for a sufficient time to qualify for a grade, refund of tuition and fees, except for the application fee, will be made as follows:

Withdrawal before the beginning of the 3rd calendar week after the scheduled opening date of courses ........................................... 100% refund

Withdrawal thereafter ........................................... 50% refund

VI. GRADUATION

All potential graduates must file an Intention to Graduate card with the Registrar's office no later than the following dates to insure the proper processing of graduation check lists:

- September Graduation ........... the last week of the Winter Quarter
- December Graduation ........... " " " " Spring Quarter
- March Graduation ........... " " " " Summer Quarter
- June Graduation ........... " " " " Fall Quarter

All potential graduates must be registered, matriculated students in order to graduate. If a potential graduate is in the process of completing Incomplete grades, then he or she must register for the following quarter.

Diplomas will be issued every quarter to those students who graduate. The annual graduation ceremony will be held in September. All graduates for the academic year are invited to participate in the ceremony and will be eligible for honors and awards.

Academic Offerings

Students at LaGuardia Community College may choose among several curricular options. TRANSFER programs (Business Administration, Liberal Arts) are for those intending to continue their studies at a four-year college; CAREER programs (Accounting, Business Management, Data Processing, Secretarial Science) are intended for students interested in obtaining full-time employment after completing their LaGuardia two-year degrees. Certain program concentrations (Human Services, Occupational Therapy, Education Associate) offer the student a choice of transfer or employment upon completion of the Associate Degree.

In general, Transfer programs award the Associate in Arts (A.A.) or Associate in Sciences (A.S.) degrees, while Career programs award the Associate in Applied Sciences (A.A.S.) degree.

TRANSFER TO SENIOR COLLEGES

Transfer programs at the College are designed to offer the student the equivalent of the Freshman and Sophomore years at a senior college. Graduates of these programs may expect to receive maximum transfer credit for courses completed here, and they will generally begin their senior college programs with full Junior year standing.

Career programs at LaGuardia Community College are designed primarily for students seeking career preparation. Should such students decide to continue their studies, their LaGuardia credits will be accepted in transfer, but they may have to complete certain required courses at the senior college. Within the City University system, maximum credit transfer is guaranteed, and most students should be able to complete their Bachelor's degrees with approximately two years of additional full-time study.

LaGuardia graduates may apply as transfer students to City University schools, branches of the State University of New York (S.U.N.Y.) and private colleges throughout the country. In most cases, students may expect to receive credit for two years' college coursework, so that they may complete their Bachelor's degrees within a two-year, full-time program of study.

Since curricular choice depends heavily on a student's future plans, interests and aptitudes, students are urged to review their progress regularly with counselors and teaching faculty.

All degree programs generally require the completion of 66 credits, including Basic Skills courses, college-wide requirements, program requirements and electives. Programs of study are described on pages 44-62.

NOTE that matriculated students pay no tuition charge on their first 70 credits; beyond that limit, tuition will be charged by the contact hour, based on the fee schedule in effect at the time.
Academic and Cooperative Education Policies

GRADING SYSTEM
The grade of "U" or "F" or a similar pejorative symbol is excluded from LaGuardia's grading system. LaGuardia does not compute a grade point average on the student's transcript.

There are three passing grades:
- (E) excellent
- (G) good
- (P) pass

There are two non-passing grades:
- (NC) no credit (withdrawal)
- (INC) incomplete

Other symbols that may appear on the student's transcript are:
- (Z) indicates instructor failed to submit grade (late grade)
- (CR) Exempted
- (TCR) Transfer of Credit
- (@) Waiver of Requirement (no credit)

THE (NC) GRADE
(NC) is used when an instructor evaluates a student's work as not as yet meeting the standards for the course. Ordinarily the student is expected to retake the necessary classwork. When a student retakes the course and receives a passing grade, the original (NC) is removed from his or her record. A student who has received an (NC) twice for the same course must consult with and receive permission from the Division Chairperson or designee before attempting the course again.

THE (INC) GRADE
An (INC) can be changed to a passing grade during the following two quarters. The grade cannot be changed beyond this time except in cases where the instructor grants an extension which may not exceed one additional quarter. If a change of grade is not submitted by the end of three quarters, the (INC) grade automatically converts to an (NC). Instructors giving (INC) grades must inform students in writing of the conditions under which they may receive passing grades. (Special forms are available in the offices of the Division Chairpersons.) Instructors are expected to keep a copy of the communication for at least three quarters following the assignment of the grade. A copy is to be sent to the Division Chairperson and to the Registrar.

CHANGE OF GRADE
A student who desires to change a grade contacts his instructor to discuss the grade. If no equitable solution is reached, the student may then go to the Instructor's Division Chairperson for consultation.

If, after further consultation no agreement is reached, the student has the option of appealing the case in writing to the Chairperson of the Academic Standing Committee, indicating his reasons for appeal. The decision of the Academic Standing Committee is final.

COOPERATIVE EDUCATION GRADES
Students receive grades for Cooperative Education internships according to the LaGuardia grading system as outlined above. The internship coordinator is responsible for determining the grade. In grading, he takes into consideration his own observations, employer evaluation and Internship Seminar grade. Appeals on grades go first to the internship coordinator. Further appeal is to the Dean of Cooperative Education or his designee. Final appeal is to the Academic Standing Committee.

LATE REGISTRATION
Students will not be permitted to register for a course after the first week of classes. Exceptions may be granted by Divisional Chairpersons or designees when reassignment based on skill level is deemed appropriate or when exceptional circumstances exist. However, in no case will the student be permitted to register for a class after the second week of instruction. Special Note: No students will be permitted to register for a course in the Intensive mode after the first day of classes.

WITHDRAWAL FROM COURSES
When a student withdraws from a course before the end of the fifth week (not including Intensive Week), no notation of that course will appear on his permanent record. A student withdrawing thereafter will receive a NO CREDIT (NC) grade.

WITHDRAWAL FROM COOPERATIVE EDUCATION
Termination or withdrawal from a Cooperative Education internship is subject to the approval of the student's coordinator, with the five-week grace period NOT to be considered as applicable to withdrawal from Cooperative Education. It is recognized that termination of employment may be due to a variety of justifiable reasons. Therefore, each case will be handled individually by the internship coordinator, subject to normal grading procedures of review and appeal of Cooperative Education grades.

EXEMPTION CREDITS
Students with demonstrated competence in specific areas may be granted credit for courses related to the areas, in any event not to exceed a total of 10 credits toward graduation. (Credits obtained through transfer from other collegiate institutions or in Cooperative Education are in addition to the ten exemption credits mentioned above.)
Exemption credit from any course offered at LaGuardia may be granted on the basis of an examination or other project equivalent to the final requirement of the course, as designed by members of the appropriate Division or Department and approved by the Chairperson. To receive credit by exemption, the student should apply to the appropriate Division Chairperson or designee.

No exemption credit can be granted for any course previously counted as part of a program for which a degree has been awarded at this or any other institution of higher education.

ADVANCED STANDING CREDITS IN COOPERATIVE EDUCATION
All matriculated students admitted through the regular University Application procedure must meet the 9 credit Cooperative Education requirement. Students may apply for up to 9 credits as advanced standing.

To be eligible to receive credit for previous experience, a student must:
1. be a fully matriculated student,
2. have successfully completed at least 12 credits at LaGuardia,
3. apply to his Cooperative Education Coordinator for granting of credit. Final decision is made by the Dean of Cooperative Education or his designee.

WAIVERS
A student may obtain a waiver (without credit) for a course when the chairperson of the appropriate division, or designee, determines that such a waiver is warranted. The divisional head will advise the Registrar to note the waiver on the student's transcript.

MATRICULATION STATUS — FULL-TIME DAY STUDENTS
At the end of his fourth quarter, a full-time Day Session freshman must have completed a minimum of twenty-one (21) credits in order to maintain matriculation status. At the end of his eighth quarter, a full-time Day Session student must have completed a minimum of forty-two (42) credits in order to maintain matriculation status.

The student may appeal loss of matriculation to the Chairperson of the Academic Standing Committee. Appeal forms may be obtained from the Student Services Counseling Office, Rm. L-145. Once the Academic Standing Committee has made its decision, there is routine notification to the Admissions Office, the Registrar, the Dean of Student Services, the Dean of Faculty, and the Dean of Cooperative Education —covering all students who have become non-matriculated.

A Day Session student who loses his matriculation status can reapply for it after completing six (6) credits successfully at an approved or accredited college. Such students may enroll at LaGuardia as non-matriculants for some or all of those six (6) credits. Application for reinstatement of matriculation status is made through the Admissions Office. Unless an application is filed with — and accepted by — the Admissions Office, the student will remain a non-matriculant.

MATRICULATION STATUS — PART-TIME EXTENDED DAY STUDENTS
A student who enters LaGuardia as a non-matriculated student must accumulate six (6) passing credits on a tuition paying basis and provide proof of a high school diploma or an equivalency diploma in order to be eligible for matriculation.

At the end of his fourth quarter after achieving matriculation status, a part-time matriculated student must have completed a minimum of nine (9) credits (in addition to the six (6) credits earned for initial matriculation status) in order to maintain matriculation.

At the end of his eighth quarter after achieving matriculation, a part-time matriculated student must have completed a minimum of eighteen (18) credits (in addition to the six (6) credits earned for initial matriculation status) in order to maintain matriculation status.

Exemption credits and advanced standing credits may not be applied to meet the above requirements. The student may appeal loss of matriculation to the Chairperson of the Academic Standing Committee. Appeal forms may be obtained from the Extended Day Office, Rm. L-104.

TRANSFER CREDITS IN HEALTH EDUCATION
Transfer credit will be granted for coursework in Health Education at other institutions of higher education. The Natural Environment Division will be responsible for approving transfer credits in Health Education, transfer credits so approved substituting for Liberal Arts electives only.

No decision has been made at this time in regard to Physical Education credits pending a decision on the development of such programs at LaGuardia.

TRANSFER CREDITS IN RELIGIOUS STUDIES
Transfer credit may be granted for theological or religious courses where those courses come under the heading of philosophy. This judgment shall be made by the Chairperson of the Language and Culture Division.

TRANSFER CREDITS IN COOPERATIVE EDUCATION
Transfer credit may be granted for Cooperative Education courses for which credit has been granted at another college. The number of credits transferred cannot exceed three (3). The determination of comparability is made by the Dean of Cooperative Education. Transfer students without Cooperative Education credit are required to fulfill the total Cooperative Education requirement.

* The Cooperative Education requirement for the Educational Associate Program is twelve (12) credits.
MATRICULATED STUDENTS TAKING COURSES OUTSIDE LaGUARDIA

Students currently matriculated at LaGuardia Community College who wish to take courses elsewhere (either during their internship or during study quarter) should consult their counselors. Permission signatures must be obtained from the appropriate Division Chairperson and the student's counselor before a LaGuardia permit for registration will be issued.

ATTENDANCE

As a general rule, attendance in class is a requirement and will be considered in the evaluation of student performance. Specific attendance requirements are determined by the individual divisions and will be communicated to the students on the first day of class.

LEAVE OF ABSENCE

Regular Leave: Students whose leave of absence lasts less than one year (with the exception of military service) will be guaranteed readmission subject to space availability. The Admissions Committee will make the decision in exceptional cases. A request for a leave of absence should be made through the student's counselor.

Medical Leave: Students are allowed to take a Medical Leave of Absence, with no penalty for courses dropped, upon certification by the College Director of Health Services. The Director may require written statement from the student's physician.

LEAVE OF ABSENCE — COOPERATIVE EDUCATION

Though a student may take a leave of absence, he still remains in his initial "A" or "B" pattern. Students planning to return to the college during an internship phase must contact the Cooperative Education Division at least five weeks prior to the beginning of the term, or have made arrangements prior to taking leave.

CREDIT BANK

Students not formally enrolled at LaGuardia may store credits for college level courses that they have taken and passed under the auspices of LaGuardia. Should such students wish to enroll elsewhere, their records will be forwarded in the usual manner by the Registrar to the institution they plan to attend.

Cooperative Education Policies

INTERNSHIP REQUIREMENTS

As part of the requirements for the LaGuardia degree, most students are required to complete successfully three Cooperative Education internships. Three credits are awarded for each internship. (For an appeal mechanism, see bulletin section under WAIVERS and under ADVANCED STANDING CREDITS IN COOPERATIVE EDUCATION.)

PATTERN ASSIGNMENT

Early in the first quarter of matriculated study, day students are placed by random selection in either "A" or "B".* Students may petition the Division of Cooperative Education for a change of pattern during the first quarter. At the end of the first quarter, all students will have their final pattern placement.

PLACEMENT SEQUENCE

The student's first internship generally follows either his second or third study quarter (according to placement pattern "A" or "B").**

All Day students will be pre-registered for Cooperative Education according to their placement pattern. Students must go out on internships according to their scheduled placement pattern. In special cases, students may be allowed to depart from the pattern assignment. Appeals should be directed to the Dean of Cooperative Education.

PREREQUISITES TO INTERNSHIPS

1. Prior to their first internship, students should have completed CSE 102 (Reading and Study Skills) and NEM 101 (Basic Math II) or have received waivers.

2. Prior to their first Internship, students must go through a certification process that may include: attendance at required orientation sessions, ability to interview satisfactorily, appearance at required interviews with the Cooperative Education coordinator, etc. Responsibility for certification rests with the Cooperative Education coordinator. Appeal of non-certification is to the Dean of Cooperative Education (or designee).

3. To be placed on an internship, students should show evidence of satisfactory academic progress, in general completing at least six (6) credits by the end of their first quarter, twelve (12) credits by the end of their second quarter, and for "B" pattern students, eighteen (18) credits by the end of their third quarter.

TAKING COURSES DURING AN INTERNSHIP QUARTER

Students on internships may also take academic course work. Students must receive approval from a faculty advisor at registration. (It is generally considered inadvisable for students to take more than six (6) credits of academic course work during an internship quarter.)

Students who have not gone out on an internship according to their assigned pattern (for reasons which have not received the Cooperative

* Exceptions may be made in the case of certain categories of students in specialized career areas (Secretarial Science, for example) where placement is according to degree of preparation.

** Variations in the placement sequence may be proposed by the Dean of Cooperative Education (or designee). For the Cooperative Education Internship model in Human Services see Bulletin section under HUMAN SERVICES PROGRAM. Other special pattern assignments may be arranged for Extended Day and Education Associate students.
Education Division's approval) are limited to taking courses in the Extended Day Program (after 5 P.M. or on Saturdays). Registration is dependent upon space availability. Special arrangements to take courses in the regular Day program require the permission of the Dean of Cooperative Education (or designee). Registration is dependent upon space availability.

Students who have not gone out on an internship according to their assigned pattern for reasons which have received the Cooperative Education Division's approval may take courses at any time. (See also bulletin section under MATRICULATED STUDENTS TAKING COURSES OUTSIDE LaGUARDIA.)

THE INTERNSHIP SEMINAR

Part of the internship requirement is the successful completion of an Internship Seminar. The Seminar is normally taken during the internship quarter although in special cases, the Cooperative Education coordinator may approve taking the Seminar in the subsequent study quarter. Arrangements may also be made for individualized contracts in place of the Seminar. Appeal and/or special arrangements may be made through the Dean of Cooperative Education (or designee).

CONDITIONS FOR FULFILLING THE COOPERATIVE EDUCATION REQUIREMENT

1. A student must receive credit in each of the required internships.

2. The Division of Cooperative Education does not place or grant further Cooperative Education credit to a student who has received two (NC) grades in internships. Appeal may be made to the Chairperson of the Academic Standing Committee.

3. A student must satisfactorily complete the Internship Seminar to receive Cooperative Education credit. If he does not, but does pass the internship component, he receives an (INC) grade. To change the (INC) to a passing grade: 1) The student whose Internship Seminar grade is (NC) must repeat the Seminar in the subsequent quarter; 2) The student whose Internship Seminar grade is (INC) must complete outstanding assignments by the end of the following two quarters. Appeal is first to the Seminar facilitator. Further appeal is to the internship coordinator. Still further appeal is to the Dean of Cooperative Education (or designee). Final appeal is to the Chairperson of the Academic Standing Committee.

COOPERATIVE EDUCATION FOR THE EXTENDED DAY STUDENT

Students entering LaGuardia through the Extended Day division or the Veterans Program will be given the option of participating in the Cooperative Education Program; i.e., they may choose not to take any Cooperative Education courses, or as many as nine credits. Students will be invited to attend a Cooperative Education orientation program, at which time they will decide to what extent they wish to take the Cooperative Education elective. This meeting will take place during the first study quarter in which the student matriculates.

The successful completion of nine Cooperative Education credits is a degree requirement for all LaGuardia day students admitted through the regular University Application procedure.

For students admitted through the regular University Application procedure, where the Cooperative Education program is inappropriate to the student's educational objectives, all, or a portion of the required nine credits of Cooperative Education may be waived by the Dean of Cooperative Education.

This policy is retroactive for all students entering the College since September, 1971.

Copies of the document, "What Cooperative Education Provides for the Extended Day Students," are available in the offices of the Dean of Cooperative Education and the Director of the Extended Day Session.
ACADEMIC REQUIREMENTS

Each student must complete a specified number of required courses prior to graduation. Since the number of courses required differs with each major and also depends on the amount of Basic Skills work needed (as explained below), it is important that each student consult immediately with a counselor to arrange proper sequences of courses. Students should begin taking required courses in the first quarter of their freshman year.

The College-wide requirements are as follows:

Basic Skills Program

To be successful at LaGuardia, all students must be able to read, write and use mathematics at appropriate skill levels. The College offers a comprehensive program to help students achieve success in their college careers. The Basic Skills Program includes careful evaluation of each student's skill-building needs, a variety of courses in reading, writing and mathematics geared to specific skill levels, and extensive counseling help in making academic, vocational and personal decisions.

Since Basic Skills courses are designed to teach skills needed in other required and elective subjects, students should make every effort to complete during their first three quarters whatever Basic Skills courses are required of them.

EVALUATION AND PLACEMENT

The Basic Skills course requirements for each student are determined by the student's scores on a standardized placement test . . . in past years, the California Achievement Test. When they report for their first quarter registration appointment, students meet with counselors to review their Placement Test scores and plan their first study quarters. No student will be permitted to register for classes without having taken the Placement Test at the scheduled time. Contact the Admissions Office for details on testing dates.

Depending on test scores, students will either be placed in, or receive waivers without credit from Basic Skills courses. Curricular course sequences, out-of-school responsibilities and special needs should be discussed with a counselor at registration.

Students who do not speak English as a Native Language will receive special attention at Placement Testing. Those found to need course-work in English as a Second Language will be placed in special sections of Reading and Writing classes. The program of Freshman English as a Second Language, run jointly by The English Language Center and the Division of Communication Skills, parallels in content and credit value the Basic Skills coursework for native speakers of English.

As of June, 1974, the exact placement criteria were being reviewed. A statement of Basic Skills Requirements based on test scores will be available prior to Registration for Fall, 1974. In general, the important facts are as follows:

- Students with scores above the Third Level in Reading, Language Usage and Mathematics are excused (without credit) from all Basic Skills course requirements.
- Students with scores below the Fourth Level in Reading, Language Usage and Mathematics are required to complete 10 credits of Basic Skills courses (see table, below).

THE BASIC SKILLS SPECIAL PROGRAM

Students with extensive skills problems must enroll in a special program of skill-building coursework. The program combines classes in reading, writing and mathematics with other required courses in each curriculum.

Students in the Basic Skills Special Program receive extra, personalized help during their first three study quarters. They meet in small groups or individually with teachers, counselors, tutors and lab technicians according to a fixed class and conference schedule.

Students with the most extensive Basic Skills course requirements must carry a reduced number of credits in their early study quarters. They should therefore expect to take extra time to complete all of their LaGuardia degree requirements—generally at least two extra study quarters, for a total of two and one-half to three years.

Credit is granted for all Basic Skills courses completed successfully. Most Basic Skills courses carry one or two credits only. The low credit value leaves students "more room" in their 66 credit degree programs to choose free electives in areas that interest them. The maximum number of credits of Basic Skills coursework that may be applied to a LaGuardia degree is ten.

Successful completion of certain Basic Skills courses is prerequisite to many other courses. Prerequisites and course sequences are described elsewhere in this Bulletin, and are explained in detail at Registration.

Questions about your Basic Skills requirements may be directed to your counselor, available through the Counseling Office, Room L-145, or you may contact the office of the Basic Skills Administrator.
BASIC SKILLS READING COURSE REQUIREMENTS

If your Placement Test Score in Reading was: You must complete:

<table>
<thead>
<tr>
<th>Level</th>
<th>You must complete:</th>
<th>No. of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV</td>
<td>Reading Course Requirements Waived</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>Advanced Reading and Study Skills (CSE 103) for 1 quarter</td>
<td>2 Credits</td>
</tr>
<tr>
<td>II</td>
<td>1 quarter of instruction plus 1 quarter of Tutorial Lab.</td>
<td>2 Credits</td>
</tr>
<tr>
<td>I</td>
<td>Basic Skills Special Program for 3 quarters</td>
<td>Variable</td>
</tr>
</tbody>
</table>

No. of Credits

BASIC SKILLS WRITING COURSE REQUIREMENTS

Fundamentals of Effective Writing (LCE 100) is required for all students scoring at the First Level in Language Usage. For students enrolled in the Basic Skills Special Program, this course is automatically included in their program. Other students required to take LCE 100 must complete it in their first, second, or third study quarter.

BASIC SKILLS MATHEMATICS COURSE REQUIREMENTS*

If your Placement Test Score in Mathematics was: You must complete:

<table>
<thead>
<tr>
<th>Level</th>
<th>You must complete:</th>
<th>No. of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>III</td>
<td>Basic Skills Mathematics Waived</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>Basic Mathematics II (NEM 101) for 1 quarter</td>
<td>3 Credits</td>
</tr>
<tr>
<td>I</td>
<td>Basic Mathematics I and II** (NEM 100 and NEM 101) for 2 quarters</td>
<td>5 Credits Total</td>
</tr>
</tbody>
</table>

* Basic Skills Mathematics Requirements are being reviewed and are subject to change. Exact requirements will be available at Registration.

** The Basic Skills Special Program includes Basic Mathematics I and II for most majors. Check with your Counselor if you are enrolled in the Basic Skills Special Program and are unsure about how to meet your Basic Skills Mathematics requirements.

College-Wide Requirements

In addition to the Basic Skills requirements, all students must complete certain College-wide requirements.

Distribution and Intensives Requirements

DISTRIBUTION REQUIREMENTS

All students are required to take Liberal Arts courses in the Divisions of Natural Environment, Social Sciences, and Language and Culture. The Distribution Requirements are designed to introduce all students to the Liberal Arts areas of study. Since specific requirements differ with each major, students should refer to the section that describes their major requirements (p.p.44 to 62).

INTENSIVES

All students are required to take one Intensive. These are courses that meet for five full days at the beginning of either the Fall or Summer quarter (Intensive Week). During that week, students attend their Intensive class only. The week is generally used for field trips, films, guest speakers and other activities that would be difficult to schedule during regular class periods. After the first week, Intensive classes meet once weekly along with regular classes, with students pursuing special projects related to the Intensive's subject area. Registration for Intensives is related to academic major and Basic Skills requirements, and choices should be made in consultation with a counselor at Registration.
Business Administration/Business Management Programs

The required courses for Business Administration and Business Management are identical. It is recommended that freshman students complete all of the required courses for these programs before selection of elective courses. This enables students to be exposed to a number of options; consequently the choice of electives match the students’ goals more accurately.

Business Administration

Although the Business Administration program is designed primarily for those students who desire to transfer to a four-year college, it is also appropriate for the student who will enter the world of business upon graduation. An Associate in Science Degree is awarded upon successful completion of the program.

In addition to the fundamental business courses such as Accounting, Finance, Business Law, and Business Organization and Management, students also complete a concentration of course work in the Liberal Arts area. Decision-making processes and human behavior are emphasized throughout the curriculum. Students electing not to go on to a baccalaureate degree qualify for trainee positions in business and industry that provide for advancement to middle management opportunities.

Business students interested in transfer to a four-year college after graduation from LaGuardia should major in Business Administration and not Business Management. The former program provides greater diversity and flexibility and enables the transfer student to complete liberal arts coursework normally required for the Bachelor of Business Administration (B.B.A.) and similar degrees.

BUSINESS ADMINISTRATION (A.S. Degree)

<table>
<thead>
<tr>
<th>English Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCE 101 — Basic Composition</td>
<td>3</td>
</tr>
<tr>
<td>*LCE 103 — Writing for Business</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics Requirement</td>
<td></td>
</tr>
<tr>
<td>NEM 120 — Elementary Statistics for Business Students</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education Requirement</td>
<td></td>
</tr>
<tr>
<td>3 Internships and Seminars, 3 credits each</td>
<td>9</td>
</tr>
<tr>
<td>Business Courses</td>
<td></td>
</tr>
<tr>
<td>BUM 110 — Business Organization and Management</td>
<td>3</td>
</tr>
<tr>
<td>Accounting:</td>
<td></td>
</tr>
<tr>
<td>Principles of Accounting I, II, and III (BUA 101, 102 and 103)</td>
<td>6</td>
</tr>
<tr>
<td>BUL 101 — Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BUF 200 — Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUD 103 — Data Processing Applications for Accounting</td>
<td>3</td>
</tr>
<tr>
<td>SSE 101 — Introductory Economics I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

**Liberal Arts Electives (Divisions of Social Sciences, Natural Environment and Language & Culture)**

Unrestricted Electives (from any division)

<table>
<thead>
<tr>
<th><strong>Total Credits: 66</strong></th>
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<tbody>
<tr>
<td>21</td>
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</tbody>
</table>

*Business Administration majors may also take LCE 104 — Writing and Literature (3 credits) in place of LCE 103 — Writing for Business.

**One of the elective courses must be an Intensive.

**Business Administration majors needing additional skill development in reading, writing, and mathematics will be required to take Basic Skills courses. These requirements are not included in the above program. The number of credits required and the particular courses the students must successfully complete are determined by their scores on the California Achievement Test.

Any required Basic Skills courses must be included in the students’ program in place of electives. For more information on placement in Basic Skills courses see pages 40 to 42.
Business Management Program

The Business Management Program is designed for the student who wishes to enter the business world immediately upon graduation from the LaGuardia. The course of study leads to an A.A.S. degree.

In addition to the basic business course requirements in accounting, law, finance, management, economics, and data processing, students may elect a number of special areas as concentrations leading to employment in the fields of banking, real estate, insurance and marketing. Cooperative Education Internships and transfer arrangements with institutions specializing in those fields afford unusual opportunities to the Business Management major. Students interested in those areas should consult with the Division faculty or with their counselors. Additional specializations are presently being developed in Health Administration and Operating Management Supervision.

Students interested in transferring to a four-year college after graduation from LaGuardia should major in Business Administration and not Business Management.

The former program provides greater diversity and flexibility and enables the transfer student to complete liberal arts coursework normally required for the Bachelor of Business Administration (B.B.A.) and similar degrees.

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Business Management (A.A.S. Degree)

<table>
<thead>
<tr>
<th>English Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCE 101 — Basic Composition</td>
<td>3</td>
</tr>
<tr>
<td>LCE 103 — Writing for Business</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEM 120 — Elementary Statistics for Business Students</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cooperative Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three Internships and Seminars, 3 credits each</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUM 110 — Business Organization and Management</td>
</tr>
</tbody>
</table>

Accounting:
- BUI 101 — Principles of Accounting I, II, and III (BUA 101, 102, and 103) | 6 |
- BUF 200 — Principles of Finance | 3 |
- BUD 103 — Data Processing Applications for Accounting | 3 |
- SSE 101 — Introductory Economics I | 3 |

*Electives
- Liberal Arts Electives | 8
  (Divisions of Social Science, Natural Environment, and Language & Culture)
- Business Electives | 15
- Unrestricted Electives (from any division) | 4

**Total Credits: 66

*One of the elective courses must be an Intensive.

**Business Management majors needing additional skill development in reading, writing, and mathematics will be required to take Basic Skills courses. These requirements are not included in the above program. The number of credits required and the particular courses the students must successfully complete are determined by their scores on the California Achievement Test. Any required Basic Skills courses must be included in the students' program in place of electives. For more information on placement in Basic Skills courses see pages 40 to 42.

Banking Concentration

Business Management/Administration students interested in a banking concentration may enroll in courses taught by the American Institute for Banking. LaGuardia Community College grants credit towards fulfilling degree requirements upon successful completion of any of the following courses (students should contact the Business Division Office or their counselors for further information about the AIB program): Commercial Bank Organization; Savings Bank Organization; Human Factors in Banking; Business Psychology; Management Training; Bank Accounting; Business Writing; Bank Audit and Internal Controls; Life Insurance; Law of Agency; Credit Principles; Financial Statement Analysis; Consumer Credit and Business Writing.
Secretarial Science Program

Executive and Legal Options

These curricula prepare students for secretarial positions in two major areas. Those who pursue the Executive Option qualify for employment as executive, supervising, or administrative secretaries in government and private industry. Students who elect the Legal Option are prepared as secretaries for private law offices, corporate law offices, and judicial agencies.

By enrolling in BUS 145 (Introduction to Word Processing), students may receive additional preparation for employment in word processing centers in industry. By electing to add courses BUS 250, 251 (Educational problems of the School Secretary I and II), and 255 (School Records and Accounts) to their program, students are also prepared for the New York City School Secretary license examination.

Students who study shorthand at LaGuardia will be taught the Gregg or ABC systems of stenography. Students who have studied Gregg, Pitman, or ABC shorthand in high school may continue to study that system or they may elect to study Machine shorthand. Students who successfully complete the program receive an Associate in Applied Science Degree (A.A.S.).

SECRETARIAL SCIENCE: Executive Option (A.A.S. Degree)

English Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCE 101 — Basic Composition</td>
<td>3</td>
</tr>
<tr>
<td>LCE 103 — Writing for Business</td>
<td>3</td>
</tr>
<tr>
<td>Math-Science Requirement</td>
<td>6</td>
</tr>
<tr>
<td>Social Science Requirement</td>
<td>3</td>
</tr>
<tr>
<td>SSI 100 — Introduction to Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education Requirements</td>
<td>9</td>
</tr>
<tr>
<td>Secretarial Science Courses</td>
<td></td>
</tr>
<tr>
<td>Typewriting I, II, and III</td>
<td>6</td>
</tr>
<tr>
<td>(BUS 140, 141, and 142)</td>
<td></td>
</tr>
<tr>
<td>Stenography I, II, and III</td>
<td>6</td>
</tr>
<tr>
<td>(BUS 100, 110, and 120 — Gregg)</td>
<td></td>
</tr>
<tr>
<td>or (BUS 101, 111, and 121 — Pitman)</td>
<td></td>
</tr>
<tr>
<td>or (BUS 103, 113, and 123 — ABC)</td>
<td></td>
</tr>
<tr>
<td>Transcription I and II</td>
<td>8</td>
</tr>
<tr>
<td>(BUS 210 and 220 — Gregg)</td>
<td></td>
</tr>
<tr>
<td>or (BUS 211 and 221 — Pitman)</td>
<td></td>
</tr>
<tr>
<td>or (BUS 215 and 225 — ABC)</td>
<td></td>
</tr>
<tr>
<td>BUS 140 — Office and Personnel Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 200 — Office Techniques and Trends</td>
<td>2</td>
</tr>
</tbody>
</table>

Math-Science Requirement

One Elective Course from the Division of Natural Environment 3

Social Science Requirement

SSI 100 — Introduction to Social Science 3

Cooperative Education Requirements

3 Internships, 3 credits each 9

Secretarial Science Courses

Typewriting I, II, and III 6
(BUS 140, 141, and 142)

Stenography I, II, and III 6
(BUS 100, 110, and 120 — Gregg)

or (BUS 101, 111, and 121 — Pitman)

or (BUS 103, 113, and 123 — ABC)

Transcription I and II 8
(BUS 210 and 220 — Gregg)

or (BUS 211 and 221 — Pitman)

or (BUS 215 and 225 — ABC)

BUS 140 — Office and Personnel Management 3

BUS 200 — Office Techniques and Trends 2

*Electives

Liberal Arts Electives (Division of Social Science, Natural Environment, and Language & Culture) 12

Unrestricted Electives (from any division) 20

**Total Credits: 66

Students may prepare for careers in word processing centers by electing to study BUS 145, Introduction to Word Processing, 2 credits.

The following sequence is also available to Secretarial Science students. It is designed to prepare a student for the School Secretary License examination. This sequence may be taken by Executive Secretary majors as Unrestricted Electives:

BUS 250 — Educational Problems of the School Secretary I 2 Credits
BUS 251 — Educational Problems of the School Secretary II 2 Credits
BUS 255 — School Records and Accounts 2 Credits

Total 6 Credits

*One of the electives must be an Intensive.

**Secretarial Science Majors needing additional skill development in reading, writing and mathematics will be required to take Basic Skills courses. These requirements are not included in the above program. The number of credits required and the particular courses the students must successfully complete are determined by their scores on the California Achievement Test.

Any required Basic Skills courses must be included in the students' program in place of electives. For more information on placement in Basic Skills courses see pages 40 to 42.

SECRETARIAL SCIENCE: Legal Option (A.A.S. Degree)

English Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCE 101 — Basic Composition</td>
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</tr>
<tr>
<td>LCE 103 — Writing for Business</td>
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</tr>
<tr>
<td>Math-Science Requirement</td>
<td>6</td>
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<td>Social Science Requirement</td>
<td>3</td>
</tr>
<tr>
<td>SSI 100 — Introduction to Social Science</td>
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<td>Cooperative Education Requirements</td>
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<td>3</td>
</tr>
<tr>
<td>BUS 200 — Office Techniques and Trends</td>
<td>2</td>
</tr>
</tbody>
</table>

*Liberal Arts Electives

(Division of Social Science, Natural Environment, and Language & Culture) 12

Unrestricted Electives (from any division) 20

**Total Credits: 66

Students may prepare for careers in law offices, corporate law offices, and judicial centers in industry. By electing to add courses BUS 250, 251 (Educational problems of the School Secretary I and II), and 255 (School Records and Accounts) to their program, students are also prepared for the New York City School Secretary license examination.

Students who study shorthand at LaGuardia will be taught the Gregg or ABC systems of stenography. Students who have studied Gregg, Pitman, or ABC shorthand in high school may continue to study that system or they may elect to study Machine shorthand. Students who successfully complete the program receive an Associate in Applied Science Degree (A.A.S.).

SECRETARIAL SCIENCE: Legal Option (A.A.S. Degree)

English Requirements

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<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
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<td>LCE 103 — Writing for Business</td>
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<td>Math-Science Requirement</td>
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<td>Typewriting I, II, and III</td>
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<td>Stenography I, II, and III</td>
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<tr>
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<td>or (BUS 101, 111, and 121 — Pitman)</td>
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<tr>
<td>or (BUS 103, 113, and 123 — ABC)</td>
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<td>Transcription I and II</td>
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<td>(BUS 210 and 220 — Gregg)</td>
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<td>or (BUS 215 and 225 — ABC)</td>
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<tr>
<td>BUS 140 — Office and Personnel Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 200 — Office Techniques and Trends</td>
<td>2</td>
</tr>
</tbody>
</table>

Legal Stenography I and II 8
(BUS 212 and 222 — Gregg)

or (BUS 213 and 223 — Pitman)

or (BUS 214 and 224 — Machine)

or (BUS 216 and 226 — ABC)
Legal Vocabulary I and II ........................................ 6
BUS 230 and 240
BUL 101 — Business Law ........................................ 3
BUS 200 — Office Techniques and Trends .................... 2

*Electives
Liberal Arts Electives ........................................... 8
(Division of Social Science, Natural Environment, and Language & Culture)
Unrestricted Electives ........................................... 6
(from any division)

**Total Credits: 31

Students may prepare for careers in word processing centers by electing to study BUS 145, Introduction to Word Processing, 2 credits.

The following sequence is also available to Secretarial Science students. It is designed to prepare a student for the School Secretary License examination. This sequence should be taken by Executive Secretary majors in place of Unrestricted Electives:
BUS 250 — Educational Problems of the School Secretary I ... 2 Credits
BUS 251 — Educational Problems of the School Secretary II ... 2 Credits
BUS 255 — School Records and Accounts ..................... 2 Credits

TOTAL ......................................................... 6 Credits

*One of the elective courses must be an Intensive.

**Secretarial Science Majors needing additional skill development in reading, writing and mathematics will be required to take Basic Skills courses. These requirements are not included in the above program. The number of credits required and the particular courses the students must successfully complete are determined by their scores on the California Achievement Test.

Any required Basic Skills courses must be included in the students' program in place of electives. For more information on placement in Basic Skills courses see pages 40 to 42.

Data Processing Program

The Data Processing curriculum at LaGuardia Community College prepares students for three major areas in the computer industry: Programming and Systems, Computer Operations and Computer Maintenance Engineering. It provides training for technical or supervisory employment in computer centers and data processing installations.

The Data Processing program has two objectives: first, to provide the student with technical competence in the field of data processing and, second, to provide the student with a basic understanding of a business organization and the role of the data processing center within it.

The computer laboratory utilizes the COBOL, ASSEMBLER LANGUAGE, PL/1, RPG, and FORTRAN programming languages. The curriculum includes systems analysis and design relating to business applications. All Data Processing students learn to operate the varied computer equipment in the computer laboratory. This skill will aid them in gaining entry level positions in computer operations. Data Processing courses are also available to students in other programs according to their interests. Students who successfully complete the program receive an Associate in Applied Science Degree (A.A.S.)

**DATA PROCESSING Programming and Systems Option (A.A.S. Degree)

English and Humanities Requirements .......................... Credits
LCE 101 — Basic Composition ................................ 3
One Elective course from the Division of Language and Culture ... 3

Mathematics Requirement
*NEM 110 — Algebra ........................................... 3
Social Science Requirement
SSI 100 — Introduction to Social Science ................. 3

Cooperative Education
Three Internships and Seminars, 3 credits each .......... 9

Data Processing Courses

Accounting:
Principles of Accounting I and II (BUA 101 and BUA 102) ........ 4
BUA 101 — Business Organization and Management .............. 3
BUD 100 — Introduction to Data Processing .................... 3
BUD 105 — Basic 360 Cobol Programming ....................... 3
BUD 200 — Advanced Programming (Cobol) .................... 3

Programming:
BUD 210 — PL/1 Programming .................................... 3
or BUD 220 — Fortran Programming ....................... 3
BUD 108 — Report Program Generator .................... 3
BUD 110 — Systems Analysis and Design .................. 3
BUD 120 — System 360 / Assembler Language I ........ 3
BUD 121 — System 360 / Assembler Language II .......... 3
BUD 230 — Operating Systems .................................. 3

**Electives
Liberal Arts Electives ........................................... 8
(from the Divisions of Social Science, Natural Environment and Language and Culture)
Unrestricted Electives ........................................... 6
(from any division)

**Total Credits: 66

*Students who have completed a year of Algebra will be placed in NEM 201 — Pre-Calculus Mathematics or NEM 201 — Calculus I.

**One of the elective courses must be an Intensive.

**Data Processing majors needing additional skill development in reading, writing, and mathematics will be required to take Basic Skills courses. These requirements are not included in the above program. The number of credits required and the particular courses the students must successfully complete are determined by their scores on the California Achievement Test.

Any required Basic Skills courses must be included in the students' program in place of electives. For more information on placement in Basic Skills courses see pages 40 to 42.
Accounting Program

The Accounting Program of LaGuardia Community College offers a two-year course of study leading to an Associate in Applied Science Degree (A.A.S.). The program is flexible in that it provides for two distinct patterns of study for Accounting majors. Students choose their study pattern according to their post-graduation objectives. Those who have immediate career objectives upon graduation should follow the "career objective" route; those who intend to continue their education at a four-year college should follow the "transfer objective" pattern of study. Students without definitive post-graduation objectives are advised to follow the "transfer objective" plan.

The program for students with immediate career objectives upon graduation is tailored to the needs and demands of job opportunities in the general business environment or in specific accounting fields. "Career objective" students are employable in business and governmental positions requiring basic accounting skills in the performance of a variety of clerical tasks. In government agencies, the accounting and accounting-related positions are at the approximate civil service level of GS-5. Graduates are also qualified to perform many routine auditing and accounting functions on the staffs of public accounting firms.

The program for "transfer objective" students who intend to continue their education at a four-year college enables them to complete many of the liberal arts courses required at senior institutions. The "transfer objective" curriculum is intended to enable students to transfer to a senior college, having attained the skill levels necessary for successful completion of the Bachelor's degree.

ACCOUNTING (A.A.S. Degree — Career)

English Requirements
LCE 101 — Basic Composition .................................................. 3
LCE 103 — Writing for Business .................................................. 3

Mathematics Requirements:
†NEM 110 — Algebra ..................................................................... 3
NEM 120 — Elementary Statistics ................................................. 3

Social Science Requirement
SSE 101 — Introductory Economics I ............................................. 3

Cooperative Education Requirements
Three Internships and Seminars, 3 credits each .......................... 9

Business Curricula Requirements:
BUM 110 — Business Organization and Management .................. 3
BUL 101 — Business Law I ......................................................... 3
BUD 103 — Data Processing Applications for Accounting ............ 3

†If waived, student should select another mathematics course.

Accounting Course Requirements
Principles of Accounting I, II, III (BUA 101, 102, 103) ................. 6
Students must select 9 credits from following:
BUA 201 — Intermediate Accounting I (3 credits)
BUA 202 — Intermediate Accounting II (3 credits)
BUA 210 — Cost Accounting I (3 credits)
BUA 211 — Cost Accounting II (3 credits)
BUT 150 — Federal Income Tax Procedures (3 credits)
(Note: Additional course options will be available as the need arises) 9
*Electives
Liberal Arts Electives (from the Divisions of Language and Culture, Natural Environment, and Social Science) ....................... 5
Unrestricted Electives
(Career students should select courses from the Division of Business) ................................................................. 13

**Total Credits: 66

*One of the elective courses must be an Intensive.

**Accounting Majors needing additional skill development in reading, writing, and mathematics will be required to take the Basic Skills courses. These requirements are not included in the above program. The number of credits required and the particular courses the students must successfully complete are determined by their scores on the California Achievement Test.

Any required Basic Skills courses must be included in the students' program in place of electives. For more information on placement in Basic Skills courses see pages 40 to 42.

ACCOUNTING (A.A.S. Degree — Transfer)

English Requirements
LCE 101 — Basic Composition .................................................... 3
LCE 104 — Writing and Literature ................................................ 3

Mathematics Requirements:
†NEM 110 — Algebra ..................................................................... 3
NEM 200 — Pre-calculus ............................................................. 3

Social Science Requirement
SSE 101 — Introductory Economics I ............................................. 3

Cooperative Education Requirements
Three Internships and Seminars, 3 credits each .......................... 9

Business Curricula Requirements:
BUM 110 — Business Organization and Management .................. 3
BUL 101 — Business Law I ......................................................... 3
BUD 103 — Data Processing Applications for Accounting ............ 3

Accounting Course Requirements
Principles of Accounting I, II, III (BUA 101, 102, 103) ................. 6
Students must select 9 credits from following:
BUA 201 — Intermediate Accounting I (3 credits)
BUA 202 — Intermediate Accounting II (3 credits)
BUA 210 — Cost Accounting I (3 credits)
BUA 211 — Cost Accounting II (3 credits)
(Note: Additional course options will be available as the need arises) 9
*Electives
Liberal Arts Electives (from the Divisions of Language and Culture, Natural Environment, and Social Science) ....................... 5
Unrestricted Electives
(Career students should select courses from the Division of Business) ................................................................. 13

**Total Credits: 66

*One of the elective courses must be an Intensive.

**Accounting Majors needing additional skill development in reading, writing, and mathematics will be required to take the Basic Skills courses. These requirements are not included in the above program. The number of credits required and the particular courses the students must successfully complete are determined by their scores on the California Achievement Test.

Any required Basic Skills courses must be included in the students' program in place of electives. For more information on placement in Basic Skills courses see pages 40 to 42.
Electives
Liberal Arts Electives (from the Divisions of Language and Culture, Natural Environment, and Social Science) .......................... 5

Unrestricted Electives
(Transfer students should select courses from the Liberal Arts Divisions) .................................................. 13

*Total Credits: 66

*One of the elective courses must be an Intensive.

**Accounting Majors needing additional skill development in reading, writing and mathematics will be required to take the Basic Skills courses. These requirements are not included in the above program. The number of credits required and the particular courses the students must successfully complete are determined by their scores on the California Achievement Test.

Any required Basic Skill courses must be included in the students' program in place of electives. For more information on placement in Basic Skills courses see pages 40 to 42.

Education Associate Program

Admission to the Education Associate Program is available only to students referred to LaGuardia by the New York City Board of Education. Those referred are employed in the classroom as Education Assistants, Education Associates, or Family Assistants.

Upon completion of 12 credits, students may register for their Cooperative Education internships. The internships are accompanied by workshops known as Internship Seminars, which are designed to assist students in problems they encounter in their teaching internships. The seminars available to Education and Family Assistants include the following:

Education Assistants:  
Teaching Reading in the Classroom
Teaching Math in the Classroom
Teaching Music in the Classroom

Family Assistants:  
Language of Behavior
Tools of Social Work

The Education Associate Program at LaGuardia awards the Associate Arts Degree (A.A.) to those who successfully complete the program. Students are encouraged to pursue their B.A. Degree at the senior college of their choice.

EDUCATION ASSOCIATE (A.A. Degree)

English and Humanities Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCE 101 - Basic Composition</td>
<td>3</td>
</tr>
<tr>
<td>One Elective course from the Division of Language and Culture</td>
<td>3</td>
</tr>
</tbody>
</table>

Math-Science Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure of the Number System I and II (NEM 103 and NEM 104)</td>
<td>6</td>
</tr>
<tr>
<td>One Elective course from the Division of Natural Environment</td>
<td>3</td>
</tr>
</tbody>
</table>

Social Science Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSI 100 - Introduction to Social Science</td>
<td>3</td>
</tr>
</tbody>
</table>

Cooperative Education Requirements

Four Internship Seminars, 3 credits each .................................. 12

Education Associate Curricula

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSY 101 - General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SSS 102 - Urban Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SSD 210 - Philosophical and Social Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>SSD 120 - Principles and Practices of Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>SSS 280 - Sociology of the Family</td>
<td>3</td>
</tr>
</tbody>
</table>

Psychology:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSY 230 - Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SSY 250 - Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SSY 260 - Group Dynamics: Small Group Processes</td>
<td>3</td>
</tr>
</tbody>
</table>

*Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts Electives</td>
<td>12</td>
</tr>
<tr>
<td>(Divisions of Social Science, Natural Environment and Language &amp; Culture)</td>
<td>6</td>
</tr>
<tr>
<td>Unrestricted Electives (from any division)</td>
<td>18</td>
</tr>
</tbody>
</table>

**Total Credits: 66

*One of the elective courses must be an Intensive.

**Education Associate majors needing additional skill development in reading and writing will be required to take Basic Skills courses. These requirements are not included in the above program. The number of credits required and the particular courses the students must successfully complete are determined by their scores on the California Achievement Test.

Any required Basic Skills courses must be included in the students' program in place of electives. For more information on placement in Basic Skills courses see pages 40 to 42.
Human Services Programs

Child Development and Mental Health Options

The Human Services Program leads to an Associate in Arts Degree (A.A.) with a special orientation toward community service. Students may select concentrations in either Child Development or Mental Health.

Students selecting Child Development are prepared for work with young children in day-care centers and other group settings. This concentration prepares the student to apply for the new national credential as "Child Development Associate".

The Mental Health concentration prepares students for careers in community mental health centers, child and family clinics, hospitals, drug abuse agencies, and other related institutions.

After the first two study quarters, students in both the Child Development and Mental Health concentrations follow a special weekly schedule evenly divided between the classroom and college accredited work experience (internships).

HUMAN SERVICES — CHILD DEVELOPMENT CONCENTRATION
(Liberal Arts A.A. Degree with Specialization in Human Services)

English and Humanities Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCE 101 — Basic Composition</td>
<td>3</td>
</tr>
<tr>
<td>LCA 101 — Introduction to Art</td>
<td>3</td>
</tr>
<tr>
<td>LCM 101 — Introduction to Music</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
</tr>
</tbody>
</table>

Math-Science Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEM 103 — Structure of the Number System</td>
<td>3</td>
</tr>
<tr>
<td>NEB 101 — Topics in Biological Sciences</td>
<td>3</td>
</tr>
<tr>
<td>NEP 101 — Topics in Physical Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
</tr>
</tbody>
</table>

Social Science Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSI 100 — Introduction to Social Science</td>
<td>3</td>
</tr>
<tr>
<td>SSY 101 — General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SSY 130 — Developmental Psychology I: Childhood</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
</tr>
</tbody>
</table>

Cooperative Education Requirements

<table>
<thead>
<tr>
<th>Activity</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six Part-time Internships, 1½ credits each</td>
<td>9</td>
</tr>
</tbody>
</table>

Human Services Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 101 — Orientation to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HSC 102 — Principles in Human Relations</td>
<td>3</td>
</tr>
<tr>
<td>HSC 103 — Community Dynamics: Impact on Human Services (to be offered also as an intensive)</td>
<td>3</td>
</tr>
<tr>
<td>(If students do not take an Intensive within their program requirements, one of their elective courses must be an Intensive.)</td>
<td>9</td>
</tr>
</tbody>
</table>

Child Development Concentration Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSD 110 — Developmental Activities for Young Children in Social Living</td>
<td>3</td>
</tr>
<tr>
<td>HSD 111 — Developmental Activities for Young Children in Language</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSD 112 — Developmental Activities for Young Children in Mathematical Understandings</td>
<td>2</td>
</tr>
<tr>
<td>HSD 113 — Developmental Activities for Young Children in Scientific Attitudes and Concepts</td>
<td>2</td>
</tr>
</tbody>
</table>

Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts Electives* *(Divisions of Social Science, Natural Environment and Language &amp; Culture)</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credits: 66

*Human Services majors concentrating in Child Development may be required to take Basic Skills courses in reading and writing. All majors concentrating in Child Development must take NEM 103 as their math course. Students needing additional skill development in math will also take a lab until they pass the Computational Skills Exam. Basic Skills requirements in reading and writing are not included in the above program. The number of credits required and the particular courses the students must successfully complete are determined by their scores on the California Achievement Test.

Any required Basic Skills courses must be included in the students' program in place of electives. For more information on placement in Basic Skills courses see pages 40 to 42.

HUMAN SERVICES — MENTAL HEALTH CONCENTRATION
(Liberal Arts A.A. Degree with Specialization in Human Services)

English and Humanities Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCE-101 — Basic Composition</td>
<td>3</td>
</tr>
<tr>
<td>One additional course from the Division of Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
</tr>
</tbody>
</table>

Math-Science Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEB 101 — Topics in Biological Sciences (Students may substitute NEB 203 Fundamentals of Human Biology I and NEB 204 Fundamentals of Human Biology II by permission of the Chairperson of the Division of Natural Environment on the recommendation of the Chairperson of the Human Services Division)</td>
<td>3</td>
</tr>
<tr>
<td>One additional course from the Division of Natural Environment</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
</tr>
</tbody>
</table>

Social Science Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSI 100 — Introduction to Social Science</td>
<td>3</td>
</tr>
<tr>
<td>SSY 101 — General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SSY 240 — Developmental Psychology I: Childhood</td>
<td>3</td>
</tr>
<tr>
<td>SSY 260 — Group Dynamics: Small Group Processes</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
</tr>
</tbody>
</table>
Cooperative Education Requirements
Six Part-time Internships, 1½ credits each ........................................... 9

Human Services Core Courses
HSC 101 — Orientation to Human Services ............................................ 3
HSC 102 — Principles in Human Relations .............................................. 3
HSC 103 — Community Dynamics: Impact on Human Services
(to be offered also as an Intensive) ......................................................... 3
(If students do not take an Intensive within their program requirements, one of their elective courses must be an Intensive.)

Mental Health Concentration Courses
HSM 120 — Survey of Psychological Treatment Approaches .................... 3
HSM 121 — Mental Health Roles and Community Resources .................... 2
HSM 122 — Topics in Mental Health Field Organization ......................... 2
HSM 123 — Contemporary Issues in Mental Health Services .................... 2

Electives
* Liberal Arts Electives ........................................................................... 12
(Divisions of Social Science, Natural Environment and Language & Culture)
Unrestricted Electives (from any division) ............................................... 3

Total Credits: 66

*Human Services majors concentrating in Mental Health who need additional skill development in reading, writing, and mathematics will be required to take Basic Skills courses. These requirements are not included in the above program. The number of credits required and the particular courses the students must successfully complete are determined by their scores on the California Achievement Test.

Any required Basic Skill courses must be included in the students' program in place of electives. For more information on placement in Basic Skills courses see pages 40 to 42.

Occupational Therapy Assistant Program

Occupational Therapy is a health profession which provides services to persons with problems caused by physical injuries, developmental impairment, aging or psychological disabilities. Such services include:
Using developmental and play activities to help the child with growth problems and learning disabilities develop the skills to manage school and social learning; assisting the elderly and others with diminished physical endurance to perform essential tasks of daily living and achieve maximum independence; working with patients who have lost a limb to use a new prosthesis and master normal skills; designing and fabricating hand splints and instructing the client in their use; helping a psychologically-depressed client feel more positive toward his environment through the use of productive activity; and making it easier for the socially withdrawn person to interact with others through the use of planned group experiences.

OCCUPATIONAL THERAPY ASSISTANT (A.S. Degree)

English Requirement Credits
LCE 101 — Basic Composition ................................................................. 3

Cooperative Education Requirements
Elective Internship and Seminar ............................................................. 3
NET 301 — Clinical Affiliation in Psychosocial Dysfunction .................... 3
NET 302 — Clinical Affiliation in Physical Dysfunction ......................... 3

Occupational Therapy Concentration
Biology: Fundamentals of Human Biology I and II
(NEB 203 and 204) .................................................................................. 8
Psychology:
SSY 101 — General Psychology ............................................................. 3
SSY 230 — Abnormal Psychology ............................................................. 3
SSY 240 — Developmental Psychology I: Childhood ............................. 3
SSY 241 — Developmental Psychology II: From Adolescence
through Senescence .............................................................................. 3
SSY 260 — Group Dynamics: Small Group Processes ......................... 3

Occupational Therapy:
NET 201 — Occupational Therapy: Theory and Practice
in Psychosocial Dysfunction .................................................................. 3
NET 202 — Occupational Therapy: Theory and Practice
in Physical Dysfunction .......................................................................... 3
NET 230 — Fundamentals of Abnormal Physical Conditions .................. 3
NEI 199 — Community Health Intensive ................................................. 2

Occupational Therapy Media and Applications I, II and III:
NET 210 — General Crafts, Textiles and Leather .................................... 3
NET 211 — Life Tasks .............................................................................. 3
NET 212 — Wood, Metal, Plastic, and Ceramics ..................................... 3

Electives
Liberal Arts Electives (from any division) ............................................... 11

Total Credits: 66

*Occupational Therapy majors needing additional skill development in reading, writing and mathematics will be required to take Basic Skills courses. These requirements are not included in the above program. The number of credits required and the particular courses the students must successfully complete are determined by their scores on the California Achievement Test.

Any required Basic Skills courses must be included in the students' program in place of electives. For more information on placement in Basic Skills courses see pages 40 to 42.
**Liberal Arts Program**

Liberal Arts is a transfer program for students planning to continue their studies at a senior college. Liberal Arts majors generally take a balanced distribution of courses from the Divisions of Natural Environment, Social Sciences and Language and Culture in a program that parallels the first two years of study at CUNY senior colleges. The program grants an Associate in Arts (A.A.) Degree.

The Liberal Arts program offers the freedom to explore many fields of study and is a good choice for students who are not sure what to study in college. Liberal Arts students spend the first two years of their college career in a broad, general program that encourages learning, thinking and exploring before choosing an area or areas in which to specialize or major.

Liberal Arts graduates transfer to a four year college with minimal loss of credit. At senior colleges they may decide to major in such fields as: Anthropology, Area Studies, Art, Biology, Chemistry, Cinema, Comparative Literature, Dance, Economics, Education, English, Health and Physical Education, History, Home Economics, Languages, Library Technology, Mathematics, Music, Physics, Political Science (Government), Pre-Professional Programs, (Law and Medicine), Psychology, Social Sciences, Sociology, Speech and Theater, Statistics, Teacher Education, and Urban Studies.

Through Cooperative Education Internships, career choice counseling groups and other exploratory experiences, liberal arts majors are encouraged to select and pursue career paths suited to their interests and abilities.

**LIBERAL ARTS AND SCIENCE (A.A. Degree)**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English and Humanities Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>LCE 101 — Basic Composition</td>
<td>3</td>
</tr>
<tr>
<td>LCE 104 — Writing and Literature</td>
<td>3</td>
</tr>
<tr>
<td>Two Elective courses from the Division of Language and Culture</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Credits: 12</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Social Science Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>SSI 100 — Introduction to Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Two Elective courses from the Division of Social Science</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Credits: 9</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Math-Science Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>*NEM 107 — Mathematics and the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>Two Elective courses from the Division of Natural Environment</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Credits: 9</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Cooperative Education</strong></td>
<td></td>
</tr>
<tr>
<td>Three Internships, 3 Credits each</td>
<td>9</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td></td>
</tr>
<tr>
<td>(Divisions of Social Science, Natural Environment and Language and Culture)</td>
<td>18</td>
</tr>
<tr>
<td>Unrestricted Electives</td>
<td></td>
</tr>
<tr>
<td>(from any division)</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total Credits: 27</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits: 66**

For the unrestricted elective credits students are encouraged to work out a balanced course distribution among the Liberal Arts Divisions.

*Required of all students scoring in Level III of the Placement Test, unless the requirement is waived. (A student may substitute for NEM 107 any math course with a number greater than 107.)*

**One of the elective courses must be an Intensive.**

***Liberal Arts majors needing additional skill development in reading, writing and mathematics will be required to take Basic Skills courses. These requirements are not included in the above program. The amount of credits required and the particular courses the student must successfully complete are determined by scores on the California Achievement Test. Any required Basic Skills courses must be included in the student's program in place of electives. For more information on placement in Basic Skills courses see pages 40 to 42.***
LIBERAL ARTS AND SCIENCE (A.A. Degree)

Science-Mathematics Concentration

This is a program recommended but not required for students who plan to transfer to a four year institution and complete the Bachelor's Degree in a science, health or engineering related curricula. In all cases, students are advised to consult with their counselors on the specific details of their program.

English and Humanities Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCE 101 — Basic Composition</td>
<td>3</td>
</tr>
<tr>
<td>LCE 104 — Writing and Literature</td>
<td>3</td>
</tr>
<tr>
<td>Two Elective courses from the Division of Language and Culture</td>
<td>6</td>
</tr>
</tbody>
</table>

Total: 12

Social Science Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSI 100 — Introduction to Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Two Elective courses from the Division of Social Science</td>
<td>6</td>
</tr>
</tbody>
</table>

Total: 9

Cooperative Education

Three Internships, 3 Credits each 9

Science-Mathematics

Students select a total of 24 credits from among the following courses (also see page 92):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEB 201, 202 — Fundamentals of Biology I and II</td>
<td>8</td>
</tr>
<tr>
<td>NEC 201, 202 — Fundamentals of Chemistry I and II</td>
<td>8</td>
</tr>
<tr>
<td>NEP 201, 202 — Fundamentals of Physics I and II</td>
<td>8</td>
</tr>
<tr>
<td>NEM 201, 202, 203 — Calculus I, II and III</td>
<td>12</td>
</tr>
<tr>
<td>NEM 204 — Elementary Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>NEM 210 — Elementary Linear Algebra</td>
<td>3</td>
</tr>
</tbody>
</table>

*Liberal Arts Electives

(Divisions of Social Science, Natural Environment and Language and Culture) 3

**Unrestricted Electives

(from any division) 9

Total Credits: 66

*One of the elective courses must be an Intensive.

**Liberal Arts majors needing additional skill development in reading, writing and mathematics will be required to take Basic Skills courses. These requirements are not included in the above program. The amount of credits required and the particular courses the student must successfully complete are determined by their scores on the California Achievement Test.

COURSE DESCRIPTIONS

Cooperative Education

CEP-000 COOPERATIVE EDUCATION 3 credits

The Cooperative Education program consisting of a 13-week, full-time internship together with the coordinating internship seminar. (See description of the Cooperative Education Program, page 12.)

Communication Skills Division

CSE 101 BASIC READING SKILLS 5 periods, 2 credits Prerequisite: None

This course is designed to improve students' reading skills. Emphasis is on vocabulary improvement, development of common and specialized reading skills and introduction of study skills. Admission to the course is based on College placement procedures.

CSE 102 READING AND STUDY SKILLS 5 periods, 2 credits Prerequisite: None

This course is a continuation of CSE 101 for those students who have taken or received a waiver from CSE 101. Course content is similar to CSE 101; however, reading skills are developed at a more advanced level. Admission to the course is automatic for CSE 101 students and for those students who must fulfill Basic Skill requirements. Credits are given upon completion of CSE 099 Reading Tutorial (see below).

CSE 099 READING TUTORIAL 2 periods, 0 credit Prerequisite: CSE 102

This course focuses on applying newly developed reading skills to college textbooks. Individual attention is provided through the use of tutors. Admission to the course is based upon a passing grade in CSE 102 for which no credit is granted until students successfully complete the tutorial.

CSE 103 ADVANCED READING AND STUDY 3 periods, 2 credits Prerequisite: None

This course is designed for the development of reading and study skills at a more advanced level. Emphasis is on such skills as vocabulary improvement, previewing, notetaking, summarizing, and critical analysis. Admission to the course is based on College placement procedures.

CSE 200 SPEED TECHNIQUES FOR EFFICIENT READING Prerequisite: CSE 099 Tutorial, or CSE 103, or waiver

This course is offered for students who are interested in speed techniques. Emphasis is placed on the development of effective reading habits and the techniques of rapid reading, identifying authors' patterns of writing, skimming, scanning and ongoing practice with mechanical aids and timed exercises. Admission to the course is based on completion of required basic skills reading courses or waiver.
BUSINESS DIVISION

Accounting

BUA 101 PRINCIPLES OF ACCOUNTING I; 4 periods, 2 credits
Prerequisite: None
This course introduces the student to the entire accounting cycle as illustrated by service and merchandising concerns using the single proprietorship form of business organization. The course reviews the fundamental concepts and techniques of recording transactions in special journals, summarizing the transactions, adjusting and closing the accounts, and the preparation of financial statements. Basic internal control procedures are also introduced.

BUA 102 PRINCIPLES OF ACCOUNTING II; 4 periods, 2 credits
Prerequisite: Principles of Accounting I
This course covers accrual and valuation accounting as well as control procedures for Cash, Accounts and Notes Receivable, Accounts and Notes Payable, Inventories, and Fixed Assets. Payroll accounting and accounting systems are explored. Accounting concepts and techniques related to the partnership form of business organization are also covered.

BUA 103 PRINCIPLES OF ACCOUNTING III; 4 periods, 2 credits
Prerequisite: Principles of Accounting II
The first part of the course examines accounting techniques and principles of the corporate form of business organization and includes such topics as: the nature and formation of a corporation, stock transactions, elements affecting retained earnings, long-term liabilities, and investments in stocks and bonds. Basic theoretical concepts and principles are explored and related to accounting practice.

The second part of the course introduces the student to the accounts and statements used by a manufacturing concern and also exposes the students to various cost accumulation procedures used.

BUA 201 INTERMEDIATE ACCOUNTING I; 4 periods, 3 credits
Prerequisite: Principles of Accounting III
Intermediate Accounting is designed to give an overview of the foundations of Financial Accounting Theory, the problems of current practice and its relationships to Accounting Theory as expressed in AICPA Opinions and Statements.


Advanced and alternative accounting practices as well as control procedures are examined as they pertain to Cash, Temporary Investments, Receivables, and Inventories.

BUA 202 INTERMEDIATE ACCOUNTING II; 4 periods, 3 credits
Prerequisite: Intermediate Accounting I
This course continues to explore the problems of current practice and its relationships to Financial Accounting Theory as expressed in AICPA Opinions and Statements.

Topics examined include Long-Term Investments in Stocks, Tangible and Intangible Fixed Assets, Special Purpose Funds, Current, Contingent and Long-Term Liabilities, and Accounting for Pensions and Leases. Present Value concepts and their applications are also covered.

BUA 210 COST ACCOUNTING I; 4 periods, 3 credits
Prerequisite: Principles of Accounting III
Cost accounting methods and procedures are studied, including job-order costing, process costing, payroll accounting and budgeting. Emphasis is placed on the importance of cost accounting to management in controlling and analyzing cost data and in the areas of decision-making and planning future operations.

BUA 211 COST ACCOUNTING II; 4 periods, 3 credits
Prerequisite: Cost Accounting I
This course continues the study of cost determination and analysis for manufacturing. Cost-volume relationships, systems designs, flexible budgets, standard costs, cost allocation, and applications of the contribution approach to decision-making are included. A continued emphasis is placed on the importance of cost data to management in the areas of decision-making and planning.

BUT 150 BASIC INCOME TAX PROCEDURES; 3 periods, 3 credits
Prerequisite: Principles of Accounting II
This course trains the student to be competent in the preparation of Federal Income Tax returns for individuals. Students learn what income must be reported, what deductions are allowed, what exemptions may be taken, and what credits may be applied against the computed tax. The students prepare actual tax returns that reflect a variety of individual taxpayer situations. The basic principles of corporate and partnership taxation are introduced.

BUA 299 AN ACCOUNTING SEMINAR; ISSUES AND CONTROVERSIES; 2 periods (1 double period), 2 credits
Prerequisites: Principles of Accounting III and approval of the Accounting faculty.
This course will explore various unresolved controversies, unsolved problems, and contemporary issues faced by the accounting profession. Current and past articles written by members of the profession will be used to encourage student discussion, presentation, and debate. A term paper will be required.

Business Administration & Business Management

BUM 110 BUSINESS ORGANIZATION AND MANAGEMENT
3 periods, 3 credits  Prerequisite: none
This course will provide a conceptual foundation for successful managerial performance through understanding organizational relationships. The systems concepts as well as traditional viewpoints are examined and the decision-making process is explored by means of case studies, management games and computer applications.

BUM 140 MANAGEMENT THEORY AND PRACTICE 3 periods, 3 credits
Prerequisites: Business Organization and Management, Accounting 101 and 102, Introduction to Data Processing.
An analysis of the various theories of management and their application. Emphasis is on aspects of creativity, behavioral science, and management's social responsibilities that influence decisions along with economic, psychological and mathematical schools, processes and philosophies.

BUM 115 ORGANIZING AND OPERATING A SMALL BUSINESS IN AN URBAN AREA 3 periods, 3 credits  Prerequisite: none
This course presents the methods of organizing and operating a small enterprise in each of five different types of businesses: retailing, wholesaling, manufacturing, the service trades, and institutions. Realistic models are simulated, examined and evaluated in detail through cases and on-site inspections.
BUL 101 BUSINESS LAW 3 periods, 3 credits Prerequisite: none
A study of the basic law of contracts as 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.

BUL 102 BUSINESS LAW II 3 periods, 3 credits
Prerequisite: Business Law 101
A course designed to inform, motivate and stimulate the student in the new and innovative areas of consumer protection, secured consumer credit sales, warranties, product liability, environmental law and community planning as well as the more traditional areas of personal property, bailments, agency, partnerships and corporations. Students will be encouraged to participate in the "Consumer Assistance Bureau" of LaGuardia Community College.

BUM 120 PRINCIPLES OF INSURANCE 3 periods, 3 credits
Prerequisites: Elementary Statistics, Business Organization and Management, Accounting I
A study of all major types of insurance policies for personal and business needs. Limitations in contracts affecting recovery. Policy contracts, rate making, basic insurance law. Discussions of career opportunities in the industry and in business.

BUI 140 OFFICE AND PERSONNEL MANAGEMENT 3 periods, 3 credits
Prerequisite: none
An introduction to the principles and practices of office management, including such topics as space and equipment layout for efficient work-flow: selection, training and supervision of personnel, psychology of human relations and control of operating costs. Particular emphasis is placed upon the scientific analysis of such office procedures as purchasing and correspondence.

BUL 120 PRINCIPLES OF REAL ESTATE 3 periods, 3 credits
Prerequisite: none
A survey of the fundamental principles and problems of the real estate field. This course includes topics such as brokerage, financing, investments, management and appraisal procedures.

BUR 201 REAL ESTATE (License): 3 credits, 3 periods
Prerequisite: none
The first of a two-course sequence.

BUR 202 REAL ESTATE (License): 3 credits, 3 periods
Prerequisite: BUR 201 Real Estate
This is the second course of a two course sequence that prepares students to take the licensing examination in the State of New York for Real Estate, Brokers and Salespersons. This course encompasses Interests in Realty, General Business Law, Real Estate Contracts, Lien, and Assessments, Leases, Bonds, and Mortgages. Deeds, Agency, Taxes and Assessments.

BUL 101 PRINCIPLES OF MARKETING 3 periods, 3 credits
Prerequisites: Business Organization and Management, Accounting 101
This course reviews 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.

BUL 110 BASICS OF ADVERTISING: 3 credits, 3 periods
Prerequisite: Principles of Marketing or permission of Instructor
A broad overview of advertising, its roles in marketing and as a motivational force in society. The nature of media and their creative and productive functions are discussed as are related career opportunities.

BUR 101 PRINCIPLES OF RETAILING MANAGEMENT 3 credits, 3 periods
Prerequisites: Business Organization and Management, Principles of Marketing
A survey course dealing with retail principles and merchandising practices. Store organization and decision-making techniques in large and small establishments will be explored.

BUM 210 CHAIN STORE ADMINISTRATION 3 credits, 3 periods
Prerequisites: Basic Skills requirements, Introduction to Mass Marketing
This course examines the administrative problems facing chain store managers in daily operations. Through case studies, discussions, lectures and readings, students learn to analyze and evaluate alternative solutions to those complexities in areas of budgeting, inventory control, personnel training, scheduling, leadership, display, safety and security.

BUM 215 BASICS OF MERCHANDISING FOR MASS MARKETS 3 credits, 3 periods
Prerequisites: Chain Store Administration
This course prepares students for advanced training in retail chain buying. Buying theories, processes and decisions affecting the selection of resources, merchandise assortment, chain distribution systems, communication channels and controls are investigated through cases, lectures and readings.

BUM 130 MONEY AND BANKING 3 credits, 3 periods
The organization and operation of our financial system are reviewed, including the money and capital markets, commercial banking and commercial finance institutions. The effects of governmental, monetary and fiscal policy on the economy are explored.

BUF 200 PRINCIPLES OF FINANCE 3 credits, 3 periods
Prerequisites: Basic Skills Mathematics Requirements, Accounting 101 and 102 or permission of divisional chairperson
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 examined in depth.

BUI 120 PRINCIPLES OF INVESTMENT 3 credits, 3 periods
Prerequisites: Basic Skills Mathematics Requirements, Accounting 101 and 102 or permission of divisional chairperson
A survey of the quantitative and qualitative criteria used in judging security values. The legal and financial characteristics of various types of investment securities are examined. Personal portfolio problems as they relate to investment objectives are explored.
Intensive

BUI 196 INTRODUCTION TO MASS MARKETING
This Intensive acquaints students with the revolution in the marketing industry. Students will discover through fieldtrips, workshops and readings the interaction and importance of the numerous functions and processes needed to bring products to consumers. As an introductory course in marketing, the course may serve as preparation for cooperative internships.

Data Processing

BUD 100 INTRODUCTION TO DATA PROCESSING 5 periods, 3 credits
Prerequisite: none
A basic survey course that is designed to introduce students to computers and data processing in the modern business world. Since there are no prerequisites, all students are eligible to enroll in this course; however, it is a first quarter requirement for those students who plan to major in data processing. The subject of the course is presented in a non-technical manner so that it can be easily understood by all students.

The topics covered include: (1) punched card data processing; (2) computer data representation and mathematics; (3) computer hardware components; (4) flow charting; (5) computer programming with emphasis on the BASIC language; (6) file organizations; (7) career opportunities and (8) organization of a typical commercial data processing installation.

BUD 106 COBOL I 5 periods, 3 credits
Prerequisite: Introduction to Data Processing
Students begin to learn the COBOL language and move from theoretical to practical COBOL programming by means of programming drills, exercises and writing programs in COBOL language, utilizing input and output devices.

BUD 200 COBOL II 5 periods, 3 credits
Prerequisite: COBOL I
This is an advanced course for students majoring in Data Processing. The course broadens the study of the COBOL language to include the handling of tape and disk files and the use of table structures. Students write and document programs involving the use of these techniques.

BUD 120 SYSTEM/370 ASSEMBLER LANGUAGE I 5 periods, 3 credits
Prerequisite: Introduction to Data Processing
This course is designed to provide basic knowledge of the IBM System/360 Computer and Assembler Language Programming, with emphasis on the following areas: Main storage organization; addressing using base, index, and displacement registers; fixed and variable length data formats; instruction formats; the condition code; interruptions and the program status word; arithmetic, logical, and branching operations; writing an assembler language program.

BUD 121 SYSTEM/370 ASSEMBLER LANGUAGE II 5 periods, 3 credits
Prerequisite: System/370 Assembler Language I
This course is designed to provide additional knowledge of Assembler Language Programming techniques with emphasis on the following areas: looping and indexing, data conversion, transaction and editing operations, subroutine and subprogram linkages, input/output operations, introduction to macro-instructions.

BUD 230 OPERATING SYSTEMS 5 periods, 3 credits
Prerequisites: Introduction to Data Processing, System/370 Assembler Language I, Basic Cobol
This is a required course for the student majoring in Data Processing. It will concentrate on understanding and using Job Control Language with emphasis on the IBM Operating System (OS). Topics to be covered include job, task, and data management and system generation.

BUD 210 PL/1 PROGRAMMING 5 periods, 3 credits
Prerequisite: Introduction to Data Processing
In this course students learn the rules and structure of this higher-level programming language. It is assumed that the student already has some familiarity with compiler-oriented languages, and therefore he is expected to program and document problems of a more complicated nature than in earlier data processing courses. Students are encouraged to learn how to read core dumps to find out where the "bugs" are. Each student proceeds at his own pace, thereby simulating conditions in commercial data processing installations.

BUD 220 FORTRAN PROGRAMMING 5 periods, 3 credits
Prerequisite: Introduction to Data Processing
This course introduces the student to the FORTRAN programming language, which is used primarily in the fields of mathematics and science. Topics covered include definition of constants, variables, and expressions; real and integer arithmetic; input/output; control statements; looping; arrays and subprograms.

BUD 108 REPORT PROGRAM GENERATOR (RPG) 5 periods, 3 credits
Prerequisite: Introduction to Data Processing
Report Program Generator language is presented by means of learning to write business oriented reports, matching, multi-input files. Other high level programming techniques are taught.
BUD 110 SYSTEMS ANALYSIS AND DESIGN 5 periods, 3 credits
Prerequisite: BUD 120 System/370 Assembler Language I
The analysis of existing manual and electronic data processing systems and the design of computer based systems to replace them, with consideration given to organizational structures, form design, file design, data structures, scheduling, operations research techniques, and hardware and software organization. Actual and simulated case studies will be utilized. The student will program and document a comprehensive systems study.

BUD 103 DATA PROCESSING APPLICATIONS FOR ACCOUNTING
5 periods, 3 credits Prerequisite: Accounting 101
This course is a general introduction to electronic data processing for students in Accounting, Business Administration and Business Management. The course combines students' accounting knowledge with current practices and procedures in data processing. It also provides an understanding of the impact of computers on business, their use as an aid in meeting accounting requirements of management, and their value as a tool in accounting procedures and control. Students are introduced to computer programming with emphasis on the BASIC language.

BUD 105 COMPUTERS AND SOCIETY: 3 credits, 3 lecture periods, 1 lab period Prerequisite: none
Computers and Society is offered as a non-technical course for all students interested in understanding the myths and realities of our computerized society. The intent is to familiarize the student with the terms and problems of the computer age.
Basic knowledge of computer equipment and computer programming will be covered in terms of vocabulary of the computer world, as well as actual experience with computer equipment. Each lecture will be related to a specific application of computers such as voting analysis, education, health, credit card/billing systems, transportation and government systems.

BUD 115 DATA ENTRY I: 2 credits, 4 periods
Prerequisite: Typing speed of 30 wpm.
This course covers the basic information on data entry and provides laboratory drill sessions for the student who wants to be a competent production data entry operator. The topics covered are punched card format and coding methods, the IBM 029 Keypunch, the IBM 059 Verifier, and design and use of keypunch program drum cards.

BUD 116 DATA ENTRY II: 2 credits, 4 periods
Prerequisite: Data Entry I
This course covers the intermediate skills required of students who want to qualify as production data entry operators. The topics covered include the IBM 129 Keypunch, conversational mode CRTs, key to tape systems, key to disk systems, and methods of increasing speed and accuracy in machine operations.

BUD 290 COMPUTER ELECTRONICS 6 periods, 4 credits Prerequisite: none
This is a fundamental course in digital electronics and electricity, which will provide a basis for further study and concentration in computer maintenance and repair. Among the topics to be considered are Logic & Boolean Algebra, Direct Current Series & Parallel Circuits, Diodes & Transistors, Arithmetic Circuits and Electronic Measurements Theory. Laboratory portion of the course will include a Logic Trainer, The Cathode Ray Oscilloscope, and the Volt Meter.

Secretarial Science

BUS 100 STENOGRAPHY I, GREGG 4 periods, 2 credits Prerequisite: none
Students who have not previously studied shorthand receive an intensive presentation of the basic theory of Gregg Shorthand, Diamond Jubilee series. At the conclusion of the quarter, students 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 notes.

BUS 101 STENOGRAPHY I, PITMAN 4 periods, 2 credits
Prerequisite: none
Students who have studied Pitman Shorthand for at least six months but less than two years will receive an intensive review and reinforcement of Pitman Shorthand theory. Students are expected to master the basic principles of the system, attain a writing speed of at least 40 words a minute, and read fluently from textbook plates and homework notes.

BUS 102 STENOGRAPHY I, MACHINE 4 periods, 2 credits
Prerequisite: none
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.

BUS 103 STENOGRAPHY I, ABC 4 periods, 2 credits
Prerequisite: none
A presentation of the basic theory of the Landmark ABC shorthand system. Students are expected to master the basic principles of the system, attain a writing speed of at least 40 words a minute, and to read fluently from textbook plates and homework notes.

BUS 110 STENOGRAPHY II, GREGG 4 periods, 2 credits
Prerequisite: Stenography I or equivalent

BUS 111 STENOGRAPHY II, PITMAN 4 periods, 2 credits
Prerequisite: Stenography I or equivalent

BUS 112 STENOGRAPHY II, MACHINE 4 periods, 2 credits
Prerequisite: Stenography I or equivalent

BUS 113 STENOGRAPHY II, ABC 4 periods, 2 credits
Prerequisite: Stenography I or equivalent
Review of basic principles of Gregg or Pitman or Machine ABC Shorthand and speed building in both reading and writing of shorthand. Final speed writing goal of 60 words a minute. Pre-transcription drills are commenced in preparation for the beginning of transcription.

BUS 120 STENOGRAPHY III, GREGG 4 periods, 2 credits
Prerequisite: Stenography II or equivalent

BUS 121 STENOGRAPHY III, PITMAN 4 periods, 2 credits
Prerequisite: Stenography II or equivalent

BUS 122 STENOGRAPHY III, MACHINE 4 periods, 2 credits
Prerequisite: Stenography II or equivalent
Speed building to a writing speed of 80 words a minute is the primary focus of this course. Emphasis on spelling, grammar, and punctuation is increased.

This course is designed to instruct beginners and those who have had a minimum of instruction in typewriting in the fundamentals of skill building. Keyboard mastery will be followed by training in setting up basic business forms, tabulations and manuscripts. Students will become familiar with handling carbon copies, envelopes, and proper corrective techniques. Proofreading will be stressed. The final speed goal is 30-35 words a minute.

This course is designed to increase the skills of students who possess speed of 35-40 words a minute using touch typewriting. Intensive speed, accuracy and remedial work will be stressed. Basic forms of correspondence will be reviewed and more complicated business forms and tabulations introduced. Students are taught to type stencil, ditto, and other duplicating masters. The final speed goal is 45-55 words a minute.

This final course in stenographic training brings students to a professional level of competence. Stenographic dictation at 120 words a minute, typewriting speed of 65-50 words a minute, and transcription rate of 25-35 words a minute are the end goals for this course. Office style dictation is included and emphasis is placed on production of accurate, attractive, carefully proofread transcripts, ready for signature.

This course is designed to cover non-stenographic specializations requiring technical competency for employable job performance. Students will have opportunities to develop command of related business skills such as telephone techniques, mail procedures, filing and duplicating processes, dictaphone, office machines and office organization.

This course is intended primarily to develop students' abilities in a variety of typewriting production tasks including legal, medical, statistical, and business reports. Students who have at least minimal understanding of Spanish will also be instructed in typewriting in that language. A final typewriting speed goal of 50-55 words a minute is required.

The student will develop the ability to function as a professionally trained person, in an entry-level job position, in the flow of office communications now termed "word processing." The student will learn the basic skills necessary to operate the IBM Executary Dictaphone, the IBM Executary Transcriber, the Magnetic Tape Selectric Typewriter, and the Mag Card Selectric Typewriter. Through the use of "on-the-job" materials, these abilities will be developed into employable skills.

This course is designed to provide basic training in the preparation of legal documents and letters. Emphasis will be on stenographic aspects of such documents, but common legal forms will also be used.

This course is designed primarily to develop students' abilities in a variety of typewriting production tasks including legal, medical, statistical, and business reports. Students who have at least minimal understanding of Spanish will also be instructed in typewriting in that language. A final typewriting speed goal of 50-55 words a minute is required.
BUS 226 LEGAL STENOGRAPHY II, ABC 8 periods, 4 credits
Prerequisites: Legal Stenography I, Legal Vocabulary I or equivalents
Corequisite: Legal Vocabulary II
This course is designed to provide additional training in the preparation of legal documents and letters, building upon the work completed during the first quarter. Emphasis will be on stenographic aspects of such documents, but common legal forms will also be used.

BUS 230 LEGAL VOCABULARY I, GREGG, PITMAN, MACHINE, ABC 3 periods, 3 credits
Prerequisites: Stenography III, Typewriting II, Business Law or equivalents
Corequisite: Legal Stenography I
This course is designed to provide the student with the vocabulary and background information required to prepare legal documents. Stenographic rendition, development of dictation speed, spelling, and punctuation will be stressed.

BUS 240 LEGAL VOCABULARY II, GREGG, PITMAN, MACHINE, ABC 3 periods, 3 credits
Prerequisite: Legal Vocabulary I
Corequisite: Legal Stenography II
This course is a continuation of Legal Vocabulary I. It includes more advanced terminology and legal documents, further development of dictation speed, and continued exercises in spelling and punctuation.

BUS 250 EDUCATIONAL PROBLEMS OF THE SCHOOL SECRETARY I* 2 periods, 2 credits
Prerequisite: none
This course is one of three courses designed to prepare students for the School Secretary License Examination. It includes the study of educational developments in the United States, and basic principles and practices of educational supervision.

BUS 251 EDUCATIONAL PROBLEMS OF THE SCHOOL SECRETARY II 2 periods, 2 credits
Prerequisite: none
A continuation of Educational Problems I, this course continues the study of basic educational methods and materials, research and experimentation. The course will include individual and group presentations of relevant topics, case studies of school secretarial problems, and assigned reading and written reports.

BUS 255 SCHOOL RECORDS AND ACCOUNTS 2 periods, 2 credits
Prerequisite: none
This 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.

HSC 101 ORIENTATION TO HUMAN SERVICES 3 periods, 3 credits
Prerequisite: none
Through field visits, presentations, readings, assignments, and discussion, students will be exposed to a wide variety of human service fields and agencies. They will explore similarities and differences in functions and delivery styles, and issues and problems encountered by the deliverers of human services.

HSC 102 PRINCIPLES IN HUMAN RELATIONS 3 periods, 3 credits
Prerequisite: none
Students will learn fundamental concepts and skills needed for relating to and working with other people. Classroom work will include lectures, readings, discussions, role-playing and case seminars prepared and presented by students. Field assignments to human service agencies will give students practice in developing interpersonal skills through observation and participation in interviewing and other related activities.

HSC 103 COMMUNITY DYNAMICS: IMPACT ON HUMAN SERVICES 3 periods, 3 credits
Prerequisite: none
Students will examine the meaning of "community"; the community as an action system in the delivery of human services; the decision making process at various community levels; the nature and interaction of special interest groups in the community decision making process; government leadership elites, citizen/participants, and the community power structures; community planning and development in the human service area; community change techniques; mechanisms of reaching community consensus, and special problems of community in the New York City setting.

Instruction will be in the classroom and at field sites. Classroom work will include lecture, discussion, role play, simulation, team library research projects, reading and writing assignments. Visits will be made to community decision-making groups. This course may not be applied toward the student's Social Science requirement. If taken as an intensive, it may be used to fulfill the College's Intensive requirement.

HSC 000 COOPERATIVE EDUCATION, CHILD DEVELOPMENT 1 1/2 credits
HSM 000 COOPERATIVE EDUCATION, MENTAL HEALTH 1 1/2 credits
The cooperative education program for Human Services students consists of 13-week part-time internships for each of six quarters with coordinating internship seminars. Internship placements are in the student's elected field of concentration (child development or mental health). Students learn to interrelate theory with practice through the internship taken each quarter along with other Human Service courses.

HSD 110 DEVELOPMENTAL ACTIVITIES FOR YOUNG CHILDREN IN SOCIAL LIVING 3 periods, 3 credits
Prerequisite: none
The first part of this course will deal with professional roles and career opportunities in the field of early childhood education, and this will serve as an introduction to the sequence. Experiences in social living for young children will be analyzed on the basis of sound developmental principles and learning theory. Activities for children will be planned and tested in day care center field settings with an emphasis on helping children to develop successful relationships with peers and adults and to understand and adapt to their social environment. Parent-child-school-relationships will be studied in terms of their effect on the education of children.

* BUS 250, 251 and 255 are designed to prepare a student for the School Secretary License Examination.
HSD 111 DEVELOPMENTAL ACTIVITIES FOR YOUNG CHILDREN
IN LANGUAGE 2 periods, 2 credits
Prerequisites: HSD 110 Developmental Activities for Young Children in Social Living, CSE 101, Basic Reading I or waiver
Corequisite: Internship involving employment or assignment at a cooperating day care center (or permission of instructor).
A study of the sequential development of language and communication skills, beginning with infancy, and the process by which language is acquired. Techniques for encouraging conversation, increasing vocabulary and developing related pre-reading skills will be examined and evaluated in students' actual participation with children. Consideration will be given to understanding the role of children's literature in developing the language of young children.

HSD 112 DEVELOPMENTAL ACTIVITIES FOR YOUNG CHILDREN IN MATHEMATICAL UNDERSTANDINGS 2 periods, 2 credits
Prerequisite: Developmental Activities for Young Children in Social Living (3 credits) or permission of the instructor.
Corequisites:
1. Internship involving employment or assignment in a cooperating day care center.
2. NEM 103 Structure of the Number System (either co- or prerequisite).
Students will draw on the knowledge gained in the Liberal Arts courses in mathematics and on the theories of child development to analyze activities that help young children to develop insight into mathematics. Students will plan and analyze appropriate early childhood activities to develop young children's understanding of mathematical concepts such as quantity, shape, space, distance, and time. Using what is known about child development and learning, the course will deal with sequential levels of children's mathematical understanding.

HSD 113 DEVELOPMENTAL ACTIVITIES FOR YOUNG CHILDREN IN SCIENTIFIC ATTITUDES AND CONCEPTS
2 periods, 2 credits
NEP 101 Topics in Physical Science or NEB 101 Topics in Biological Science
Prerequisites: HSD 111 Developmental Activities for Young Children in Social Living or permission of the instructor.
Corequisites: Internship involving employment or assignment in a cooperating day care center or permission of the instructor.
This course will draw on the knowledge acquired by students in the areas of child development and the biological and natural sciences. Students will learn how to capitalize on the natural curiosity of children, to encourage their powers of observation, and to develop their skills in problem solving. Consideration will be given to recognizing when a child understands a scientific concept and when he is ready for an additional one. Student will learn how to design experiences intrinsic to the child's environment (related to sounds, lights, living things, simple machines, etc.) to facilitate the development of scientific concepts.

HSM 120 SURVEY OF PSYCHOLOGICAL TREATMENT APPROACHES
3 periods, 3 credits
Prerequisites: General Psychology and Principles in Human Relations
Corequisites: Internship involving field assignments or employment in mental health setting.
This survey course will begin with an historical overview of treatment approaches in mental health. The student will be introduced to theoretical knowledge about the various treatment approaches and will examine and compare these. Treatments will be studied in terms of when they are applicable, how they are applied and toward what broad goals to improve the patient's mental health. Case studies demonstrating selected treatment approaches will be analyzed.

HSM 122 TOPICS IN MENTAL HEALTH FIELD ORGANIZATION
2 periods, 2 credits
Prerequisites: Mental Health Roles and Community Resources, or permission of instructor.
Corequisites: Internship involving employment in a mental health setting.
The course will focus on systems with which students are engaged in field placement or in the agency in which they are employed. Systems studied include staff relations in bureaucratic organizations, work with families and networks, small groups and interface dynamics. Students present case studies from their agencies, and also use prepared cases, role playing and selected readings as material in the course.

HSM 123 CONTEMPORARY ISSUES IN MENTAL HEALTH SERVICES
2 periods, 2 credits
Prerequisites: Mental Health Roles and Community Resources or permission of instructor.
Corequisite: Internship involving field assignments or employment in a mental health setting.
This course will identify and analyze issues in the mental health field, emphasizing how these issues are manifested in local agencies and how they affect the mental health worker's job. Students will work as research teams to collect relevant information. Teams will analyze and organize data, use the data to develop positions on issues, and use the classroom as a forum to debate the issues based on their research and field experiences. Topics discussed in class will vary in keeping with changing concerns in the field.

HSM 121 MENTAL HEALTH ROLES AND COMMUNITY RESOURCES
2 periods, 2 credits
Prerequisite: Orientation to Human Services
Corequisites: Mental Health Internship and Internship Seminar.
This course will be coordinated with the Mental Health Internship and Internship Seminar, so that students will learn to analyze the mental health workers' roles, to develop the skills needed to locate and use community resources and to apply the learning and skills to solve problems presented in mental health practice. Classroom work will include lecture, discussion, case presentations prepared by students and guest speakers.
Division of Language and Culture

The Division of Language and Culture includes English, foreign languages, art, music, philosophy, speech, and communication arts. The Division seeks to assist in strengthening basic skills, to plan career programs where appropriate, and to foster interest in cultural development.

Placement at various levels of instruction is made on the basis of testing. Students who wish further information should apply directly to the Division Office.

Students whose main interests are in the Language and Culture Division may wish to choose the following possible concentrations of elective and required courses:

ENGLISH
Writing Concentrations
1. LCE 101 Basic Composition
2. LCE 104 Writing and Literature
3. Creative Writing Workshop
4. The Poetic Experience
5. The Short Story and/or The Novel and/or The Drama
6. At least 2 additional courses in literature

Literature Concentration
1. LCE 101 Basic Composition
2. LCE 104 Writing and Literature
3. The Poetic Experience, The Novel, or The Short Story and/or The Drama
4. The Urban Arts Workshop and/or The Creative Writing Workshop
5. The Tragic Vision in American Literature
6. At least 2 additional courses in literature

INTERDISCIPLINARY APPROACH WITH AN ENGLISH CONCENTRATION
1. LCE 101
2. LCE 104
3. At least one of the intensives listed below:
   A. Violence in American Art and Culture
   B. Ideal Societies: Planning for the Future
   C. Art, Politics, and Protest
   D. Rural America from an Urban Perspective
4. The Literature of the City
   or
   Social Currents in American Literature I (or) II
5. The Novel, The Short Story, or The Poetic Experience
6. A least 2 additional courses in literature

FOREIGN LANGUAGES
Spanish
1. Spanish I, II, or III, or Spanish for Fluent Speakers
2. The Puerto Rican Community (Intensive)
3. Hispanic Life and Institutions
4. Latin American Literature I and II
5. Literature of the Caribbean and/or the Barrio
   French
   French I, II, III, IV
   Italian
   Italian I, II, III, IV
   German
   German I, II
   Greek (Modern)
   Greek I, II, III
   Hebrew (Modern)
   Hebrew 1, II

ART
1. Introduction to the Understanding of Art
2. Beginning Drawing
3. Beginning Painting
4. Beginning Sculpture
5. Intermediate-level course (Drawing, Painting, or Sculpture)
6. Art and Society (Intensive)
7. Studio Art Seminar (Intensive)

DIVISION OF LANGUAGE AND CULTURE

Art

LCA 101 INTRODUCTION TO THE UNDERSTANDING OF ART
3 periods, 3 credits Prerequisite: none
The course provides an introduction to several approaches to art (intellectual, physical, religious, symbolic). The student will examine different techniques and media in relation to art through both execution of studio projects and readings.

LCA 130 BEGINNING DRAWING 3 hours, 3 credits Prerequisite: none
An introduction to the basic problems involved in drawing. Problems in descriptive and interpretive drawing will be explored. Drawing from the model and from the landscape will be required.
An introduction to the major works of art from the great civilizations and cultures of other cultures and historic periods. Emphasis will be placed on the social function of art and the relationship of the artist to his environment. Major works of architecture, sculpture, paintings, and craft objects will be studied with regard to style and content as well as the visual principles by which they communicate. Slide lectures, films, museum trips will be required. Emphasis on Non-Western Arts: Prehistoric Art, Early Civilizations, African Art, Art of the Americas, Middle and Far Eastern Art.

LCA 202 ART OF THE WESTERN WORLD 3 periods, 3 credits
Prerequisite: Introduction to the Study of Art is recommended but not required. An introduction to the major works of art from the great civilizations and cultures of man, the Art of contemporary society will be contrasted to the art forms of other cultures and historic periods. Emphasis will be placed on the social function of art and the relationship of the artist to his environment. Major works of architecture, sculpture, paintings, and craft objects will be studied with regard to style and content as well as the visual principles by which they communicate. Slide lectures, films, museum trips will be required. Emphasis on Western Art: Gothic Art, Renaissance Art, Baroque Art, the 18th and 19th Century Art in Europe and America, Modern Art.

Note: Students may elect to take LCA 201 or LCA 202 in a sequence or each course may be taken independently.
LCE 270 THE POETIC EXPERIENCE 3 periods, 3 credits
Prerequisite: CSE 102 or waiver
An exploration of the forms and meanings of poetry. Certain early writers of special relevance will be studied, but the primary emphasis will be on selected nineteen and twentieth century poets.

LCE 240 THE LITERATURE OF THE CITY 3 periods, 3 credits
Prerequisite: CSE 102 or waiver
A view of the dynamics of the urban scene as seen in literature. Attention will be given to important social issues as well as cultural developments.

LCE 201 SOCIAL CURRENTS IN AMERICAN LITERATURE I 3 periods, 3 credits
Prerequisite: CSE 102 or waiver
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.

LCE 202 SOCIAL CURRENTS IN AMERICAN LITERATURE II 3 periods, 3 credits
Prerequisite: CSE 102 or waiver
A view of significant 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.

LCE 245 THE IMAGE OF WOMEN IN LITERATURE 3 periods, 3 credits
Prerequisite: CSE 102 or waiver
This course is designed to familiarize the student with the ways in which the role of woman has been portrayed in literature. By identifying various stereotypes and certain recurring themes in literature, students will be made aware of how literature reflects and sometimes determines societal expectations. Included will be such authors as George Eliot, D. H. Lawrence, Lorraine Hansberry, Simone de Beauvoir, and others.

LCE 225 THE TRAGIC VISION IN AMERICAN LITERATURE 3 periods, 3 credits
Prerequisite: CSE 102 or waiver
A study of tragic themes in the works of such major American writers as Poe, Hawthorne, Melville, O'Neill, Ellison, and others.

LCE 225 AFRO-AMERICAN LITERATURE 3 periods, 3 credits
Prerequisite: CSE 102 or waiver
A study of African literature 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.

LCE 231 TRENDS IN AFRICAN LITERATURE II 3 periods, 3 credits
Prerequisite: CSE 102 or waiver
A continuation of African Literature I, with emphasis on contemporary writers.

French

LCF 101 ELEMENTARY FRENCH I 5 periods: 3 lectures, 2 labs, 3 credits
Prerequisite: none
(A student must successfully complete Elementary French I before credit is granted for Elementary French I.)
An intensive course for beginners designed to develop comprehension, speaking, reading, and writing skills through work in the classroom and language laboratory.

LCF 102 ELEMENTARY FRENCH II 5 periods, 3 lectures, 2 labs, 3 credits
Prerequisite: LCF 101 or permission of instructor
This course is a continuation of Elementary French I.

LCF 103 INTERMEDIATE FRENCH III 4 periods, 3 lectures, 1 lab, 3 credits
Prerequisite: French 102 or permission of the instructor.
Further development of speaking, reading, and writing skills through direct interaction with French-speaking people. Emphasis will be placed on the ability to understand and interpret media, to take notes in conferences conducted in French, and to develop creative writing skills. Students will be exposed to many members of the French-speaking community as well as to commentary on current social issues and will be involved in an individual project that will demonstrate both oral and written abilities.

LCF 104 FRENCH LIFE AND INSTITUTIONS 4 periods: 3 lectures, 1 lab, 3 credits
Prerequisite: LCF 101 or permission of instructor
French Life and Institutions will involve the advanced development of oral and written skills through an in-depth study of the history and culture of the French-speaking world. Films, speakers and reading texts will be used in exploring French thought and attitudes. Students will learn to comment critically on reading texts within the cultural context and to make comparisons within their own background and experience.

German

LCG 101 ELEMENTARY GERMAN I 5 periods: 3 lectures, 2 labs, 3 credits
Prerequisite: none
(A student must successfully complete Elementary German I before credit is granted for Elementary German I.)
An intensive course for beginners designed to develop comprehension, speaking, reading and writing skills through work in the classroom and language laboratory.

LCG 102 ELEMENTARY GERMAN II 5 periods: 3 lectures, 2 labs, 3 credits
Prerequisite: LCG 101 or permission of instructor
This course is a continuation of Elementary German I.
Greek

LCK 101 ELEMENTARY MODERN GREEK I
5 periods: 3 lectures, 2 labs, 3 credits
Prerequisite: none (A student must successfully complete Elementary Greek II before credit is granted for Elementary Greek I.)
An intensive course for beginners designed to develop comprehension, speaking, reading, and writing skills through work in the classroom and language laboratory.

LCK 102 ELEMENTARY MODERN GREEK II
5 periods: 3 lectures, 2 labs, 3 credits
Prerequisite: LCK 101 or permission of instructor
This is a continuation of Elementary Modern Greek I.

LCK 103 INTERMEDIATE GREEK III
4 periods: 3 lectures, 1 lab, 3 credits
Prerequisite: Greek 102 or permission of the instructor
Further development of speaking, reading, and writing skills through direct interaction with Greek-speaking people. Emphasis will be placed on the ability to understand and interpret media, to take notes in conferences conducted in Greek, and to develop creative writing skills. Students will be exposed to many members of the Greek-speaking community as well as to commentary on current social issues and will be involved in an individual project that will demonstrate both oral and written abilities.

Hebrew

LCH 101 ELEMENTARY MODERN HEBREW I
5 periods: 3 lectures, 2 labs, 3 credits
Prerequisite: none (A student must successfully complete Elementary Hebrew II before credit is granted for Elementary Hebrew I.)
An intensive course for beginners designed to develop comprehension, speaking, reading, and writing skills through work in the classroom and the language laboratory.

LCH 102 ELEMENTARY MODERN HEBREW II
5 periods: 3 lectures, 2 labs, 3 credits
Prerequisite: none
Prerequisite: LCH 101 or permission of instructor
This is a continuation of Elementary Modern Hebrew I.

Italian

LCI 101 ELEMENTARY ITALIAN I
5 periods: 3 lectures, 2 labs, 3 credits
Prerequisite: none (A student must successfully complete Elementary Italian II before credit is granted for Elementary Italian I.)
An intensive course for beginners designed to develop comprehension, speaking, reading, and writing skills through work in the classroom and the language laboratory.

LCI 102 ELEMENTARY ITALIAN II
5 periods: 3 lectures, 2 labs, 3 credits
Prerequisite: LCI 101 or permission of instructor
This course is a continuation of Italian I.

LCI 103 INTERMEDIATE ITALIAN III
4 periods: 3 lectures, 1 lab, 3 credits
Prerequisite: Italian 102 or permission of the instructor
Further development of speaking, reading, and writing skills through direct interaction with Italian-speaking people. Emphasis will be placed on the ability to understand and interpret media, to take notes in conferences conducted in Italian, and to develop creative writing skills. Students will be exposed to many members of the Italian-speaking community as well as to commentary on social issues and will be involved in an individual project that will demonstrate both oral and written abilities.

LCI 104 ITALIAN LIFE AND INSTITUTIONS
4 periods: 3 lectures, 1 lab, 3 credits
Prerequisite: LCI 103 or permission of instructor
Italian Life and Institutions will involve the advanced development of oral and written skills through an in-depth study of the history and culture of Italy. Films and reading texts will be used in exploring Italian thought and attitudes. Students will learn to comment critically on reading texts within the cultural context and to make comparisons within their own background and experience.

Spanish

LCS 101 ELEMENTARY SPANISH I
5 periods: 3 lectures, 2 labs, 3 credits
Prerequisite: none (A student must successfully complete Elementary Spanish II before credit is granted for Elementary Spanish I.)
An intensive course for beginners designed to develop comprehension, speaking, reading, and writing skills through work in the classroom and the language laboratory.

LCS 102 ELEMENTARY SPANISH II
5 periods: 3 lectures, 2 labs, 3 credits
Prerequisite: LCS 101 or permission of instructor
This is a continuation of Elementary Spanish I.

LCS 111 SPANISH FOR THE CLASSROOM TEACHER
5 periods: 3 lectures, 2 labs, 3 credits
Prerequisite: LCS 102 or permission of instructor
The course is 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 meeting, an individual project related to the student's field of interest will be required.

LCS 112 SPANISH FOR THE CLASSROOM TEACHER
5 periods: 3 lectures, 2 labs, 3 credits
Prerequisite: LCS 111 or permission of instructor (not open to students who have had LCS 101-102)
This course is a continuation of LCS 111.

LCS 113 SPANISH FOR FLUENT SPEAKERS
5 periods: 3 lectures, 2 hour lab, 3 credits
Prerequisite: LCS 102 or permission of instructor
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 meeting, an individual project related to the student's field of interest will be required.
LCS 103  INTERMEDIATE SPANISH  4 periods: 3 lectures, 1 lab, 3 credits  
Prerequisite: Spanish 102 or permission of the instructor.
A 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 that will demonstrate 
both oral and written abilities.

LCS 104  HISPANIC LIFE AND INSTITUTIONS  4 periods: 3 lectures, 1 lab, 3 credits  
Prerequisite: LCS or permission of the instructor.
Based on work covered in LCS 103, LCS 104 will include the advanced development 
of oral and written skills through an in-depth study of people and institutions 
of Latin America and Spain and through examination of literary sources 
dealing with a variety of themes related to everyday life. Films, speakers, and 
reading texts will be used in the exploration of attitudes and life styles from 
countries throughout Spanish-speaking Latin America and Spain. Students will 
learn to comment critically within the context of Latin culture and to make 
significant comparison with their own backgrounds and experience.

LCS 150  THE BARRIO  3 periods, 3 credits  
Prerequisite: Spanish 103 or permission of the instructor.
An examination of the Puerto Rican community as an ethnic minority in New 
York City. Tracing the roots in the Island and rapidly changing life styles, family 
structures and style of self-expression, the student will have the opportunity to 
become aware of the contributions, problems and challenges faced by one of 
New York City's largest minorities.

LCS 200  SOCIAL THEMES IN LATIN AMERICAN LITERATURE I  3 periods, 3 credits  
Prerequisite: LCS 104 or permission.
An introduction to Latin American literature and its relationship to the dynamics 
of social change. Through readings, individual research, and attendance at 
plays and films, the student will have the opportunity to explore the different 
forms of literary expression and the social values they reflect. Topics include 
Indian literature, colonization and exploration, the independence movement 
and abolition.

LCS 201  SOCIAL THEMES IN LATIN AMERICAN LITERATURE II  3 periods, 3 credits  
Prerequisite: LCS 104 or permission.
A continuation of Social Themes in Latin American Literature I, the second term 
deals with urbanization, social consciousness, alienation, black awareness, and 
the new revolution.

LCS 270  LITERATURE OF THE CARIBBEAN  3 periods, 3 credits  
Prerequisite: Spanish 104 or permission of the instructor.
A comparative study of the novel, drama, poetry and essay of Puerto Rico, Cuba 
and Santo Domingo. In addition to reading and other class assignments, students 
will attend poetry readings and theatrical productions. Representative 
authors are de Hostos, Llorens Torres, Tapia y Rivera, Villaverde, Heredia, Marti, 
Carpentier, and Bosch.

LCS 104  HISPANIC LIFE AND INSTITUTIONS  4 periods: 3 lectures, 1 lab, 3 credits  
Prerequisite: LCS or permission of the instructor.
Based on work covered in LCS 103, LCS 104 will include the advanced development 
of oral and written skills through an in-depth study of people and institutions 
of Latin America and Spain and through examination of literary sources 
dealing with a variety of themes related to everyday life. Films, speakers, and 
reading texts will be used in the exploration of attitudes and life styles from 
countries throughout Spanish-speaking Latin America and Spain. Students will 
learn to comment critically within the context of Latin culture and to make 
significant comparison with their own backgrounds and experience.

LCS 150  THE BARRIO  3 periods, 3 credits  
Prerequisite: Spanish 103 or permission of the instructor.
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York City. Tracing the roots in the Island and rapidly changing life styles, family 
structures and style of self-expression, the student will have the opportunity to 
become aware of the contributions, problems and challenges faced by one of 
New York City's largest minorities.

LCS 200  SOCIAL THEMES IN LATIN AMERICAN LITERATURE I  3 periods, 3 credits  
Prerequisite: LCS 104 or permission.
An introduction to Latin American literature and its relationship to the dynamics 
of social change. Through readings, individual research, and attendance at 
plays and films, the student will have the opportunity to explore the different 
forms of literary expression and the social values they reflect. Topics include 
Indian literature, colonization and exploration, the independence movement 
and abolition.

LCS 201  SOCIAL THEMES IN LATIN AMERICAN LITERATURE II  3 periods, 3 credits  
Prerequisite: LCS 104 or permission.
A continuation of Social Themes in Latin American Literature I, the second term 
deals with urbanization, social consciousness, alienation, black awareness, and 
the new revolution.

LCS 270  LITERATURE OF THE CARIBBEAN  3 periods, 3 credits  
Prerequisite: Spanish 104 or permission of the instructor.
A comparative study of the novel, drama, poetry and essay of Puerto Rico, Cuba 
and Santo Domingo. In addition to reading and other class assignments, students 
will attend poetry readings and theatrical productions. Representative 
authors are de Hostos, Llorens Torres, Tapia y Rivera, Villaverde, Heredia, Marti, 
Carpentier, and Bosch.
Students will explore the processes and will be provided in intercommunication and to communication with theory in order to

Prerequisite: none communication theories and

LCD 101 FUNDAMENTALS OF ORAL COMMUNICATION
3 periods, 3 credits
Prerequisite: none
An introduction to basic speech communication theories and concepts. Students will explore the processes and skills involved when people talk with one another on a one-to-one basis. Experiences will be provided in interpersonal situations to examine the factors that contribute to effective communication and to communication barriers and breakdowns in various settings (i.e., personal, educational, business, etc.). Personal experiences will be integrated with theory in order to generalize about other situations and thus help students learn to implement the most effective and satisfying forms of speech.

LCD 102 EFFECTIVE SPEAKING 2 periods, 2 credits
Prerequisite: LCD 101 or waiver
A course designed to provide the student with extensive experiences in message preparation and delivery. The student will work on establishing as habits the communication skills needed to express his ideas and feelings with clarity, sensitivity and assertiveness. To do this, he will: (1) participate in simulated personal, educational and business speaking situations that will be video-taped and played back for analysis and subsequent improvement of his communication patterns; (2) view, analyze and compare to his own experiences, films on effective and ineffective communication in various settings; (3) tape record his voice if he needs to develop a more critical ear to his own speech patterns.

LCD 103 GROUP DISCUSSION 3 periods, 3 credits
Prerequisite: LCD 101 or waiver
Introduction to the basic concepts and theories of speech communication in task-oriented, problem-solving discussions. Students will enhance their oral communication skills through participation in discussions and activities designed to help them become more sensitive and analytic observers of, and oral participants in, task-oriented, problem-solving discussion groups (in personal, educational and business settings). They will decide on a topic that they would like to discuss, gather information, determine causes, propose and evaluate solutions and present their findings. They will also examine their own discussion abilities (successes, barriers and breakdowns).

Communication Arts

LCC 101 MEDIA PRODUCTION WORKSHOP
4 periods: 1 lecture, 3 labs, 3 credits
Prerequisite: None
A beginning practical study of the elements and process of production in the different media forms. The course is concerned with basic procedures and techniques used in the production of films, radio and TV programs, graphics, and of printed and AV materials, including job responsibilities and vocabulary relating to the various media. Limited "hands-on" experience.

LCC 110 COMMUNICATION AND SOCIETY 3 periods, 3 credits
Prerequisite: None
A study of the communications process and effect in terms of source, message, medium, context, audiences and response; the modern techniques and concepts of communication employed by the various media to communicate effectively with the audience; the performance of the mass media and their nature, function and responsibility in contemporary free society; the rights and legal and ethical limits of the mass media; the interrelation of mass communication with social habit patterns and with economic and political systems; and an analysis of the influence of mass communication on the shaping of public opinion and the forces used to propagate ideas according to preconceived goals.

LCC 120 COMMUNICATION AND THE MEDIA 3 periods, 3 credits
Prerequisite: None
A study of the different media (TV, film, photography, radio, audio-visual), analyzing their capabilities, limitations and characteristics and surveying their applications, interrelationship and use in education, business and industry. The current status and the implications for the future of trends and developments in communications technology will be explored and evaluated. The course incorporates theoretical as well as practical approaches to effective use of the communications media.

LCC 130 PHOTOGRAPHY 4 periods: 1 lecture, 3 labs, 3 credits
Prerequisite: None
An introduction to photography covering camera, lighting, composition, exposure, processing and printing. The application and use of photography and photographic techniques in other communication fields (TV, film, advertising, public relations, journalism, graphic arts) will be studied. Individual projects are required.

LCC 140 GRAPHICS THEORY AND DESIGN
4 periods, 1 lecture, 1 lab, 3 credits
Prerequisite: None
Basic principles of two-dimensional and some three-dimensional design, the language of graphics design usage and identification of graphics materials and techniques of the design trade. Study of the specialized techniques used in graphic arts and media production. Practical experience is offered in the use of tools and other implements common to design production. The practical nature of this course makes it of value to all students, whether or not they are entering the communication and graphics fields.
Intensives in The Language and Culture Division

The Intensives include assessments 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.

LCI 198 CREATIVE WRITING WORKSHOP 3 credits
Prerequisite: LCE 100 or waiver
Students who enroll in this Intensive 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 that individual members have produced. The final intensive week will be reserved for editorial selection and the actual preparation and distribution of the magazine.

LCI 197 MEDIA ARTS WORKSHOP 3 credits
Prerequisite: none
An investigation of the methods of media production. During the Intensive week, there will be field trips to a newspaper production plant and a television studio. 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 presentation.

LCI 198 URBAN ARTS WORKSHOP 3 credits
Prerequisite: none
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.

LCI 195 VIOLENCE IN AMERICAN ART AND CULTURE 3 credits
Prerequisite: none
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.

LCI 194 THE PUERTO RICAN COMMUNITY: A MINORITY GROUP EXPERIENCE 3 credits
Prerequisite: none
This course studies 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 of and sensitivity to the value systems of our city's minorities. Throughout the quarter, students will participate directly in the experiences of the Puerto Rican 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.)

LCI/SS 193 IDEAL SOCIETIES: PLANNING FOR THE FUTURE 3 credits
Prerequisite: none
This course investigates 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 organizations such as the Institute for the Future.

LCI 192 ART AND SOCIETY 3 credits
Prerequisite: none
This course deals in a variety of ways with the relationships between art and society. Students will engage in class discussions, field trips, and independent projects in an attempt to experience directly the philosophical and practical aspects of the visual arts in a number of different settings.

LCI 199 STUDIO ART SEMINAR 3 credits
Prerequisite: Successful completion of one; Intermediate Painting, Intermediate Sculpture, Intermediate Drawing or consent of Coordinator of Art. (portfolio required). Independent studio work. Students work on an independent art project. Nature and requirements of the project are established during the intensive week by the student with direction from the studio instructor. The course includes visits to studios of New York artists, museums and galleries. A specific work project with a New York artist may be established. Periodic group and individual critiques are required as are independent reading assignments and a seminar report.

LCI 191 ART, POLITICS, AND PROTEST 3 credits
Prerequisite: none
This course has a dual focus — on traditional examples of political art such as street theatre, political surrealism, realism, 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 or for some other related project. Readings will be on a group and individual basis.

LCI 190 RURAL AMERICA FROM AN URBAN PERSPECTIVE 3 credits
Prerequisite: none
An investigation of the role that the wilderness has played in shaping American thought, culture and literary life. Special attention will be devoted to the inter-relation 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 Intensive Week in discussions with nearby rural residents, authorities, and guest speakers who 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 Eisley, and others. Students are expected to develop a project that explores the force of the artist's environment on his work.

Costs for the Intensive Week may run to a maximum of $45.00 per student. (Financial aid may be available for those requiring it.)
Division of The Natural Environment

The Division of the Natural Environment includes the areas of mathematics, the natural sciences, and occupational therapy.

MATHEMATICS
The general goals of the mathematics curriculum are twofold:
1. To provide students in the business and liberal arts areas with the particular skills they need for effective work in their specialties.
2. To give students a deeper appreciation of the reality of mathematics that lies beyond mere computational skills.

Students will be placed in the mathematics curriculum on the basis of their high school background, curriculum major, scores on standardized examinations, and interviews with faculty. The curriculum is designed to be as flexible as possible so that a student who wishes to advance at a rapid pace will be able to do so.

Students who wish to concentrate in mathematics are advised to take the following courses:

- Calculus I, II, III
- Elementary Linear Algebra
- Elementary Differential Equations
- Other courses from which such students may select:
  - Elementary Statistics
  - History of Mathematics
  - Mathematics and the Imagination
  - Mathematics in Nature and Art

NATURAL SCIENCES
The general goals of the natural science curriculum are:
1. To enable students in the business and liberal arts areas to increase their understanding of the role of science in today's society. In this context the Division recommends the course:
   - NES 100 — A Scientific Survey of the Environment
2. To give students with a deeper interest in science an opportunity for more extensive investigation of the different natural science areas.

Students who wish to concentrate in the natural sciences are advised to take the following courses:

- EB 201 & 202 — Fundamentals of Biology I & II
- EC 201 & 202 — Fundamentals of Chemistry I & II
- NEP 201 & 202 — Fundamentals of Physics I & II
- Other courses students may select:
  - NES 101 — History of Science
  - NES 110 — Science and Modern Society
  - NEB 203 & 204 — Fundamentals of Human Biology I & II

OCCUPATIONAL THERAPY ASSISTANT PROGRAM
Occupational Therapy is a health profession associated with work in general hospitals, mental institutions special schools, nursing homes and clinics. The professional worker in Occupational Therapy is trained to improve the physical and emotional health of the patient by providing practice and training in purposeful activity.

An Occupational Therapy Assistant, with the supervision and consultation of the Occupational Therapist, works in general activity programs, supportive or maintenance programs and specific treatment programs. A student who successfully completes the program is awarded an Associate in Science Degree (A.S.).

Mathematics Courses

NEM 100 BASIC MATHEMATICS I
5 periods: 4 lectures, 1 lab, 2 credits
Prerequisite: None
Students will improve arithmetic skills in the areas of operations on whole numbers, fractions, decimals, percents and mensuration. A self-pacing approach integrating the use of video-tutorial techniques will be used.
All students who score in Level I on the Placement Test must take NEM 100 and NEM 101 (see page 42).

NEM 101 BASIC MATHEMATICS II
4 periods: 3 lectures, 1 lab, 3 credits
Prerequisite: NEM 100 or waiver
Students will study basic probability and statistical concepts and through this medium will reinforce basic arithmetical skills. One condition for receiving a passing grade in this course will be the student's ability to demonstrate competency in arithmetic on the Division's Computational Skills Exam.
All students who score in Level II on the Placement Test must take NEM 101 (see page 42).

NEM 107 MATHEMATICS AND THE MODERN WORLD
3 periods, 3 credits
Prerequisite: NEM 101 or waiver
Students will study concepts of modern mathematics and will engage in activities that relate these concepts to modern life. Topics to be included will be chosen from the following: logic and set theory, mathematical systems, algebra, probability and statistics, the computer, topology, etc. Cultural and historical aspects of the topics will be stressed.
All Liberal Arts students who score in Level III on the Placement Test must take NEM 107 — unless they receive a waiver (see page 42). (Any mathematics course with a number greater than 107 may be substituted for this requirement.)

NEM 110 ALGEBRA 3 periods, 3 credits
Prerequisite: NEM 101 or waiver. May be taken with NEM 101 with permission of the division
This is a first course in algebra. Students will be able to work in close conjunction with the mathematics laboratory, enabling them to work at their own pace. Topics to be covered include: signed numbers, linear equations, products and factors, logarithms and exponents, quadratic functions, coordinate geometry.
Note: A student who is uncertain about whether to register for NEM 110 or NEM 200: Pre-Calculus Mathematics, should go to the Mathematics Office for an evaluation of his Mathematics background.
NEM 120 ELEMENTARY STATISTICS 3 periods, 3 credits
Prerequisite: NEM 101 or waiver
A study of the basic concepts and computational techniques of elementary statistics. Among the topics studied are: measures of central tendency, standard deviation, percentiles, statistical graphs, normal distribution, probability, and hypothesis testing.

NEM 131 MATHEMATICS AND THE IMAGINATION 3 periods, 3 credits
Prerequisite: NEM 101 or waiver
An examination of the appearance of mathematics in imaginative literature such as fantasy, poems, and the short story, in order to develop mathematical skills relevant to the topics discussed. Among the topics studied are: symbolic logic, cryptography, probability, and non-Euclidean geometry.

NEM 132 HISTORY OF MATHEMATICS 3 periods, 3 credits
Prerequisite: NEM 101 or waiver
An examination of the theoretical development of mathematics from antiquity to the late 19th century. The contributions of several mathematicians whose work stirred major shifts in mathematical thought will be evaluated.

NEM 200 PRE-CALCULUS MATHEMATICS 3 periods, 3 credits
Prerequisite: NEM 110 or waiver
This course is intended as a preparation for the study of calculus. Topics to be covered include a study of coordinate geometry and the analysis of the following functions: polynomial, exponential, logarithmic, circular and trigonometric.

NEM 201, 202, 203 CALCULUS I, II, III 4 periods, 4 credits each quarter
Prerequisite: For NEM 201 — NEM 200 or permission of Chairperson
For NEM 202 — NEM 201
For NEM 203 — NEM 202
A three-quarter sequence designed to provide students with an appreciation of the usefulness and power of calculus. Emphasis will be placed on the application of calculus to various disciplines. Among the topics studied are:

NEM 201: functions, limits, derivatives, maxima-minima problems, velocity and acceleration problems;
NEM 202: the definite integral, area, formal integration, applications of integration;
NEM 203: partial differentiation, infinite series, three dimensional geometry, and multiple integration.

NEM 210 ELEMENTARY LINEAR ALGEBRA 3 periods, 3 credits
Prerequisite: NEM 201
Students will be involved in the investigation of the following topics: vectors, linear equations, matrices, determinants, transformations, bases, and linear independence. These notions will be interwoven with applications in various disciplines.

NEM 204 ELEMENTARY DIFFERENTIAL EQUATIONS 4 periods, 4 credits
Prerequisite: NEM 202
This course will examine solutions of first and second order differential equations making use of the Analog Computer. Solutions of linear equations and power series will also be discussed.

NEM 103, 104 STRUCTURE OF THE NUMBER SYSTEM I, II 3 periods, 3 credits each quarter
Prerequisite: permission of Chairperson
A two-quarter sequence devoted to the study of the structure of the real number system and its sub-systems. Of particular value to prospective elementary school teachers and Human Services Child Development majors. Among the topics studied are:

NEM 103: sets, natural numbers, systems of numeration, number bases, mathematical activities, operations of arithmetic;
NEM 104: integers, rational and real numbers, geometry, probability.
Note: For Education Associate and Human Services Child Development majors NEM 103 substitutes for NEM 101 and entails some laboratory work (to be arranged). Any other student wishing to enroll in NEM 103 must receive special permission of the Chairperson.

Intensive:
NEI 199 MATHEMATICS IN NATURE AND ART 3 credits
Prerequisite: none
A course designed to acquaint students with the mathematics 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.

Natural Science Courses
NES 100 A SCIENTIFIC SURVEY OF THE ENVIRONMENT
4 periods: 2 lectures, 2 labs, 3 credits
Prerequisites: none
A qualitative study of the interrelationships between organisms and their environment. Special emphasis will be placed on the physical and biological factors that influence man's adaptation to the urban environment. Laboratory work will center around student involvement with methods of study of urban ecology and pollution analysis.

NES 101 HISTORY OF SCIENCE 3 periods, 3 credits
Prerequisites: none
A survey of the historical development of the major scientific concepts from the ancient world to the present. Special emphasis will be placed on the social significance of these concepts. No scientific background is needed.

NES 111 SCIENCE AND MODERN SOCIETY 3 periods, 3 credits
Prerequisites: none
A study of the interaction between science and society in the modern world. Topics to be included are underdevelopment, use and misuse of technology, medical care, computers and unemployment, pollution, funding for science, and alienation from science and technology. No scientific background is needed.

NEB 101 TOPICS IN BIOLOGICAL SCIENCES
4 periods: 2 lectures, 2 labs, 3 credits
Prerequisites: none
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.
NEP 101 TOPICS IN PHYSICAL SCIENCES
4 periods: 2 lectures, 2 labs, 3 credits Prerequisites: none
A non-mathematical survey of the major concepts in one or more of the fields of astronomy, physics, chemistry, geology. Special emphasis will be placed on the historical development and the social significance of these ideas.

NEP 110 CONCEPTS IN ELECTRICITY
4 periods: 2 lectures, 2 labs, 3 credits
Prerequisite: NEM 101 or waiver
A basic course covering theoretical and applied concepts in electricity and magnetism. Topics include basic electric currents and circuits; magnets and electromagnetism. Demonstration of these concepts in the laboratory will be stressed.

NEP 150 ASTRONOMY AND APPLIED MATHEMATICS
7 periods: 5 lectures, 2 labs, 6 credits
Prerequisite: NEM 101 or waiver
A course in the fundamentals of astronomy, with emphasis on modern discoveries and theories, and basic applied mathematics. The topics in Astronomy and Mathematics are integrated so that each is used to help develop and illustrate the other. Topics in astronomy include the solar system, laws of planetary motion, evolution of stars, structure of galaxies, and origin, shape and destiny of the universe. Topics in mathematics include concepts from basic algebra, geometry and trigonometry. Several evening observatory sessions with a telescope will be scheduled.
A student cannot receive credit for both this course and NEM 107.

NEB 201, 202 FUNDAMENTALS OF BIOLOGY I, II
3 class periods, 1 recitation, 2 lab periods each quarter, 4 credits
Prerequisites:
For NEB 201: CSE 102 or consent of instructor;
For NEB 202: NEB 201
An integrated two-quarter sequence, stressing major concepts of biology designed to assist the student in relating these concepts to himself and his environment. The scientific method of thinking and the experimental approach will be stressed. Among the topics studied are:
NEB 201: Cellular and molecular basis of life, heredity, evolution of various organ systems;
NEB 202: Diversity of animal, plant and protist life, evolution and relationship to man. The principles of ecology and problems of urban development.

NEB 203, 204 FUNDAMENTALS OF HUMAN BIOLOGY I, II
3 class periods, 1 recitation, 2 lab periods each quarter, 4 credits
Prerequisites:
For NEB 203: CSE 102 or consent of instructor;
For NEB 204: NEB 203
An introduction to the anatomy and physiology of the human body. The architecture and function of cells and various organ systems will be studied. Laboratory includes gross and microscopic anatomy and physiological experiments. Topics will include:
NEB 203: The cell, terminology, skeletal, muscular and circulatory systems;
NEB 204: Nervous, endocrine, respiratory, digestive and excretory systems.

Intensives

NEI 195 COMMUNITY HEALTH 2 credits
A basic orientation to the organization of health care delivery patterns and the position of the health care worker within these systems. Topics will include: health careers, the nature of health and disease, types of facilities, payment sources, medical care available, and future trends. Visits to health facilities will be included.

NEI 196 INTERACTION BETWEEN SCIENCE AND SOCIETY 3 credits
A consideration by means of speakers, films, field trips, reading and participation of the problems of applying modern technology and science to contemporary society.

NEI 197 GETTING SICK IN NEW YORK 3 credits
A study of health and sickness in an urban environment. Social and scientific problems in providing 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.

NEP 201, 202 FUNDAMENTALS OF CHEMISTRY I, II
3 class periods, 1 recitation, 2 lab periods each quarter, 4 credits
Prerequisites:
For NEP 201: NEM 110 or consent of instructor
For NEP 202: NEP 201
A two-quarter sequence covering the basic concepts of chemistry and their historical development. The experimental nature of chemistry as well as the role of chemistry in many aspects of daily life are stressed. Among the topics studied are:
NEP 201: Atomic structure, chemical bonding, chemical reactivity, quantitative relationships in chemical reactions;
NEP 202: Solutions, acid-base theory, chemical equilibrium, electro-chemistry.

NEP 203, 204 FUNDAMENTALS OF PHYSICS I, II
3 class periods, 1 recitation, 2 lab periods each quarter, 4 credits
Prerequisites:
For NEP 203: NEP 201
For NEP 204: NEP 203
A two-quarter sequence covering the basic laws of physics with an emphasis on laboratory experience and mathematical solutions of problems. This is a basic course for students intending to continue their studies in the physical and biological sciences since more advanced courses in the natural sciences assume knowledge of this material. Among the topics studied are:
NEP 201: The basic concepts of mechanics; kinematics; Newton's laws; gravitation; conservation of momentum and energy; heat emphasizing the kinetic theory; and electrostatics: charge; forces; fields; electrical energy.
NEP 202: The basic concepts of electrodynamics (currents and magnetism; electromagnetism); optics (wave theory; lenses); and modern physics (relativity; atomic physics; quantum mechanics).
Natural Sciences — Special Courses

NEB 290 PRINCIPLES OF CARDIOLOGY CARE
2 class periods (14 weeks), 3 credits
Prerequisite: Permission of Science Coordinator
The course will examine various forms of heart disease and their treatment methods. Topics will include: the normal and abnormal physiology of the heart; classification of heart diseases and their effects on the rest of the body; methods of treatment in cases of emergency and means of prevention. The course will consist of lectures, discussions, readings and slide demonstrations. A Midterm and a Final exam will be required.
Special Information: This course is offered under the joint auspices of LaGuardia Community College and the Queens Licensed Practical Nurses Association. Classes are held at Astoria General Hospital Memorial Auditorium (30th Avenue and Crescent Street, Astoria, New York). Lectures are conducted on 14 consecutive Saturdays from 11:00 a.m. to 1:00 p.m. Exact schedules will be available at Registration.

NEB 291 PRINCIPLES OF RESPIRATORY DISEASE CARE
2 class periods (10 weeks), 2 credits
Prerequisite: Permission of Science Coordinator
This course will acquaint the student with various aspects of respiratory diseases, their diagnosis and methods of treatment. Topics will include: the functional anatomy of the lung; the normal and pathological physiology of respiration; classification of respiratory diseases; and basic procedures in respiratory care. The course consists of 10 lectures, accompanied by discussions, films and slides. Practical demonstrations of various treatment methods in hospital settings will be included.
Special Information: This course is offered under the joint auspices of LaGuardia Community College and the Queens Licensed Practical Nurses Association. Classes are held at Astoria General Hospital Memorial Auditorium (30th Avenue and Crescent Street, Astoria, New York). Lectures are conducted on Tuesday evenings from 7:00 to 9:00 p.m. Exact schedules will be available at Registration.

Occupational Therapy Courses

NET 201 OCCUPATIONAL THERAPY THEORY AND PRACTICE IN PSYCHOSOCIAL DYSFUNCTION 3 periods, 3 credits
Prerequisites: SSY 230 and Community Health NEI 199
This course examines the history, philosophy and application of occupational therapy for clients with psychosocial pathology. It includes approaches to examining capabilities versus deficits, selection of appropriate therapy programs, consideration of group versus individual approaches, and professional communication.

NET 202 OCCUPATIONAL THERAPY THEORY AND PRACTICE IN PHYSICAL DYSFUNCTION 3 periods, 3 credits Corequisite: NET 230
This course is designed to enable the student to comprehend and utilize occupational therapy techniques for prevention and treatment in the area of physical dysfunction. The student will learn to examine abilities versus deficits, to select appropriate activities, to implement treatment goals, to evaluate progress and to prepare professional reports.

NET 203 OCCUPATIONAL THERAPY MEDIA AND APPLICATIONS I — GENERAL CRAFTS, TEXTILES AND LEATHER 1 period recitation, 4 periods laboratory, 3 credits
Prerequisite: NEI 199 Community Health
The student will learn various handicrafts with an appreciation of the adaptation of these skills for the therapeutic needs of the patient. Media will include weaving, needlecrafts, leather, mosaics, art, and "scrap" crafts.

NET 204 LIFE TASKS 1 period recitation, 4 periods laboratory, 3 credits
Prerequisite: NET 210
Identification and examination of those roles and skills essential for the individual's adaptation to the home situation. Assessment of the nature and level of living and recreational capacities and self-care skills. Activities include coordination, activities of daily living training, homemaking for the handicapped, and administration of pre-vocational tests.

NET 205 FUNDAMENTALS OF ABNORMAL PHYSICAL CONDITIONS 3 periods, 3 credits
Prerequisite: NEB 204
This course will discuss in detail the organ systems of the human body and the ways in which they malfunction. Basic symptoms, course of illness and treatment will be discussed.

NET 301 CLINICAL AFFILIATION IN PSYCHOSOCIAL DYSFUNCTION 3 months full time, 3 credits
Prerequisite: NET 201
The student is assigned to a clinical facility full time under professional supervision. There will be opportunities for practice in and exposure to the nature of clients with psychosocial dysfunction, techniques, and use of media.

NET 302 CLINICAL AFFILIATION IN PHYSICAL DYSFUNCTION 3 months full time, 3 credits
Prerequisite: NET 202
Field work experience in physical dysfunction will take place in a clinical facility under professional supervision as a practicum in the methods taught in NET 202. Opportunities to observe and communicate with other members of the rehabilitation team will be provided.
The Division of Social Science provides an historical perspective and theoretical context for understanding the relationships, institutions, and processes of our contemporary society. More specifically, the goals of the Division's faculty are:

(1) To foster in students an awareness of the decisions that shape and control their lives, and to provide the tools and knowledge that are prerequisites to achieving active participation in those decisions.

(2) To provide students with the bases for understanding the major social dimensions of their environment: (a) individual growth and development; (b) institutions in urban society; and (c) comparative cultures.

(3) To develop in students appropriate techniques and skills that are basic to the social sciences, and that will enable them to understand the internal dynamics and structural context of both their work experience and the urban situation.

Courses are offered in the disciplines of anthropology, economics, education, history, political science, psychology, and sociology, as well as in interdisciplinary subjects. Students who wish to pursue special personal or career interests in the social sciences, such as child development, ethnic studies, urban politics, etc., should consult a faculty member or counselor as early as possible in order to plan an appropriate program.

Division of Social Science Interdisciplinary Courses

**SSI 100 INTRODUCTION TO SOCIAL SCIENCE**
3 periods, 3 credits  Prerequisite: none
This course provides the foundation necessary for further study in social science and related courses. Focusing on the student's own experience in family, community, and work, the course introduces concepts and methods that different social scientists use to analyze and understand the behavior of individuals and patterns of society. This course is a prerequisite to most other offerings in the Division, and is required for most majors.

**SSI 200 WORK AND SOCIETY**
3 periods, 3 credits  Prerequisite: Introduction to Social Science
This course builds on the student's foundation in introductory social science courses and his cooperative education experience. Its focus is the relationship of a society's needs to its systems of work, as well as the implications for individual workers. Materials and discussions highlight comparative aspects of the United States and other societies, and students have opportunity for independent research projects.

**Economics**

**SSE 101 INTRODUCTORY ECONOMICS I**
3 periods, 3 credits  Prerequisite: none
This course serves as an introduction to some of the major economic principles, institutions and policies in the United States. Among the topics included are: the nature and methods of economics, the historical development of the market and other systems; supply and demand; the roles of industry and government in the market place; money and banking; income levels; and the problems of inflation and unemployment.

**SSE 102 INTRODUCTORY ECONOMICS II**
3 periods, 3 credits  Prerequisite: Introductory Economics I
As a continuation of Economics I, this course examines: the allocation of resources; determination of national income; labor unions; international trade and finance; problems of growth in developed and developing countries; and the implications of economic policy on the environment.

**SSE 110 CONSUMER ECONOMICS AND PERSONAL FINANCE**
3 periods, 3 credits  Prerequisite: none
The course examines the role of the consumer in the American market economy. In addition, it seeks to illuminate consumer concerns in daily economic transaction. Topics include: consumer behavior; the relation of consumption to the nation's wealth; the consumer movement and consumer organizations; consumer protection laws; and the consumer's stake in such economic policies as protective tariffs, monetary policy, agricultural supports and anti-inflation measures.

**Education**

**SSD 120 PRINCIPLES AND PRACTICES OF EARLY CHILDHOOD**
3 periods, 3 credits  Prerequisite: Introduction to Early Childhood
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.

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

SSH 101 THEMES IN AMERICAN HISTORY TO 1865
3 periods, 3 credits Prerequisite: Introduction to Social Science
The course will examine basic themes in American history to 1865 including
colonization, the American Revolution, slavery and the Civil War.

SSH 102 THEMES IN AMERICAN HISTORY SINCE 1865
3 periods, 3 credits Prerequisite: Introduction to Social Science
The course will examine basic themes in American history since the Civil War,
including the history of the American minorities, the rise of industrial America,
the reformist tradition, and the growth of empire.

SSH 103 IDEAS IN WESTERN CULTURE I
3 periods, 3 credits Prerequisite: Introduction to Social Science
The course will present an introduction to the major ideas that have influenced
Western history from the Golden Age of Greece to the Renaissance. These
major concepts will be synthesized with major themes in the history of Western
culture. Among the topics to be discussed are the rise of rational inquiry in
Greek history, law and government in the Roman Empire, and the religious
impulse and the rise of Christianity.

SSH 104 IDEAS IN WESTERN CULTURE II
3 periods, 3 credits Prerequisite: Introduction to Social Science
The course will present an introduction to the major ideas which have influenced
Western history from the Renaissance to the modern era. The ideas studied will
be integrated into a broader analysis of the history of Western culture. Among
the topics to be discussed will be rationalism and religion in the Reformation,
the cosmological revolution, the Age of Enlightenment, and the growth of
nationalism.

SSH 240 HISTORY OF NEW YORK CITY: 1673 TO PRESENT
3 periods, 3 credits Prerequisite: Introduction to Social Science
This course will be a multi-disciplinary study of the major city of the United
States. Important themes in the growth and transformation of the city will be
studied, including political parties, the rise of industrial capitalism, the growth of
city government and immigration and ghettos.

SSH 245 NATIVE AMERICANS: THE STUDY OF AMERICAN INDIAN LIFEWAYS
3 periods, 3 credits Prerequisite: Introduction to Social Science
The course will study the interrelationships of environment, social organization
and cultural products of the descendants of the earliest human inhabitants of
the Americas. The course consists of two major parts: exploration of the
geography and social life of widely different tribes, and the examination of the
cultural aspects radiating from those different tribes.

SSH 200 HISTORY OF MINORITIES IN THE UNITED STATES
3 periods, 3 credits Prerequisite: Introduction to Social Science
An analysis of 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 will be studied.

History-Political Science

SSH 231 AFRO-AMERICAN HISTORY
3 periods, 3 credits Prerequisite: Introduction to Social Science
An introduction to some of the basic issues in the Black American's struggle
against slavery and racist oppression in the United States. Special attention is
given to the methods that Blacks have used in their attempts to bring about
social change; to important persons and institutions from the African beginning
to the present; and to the contributions Blacks have made to American society.

Political Science

SPP 101 GOVERNING AMERICA
3 periods, 3 credits Prerequisite: Introduction to Social Science
The organization, powers, and function of the federal government. The ideolo-
gical foundations of federalism; constitutional precepts and their origin, evolu-
ion, and interpretation; the branches of government and their fields of influence.

SPP 200 COMPARATIVE POLITICAL SYSTEMS
3 periods, 3 credits Prerequisite: Introduction to Social Science
A comparative course designed to analyze the ideologies, functions, and struc-
tures of nations representing major political systems. Systems included are
the Soviet Union, Western Europe, China, and the new nations of the Middle
East, Africa, and the Caribbean.

SPP 230 POWER AND POLITICS IN URBAN AMERICA
3 periods, 3 credits Prerequisite: Introduction to Social Science
This 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. The course will include readings and discussions,
as well as field work on urban problems and community developments in New
York City.

SPP 240 CRIME, PUNISHMENT AND SYSTEMS OF LAW
3 periods, 3 credits Prerequisite: Introduction to Social Science
Topics studied include who offends and who is accused in our society and
how people become involved in the criminal process. Criminal control systems
(old and new), the world of lawyers, judges, and courts (constitutional structure and
ideology in comparison with behavioral functioning) are reviewed.

Psychology

SSY 101 GENERAL PSYCHOLOGY
3 periods, 3 credits Prerequisite: Introduction to Social Science
An overview to the field of psychology designed to introduce the student to the
fields, methodology, and topics in psychology. Areas studied include beginnings
of psychology, methodology, physiology of behavior, development, learning,
motivation and emotion, sensation and perception, personality development, and
social behavior.

SSY 240 DEVELOPMENTAL PSYCHOLOGY I: CHILDHOOD
3 periods, 3 credits
Prerequisite: Introduction to Social Science, General Psychology
A consideration of the physiological and psychological factors in individual
development from birth through puberty; emotional and behavioral disorders
of children; principles of child guidance.