1973-74 BULLETIN

LaGuardia Community College of the City University of New York

Sponsored by the Board of Higher Education of the City of New York Under the Program of the State University of New York

31-10 Thomson Avenue, Long Island City, New York 11101
"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, 1939, 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.
# Calendar 1973 - 1974

**FALL QUARTER**
- **First Day of Intensives**: September 17
- **First Day of Regular Classes**: September 24
- **Rosh Hashanah (No Classes)**: September 27, 28
- **Professional Development (No Classes)**: October 3
- **Yom Kippur (No Classes)**: October 6
- **Columbus Day (No Classes)**: October 8
- **Veteran's Day (No Classes)**: October 22
- **Last Day to Drop a Course Officially**: October 27
- **Election Day (No Classes)**: November 6
- **Thanksgiving (No Classes)**: November 22, 23, 24
- **Last Day of Fall Quarter**: December 15
- **Interession Week (No Classes)**: December 17 - December 22

**WINTER QUARTER**
- **Winter Recess (No Classes)**: December 24 - January 1
- **First Day of Regular Classes**: January 2
- **Human Rights Day (No Classes)**: January 15
- **Classes will meet according to “Tuesday” Schedule**: January 17
- **Last Day to Drop a Course Officially**: February 5
- **Classes will meet according to “Monday” Schedule**: February 6
- **Lincoln’s Birthday (No Classes)**: February 12
- **Washington’s Birthday (No Classes)**: February 18
- **Classes will meet according to “Tuesday” Schedule**: February 27
- **Last Day of Winter Quarter**: March 16
- **Interession Week (No Classes)**: March 18 - March 23

**SPRING QUARTER**
- **First Day of Regular Classes**: March 25
- **Spring Recess (No Classes)**: April 8 - April 13
- **Last Day to Drop a Course Officially**: May 4
- **Memorial Day (No Classes)**: May 27
- **Last Day of Spring Quarter**: June 8
- **Interession Week (No Classes)**: June 10 - June 15

**SUMMER QUARTER**
- **First Day of Intensives**: June 17
- **First Day of Regular Classes**: June 24
- **Independence Day (No Classes)**: July 4
- **Last Day to Drop a Course Officially**: July 27
- **Last Day of Classes**: August 31
- **Labor Day (No Classes)**: September 2
- **Interession Week (No Classes)**: September 3 - September 7
- **Professional Development (No Classes)**: September 9 - September 14

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Brooklyn College
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The City College
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Kingsborough Community College
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51-10 Thomson Avenue, Long Island City, New York 11101

New York City Community College
500 Jay Street, Brooklyn, New York 11201

Queensborough Community College
Bayside, New York 11364

Staten Island Community College
715 Ocean Terrace, Staten Island, New York 10301

Mt. Sinai School of Medicine
Fifth Avenue and 100th St., New York 10029
About The College

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 which guarantees admission to any New York City high school graduate, subject to space availability.

LaGuardia is the only unit of the City University of New York to offer a work-study program to all of its students. The Cooperative Education 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. The TRANSFER program leads toward the A.A. degree or, in cases where there is a concentration in science, toward the 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.

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.

Academic Program

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

- quality career programs for students who plan to enter the labor market on a technical or para-professional level after graduation;
- transfer programs for students who plan to complete baccalaureate programs at a four-year college or university;
- broad educational offerings geared to the needs of adults residing or working in the geographic area served by the College;
- a range of developmental and individualized programs to meet the needs for personal, professional or broadly educational growth.
LaGuardia is committed to providing not only the opportunity to enter these programs, but—through 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 which combines classroom learning and work experience. Learning will occur 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 work assignments into a coherent education program.

The above statements of purpose are made more specific in the following objectives:

(1) to provide each student with the academic, technical, and personal skills needed either for continued education or for entry into a vocational career;

(2) to help each student learn more about himself by discovering how he interacts with other people, cultures, and his natural environment;

(3) to help each student acquire the skills and values needed to live creatively in an urban setting.

Such a view led the College to a program in which students alternate periods of full-time classroom study with periods of full-time practical experience and in which students vary conventional academic sequences with intensive learning modules. The mortar for the program is the College’s team counseling approach. This approach, under the leadership of Student Services staff, aims to create a human environment in which learning may flourish.

The three basic components of the LaGuardia program—formal instruction, cooperative internships, and student services and counseling are interdependent. Each is designed and must be implemented with the others in mind for the total program to be successful.

Cooperative Education Program

LaGuardia Community College is premised on 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. Developing increased knowledge and skills in their major field of study;
2. Exploring different career possibilities; and
3. Obtaining experiences which will promote educational as well as personal growth and professional maturity.

The “co-op” experience is a degree requirement for all full-time LaGuardia students. The LaGuardia program is a year-round program with two essential components: an internship—the work assignment; and the Internship Seminar—a workshop which aims to relate the practical and academic experiences.

Cooperative Education helps keep the College attuned to developments 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.

LaGuardia 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. In the course of the basic two-year program, a student will take five study quarters and three internship quarters. Typical sequences are:

<table>
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<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>
<td>Study</td>
</tr>
<tr>
<td>Pattern B</td>
<td>Study</td>
<td>Study</td>
<td>Intern</td>
<td>Study</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore 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>Intern</td>
<td>Study</td>
<td>Intern</td>
<td>Study</td>
</tr>
<tr>
<td>Pattern B</td>
<td>Study</td>
<td>Intern</td>
<td>Study</td>
<td>Intern</td>
</tr>
</tbody>
</table>
In the first quarter at the College, a student will be randomly assigned to the "A" or "B" pattern. Requests will be considered at that time for change of pattern. After the first quarter, the pattern will become fixed, and the student will go on internship according to his pattern. If a student takes a leave of absence, when he returns he will participate in the same activity as other students in his pattern. A student who plans to return to school for an internship quarter should apply for re-admission at least five weeks before the internship quarter begins.

In three internships quarters, a student will accumulate 9 months of valuable work experience. Students are evaluated and graded for each internship according to the LaGuardia grading system. For each successfully completed internship, the student will receive 3 credits, or a total of 9 credits (3 each internship quarter) towards 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 on his internship. The preparation period is devoted to helping students in the following areas:

1. Assess his own experience, strengths and weaknesses;
2. Build the confidence to project his strengths, especially in an interview;
3. Begin to develop career goals;
4. Identify goals for the internship;
5. Identify skills necessary for a particular internship or career;
6. Understand the employer's goals and needs, and his expectation of the intern;
7. Understand the philosophy and procedures of the LaGuardia program and his responsibility to it;
8. Select initial internship in context of larger goals.

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

Once placed on an internship, the student is supervised by the employer and visited by the internship coordinator. His adviser is 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; and, accordingly, some may be salaried experiences, while others may be paid at a stipend rate or be unpaid.

The unique educational component of LaGuardia's Cooperative Education program is the Internship Seminar. The Internship Seminar, taken concurrently with the field work experience, is designed to provide the educational bridge between the off-campus and on-campus experiences. Specifically, the Seminar aims to:

1. Maximize the student's ability to learn from his internship, which is not regarded as "just a job";
2. Aid the student in relating the field experience to his career exploration and development, as well as to his previous classroom experience;
3. Provide the foundation and motivation for learning in subsequent courses.

A sequence of Seminars will be 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 work experience may be viewed as the field laboratory to test out guidelines and information provided by the Seminar, while at the same time the work experience provides the content base of the Seminar. That is, the Seminar focuses on the Internship, aiming to give it an academic framework, while using the internship experience as source material. Faculty will guide students in posing questions of their experience and in viewing their internships in a larger educational context; i.e., while the students are actually functioning on their intern-
ships, the Seminar will permit them to analyze their experiences in a systematic manner. It will also permit students to compare their experiences with other students in related placements. Both similarities and differences can be 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; internships which are three-quarter sequential training programs leading to a position within an agency; internships which 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 a different area of the firm's efforts. On the other hand, the same student may wish to use one of his internships to explore a very different field which he does not wish to pursue as a career but wants to experience; for example, ecology and environmental protection.

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

In general, the Division of Cooperative Education develops the internships. While there are a great variety of internships available, they generally reflect the realities of labor market conditions and cannot meet every individual student’s requirements. Students are encouraged to identify their own internships, to propose unusual placements, or to develop existing part-time jobs into educationally valid internships. Among the students who developed their own internships was one who spent a quarter as a teacher’s aide on a Navajo reservation in Rough Rock, Arizona, and another who was a clerical assistant in an insurance company in Madrid, Spain. The possibilities for developing internships are unlimited.

Division of Student Services

FOCUS ON STUDENT DEVELOPMENT

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

1. Accurately assessing personal interests and abilities.
2. Selecting an appropriate career.
3. Formulating an educational plan.
4. Implementing a career decision.
5. Preparing for marriage and family life.
6. Building leadership 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 above. 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 freshman’s 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 are 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 throughout the freshman’s first quarter.)
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 his entrance into 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 range of health services, including programs relating to sexuality, family life, 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 plays a vital role in student development. The program is designed to offer a wide variety of leisure-time activities, to provide means for students to explore similar interests, to increase students’ leadership and administrative skills, and to influence student life at the College in a positive way.

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

As enrollment grows, student activity offerings will change to meet the increased diversity of student interests. The activities program will sponsor plays, film, concerts, sports events, and other events of interest to students and neighborhood residents. It is planned that student activities will also provide programs of student service in the surrounding community. Such programs will include tutoring of high school and junior high school students, counseling to youngsters from difficult home situations, and conduct of courses for the elderly and disabled. In developing such programs, the student activities staff will work closely with local community and social agencies and with a Student

Community Service Committee to be established. Students may receive college credit for participation in such programs, or for the on-campus training they will receive to function effectively in them.

CLUBS AND FACILITIES

A variety of student clubs and organizations are available. A bowling league; a dance workshop; a film club; an art workshop; a poet’s club; deja vu, a student crisis center; Ujama, a Black students’ cultural club; Adelante, a Hispanic students’ cultural club; a campus Radio Station, a chess club and several others. In addition, students may participate in a Student Council (a 12-member governing body) and a Student Faculty Association, which is a financial corporation directed by students and faculty and distributes student activity fee funds.

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

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 Career Advisory Center houses a library of occupational and educational information, and career counselors are available for students who wish assistance in using the materials or those who would like individual advisement formulating their plans.

ADMISSION PROCEDURES

The Admissions Program of the College is administered by the Office of Admissions, under supervision of the Dean of Student Services. Inquiries regarding admission should be directed to the Admissions Office, 937-9200, 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 Vandevere Station, Brooklyn, New York 11210. Application forms may be obtained from the Office of Admission Services, 875 Avenue of the Americas, New York, New York or from local high schools.

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

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

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

The general types of assistance are described below:

A. Federal Aid

1. Supplemental Educational Opportunity Grant (SEOG)
   This is a federally-funded program established to help all students who have exceptional financial need. The amount of the grant must be matched by the allocation of other funds by the College. Determination of the need is made by the financial aid counselor 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. However, only students who are enrolling 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 defray some of his educational expenses while gaining valuable work experience. The student must have a financial need 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 one finishes 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. Applications for this 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 financial aid are available in the financial aid office. The office will provide information as to the dates on which applications must be submitted so that they may be reviewed. For information concerning the dates that applications are to be submitted, and to the forms, the student should visit the Financial Aid Office.
Extended Day Session

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

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

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

- a) Students would enroll as non-matriculating students by completing the application and submitting a ten dollar application fee.
- b) Students would receive the necessary academic advisement and select courses according to needs.
- c) Upon successful completion of six credits and providing the Extended Day office with proof of a high school diploma or an Equivalency Diploma, the student would be eligible for matriculation.
- d) The fees for the courses are $15 per contact hour, and a general fee.

COURSE SCHEDULING

The structure of course offerings does indeed provide flexibility in earning a College degree as evidenced below:

Classes meet in a pattern which allow the student to enroll in two courses on the same evening and one may enroll also in a Saturday morning course.

The courses meet on a Monday-Wednesday or on a Tuesday-Thursday sequence. The first classes meet from 5:20 to 7:50 and the second from 8:00 to 10:30. The Saturday class meets from 9:20 to 1:10.

THE EXTENDED DAY STUDENT

The Extended Day student is a part-time matriculated student or a non-matriculated student. A non-matriculated student is a student who must pay tuition and has not been formally accepted by the College as a degree seeking student. 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 enrolls for seven or less credits per quarter, the quarter normally averages eleven weeks in duration. As an Extended Day student (a part-time matriculant) at LaGuardia one may enroll for more than seven credits for one quarter of his four in attendance.

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

The part-time or full time student may decide to change his enrollment status. This may be done 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.

TESTING

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. The English and Mathematics courses are encouraged to be taken during the student's first two quarters of enrollment at the College.

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 can appeal loss of matriculation to the Chairman of the Academic Standing Committee. This may be done in writing through the Extended Day staff's Director or counselors.
Cooperative Education Program

LaGuardia Community College is premised on the notion that learning takes place in many different settings. Through its Cooperative Education Program the College provides off-campus and non-classroom learning. Cooperative Education is designed to help students determine and explore their own individual goals and, in general, to help them:

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

The Program has two essential components: a work-related assignment; and an Internship Seminar, which aims to connect the practical and the academic experiences. The two-pronged program is a degree requirement for all full-time students and optional for part-time students. All students participating in the "co-op" program must be matriculated and have completed twelve (12) credits if they entered the College through the Extended Day Session. An advance standing of three (3) credits for their previous work experience may be awarded. Students may apply for the awarding of the three (3) credits by completing the necessary application for advanced standing available in the Extended Day office.

Procedures involved for the "co-op" program for those part-time students who choose to elect to take the program and for full-time students is outlined as follows:

a) Students will automatically be given a pattern. "A" pattern students intern during the Spring and Fall Quarters. "B" pattern students during the Winter and Summer Quarters.

b) Students must complete a working internship and attend the selected Internship Seminar in order to earn the credits. Three Internship Seminars constitute a total of nine (9) credits.

The employed students who do not desire to leave their present employment will coordinate their "co-op" program with a "co-op" coordinator on an individual basis.
The unemployed students must contact their "co-op" coordinator for employment placement and coordination.

NOTE: All students involved in the "co-op" program including students applying for advance standing must attend the Internship Seminar.

For additional information about the "co-op" program please refer to the section in this Bulletin concentrating on this academic subject.
The part-time matriculated student who does not choose to elect the "co-op" program must choose elective credits to fulfill the nine (9) credits in place of the "co-op" program.

Division of Continuing Education

LaGuardia Community College's Division of Continuing Education offers a wide variety of courses and programs designed to meet the needs and interests of the general adult population in Queens and of special groups of adults.
The offerings include hobby and leisure time activities such as photography, cabinet making, tennis, yoga and auto repair; professional development courses such as speed reading, typing and bookkeeping; and educational preparation such as high school equivalency preparation in both English and Spanish and English as a second language.

There are also several large-scale projects funded by government grants which the Division administers. These include: the Veterans' Education Center which provides high school equivalency and college preparatory education as well as vocational counseling and placement to recent veterans (see section on Veterans' Education Center); a Health Aide training upgrading 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 three senior citizens centers--the Queensbridge and Woodside Senior Citizens Centers and the senior citizens group at the Goodwill Terrace Housing Project of Astoria.

Thirdly, the Division administers a special adult education program for the inmates of a nearby New York City Department of Correction House of Detention for Men and an Educational Associates program which provides training to para-professionals seeking positions in the City school system as teacher assistants.

In the coming years the Division will continue its current activities and programs for such community groups and attempt to expand its operations in order to provide greater opportunities for adults. The thrust will be particularly in educational and skills areas which will enhance the students' abilities to obtain employment or further their education.
Special Programs

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

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

Veterans who want to attend college but who want first to develop basic academic skills may take college preparatory courses to develop their reading, writing, and mathematical skills, and independent problem-solving techniques that can be used in college study. A high school equivalency course helps veterans to develop the skills needed to pass the New York State Equivalency Examination.

THE ENGLISH LANGUAGE CENTER
The English Language Center, opening in February, 1974, will augment the Division's part-time English as a Second Language Program by providing full-time, intensive training in English. For recent immigrants, non-English speaking residents, and foreign students, the Center will provide an opportunity to become fluent in English in 12 weeks.

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, cassette tapes, film loops, filmstrips, slides, about 800 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 Inter-library 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 days, evenings and Saturdays.
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)

1. Full-time Day Session Students
   General Fee ...................... $10.00
   Student Activity Fee .............. 20.00
   Total $30.00 per quarter

2. Part-time Extended Day Students
   General Fee ...................... $ 7.50 per quarter

3. Students on Co-op Internship
   General Fee ...................... $10.00 per quarter

B. Special Fees

1. Application Fee ................ $10.00
   This is a non-refundable one-time charge to applicants for full-time or part-time admission to the Day or Extended Day Divisions.

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 for:
   a. A student who has changed his degree objective more than once 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 \... $137.00 per quarter

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 \... $137.00 per quarter

B. Part-Time Matriculated Students (those admitted to part-time matriculated status and registered for 6½ credits or less per quarter.)

1. Tuition fees for bona-fide residents of New York City \... No tuition fee except for:
   a. A student who has changed his degree objective more than once 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 \... $20.00 per contact hour

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 \... $40.00 per contact hour

C. Non-Matriculated Students (those admitted with non-matriculated status)

1. Tuition fees for bona-fide residents of New York City \... $15.00 per contact hour

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

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 \... $40.00 per contact hour
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.

d. All courses transferred from another institution which are creditable toward the students 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.

2. “Credits taken” are defined as the total credit value of:

a. All courses taken by the student.

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”.

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 non-resident.

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

- Withdrawal before the scheduled opening date of the course ............... 100% refund
- Withdrawal before the 3rd session on which a course meets ................ 75% refund
- Withdrawal before the 6th session on which a course meets ................ 50% refund
- Withdrawal before the 7th session on which a course meets ................ 25% refund
- Withdrawal after completion of the 7th session of the course ............... 0% refund

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


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 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 of 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 consult 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 in detail below. 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 use a grade point equivalent on the student’s transcript.

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

There are two non-passing grades:
(N) no credit (withdrawal)
(I) incomplete

Other symbols which may appear on the student’s transcript are:
(Z) indicates instructor failed to submit grade
(S) indicates exempted credit
(#) indicates transfer credit
(@) indicates waiver of requirement (no credit is awarded)

THE N GRADE

(N) is used when an instructor evaluates a student’s work as not as yet meeting the standards for the course. Ordinarily the student would be expected to retake the necessary classwork. A student who has received an (N) twice for the same course must consult with and receive permission from the Division Chairman or his designee before attempting the course again.

THE I GRADE

An (I) can be changed to a passing grade during the following two quarters. The grade cannot be converted 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 (I) grade automatically converts to an (N).

Instructors giving (I) grades should inform students in writing of the conditions under which they may receive passing grades. (Special forms are available in the offices of the Division Chairmen.) 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 Chairman and to the Registrar.

CHANGE OF GRADE

A student who desires to change a grade gets in touch with his instructor to discuss the grade. If no equitable solution is reached, the student
may then go to the Instructor's Division Chairman for consultation. If, after further consultation no agreement is reached, the student has the option of appealing the case in writing and appearing before 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. Appeal on grades is 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.

WITHDRAWAL FROM COURSES
When a student withdraws from a course before the end of the fifth week (not including Intensive Week), no record of this will appear on his permanent record. A student withdrawing thereafter will receive NO CREDIT (N) 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 (six weeks in a quarter which includes an Intensive 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 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 area, 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, to be designed by members of the appropriate Division or Department and approved by the Chairman. To receive credit by exemption, the student should apply to the appropriate Division Chairman or his 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.

EXEMPTION CREDITS IN COOPERATIVE EDUCATION
All full-time matriculated day session students must meet the 9 credit Cooperative Education requirement. A maximum of three Cooperative Education credits may be granted 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 (A student may apply for the credit before completing the twelve (12) credits.),
3. apply to his Cooperative Education Coordinator for said 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 chairman of the appropriate division, or his designee, determines that such a waiver is warranted. The divisional chairman 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 can appeal loss of matriculation to the Chairman of the Academic Standing Committee. 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 can enroll at LaGuardia as non-matriculants for some or all of those six (6) credits. Application for reinstatement of matriculation status is done 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

*The Cooperative Education requirement for the Educational Associate Program is twelve (12) credits.
accumulate six (6) passing credits 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 status.

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 do not apply to the above. The student may appeal loss of matriculation to the Chairman of the Academic Standing Committee. The initial requests should be made through the Extended Day Office.

TRANSFER
A currently matriculated student in good academic standing at another unit of the City University will maintain his matriculation status if he is admitted to LaGuardia as a transfer student or as an Extended Day student. The acceptance of students requesting transfer to LaGuardia is determined by the availability of seats and budget considerations.

Credit is granted for courses taken and passed at other accredited colleges. Credit is granted for courses comparable to those meeting the degree requirements of the student’s curriculum. The determination of comparability is vested in the Divisions involved. The number of transfer credits granted toward a degree shall not exceed 30.

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

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 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 Chairman of the Language and Culture Division.

TRANSFER CREDITS IN COOPERATIVE EDUCATION
Transfer credit can 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 nine-credit Cooperative Education requirement.

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 the study quarter) should be advised by their counselors. Permission signatures must be obtained from the appropriate Division Chairman and the student’s counselor before a LaGuardia permit for registration can 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 is 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 can require written proof 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 prior arrangements.

CREDIT BANK
Students not enrolled at LaGuardia may store credits for college level courses which they have taken and passed under the auspices of
LaGuardia. Should such students wish to enroll elsewhere, their records shall 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, all Day students are required to fulfill successfully three Cooperative Education internships. Three credits are awarded for each internship. (For an appeal mechanism, see catalogue section under WAIVERS and under EXEMPTION CREDITS IN COOPERATIVE EDUCATION.)

PATTERN ASSIGNMENT
Early in the first quarter of matriculated study, the students are placed by random selection in either "A" or "B".** Students can 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 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. They must go out accordingly. Students who do not go out on schedule (for reasons which have not received the Cooperative Education Division's approval) will still be registered for co-op and will receive an automatic (N). In special cases, students may be allowed to depart from the pattern assignment. Appeal is to the Chairman of the Cooperative Education Committee.

PREREQUISITES TO INTERNSHIPS
1. Prior to their first internship, students should have completed CSE 102 and NEM 101 or have received waivers.
2. Prior to their first internship, students must go through a certification process which may include: attendance at required orientation sessions, ability to interview satisfactorily, appearance for required interviews

The practicum is the successful completion of a practicum. The practicum is normally taken during the internship quarter. In special cases, the Cooperative Education coordinator can approve taking the practicum in the subsequent study quarter. Appeal and/or special arrangements can 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 three internships.
2. The Division of Cooperative Education does not place or grant further Cooperative Education credit to a student who has received two (N) grades in internships. Appeal can be made to the Chairman 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 (I). To change the (I) to a passing grade: 1) The student whose Internship Seminar grade is (N) must repeat the Seminar in the subsequent quarter; 2) The student whose Internship Seminar grade is (I) 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 Chairman of the Academic Standing Committee.

COOPERATIVE EDUCATION REQUIREMENT FOR EXTENDED DAY STUDENTS*

The requirement for Cooperative Education is optional for part-time matriculated Extended Day students. Non-Matriculated students are not eligible to participate in the Cooperative Education program. A part-time matriculated Extended Day student may take electives which may include Cooperative Education internships and Internship Seminars.

Upon receiving matriculation status, the Extended Day student has to decide whether he wishes to pursue his studies as a full-time or a part-time student. If he chooses the part-time option, the policy pertaining to Cooperative Education as outlined above is applicable. If he chooses the full-time option, then all policies (including Cooperative Education policies) governing full-time day students, pertain to him. (See catalogue section on ACADEMIC AND COOPERATIVE EDUCATION POLICIES.)

An Extended Day student who chooses to participate in the Cooperative Education Program is eligible to begin his first internship upon successful completion of twelve (12) credits.

*Policy is subject to review by January 15, 1974. Students admitted to the college via Extended Day prior to December 1972 may be excused from the Cooperative Education requirement in view of the fact that the policy was unclear at the time of their admission.

TRANSFER E-TWEEN EXTENDED DAY AND DAY SESSIONS

Any student may transfer once from one category to another (full-time Day to part-time Extended Day, and vice versa). To do so, he must see his counselor and fill out an appropriate form.

Students who transfer from part-time Extended Day to full-time Day are then subject to any additional degree or matriculation requirements affecting the category of full-time Day students.

Students transferring from Day to Extended Day become subject to Extended Day matriculation requirements. They are still, however, subject to all the degree requirements affecting Day students, including Cooperative Education. Waivers are possible in special circumstances. Requests for waivers should be directed to the Dean of Cooperative Education (or designee). In any transfer, the Academic Standing Committee must be notified.

The Extended Day counselor or director may permit a student to take a full-time load without transferring to the full-time Day Session category, for one of every four quarters of enrollment. Students wishing to do so more than once must automatically transfer to the full-time Day Session category, or they may petition the Ad Hoc Committee on Adults for exceptions to this policy.

COOPERATIVE EDUCATION PLAN AND PROCEDURES FOR EXTENDED DAY STUDENTS

Extended Day students who take the "co-op" option are entitled to be placed on internships by the Division of Cooperative Education. Most Extended Day students are currently employed and prefer to use their own present employment to fulfill the Cooperative Education requirement.

The students will receive an announcement regarding their pattern assignment. (See paragraph on "Pattern Assignment" under "Cooperative Education Policies.")

The students will also receive an announcement regarding a date on which to contact their Cooperative Education Coordinator. At that meeting, students will either select an internship or begin to set learning objectives which apply to their present employment (which will be considered their internship for credit purposes).

All students must complete the requirement to have an educational framework for their internship, which is normally carried out by the Internship Seminar. Other arrangements in lieu of the Internship Seminar, however, are possible by special arrangement with their coordinator.

(For further elaboration on the Cooperative Education plan and procedures see entire catalogue section titled "Cooperative Education")
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 the proper sequences of courses. Students should begin taking required courses in the first quarter of their freshman year.

The College-wide requirements are:

I. BASIC SKILLS PROGRAM

All students below a specified level of ability in reading, writing, mathematics and study skills must complete designated Basic Skills requirements before graduation. The College offers a comprehensive program of Basic Skills courses to help students achieve success in their college careers.

EVALUATION AND PLACEMENT

The Basic Skills requirements for each student are determined by the student’s scores in reading, language usage and mathematics on the California Achievement Test (CAT). The general guidelines are as follows:

Students with scores 12 or above in reading, 10 or above in language usage and 11 or above in mathematics are excused from all Basic Skills requirements.

Students with CAT scores below 8 in reading, below 10 in language usage and below 8 in mathematics are required to take 10 credits of Basic Skills courses.

Students with low CAT scores will plan their programs in consultation with a counselor. In general, those students will register for a maximum of 8 credits in the first quarter of study and 9 credits in the second quarter.

Depending on CAT scores, students may be required to take Basic Skills courses in reading, writing, mathematics and study skills.

READING

If your CAT score in reading was:

<table>
<thead>
<tr>
<th>Level</th>
<th>Courses Required</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 8th grade level</td>
<td>Basic Reading I (CSE 101) and (CSE 102) and laboratory work</td>
<td>2 quarters of classes, plus one quarter tutorial lab twice a week</td>
</tr>
<tr>
<td>8th grade level to</td>
<td>Reading and Study Skills (CSE 102)</td>
<td>1 quarter plus one quarter tutorial lab twice weekly</td>
</tr>
<tr>
<td>10th grade level</td>
<td>Advanced Reading and Study Skills (CSE 103)</td>
<td>1 quarter</td>
</tr>
<tr>
<td>12th grade level or above</td>
<td>Requirements Waived</td>
<td></td>
</tr>
</tbody>
</table>
Students must begin the Basic Skills requirements in reading in their first quarter. It should be noted that successful completion of Reading and Study Skills (CSE 102) or a waiver is a prerequisite for many other courses.

**Students Who do not Speak English as a Native Language:**

Special sections of the Basic Skills courses in reading will be offered to students who do not speak English as their native language. These "English as a Second Language" sections will have the same course content and credits as the Reading and Study Skills courses.

**WRITING**

Fundamentals of Effective Writing (CSW 100) is a required course for all students who score below the 10th grade level in Language Usage on the CAT. This course is waived for students who place at the 10th grade level or above. Students who are required to take CSW 100 must successfully complete the course in their first, second or third quarter.

**MATHEMATICS**

Basic Skills courses in mathematics are required of all students who place below the 11th grade level in mathematics on the CAT.*

<table>
<thead>
<tr>
<th>If your CAT score in mathematics was:</th>
<th>You must complete</th>
<th>For</th>
<th>No. of</th>
</tr>
</thead>
<tbody>
<tr>
<td>below the 8th grade level</td>
<td>Basic Mathematics I (NEM 100) and Basic Mathematics II (NEM 101)</td>
<td>2 quarters</td>
<td>5 Credits total</td>
</tr>
<tr>
<td>at the 8th grade level up to the 11th grade level</td>
<td>Basic Mathematics II (NEM 101)</td>
<td>1 quarter</td>
<td>3 Credits</td>
</tr>
<tr>
<td>at the 11th grade level or above**</td>
<td>Requirements Waived</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students majoring in Accounting, Data Processing, Business Administration, and Business Management who are required to take Basic Skills courses in mathematics must enroll in these courses in their first quarter. All other majors must complete their required Basic Skills courses in reading and writing prior to enrolling in their required mathematics Basic Skills courses.

*except Education Associates and students taking the Child Development concentration in the Human Services curriculum (see major requirements: Education Associates page 57, Human Services page 58).

**except Liberal Arts majors and some Human Services majors. (Some L.A. majors and students taking the Mental Health concentration in the Human Services curriculum who score from 11 to 13 in mathematics on the CAT must complete NEM 102.)

**STUDY SKILLS**

Students who are required to take Reading and Study Skills (CSE 102) must participate in tutorial sessions meeting two hours per week in the following quarter. The sessions, which meet in small groups with Basic Skills instructors, counselors, tutors, and laboratory technicians, are designed to assist students with their regular course work.

**II. COLLEGE REQUIREMENTS**

In addition to the Basic Skills requirements, all students must complete certain College 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 on their Major Requirements description p.p. 46 to 65.

**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.
PROGRAMS OF STUDY

Business Administration Program

The Business Administration Program provides concepts and principles that will help the students preparing to enter the world of business or transfer to a senior college. A student completing the requirements of this program receives an Associate in Science Degree (A.S.).

The student in this program takes a series of Liberal Arts courses required by the senior colleges. In addition, students take business courses in marketing, retail management, sales, management, advertising, finances, problems in business administration, and personnel management. These courses provide a background for middle-management positions. Courses in accounting and data processing, essential to decision-making in business, are also contained in the program. Students who wish to further explore the liberal arts area may choose from a suggested list of electives.

(Students definitely interested in transferring to a four-year college after graduation from LaGuardia should major in the Business Administration Program, and not in the Business Management Program.)

<table>
<thead>
<tr>
<th>BUSINESS ADMINISTRATION (A.S. Degree)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Requirements</strong></td>
</tr>
<tr>
<td>LCE 101 — Basic Composition</td>
</tr>
<tr>
<td>*LCE 103 — Writing for Business</td>
</tr>
<tr>
<td><strong>Mathematics Requirement</strong></td>
</tr>
<tr>
<td>NEM 120 — Elementary Statistics for Business Students</td>
</tr>
<tr>
<td><strong>Cooperative Education Requirement</strong></td>
</tr>
<tr>
<td>3 Internships, 3 credits each</td>
</tr>
<tr>
<td><strong>Business Curricula</strong></td>
</tr>
<tr>
<td>BUM 110 — Business Organization and Management</td>
</tr>
<tr>
<td><strong>Accounting:</strong></td>
</tr>
<tr>
<td>Principles of Accounting I, II, and III (BUA 101, 102 and 103)</td>
</tr>
<tr>
<td>BUL 101 — Business Law</td>
</tr>
<tr>
<td>BUF 200 — Principles of Finance</td>
</tr>
<tr>
<td>BUD 103 — Data Processing Applications for Accounting</td>
</tr>
<tr>
<td>SSE 101 — Introductory Economics I</td>
</tr>
<tr>
<td><strong>Total Credits: 66</strong></td>
</tr>
</tbody>
</table>

**Electives**

****Liberal Arts Electives (Divisions of Social Science, Natural Environment and Language & Culture) 18

Unrestricted Electives (from any division) 9

27

*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 amount of credits required and the particular courses the students must successfully complete are determined by their scores on the California Achievement Test.

Basic Skill courses in math include: NEM 100 — Basic Mathematics I: Consumer Mathematics (2 credits); and NEM 101 — Basic Mathematics II: Statistical Thinking (3 credits).

Basic Skill courses in reading include: CSE 101 — Basic Reading Skills (2 credits); CSE 102 — Reading and Study Skills (2 credits); and CSE 103 — Advanced Reading and Study Skills (2 credits).

The Basic Skills course in writing is CSW 100 — Fundamentals of Effective Writing (1 credit).

Any required Basic Skills courses should be included in the students’ program in place of Liberal Arts electives. For more information on placement in Basic Skills courses see pages 43 to 45.
BUSINESS MANAGEMENT (A.A.S. Degree)

English Requirements  
LCE 101 — Basic Composition .................................. 3  
LCE 103 — Writing for Business .................................. 3  
Mathematics Requirement  
NEM 120 — Elementary Statistics for Business Students ........ 3  
Cooperative Education Requirement  
Three Internships, 3 credits each ............................. 9

Business Curricula  
BUM 110 — Business Organization and Management ............ 3  
Accounting:  
Principles of Accounting I, II, and III (BUA 101, 102, and 103) .. 6  
BUL 101 — Business Law .................................. 3  
BUF 101 — 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 amount of  
credits required and the particular courses the students must successively com-  
plete are determined by their scores on the California Achievement Test.  
Basic Skill courses in math include: NEM 100 — Basic Mathematics I:  
Consumer Mathematics (2 credits); and NEM 101 — Basic Mathematics II:  
Statistical Thinking (3 credits).

Basic Skill courses in reading include: CSE 101 — Basic Reading Skills  
(2 credits); CSE 102 — Reading and Study Skills (2 credits); and CSE 103  
— Advanced Reading and Study Skills (2 credits).

The Basic Skills course in writing is CSW 100 — Fundamentals of Effective  
Writing (1 credit).

Any required Basic Skills courses should be included in the students' program  
in place of Liberal Arts electives. For more information on placement in Basic  
Skills courses see pages 43 to 45.

Business Management Program

The Business Management Program provides concepts and principles that will help the student preparing to enter the business world after two years of study. A student completing the requirements of this program receives an Associate in Applied Science Degree (A.A.S.).

A student in the Business Management Program takes a minimum of one-third of his studies in the liberal arts field. The balance of his program includes a series of career oriented business courses such as marketing, retail management, sales management, advertising, finances, problems in personnel management, insurance, investments and real estate. Courses in accounting and data processing and a choice of additional liberal arts courses are also contained in the program.

(Students definitely interested in transferring to a four-year college after graduating from LaGuardia should major in the Business Administration Program and NOT in the Business Management Program.)
Secretarial Science Program

Executive and Legal Options
These curricula prepare students for secretarial positions in two major areas. Those who pursue the executive secretarial program qualify for employment as executive, supervising, or administrative secretaries in government and private industry. Students who elect the Legal Option are prepared as law secretaries. By adding courses BUS 250, 251, and 255, students are also prepared for the New York City School Secretary License examination. Students who commence shorthand at LaGuardia will be taught the Gregg system of stenography. Students who have studied Gregg or Pitman stenography in high school can either continue in the system in which they began or elect 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
LCE 101 — Basic Composition ........................................ 3
LCE 103 — Writing for Business ...................................... 3
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 Curricula
Typewriting I and II ..................................................... 4
(BUS 140 and 141)
Stenography I, II, and III .............................................. 6
(BUS 100, BUS 110, and BUS 120 — Gregg)
or (BUS 111, and BUS 121 — Pitman)
Transcription I and II ..................................................... 8
(BUS 210 and 220 — Gregg)
or (BUS 211 and 221 — Pitman)
BU 190 — Secretarial Intensive ...................................... 3
BU 140 — Office and Personnel Management .................... 3
BUS 200 — Office Techniques and Trends ....................... 2

*Electives
Liberal Arts Electives ................................................. 8
(Division of Social Science, Natural Environment, and Language & Culture)
Unrestricted Electives .................................................. 11
(from any division)
Total Credits: 19

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 shall 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
BUS 255 — School Records and Accounts .......................... 2
Total ................................................................. 6 Credits

*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 amount of credits required and the particular courses the students must successfully complete are determined by their scores on the California Achievement Test.

Basic Skill courses in math include: NEM 100 — Basic Mathematics I:
Consumer Mathematics (2 credits); and NEM 101 — Basic Mathematics II:
Statistical Thinking (3 credits).

Basic Skill courses in reading include: CSE 101 — Basic Reading Skills
(2 credits); CSE 102 — Reading and Study Skills (2 credits); and CSE 103
— Advanced Reading and Study Skills (2 credits).

The Basic Skills course in writing is CSW 100 — Fundamentals of Effective Writing (1 credit).

Any required Basic Skills courses should be included in the students' program in place of Liberal Arts electives. For more information on placement in Basic Skills courses see pages 43 to 45.

SECRETARIAL SCIENCE: Legal Option (A.A.S. Degree)
English Requirements
LCE 101 — Basic Composition ........................................ 3
LCE 103 — Writing for Business ...................................... 3
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 Curricula
Typewriting I and II ..................................................... 4
(BUS 140 and 141)
Data Processing Program

The Data Processing program provides training for technical or supervisory employment in computer centers and data processing installations. The Data Processing curriculum has two objectives: first, it provides the student with a technical competence in the field of data processing with the primary emphasis on programming; and, second, it provides 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 program includes systems analysis and design relating to business applications. All Data Processing students learn how to operate the varied computer equipment in the computer laboratory. This will aid them in gaining entry level positions in computer operations. The program also provides instruction for 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 (A.A.S. 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 from the Division of Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

Mathematics Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEM 110 — Algebra</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3</strong></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>
<tr>
<td><strong>Total</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

Cooperative Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three Internships, 3 credits each</td>
<td>9</td>
</tr>
</tbody>
</table>

Data Processing Curricula

| Accounting: | 4 |
| Principles of Accounting I and II (BUA 101 and BUA 102) | |
| BUM 110 — Business Organization and Management | 3 |
| BUD 100 — Introduction to Data Processing | 3 |
| BUD 106 — Basic 360 Cobol Programming | 3 |
| BUD 200 — Advanced Programming (Cobol) | 3 |

*Students who have completed a year of Algebra will be placed in NEM 200—Pre-Calculus Mathematics or NEM 201 — Calculus I.

Any required Basic Skills courses should be included in the students' program in place of Liberal Arts electives. For more information on placement in Basic Skills courses see pages 43 to 45.
Programing: .............................................. 3
   BUD 210 — PL/1 Programming
   or BUD 220 — Fortran Programming
   or BUD 108 — Report Program Generator
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)
   14

Total Credits: 66

**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 amount of credits
required and the particular courses the students must successfully complete are
determined by their scores on the California Achievement Test.

Basic Skill courses in math include: NEM 100 — Basic Mathematics I:
Consumer Mathematics (2 credits); and NEM 101 — Basic Mathematics II:
Statistical Thinking (3 credits).

Basic Skill courses in reading include: CSE 101 — Basic Reading Skills
(2 credits); CSE 102 — Reading and Study Skills (2 credits); and CSE 103
— Advanced Reading and Study Skills (2 credits).

The Basic Skills course in writing is CSW 100 — Fundamentals of Effective
Writing (1 credit).

Any required Basic Skills courses should be included in the students' program
in place of Liberal Arts electives. For more information on placement in Basic
Skills courses see pages 43 to 45.

Accounting Program

The Accounting Program offers a two-year course of study leading to an
Associate in Applied Science Degree (A.A.S.). The program consists of
a minimum of 15 and a maximum of 20 credits in Accounting. Graduates
completing this program are equipped to work as Accounting
paraprofessionals; or, if they decide to continue their education, can
transfer to a four-year college with a minimal loss of credit.

Graduates of LaGuardia can be employed in private industry and
business in positions requiring basic accounting skills and performance
of a variety of clerical tasks. They can be employed in governmental
agencies in accounting and accounting related positions at the approx-
imate civil service level of GS-5. They are also qualified to perform
many routine auditing and accounting functions on the staffs of CPA
firms.
ACCOUNTING (A.A.S. Degree)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English and Humanities Requirements</td>
<td>6</td>
</tr>
<tr>
<td>SSE 101 — Introductory Economics I</td>
<td>3</td>
</tr>
<tr>
<td>One Elective course from the Division of Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics Requirement</td>
<td>6</td>
</tr>
<tr>
<td>NEM 129 — Elementary Statistics for Business students</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Requirement</td>
<td>3</td>
</tr>
<tr>
<td>SSE 101 — Introductory Economics I</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education Requirements</td>
<td>9</td>
</tr>
<tr>
<td>Three Internships, 3 Credits each</td>
<td></td>
</tr>
<tr>
<td>Accounting Curricula</td>
<td>3</td>
</tr>
<tr>
<td>BUM 110 — Business Organization and Management</td>
<td></td>
</tr>
<tr>
<td>Accounting:</td>
<td></td>
</tr>
<tr>
<td>Principles of Accounting I, II, and III</td>
<td>6</td>
</tr>
<tr>
<td>(BUA 101, BUA 102, and BUA 103)</td>
<td></td>
</tr>
<tr>
<td>Intermediate Accounting I and II</td>
<td>6</td>
</tr>
<tr>
<td>(BUA 201 and BUA 202)</td>
<td></td>
</tr>
<tr>
<td>BUL 101 — Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BUA 210 — Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUD 103 — Data Processing Applications for Accounting</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

24

**Liberal Arts Electives**

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

3

Unrestricted Electives (From any division)

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 amount of credits required and the particular courses the students must successfully complete are determined by their scores on the California Achievement Test.

Basic Skill courses in math include: NEM 100 — Basic Mathematics I: Consumer Mathematics (2 credits); and NEM 101 — Basic Mathematics II: Statistical Thinking (3 credits).

Basic Skill courses in reading include: CSE 101 — Basic Reading Skills (2 credits); CSE 102 — Reading and Study Skills (2 credits); and CSE 103 — Advanced Reading and Study Skills (2 credits).

The Basic Skills course in writing is CSE 100 — Fundamentals of Effective Writing (1 credit).

Any required Basic Skills courses should be included in the students' program in place of Liberal Arts electives. For more information on placement in Basic Skills courses see pages 43 to 45.

Education Associate Program

Students entering the Education Associate program are referred to LaGuardia through the New York City Board of Education. They 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 the students in problems they encounter in their teaching internships. The practicums 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)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English and Humanities Requirements</td>
<td></td>
</tr>
<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>
<tr>
<td>Math-Science Requirements</td>
<td>6</td>
</tr>
<tr>
<td>Structure of the Number System I and II (NEM 103 and NEM 104)</td>
<td>3</td>
</tr>
<tr>
<td>One Elective course from the Division of Natural Environment</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Requirement</td>
<td>9</td>
</tr>
<tr>
<td>SSI 100 — Introduction to Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative Education Requirements</td>
<td></td>
</tr>
<tr>
<td>Four Practicums, 3 credits each</td>
<td>12</td>
</tr>
<tr>
<td>Education Associate Curricula</td>
<td></td>
</tr>
<tr>
<td>TSY 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 250 — Sociology of the Family</td>
<td>3</td>
</tr>
</tbody>
</table>
Psychology:
Abnormal Psychology (SSY 230)          3
or Social Psychology (SSY 250)
or Group Dynamics: Small Group Processes (SSY 260)       3

*Electives
**Liberal Arts Electives                        12
(Divisions of Social Science, Natural
Environment and Language & Culture)
Unrestricted Electives (from any division)           6

Total Credits: 66

*One of the elective courses must be an intensive.

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

Basic Skill courses in reading include: CSE 101 — Basic Reading Skills (2 credits); CSE 102 — Reading and Study Skills (2 credits); and CSE 103 — Advanced Reading and Study Skills (2 credits).

Any required Basic Skills courses should be included in the students’ program in place of Liberal Arts electives. For more information on placement in Basic Skills courses see pages 43 to 45.

Human Services Division

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 qualify for the new national credential "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.

Students in both the Child Development and Mental Health concentration follow a special weekly schedule evenly divided between the classroom and college accredited work experience.

HUMAN SERVICES
(Liberal Arts A.A. Degree with Specialization in Human Services)

CHILD DEVELOPMENT CONCENTRATION

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>
</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>
</tbody>
</table>

Social Science Requirements

*SSI — 100 — Introduction to Social Science       3

SSY 101 — General Psychology                        3

SSY 130 — Developmental Psychology I: Childhood    3

Cooperative Education Requirements

Six Part-time Internships, 1½ credits each            9

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>
</tbody>
</table>

**HSC 103 — Community Dynamics (Course to be offered also as an intensive pending approval)     3

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>
<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>

*Paraprofessional students in the Child Development Program are waived from Introduction to Social Science. Those students would thus have 3 more credits of electives. These three elective credits must be taken from one of the Liberal Arts divisions.

**If students do not take an intensive within their program requirements one of their elective courses must be an intensive.
Electives
Liberal Arts Electives

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

Total Credits: 12

***Human Services majors concentrating in Child Development will 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 amount of credits required and the particular courses the students must successfully complete are determined by their scores on the California Achievement Test.

Basic Skill courses in reading include: CSE 101 - Basic Reading Skills (2 credits); CSE 102 - Reading and Study Skills (2 credits); and CSE 103 - Advanced Reading and Study Skills (2 credits).

The Basic Skill course in writing is CSW 100 - Fundamentals of Effective Writing (1 credit).

Any required Basic Skills courses should be included in the students' program in place of Liberal Arts electives. For more information on placement in Basic Skills courses see pages 43 to 45.

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HUMAN SERVICES
(Liberal Arts A.A. Degree with Specialization in Human Services)

MENTAL HEALTH CONCENTRATION

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>One additional course from the Division of Language and Culture</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 6

Math-Science Requirement

Two courses in math-science from the Division of Natural Environment. (It is recommended that one of these courses be NEM 101 - Topics in Biological Sciences)

Total Credits: 6

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>
</tbody>
</table>

Total Credits: 12

Cooperative Education Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six Part-time Internships, 1/2 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 (to be offered also as an intensive pending approval)</td>
<td>3</td>
</tr>
</tbody>
</table>

Mental Health Concentration Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSM 120 - Psychological Treatment Methods</td>
<td>3</td>
</tr>
<tr>
<td>HSM 121 - Community Resources and Mental Health Roles</td>
<td>2</td>
</tr>
<tr>
<td>HSM 122 and HSM 123 - Mental Health Elective Labs</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits: 9

**Electives

Liberal Arts Electives

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

Unrestricted Electives (from any division)

Total Credits: 15

*If students do not take an intensive within their program requirements one of their elective courses must be an intensive.

**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 amount of credits required and the particular courses the students must successfully complete are determined by their scores on the California Achievement Test.

Basic Skill courses in math include: NEM 100 - Basic Mathematics I: Consumer Mathematics (2 credits); NEM 101 - Basic Mathematics II: Statistical Thinking (3 credits); and NEM 102 - Basic Mathematics III: Math and the Modern World (3 credits). NEM 102 can be used to fulfill one of the elective requirements from the Division of Natural Environment.

Basic Skill courses in reading include: CSE 101 - Basic Reading Skills (2 credits); CSE 102 - Reading and Study Skills (2 credits); and CSE 103 - Advanced Reading and Study Skills (2 credits).

The Basic Skills course in writing is CSW 100 - Fundamentals of Effective Writing (1 credit).

Any required Basic Skills courses should be included in the students' program in place of Liberal Arts electives. For more information on placement in Basic Skills courses see pages 43 to 45.
OCCUPATIONAL THERAPY ASSISTANT (A.S. Degree)

Students needing additional skill development in reading, writing, and mathematics will be required to take Basic Skills courses. Placement in those courses and the number of credits required will be determined by students' scores on the California Achievement Test (CAT).

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

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

Total Credits: 9

Occupational Therapy Curricula

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
Unrestricted 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 amount of credits required and the particular courses the students must successfully complete are determined by their scores on the California Achievement Test.

Basic skill courses in math include: NEM 100 — Basic Mathematics I; Consumer Mathematics (2 credits); and NEM 101 — Basic Mathematics II: Statistical Thinking (3 credits)

Basic Skill courses in reading include: CSE 101 — Basic Reading Skills (2 credits); CSE 102 — Reading and Study Skills (2 credits); and CSE 103 — Advanced Reading and Study Skills (2 credits).

The Basic Skills course in writing is CSW 100 — Fundamentals of Effective Writing (1 credit).

Any required Basic Skills courses should be included in the students' program in place of Liberal Arts electives. For more information on placement in Basic Skills courses see pages 43 to 45.
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 two-year program that parallels the first two years of study at CUNY senior colleges. The program grants an Associate in Arts Degree (A.A.).

The Liberal Arts program offers the freedom to explore many fields of study and is a good choice for the student who isn’t sure what he wants to study in college. The Liberal Arts student spends the first two years of his college career in a broad, general program which permits him to learn, think and explore before he has to decide on the area in which he wants to specialize or major.

Liberal Arts graduates may transfer to a four year college with minimal loss of credit. 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, Psychology, Social Sciences, Sociology, Speech and Theater, Statistics, Teacher Education, Teaching Industrial Arts, and Urban Studies.

<table>
<thead>
<tr>
<th>Liberal Arts AND SCIENCE (A.A. Degree)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English and Humanities Requirements</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>Social Science Requirements</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>Math-Science Requirements</td>
<td></td>
</tr>
<tr>
<td>Three Elective courses from the Division of Natural Environment</td>
<td>9</td>
</tr>
<tr>
<td>Cooperative Education</td>
<td></td>
</tr>
<tr>
<td>Three Internships, 3 Credits each</td>
<td>9</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>**Liberal Arts Electives</td>
<td></td>
</tr>
<tr>
<td>(Divisions of Social Science, Natural Environment and Language &amp; Culture)</td>
<td>18</td>
</tr>
<tr>
<td>Unrestricted Electives (from any division)</td>
<td>9</td>
</tr>
<tr>
<td>Total Credits: 66</td>
<td></td>
</tr>
</tbody>
</table>

For their remaining 27 elective credits students are encouraged to work out a balanced course distribution among the Liberal Arts Divisions.

*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.

Basic Skill courses in math include: NEM 100 — Basic Mathematics I: Consumer Mathematics (2 credits); NEM 101 — Basic Mathematics II: Statistical Thinking (3 credits); and NEM 102 — Basic Mathematics III: Math and the Modern World (3 credits). (NEM 102 can be used to fulfill one of the elective requirements from the Division of Natural Environment.)

Basic Skill courses in reading include: CSE 101 — Basic Reading Skills (2 credits); CSE 102 — Reading and Study Skills (2 credits); and CSE 103 — Advanced Reading and Study Skills (2 credits).

The Basic Skills course in writing is CSW 100 — Fundamentals of Effective Writing (1 credit).

Any required Basic Skills courses should be included in the students' program in place of Liberal Arts electives. For more information on placement in Basic Skills courses see pages 43 to 45.
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 11.)

Communications Skills Division
CSE 101 BASIC READING SKILLS 5 periods, 2 credits Prerequisite: none
This course is designed to improve the reading skills of its students. The content will emphasize understanding of vocabulary, word attack skills, common, special and study skills. Admission to the course will be by placement procedures which are designed for those students who must fulfill Basic Skills requirements.

CSE 102 READING AND STUDY SKILLS 5 periods, 2 credits
Prerequisite: none
This course will continue work done in CSE 101 for those students who have taken or been waived from CSE 101. This course is designed to improve the reading skills of all its students. The content will focus on internalizing skills and then applying them to textbooks. This course will develop common, special and study skills. Admission to the course will be by placement procedures which are designed for those students who must fulfill Basic Skills requirements.

CSE 103 ADVANCED READING AND STUDY SKILLS 5 periods, 2 credits
Prerequisite: none
This course will provide work on a more advanced level in developing the reading skills of its students. The content will focus on internalizing skills and then applying them to textbooks. This course will develop common, special and study skills. Admission to the course will be by placement procedures which are designed for those students who must fulfill Basic Skills requirements.

CSW 100 FUNDAMENTALS OF EFFECTIVE WRITING 3 periods, 1 credit
Prerequisite: none
This course is designed to develop basic writing skills. The focus will be on primary areas such as: punctuation, spelling, word usage, all types of sentence problems and simple paragraph structure. Admission to the course will be by placement procedures designed for students who must fulfill Basic Skills requirements.

Business Administration & Business Management
BUM 110 BUSINESS ORGANIZATION AND MANAGEMENT
3 period, 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 re-examined and the decision-making process is explored by means of case studies, management games and computer assistance.
BUFF 200 PRINCIPLES OF FINANCE 3 periods, 3 credits
Prerequisites: NEM 120, Accounting I and II, or Permission of Divisional Chairman
An introduction to the principles and practices of the financial organization and the operation of a corporation. The financing of a new and growing business, sources of capital, banking and credit procedures are also examined.

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 199 MANAGEMENT THEORY AND PRACTICE 3 periods, 3 credits
Prerequisites: Business Organization and Management, Accounting I and II, Introduction to Data Processing.
An analysis of the various theories of management and their application. Emphasis is on the aspects of creativity, behavioral science, and management’s social responsibilities, that will be important in the future, as well as relevant economic, psychological and mathematical theories.

BUL 120 PRINCIPLES OF INSURANCE 3 periods, 3 credits
Prerequisites: NEM 120, 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.

BUL 110 BASICS OF ADVERTISING 3 periods, 3 credits
Prerequisite: Introduction to Marketing (BUL 101) or permission of instructor.
A broad overview of advertising, its role in society and in marketing, and the nature of media. A study of the creative and productive functions and discussions of career opportunities.

BUL 101 PRINCIPLES OF RETAILING MANAGEMENT 3 periods, 3 credits
Prerequisites: Business Organization and Management, NEM 120.
An introductory course dealing with management and merchandising. Organization and techniques in large and small operations will be explored.

BUK 101 INTRODUCTION TO MARKETING 3 periods, 3 credits
Prerequisites: Business Organization and Management, Accounting I, Interpersonal Communication I.
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.

BUK 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; scientific analysis of such office procedures as purchasing, correspondence, and work measurement are considered.

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

BUL 130 MONEY AND BANKING 3 periods, 3 credits Prerequisite: none
The organization and operation of our financial system, including the money and capital markets, commercial banking and commercial finance companies. The effect of governmental, monetary and fiscal policy on the general economy is explored.

BUL 120 PRINCIPLES OF INVESTMENT 3 periods, 3 credits
Prerequisites: NEM 120, Accounting I and II or Permission of Divisional Chairman.
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.

BUL 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 four different types of businesses: retailing, wholesaling, manufacturing and the service trades.

BUL 135 SALESMANSHIP AND CUSTOMER RELATIONS 3 credits, 3 periods
This course will provide the fundamental knowledge and techniques for successful salesmanship. Among the topics to be considered are: consumer behavior patterns; selling approaches; knowledge of the product and its applications; closing the sale; and ongoing customer relationships and service.

Data Processing

BUD 100 INTRODUCTION TO DATA PROCESSING 5 periods, 3 credits
Prerequisite: none
This course is 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 that are 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) the organization of a typical commercial data processing installation.

BUD 106 BASIC 360 COBOL PROGRAMMING 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 case studies, utilizing input and output devices.
BUD 200 ADVANCED PROGRAMMING (COBOL)  5 periods, 3 credits
Prerequisite: Basic 360 COBOL Programming
This is an advanced course for the student majoring in Data Processing. The
student will increase in the working knowledge of the COBOL language to in-
iclude the handling of tape and disk files and the use of table structures. Stu-
dents write and document programs involving the use of these techniques.

BUD 120 SYSTEM/360 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 follow-
ing areas: Main storage organization; addressing using base, index, and dis-
placement 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/360 ASSEMBLER LANGUAGE II (BA)  5 periods, 3 credits
Prerequisite: System/360 Assembler Language I
This course is designed to provide knowledge of Advanced 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/360 Assembler Language I,
Basic Cobol
This is a required course for the student majoring in Data Processing. The
student will learn the comprehensive fact-filled, true-to-life background opera-
tion of the 360/20 and the rest of the Data Processing facilities. The course
will consist of brief but intensive periods of lecture and directed discussions,
followed by students operating the computer. There will be a minimum of six
individual workshops the student must complete independently.

BUD 210 PL/1 PROGRAMMING  5 periods, 3 credits
Prerequisite: Introduction to Data Processing
In this course the student will learn the rules and structure of this higher-lever
programming language. It is assumed that the student already has some
familiarity with compiler-oriented languages, and therefore he will be expected
to program and document problems of a more complicated nature than in earlier
data processing courses. The student is 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 will introduce the student to the FORTRAN programming language,
which is used primarily in the fields of mathematics and science. The student
will be required to write and document many types of programs in this language.
The student will work at his own pace under conditions found in commercial
and scientific data processing installations.

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

BUD 110 SYSTEMS ANALYSIS AND DESIGN  3 periods, 3 credits
Prerequisite: Introduction to Data Processing
Methods used to develop systems for computer applications are taught in this
course. Students prepare procedures, documentation and operating instructions
for the machines involved in the system.

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 Account-
ing, Business Administration and Business Management students which com-
bines 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 manage-
ment, and their value as a tool in accounting procedures and control. Actual
demonstrations of computer operations are given on the College's IBM 360
Model 20.

BUD 300 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.

Accounting

BUA 101 PRINCIPLES OF ACCOUNTING I  4 periods, 2 credits
Prerequisite: none
This course introduces the student to the entire accounting cycle of 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, 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 for Cash, Notes Receivable,
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  4 periods, 2 credits
Prerequisite: Principles of Accounting II
This course considers accounting techniques and principles of the corporate
form of business organization including such topics as: nature and formation of
a corporation, stock transactions, retained earnings, long-term liabilities and
investments. Basic accounting concepts and principles are explored. Additional
managerial aspects of accounting, such as departmentalization and statement
analyses are also discussed.

BUA 201  INTERMEDIATE ACCOUNTING I  4 periods, 3 credits
Prerequisite: Principles of Accounting III
Part One of this course is devoted to an overview of the entire accounting
process and financial statement preparation. Emphasis is placed on relation-
ships of cash flows to revenues and expenses and to the principles involved in
determining the periodic income and financial position.
Part Two covers advanced accounting and control problems of cash, receivables
and current liabilities.
Part Three deals with alternate methods of accounting for investments in pro-
ductive resources: inventories, fixed assets, and intangible assets. Price-level
changes are given special attention.

BUA 202  INTERMEDIATE ACCOUNTING II  4 periods, 3 credits
Prerequisite: Intermediate Accounting I
The first half of the course is concerned with problems peculiar to the corporate
form of business organization. The stockholder's equity and long-term debt
sections of the balance sheet as well as such contemporary topics as stock
options, leases, pensions, and income tax allocation are discussed. Fund flows,
statements from incomplete data, error correction, and analysis of financial
statements are covered in the last half of the course.

BUA 210  COST ACCOUNTING  3 periods, 4 credits
Prerequisites: Principles of Accounting I, II, and III
Cost accounting methods and procedures are studied, including job order cost
accounting, process costing, and concepts of standard costing. 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.

BUT 150  BASIC INCOME TAX PROCEDURES  3 periods, 3 credits
Prerequisites: BUA 101 and BUA 102
This course is designed to provide the students with the basic knowledge of the
federal tax laws. The students will be required to prepare income tax returns
for individuals, partnerships, and corporations as well as payroll tax returns.
Income Tax planning, tax reporting procedures, and tax problems will be
discussed.

BUA 299  AN ACCOUNTING SEMINAR: ISSUES AND CONTROVERSIES
2 periods (one double period), 2 credits
Prerequisite: Principles of Accounting I, II, III and approval by 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
presentation, discussion, and debate. A term paper will be required.

Secretarial Science

BUS 100  STENOGRAPHY I, GREGG  4 periods, 2 credits Prerequisite: none
Students who have not previously studied shorthand receive an intensive presen-
tation 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 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 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
Review of basic principles of Gregg or Pitman or Machine 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  STEN MACHINES III  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.
Transcription skill is developed from textbook plates, homework notes, and
finally from new-matter dictation.
BUS 210  TRANSCRIPTION I, GREGG  8 periods, 4 credits  
Prerequisites: Stenography III; Typewriting II; or equivalents

BUS 211  TRANSCRIPTION I, PITMAN  8 periods, 4 credits  
Prerequisites: Stenography III; Typewriting II; or equivalents
Stenographic and typewriting training are correlated in this course to produce stenographic dictation speed at 100 words a minute, typewriting speed of 55-60 words a minute, and transcription rate of 15-25 words a minute. Use of carbon copies, proofreading, collating, correcting grammar, punctuation, and spelling are emphasized.

BUS 220  TRANSCRIPTION II, GREGG  8 periods, 4 credits  
Prerequisite: Transcription I

BUS 221  TRANSCRIPTION II, PITMAN  8 periods, 4 credits  
Prerequisite: Transcription I
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 words a minute, and transcription rates 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.

BUS 140  TYPEWRITING I  4 periods, 2 credits  Prerequisite: none
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.

BUS 141  TYPEWRITING II  4 periods, 2 credits  
Prerequisite: Typewriting I; or equivalent
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 use stencil, ditto, and other duplicating masters. The final speed goal is 45-55 words a minute.

BUS 145  INTRODUCTION TO WORD PROCESSING  4 periods, 2 credits  
Prerequisite: Typewriting II; or equivalent
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 Executive Dictaphone, the IBM Executive Transcriber, the Magnetic Tape Selectric Typewriter, and the Mag Card Selectric Typewriter. Through the use of “on-the-job” materials, these knowledge will be developed into employable skills.

BUS 200  OFFICE TECHNIQUES AND TRENDS  4 periods, 2 credits  
Prerequisite: Typewriting I
This course is designed to cover non-stenographic specializations requiring technical competency for employable job performance. Students will have an opportunity to develop a command of related business skills such as telephone techniques, mail procedures, filing, duplicating processes, dictaphone, office machines and office organization. In developing employability, the student will develop insight to integrate acceptable character and personality traits.

BUS 212  LEGAL STENOGRAPHY I, GREGG  8 periods, 4 credits  
Prerequisites: Stenography III, Typewriting II; Business Law; or equivalents

BUS 213  LEGAL STENOGRAPHY I, PITMAN  8 periods, 4 credits  
Prerequisites: Stenography III, Typewriting II; Business Law; or equivalents

BUS 214  LEGAL STENOGRAPHY I, MACHINE  8 periods, 4 credits  
Prerequisites: Stenography III, Typewriting II; Business Law; or equivalents
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.

BUS 222  LEGAL STENOGRAPHY II, GREGG  8 periods, 4 credits  
Prerequisites: Legal Stenography I; Legal Vocabulary I; or equivalents

BUS 223  LEGAL STENOGRAPHY II, PITMAN  8 periods, 4 credits  
Prerequisites: Legal Stenography I; Legal Vocabulary I; or equivalents

BUS 224  LEGAL STENOGRAPHY II, MACHINE  8 periods, 4 credits  
Prerequisites: Legal Stenography I; Legal Vocabulary I; or equivalents
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  
3 periods, 3 credits  
Prerequisites: Stenography III; Typewriting II; Business Law; or equivalents
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  
3 periods, 3 credits  
Prerequisites: Legal Vocabulary I
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 a student 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 250, 251 and 255 are designed to prepare a student for the School Secretary License Examination.
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.

BUS 199 EXECUTIVE SECRETARIAL INTENSIVE 3 periods, 3 credits
Prerequisite: none
This course is designed to prepare the student for the non-skill areas of a
secretarial career. Emphasis is placed on the development of Interpersonal
office behavior. The student will prepare a personal data sheet and will gain
familiarity with application forms, interview techniques, and employment testing.
The analysis of case studies in common secretarial problems will complete the
course of study.

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 prepare students in the business and liberal arts areas to better understand 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 a deeper appreciation for the reality of mathematics that lies beyond mere computational skills. In
   this context the Division recommends the course:

Students entering the college 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 recommended to take the following courses:

- Calculus I, II, III NEM 201, 202, 203
- Elementary Linear Algebra NEM 210
- Elementary Differential Equations NEM 204
- Other courses from which such students can select:
  - Elementary Statistics NEM 120
  - History of Mathematics NEM 132
  - Mathematics and the Imagination NEM 131
  - Mathematics in Nature and Art NEI 199

NATURAL SCIENCES

The general goals of the natural science curriculum are twofold:

1. To enable students in the business and liberal arts areas to better understand 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 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 recommended to take the following courses:

- NEB 201 & 202 — Fundamentals of Biology I & II
- NEC 201 & 202 — Fundamentals of Chemistry I & II
- NEP 201 & 202 — Fundamentals of Physics I & II

Other courses students can 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 — CONSUMER MATHEMATICS
4 class periods, 1 lab period, 2 credits  Prerequisite: none
Students will study practical consumer problems: bank accounts, installment buying, unit pricing, etc. Instruction in arithmetical skills will be provided, both in the classroom and the laboratory, as the need arises from these activities. Admission to this course is based on placement procedures for those students who must complete Basic Skills Requirements.

NEM 101 BASIC MATHEMATICS II — STATISTICAL THINKING
3 class periods, 1 lab period, 3 credits  Prerequisite: NEM 100 or waiver
Students will study basic probability and statistical concepts and through this medium will reinforce basic arithmetical skills and learn elementary algebraic concepts. One condition for receiving a passing grade in this course will be the student's ability to exhibit a minimal competency in arithmetic and algebra on the Division's Computational Skills Exam. Admission to this course is based on placement procedures for those students who must complete Basic Skills Requirements.

NEM 102 BASIC MATHEMATICS III — MATHEMATICS AND THE MODERN WORLD
3 class periods, 3 credits  Prerequisite: NEM 101 or waiver
Students will study concepts of modern mathematics and will engage in activities which 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. The cultural and historical aspects of the topics will be stressed.

NEM 110 ALGEBRA 3 periods, 3 credits  Prerequisite: NEM 101 or waiver. May be taken with NEM 101 with permission of Division Chairman.
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 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.
Special sections will be arranged for business majors.

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 six to eight 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 Chairman
For NEM 202 — NEM 201
For NEM 203 — NEM 202
A three-quarter sequence designed to enable students to have 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 Chairman
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 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 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 Chairman.
Intensive:

NEI 199 MATHEMATICS IN NATURE AND ART 3 credits
Prerequisite: none
A course designed to acquaint students with the mathematical patterns and aesthetic coherence in nature and in man-made objects. This will be accomplished through introductory lectures, slide demonstrations, museum and architectural field trips and practical projects involving construction and measurement of various figures and spaces.

Natural Science Courses

NES 100 A SCIENTIFIC SURVEY OF THE ENVIRONMENT 3 class periods, 2 lab periods, 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 which 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 up 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.

NED 101 TOPICS IN BIOLOGICAL SCIENCES 2 class periods, 2 lab periods, 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 2 class periods, 2 lab periods, 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.

NEB 201, 202 FUNDAMENTALS OF BIOLOGY I, II
3 class periods, 1 recitation, 2 lab periods each quarter, 4 credits
Prerequisites:
For NEB 201: Reading and Study Skills 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 203, 204 FUNDAMENTALS OF HUMAN BIOLOGY I, II
3 class periods, 1 recitation 2 lab periods each quarter, 4 credits
Prerequisites:
For NEB 203: Interpersonal Communication 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.

NEC 201, 202 FUNDAMENTALS OF CHEMISTRY I, II
3 class periods, 1 recitation, 2 lab periods each quarter, 4 credits
Prerequisites:
For NEC 201: Algebra or consent of Instructor
For NEC 202: NEC 201
A two-quarter sequence emphasizing 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:

NEC 201: Atomic structure, chemical bonding, chemical reactivity, quantitative relationships in chemical reactions;
NEC 202: Solutions, acid-base theory, chemical equilibrium, electro-chemistry.

NEP 201, 202 FUNDAMENTALS OF PHYSICS I, II
3 class periods, 1 recitation, 2 lab periods each quarter, 4 credits
Prerequisites:
For NEP 201: Algebra or consent of the instructor
For NEP 202: NEP 201
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 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).
Intensives — NEI 199

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

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.

ECOLOGY AND POLLUTION 3 credits
This Intensive will deal with one of the vital problems facing mankind in the 20th Century: pollution. Various concepts of ecology will first be discussed to provide a firm foundation for understanding of the pollution problem. Present and proposed methods of combating urban pollution will be studied in detail. Films, records, slides and field trips will be used to complement the lectures.

COMMUNITY HEALTH 2 credits Prerequisite: permission of instructor
A basic orientation in 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, future trends. Visits to health facilities will be included.

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 the 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
(See degree requirements, p.62)

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 210 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 211 OCCUPATIONAL THERAPY MEDIA AND APPLICATIONS II —
LIFE TASKS
1 period recitation, 4 periods laboratory, 3 credits
Prerequisite: NET 210
Identification and examination of those roles and skills essential for the individ-
ual's adaptation to the home situation. Assessment of the nature and level of
work and recreational capacities and self care skills. Activities include coordina-
tion, activities of daily living training, homemaking for the handicapped, and
administration of pre-vocational tests.

NET 212 OCCUPATIONAL THERAPY MEDIA AND APPLICATIONS III —
WOOD, METAL, PLASTIC AND CERAMICS
1 period recitation, 4 periods laboratory, 3 credits
Prerequisite: NET 211
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 wood-
working, ceramics, metal craft and plastics.

NET 230 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 super-
vision. 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.

Intensive:

NEI 199 COMMUNITY HEALTH 2 credits
Prerequisite: Permission of instructor for non O.T. Majors
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, types of facilities, payment sources, medical care available, future
trends. A visit to a community health facility will be included.

Division of Language and Culture
The Division of Language and Culture includes English, foreign lan-
guages, 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 devel-
opment.

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

Concentrations for students whose main interest is in the Language
and Culture Division are as follows:

ENGLISH

    Writing Concentrations
1. LCE 102
2. LCE 104
3. Creative Writing Workshop
4. The Poetic Experience
5. The Short Story and/or The Novel
6. At least 2 additional terms of literature

    Literature Concentration
1. LCE 102
2. LCE 104
3. The Poetic Experience, The Novel, or The Short Story
4. The Urban Arts Workshop and/or The Creative Writing Workshop
5. The Tragic Vision in American Literature
6. At least 2 additional terms of 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. At least 2 additional terms of 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

Italian
Italian I, II, III

German
German I, II

Greek (Modern)
Greek I, II

Hebrew (Modern)
Hebrew I, 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)

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 (i.e., intellectual, physical, religious, symbolic). The student will examine different techniques and media in relation to art both through 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.

LCA 110  BEGINNING PAINTING  3 periods, 3 credits  Prerequisite: none
Problems in Landscape and unconventional still-life and their implicit abstract qualities will be considered. There will be both individual and group problems and criticism.

LCA 120  BEGINNING SCULPTURE  3 periods, 3 credits  Prerequisite: none
Problems in the three-dimensional form will be examined. Projects in clay and plaster will be examined. There will be group and individual criticism.

LCA 131  INTERMEDIATE DRAWING  3 periods, 3 credits  Prerequisite: Beginning Drawing or permission of the instructor.
A continuation of the problems of descriptive and interpretive drawing. Special emphasis will be placed on gestural drawing and human anatomy.

LCA 111  INTERMEDIATE PAINTING  3 periods, 3 credits  Prerequisite: Beginning Drawing or permission of the instructor.
A continuation of the investigations of landscape and unconventional still-life and their implicit abstract qualities. Special emphasis will be placed on the function of surface, color saturation, scale and multiple relations in contemporary painting. Studio projects will be analyzed and evaluated.

LCA 121  INTERMEDIATE SCULPTURE  3 periods, 3 credits  Prerequisite: Beginning Sculpture or permission of the instructor.
Exploration of two and three-dimensional sculpture in fiberglass, polyester resin, wood, metal, and other materials. Group projects in environmental and outdoor sculpture will be required.
Writing Courses

LCE 101 BASIC COMPOSITION 3 periods, 3 credits
Prerequisite: CSE 102 or waiver.
This course is intended to develop writing skills by means of appropriate reading assignments and by constant practice. Frequent conferences with the instructor are encouraged.

LCE 104 WRITING AND LITERATURE 3 periods, 3 credits
Prerequisite: LCE 101 or waiver from LCE 101 by examination.
A continuation of the work done in LCE 101, this course provides a dual focus: an introduction to the study of fiction, and drama; and intensified work in writing for students who need additional composition skills for career purposes or for transfer to four-year colleges. Emphasis in writing is placed on advanced composition techniques and on the preparation of critical and research papers.

Literature Courses In English

LCE 250 THE SHORT STORY 3 periods, 3 credits
Prerequisite: CSE 102 or waiver.
An examination of the development of techniques and conventions used in the short story, with emphasis on the 19th and 20th centuries. The course provides an analysis of representative short stories in the context of their biographical, social, intellectual, and artistic backgrounds.

LCE 255 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.
An examination of the work and influence of black writers in America, with emphasis on 20th Century writing. Black American literature will be analyzed in the context of the social and historical framework which influenced it, with special attention devoted to the Harlem Renaissance writers; such major contemporary writers as Wright, Ellison, and Baldwin will be included.

LCE 230 TRENDS IN AFRICAN LITERATURE I 3 periods, 3 credits
Prerequisite: CSE 102 or waiver.
An introduction to African writing through a study of such themes as the quest for identity, tradition versus urbanization, and the politics of independence. African religious motifs — including the mask, the dance, and the song — will also be studied as they relate to creative expression.

LCE 221 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, 2 labs, 3 credits
Prerequisite: none
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 which will demonstrate both oral and written abilities.

German

LCG 101  ELEMENTARY GERMAN I  5 periods, 3 lectures, 2 labs, 3 credits
Prerequisite: none
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
An intensive course for beginners designed to develop comprehension, speaking, reading, and writing skills through work in the classroom and the language laboratory.

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

Hebrew

LCH 101  ELEMENTARY MODERN HEBREW I
5 periods, 3 lectures, 2 labs, 3 credits  Prerequisite: none
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
Prerequisite: LCH 101 or permission of instructor
5 periods, 3 lectures, 2 labs, 3 credits  Prerequisite: none
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
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 which will demonstrate both oral and written abilities.

Spanish

LCS 101  ELEMENTARY SPANISH I  5 periods, 3 lectures, 2 labs, 3 credits
Prerequisite: none
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 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 under-
stand and interpret media, to take notes in conferences conducted in Spanish,
and to develop creative writing skills. Students will be exposed to many mem-
ers of the Spanish-speaking community as well as to commentary on current
social issues and will be involved in an Individual project which will demonstrate
both oral and written abilities.

LCS 104  HISPANIC LIFE AND INSTITUTIONS  3 lectures, 1 hour lab, 3 credits
Prerequisite: LCS 103 or permission of the instructor.
Based on work covered in LCS 103, LCS 104 will include the advanced develop-
ment of oral and written skills through an in-depth study of people and institu-
tions 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 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 exploitation, 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
will deal with urbanization, social consciousness, alienation, black awareness,
and the new revolution.

LCS 202  SPANISH FOR FLUENT SPEAKERS
5 periods, 3 lectures, 2 hour lab, 3 credits  Prerequisite: none
A course designed for those students who are fluent in the spoken language and
wish to develop skills in reading comprehension and writing ability. Composi-
tion 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 260  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 270  LITERATURE OF THE CARIBBEAN  3 periods, 3 credits
Prerequisite: Spanish 103 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, stu-
dents will attend poetry readings and theatrical productions. Representative
authors are de Hostos, Llorenes Torres, Tapia y Rivera, Villaverde, Heredia, Marti,
Carpentier, and Bosch.

LGF 150, LGF 150,  SKILL MAINTENANCE IN FOREIGN LANGUAGES
LCH 101, LCI 150,  2 lab hours, 1 credit
LCS 150  Prerequisite: none
A laboratory course (1 quarter) designed to maintain Foreign Language Skills
during an interruption in the study sequence. Individual instruction is directly
related to student's particular field of interest. Hours to be arranged.

Music

LCM 101  INTRODUCTION TO MUSIC  3 periods, 3 credits  Prerequisite: none
This course is designed to develop an understanding and appreciation of various
forms of music. Emphasis will be placed on the elements of musical organiza-
tion, expression and style. Students will gain understanding by listening to
selections and by discussions of significant features of musical compositions
from the Middle Ages to the present time. In addition, students will have the
opportunity to learn the rudiments of musical notation and develop elementary
skill on a simple musical instrument such as the recorder or melodica.

Philosophy

LCP 101  INTRODUCTION TO PHILOSOPHY  3 periods, 3 credits
Prerequisite: CSE 101
This course deals with some of the basic problems in philosophy: what is real; how
we know; what are values; what is the individual's role in society; what
criteria we use in making decisions. It will use the insights of key thinkers
which help to understand the problems as we meet them today. Students will
be encouraged to begin working out their own positions on these issues.

Speech

LCD 101  INTRODUCTION TO SPEECH  3 periods, 3 credits
Prerequisite: none
The principles and methods of informal oral communications in one-to-one and
small group situations. Development of individual skills in discussion prepara-
tion, participation, and leadership roles.

Intensives in The Language and Culture Division

Assessments of the creative process as it relates to artistic expression. Empha-
sis 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 199 CREATIVE WRITING WORKSHOP 3 credits
Prerequisite: CSW 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 which individual members have produced. The final intensive week will be reserved for editorial selection and the actual preparation and distribution of the magazine.

LCI 199 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, a television studio, and a theatre where a play is in production.
During the quarter, students will select as a class unit some activity for development in one of the media; as a group students will be responsible for preparation, advertising, casting (if any), and production of an original project for college-wide appreciation.

LCI 199 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 199 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 199 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 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.)

LOI/SS 199 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 way utopian thinking can affect communities and states. It will concentrate on such aspects of contemporary life as American communes, city planning, the revolution in education, and politics and ideology. During the entire quarter, contacts will be made with communes, planning commissions, educators, and such organizations as the Institute for the Future.

LCI 199 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 ART, POLITICS, AND PROTEST 3 credits Prerequisite: none
This course will have a dual focus—on such traditional examples of political art 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 199 RURAL AMERICA FROM AN URBAN PERSPECTIVE 3 credits
Prerequisite: none
An investigation of the role which the wilderness has played in shaping American thought, culture and literary life. Special attention will be devoted to the interrelation of rural and urban problems, and to the impact of industry and tourism on wilderness areas.
In an effort to experience directly the complex issues of conservation and industrial development, the class will spend the 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 Eiseley, 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 Social Science

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 Division's faculty wishes to achieve the following:

(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 his environment: (a) individual growth and development; (b) institutions in urban society; and (c) comparative cultures.

(3) To develop in students appropriate techniques and skills which are basic to the social sciences, and which 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 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 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 which different social scientists use to analyze and understand the behavior of individuals and patterns of society.

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. The focus is the relationship of a society's needs and 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 various 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, among other topics, 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 transactions. Topics will include: consumer behavior; the relation of consumption to the nation's wealth; the consumer movement and 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 Social Science
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. Among the themes will be 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. Among the themes will be 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 which have influenced Western history from the Golden Age of Greece to the Renaissance. These major concepts in turn will be synthesized and major themes in the history of Western culture among the topics to be discussed will be the rise of rational inquiry in Greek history, law and government in the Roman Empire, 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: 1573 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. Major themes in the growth and transformation of the city will be studied; these themes will include 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
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.

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

SSP 101 GOVERNING AMERICA
3 periods, 3 credits Prerequisite: Introduction to Social Science
The organization, powers, and function of the federal government. The ideological foundations of federalism; constitutional precepts and their origin, evolution, and interpretation; the branches of government and their fields of influence.

SSP 200 COMPARATIVE POLITICAL SYSTEMS
3 periods, 3 credits Prerequisite: Introduction to Social Science
A comparative course designed to analyze the ideologies, functions, and structures of nations representing these major political systems. These will include the Soviet Union, Western Europe, China, and the new nations of the Middle East, Africa, and the Caribbean.

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

SSP 240 CRIME, PUNISHMENT AND SYSTEMS OF LAW
3 periods, 3 credits Prerequisite: Introduction to Social Science
This course studies who offends and who is accused in our society. 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.

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. Topics 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.

SSY 241 DEVELOPMENTAL PSYCHOLOGY II: FROM ADOLESCENCE THROUGH SENESCENCE 3 periods, 3 credits
Prerequisite: Introduction to Social Science, General Psychology
An examination of the biological, psychological, and social changes that occur during adolescence, middle age and old age and the principles underlying these changes; sexual development and sex role development; self-identity and self-esteem; personal and work productivity; ideals; values; and successful and unsuccessful aging. Students will be required to make field visits to community centers and nursing homes and make cultural and socio-economic comparisons in written and oral reports.

SSY 250 SOCIAL PSYCHOLOGY 3 lecture periods, 3 credits
Prerequisite: Introduction to Social Science, General Psychology
An introduction to the social aspects and determinants of behavior emphasizing individual behavior within large and small social groups and society at large. Areas of study will include: group process, leadership, social and sex roles, obedience, conformity, attitude change, racism and prejudice, and violence and human conflict. Social problems will be discussed from the perspective of Psychology.

SSY 200 PERSONALITY 3 periods, 3 credits
Prerequisite: Introduction to Social Science, General Psychology
Factors in personality development; variation in personality adjustment, traits, types, and styles; theories of personality; techniques of evaluation.

SSY 230 ABNORMAL PSYCHOLOGY 3 periods, 3 credits
Prerequisite: Introduction to Social Science, General Psychology
This course will cover the following topics: definition of abnormality and the type of mental illness; study of schizophrenia in children and adults; study of neuroses; methods of treatment (past and present) for psychosis and neurosis. Reading will include Bettelheim, Erikson, Freud, Laing, Skinner. This will be supplemented by relevant novels (Hannah Greene, Ken Kesey) and also films illustrating mental illness and mental health facilities. Students will be responsible for specific reading assignments which will be evaluated periodically.

SSY 260 GROUP DYNAMICS: SMALL GROUP PROCESSES 3 periods, 3 credits, 3 lectures
Prerequisite: Introduction to Social Science, General Psychology
An introduction and exploration of theory, research and practice of group dynamics and small group interaction in a variety of settings. Methods and techniques utilized in the investigation of small group processes will be demonstrated and critically examined. Through participation in role playing and small group interaction, students will be introduced to basic principles of interpersonal and group dynamics in families, groups, encounter groups, therapy groups, self-help groups and work groups. Students are recommended to take Social Psychology as a prerequisite or corequisite.
SSY 290   TOPICS IN PSYCHOLOGY  3 lecture periods, 3 credits, 1 lab
Prerequisite: Introduction to Social Science, General Psychology
This course will begin to build upon the foundation of General Psychology. This course is organized around several specialized topics in Psychology, covering each in some detail. New topics will be chosen each quarter; the topics to be determined by the instructor in view of expressed student interests. Announcements of the topics and instructors for each section will be available at registration. Some possible topics include: The physical bases of behavior, tests and measurements in Psychology; the experimental analysis of behavior; sensation and perception; theories of learning and theories of education; and contemporary "schools" and movements in Psychology.
This course is recommended for advanced students.

Sociology

SSS 101   URBAN SOCIOLOGY  3 periods, 3 credits
Prerequisite: Introduction to Social Science
Analysis of the profound influence of the urban life style. The unique social history and emerging ecological structure of metropolitan areas; problems of urban education; religion and family organization; the welfare system, the impact of urban culture on human personality and growth. Opportunity for field study projects.

SSS 201   DEVIANT SUBCULTURES  3 periods, 3 credits
Prerequisite: Introduction to Social Science
A course in the "causes", prevention and social reaction to alcoholism, drug abuse and homosexuality. Field work in agencies engaged in rehabilitation is emphasized.

SSS 230   SOCIOLOGY OF BLACK LITERATURE  3 periods, 3 credits
Prerequisite: Introduction to Social Science
A course in the social dynamics of the urban ghetto. Fiction and non-fiction are used to illustrate the socialization process, family life, crime and organizational life within Black communities in the United States and abroad.

SSS 280   SOCIOLOGY OF THE FAMILY  3 periods, 3 credits
Prerequisite: Introduction to Social Science
An examination of contemporary American Family as an institution in historical and cross-cultural perspective; sub-cultural variations within American society; influence of industrial and technological changes on family life; relationship of socialization to personality development; development of programs to meet family needs; dating, "courtship" and marriage.

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

Intensives

SSI 199   THE EFFECTS OF CROWDING
3 periods, 3 credits  Prerequisite: none
Research and theory on the social and biological effects of crowded living conditions, as exist in modern cities and in the Far East. Emphasis is on research techniques used in the biological and social sciences and how they are applied to modern biosocial problems. Topics also include human ecology, demography (population science), birth control, world food supply, and other matters related to the "population explosion".

SSI 199   COMMUNITY CONTROL
3 periods, 3 credits  Prerequisite: none
This intensive analyzes major institutions in the United States, and especially in New York City, from the perspective of decision-making and power. The development, goals, and strategies of community organizations are examined in the areas of schools, health agencies, government, housing, and work. Field study of community development and decentralization projects help to clarify strengths and weaknesses.

SSI 199   COMMUNITY PSYCHOLOGY
3 periods, 3 credits  Prerequisite: none
The thrust of this course is visiting community mental health clinics in New York with a span of different approaches of treatment. These clinics (ranging from the Veterans Administration Hospital to storefront clinics) will be compared and evaluated in daily classroom meetings during the week. At the same time, methods of psychological intervention will be explored through discussion, role-play, and group exercises.

SSI 199   THE INDIVIDUAL AND THE URBAN CRISIS
3 periods, 3 credits  Prerequisite: none
An exploration of the alienation of people from one another and from the institutions of their social environment. Included will be an analysis of current attempts to overcome the process of alienation, e.g., women's liberation, emerging counter-cultures, etc.

SSI 199   RELIGION AND SOCIAL CHANGE
3 periods, 3 credits  Prerequisite: none
An opportunity to study the functions and roles that religions play in the life of contemporary urban people. The interaction of society and religious organizations and ideas is seen in the context of both the more established and familiar religious institutions and the more recently arrived or popularized movements. Field projects and experience with a variety of perspectives will be stressed.

SSI 199   PRACTICAL POLITICS IN N.Y.C.
3 periods, 3 credits  Prerequisite: none
The aims and objectives of this course are to develop an understanding and working knowledge of our city government. Utilizing this knowledge and gaining practical insights from this course, local projects will be developed and executed. Students will learn about city government through class discussions, political speakers and visits to governmental agencies.
SS/LC 199  IDEAL SOCIETIES: PLANNING FOR THE FUTURE
3 periods, 3 credits  Prerequisite: none
An investigation of the nature of ideal societies (utopias) as they have been historically treated by philosophers, artists and social scientists. Through film, field trips, reading and discussion, the ways in which utopian thinking can affect the nature of future communities will be analyzed. Emphasis will be placed on models of utopian and dystopian (imperfect societies) planning, as it is reflected today in various attempts to reshape urban and rural America.

SSI 199  SOCIAL WELFARE AS AN INSTITUTION
3 periods, 3 credits  Prerequisite: none
This course will provide an historical perspective on the development of social service programs, public and voluntary, to meet individual and group needs. Consideration will be given to the influence of the particular economic, social and cultural situation on changes in various programs; types of services available to families, children, aged, ill, and handicapped; social welfare in educational, legal and medical psychological settings; community planning and financing of voluntary and tax-supported services.

SSI 199  DEVIANT SUBCULTURES
3 periods, 3 credits  Prerequisite: none
A course in the "causes", prevention and social reaction of alcoholism, drug abuse and homosexuality. Field work in agencies engaged in rehabilitation is emphasized.

Human Services

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 lecture, discussion, role-playing and case seminars prepared and presented by students. Field assignments to human service agencies will give the student practice in developing inter-personal skills through observation and participation in interviewing and other related activities.

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.

HSC  COOPERATIVE EDUCATION, CHILD DEVELOPMENT  1½ credits

HSM  COOPERATIVE EDUCATION, MENTAL HEALTH  1½ 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 practice with theory through the internship taken each quarter along with other Human Service courses.
CODE OF CONDUCT OF THE BOARD OF HIGHER EDUCATION

RESOLVED, That the Board of Higher Education in compliance with Chapter 191 of the Laws of 1969, hereby adopt the following rules and regulations for the maintenance of public order on college campuses and other college property used for educational purposes.

RULES AND REGULATIONS FOR MAINTENANCE OF PUBLIC ORDER PURSUANT TO ARTICLE 129A OF THE EDUCATION LAW

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

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

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

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

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

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

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

I. RULES

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

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

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

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

5. Each member of the academic community or an invited guest has the right to advocate his position without having to fear abuse, physical, verbal, or otherwise from others supporting conflicting points of view. Members of the academic community and other persons on the college grounds, shall not use language or take actions reasonably likely to provide or encourage physical violence by demonstrators, those demonstrated against, or spectators.
6. Action may be taken against any and all persons who have no legitimate reason for their presence on any campus within the University/college, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of their rights or interferes with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.

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

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

II. PENALTIES

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

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

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

A. ADMONITION. An oral statement to the offender that he has violated university rules.
B. WARNING. Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the letter of reprimand, may be cause for more severe disciplinary action.
C. CENSURE. Written reprimand for violation of specific regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any university regulation within a period stated in the letter of reprimand.
D. DISCIPLINARY PROBATION. Exclusion from participation in privileges or extracurricular university activities as set forth in the notice of disciplinary probation for a specified period of time.
E. RESTITUTION. Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service or repair or otherwise compensate for damages.
F. SUSPENSION. Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a definite period of time.
G. EXPULSION. Termination of student status for an indefinite period. The conditions of re-admission, if any is permitted, shall be stated in the order of expulsion.
H. COMPLAINT TO CIVIL AUTHORITIES.
I. EJECTION. RESOLVED, That a copy of these rules and regulations be filed with the Regents of the State of New York and with the Commissioner of Education.
RESOLVED, that these rules and regulations be incorporated with each college bulletin.
Adopted by the Board of Higher Education June 23, 1960, Calendar No. 3(b)
STATEMENT BY THE BOARD OF HIGHER EDUCATION ON THE MAINTENANCE OF CAMPUS ORDER (AMENDMENT TO THE INTERIM STATEMENT OF THE EXECUTIVE COMMITTEE DATED AUGUST 13, 1970)
In adopting the "student due process bylaws" (Article XV) it was the intention of this Board to provide the means to enable the administration, faculty, and students of each college of the University to administer a system of student conduct and discipline designed to maintain campus order and protect the rights of members of the college community.

2. Along with the charges, there shall be served upon the student involved a written direction by the Chairman of the hearing panel for a hearing upon such charges and statement of the student's rights in the proceeding and possible consequence. The student shall be notified that anything he may say at the hearing may be used against him at a non-university hearing, that he may remain silent at the hearing without waiving admission of guilt, and that he has a right to have legal counsel and witnesses participate at the hearing.
3. The student shall be notified of the time, place and date of the hearing at least five school days prior thereto unless the student consents to an earlier hearing. The notice may be personally delivered or sent to the student by first-class mail to the address appearing on the college records. In the event the student has been temporarily suspended by the President or a full dean the hearing shall be scheduled for a date not later than seven school days from the date of the notice.
4. At the hearing the proof in support of the charges will be adduced and the student, with such advisor as he deems appropriate, shall have the opportunity to controvert the charges or to make such explanation as he deems appropriate. Both sides may introduce evidence and present witnesses. In the event the student does not appear the hearing nevertheless shall proceed.
5. A record of each such hearing by some means such as a stenographic transcript, a tape recording or the equivalent shall be made. The student involved is entitled upon request to a copy of such transcript without cost.
6. The hearing shall be public or private as the hearing panel as hereinafter provided shall determine except that the hearing shall be private if the student so requests.
7. As soon after the conclusion of the hearing as may be practical the hearing panel shall make a decision and shall communicate to the President and to each student involved. The decision shall be that the charges or any of them are sustained or dismissed. If the charges or any of them are sustained, the hearing panel shall state the penalty therefor. The penalty may consist of censure, disciplinarily suspension, restitution, suspension for a period of time or expulsion. The decision of the hearing panel shall be final except that a suspension for a year or longer or expulsion shall be appealable to a committee designated by the Board. Any appeal under this section shall be made within fifteen days after the delivery of the hearing panel's decision. This requirement may be waived in particular case for good cause by the Board Committee.
8. The hearing panel shall consist of such persons as the Chancellor may designate. One member of the panel shall be designated by the Chancellor as the presiding officer. One person shall be a student selected from a roster submitted by the University Student Senate, but such student shall not be from the college attended by the student under charges. One person shall be a member of the permanent instructional staff selected from a roster submitted by the University Faculty Senate, but such faculty member shall not be from the college attended by the student under charges. In the event that no roster has been submitted by the University Student Senate or by the University Faculty Senate, or in the event that no person on one or the other of such rosters is available or willing to serve in a particular case, the Chancellor shall designate a student or a member of the permanent instructional staff, as the case may be, to serve on the hearing panel. The presiding officer shall be in charge of the hearing and shall make such rulings in the course of the hearing as he deems appropriate for a fair hearing. The presiding officer shall be empowered to proceed in the absence of the faculty member or student member, or both.
9. A request by the President that a hearing panel be constituted under the provisions of this section shall not affect the power of a president or full dean temporarily to suspend the privileges of a student organization as provided in Section 15.5 of the bylaws.
10. In the event that a student is suspended or expelled under these procedures or the procedures of Section 15.3 of the bylaws and the suspension or expulsion is subsequently vacated or reversed by the courts, the college will provide at no cost to the student the academic services lost as a result and will delete the suspension or expulsion from the student's academic record.

Adopted by the Board of Higher Education at its meeting held November 55, 1970.
STUDENT FACULTY REVIEW BOARD

PROCEDURES FOR ADJUDICATING AND HEARING A CASE
When there is an accusation against a member of the college community which could result in disciplinary action it shall be submitted in writing to the Dean of Student Services. The accusation shall contain:
the place, date, approximate time, and nature, of the alleged act in sufficient detail to give the adjudicator, SFRB and the parties involved notice of the act or acts intended to be proven.
The accused is entitled to written notification of the charges. Such notification shall be given to the accused by the Adjudicator in person, or by certified or registered mail at least seven days before the Adjudicatory hearing. The notice shall include:
1. A statement of the charge, rule, by-law or regulation violated.
2. The possible penalties for such violation.
3. A statement of rights including the right to remain silent, the right to legal counsel, and the right to be represented by a student, counselor, faculty member, or other qualified college official, in no way connected with the events out of which the accusation arose.
In his capacity as counsel for the accused, such student, counselor, faculty member, or other qualified college official shall be precluded from testifying in any college hearing about information concerning the alleged violation received from the accused unless the accused gives permission, in writing, for the release of such information.
4. The date, time and place of the Adjudicatory Hearing.

PROCEDURE FOR MEETING WITH THE ADJUDICATOR
The Adjudicator shall ascertain whether the accused understands his rights and is ready to proceed with the hearing. The Adjudicator has the authority to:
1. Recommend to the SFRB that the complaint be dismissed for lack of sufficient evidence.
2. Accept a plea of guilty or not guilty.
If the accused enters a plea of guilty, the Adjudicator shall hear evidence, if any, of mitigating circumstances and shall refer the case to the Student Faculty Review Board (SFRB) for sentencing.
If the accused enters a plea of not guilty, the Adjudicator shall refer the case to the SFRB for a hearing.
The accused is entitled to written notification of the date, time, and place of the SFRB hearing. Such notification shall be given to the accused by a member of the SFRB in person, or by certified or registered mail at least five days before date of the hearing.
A written record of the Adjudicatory Hearing shall be kept and shall be made available to the accused upon request.
All faculty, staff, and student members of the SFRB with the exception of the Chairman, shall serve as the Adjudicator on a rotating basis.
The Chairman upon request of a SFRB member, who is due to be the Adjudicator, may appoint another adjudicator out of sequence.

PROCEDURE FOR THE STUDENT FACULTY REVIEW BOARD HEARING
1. The charges shall be read to the accused.
2. The accused shall be entitled to change his plea from not guilty to guilty. If the accused elects to do this, the hearing shall terminate and the SFRB shall hear testimony relevant to sentencing. The SFRB shall then adjourn to consider its sentence.
3. If the accused denies the charges or remains silent the hearing shall proceed, the accuser proceeding first. Both sides may introduce evidence and cross-examine witnesses.
4. If after a hearing on the merits the SFRB finds the accused not guilty, it shall so state on the record.
5. If after a hearing on the merits the SFRB finds the accused guilty, it shall so state on the record and adjourn to consider its sentence.
6. All the parties to the action are entitled to written notification of the determination of the SFRB. Such notification shall be given to the parties by a member of the SFRB in person, or by certified or registered mail.
7. A written record of the Hearing shall be kept and shall be made available to the accused upon request.
When the accuser has completed the introduction of evidence in support of the charges, the accused may move for dismissal of the charges on the grounds that the accuser has failed to make a sufficient case. The SFRB shall consider this motion whether or not it is entered on the record by the accuser. In determining the motion, all the accuser's evidence shall be assumed to be true, and every reasonable inference shall be drawn in the accuser's favor.

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

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

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

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

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

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

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

The decision of the President in this case is final.

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

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

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

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

The decision of the President in this case is final.

APPELLATE PROCEDURE FOR THE ACCUSER

The accuser shall have the right to appeal the decision of the SFRB to the President of the College only if the accusation is in the nature of a civil wrong. An appeal by the accuser after a finding of not guilty to an accusation which is in the nature of a criminal wrong would constitute double jeopardy. The request for an appeal shall be in writing seven business days after the accuser has received notice of the decision.

An appeal from the SFRB to the President shall be from a finding of not guilty. The President shall have the power to:

1) Affirm the finding of the SFRB in which case the decision is final.
2) Remand the case to the SFRB with recommendation for a re-hearing on the merits.

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

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

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

SUSPENSION OR DISMISSAL

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

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

COLLEGE COMMUNITY DEFINED:

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

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

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

ABEKEMEIER, MARY LEE
Assistant Professor
B.A., Fonda College
Ph.D., Purdue University

ABRAHAM, DAVID
College Lab. Technician
B.S., Brooklyn College

ADEMSMITH, ALICE
Director of Admissions/Associate Professor
B.S., New York University
M.S., New York University

ADDISON, WILLIAM
College Lab. Technician
AGSIM (OKEKE), PATRICIA
Instructor/Ref. Librarian
B.S., St. Mary's College
M.L.S., Indiana University

ALTSCHULER, HERBERT
Assistant Director. Personnel
B.A., City College of C.U.N.Y.
M.S., City College of C.U.N.Y.
L.L.B., Brooklyn Law School

AMY, LYDIA M.
Director of Financial Aid
B.A., Hunter College

ANDERSON, JOANN
Instructor
B.A., Rosary College, Illinois
M.A., Columbia (Teachers College)

APPLETON, WALLACE
Professor/Dean of Faculty
B.S., New York University
M.S., New York University

ARCHER, ARTHUR A.
Instructor/Librarian
B.A., University of Wisconsin
M.Div., Berkeley Divinity School

ARKIN, MARIAN
Instructor
A.B., Syracuse University
M.A., New York University

ASSA, SONIA
College Lab. Technician
B.A., University of Paris-Nanterme
M.A., University of Paris-Nanterme

ASHTON, JOHN S.
College Lab. Technician
A.A., Westchester Comm. College
B.A., Long Island University

AULICINO, DANIEL J.
Instructor
B.A., Columbia University
M.A., City College of C.U.N.Y.
AUSTIN, AUDREY H.
Director of Operations Services
S.G.E., Omaha University

ANDRITIS, PIERRINA
Lecturer
B.A., Manhattanville College
RAIM, BENJAMIN B.
Coordinator/Lecturer
B.A., Hobart College

BARBER, SARAH L.
Assistant Professor
B.A., Rollins College
M.A., New York University

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

BERGER, KENNETH
Institutional Researcher
B.S., Columbia University
M.A., City College of C.U.N.Y.

BERMAN, ALAN J.
Instructor
A.B., Boston University
M.A., Boston University

BIHN, JOHN
Instructor
B.S., St. John's University
M.S., St. John's University

BIRDWELL, NANCY J.
Instructor
B.S., Ithaca College
M.A., New York University

BOCCHIERI, SALVATORE
Bursar
A.A.S., Baruch College
B.A., Baruch College

BONAPARTE, MARION
Lecturer
B.A., Queens College

BOWEN, RAYMOND
Associate Professor and Dean of Academic Affairs
B.A., University of Connecticut
M.A., University of New Mexico
Ph.D., University of Connecticut

BRADY, DOROTHY M.
Assistant Professor
B.A., Adelphi University
M.S., Hunter College

BREWER, FRANCINE R.
Instructor
B.A., Brooklyn College
M.A., New York University

BARUCH, STEVEN
Director, Non-Credit Programs
B.A., University of California at Berkeley
BRODBAIR, NORMAN L.
Assistant Professor
B.S., Queens College
M.S., New York University

BROWN, LEON
Associate Dean of Administration
B.S., New York University
BROWN, STEVEN
Basic Skills Administrator/Assistant Professor/Counselor
B.A., City College
M.A., New York University

BROWN, WARREN H.
Assistant Professor/Music Coordinator
B.M., The Juilliard School
M.S., The Juilliard School

BUFFONE, ANGELINA A.
Instructor
B.B.A., Baruch College
M.S., City College

BYRD, DONALD R. H.
Assistant Professor
Director of English Language Center
A.B., Davidson College
Ph.D., University of North Carolina

BURSTEIN, JULES
Assistant Professor
B.A., Brooklyn College
M.A., New York University

CASEY, JOHN T.
Instructor
B.S., University of San Francisco
M.A., San Francisco State Univ.

CATO, JOHN DAVID
Associate Professor
B.A., Haverford College
B.D., Union Theological Seminary
Ph.D., New York University

CHAMBERS, JENNIFER F.
College Lab. Technician
A.B., Goucher College
M.A., Johns Hopkins University

CHARRAULT, DORIS
College Laboratory Technician
B.A., Queens College

CHAVES, ALAN B.
Admissions Counselor
B.S., Bloomfield College

CHERT, EDITH
Assistant Professor
B.A., Hunter College

CHRISTOPHER, ALBERT
Assistant Professor
B.S., New York University

COHEN, MARTIN A.
Coordinator
B.A., Wake Forest University

CORBIN, JOHN N.
Assistant Professor
B.S., New York University

CUMMINGS, JOAN M.
Lecturer
B.S., Penn State University

DAVIDSON, DONALD
Associate Professor
B.S., Columbia University

DEFFRASNEZ, CAROLINE M.
Coordinator/Lecturer
B.S., Mills College of Education

DEMETRIU, THEODORE P.
Associate Professor
C.P.U., American Institute of Property & Casualty Underwriters

DEPP, NEW YORK UNIVERSITY
M.B.A., Long Island University
WEINER, STACIE
College Laboratory Technician
B.A., Goddard College

WERTHEIMER, DAVID
Assistant Professor
J.D., Brooklyn Law School
L.L.M., Brooklyn Law Graduate School

WIENER, HARVEY
Associate Professor
B.S., Brooklyn College
M.A., Brooklyn College
Ph.D., Fordham University

WILLIAMS, DORRIS E.
Associate Professor/Coordinator
A.A., Los Angeles City College
B.A., Los Angeles City College
M.S., Hunter College

WILLIAMS, JOHN A.
Distinguished Professor (1973-74)
B.A., Syracuse University

WILSON, RUPERT W
Assistant/Business Office
A.A.S., Baruch College
B.B.A., Baruch College

WIST, GREGORY
Assistant Registrar
B.S., Stonybrook, SUNY
M.A., Stonybrook, SUNY

WITTEK, EMIL
Instructor
B.S., New York University
A.M., New York University
C.P.A., Business College, Budapest, Hungary

YEATS, FLORENCE F.
Instructor
B.S., New York University
M.A., New York University
Directions:

The College is two blocks west of the Rawson Street IRT subway stop.

FROM QUEENS: Take Main Street Flushing Line (Train No. 7) to Rawson Street Station ... or take IND Line to Roosevelt Avenue (Jackson Heights) Station, change to Main Street Flushing Line Downtown to Rawson Street Station.

FROM UPPER MANHATTAN: Take IND "A" Train to 59th Street (Columbus Circle), change to Broadway Local (Train No. 1) to Times Square, change to Flushing Main Street (Train No. 7), Exit Rawson Street Station.

FROM TIMES SQUARE: ... OR 5th AVENUE AND 42nd STREET ... OR GRAND CENTRAL: Take Flushing Main Street Train Uptown to Rawson Street Station ... or take BMT "RR" Train to Queensborough Plaza, change to Flushing Main Street Train Uptown to Rawson Street Station.

FROM BROOKLYN: Take any train to Times Square, 5th Avenue and 42nd Street, or Grand Central Station, then follow above directions ... or take "F" Train to Smith-9th Street Station, get "GG" Train to either Court Square or Queens Plaza Station, take Bus Q39 two blocks east to College.

FROM THE BRONX: Take IND "D" Train to 34th Street, change to BMT Uptown "RR" Train to Queensborough Plaza, change to Flushing Main Street Uptown to Rawson Street Station.