La Guardia Community College Bulletin
1975-76
Conclusion of Mayor LaGuardia's First Inaugural Address:

"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."

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.
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.
1975-1976 ACADEMIC CALENDAR

FALL QUARTER
9/8 ........................ First Official Day of Coop Internship
9/8 - 9/12 .................. Intensives
9/15 ...................... Yom Kippur (NO CLASSES)
9/16 - 9/19 .............. Professional Development Week (NO CLASSES)
9/22 ...................... 1st Day of Regular Classes
10/13 ..................... Columbus Day (NO CLASSES)
10/27 ...................... Last Day to Drop a Course Officially
11/4 ...................... Election Day (NO CLASSES)
11/11 ..................... Veteran's Day (NO CLASSES)
11/26 - 11/30 ............ Thanksgiving Day (NO CLASSES)
12/14 ..................... Last Day of Fall Quarter
12/15 - 12/21 .......... Intersession Week (NO CLASSES)
12/22 - 1/4 .............. Winter Recess (NO CLASSES)
1/3 ..................... Last Official Day of Coop Internship

WINTER QUARTER
1/5 ........................ First Official Day of Coop Internship
1/5 ........................ 1st Day of Regular Classes
1/15 ...................... Human Rights Day (NO CLASSES)
1/28 ...................... Class will meet according to a "Thursday" Schedule
2/9 ...................... Last Day to Drop a Course Officially
2/12 ...................... Lincoln's Birthday (NO CLASSES)
2/16 ...................... Washington's Birthday (NO CLASSES)
3/14 ...................... Last Day of Winter Quarter
3/15 - 3/21 .......... Intersession Week (NO CLASSES)
3/20 ...................... Last Official Day of Coop Internship

SPRING QUARTER
3/22 ........................ First Official Day of Coop Internship
3/22 ........................ 1st Day of Regular Classes
4/11 - 4/18 .............. Spring Recess (NO CLASSES)
5/3 ...................... Last Day to Drop a Course Officially
5/31 ...................... Memorial Day (NO CLASSES)
6/6 ........................ Last Day of Spring Quarter
6/7 - 6/13 .......... Intersession Week (NO CLASSES)
6/12 ...................... Last Official Day of Coop Internship

SUMMER QUARTER
6/14 ........................ First Official Day of Coop Internship
6/14 - 6/18 .............. Intensives
6/21 ...................... 1st Day of Regular Classes
7/4 - 7/5 .............. Independence Day (NO CLASSES)
7/26 ...................... Last Day to Drop a Course Officially
8/29 ...................... Last Day of Summer Quarter
8/30 - 9/5 .......... Intersession Week (NO CLASSES)
9/4 ...................... Last Official Day of Coop Internship
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LaGuardia Community College opened in September, 1971, and is one of the twenty branches of the City University of New York. It is located in Long Island City, Queens. LaGuardia is sponsored by the Board of Higher Education of the City of New York and operates under the program of the State University of New York. As a branch of CUNY, LaGuardia Community College has an open admissions policy that guarantees admission to any New York City high school graduate, subject to space availability.

LaGuardia is the only unit of the City University of New York to offer a work-study program to all of its students. The Cooperative Education Program offers the student the opportunity to combine classroom learning with practical work experience. The College operates year-round on a four-quarter calendar system (13 weeks per quarter).

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

Two program options called CAREER and TRANSFER are available. The CAREER option enables a student to select a two-year program and immediately begin a vocational career following receipt of the A.A.S. degree. The TRANSFER option program offers preparation for transfer to a four-year unit of the City University without loss of credit, to senior colleges of the State University of New York, or to other colleges of the student's choice. The TRANSFER program leads toward the A.A. or A.S. degree. Students receiving an A.A.S. degree may also transfer within C.U.N.Y., and receive full credit for their courses in parallel programs at the senior colleges.

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

Statement of Purposes

As a comprehensive community college, LaGuardia Community College's goals are to provide:

- quality career programs for students who plan to enter the labor market on a technical or para-professional level after graduation;
- transfer programs for students who plan to complete baccalaureate programs at a four-year college or university;
- broad educational offerings to meet the needs of adults residing or working in the geographic area served by the College;
- a range of developmental and individualized programs to facilitate personal and professional educational growth.
LaGuardia is committed to providing not only the opportunity to enter these programs, but, by offering supportive services, the opportunity to succeed. This commitment is at the heart of the City University's Open Admissions policy, which is concerned with an open, not a revolving door to higher education.

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

The above statement of purposes is made more specific in the following objectives:

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

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

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

Cooperative Education Program

LaGuardia Community College has as its major premise the notion that learning takes place in many different settings—both in and outside the classroom. Through its Cooperative Education Program, the College seeks to provide off-campus, non-classroom learning experiences. Cooperative Education is designed specifically to help students determine their own individual goals, and generally to assist them:
1. To practice or apply career-oriented skills learned in the classroom to the non-classroom situation;
2. To explore various career possibilities or confirm the realities of pre-selected careers;
3. To develop personal and vocational growth and maturity; and
4. To develop experientially-generated increased knowledge of one's major field or other area of academic interest.

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

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

Most LaGuardia students, especially those who are full-time day students, normally spend their first two or three quarters studying on campus, and then begin to alternate off-campus internship terms with on-campus study terms. They tend to select internships from those developed by the Cooperative Education staff. In the course of the basic two-year program, a student will take three internship quarters. The co-op sequences are determined for students individually depending on several criteria including the availability of appropriate internships. Some typical sequences are:**

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<th>Freshman Year</th>
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<td>Study</td>
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<tr>
<td>Pattern C</td>
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<td>Pattern D</td>
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<td>Study</td>
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* Including Human Services, Occupational Therapy, Bilingual Education Associate Program and the Education Associate Program. (The Cooperative Education requirement for the Education Associate Program is 12 credits.) See description of these program requirements elsewhere in the Bulletin.

** Students in the Human Services Program follow a special pattern in which, generally after two study terms, they divide their week between classroom study and a part-time Human Services internship. Part-time students may have specialized patterns as well.

*** Some students may do back-to-back internships, while others, needing more than eight quarters to complete degree requirements, may have their last internship in the Fall.
In three internship quarters, students will accumulate 9 months of valuable experience. Students are evaluated and graded for each internship according to the LaGuardia grading system. For each successfully completed internship, students will receive 3 credits, or a total of 9 credits (3 each internship quarter) toward the Associate Degree.

**AN INDIVIDUALIZED PROGRAM OF PREPARATION AND PLACEMENT**

Students are required to attend a “Co-op Prep” course prior to their first internship.** In Co-op Prep, each student is assigned a co-op adviser who is responsible for preparing and placing the student on internships. The preparation period helps students in the following areas:

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

When students are ready for their internships, they work closely with their “co-op” adviser to select an internship that meets their own needs. Once placed on internships, students are supervised by the employer and visited by the internship coordinator. Advisers are available during the internship, should situations or problems arise.

**THE INTERNSHIP AS AN EDUCATIONAL EXPERIENCE**

LaGuardia sees the internship as a central feature of its educational program. Internships are developed for their educational value; accordingly, some may be salaried experiences, while others may be paid at a stipend rate or be unpaid.

**Internship Seminar**

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

1. Maximize the students’ ability to learn from their internships, which are not regarded as “just jobs.”

* For more information see Academic and Cooperative Education Policies, P. 34.

** The Co-op “Prep” course typically meets for one period each week for one quarter.
2. Aid the students in relating the field experience to their career exploration and development, as well as to previous classroom experience;
3. Provide the foundation and motivation for learning in subsequent courses.

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

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

VARIETIES OF INTERNSHIP OPPORTUNITIES
LaGuardia has developed a broad range of internships: in the private sector and the world of business and industry; in the public, nonprofit and service areas; in the New York City area and, increasingly, nationwide and in other countries; three-quarter sequential training programs leading to a position within an agency; and opportunities that permit a student to explore different fields.

Internships should help a student to grow and learn, and to develop career possibilities. Thus, a data processing student may not spend all three internships in a data processing department. He or she may take a position in another department of a firm to see the implications of data processing in another area of the firm's efforts. On the other hand, the same student may wish to use one of the internships to explore a very different field that he or she 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 or her calling and want to have three social work-related internships. That student, however, may choose to spend one internship working in industry, so as to enhance an understanding of the conditions under which social worker's clients work. Another liberal arts student may not have defined career plans and may use the internships to test different career and academic areas. For example, a student may explore political science through working on a political campaign in one
internship. Subsequently, the student may work in a City agency or in a large corporate firm to observe its political and sociological structure. The student may also try teaching the subject in a teaching internship.

In general, the Division of Cooperative Education develops the internships. While there is a great variety of internships available, they generally reflect the realities of labor market conditions and cannot meet every student's individual requirements. Students are encouraged to identify their own internships, to propose unusual placements, or to develop existing part-time jobs into educationally valid internships.

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

COOPERATIVE EDUCATION UNDER THE OPTIONAL PLAN
Generally, nine credits of Cooperative Education are required for all full-time day students admitted through the University Applications Processing Center and all transfer "Advanced Standing" students. Cooperative Education is optional for other categories of students including students admitted through the Extended Day Program* and through the Veterans Program and other direct admits. Additional information is available through the Division of Cooperative Education or the Extended Day Office.

PLACEMENT OFFICE
The Placement Office is available to all students and graduates for both full-time and part-time positions and for career information. The office is open during normal business hours and in the evening by appointment. Referrals are arranged for full-time, part-time and temporary positions, as available.

The Placement Office provides career information through special programs and individual referrals to specialists in the field.

Student Services Programs

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

1. Accurately assessing personal interests and abilities.

*Extended Day students in Human Services must complete all of the Human Services Cooperative Education requirements.
2. Selecting an appropriate career.
3. Formulating an educational plan.
4. Implementing a career decision.
5. Preparing for marriage and family life.
6. Building leadership and group membership skills.
7. Maximizing individual growth.

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

ORIENTATION

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

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

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

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

COUNSELING AND ADVISEMENT

Each freshman 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 or her college experience and in preparing for post-college life, including furthering his or her education or entering the world of work.

In addition, each student is encouraged to see counselors 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 Health Center is concerned with the physical and mental well-being of the College community. LaGuardia offers a broad variety of health services, including programs relating to sexuality, family planning, marriage, abortion, nutrition and personal health. The services of a nurse, a medical doctor and a psychologist are provided.

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

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

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

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

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

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

Facilities available to students include ping-pong, billiards, weightlifting, game tables and several student lounges. A new gymnasium is currently under construction.
CAREER ADVISORY CENTER
Students desiring assistance in making career decisions, setting occupational goals, and learning about training and educational requirements for various careers are encouraged to use the resources available in the Career Advisory Center. The Center houses a library of occupational and educational information, and career counselors are available for students who seek assistance in using the materials or to help those who would like individual advisement in formulating their plans.

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

Applications for admission as matriculated students by those currently in high school, or by high school graduates who have not attended college, are processed by the University Application Processing Center, Box 148 Vanderveer Station, Brooklyn, New York 11210. Application forms may be obtained from the C.U.N.Y. Office of Admission Services, 875 Avenue of the Americas, New York, New York, local high schools, and colleges of the City University.

Applicants must have graduated from an accredited four-year high school or possess a New York State High School Equivalency Diploma. Matriculants who are qualified residents of New York City attend the College tuition-free, subject to space availability and appropriate funding. All others are required to pay tuition fees in accordance with a fee schedule set by the City University of New York.

STUDENTS APPLYING WITH ADVANCED STANDING
An applicant who has previously attended another accredited college or university may be admitted to LaGuardia Community College by obtaining a centralized application from the Office of Admission Services, 875 Avenue of the Americas, New York, N.Y. or any college of the City University. The acceptance of students requesting transfer to LaGuardia will be determined by availability of seats and budget consideration. Eligibility: a) students who were matriculated and maintained their matriculation at their home college; b) those students who were non-matriculated and earned six or more credits with good academic standing at their home college; c) those students who were non-matriculated and earned less than six credits or those students who lost their matriculation must apply as non-matriculated Extended Day students.

Credit is granted for courses taken and passed at other accredited colleges if such courses are comparable to those meeting the degree requirements in the student's curriculum. The determination of compara-
bility is vested in the Divisions involved. The maximum number of
transfer credits to be granted toward a degree is 30 credits.
LaGuardia Community College will allow in transfer the number of
credits originally granted for a course by the college from which a
student has come.

FINANCIAL AID
At LaGuardia Community College every effort is made to help students
overcome financial hardships.
The Financial Aid Office, located in Room 117B, is staffed with pro­
fessional counselors to assist any student with financial problems in
securing financial aid to meet individual needs.
The general types of assistance are:

A. Federal Aid Programs
1. Supplemental Educational Opportunity Grant (SEOG)
This is a federally-funded program established to help students who
have exceptional financial need. The amount of the grant must be
matched by the allocation of other aid funds by the College. Deter­
mination of need is made by the financial aid counselor who applies
federal guidelines following submission of information and discussion
with the student.
2. Basic Educational Opportunity Grant (BEOG)
These federal grants, which do not have to be repaid and do not
have to be matched by other College funds, range from $50-$800
per academic year. Only students who are enrolling in college for
the first time after April 1, 1973 are eligible for this grant.

B. Self Help
1. College Work-Study (CWS)
This federal program provides the student with an opportunity to
meet some educational expenses while gaining valuable work experi­
ence. The student must have a financial need as defined by federal
guidelines in order to qualify.
2. National Direct Student Loan (NDSL)
Loans under this program are available to matriculated full- and
part-time students. Undergraduates who qualify may borrow up to a
maximum of $1,000.00 a year at a 3% simple interest rate and take
up to 10 years to repay, beginning nine months after leaving school.
Loans may be cancelled and no repayment may be required for
teachers of the handicapped, teachers in inner-city schools and
servicemen who spend one year in a combat zone.

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 for the first year and $2,000 for the second year 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. Tuition Assistance Program
New York State residents paying tuition of more than $200.00 per academic year are eligible for Scholar Incentive Awards. Application forms are available from the Regents Examination and Scholarships Center, State Education Department, Albany, N.Y. 12204.

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

Filing of Applications
Applications for aid are available in the Financial Aid Office. The aid application (S.F.S.) is a part of a service program provided for LaGuardia by the College Entrance Examination Board. For information concerning deadline dates and completion of forms the student should visit the Financial Aid Office or call 937-9200 Ext. 304.

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

EXTENDED DAY STUDENT STATUS
The Extended Day student may be a part-time or full-time matriculated student or a non-matriculated student. A non-matriculated student is one who must pay tuition and has not been formally accepted by the College as a degree candidate. A non-matriculated student is considered eligible for matriculation after successfully completing six credits and providing the College with proof of a high school diploma or an Equivalency Diploma.
A part-time matriculated student must enroll for six or fewer credits per quarter (the quarter normally averages eleven weeks in duration). A part-time student at LaGuardia may enroll for more than six credits once in every four quarters of attendance.

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

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

COUNSELING

All students entering the College through the Extended Day Session are strongly encouraged to meet with their counselors in order to formulate their academic and career plans. All Extended Day students enrolling for the first time are required to register for and attend a counseling orientation class on a weekly basis for the first quarter of attendance. At this time students will meet their counselors and begin to work collectively toward planning their educational and career goals.

HOW TO ENROLL

To enroll in the Extended Day Session:

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

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

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

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

COURSE SCHEDULING

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

Evening courses meet on a Monday-Wednesday or a Tuesday-Thursday sequence, or once on Friday nights. The first classes meet from 5:20
to 7:50 p.m.; the second from 8:00-10:30 p.m. The Saturday and Sunday morning classes meet for one session weekly, from 9:20-1:10 p.m. Saturday afternoon classes meet from 12:00 noon to 3:50 p.m. Friday night classes meet from 5:20-9:10 p.m.

REQUIREMENTS FOR MATRICULATION
I. Successful completion of 6 credits at LaGuardia, on a tuition-paying basis.
II. Submission of proof of high school graduation.
   1. Diploma or transcript showing date of graduation.
   2. If a student is married and the high school diploma is in a student's maiden name, a xerox copy of the marriage certificate is required.
   3. If a student's diploma is from a school outside of the U.S.A., a copy of the academic credentials and diploma must be translated into English and be notarized.
   4. If a student has a high school equivalency diploma, scores must be submitted.

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

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

At the end of a student's 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. Full-time students must have completed a minimum of twenty-one (21) credits every 4 quarters in order to maintain their matriculation.

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

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

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

For Extended Day students enrolling in the Occupational Therapy and Human Services curricula, the Cooperative Education requirements must be satisfied. For additional information regarding "co-op" and these curricula, students should see their counselors.

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

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

SPECIAL PROGRAM

Middle College High School at LaGuardia Community College accepts, each year, one hundred twenty five 10th graders from junior high schools in Districts 24 and 30, in the Southwestern section of Queens. The five-year program which combines the 10th, 11th and 12th grades with the first two years of college provides intensive remediation, guidance, small classes, career exploration, and an interdisciplinary curriculum for open admissions students who might not reach their potential in a traditional school setting. The resources and positive role models provided by the College supplement the skills of the teachers, all of whom have New York City high school licenses.

Students may take courses both in the high school and in the College for high school credit. College level course credits are stored in a computer bank and may be counted towards the associate degree upon completion of high school.

Middle College High School is a cooperative venture between the Board of Education and the Board of Higher Education. There is no tuition fee or charge for textbooks. Students who meet the criteria set by the City of New York are entitled to free lunch and transportation passes. Additional information may be obtained by calling 937-9200, extension 223.
LaGuardia Community College’s Division of Continuing Education offers a wide variety of courses and programs designed to meet the interests of the general population in Queens and to serve the educational needs of special groups of adults.

The Division’s course offerings include educational preparation courses such as high school equivalency preparation in English and Spanish, college study skills, reading improvement, and English as a second language; professional development courses such as typing, shorthand, and bookkeeping; and hobby and leisure courses such as photography, cabinetmaking, yoga, and auto repair. The Division also offers physical fitness and health courses such as belly dancing, karate, Stop Smoking, and personal development courses such as Effective “Parenting,” and Speaking More Effectively.

In addition to on-campus courses, offered on convenient evening and weekend hours, the Division also offers special courses at various locations within the community. These courses are designed to meet the specific educational needs of organizations such as community groups, businesses, industries, and government agencies. The current off-campus programs include high school equivalency courses at a local church, courses for upgrading clerical skills of employees of various government agencies, and college preparatory and college credit courses for employees of The First National City Bank. Through its Institute for Professional Development, the Division also offers courses to help professionals from business, industry, and government keep abreast of the latest developments in their special fields of interest.

Special programs and projects administered by the Division include: The Veterans Education Center, which provides high school equivalency and college preparatory education as well as a range of counseling and referral services to recent veterans; the English Language Center, which provides intensive and non-intensive programs in English as a second language; Project IMPACT, a community-based program in leadership development and human services training; and a program of adult education courses for senior citizens at various senior citizens centers, nursing homes, and hospitals in western Queens. The Division administers a special adult education program for inmates at a nearby New York City Department of Correction’s House of Detention and an Educational Associate program which provides training to paraprofessionals employed in the City school system as Educational Assistants. The Occupational Safety and Health Program offers on-site, tuition-free
courses to meet the specific safety and health needs of businesses, industries and unions in New York State. The most recent effort in the Division is the development of a Continuing Education Program for Deaf Adults. Through this program, deaf persons may enroll in courses designed specifically for their needs or in selected continuing education courses with an interpreter provided by the Division.

**Special Programs in the Division of Continuing Education**

**VETERANS EDUCATION CENTER**

The Veterans Education Center at LaGuardia Community College helps veterans choose career goals and develop the academic skills necessary to continue their education or training. A counseling staff offers career and placement advice, personal counseling, and testing services to any veteran by appointment or on a drop-in basis. Veterans without diplomas may enroll in a tuition-free, full-time high school equivalency and vocational counseling program. Participants in this program are eligible for V.A. educational benefits. For further information veterans may visit the LaGuardia Community College Veterans Education Center, L & P Building, 47-10 32nd Place, Long Island City 11101, or call 937-9200, ext. 401.

**THE ENGLISH LANGUAGE CENTER**

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

On the First Floor of the Library there are approximately 36,000 volumes in the reference and circulating collections plus career and pamphlet files, varieties of record albums, cassette tapes, film loops, filmstrips, slides, framed painting reproductions, and a complete file of ERIC documents on microfiche. The Lower Level Library houses extensive collections of current and back issues of magazines, newspapers and college catalogs plus the Audio-Visual section.

Material or information not available on the campus often may be obtained from another institution through the Interlibrary Loan Services.

Instruction in the use of Library resources is a regular part of LaGuardia's educational program. Librarians and instructors arrange integrated lessons in which Library lectures are tied in with class assignments to encourage independent study and research. Audio-Visual equipment such as tape recorders, automatic self-threading film projectors, record players, instamatic and polaroid cameras, is available on loan. Films and other instructional materials are also available.

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

Tuition and Fees

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

I. NON-INSTRUCTIONAL FEES

A. Consolidated Fees (These are non-refundable fees paid each quarter at registration prior to class selection).

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

2. Part-time Students
   General Fee ........................................ per quarter $ 7.50
   Student Activity Fee ................................. 2.50
   Total per quarter $10.00

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

4. Human Services—Full-time (for 3rd quarter of matriculation and thereafter.)
   General Fee ........................................ $10.00
   Student Activity Fee ............................... $10.00
   Total per quarter $20.00

5. Senior Citizens
   General Fee ........................................ $ 7.50
   Total per quarter $ 7.50

B. Special Fees

1. Application Fee ...................................... $10.00
   This is a non-refundable charge to applicants for admission to credit-bearing programs.

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.

6. Lost Book Replacement Charge
   The charge varies depending on the cost of the materials lost plus an additional $2.50 handling charge.

C. Penalty Fees
   1. Late Registration Fee $ 5.00
      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 or her 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.

II. TUITION

A. Tuition fees for full-time matriculated students (those admitted to full-time matriculated status and registered for 7 or more credits and/or Cooperative Education internship in any quarter)

1. Bona-fide residents of New York City—No tuition fee except that:
   a. A student who has changed his degree objective more than once (and who must therefore complete extra required courses) may incur additional charges as defined in Section D below.
   b. A student taking more than 4 credits beyond the requirements for a degree—$18.00 per each additional contact hour for those credits beyond the degree requirements plus 4 credits.

2. Tuition fees for bona-fide residents of New York State (but not New York City) with a Certificate of Residency—
   per quarter—$137.50

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

3. Tuition fees for non-residents of New York State—
   per quarter—$300.00
B. Part-Time Matriculated Students (those admitted to part-time matriculated status and registered for 6½ credits or fewer per quarter.)

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

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

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

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

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

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

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

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

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

D. Limitation on Tuition-Free Credits

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

2. “Credits taken” is defined as the total credit value of:
   a. All courses completed by the student (credits earned).
   b. All courses in the last quarter for which the student registered.
   c. All courses for which the student receives a grade designating “incomplete.”
d. All courses transferred from another institution that are creditable toward the student's final choice of degree, and all advanced-standing credit granted and applicable to the degree.
e. All courses taken while in non-matriculated status and creditable toward the degree even though such courses were paid for.

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

NOTE that matriculated students pay no tuition charges 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.

III. RESIDENCY REQUIREMENTS

In order to qualify as a New York City resident, the applicant must have established legal residence for a period of at least six months in New York City prior to the first day of classes.

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

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

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

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

IV. REFUND POLICY

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

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

<table>
<thead>
<tr>
<th>Withdrawal Date</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawal before the scheduled opening date of the course</td>
<td>100% refund</td>
</tr>
</tbody>
</table>
Withdrawal before the 3rd session on which a course meets ........................................ 75% refund
Withdrawal before the 5th 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 ........................................ No refund

V. MILITARY, PEACE CORPS AND VISTA REFUNDS

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

A. Evidence of Service

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

B. Qualification for Grades

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

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

Withdrawal before the beginning of the 3rd calendar week after the scheduled opening date of courses .................. 100% refund
Withdrawal thereafter .................................................. 50% refund

VI. GRADUATION

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

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

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

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

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

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

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

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

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

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

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

TRANSFER PROCEDURES

Student Services counselors are available to assist students in making transfer choices. Transfer applications to CUNY and State University of New York (S.U.N.Y.) colleges are available in the Admissions/Transfer Office. Applications to private colleges and universities must be sent by the individual student.
NOTICE OF NEW POLICY

Members of the faculty and student body are advised that by action of the College's Senate and approval by the President, the following is the College's policy on Course Objectives and Grading Standards:

"A statement of objectives for each course consistent with its description in the College Bulletin will be prepared and distributed to students registered for the course. The statement will include an outline of the method by which student learning will be evaluated (the basis of grading), and will be distributed by the end of the first week of classes.

"Students who miss any class meetings during the first week should be sure to obtain promptly the statement of objectives and grading standards."
Academic and Cooperative Education Policies

GRADING SYSTEM
The grade of "U" or "F" or a similar perjorative symbol is excluded from LaGuardia's grading system. LaGuardia does not compute a grade point average on the student's transcript. There are four passing grades:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = Lowest Passing Grade

Other symbols that may appear on the student's transcript are:

- CR = Exempted (credit earned)
- TCR = Transfer credit
- Y = Two quarter course which must be continued to completion.
- @ = Waiver of requirement

The grades above are the only grades entered on a student's official transcript. This is the transcript that is sent to off-campus agencies such as other colleges or employers. The transcript thus records only those courses and grades for which the student received credit.

In addition, the College uses the following grades in its courses and in advisement records sent to students:

Two non-passing grades: NC = No credit; INC = Incomplete; and two other grades; Z = No grade submitted by instructor; WU = Unofficial withdrawal.

These grades, NC, INC, WU, and Z are not used on the student's official transcript. If a student receives an NC in a course he or she will not receive credit for the course and it will not be listed on the official transcript.

THE NC GRADE
NC is used when an instructor evaluates a student's work as not as yet meeting the standards for the course. Ordinarily the student is expected to re-take the necessary classwork. A student who has received an NC twice for the same course must consult with and receive permission from the Division chairperson or designee before attempting the course again.

THE INC GRADE
An INC can be changed to a passing grade during the following quarter. A student who receives an INC is allowed one quarter in which to complete the course work. This time period may be extended for a specified time under extraordinary circumstances at the discretion of the instructor and division chairperson, or designee. If a change of grade is not submitted by the end of two quarters, the INC grade automatically converts to an NC. Instructors giving INC grades will inform students in writing of the conditions under which they may receive
passing grades. Special forms are available in the offices of the Division Chairpersons. Instructors are expected to keep a copy of the communication for at least three quarters following the assignment of the grade. A copy is to be sent to the Division Chairperson or designee.

CHANGE OF GRADE
A student who desires to change a grade contacts his or her instructor to discuss the grade. If no equitable solution is reached, the student may then go to the instructor's Division Chairperson for consultation. If no agreement is reached, the student has the option of appealing the case in writing to the Chairperson of the Academic Standing Committee. 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 Co-op Adviser is responsible for determining the grade. In grading, factors considered include personal observations, employer evaluation, student self-evaluation and the Internship Seminar grade. Appeals on grades go first to the Co-op Adviser. Further appeal is to the Dean of Cooperative Education or designee. Final appeal is to the Academic Standing Committee.

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

WITHDRAWAL FROM COURSES
When a student withdraws from a course before the end of the fifth week (not including Intensive Week), no notation of that course will appear on the permanent record. A student withdrawing thereafter will receive an unofficial withdrawal (WU).

WITHDRAWAL FROM COOPERATIVE EDUCATION
Termination or withdrawal from a Cooperative Education internship is subject to the approval of the student's Co-op Adviser, with the five-week grace period NOT to be considered as applicable to withdrawal from Cooperative Education. It is recognized that termination of employment may be due to a variety of justifiable reasons. Therefore, each case will be handled individually by the Co-op Adviser, subject to normal grading procedures of review and appeal of Cooperative Education grades.
EXEMPTION CREDITS
Students with demonstrated competence in specific areas may be granted credit for courses related to the areas, in any event not to exceed a total of 10 credits toward graduation. (Credits obtained through transfer from other collegiate institutions or in Cooperative Education are in addition to the ten exemption credits mentioned above.)

Exemption credit from any course offered at LaGuardia may be granted on the basis of an examination or other project equivalent to the final requirement of the course, as designed by members of the appropriate Division or Department and approved by the Chairperson. To receive credit by exemption, the student should apply to the appropriate Division Chairperson or designee.

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

EXEMPTION CREDITS IN COOPERATIVE EDUCATION
All matriculated students admitted through the regular University Application procedure must meet the nine credit* Cooperative Education requirements. Students may apply for three credits of exemption.

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

The provisions for exemption credit were designed for the mandatory Cooperative Education Program. Provisions for students for whom "co-op" is optional are currently being clarified. For more information, students should inquire in the Division of Cooperative Education.

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

MATRICULATION STATUS—FULL-TIME STUDENTS
A full-time matriculated student who has completed four quarters (as a full-time matriculated student) must have successfully completed 21 credits in order to maintain his or her matriculation status. At the end of eight quarters, a full-time matriculated student must have successfully completed 42 credits (as a full-time matriculated student) in order to maintain his or her matriculation status.

* The Cooperative Education requirement for the Education Associate Program is twelve (12) credits.
The student may appeal loss of matriculation to the Chairperson of the Academic Standing Committee. Appeal forms may be obtained from the Student Services Counseling Office, Rm. S-152. Once the Academic Standing Committee has made its decision, there is routine notification of 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 full-time student who loses matriculation status can reapply for it after completing six (6) credits successfully at an approved or accredited college. Such students may enroll at LaGuardia as non-matriculants for some or all of those six (6) credits. Application for reinstatement of matriculation status is made through the Admissions Office. Unless an application is filed with—and accepted by—the Admissions Office, the student will remain a non-matriculant.

MATRICULATION STATUS—PART-TIME EXTENDED DAY STUDENTS
A student who started his or her studies at an accredited institution as a non-matriculated student would be eligible to transfer to LaGuardia Community College as a matriculated student provided that he or she has earned 6 or more credits at the home college.

Preference would be given to CUNY students on a seat availability basis. Students who, because of academic reasons, lost their matriculation must apply to LaGuardia as a non-matriculated student.

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

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

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

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

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

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

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

TRANSFER CREDITS IN COOPERATIVE EDUCATION
Transfer credit may be granted for Cooperative Education courses for which credit has been granted at another college. The number of credits transferred may not exceed three (3). The determination of comparability is made by the Dean of Cooperative Education. Transfer students without Cooperative Education credit are required to fulfill the total Cooperative Education requirement. However, students may apply for a partial waiver of this 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 study quarter) should consult their counselors. Permission signatures must be obtained from the appropriate Division Chairperson and the student's counselor before a LaGuardia permit for registration will be issued.

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

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

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

RE-ADMISSION
A student returning from a leave of absence may obtain a re-admit form from a Student Services Counselor or the Admissions Office.
CREDIT BANK
Students not formally enrolled at LaGuardia may store credits for college level courses that they have taken and passed under the auspices of LaGuardia. Should such students wish to enroll elsewhere, their records will be forwarded in the usual manner by the Registrar to the institution they plan to attend.

Cooperative Education Policies

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

LEAVE OF ABSENCE — COOPERATIVE EDUCATION
Though a student may take a leave of absence, he or she still remains in the initial internship pattern. Students planning to return to the College during an internship quarter must contact the Cooperative Education Division at least five weeks prior to the beginning of the term, or have made arrangements prior to taking leave.

INTERNSHIP SEQUENCE
A student's internship sequence (pattern) is determined individually, depending on several criteria including academic progress and the availability of appropriate internships.

PREREQUISITES TO INTERNSHIPS
1. Prior to their first internship, students should have completed CSE 102 (Reading and Study Skills) and NEM 101 (Basic Math II) or have received waivers.
2. Prior to their first internship, students must go through a certification process that may include: attendance at required orientation sessions, ability to interview satisfactorily, appearance at required interviews with the Cooperative Education advisor, etc. Responsibility for certification rests with the Cooperative Education advisor. Appeal of non-certification is to the Dean of Cooperative Education (or designee).
3. To be placed on an internship, students should show evidence of satisfactory academic progress, in general completing at least six (6) credits by the end of their first quarter, twelve (12) credits by the end of their second quarter, and for “B” pattern students, eighteen (18) credits by the end of their third quarter.

TAKING COURSES DURING AN INTERNSHIP QUARTER
Students on internships may also take academic course work. Students must receive approval from an advisor at registration. (It is generally

39
considered inadvisable for students to take more than six (6) credits of academic course work during an internship quarter.

Students who have not gone out on an internship according to their assigned pattern (for reasons which have not received the Cooperative Education Division's approval) are limited to taking courses in the Extended Day Program (after 5 P.M. or on Saturdays). Registration is dependent upon space availability. Special arrangements to take courses in the regular Day program require the permission of the Dean of Cooperative Education (or designee). Registration is dependent upon space availability.

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

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

CONDITIONS FOR FULFILLING THE COOPERATIVE EDUCATION REQUIREMENT
1. A student must receive credit in each of the required internships.
2. The Division of Cooperative Education does not place or grant further Cooperative Education credit to a student who has received two (NC) grades in internships. Appeal may be made to the Chairperson of the Academic Standing Committee.
3. A student must satisfactorily complete the Internship Seminar to receive Cooperative Education credit. If he does not, but does pass the internship component, he receives an (INC) grade. To change the (INC) to a passing grade: 1) The student whose Internship Seminar grade is (NC) must repeat the Seminar in the subsequent quarter; 2) The student whose Internship Seminar grade is (INC) must complete outstanding assignments by the end of the following two quarters. Appeal is first to the Seminar facilitator. Further appeal is to the internship coordinator. Still further appeal is to the Dean of Cooperative Education (or designee). Final appeal is to the Chairperson of the Academic Standing Committee.
COOPERATIVE EDUCATION UNDER THE OPTIONAL PLAN

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

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

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

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

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

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

The College-wide requirements are as follows:

Basic Skills Program

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

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

EVALUATION AND PLACEMENT

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

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

Students who do not speak English as their native language and need more work in English will be placed in special reading and writing courses. These are known as English as a Second Language (ESL) courses. They are offered by the Division of Communication Skills.

BASIC SKILLS COURSE REQUIREMENTS

The exact placement levels and course requirements were being reviewed as of April, 1975. A brochure explaining the procedure used to place students in Basic Skills courses will be given to students who need
to take these courses during the summer of 1975 prior to registration. The exact information on reading, writing and mathematics requirements will be listed in the brochure.

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

Most Basic Skills courses have fewer credits than the regular College courses. The low credit value is necessary to leave students “more room” in their 66 credit degree programs to choose free electives in areas that interest them.

Questions about your Basic Skills requirements may be directed to your counselor, available through the Counseling Office, Room Sony 152, or you may contact the Basic Skills Program Office, Room Sony B30.

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

Distribution and Intensives Requirements

DISTRIBUTION REQUIREMENTS
All students are required to take Liberal Arts courses in the Divisions of Natural Environment, Social Sciences, and Languages and Culture.* The Distribution Requirements are designed to introduce all students to the Liberal Arts areas of study. Since specific requirements differ with each major, students should refer to the section that describes their major requirements (p.p. 44 to 66). A student who wishes to have the Intensive requirement waived must appeal in writing to the Academic Standing Committee. If a waiver is approved, the Chairperson will notify the student and the Registrar in writing.

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.

*A student who wishes to have a divisional distributional requirement waived should contact the Chairperson of the appropriate division. If a waiver is approved, the Chairperson will notify the student and Registrar in writing.
Business Administration/Business Management Programs
(Managerial Studies Program)

The Managerial Studies Program is designed to enable the student to discover an immediate correlation between classroom theory and practical application in the business world. Two programs are available. The A.S. Degree (Business Administration) is designed for those students who desire to transfer to a four year college. This program provides greater diversity and flexibility for the transfer student to complete liberal arts coursework normally required for the B.B.A. or B.S. degrees.

The A.A.S. Degree (Business Management) is designed for students who wish to enter the business world immediately upon graduation from LaGuardia Community College. Both programs emphasize decision making involving problem analysis, evaluation of alternatives, exchange of ideas and human behavior.

Both the A.S. Program and the A.A.S. Program have the same core of courses which are taken in the Freshman year. This enables students to decide their post-graduation objectives at the end of their Freshman year and to choose appropriate courses.

MANAGERIAL STUDIES (A.A.S. AND A.S. DEGREE) CORE COURSES

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

Mathematics Requirement

NEM 120 — Elementary Statistics for Business Students

Cooperative Education Requirement
3 Internships and Seminars, 3 credits each

Business Courses

BUM 110 — Business Organization & Management
BUA 101 — Principles of Accounting I
BUA 102 — Principles of Accounting II
BUA 103 — Principles of Accounting III
BUL 101 — Business Law I
BUF 200 — Principles of Finance
BUD 103 — Data Processing Applications for Accounting
SSE 101 — Introductory Economics I

Total Credits: 39

* Business Administration majors may take LCE 104 — Writing and Literature (3 credits) in place of LCE 103 — Writing for Business.
BUSINESS ADMINISTRATION (A.S. Degree)

Core Courses listed above ................................................................................... 39

**Electives (must include one intensive)
Liberal Arts Electives (Divisions of Social Science, Natural Environment and Language & Culture) .................. 18

***Unrestricted Electives (from any Division) .................................................. 9

Total Credits: 66

BUSINESS MANAGEMENT (A.A.S. Degree)

Core Courses listed above .................................................................................... 39

**Electives (must include one intensive)
Liberal Arts Electives (Divisions of Social Science, Natural Environment and Language & Culture) ................. 8

**Business Electives ............................................................................................ 15

Unrestricted Electives (from any Division) .................................................... 4

Total Credits: 66

Managerial Studies majors needing additional skill development in reading, writing and mathematics will be required to take Basic Skills courses. These requirements are not included in the above program. The number of credits required and the particular courses the students must successfully complete are determined by their scores on the California Achievement Test. Any required Basic Skills courses must be included in the students' program in place of electives. For more information on the Basic Skills courses see pages 42—43.

***SUGGESTED BUSINESS ELECTIVES

Business Administration Majors:
BUM 130 — Money and Banking
BUK 101 — Principles of Marketing
BUM 140 — Management Theory and Practice

Business Management Majors:
Students may select business electives geared toward the various career specialties listed below. Job placement in these fields may require additional coursework beyond the two-year degree. Students should consult with their counselors or faculty advisors for additional information regarding job opportunities in the following areas:

MANAGEMENT
BUM 140 — Management Theory and Practice
BUD 220 — Fortran Programming
BUI 140 — Office and Personnel Management
BUL 102 — Business Law II
BUM 115 — Organizing and Operating a Small Business in an Urban Area or
BUM 135 — Salesmanship

MARKETING
BUK 101 — Principles of Marketing
BUI 196 — Mass Marketing Intensive
BUL 110 — Basics of Advertising
BUM 115 — Organizing and Operating a Small Business in an Urban Area
BUR 101 — Principles of Retailing Management
REAL ESTATE
BUR 120 — Principles of Real Estate
or
BUR 201 — Real Estate (License)
BUL 110 — Basics of Advertising
BUM 120 — Insurance
BUI 120 — Principles of Investment

SMALL BUSINESS MANAGEMENT
BUM 115 — Organizing and Operating a Small Business in an Urban Area
BUK 101 — Principles of Marketing
BUL 102 — Business Law II
BUM 120 — Principles of Insurance
BUL 110 — Basics of Advertising

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

Students not interested in American Institute of Banking Courses are advised to take the following courses:
BUI 120 — Principles of Investment
BUM 130 — Money and Banking
BUR 120 — Principles of Real Estate
BUL 102 — Business Law II
BUM 120 — Principles of Insurance

INSURANCE
Managerial Studies students interested in a career in insurance may take six credits of Business Electives at the College of Insurance and apply them toward a LaGuardia Community College degree. Students may transfer after either one or two years to the College of Insurance where credit will be given for those courses which are applicable to BBA or BS degrees. Students will have the opportunity to participate in a cooperative education program that features the immediate application of classroom theory to the business world. As part of the work-study program, the student will alternate four month period of study at the college with four month periods of work with the sponsoring organization. Sponsored students may obtain from 66% to 100% tuition scholarship benefit coupled with income from the work experience.

The following LaGuardia course offerings are suggested for students interested in a career in insurance:
BUM 120 — Principles of Insurance
BUR 120 — Principles of Real Estate
BUM 115 — Organizing and Operating a Small Business in an Urban Area
Health Services Management Technology Program

The Health Services Management Technology Program is a medically-oriented Business Administration option leading to an A.S. degree and is articulated with the senior universities of CUNY. It is also designed to qualify students for careers as hospital unit managers and health service coordinators. Such personnel perform all non-nursing administrative functions at a middle management level. Their responsibilities include staff scheduling and supervision, budget preparation, inventory updating and preparation of records and reports. The Health Services Administration Field requires skills in management as well as familiarity with medical administrative systems. This option will provide a core curriculum in administration of health service facilities, including applications of accounting, supervision, purchasing, data processing, records systems and jurisprudence.

CORE COURSES

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<td>LCE 103 — Writing for Business</td>
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Cooperative Education Requirement

3 Internships and Seminars, 3 credits each

Mathematics Requirement

NEM 120 — Elementary Statistics for Business Students

3

Science Requirements


4

NEB 204 — Fund. Human Bio. II

4

Human Services Requirements

HSC 104 — Health Delivery Systems

3

Business Courses

BUM 110 — Business Organization & Management

3

BUS 140 — Typing I

2

BUA 101 — Principles of Accounting I

2

BUA 102 — Principles of Accounting II

2

BUD 103 — Data Proc. App. for Accounting

3

*BUL 105 — Medical Jurisprudence

3

*BUH 105 — Intro. of Hospital Admin.

3

*BUH 110 — Hospital Unit Management

3

SSE 101 — Intro. to Economics

3

* Course descriptions to be provided by the Chairperson of the Business Division.
Electives (Must include one Intensive)
Liberal Arts Electives (include the following) .................................................. 13
SSI 100 — Intro. to Social Science
SSY 101 — General Psychology
SSS 101 — Urban Sociology
HSC 102 — Principles in Human Relations

Total Credits: 66

* Health Services Management Technology majors needing additional skill development in reading and writing will be required to take Basic Skills courses. These requirements are not included in the above program. The number of credits required and the particular courses the students must successfully complete are determined by their scores on the California Achievement Test. Any required Basic Skills courses must be included in the students' program in place of electives. For more information on placement in Basic Skills courses see pages 42—43.
Secretarial Science Program

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

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

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

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

English Requirements

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<tr>
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<tr>
<td>LCE 103</td>
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</tbody>
</table>

Math-Science Requirement

One Elective Course from the Division of Natural Environment (NEM 100 or NEM 101 does not satisfy this requirement.)

Social Science Requirement

SSI 100 — Introduction to Social Science

Cooperative Education Requirements

3 Internships, 3 credits each

Secretarial Science Courses

Typewriting I, II, and III

(BUS 140, 141, and 142)

Stenography I, II, and III

(BUS 100, 110, and 120 — Gregg)

or (BUS 101, 111, and 121 — Pitman)

or (BUS 103, 113, and 123 — ABC)

Transcription I and II

(BUS 210 and 220 — Gregg)

or (BUS 211 and 221 — Pitman)

or (BUS 215 and 225 — ABC)

BUS 140 — Office and Personnel Management

BUS 200 — Office Techniques and Trends

Credits

3

2
*Electives

Liberal Arts Electives ................................................................. 8
   (Divisions of Social Science, Natural
   Environment, and Language & Culture)

Unrestricted Electives .............................................................. 12
   (from any division)

**Total Credits: 66

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

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

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

Total ............................................................................ 6 Credits

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

English Requirements

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

* One of the electives must be an Intensive.

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

Any required Basic Skills courses must be included in the students' program in place of electives. For more information on placement in Basic Skills courses see pages 42—43.
Math-Science Requirement  
One Elective Course from the Division of Natural Environment  
(NEM 100 or NEM 101 does not satisfy this requirement.)  

Social Science Requirement  
SSI 100 — Introduction to Social Science  

Cooperative Education Requirements  
3 Internships and Seminars, 3 credits each  

Secretarial Science Courses  
Typewriting I, II, and III  
(BUS 140, 141, and 142)  

Stenography I, II, and III  
(BUS 100, 110, and 120 — Gregg)  
or (BUS 101, 111, and 121 — Pitman)  
or (BUS 102, 112, and 122 — Machine)  
or (BUS 103, 113, and 123 — ABC)  

Legal Stenography I and II  
(BUS 212 and 222 — Gregg)  
or (BUS 213 and 223 — Pitman)  
or (BUS 214 and 224 — Machine)  
or (BUS 216 and 226 — ABC)  

Legal Vocabulary I and II  
(BUS 230 and 240)  

BUL 101 — Business Law  

BUS 200 — Office Techniques and Trends  

**Total Credits: 66**

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

Unrestricted Electives  
(from any division)  

**Total Credits: 66**

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

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 250 — Educational Problems of the School Secretary I</td>
<td>2</td>
</tr>
<tr>
<td>BUS 251 — Educational Problems of the School Secretary II</td>
<td>2</td>
</tr>
<tr>
<td>BUS 255 — School Records and Accounts</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credits: 6 Credits**

* One of the elective courses must be an Intensive.

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

Any required Basic Skills courses must be included in the students' program in place of electives. For more information on placement in Basic Skills courses see pages 42—43.
Data Processing Program

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

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

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

Following are the course requirements for the two major areas:

DATA PROCESSING Programming and Systems Option (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 course from the Division of Language and Culture</td>
<td>3</td>
</tr>
</tbody>
</table>

Mathematics Requirement

* NEM 110 — Algebra .................................................. 3

Social Science Requirement

SSI 100 — Introduction to Social Science .......... 3

Cooperative Education

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

Data Processing Courses

Accounting:

Principles of Accounting I and II
(BUA 101 and BUA 102) ........................................... 4

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

Programming:

BUD 210 — PL/Programming ....................................... 3
or BUD 220 — Fortran Programming ............................ 3
or BUD 108 — Report Program Generator ...................... 3

* Students who have completed a year of Algebra will be placed in NEM 200—Pre-Calculus Mathematics or NEM 201—Calculus I. It is recommended that students intending to transfer to a four-year college elect an additional course from the Calculus sequence. Other students should elect an additional course in Statistics.
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUD 110 — Systems Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>BUD 120 — System 370/Assembler Language I</td>
<td>3</td>
</tr>
<tr>
<td>BUD 121 — System 370/Assembler Language II</td>
<td>3</td>
</tr>
<tr>
<td>BUD 230 — Operating Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

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

***Total Credits: 66***

**DATA PROCESSING Operations Option (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 course from the Division of Language and Culture</td>
<td>3</td>
</tr>
</tbody>
</table>

**Mathematics Requirement**

* NEM 110 — Algebra 3

**Social Science Requirement**

SSI 100 — Introduction to Social Science 3

**Cooperative Education**

Three Internships and Seminars, 3 credits each 9

**Data Processing Courses**

Accounting:

* Principles of Accounting I and II (BUA 101 and BUA 102) 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUM 110 — Business Organization and Management</td>
<td>3</td>
</tr>
<tr>
<td>BUD 100 — Introduction to Data Processing</td>
<td>3</td>
</tr>
<tr>
<td>BUD 106 — Basic 360 Cobol Programming</td>
<td>3</td>
</tr>
<tr>
<td>BUD 120 — System 370/Assembler Lang. I</td>
<td>3</td>
</tr>
<tr>
<td>BUD 310 — Basic Computer Operations</td>
<td>3</td>
</tr>
<tr>
<td>BUD 311 — Advanced Computer Operations</td>
<td>3</td>
</tr>
<tr>
<td>BUD 230 — Operating Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

**Business Electives:**

| Elective from Data Processing courses       | 3       |
| Elective from Business Division             | 3       |

**Liberal Arts Electives**

| (from the Divisions of Social Science, Natural Environment and Language and Culture) | 8       |

**Unrestricted Electives**

| (from any division)                        | 6       |

**Total Credits: 66**

* Students who have completed a year of Algebra will be placed in NEM 120—Elementary Statistics. It is recommended that students elect an additional course in Statistics (i.e. NEM 121).
Accounting Program

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

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

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

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

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

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

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

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

Accounting Course Requirements
Principles of Accounting I, II, III (BUA 101, 102, 103) .............. 6
Students must select 9 credits from following:
BUA 201 — Intermediate Accounting I (3 credits)
BUA 202 — Intermediate Accounting II (3 credits)
BUA 210 — Cost Accounting I (3 credits)
BUA 211 — Cost Accounting II (3 credits)
BUA 220 — Internal Auditing (3 credits)
BUT 150 — Individual Income Tax Procedures (3 credits)
BUT 155 — Partnership and Corporate Tax Procedures (3 credits)
(Note: Additional course options will be available as the need arises) 9

†If waived, student should select another mathematics course.

*Electives
Liberal Arts Electives (from the Divisions of Language and Culture, Natural Environment, and Social Science ........ 5

Unrestricted Electives
(Career students should select courses from the Division of Business) ......................................................... 13

**Total Credits: 66

*One of the elective courses must be an Intensive.

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

Any required Basic Skill courses must be included in the students' program in place of electives. For more information on placement in Basic Skills courses see pages 42—43.
ACCOUNTING (A.A.S. Degree — Transfer)

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

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

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

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

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

Accounting Course Requirements
Principles of Accounting I, II, III (BUA 101, 102, 103) ........... 6
Students must select 9 credits from following:
BUA 201 — Intermediate Accounting I (3 credits)
BUA 202 — Intermediate Accounting II (3 credits)
BUA 210 — Cost Accounting I (3 credits)
BUA 211 — Cost Accounting II (3 credits)
†If waived, student should select another mathematics course.

*Electives
Liberal Arts Electives (from the Divisions of Language
and Culture, Natural Environment and Social Science) ........... 5

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

**Total Credits: 66

*One of the elective courses must be an Intensive.

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

Any required Basic Skill courses must be included in the students’ program in
place of electives. For more information on placement in Basic Skills courses
see pages 42—43.
Admission to the Education Associate Program is available only to students referred to LaGuardia by the New York City Board of Education. Those referred are employed in the classroom as Education Assistants, Education Associates, or Family Assistants.

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

**Education Assistants:** Teaching Reading in the Classroom  
Teaching Math in the Classroom  
Teaching Reading to Bilingual Children

**Family Assistants:** Language of Behavior  
Tools of Social Work

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

**EDUCATION ASSOCIATE (A.A. Degree)**

<table>
<thead>
<tr>
<th>English and Humanities Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCE 101 — Basic Composition</td>
<td>3</td>
</tr>
<tr>
<td>One Elective course from the Division of Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math-Science Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure of the Number System I and II (NEM 103 and NEM 104)</td>
<td>6</td>
</tr>
<tr>
<td>One Elective course from the Division of Natural Environment</td>
<td>3</td>
</tr>
<tr>
<td>(NEM 100 or NEM 101 does not satisfy this requirement.)</td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Cooperative Education Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four Internship Seminars, 3 credits each</td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

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

**Psychology:**

SSY 230 — Abnormal Psychology  
or SSY 250 — Social Psychology  
or SSY 260 — Group Dynamics: Small Group Processes  

**Total:** 18
Education Associate Program—Specialization in Bilingual Education

The Education Associate Program with a Specialization in Bilingual Education awards the Associate Arts Degree (A.A.) to those who successfully complete the program. Students are encouraged to transfer to a Senior College after graduation.

Students who apply directly for admission to the Program are selected by examination in English and Spanish and by an oral interview.

Classes in major subject areas (Social Science, Psychology, Science, Math) are offered bilingually (in English and Spanish) with a focus on Hispanic culture. In addition, the program provides field-based instruction in bilingual curriculum development and teaching methodology. Students who are not presently working as paraprofessionals will serve three 13-week internships in bilingual schools. Working classroom paraprofessionals may utilize their current placement to fulfill the internship requirement. The internships are accompanied by seminars designed to assist students with problems they encounter in their teaching internship. The seminars available to program participants include the following:

Teaching of English as a Second Language
Social Science in the Bilingual Program
Realities of your Career Choice

EDUCATION ASSOCIATE (A.A. Degree)
WITH A SPECIALIZATION IN BILINGUAL EDUCATION

English and Humanity Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCE 101 — Basic Composition</td>
<td>3</td>
</tr>
<tr>
<td>LCE 104 — Writing and Literature</td>
<td>3</td>
</tr>
</tbody>
</table>
---|---|
| **Total Credits** | **6** |

*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 Skills courses. These requirements are not included in the above program. The number of credits required and the particular courses the students must successfully complete are determined by their scores on the California Achievement Test.

Any required Basic Skills courses must be included in the students’ program in place of electives. For more information on placement in Basic Skills courses see pages 42—43.
Math-Science Requirements

NEM 103 and NEM 104 Structure of the Numbers Systems I and II* ........................................ 6
One elective course from the Division of Natural Environment* ........................................... 3

Social Science*

SSI 100 — Introduction to Social Science ................................................................. 3
SSY 101 — General Psychology .................................................................................... 3
SSY 230 — Abnormal Psychology or
SSY 260 — Group Dynamics ....................................................................................... 3

Cooperative Education Requirements

Three internships and seminars (3 credits each) in
Educational Institutions requiring Bilingual Skills ....................................................... 9

Bilingual Education Associate Curricula

LCB 101 — Principles & Practices of Bilingual Education ................................................ 3
LCB 102 — Educational Psychology: The Hispanic Child in the
Urban Environment ....................................................................................................... 3
LCB 103** — Classroom Dynamics in the Bilingual School ......................................... 2
LCB 200 — Bilingual Language Arts:
Children's Literature and storytelling ........................................................................ 2
LCB 201 — Bilingual Instructional Materials .................................................................... 2

*Taught in Bilingual Mode.
**Students who have had Developmental Psychology I should see the instructor before registering.

***Electives

Five required courses to be selected from the following ..................................................... 15
(each course is 3 credits).

LCS 103 — Intermediate Spanish
LCS 210 — Advanced Composition in Spanish
LCS 104 — Hispanic Life & Institutions
LCS 105 — Advanced Spanish
LCS 200 — Social Themes in Latin American Literature I
LCS 201 — Social Themes in Latin American Literature II
LCS 270 — Literature of the Caribbean
SSY 102 — Urban Sociology
SSY 280 — Sociology of the Family

Unrestricted Electives ..................................................................................................... 6

Total Credits: 66

Majors needing additional skill development in reading and writing will be
required to take Basic Skills courses. These requirements are not included in
the above program. The number of credits required and the particular courses
the student must successfully complete are determined by the scores on the
California Achievement Test and for the Comprehensive English Language
Test (CELT).

Any required Basic Skills courses must be included in the students program
in place of unrestricted electives.

*** One of these electives must be an intensive.
Human Services Program

The Human Services Program leads to an Associate in Arts Degree (A.A.) with a special orientation toward the helping professions. Students may select concentrations in either Child Development or Mental Health. The curriculum is designed to prepare students for either career objectives or transfer to senior colleges.

The Child Development concentration prepares students for work with young children in day care centers and other child development group settings. Child development transfers can continue their education in such fields as early childhood education and special education.

The Mental Health concentration prepares students for careers in community mental health centers, child and family clinics, hospitals, and other related institutions. Mental Health transfers can continue their education in fields such as social work and psychology.

To successfully complete the program all Human Services students must complete 9 credits of supervised internship in an approved human services setting. Internships are not assigned before the third quarter. Integration of classroom and work experience is then achieved through a weekly schedule evenly divided between classroom study and field work.
HUMAN SERVICES—CHILD DEVELOPMENT CONCENTRATION
(Liberal Arts A.A. Degree with Specialization in Human Services)

<table>
<thead>
<tr>
<th>English and Humanities Requirements</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></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
<table>
<thead>
<tr>
<th></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>
</tbody>
</table>

Cooperative Education Requirements
<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six Part-Time Internships, 1½ credits each</td>
<td>9</td>
</tr>
</tbody>
</table>

Human Services Core Courses
<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 101 — Orientation to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HSC 102 — Principles in Human Relations</td>
<td>3</td>
</tr>
<tr>
<td>HSC 103 — Community Dynamics: Impact on Human Services (Usually offered as an Intensive)</td>
<td>3</td>
</tr>
</tbody>
</table>

(If students do not take an Intensive within their program requirements, one of their elective courses must be an Intensive.)

Child Development Concentration Courses
<table>
<thead>
<tr>
<th></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>

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

Total Credits: 66

*Human Services majors who need additional skill development in reading, writing, and mathematics will be required to take Basic Skills courses. These requirements are not listed in the above program. The number of credits required and the particular courses the student must successfully complete are determined by their scores in the California Achievement Test (see pages 42—43). When any required Basic Skill courses are taken, they must be included in the student’s program in place of electives.
HUMAN SERVICES — MENTAL HEALTH CONCENTRATION
(Liberal Arts A.A. Degree with Specialization in Human Services)

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

Math-Science Requirements
NEB 101 — Topics in Biological Sciences (Students may substitute
NEB 203, 204 Fundamentals of Human Biology I, II; or NEB 204
by permission of the Chairperson of the Division of Natural En¬
vironment on the recommendation of the Chairperson of the Human
Services Division) ........................................ 3
One additional course from the Division of Natural Environment .......... 3
(NEM 100 or NEM 101 does not satisfy this requirement.) .......................... 3

Social Science Requirements
SSI 100 — Introduction to Social Science ............ 3
SSY 101 — General Psychology .................................. 3
SSY 240 — Developmental Psychology I: Childhood .................. 3
SSY 260 — Group Dynamics: Small Group Processes .............. 3

Cooperative Education Requirements
Six part-time Internships, 1 ½ credits each ....................... 9

Human Services Core Courses
HSC 101 — Orientation to Human Services .............. 3
HSC 102 — Principles in Human Relations ............... 3
HSC 103 — Community Dynamics: Impact on Human Services
(Usually offered also as an Intensive) .................. 3
(If students do not take an Intensive within their program require¬ments, one of their elective courses must be an Intensive.) .................. 9

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

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

Total Credits: 66

*Human Services majors who need additional skill development in reading,
writing, and mathematics will be required to take Basic Skills courses. These
requirements are not listed in the above program. The number of credits re¬quired and the particular courses the student must successfully complete are
determined by their scores in the California Achievement Test (see pages 42—
43). When any required Basic Skill courses are taken, they must be included
in the student's program in place of electives.
Occupational Therapy Assistant Program

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

This is an approved program of the American Occupational Therapy Association.

OCCUPATIONAL THERAPY ASSISTANT (A.S. Degree)

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

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

Occupational Therapy Concentration
Biology: Fundamentals of Human Biology I and II
(NEB 203 and 204) .................................................. 8
### Psychology:

- SSY 101 - General Psychology .................. 3
- SSY 230 - Abnormal Psychology ................. 3
- SSY 240 - Developmental Psychology I: Childhood .................. 3
- SSY 241 - Developmental Psychology II: From Adolescence through Senescence .................. 3
- SSY 260 - Group Dynamics: Small Group Processes .................. 3

### Occupational Therapy:

- NET 201 - Occupational Therapy: Theory and Practice in Psychosocial Dysfunction .................. 3
- NET 202 - Occupational Therapy: Theory and Practice in Physical Dysfunction .................. 3
- NET 230 - Fundamentals of Abnormal Physical Conditions .................. 3
- NEI 195 - Community Health Intensive .................. 2
- Occupational Therapy Media and Applications I, II, and III:
  - NET 210 - General Crafts, Textiles and Leather .................. 3
  - NET 211 - Life Tasks .................. 3
  - NET 212 - Wood, Metal, Plastic, and Ceramics .................. 3

**Electives**

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

**Total Credits: 66**

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

Any required Basic Skills courses must be included in the students' program in place of electives. For more information on placement in Basic Skills courses see pages 42—43.

### Liberal Arts Program

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

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

Liberal Arts graduates transfer to a four year college with minimal loss of credit. At senior colleges they may decide to major in such

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

LIBERAL ARTS AND SCIENCE (A.A. Degree)

<table>
<thead>
<tr>
<th>English and Humanities Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCE 101 — Basic Composition</td>
<td>3</td>
</tr>
<tr>
<td>LCE 104 — Writing and Literature</td>
<td>3</td>
</tr>
<tr>
<td>Two Elective courses from the Division of Language and Culture</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Science Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SSI 100 — Introduction to Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Two Elective courses from the Division of Social Science</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math-Science Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective courses from the Division of Natural Environment</td>
<td>9</td>
</tr>
<tr>
<td>(NEM 100 or NEM 101 does not satisfy this requirement.)</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>
</tbody>
</table>

*Electives

<table>
<thead>
<tr>
<th>Liberal Arts Electives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Divisions of Social Science, Natural Environment and Language and Culture)</td>
<td>18</td>
</tr>
<tr>
<td>Unrestricted Electives</td>
<td></td>
</tr>
<tr>
<td>(from any division)</td>
<td>9</td>
</tr>
</tbody>
</table>

**Total Credits: 66

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

*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 number of credits required and the particular courses the student must successfully complete are determined by scores on the California Achievement Test. Place Test.

Any required Basic Skills courses must be included in the student’s program in place of electives. For more information on placement in Basic Skills courses see pages 42—43.
LIBERAL ARTS AND SCIENCE (A.A. Degree)

Science-Mathematics Concentration

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

### English and Humanities Requirements

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

Total: **12**

### Social Science Requirements

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

Total: **9**

### Cooperative Education

Three Internships, 3 Credits each

Total: **9**

### Science-Mathematics

Students select a total of 24 credits from among the following courses (also see page 106):

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

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

**Unrestricted Electives
(from any division)

Total Credits: 66

*One of the elective courses must be an Intensive.

**Liberal Arts majors needing additional skill development in reading, writing and mathematics will be required to take Basic Skills courses. These requirements are not included in the above program. The number of credits required and the particular courses the student must successfully complete are determined by their scores on the California Achievement Test.
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 10.)

Communication Skills Division
CSE 101 BASIC READING SKILLS 5 periods, 2 credits Prerequisite: None
This course is designed to improve students' reading skills. Emphasis is on vocabulary improvement, development of common and specialized reading skills and introduction of study skills. Admission to the course is based on College placement procedures.

CSE 102 READING AND STUDY SKILLS 5 periods, 2 credits Prerequisite: None
This course is a continuation of CSE 101 for those students who have taken or received a waiver from CSE 101. Course content is similar to CSE 101; however, reading skills are developed at a more advanced level. Admission to the course is automatic for CSE 101 students and for those students who must fulfill Basic Skill requirements. Credits are given upon completion of CSE 099 Reading Tutorial (see below).

CSE 099 READING TUTORIAL 2 periods, 0 credits Prerequisite: CSE 102
This course focuses on applying newly developed reading skills to college textbooks. Individual attention is provided through the use of tutors. Admission to the course is based upon a passing grade in CSE 102 for which no credit is granted until students successfully complete the tutorial.

CSE 103 ADVANCED READING AND STUDY 3 periods, 2 credits Prerequisite: None
This course is designed for the development of reading and study skills at a more advanced level. Emphasis is on such skills as vocabulary improvement, previewing, notetaking, summarizing, and critical analysis. Admission to the course is based on College placement procedures.

CSE 200 SPEED TECHNIQUES FOR EFFICIENT READING Prerequisite: CSE 099 Tutorial, or CSE 103, or waiver
This course is offered for students who are interested in speed techniques. Emphasis is placed on the development of effective reading habits and the techniques of rapid reading, identifying authors' patterns of writing, skimming, scanning and ongoing practice with mechanical aids and timed exercises. Admission to the course is based on completion of required basic skills reading courses or waiver.

CSL 100 INTRODUCTION TO ESL 7 periods, 0 credits Prerequisite: None
This course is designed to improve aural, speaking, reading and writing skills for those students whose native language is not English. Emphasis is on introductory basic reading and grammatical skills. Admission to the course is based on college placement procedures.
CSL 101 INTERMEDIATE ESL 7 periods, 2 credits  Prerequisite: None
This course is a continuation of CSL 100. Course content is similar to CSL 100; however, reading and writing skills are emphasized at a more advanced level. Admission to the course is automatic for CSL 100 students and for those students who must fulfill Basic Skill requirements.

CSL 102 ADVANCED ESL 5 periods, 3 credits  Prerequisite: None
This course is designed for the development of writing and reading skills at a very advanced level for those students whose native language is not English. Admission to the course is based on college placement procedures.

BUSINESS DIVISION

Accounting

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

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

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

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

BUA 201 INTERMEDIATE ACCOUNTING I 4 periods, 3 credits  Prerequisite: Principles of Accounting III

Advanced and alternative accounting practices as well as control procedures are examined as they pertain to Cash, Temporary Investments, Receivables, and Inventories.
BUA 202  INTERMEDIATE ACCOUNTING II  4 periods, 3 credits
Prerequisite: Intermediate Accounting I
This course continues to explore the problems of current practice and its relationships to Financial Accounting Theory as expressed in AICPA Opinions and Statements.
Topics examined include Long-Term Investments in Stocks, Tangible and Intangible Fixed Assets, Special Purpose Funds, Current, Contingent and Long-Term Liabilities, and Accounting for Pensions and Leases. Present Value concepts and their applications are also covered.

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

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

BUA 220  INTERNAL AUDITING  4 periods, 3 credits
Prerequisite: Principles of Accounting III
The course is designed to give the student a general background in the nature of Internal Auditing as an independent managerial appraisal activity within an organization. It discusses the position of the internal auditing activity in the organizational chart of the firm. It also discusses the technical tools which an Internal Auditor needs to perform his Auditing function such as working papers and Internal Auditing Manuals. Special emphasis is given to the disposition of Audit findings and the writing of Audit reports. A substantial part of the course deals with the procedures to follow in auditing financial activities such as Cash, Receivables, Inventories, Fixed Assets, etc. and operational activities in service and trading concerns such as granting credit, billing, Collection, Payroll, Purchases, and Inventory Control.

BUT 150  INDIVIDUAL INCOME TAX PROCEDURES  3 periods, 3 credits
Prerequisite: None
This course is designed to aid the student in the preparation of payroll tax returns, Federal, New York State and New York City individual and unincorporated business tax returns. Students learn the income to be reported, the allowable deductions, the personal exemptions permitted and the credits to be applied against the computed tax. Students prepare tax returns which reflect different taxpayer situations.

BUT 155  PARTNERSHIP AND CORPORATE TAX PROCEDURES  3 periods, 3 credits
Prerequisite: Principles of Accounting II
The students will learn the basic principles of partnership and corporate taxation and will be trained in the preparation of basic Partnership and Corporate Federal Income Tax returns and New York State and New York City Franchise Tax returns.
Business Administration & Business Management

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

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

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

BUL 101 BUSINESS LAW I 3 periods, 3 credits  Prerequisite: none
A study of the basic law of contracts including real estate as applied to business transactions. Case studies are used to analyze various principles of contract law and their applications in order to promote understanding of the legal aspects of contracts and contractual obligations.

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

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

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

BUR 201 REAL ESTATE (License): 3 credits, 3 periods Prerequisite: none
The first of a two-course sequence.
The first of two courses that will qualify students to take the license examination given by the State of New York for Real Estate, Brokers and Salespersons. This course encompasses Interests in Realty, General Business Law, Real Estate Contracts, Liens and Easements, Leases, Bonds, Mortgages, Deeds, Agency Taxes and Assessments.

BUR 202 REAL ESTATE (License): 3 credits, 3 periods
Prerequisite: BUR 201 Real Estate
This is the second course of a two course sequence that prepares students to take the licensing examination in the State of New York and trains them for a career in the real estate field. The course encompasses Forms of Voluntary and Involuntary Alienation, License Law, Management, Real Estate Valuation and Appraisal, Rent Regulation, Subdivision and Development, and Operation of a Real Estate Office including Salesmanship and Advertising.

BUK 101 PRINCIPLES OF MARKETING 3 periods, 3 credits
Prerequisites: Business Organization and Management, Accounting 101
This course reviews case studies dealing with the entire marketing cycle of goods from place of origin to ultimate consumer. The institution methods and policies are analyzed and evaluated. Consideration is given to methods for improving efficiency and lowering costs.

BUL 110 BASICS OF ADVERTISING: 3 credits, 3 periods
Prerequisite: none
A broad overview of advertising, its roles in marketing and as a motivational force in society. The nature of media and their creative and productive functions are discussed as are related career opportunities.

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

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

BUM 215 BASICS OF MERCHANDISING FOR MASS MARKETS 3 credits, 3 periods Prerequisites: Chain Store Administration
This course prepares students for advanced training in retail chain buying. Buying theories, processes and decisions affecting the selection of resources, merchandise assortment, chain distribution systems, communication channels and controls are investigated through cases, lectures and readings.
BUM 130  MONEY AND BANKING  3 credits, 3 periods  
Prerequisites: None  
The organization and operation of our financial system are reviewed, including the money and capital markets, commercial banking and commercial finance institutions. The effects of governmental, monetary and fiscal policy on the economy are explored.

BUFF 200  PRINCIPLES OF FINANCE  3 credits, 3 periods  
Prerequisites: Basic Skills Mathematics Requirements, Accounting 101 and 102 or permission of divisional chairperson.  
An introduction to the principles and practices of the financial organization and the operation of a corporation. The financing of a new and growing business, sources of capital, banking and credit procedures are examined in depth.

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

BUM 135  SALESMAapplication  3 periods, 3 credits  
Prerequisite: none  
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.

Intensive

BUI 196  INTRODUCTION TO MASS MARKETING  3 credits  
This Intensive acquaints students with the revolution in the marketing industry. Students will discover through fieldtrips, workshops and readings the interaction and importance of the numerous functions and processes needed to bring products to consumers. As an introductory course in marketing, the course may serve as preparation for cooperative internships.

Data Processing

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

The topics covered include: (1) punched card data processing; (2) computer data representation and mathematics; (3) computer hardware components; (4) flow charting; (5) computer programming with emphasis on the BASIC language; (6) file organizations; (7) career opportunities and (8) organization of a typical commercial data processing installation.
BUD 106 BASIC 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 writing programs in COBOL language, utilizing input and output devices.

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

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

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

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

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

BUD 220 FORTRAN PROGRAMMING 5 periods, 3 credits
Prerequisite: Introduction to Data Processing
This course introduces the student to the FORTRAN programming language, which is used primarily in the fields of mathematics and science. Topics covered include definition of constants, variables, and expressions; real and integer arithmetic; input/output; control statements; looping; arrays and subprograms.
BUD 108 REPORT PROGRAM GENERATOR (RPG)  5 periods, 3 credits
Prerequisite: Introduction to Data Processing
Report Program Generator language is presented by means of learning to write business oriented reports, matching, multi-input files. Other high level programming techniques are taught.

BUD 110 SYSTEMS ANALYSIS AND DESIGN  5 periods, 3 credits
Prerequisite: BUD 120 System/370 Assembler Language I
The analysis of existing manual and electronic data processing systems and the design of computer based systems to replace them, with consideration given to organizational structures, form design, file design, data structures, scheduling, operations research techniques, and hardware and software organization. Actual and simulated case studies will be utilized. The student will program and document a comprehensive systems study.

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

BUD 105 COMPUTERS AND SOCIETY:  4 periods, 3 credits
Prerequisite: none
Computers and Society is offered as a non-technical course for all students interested in understanding the myths and realities of our computerized society. The intent is to familiarize the student with the terms and problems of the computer age.
Basic knowledge of computer equipment and computer programming will be covered in terms of vocabulary of the computer world, as well as actual experience with computer equipment. Each lecture will be related to a specific application of computers such as voting analysis, education, health, credit card/billing systems, transportation and government systems.

BUD 115 DATA ENTRY I:  2 credits, 4 periods
Prerequisite: none
This course covers the basic information on data entry and provides laboratory drill sessions for the student who wants to be a competent production data entry operator. The topics covered are punched card format and coding methods, the IBM 029 Keypunch, the IBM 059 Verifier, and design and use of keypunch program drum cards.

BUD 116 DATA ENTRY II:  2 credits, 4 periods
Prerequisite: Data Entry I
This course covers the intermediate skills required of students who want to qualify as production data entry operators. The topics covered include the IBM 129 Keypunch, conversational mode CRTs, key to tape systems, key to disk systems, and methods of increasing speed and accuracy in machine operations.
BUD 290 COMPUTER ELECTRONICS 6 periods, 4 credits, Prerequisite: none
This is a fundamental course in digital electronics and electricity, which will provide a basis for further study and concentration in computer maintenance and repair. Among the topics to be considered are Logic & Boolean Algebra, Direct Current Series & Parallel Circuits, Diodes & Transistors, Arithmetic Circuits and Electronic Measurements Theory. Laboratory portion of the course will include a Logic Trainer, The Cathode Ray Oscilloscope, and the Volt Meter.

BUD 270 BASIC COMPUTER OPERATIONS 3 credits, 5 periods
The study of the operation of computer systems with special attention given to computer organization, operation of peripheral units and terminals and scheduling and documentation. The students will be required to demonstrate their operational and organizational skills at the Computer Center.

BUD 275 ADVANCED COMPUTER OPERATIONS 3 credits, 5 periods
The study of the operation of computer systems and the utilization by the operator of assembler language, operating system commands, and utility programs in loading, executing and diagnosing system faults of jobs run in a typical production environment. The students will demonstrate their operational skills on IBM 360/370 series computer equipment.

BUD 260 INTRODUCTION TO TELEPROCESSING: 3 Credits, 5 Periods
Prerequisite: BUD 120 System/370 Assembler Language I
This course examines the area of data transmission and how it is used to communicate with the computer. Topics covered include the nature of the communication links and of the hardware attached to them; common carriers and their services; configuring data communication systems including a description of the codes, modems, terminals, software, and methods of line organization. Both a project and a case study are integral elements of the course and are carried out as a part of laboratory assignments.

Secretarial Science

BUS 100 STENOGRAPHY I, GREGG 4 periods, 2 credits
Prerequisite: none
Students who have not previously studied shorthand receive an intensive presentation of the basic theory of Gregg Shorthand, Diamond Jubilee series. At the conclusion of the quarter, students are expected to have mastered the basic principles and to have acquired a writing speed of 40 words a minute and the ability to read shorthand from textbook plates and homework notes.

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

BUS 102 STENOGRAPHY I, MACHINE 4 periods, 2 credits
Prerequisite: none
A presentation of the basic keyboard of the stenographic machine known as "Touch Shorthand." In addition to keyboard theory, correct stroking technique, practice in rapid reading of touch notes, and abbreviations are emphasized. Final speed goal is 40 words a minute.
BUS 103  STENOGRAPHY I, ABC  4 periods, 2 credits
Prerequisite: none
A presentation of the basic theory of the Landmark ABC shorthand system. Students are expected to master the basic principles of the system, attain a writing speed of at least 40 words a minute, and to read fluently from textbook plates and homework notes.

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

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

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

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

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

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

BUS 122  STENOGRAPHY III, MACHINE  4 periods, 2 credits
Prerequisite: Stenography II or equivalent

BUS 123  STENOGRAPHY III, ABC  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

BUS 215  TRANSCRIPTION I, ABC  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 90 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. During the Extended Day program, this course is offered over two sequential quarters. Students enrolling for the course in the Extended Day Division must complete both quarters in order to receive credit for the course.

BUS TRANSCRIPTION II, GREGG  8 periods, 4 credits
Prerequisite: Transcription I
BUS 221 TRANSCRIPTION II, PITMAN 8 periods, 4 credits
Prerequisite: Transcription I

BUS 225 TRANSCRIPTION II, ABC 8 periods, 4 credits
Prerequisite: Transcription I
This final course in stenographic training brings students to a professional level of competence. Stenographic dictation at 110 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. During the Extended Day program, this course is offered over two sequential quarters. Students enrolling for the course in the Extended Day Division must complete both quarters in order to receive credit for the course.

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 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 type stencil, ditto, and other duplicating masters. The final speed goal is a minimum of 40 words a minute.

BUS 142 TYPEWRITING III (SPECIALIZED DOCUMENTS) 3 periods, 2 credits  Prerequisite: Typewriting II or equivalent
This course is intended primarily to develop students' abilities in a variety of typewriting production tasks including legal, medical, statistical, and business reports. Students who have at least minimal understanding of Spanish will also be instructed in typewriting in that language. A final typewriting speed goal of 50 words a minute is required.

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 Executary Dictaphone, the IBM Executary Transcriber, the Magnetic Tape Selectric Typewriter, and the Mag Card Selectric Typewriter. Through the use of "on-the-job" materials, these abilities will be developed into employable skills.

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
opportunities to develop command of related business skills such as telephone
techniques, mail procedures, filing and duplicating processes, dictaphone, office
machines and office organization.

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

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

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

BUS 216 LEGAL STENOGRAPHY I, ABC 8 periods, 4 credits
Prerequisites: Stenography III, Typewriting II, Business Law or equivalents
Corequisite: Legal Vocabulary I
This course is designed to provide basic training in the preparation of legal
documents and letters. Emphasis will be on stenographic aspects of such docu-
m ents, 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
Corequisite: Legal Vocabulary II

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

BUS 224 LEGAL STENOGRAPHY II, MACHINE 8 periods, 4 credits
Prerequisites: Legal Stenography I, Legal Vocabulary I or equivalents
Corequisite: Legal Vocabulary II

BUS 226 LEGAL STENOGRAPHY II, ABC 8 periods, 4 credits
Prerequisites: Legal Stenography I, Legal Vocabulary I or equivalents
Corequisite: Legal Vocabulary II
This course is designed to provide additional training in the preparation of legal
documents and letters, building upon the work completed during the first quar ter. Emphasis will be on stenographic aspects of such documents, but
c ommon legal forms will also be used.

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

BUS 240 LEGAL VOCABULARY II, GREGG, PITMAN, MACHINE, ABC
3 periods, 3 credits Prerequisite: Legal Vocabulary I
Corequisite: Legal Stenography II
This course is a continuation of Legal Vocabulary I. It includes more advanced
terminology and legal documents, further development of dictation speed, and
continued exercises in spelling and punctuation.
BUS 250  EDUCATIONAL PROBLEMS OF THE SCHOOL SECRETARY I*  
2 periods, 2 credits  Prerequisite: none  
This course is one of three courses designed to prepare students for the School Secretary License Examination. It includes the study of educational developments in the United States, and basic principles and practices of educational supervision.

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

BUS 255  SCHOOL RECORDS AND ACCOUNTS  2 periods, 2 credits  
Prerequisite: none  
This course is designed to develop an understanding of New York City elementary school records and accounts and administrative procedures. Class work will consist of actual implementation of selected school records and accounts. Problems characteristic of daily administrative procedures will be reviewed, discussed and analyzed. Assignments material will be reviewed by the class.

* BUS 250, 251 and 255 are designed to prepare a student for the School Secretary License Examination.
DIVISION OF HUMAN SERVICES

Human Services Core Curriculum

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 and consumers of human services.

HSC 102 PRINCIPLES IN HUMAN RELATIONS
3 periods, 3 credits  Prerequisite: none
Students will be given the opportunity to learn fundamental concepts and skills needed for relating to and working with people in the field of human services. The course work will focus on the principles of human relationships, in general, through presentations and discussions. Topics will include: verbal and non-verbal behavior; the appropriate use of intervention skills; analysis of professional roles; group work skills; recording, reporting, and evaluation.

HSC 103 COMMUNITY DYNAMICS: IMPACT ON HUMAN SERVICES
3 periods, 3 credits  Prerequisites: SSI 100; HSC 101
Students will examine the meaning of "community": the community as an action system in the delivery of human services; the decision-making process at various community levels; the nature and interaction of special interest groups in the community decision-making process; government leadership elites, citizen/participants, and the community power structures; community planning and development in the human service area; community change techniques; mechanisms of reaching community consensus; and special problems of community in the New York City setting. Classroom work will include lecture, discussion, role play, simulation, team library research projects, reading and writing assignments. Visits will be made to community decision-making groups.

This course may not be applied toward the student's Social Science requirement. If taken as an Intensive, it may be used to fulfill the College's Intensive requirement.

Child Development Curriculum

HSD 000 COOPERATIVE EDUCATION, CHILD DEVELOPMENT
1½ credits
Prerequisites: HSC 101 and HSC 102; or current employment in an approved child development setting
The cooperative education program for Human Service students consists of 13-week part-time internships for each of six quarters with coordinated internship seminars. Students learn to interrelate practice with theory through the internship taken each quarter along with other Human Service courses.
HSD 110 DEVELOPMENTAL ACTIVITIES FOR YOUNG CHILDREN IN SOCIAL LIVING
3 periods, 3 credits Prerequisite: none
Corequisites: Internship or employment in an approved child development setting
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 of children will be planned and tested in child development 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.

HSD 111 DEVELOPMENTAL ACTIVITIES FOR YOUNG CHILDREN IN LANGUAGE
2 periods, 2 credits
Prerequisites: HSD 110; CSE 101 or waiver
Corequisites: Internship or employment in an approved child development setting
A study of the sequential development of language and communication skills, beginning with infancy, and the process by which language is acquired. Techniques for encouraging conversation, increasing vocabulary, and developing related prereading skills will be examined and evaluated in students' actual participation with children. Consideration will be given to understanding the role of children's literature in developing the language of young children.

HSD 112 DEVELOPMENTAL ACTIVITIES FOR YOUNG CHILDREN IN MATHEMATICAL UNDERSTANDINGS
2 periods, 2 credits
Prerequisites: HSD 110
Corequisites: Internship or employment in an approved child development setting; NEM 103 (either co- or prerequisite)
Students will draw on the knowledge gained in the Liberal Arts courses in mathematics, and on the theories of child development, to analyze activities that help young children to develop insight into mathematics. Students will plan and analyze appropriate early childhood activities to develop young children's understanding of mathematical concepts such as quantity, shape, space, distance, and time. Using what is known about how children develop and how learning occurs, the course will deal with sequential levels of children's mathematical understanding.

HSD 113 DEVELOPMENTAL ACTIVITIES FOR YOUNG CHILDREN IN SCIENTIFIC ATTITUDES AND CONCEPTS
2 periods, 2 credits
Prerequisites: HSD 111; NEP 101 or NEB 101
Corequisites: Internship or employment in an approved child development setting
This course will draw on the knowledge acquired by students in the areas of child development and the biological and natural sciences. Students will learn how to capitalize on the natural curiosity of children, to encourage their powers of observation, and to develop their skills in problem solving. Consideration will be given to recognizing when a child understands a scientific concept and when he is ready for an additional one. Students will learn how to design experiences intrinsic to the child's environment (related to sounds, lights, living things, simple machines, etc.) to facilitate the development of scientific concepts.
Mental Health Curriculum

HSM 000  COOPERATIVE EDUCATION, MENTAL HEALTH
1½ credits
Prerequisites: HSC 101 and HSC 102; or current employment in an approved mental health setting
The cooperative education program for Human Service students consists of 13-week part-time internships for each of six quarters with coordinated internship seminars. Students learn to interrelate practice with theory through the internship taken each quarter along with other Human Services courses.

HSM 120  SURVEY OF PSYCHOLOGICAL TREATMENT APPROACHES
3 periods, 3 credits
Prerequisites: SSY 101; HSC 102
Corequisites: Internship or employment in an approved mental health setting
This survey course will begin with an historical overview of treatment approaches in mental health. The student will be introduced to theoretical knowledge about the various treatment approaches and will examine and compare these. Treatment approaches will be studied in terms of when they are applicable, how they are applied, and toward what broad goals to improve the patient’s mental health. Case studies demonstrating selected treatment approaches will be analyzed.

HSM 121  MENTAL HEALTH ROLES AND COMMUNITY RESOURCES
2 periods, 2 credits
Prerequisites: HSC 101
Corequisites: Internship or employment in an approved mental health setting
This course will present and analyze the range of mental health worker roles. It will focus on the skills needed to solve role problems and the skills needed to locate and use community resources. Classroom work will include lecture, discussion, case presentations prepared by students and guest speakers.

HSM 122  TOPICS IN MENTAL HEALTH FIELD ORGANIZATION
2 periods, 2 credits
Prerequisites: HSM 121 (or permission of instructor)
Corequisites: Internship or employment in an approved mental health setting
This course will focus on systems with which students are engaged in field placement or in the agency in which they are employed. Systems studied include staff relations in bureaucratic organizations, work with families and networks, small groups and interface dynamics. Students present case studies from their agencies, and also use prepared cases, role playing, and selected readings as materials in the course.

HSM 123  CONTEMPORARY ISSUES IN MENTAL HEALTH SERVICES
2 periods, 2 credits
Prerequisites: HSM 121 (or permission of instructor)
Corequisites: Internship or employment in a mental health setting
This course will identify and analyze issues in the mental health field, emphasizing how these issues are manifested in local agencies and how they affect the mental health worker’s job. Students will work as research teams to collect relevant information. Teams will analyze and organize data, use the data to develop positions on issues, and use the classroom as a forum to debate the issues based on their research and field experiences. Topics discussed in class will vary in keeping with changing concerns in the field.
Division of Language and Culture

The Division of Language and Culture includes English, foreign languages, art, music, philosophy, speech, and communication arts. The Division seeks to assist in strengthening basic skills, to plan career programs where appropriate, and to foster interest in cultural development. Placement at various levels of instruction is made on the basis of testing. Students who wish further information should apply directly to the Division Office.

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

**ENGLISH**

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

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

**INTERDISCIPLINARY APPROACH WITH AN ENGLISH CONCENTRATION**

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

Spanish
1. Spanish I, II or III, or Spanish for Fluent Speakers
2. The Puerto Rican Community (Intensive)
3. Hispanic Life and Institutions
4. Latin American Literature I and II
5. Literature of the Caribbean and/or the Barrio

French
French I, II, III, IV

Italian
Italian I, II, III, IV

German
German I, II

Greek (Modern)
Greek I, II, III

Hebrew (Modern)
Hebrew 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)
7. Studio Art Seminar (Intensive)
8. Graphics Theory and Design
9. Photography
Studio Art Courses

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

LCA 130  BEGINNING DRAWING. 3 hours, 3 credits. Prerequisite: none
An introduction to the basic problems involved in drawing. Problems in descriptive and interpretive drawing will be explored. Drawing from the model and from the landscape will be required.

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 Painting 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.

LCA 161  PHOTOGRAPHY 4 periods: 1 lecture, 3 labs, 3 credits
Prerequisite: none
An introduction to photography covering camera, lighting, composition, exposure, processing and printing. The application and use of photography and photographic techniques in other communication fields (TV, film, advertising, public relations, journalism, graphic arts) will be studied. Individual projects are required.
LCA 160  GRAPHICS THEORY AND DESIGN  3 periods, 3 credits  
Prerequisite: none  
For beginning and advanced students. Instruction in the relief printing techniques of woodcut and collography (cardboard/paper construction). Students experiment with designs in black and white and color. Operation of the printing press, registry, inking and other techniques will be demonstrated. Students produce their own print editions. The history of printmaking will be discussed and illustrated with slides.

Art History Courses

LCA 201  SCULPTURE, PAINTING, ARCHITECTURE: A VIEW OF ART IN THE NON-WESTERN WORLD  3 periods, 3 credits  
(former title: Art of the Non-Western World)  
Prerequisite: none  
This course examines the social, economic, and religious qualities and functions of art from a variety of cultures and historical periods. Art forms such as African masks, Buddhist sculpture, and Aztec architecture are studied and compared to such notable examples of Western art as the Greek temple, the Medieval cathedral, and Michelangelo's Sistine Ceiling. Discussion will emphasize such visual qualities as design, style, and technique. The training and patronage of the artist will also be considered. Illustrated with slides. Textbook readings and museum visits required.

LCA 202  NATURE AND HUMAN NATURE IN WESTERN ART  3 periods,  
(former title: Art of the Western World)  
3 credits  Prerequisite: none  
An introduction to the history of Western Art with emphasis placed on the basic themes of landscape, the city, still life, portraiture, and the human figure. The art of Europe and America from ancient Rome to the Modern Era will be compared and contrasted in slide lectures and discussions. Painting, sculpture, prints and architecture will be considered for humanistic meanings as well as the visual qualities of design, style and technique. Textbook readings and museum visits required.

Writing Courses

LCE 100  FUNDAMENTALS OF EFFECTIVE WRITING  3 periods, 1 credit  
Prerequisite: none  
This course is designed to develop and reinforce basic writing skills. The focus will be on such primary areas as sentence correctness, agreement, tense, punctuation, spelling, word usage and coherent development of simple paragraph structure. Frequent conferences with the instructor and attendance at the Writing Center will be encouraged. Admission to the course is based on College placement procedures.

LCE 101  BASIC COMPOSITION  3 periods, 3 credits  
Prerequisites: CSE 102 Reading and Study Skills, or waiver; LCE 100 Fundamentals of Effective Writing, 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 103 WRITING FOR BUSINESS 3 periods, 3 credits
Prerequisite: LCE 101 or waiver from LCE 101 by examination
This is a course that develops effective writing skills for use in business communications. Special emphasis is placed on the mechanical features of writing within the context of business requirements, on the composition of standard types of business letters, on the methods of writing reports, and on the use of reference books in the business field.

LCE 104 WRITING AND LITERATURE 3 periods, 3 credits
Prerequisite: LCE 101 or waiver
A continuation of the work done in LCE 101, this course provides a dual focus: an introduction to the study of fiction, poetry, 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.

LCE 212 FORMS AND TECHNIQUES OF POPULAR WRITING 3 periods, 3 credits
Prerequisite: LCE 101
This course enables students to understand and apply the verbal strategies and techniques of the most popular forms of public writing. The course focuses on how to inform, persuade and entertain in newspaper reportage, magazine articles, advertisements, movie and TV reviews, fliers and leaflets. Students will be asked to submit work to Fiorello’s Flute, and they will also be encouraged to submit writing to newspapers outside LaGuardia. On all projects, emphasis will be placed on determining one’s audience and on writing with that particular audience in mind.

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 260 THE NOVEL 3 periods, 3 credits
Prerequisite: CSE 102 or waiver
An examination of the development of techniques and conventions used in the novel, with emphasis on 19th and 20th Century fiction. The course provides an analysis of representative works in the context of their biographical, social, intellectual, and artistic backgrounds.

LCE 265 THE DRAMA 3 periods, 3 credits
Prerequisite: CSE 102 or waiver
An Introduction to dramatic literature, with attention given to major periods of development, including ancient Greece, the Elizabethan period, and modern times. Selections will be made from such representative dramatists as Sophocles, Shakespeare, Ibsen, Shaw, O’Neill, Albee, Leroi Jones, and others.

LCE 270 THE POETIC EXPERIENCE 3 periods, 3 credits
Prerequisite: CSE 102 or waiver
An exploration of the forms and meanings of poetry. Certain early writers of special relevance will be studied, but the primary emphasis will be on selected nineteen and twentieth century poets.
LCE 240 THE LITERATURE OF THE CITY 3 periods, 3 credits  
Prerequisite: CSE 102 or waiver  
A view of the dynamics of the urban scene as seen in literature. Attention will be given to important social issues as well as cultural developments.

LCE 201 SOCIAL CURRENTS IN AMERICAN LITERATURE I  
3 periods, 3 credits  
Prerequisite: CSE 102 or waiver  
A view of significant political and social issues as they have been reflected in American literature up to World War I. Included are the works of H. B. Stowe, Twain, Crane, Dreiser, and others.

LCE 202 SOCIAL CURRENTS IN AMERICAN LITERATURE II  
3 periods, 3 credits  
Prerequisite: CSE 102 or waiver  
A view of political and social issues as they have been reflected in American literature from World War I to the present. Included are the works of Dos Passos, Farrell, Wright, Mailer, Malamud, and others.

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

LCE 247 THE AMERICAN WOMAN WRITER: VOICES OF AMERICAN WOMEN  
3 periods, 3 credits  
Prerequisite: CSE 102 or waiver  
This course is designed to study the unique experience of the American woman writer. By studying works written by women of a variety of ethnic groups, geographic locations and time frames, it is shown how being women has influenced their creative interpretation of the American experience. Writers such as Emily Dickenson, Kate Chopin, Edith Wharton, Tillie Olsen, Carson McCullers, Lillian Hellman, Joyce Carol Oates, Erika Jong, Anne Sexton, Sylvia Plath, and others will be studied.

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 280 CHILDREN'S LITERATURE 3 periods, 3 credits  
Prerequisite: CSE 102 or waiver  
An introduction to basic themes in children's literature. The course focuses on fiction, picture books, poetry, and folklore for children from pre-school through elementary school.

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

French

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

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

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

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

German

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

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

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

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

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

Hebrew

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

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

Italian

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

LCI 102 ELEMENTARY ITALIAN II 5 periods: 3 lectures, 2 labs, 3 credits
Prerequisite: LCI 101 or permission of instructor
This course is a continuation of Italian I.
LCI 103 INTERMEDIATE ITALIAN III  4 periods: 3 lectures, 1 lab, 3 credits
Prerequisite: Italian 102 or permission of the instructor.
Further development of speaking, reading, and writing skills through direct interaction with Italian-speaking people. Emphasis will be placed on the ability to understand and interpret media, to take notes in conferences conducted in Italian, and to develop creative writing skills. Students will be exposed to many members of the Italian-speaking community as well as to commentary on social issues and will be involved in an individual project that will demonstrate both oral and written abilities.

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

LCI 200 SOCIAL THEMES IN ITALIAN LITERATURE  3 periods, 3 credits
Prerequisite: LCI 104 or permission of the instructor
An introduction to Italian Literature and its relationship to the dynamics of social change. Through readings, individual research 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. This course will be taught in Italian.

Spanish

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

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

LCS 111 SPANISH FOR THE CLASSROOM TEACHER  5 periods: 3 lectures 2 labs, 3 credits  Prerequisite: none
The course is designed to develop oral competency in Spanish for those students planning to work in school or social work settings with Spanish-speaking children and their parents. Through simulated situations students will develop confidence in giving and obtaining basic information in Spanish and in conducting simple interviews with parents.

LCS 112 SPANISH FOR THE CLASSROOM TEACHER  5 periods: 3 lectures, 2 labs, 3 credits  Prerequisite: LCS 111 or permission of instructor (not open to students who have had LCS 101-102).
This course is a continuation of LCS 111.
LCS 113 SPANISH FOR FLUENT SPEAKERS 5 periods: 3 lectures, 2 hour lab, 3 credits Prerequisite: LCS 102 or permission of instructor
A course designed for those students who are fluent in the spoken language and wish to develop skills in reading comprehension and writing ability. Composition and reading skills are developed within the context of current topics. In addition to classroom meetings, an individual project related to the student's field of interest will be required.

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

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

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

LCS 200 SOCIAL THEMES IN LATIN AMERICAN LITERATURE I 3 periods, 3 credits Prerequisite: LCS 104 or permission.
An introduction to Latin American literature and its relationship to the dynamics of social change. Through readings, individual research, and attendance of 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 explorizat ion, the independence movement and abolition.

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

LCS 210 ADVANCED SPANISH COMPOSITION 3 credits Prerequisite: LCS 113, LCS 103 or permission
This course is designed to enable the student already familiar with basic Spanish grammar to express himself/herself in Spanish in coherent and
organized manner. The focus of the course is on the development of analytic skills in critical writing and the development of research techniques. In addition, the student will be introduced to the major literary genres.

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

LCF 150, LCG 150, LCH 150, LCI 150, LCK 150, LCS 150
SKILL MAINTENANCE IN FOREIGN LANGUAGES 2 lab hours, 1 credit
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 organization, expression and style. Students will gain understanding by listening to selections and by discussing 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 the recorder.

LCM 102 INTERMEDIATE MUSIC 3 periods, 3 credits
Prerequisite: LCM 101
This course is designed to provide in-depth exploration of various musical concepts through extensive and varied examination of the musical literature of the period of common practice. Live performances of the literature by faculty, students and guests will be emphasized. The changing concepts of melody, harmony, counterpoint, structure and medium will be explored with emphasis on the student's developing the ability to recognize, analyze, and perform the literature. Outside listening, on reserve readings, and attendance at college concerts will be required.

LCM 210 AMERICAN MUSIC 3 periods, 3 credits
Prerequisite: LCM 101
This exploration of musical development in America over the last 350 years will concentrate on three major areas: the origins and changing form and character of American folk music, the development of jazz, musical theater and "pop" music, and the evolution of the American symphonic tradition. These will be examined in the light of present and probable future developments in each area.

LCM 150 CHOIR 3 periods, 1 credit
Prerequisite: by audition only (ability to read music equivalent to LCM 101)
Emphasis is on the preparation of choral music for performance. The repertory will include traditional masterpieces of choral literature, Broadway show tunes and currently popular works. Chorale will provide the student with an opportunity to learn and perform masterpieces of the choral literature from ancient chants to the latest contemporary works of today. Choir members will study
the form and structure of choral works from different historical periods and learn to recognize their stylistic differences. In addition to classwork (rehearsals), the students will be prepared for public performances before audiences and on radio and TV.

A student may take choir five (5) quarters for credit or audit without credit. A student may earn a total of 10 credits in performance groups. Choir will be offered fall, winter and spring quarters.

LCM 160 WIND ENSEMBLE 3 periods, 1 credit
Prerequisites: by audition only (ability to read music; performance techniques equivalent to grade 5 music)
The Wind Ensemble will provide the student with an opportunity to learn and perform masterpieces of the instrumental literature from the Renaissance to the latest contemporary works of today. Members of the Wind ensemble will study the form and structure of instrumental works from different historical periods and learn to recognize their stylistic differences.

In addition to classwork (rehearsals), the students will be prepared for public performances before audiences and on radio and TV. A student may take Wind Ensemble for 5 quarters for credit or audit without credit. A student may earn a total of 10 credits in performance groups. Wind Ensemble will be offered fall, winter and spring quarters.

**Philosophy**

LCP 101 INTRODUCTION TO PHILOSOPHY 3 periods, 3 credits
Prerequisite: CSE 102
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 to understand problems we meet today. Students will be encouraged to begin working out their own positions on these issues.

LCP 210 ETHICS 3 periods, 3 hours
Prerequisite: LCP 101 Introduction to Philosophy
This course investigates the nature of morality and of ethical viewpoints in relation to major contemporary problems. Significant issues such as property rights, work and labor, alienation and violence will be analyzed, and the responses of philosophers—past and present—to these issues will be explored. Students will also be encouraged to develop their own point of view with respect to these issues.

LCP 220 POLITICAL AND SOCIAL PHILOSOPHY 3 credits, 3 hours
Prerequisite: LCP 101 Introduction to Philosophy
The course will explore the following questions: What are sources of political authority? What are the limits of political authority? What are the rights and duties of the individual in relation to the state? How do social institutions influence human personality? What is the nature of social control? What are its consequences? These questions will be examined in terms of both a logical and a normative point of view.

LCP 230 PHILOSOPHY OF RELIGION 3 periods, 3 credits
Prerequisites: LCP 101 Introduction to Philosophy or permission of instructor
An examination of man's basic perceptions of himself and the world as they are reflected in his religions. Both Western theism and Eastern non-theism will be explored and evaluated. Special attention will be given to the phenomenon of religious experience as it occurs in the different traditions.
Communication Arts

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

LCC 105 EFFECTIVE SPEAKING 2 periods, 2 credits
Prerequisite: LCD 101 or waiver
A course designed to provide students with extensive experiences in message preparation and delivery. Students will work on establishing as habits the communication skills needed to express their ideas and feelings with clarity, sensitivity and assertiveness. To do this, they will: (1) participate in simulated personal, educational and business speaking situations that will be video-taped and played back for analysis and subsequent improvement of their communication patterns; (2) view, analyze and compare to their own experiences, films on effective and ineffective communication in various settings; (3) tape record their voice if they need to develop a more critical ear to their own speech patterns.

LCC 150 THE ART OF FILM 4 periods, 3 credits
Prerequisite: none  (Includes screening of films)
As an introduction to the cinema, the course will provide an overview of film history and theory. Students will learn about aesthetic and technological innovations in the medium while enhancing their critical skills through screening films selected as representative of a type or concept.

LCC 210 GROUP DISCUSSION 3 periods, 3 credits
Prerequisite: LCD 101 or waiver
Introduction to basic concepts and theories of speech communication in task-oriented, problem-solving discussion groups. Students will enhance their own communication skills through participation in discussions and activities designed to help them become more sensitive and analytic observers of, and oral participants in problem-solving groups. They will decide on a topic that they would like to discuss, gather information, determine causes, prepare and evaluate solutions and present their findings. They will also examine their own communication abilities (successes, barriers and breakdowns).

LCC 170 ART OF THE THEATER 3 periods, 3 credits
Prerequisite: CSE 102 Basic Reading Skills
This course is designed to introduce students to the theories, techniques and literature of the theater. In addition to classroom seminars and possible field trips, students will be involved in at least one class project which will help them understand, first-hand, the "experience" of the theater.

LCC 130 COMMUNICATION AND SOCIETY 3 periods, 3 credits
Prerequisite: None
A study of the communications process and effect in terms of source, message, medium, context, audiences and response; the modern techniques and concepts
of communication employed by the various media to communicate effectively with the audience; the performance of the mass media and their nature, function and responsibility in contemporary free society; the rights and legal and ethical limits of the mass media; the interrelation of mass communication with social habit patterns and with economic and political systems; and an analysis of the influence of mass communication on the shaping of public opinion and the forces used to propagate ideas according to preconceived goals.

LCC 140 COMMUNICATION AND THE MEDIA 3 periods, 3 credits
Prerequisite: None
A study of the different media (TV, film, photography, radio, audio-visual) analyzing their capabilities, limitations and characteristics and surveying their applications, interrelationship and use in education, business and industry. The current status and the implications for the future of trends and developments in communications technology will be explored and evaluated. The course incorporates theoretical as well as practical approaches to effective use of the communications media.

LCC 240 MEDIA PRODUCTION WORKSHOP
4 periods: 1 lecture, 3 labs, 3 credits
Prerequisite: None
A beginning practical study of the elements and process of production in the different media forms. The course is concerned with basic procedures and techniques used in the production of such media as films, radio and TV programs, graphics, and printed and AV materials, including job responsibilities and vocabulary relating to the various media. Limited "hands-on" experience.

LCC 270 MAJOR GENRES IN AMERICAN CINEMA 4 periods, 3 credits
Prerequisite: The Art of Film recommended but not required.
The course will explore major cinema genres which have both reflected and projected a consciousness of American attitudes and values. Included are deification of the cowboy, spirits and the spiritual, gangsters and superheroes, and minority groups. The themes will be revealed through readings and the screening of a selection of American movies, and the ways in which they serve to clarify social and cultural patterns, realities and illusions in American life.

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

LCI 198 CREATIVE WRITING WORKSHOP 3 credits
Prerequisite: LCE 100 or waiver
Students who enroll in this Intensive should be prepared to submit creative work and to offer technical assistance (typing, editing, layout and design) in the preparation of a literary magazine. Initial meetings will be devoted to organizational discussions and to an examination of the rudiments of creative writing and photography. Subsequent sessions will be given over to readings and discussions of stories, poems, plays, and literary and photographic essays that individual members have produced. The final intensive week will be reserved for editorial selection and the actual preparation and distribution of the magazine.
LCI 197 MEDIA ARTS WORKSHOP 3 credits Prerequisite: none
An investigation of the methods of media production. During the intensive week, there will be field trips to a newspaper production plant and a television studio. During the quarter, students will select as a class unit some activity for development in one of the media; as a group students will be responsible for preparation, advertising, casting (if any), and production of an original project for presentation.

LCI 196 URBAN ARTS WORKSHOP 3 credits Prerequisite: none
An exploration of the City's social and technological impact on artists. The first week will include visits from writers and film makers, and trips to magazine production facilities. Projects will be in such areas as the photo essay, film, and creative writing.

LCI 195 VIOLENCE IN AMERICAN ART AND CULTURE 3 credits
Prerequisite: none
An investigation of the aura of violence in contemporary American life and institutions, and an appraisal of the ways in which various art forms reveal and frequently reinforce it. Serious forms of literature—history, the novel, and drama—will be carefully scrutinized. Moreover, special emphasis will be placed on the mass media (newspapers, film, and television and on popular literature, including the detective novel and the comics). Members of the class will work on creative term projects, either individually or in conjunction with other people who want to examine a common problem.

LCI 194 THE PUERTO RICAN COMMUNITY: A MINORITY GROUP EXPERIENCE +3 credits Prerequisite: none
This course studies the similarities and differences in the socio-cultural patterns of large waves of immigration and their impact on the urban environment. Particular emphasis will be placed on the Puerto Rican community in order to provide an enhanced awareness of and sensitivity to the value systems of our city's minorities. Throughout the quarter, students will participate directly in the experiences of the Puerto Rican community and will be attached to agencies, theatres, newspapers, or publishing houses. Relevant books will also be assigned. (This course is complementary to Spanish 102, although Spanish 102 is not a prerequisite.)

LCI/SS 193 IDEAL SOCIETIES: PLANNING FOR THE FUTURE 3 credits Prerequisite: none
This course investigates the nature of ideal societies (utopias) as they have been treated by artists, philosophers, and social scientists. The class will look into the ways utopian thinking can affect communities and states. It will concentrate on such aspects of contemporary life as American communes, city planning, the revolution in education, and politics and ideology. During the entire quarter, contacts will be made with communes, planning commissions, educators and organizations such as the Institute for the Future.

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

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

LCI 191 ART, POLITICS, AND PROTEST 3 credits Prerequisite: none
This course has a dual focus—on traditional examples of political art such as street theatre, political surrealism, realism, and photomontage and on what is happening in New York in these areas.
After a first week of trips to theatres and museums, of films, and of guest artists, students will spend the rest of the quarter setting up the structure for an improvisatory theatre group at LaGuardia or for some other related project. Readings will be on a group and individual basis.

LCI 190 RURAL AMERICA FROM AN URBAN PERSPECTIVE 3 credits
Prerequisite: none
An investigation of the role that the wilderness has played in shaping American thought, culture and literary life. Special attention will be devoted to the 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 goals of the Division’s faculty are:

1. To foster in students an awareness of the decisions that shape and control their lives, and to provide the tools and knowledge that are prerequisites to achieving active participation in those decisions.
2. To provide students with the bases for understanding the major social dimensions of their environment: (a) individual growth and development; (b) institutions in urban society; and (c) comparative cultures.
3. To develop in students appropriate techniques and skills that are basic to the social sciences, and that will enable them to understand the internal dynamics and structural context of both their work experience and the urban situation.
Courses are offered in the disciplines of anthropology, economics, education, history, political science, psychology, and sociology, as well as in interdisciplinary subjects. Students who wish to pursue special personal or career interests in the social sciences, such as child development, ethnic studies, urban politics, etc., should consult a faculty member or counselor as early as possible in order to plan an appropriate program.

**Interdisciplinary Courses**

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

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

SSI 210 WOMEN IN SOCIETY 3 periods, 3 credits  
Prerequisite: Introduction to Social Science  
This course examines the nature of women’s social roles from the selected perspectives of psychology, sociology, and anthropology. Students will be expected to critically evaluate the literature in this field in order to better understand the sex role demands of various societies. Such topics will be considered as: Achievement Motivation, Interaction Styles, traditional work and family roles of women, and alternative life styles.

**Economics**

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

SSE 102 INTRODUCTORY ECONOMICS II  
3 periods, 3 credits  Prerequisite: Introductory Economics I  
As a continuation of Economics I, this course examines: the allocation of resources; determination of national income; labor unions; international trade and finance; problems of growth in developed and developing countries; and the implications of economic policy on the environment.
SSE 110 CONSUMER ECONOMICS AND PERSONAL FINANCE
3 periods, 3 credits  Prerequisite: none
The course examines the role of the consumer in the American market economy. In addition, it seeks to illuminate consumer concerns in daily economic transactions. Topics include: consumer behavior; the relation of consumption to the nation’s wealth; the consumer movement and consumer organizations; consumer protection laws; and the consumer’s stake in such economic policies as protective tariffs, monetary policy, agricultural supports and anti-inflation measures.

Education

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

SSD URBAN EDUCATION
3 periods, 3 credits  Prerequisite: Introduction to Social Science
This course examines major issues in the operation of urban schools, focusing on New York City. Topics will include funding, control, and selected policy issues such as desegregation, discipline, teacher certification, or special education.

History-Political Science

History

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

SSH 102 THE AGE OF ENERGY
(former title: Themes in American History Since 1865)
3 periods, 3 credits  Prerequisite: Introduction to Social Science
The story of the United States history from the Civil War to the present is the drama of Energy played out on the human stage. The Theme of Energy will be discussed in such topics as Capitalism, Social Reform, Political Behavior, Imperialism, and Human Development.

SSH 103 WESTERN CULTURE I: THE LIVING PAST
(former title: Ideas in Western Culture I)
3 periods, 3 credits  Prerequisite: Introduction to Social Science
The course investigates the main features of human development from the first civilizations in Egypt and Mesopotamia to The Renaissance. The importance of geography, religion, custom and ideology are explored for the purpose of capturing the spirit of the past as well as understanding its relationship to the present.
SSH 104 WESTERN CULTURE II: MODERN MINDS IN THE MAKING  
(former title: Ideas in Western Culture II)  
3 periods, 3 credits  Prerequisite: Introduction to Social Science  
This course covers the emergence of the modern mind and society from the Renaissance to the present. Emphasizing the scientific, industrial, and political revolutions, it explores the complexity of modern life and how people have tried to cope with those problems over time. In addition, it studies changing concepts of human worth and of the relationship between the individual and the political and economic institutions that determine life.

SSH 240 HISTORY OF NEW YORK CITY  
3 periods, 3 credits  Prerequisite: Introduction to Social Science  
New York City will be used as a test case to reveal the major trends in Urban America. More specifically, the problems involved in the transformation from village to city—boss politics, immigration, ghettos, and violence—will be traced from the colonial period to the present, and related to cities other than New York.

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

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.

Political Science

SSP 101 THE DYNAMICS OF AMERICAN POLITICS  
(former title: Governing America)  
3 periods, 3 credits  Prerequisite: Introduction to Social Science  
The organization and activities of the United States government. The importance of the Constitution and the federal system. The roles of interest groups and political parties. Political protest and the making of public policy.

SSP 200 POLITICS, PEOPLE AND SOCIETY  
(former title: Comparative Political Systems)  
3 periods, 3 credits  Prerequisite: Introduction to Social Science  
An introduction to the structure and functions of government in the modern world. Readings and discussions will focus on the questions of power, authority, ideology, and law. Examples of foreign political systems will be used in a comparative context.

SSP 230 THE POLITICS OF CRISIS IN URBAN AMERICA  
(former title: Power and Politics in Urban America)  
3 periods, 3 credits  Prerequisite: Introduction to Social Science  
This course will examine the critical public policy choices facing American cities. What should governments do about such selected problems as Housing,
Health Care, Unemployment, and Welfare? How should city governments be structured in order to make them work for all the people? What political forces play a role in the making of decisions about how well people shall live? The emphasis of the course will be on how larger problems relate to everyday life in New York City.

SSP 240 CRIME AND PUNISHMENT: THE LEGAL JUSTICE SYSTEM
(former title: Crime, Punishment and Systems of Law)
IN AMERICA 3 periods, 3 credits Prerequisite: Introduction to Social Science
An analysis of the dimensions and social meaning of crime. Topics include: Causes of crime, identification of offenders and victims, the role of law enforcement, the criminal justice process, and the correctional system. The course shall also examine the issue of governmental crime and equity of treatment for accused persons under the legal justice system. The particular application of these questions to New York City will be emphasized.

Psychology

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

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

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 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 psychological perspective.

SSY 200 PERSONALITY 3 periods, 3 credits
Prerequisite: Introduction to Social Science, General Psychology
Diverse approaches to the psychology of personality will be systematically examined and critically evaluated. Selected theoretical conceptions will be presented, paralleling the historical developments of the field. These will include PSYCHOANALYTIC THEORY, the NEO-FREUDIAN position, Jung's ANALYTIC PSYCHOLOGY, BEHAVIORIST alternatives, COGNITIVE THEORIES, and factor-analytic and situational approaches. Crucial topics and issues in the study of personality will be discussed in the context of divergent theoretical orientations; personality development, personality assessment relations between the "normal" and "abnormal" personality, conflict adjustment, and defense, and the implications of personality theory for social systems, social change, and psychotherapy.

SSY 230 ABNORMAL PSYCHOLOGY 3 periods, 3 credits
Prerequisite: Introduction to Social Science, General Psychology
This course will examine traditional and contemporary conceptions of the "abnormal" personality, stressing the social implications of a variety of approaches to evaluation, diagnosis, and treatment of maladaptive behavior. Selected theories of psychopathology will be presented, including the PSYCHOANALYTIC BEHAVIORIST, and HUMANIST positions. The conventional psychiatric classifications of neurosis, psychosis, schizophrenia, childhood disturbances, and addictive and alcoholic behavior disorders will be discussed in the light of alternative, more socially relevant conceptions of "abnormality."

SSY 260 GROUP DYNAMICS: SMALL GROUP PROCESSES 3 periods, 3 credits
Prerequisite: Introduction to Social Science, General Psychology
An introduction to 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 advised to take Social Psychology as a prerequisite or corequisite.

SSY 290 TOPICS IN PSYCHOLOGY 4 periods: 3 lectures, 1 lab, 3 credits
Prerequisite: Introduction to Social Science, General Psychology
This course builds upon the foundation of General Psychology. It is organized around several specialized topics in psychology, covering each in some detail. New topics will be chosen each quarter in response to 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 "school" and movements in Psychology. This course is recommended for advanced students.
Sociology-Anthropology

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 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 the 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. An examination of the ideas and ideals, shared beliefs and practices that are inherent in religious movements, institutions and the social context, and religion's role in social change.

Anthropology

SSA 101  INTRODUCTION TO CULTURAL ANTHROPOLOGY
3 periods, 3 credits
Prerequisite: Introduction to Social Science
An introduction to the comparative study of man and his culture, this course touches upon the emergence of prehistoric man and the origins, development, and diversity of human languages and cultures. The role of culture in determining human behavior is examined as are the interrelationship and function of basic forms such as kinship, economic and political systems, and religious institutions.

Intensives

SSI 198  THE EFFECTS OF CROWDING
3 credits  Prerequisites: Introduction to Social Science
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".

104
SSI 197 COMMUNITY CONTROL
3 credits  Prerequisite: Introduction to Social Science
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 area of schools, health agencies, government, housing, and work. Field study of community development and decentralization projects helps to clarify strengths and weaknesses.

SSI 196 COMMUNITY PSYCHOLOGY
3 credits  Prerequisite: Introduction to Social Science
Community mental health clinics in New York (ranging from the Veterans Administration Hospital to storefront clinics) will be visited, compared and evaluated in daily classroom meetings during the intensive week. At the same time methods of psychological intervention and a variety of approaches to treatment will be explored through discussion, roleplay, and group exercises.

SSI 195 THE INDIVIDUAL AND THE URBAN CRISIS
3 credits  Prerequisite: Introduction to Social Science
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, women's liberation, emerging counter-cultures, etc.

SSI 194 RELIGION AND SOCIAL CHANGE
3 credits  Prerequisite: Introduction to Social Science
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 will be stressed.

SSI 192 PRACTICAL POLITICS IN NEW YORK CITY
3 credits  Prerequisite: Introduction to Social Science
The objectives of this course are to develop an understanding and working knowledge of our city government. Local projects will be developed and executed and students will learn about city government through class discussions, political speakers and visits to governmental agencies.

SSI/LCI 193 IDEAL SOCIETIES: PLANNING FOR THE FUTURE
3 credits  Prerequisite: Introduction to Social Science
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 191 SOCIAL WELFARE AS AN INSTITUTION
3 periods, 3 credits  Prerequisite: Introduction to Social Science
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 particular economic, social and cultural situations 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.
BUD 105 COMPUTERS AND SOCIETY
Students who enroll in this course (see description page 74) may receive social science credit to fulfill distribution requirements if they have satisfactorily completed Introduction to Social Science.

Division of The Natural Environment

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

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

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

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

- Calculus I, II, III
- Elementary Linear Algebra
- Elementary Differential Equations

Other courses from which such students may select:
- Elementary Statistics
- History of Mathematics
- Mathematics and the Imagination
- Mathematics in Nature and Art

NATURAL SCIENCES
The general goals of the natural science curriculum are:
1. To enable students in the business and liberal arts areas to increase their understanding of the role of science in today's society. In this context the Division recommends the courses:
   - NEB 101 — Topics in Biological Science
   - NEP 101 — Topics in Physical Science
   - NES 100 — Topics in Ecology
   - NEC 101 — Topics in Chemistry
   - NEH 101 — Topics in Personal Health

2. To give students with a deeper interest in science an opportunity for more extensive investigation of the different natural science areas.

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

- 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 may select:

- NES 110 — History of Science
- NES 111 — Science and Modern Society
- NEB 203 & 204 — Fundamentals of Human Biology I & II
- NEP 110 — Concepts in Electricity
- NEP 150 — Astronomy & Applied Mathematics

**OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

Occupational Therapy is a health profession which provides services to persons with problems caused by physical injuries, developmental impairment, aging or psychological disabilities.

The Certified Occupational Therapy Assistant works in collaboration with the Registered Occupational Therapist 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.) and, upon recommendation, is eligible for certification by the American Occupational Therapy Association.

**Mathematics Courses**

**NEM 100** BASIC MATHEMATICS I  
5 periods: 4 lectures, 1 lab, 2 credits  
Prerequisite: none  
This course will develop arithmetic skills particularly in the areas of whole numbers, fractions, decimals, percents and measurement. A self-pacing approach integrating the use of video-tutorial techniques will be used.

**NEM 101** BASIC MATHEMATICS II  
4 periods: 3 lectures, 1 lab, 3 credits  
Prerequisite: NEM 100 or waiver  
Students will reinforce their basic arithmetic skills through the study of probability and statistics. A unit of elementary algebra is included. One condition for receiving a passing grade in this course will be the student's ability to demonstrate competency on the Division's Computational Skills Exam.

**NEM 107** MATHEMATICS AND THE MODERN WORLD  
3 periods, 3 credits  
Prerequisite: NEM 101 or waiver  
Students will study concepts of modern mathematics and will engage in activities that relate these concepts to modern life. Topics to be included will be chosen from the following: logic and set theory, mathematical systems, algebra, probability and statistics, the computer, topology, etc. Cultural and historical aspects of the topics will be stressed.

**NEM 110** ALGEBRA  
3 periods, 3 credits  
Prerequisite: NEM 101 or waiver. May be taken with NEM 101 with permission of the division.

This is a first course in algebra. Students will be able to work in close cooperation with the mathematics laboratory, enabling them to work at their own pace. Topics to be covered include: signed numbers, linear equations, products and factors, 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 or her Mathematics background.
NEM 120 ELEMENTARY STATISTICS 3 periods, 3 credits
Prerequisite: NEM 101 or waiver
A study of the basic concepts and computational techniques of elementary statistics. Among the topics studied are: measures of central tendency, standard deviation, percentiles, statistical graphs, normal distribution, probability, and hypothesis testing.

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

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

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

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

- NEM 201: functions, limits, derivatives, maxima-minima problems, velocity and acceleration problems, antiderivatives;
- NEM 202: the definite integral, area, formal integration, applications of integration, polar coordinates;
- 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 study 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 primarily, making use of the Analog Computer. Solutions of general linear equations and power series method will also be discussed.

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

NEM 103: sets, natural numbers, systems of numeration, number bases, mathematical activities, operations of arithmetic;

NEM 104: integers, rational and real numbers, geometry, probability.

Note: For Education Associate and Human Services Child Development majors NEM 103 substitutes for NEM 101 and entails some laboratory work (to be arranged). Any other student wishing to enroll in NEM 103 must receive special permission of the Chairperson.

Intensive:

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

Natural Science Courses

*NEH 101 TOPICS IN PERSONAL HEALTH
3 periods, 3 credits
Prerequisites: None
This course is designed to promote understanding of and positive attitudes toward personal health practices. The focus will be on the prevention and treatment of every day health problems common to students. Laboratory sessions will include discussions with a physician and nurse, a comprehensive First Aid training program leading to certification, and Home Health Care sessions.

NES 100 TOPICS IN ECOLOGY
4 periods: 2 lectures, 2 labs, 3 credits
Prerequisites: None
A qualitative study of the interrelationships between organisms and their environment. Special emphasis will be placed on the physical and biological factors that influence man’s adaptation to the urban environment. Laboratory work will center around student involvement with methods of study of urban ecology and pollution analysis.

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

NES 111 SCIENCE AND MODERN SOCIETY
3 periods, 3 credits (Spring-Summer)
Prerequisites: None
A study of the interaction between science and society in the modern world. Topics are to be chosen from underdevelopment, use and misuse of technology,

* This course does not fulfill the Natural Environment requirement.
medical care, computers and unemployment, pollution, present day genetics, funding for science, and alienation from science and technology. No scientific background is needed.

**NEB 101 TOPICS IN BIOLOGICAL SCIENCES**  
4 periods, 2 lectures, 2 labs, 3 credits  
Prerequisites: None  
A study of the scientific method, origin and organization of life, reproduction and ecology. The relevance of modern biological theory to human life in particular areas (urban pollution, population control, etc.) will be emphasized.

**NEC 101 TOPICS IN CHEMISTRY**  
4 periods, 2 lectures, 2 labs, 3 credits  
Prerequisites: None  
A one-quarter survey of the principles and applications of chemistry. Emphasis will be placed upon descriptive chemistry in areas such as food and drugs, synthetics and biological chemistry. Lecture and discussion will be complemented by laboratory experiments in which chemical principles and techniques are applied to the analysis and synthesis of familiar items.

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

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

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

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

NEB 202: Diversity of animal, plant and protist life, evolution and relationship to man. The principles of ecology and problems of urban development. (Spring, Summer)

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

NEB 203: The cell, terminology, skeletal, muscular and circulatory systems; (Winter)

NEB 204: Nervous, endocrine, respiratory, digestive and excretory systems. (Spring)

NEC 201, 202 FUNDAMENTALS OF CHEMISTRY I, II
3 class periods, 1 recitation, 2 lab periods each quarter, 4 credits
Prerequisites:
For NEC 201: NEM 110 or consent of instructor
For NEC 202: NEC 201
A two-quarter sequence covering the basic concepts of chemistry and their historical development. The experimental nature of chemistry as well as the role of chemistry in many aspects of daily life are stressed. Among the topics studied are:

NEC 201: Atomic structure, chemical bonding, chemical reactivity, quantitative relationships in chemical reactions; (Fall, Winter)

NEC 202: Solutions, acid-base theory, chemical equilibrium, electro-chemistry. (Spring, Summer)

NEP 201, 202 FUNDAMENTALS OF PHYSICS I, II
3 class periods, 1 recitation, 2 lab periods each quarter, 4 credits
Prerequisites:
For NEP 201: NEM 110 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 intending to continue their studies in the physical and biological sciences since more advanced courses in the natural sciences assume knowledge of this material. Among the topics studied are:

NEP 201: The basic concepts of mechanics; kinematics; Newton's laws; gravitation; conservation of momentum and energy; heat, emphasizing the kinetic theory; and electrostatics: charge, forces, fields; electrical energy. (Fall, Winter)

NEP 202: The basic concepts of electrodynamics (currents and magnetism; electromagnetism); optics (wave theory; lenses); and modern physics (relativity; atomic physics; quantum mechanics). (Spring, Summer)
Intensives

NEI 197 GETTING SICK IN NEW YORK  3 credits (Fall, Summer)
A study of health and sickness in an urban environment. Social and scientific problems in providing necessary medical care. Students will learn about health in New York through class discussions, films, speakers, laboratory work and trips to hospitals and medical research centers.

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

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

Natural Science-Special Courses

NEB 290 PRINCIPLES OF CARDIOLOGY CARE  
2 class periods, 2 credits (14 weeks)
Prerequisite: NEB 204 or equivalent and NEC 201 or equivalent and 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, 3 credits (10 weeks)
Prerequisite: NEB 204 or equivalent and NEC 201 or equivalent and permission of Science Coordinator
This course will acquaint the student with various aspects of respiratory diseases, their diagnoses 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
Occupational Therapy Courses

NET 201 OCCUPATIONAL THERAPY THEORY AND PRACTICE IN PSYCHOSOCIAL DYSFUNCTION 3 periods, 3 credits
Prerequisites: SSY 230 and Community Health NET 195
This course examines the history, philosophy, theory and application of Occupational Therapy for clients with psychosocial pathology. There is an emphasis on treatment as a learning process. It includes: examining capabilities versus deficits, selection of appropriate activity media, 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 develop knowledge of and realize use of Occupational Therapy techniques in 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 report observations professionally and to prepare a case study.

NET 210 OCCUPATIONAL THERAPY MEDIA AND APPLICATION I—GENERAL CRAFTS, TEXTILES AND LEATHER (winter)
1 period recitation, 4 periods laboratory, 3 credits
Prerequisite: NET 195 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, jewelry, art and “scrap” crafts.

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

NET 212 OCCUPATIONAL THERAPY MEDIA AND APPLICATIONS III—WOOD, METAL, PLASTIC AND CERAMICS (fall)
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 woodworking, ceramics, metal craft and plastics.

NET 230 FUNDAMENTALS OF ABNORMAL PHYSICAL CONDITIONS (fall)
3 periods, 3 credits
Prerequisite: NEB 204
This course will review 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 and permission of O.T. coordinator
The student is assigned to a clinical facility full time under professional supervision. There will be opportunities for practice in and exposure to the nature of clients with psychosocial dysfunction, techniques, and use of media.

NET 302  CLINICAL AFFILIATION IN PHYSICAL DYSFUNCTION
3 months full time, 3 credits
Prerequisite: NET 202 and permission of O.T. coordinator
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.

Bilingual Education Associate Courses

LCB 101  INTRODUCTION TO BILINGUALISM  5 periods, 3 credits
Prerequisites: CSE 101 or equivalent in Spanish (as per exam) or waiver
A study of the development of bilingualism as a philosophy and the attendant sociological and economic changes in the educational system. A review of government policies affecting the development of bilingualism and the implications of these policies will be explored. An initial examination of the Hispanic children in the urban setting will stress the social and economic factors as they relate to different views of bilingual philosophy.

In addition to field visits to schools, cultural centers and community organizations, each student will develop a special field project which will apply the theories discussed in class.

LCB 102  PRINCIPLES AND PRACTICES OF BILINGUAL EDUCATION
5 periods, 3 credits
Prerequisites: Introduction to Social Science, Introduction to Bilingualism
Focusing on representative bilingual programs in New York City, the course will examine the basic principals and their application. It will include an examination of the function, status and differences of language use as significant factors in determining the goals and structure of a bilingual curriculum. Theories of language learning, language development patterns and instructional techniques will be examined.

LCB 103  THE HISPANIC CHILD IN AN URBAN ENVIRONMENT: EDUCATIONAL PSYCHOLOGY
5 periods, 3 credits
Prerequisites: Introduction to Psychology/Principles and Practices of Bilingual Education.
An examination of the psychological theories of learning and motivation as they apply to the Hispanic child. It will review the general concepts of psychology specifically as they apply to bilingual education. Theories of learning and motivation, cognition, learning disabilities will be examined in the context of preadolescent development in an urban setting.

In addition to class sessions, a two-hour field lab and a case study log are required. Students who have had Developmental Psychology I (SSY 240) should see the instructor of LCB 103.
LCB 201 CLASSROOM DYNAMICS IN A BILINGUAL SCHOOL
4 periods, 3 credits
Prerequisites: The Hispanic Child in the Urban Environment: Educational Psychology LCB 103
A survey of contemporary theories of school and classroom management as they apply to a Bilingual school. Factors such as language acquisition, status and maintenance, poverty and health will be surveyed in terms of the bilingual learner. Particular attention will be given to the urban environment of bilingual learners in determining methods and techniques in planning to meet the needs of a bilingual urban population.

A special field project demonstrating ability to prepare and implement a lesson with a group of 10 children is required.

LCB 202 BILINGUAL INSTRUCTIONAL MATERIALS 4 periods, 3 credits
Prerequisites: LCB 103, LCS 104
This course will present a review of available materials used in bilingual instructional programs. The cultural orientation of materials imported from Spain, Latin America and Puerto Rico will be discussed in view of their relevance to bilingual Spanish-speakers in mainland schools. The use and incorporation of the commonly used forms of instructional technology will be an integral part of the course.

In addition to classwork the student will design and implement a bilingual audiovisual unit as part of the field component.

LCB 203 BILINGUAL LANGUAGE ARTS: CHILDREN'S LITERATURE AND STORY-TELLING 4 periods, 3 credits Prerequisites: LCB 103, LCE 104, Advance Composition in Spanish or Equivalent
This course is designed to provide an integrated introduction to the basic concepts and application of reading and children's literature as a total experience in the life of the elementary school child. Basic theories of reading, speaking, listening and writing will be examined. Story-telling materials appropriate for bilingual children will be considered as well as interpretation and critical studies of literature suitable for this population. Special attention will be paid to the evaluation and adaption of selected adult readings to the child's level of comprehension.

In addition to classroom assignments the student will design and implement a 4-week language arts unit as part of the field component.
NOTICE TO ALL STUDENTS AND FORMER STUDENTS

The Federal Education Rights and Privacy Act of 1974 and regulations pursuant thereto, grant you the following rights:

1. To be advised of the types of student records and the information contained therein which are maintained by the college.

2. To be advised of the name and position of the official responsible for the maintenance of each type of record, the persons who have access to those records, and the purposes for which they have access.

3. To be advised of the policies of the college for reviewing and expunging those records.

4. To be advised of the procedures for granting you your access rights to your student records.

5. To be advised of the procedures for challenging the content of your student records.

6. To be advised of the cost if any which will be charged you for reproducing copies of your student records.

7. To be advised of all your other rights and requirements for the Federal Education Rights and Privacy Act of 1974 and the regulations promulgated thereunder.

All of the above information may be obtained in the Dean of Students office from the Dean of Students during the normal work week, Monday through Friday, 9:00 a.m. - 5:00 p.m. The following categories of information concerning individual students and former students will, except as indicated below, be made available to the general public: Name, birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

Any student or former student may require that any or all of the above information not be released without his/her prior written consent, by completion of a form available in the Dean of Students Office. The form may be completed, withdrawn, or modified during the normal work week, Monday to Friday 9:00 a.m. - 5:00 p.m.
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 or 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.
APPENDIX

SANCTIONS DEFINED:

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

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

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

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

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

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

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

H. COMPLAINT TO CIVIL AUTHORITIES.

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, 1969, Calendar No. 3(b)

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

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

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

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

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

1. Written charges signed by the President, the Acting President or a full dean shall be personally delivered or sent to the student at the address appearing on the records of the college by registered or certified mail. The charges shall contain a complete and an itemized statement of the charges being brought against the student including the rule which
he is charged with violating and the possible penalties for such violation.

2. Along with the charges, there shall be served upon the student involved a written direction by the Chairman of the hearing panel for a hearing upon such charges and statement of the student's right in the proceeding and possible consequences. The student shall be notified that anything he may say at the hearing may be used against him at a non-university hearing, that he may remain silent at the hearing without assumption of guilt, and that he has a right to have legal counsel and witnesses participate at the hearing.

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

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

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

6. The hearing shall be public or private as the hearing panel as hereinafter provided shall 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 it 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, disciplinary probation, 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 committee designated by the Board. Any appeal under this section shall be made in writing within fifteen days after the delivery of the hearing panel's decision. This requirement may be waived in particular case for good cause by the Board Committee.

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

9. At request by the President that a hearing panel be constituted under the provisions of this statement shall not affect the power of a president or full dean temporarily to suspend a student or temporarily suspend the privileges of a student organization as provided in Section 15.3 of the bylaws.

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

Adopted by the Board of Higher Education at its meeting held November 23, 1970.
PROCEDURES FOR ADJUDICATING AND HEARING A CASE

When there is an accusation against a member of the college community that 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 allegedly 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 Chairperson, shall serve as the Adjudicator on a rotating basis. The Chairperson 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 the 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 if, after a re-hearing on the merits, the original finding of the SFRB is affirmed, the decision is final.

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

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

SUSPENSION OR DISMISSAL

The Board of Higher Education has full power to dismiss or suspend an accused or a college-wide organization for conduct that 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.
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Division of Business

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J.D., St. John's University Law School

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Assistant to Higher Education Officer
Assistant to the Registrar
B.S., Southern Illinois University
M.Ed., University of Illinois

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Higher Education Associate
Director of Personnel
College of St. Rose

SANDERS, MOSES
Higher Education Intern
Assistant to the Director of Security

SCHOENBERG, RAYMOND
Associate Registrar
B.A., C.U.N.Y., Hunter College

SCHWARZ, BARBARA
Assistant to Higher Education Officer
Fringe Benefits Coordinator
B.A., C.U.N.Y., Hunter College
Harvard-Radcliffe Program in Business Administration

SHENKER, JOSEPH
Professor
President
B.A., Hunter College
M.A., Economics
Ed.D., Teachers College, Columbia University

SINGH, KANWARJIT
Assistant to Business Manager
B.A., Commerce, University of Delhi, India

SOMWARU, SAHADEO
Higher Education Intern
Assistant to Director of Security

STAPLETON, JOSEPH
Higher Education Officer, Administrator for Administrative Services
B.A., Wagner College
M.B.A., New York University

WILSON, RUPERT
Assistant Business Manager
Accounting Supervisor
A.A.S., B.B.A., C.U.N.Y., Baruch College

WINZEMER, ZELDA
Higher Education Intern
Assistant to Associate Administrator
B.A., C.U.N.Y., Hunter College

WIST, GREGORY J.
Assistant Registrar
B.A., M.A., S.U.N.Y., Stonybrook
Occupational Therapy
Affiliated Field Work Centers
And OTR Supervisors of Students

FERRANTE, VIRGINIA
A. Holly Patterson Home

HEANEY, AUDREY
Bird S. Color

KOUWE, RICHARD
Brooklyn Developmental Services

BROD, HELEN
Coney Island Hospital

PUZIO, ROSEMARY
Downstate Medical Center

TAMAYO, KAREN
Goldwater Memorial Hospital

GAFFNEY, DIANE
Gouverneur Hospital

BRIAN, NANCY
ICD—Rehabilitation Institute

GANS, SUSAN
Jacobi Hospital

GRYDE, CAROLYN
Jacobi Hospital

TAVON, EDITH
Jewish Home and Hospital

JACOBS, NANCY
Kessler Institute

CHAWLA, RINA
Metropolitan Hospital

O’DONNELL, MARY BETH
Montefiore Hospital

CLEVELAND, HATTIE
Morrisania Hospital

TAKAI, VALERIE
Mount Sinai Hospital

WIENER, MARILYN
Peninsula Hospital Center

KALIN, MARILYN
Child Development Center

BROWN, WILLINDA
Bernard Finneson Developmental Center

FRIERSON, ADA
Queens General Hospital

STEIN, RUTH
Suffolk Developmental Center

OLZINSKI, MILLIE
Suffolk Rehab. Center

FLICK, MURIEL
Brunswick Hospital Center

MILLER, MARIAN
Nassau County Medical Center

PIERCE, JULIE
Creedmoor State Hospital

RIKOON, HELEN
Bronx State Hospital

ROSE-MEADOWS, MAURENA
Bronx-Lebanon Hospital

PETROLINO, PHIL
Hillside Div. of Long Island Jewish

SHELLY, ELEANOR
Presbyterian Hospital

THUELL, JENIFER
St. Vincent’s Hospital

BAKER, ANITA
St. Vincent’s Hospital

KANTOR, MARTHA
Queens Children’s Hospital

SHAW, CAROL
Tremont Crisis Center

MEYERS, RUTH
South Beach Psych. Center

LIDELL, MARY
Bellevue Hospital

CHANDLER, DOLORES
Harlem Hospital

ABELLA, MERCEDES
Institute of Rehab. Medicine
Human Services Program  
Mental Health Preceptors  

ALEGRANDO, JOSEPH  
Lincoln Hospital  

BAILEY, SAM  
Project Impact  

BENAY, ELLIOT  
Greenwich House  

BLIXT, RAYMOND  
Martin DePorres Community Services Center  

BOBEL, MARGO  
Salvation Army/Stuyvesant Square  

DURKIN, ROD  
Manhattan Children’s Hospital  

FEIMSTER, RICHARD  
Addicts Rehabilitation Center  

GERARD, ROBERT  
New York City Department of Mental Health & Retardation  

GOODRICH, LILLIAN  
Dunlap Hospital  

HABER, CAROL  
Girls Town  

HADJIS, GEORGE  
Project Impact  

JANGER, INEZ  
Lexington School for the Deaf  

LIPSCHUTZ, GABY  
New York Philanthropic League  

MEYERS, DANIEL K.  
Daniel Meyers Esq.  

MONROE, ROBERT  
Dunlap Hospital  

OLIVERO, NOEL  
Legal Aid Society  

OZ, VERA  
Encounter  

PETERSON, GRACELIA  
Manhattan Developmental Center  

POLLAK, MARCIA  
Brooklyn State Hospital  

QUINN, KEVIN  
Lower East Side Service Center  

SASS, ELEANOR  
Bernard Fineson Developmental Center  

SCALINGI, VERA  
Meyer Hospital  

SCHWARTZ, DONALD  
Reality House  

SILLEN, JANET  
Bellevue Geriatric Clinic  

TURO, JOANN  
Greenwich House  

YOHAY, DAVID  
Kirby Hospital  

ZENTMAN, MICHAEL  
Queen's Childrens Hospital
Human Services Program
Child Development Preceptors

BARNES, MARGUERITE
Prospect Heights Day Care Center
BEREN, EVE
Bell Park Nursery School
BORDEN, JEAN
Lower East Side Learning Center
BROOKS, ROCHELLE
Malcolm X Day Care Center
COLIN, LORNA
John Orovecz Day Care Center
DeGENNARO, ANN LOUISE
Saint Ignatius Loyola Day Nursery
DUBLIN, ELLEN
100th Street School
ELLIS, MABELLE
Southeast Queens Day Care Center
FEINBERG, ESTHER
North Queens Day Care Center
FREUND, WENDY
Gingerbread House
GAINES, BARBARA
Red Paint Day Care Center
GLOVER, AGNES
Hallet Cove Day Care Center
GREEN, PATRICIA
Bank Street College School for Children
INCE, ISABELLE
East Elmhurst Day Care Center
JANGER, INEZ
Lexington School for the Deaf
JONES, WILLA
Association of Black Social Workers Day Care Center
ESTELLE, LISHINSKY
River Park Nursery School
MATOS, GILBERT
Betances/Ramon Day Care Center
McDERMOTT, MAUREEN
Joseph DeMarco Day Care Center
MILLER, FAY
Macedonia Day Care Center
MILLER, JUDY
Samuel Wright Day Care Center
PERKINS, LORRAINE
Afro-American Day Care Center
PINERO, EUROPA
Look-Up Day Care Center
PRESCOTT, SYLVIA
Bedford/Stuyvesant Day Care Center
RIKLEEN, REBECCA
Red Balloon Day Care Center
TAIT, LYDIA
Woodside Day Care Center
TOMLINSON, WINIFRED
Starlight Day Care Center
TYLER, IRENE
Jamaica Day Care Center
Jamaica Family Day Care Center
WALKER, THOMAS
Queensbridge Day Care Center
WARD, MARGARETTE
Better Community Life
WARREN, YVONNE
Resurrection Day Care Center
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 2nd 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.